



PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: SERVICIOS FARMACEUTICOS
- Código del Programa de Formación: 3315045
- Nombre del Proyecto Formativo (si aplica): IMPLEMENTACION DE PROTOCOLOS EN LOS ESTABELCIMIENTOS FARMACEUTICOS DE LA REGION
- Fase del Proyecto (si aplica): EJECUCIÓN
- Actividad de Proyecto Formativo (si aplica):
- 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:**

- ✓ Participar en intercambios conversacionales básicos en forma oral y escrita en inglés en diferentes situaciones sociales tanto en la cotidianidad como en experiencias pasadas.
- ✓ Llevar a cabo acciones de mejora relacionadas con el intercambio de información básica en inglés, sobre sí mismo, otras personas, su contexto inmediato así como de experiencias pasadas.

- **Duración de la Guía:**

Horas directas a formación: 39

Horas de trabajo autónomo: 16

2. PRESENTACIÓN

Estimado aprendiz,

Ésta guía le orientará en su proceso auto formativo sobre la importancia de fortalecer las habilidades de lectura y escritura en una segunda lengua. Éste instrumento se constituye como el insumo principal de su formación, el cual le permitirá por medio de diferentes actividades de aprendizaje, cumplir con el desarrollo



de la 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.”. Al terminar el estudio de ésta guía, con ayuda de su instructor y relacionando su aprendizaje previo, usted estará en la capacidad de comprender y leer información habitual sobre temas de interés personal y temas técnicos. Recuerde que el fin último del proceso enseñanza-aprendizaje es integrarlo significativamente con su programa de formación con el objetivo de cumplir sus metas y mejorar su nivel de Inglés.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- ✓ Comunicar oralmente ideas y opiniones de carácter técnico y personal con fluidez en inglés, teniendo en cuenta el uso de vocabularios y gramáticas específicas.
- ✓ Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general

Learning to identify in a basic reading about quotidian and technical topics.

Reading comprehension.

- Reconocer letras y palabras es uno de los primeros pasos importantes cuando aprendes a leer. Sin embargo, ésto es solo un primer paso. Es vital que los aprendices comprendan e interpreten lo que están leyendo a fin de que logren extraer las ideas principales y secundarias de un texto cotidiano o técnico y entiendan lo que el autor pretende transmitirles. Por medio de la técnica: Comprensión de lectura, ésta guía busca brindarle las herramientas necesarias para que usted fortalezca su habilidad para leer textos, procesarlos y entender su significado.

● **Vocabulary activities.**

Adquirir vocabulario es una tarea fundamental al momento de aprender una segunda lengua. Antes de que una persona logre familiarizarse completamente con una palabra nueva, es importante que conozca su contexto, significado y como emplearlo en su ámbito formativo. Es por ésto, que por medio de diferentes actividades, al final de ésta guía usted estará en la capacidad no solo de incrementar su lexico tanto cotidiano como técnico sino reconocerlo y emplearlo en diferentes contextos.

● **Reading strategies (Scanning, skimming).**

Existen diferentes tipos de lectura dependiendo del propósito que deseemos alcanzar, y así mismo, técnicas que le permitirán obtener una mejor aprehensión del texto. Éste instrumento de enseñanza tiene como objetivo orientarlo en dos técnicas reconocidas: Scanning y skimming, que con la práctica, le ayudarán a tener una idea general del texto de una forma más rápida y así, contribuir a agilizar tus horas de estudio.



- **Make a summary**

El resumen es una breve explicación de una historia o un texto. Es importante incluir la idea principal y tener en cuenta hechos secundarios que la soporten mejor. Lo invito cordialmente a leer atentamente los textos propuestos, entender lo que el autor intenta transmitirle y tener en cuenta las indicaciones de su instructor para llevar a cabo ésta actividad.

- **Surveys**

La encuesta es una técnica didáctica que busca que los aprendices interactúen, logren fortalecer no solo la habilidad de escritura y lectura, sino su producción oral, así mismo, cómo coleccionar y analizar información de su ámbito formativo ó laboral.

- **Predictive reading**

Hacer predicciones en una lectura es una estrategia que busca que los lectores usen información de un texto, imágenes, encabezados, título, etc y su conocimiento previo para anticipar lo que están por leer.

3.1 Actividades de Reflexión Inicial: (6 horas)

Reflexionar sobre cómo el inglés permite comprender etiquetas, prospectos, nombres de medicamentos, instrucciones de formulación y comunicación básica con usuarios o personal de salud.

Descripción:

- Conversatorio sobre experiencias previas usando inglés en droguerías, farmacias o laboratorios.
- Identificación de palabras que ya conocen (paracetamol, dosage, tablet, milligrams, etc.).
- Socialización de casos reales donde el inglés es necesario en el entorno farmacéutico.
- Vocabulario base para interacciones cotidianas y del área técnica.

3.2 Actividades de Contextualización e Identificación de Conocimientos: (8 horas)

Los aprendices compartirán experiencias previas con el inglés y situaciones reales donde lo hayan necesitado en el campo farmacéutico.

Descripción:

- Mapa de conocimientos previos: instrucciones, etiquetas, prescripciones médicas.



- Análisis de situaciones reales:
 - Un paciente extranjero solicita un medicamento.
 - Interpretación básica de una receta.
 - Explicación simple de una dosis.
- Identificación de necesidades comunicativas: vocabulario técnico, instrucciones, partes de un medicamento, preguntas frecuentes.

3.3 Actividades de Apropiación: (14 horas)

Actividad 1: Presentaciones y rutinas en un servicio farmacéutico

Practicar estructuras básicas para hablar de sí mismos y describir rutinas laborales en un entorno farmacéutico.

Descripción:

- Presentación personal (nombre, rol, lugar de práctica).
- Descripción de rutinas diarias: atender usuarios, revisar inventario, recibir medicamentos, organizar estanterías.
- Estructuras: presente simple y pasado simple.

Ejemplos:

- “I work at a drugstore.”
- “In the morning I usually check the inventory.”
- “Yesterday we received new antibiotics.”

Técnicas: Role play, diálogos sencillos, escritura guiada.

Producto: Presentación oral breve sobre su rutina en el servicio farmacéutico.

Actividad 2: Comunicación básica farmacéutica – pedidos e instrucciones

Entender y dar instrucciones sencillas relacionadas con la entrega, almacenamiento y uso básico de medicamentos.

Descripción:

- Práctica de imperativos y verbos técnicos: dispense, shake, take, store, measure, label.
- Simulación de entrega de medicamentos:
 - “Take one tablet every 8 hours.”
 - “Shake well before use.”
 - “Store in a cool, dry place.”



- Diálogos básicos para hacer solicitudes:
 - “Can you pass me the syrup?”
 - “Please check the expiration date.”

Técnicas: Juego de instrucciones, role play de farmacia.

Producto: Interacción oral dando y siguiendo instrucciones farmacéuticas.

Actividad 3: Conversaciones técnicas breves en el entorno farmacéutico

Sostener conversaciones cortas sobre tareas habituales, medicamentos y elementos del entorno farmacéutico.

Descripción:

- Práctica de diálogos cotidianos:
 - Solicitud de medicamentos.
 - Preguntas sobre dosis e indicaciones.
 - Recomendaciones sencillas.
- Preguntas frecuentes:
 - “What is this medicine for?”
 - “How do I take it?”
 - “Do you have something for a headache?”
- Simulación entre técnico farmacéutico y paciente.

Técnicas: Entrevistas simuladas, práctica guiada, Role plays.

Producto: Conversación grabada entre dos compañeros.

3.4 Actividades de Transferencia del Conocimiento: (12 horas)

Actividad 4: Comprensión y explicación de prospectos de medicamentos

Comprender instrucciones y componentes de un medicamento y explicarlos oralmente.

Descripción:

- Lectura de prospectos y etiquetas reales (dosage, indications, warnings).
- Identificación de elementos clave: dosis, vía de administración, frecuencia.

Técnicas: Lectura compartida

Producto: Resumen escrito del prospecto + explicación oral.



Actividad 5: Interacción con usuarios y orientación farmacéutica básica

Realizar intercambios básicos con un usuario extranjero ficticio.

Descripción:

- Simulación de atención al usuario:
 - Preguntas sobre síntomas.
 - Recomendación de medicamentos.
 - Explicación de forma correcta de uso.
- Expresiones útiles:
 - “This medicine is for...”
 - “Would you like tablets or syrup?”
 - “Take it after meals.”

Técnicas: Role play, práctica libre.

Producto: Diálogo simulado técnico–usuario.

4. PLANTEAMIENTO DE EVIDENCIAS DE APRENDIZAJE PARA LA EVALUACIÓN EN EL PROCESO FORMATIVO.

Fase del proyecto formativo	Actividad del proyecto formativo	Actividad de Aprendizaje	Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Planeación	Aprender vocabulario y estructuras gramaticales para presentar en inglés un procedimiento farmacéutico sencillo Sostener una conversación sencilla relacionada con situaciones	Comunicar oralmente ideas y opiniones de carácter técnico y personal con fluidez en inglés, teniendo en cuenta el uso de vocabularios y	Presentación en vivo. Texto preparado como guion o póster.	Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. Explica un procedimiento farmacéutico sencillo en inglés	Lista de chequeo para evaluar desempeño oral. Observación directa durante los ejercicios de role-play.



	propias de los servicios farmacéuticos y la vida cotidiana.	gramáticas específicas. Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general		Pronuncia de manera clara y comprensible el vocabulario técnico básico del área	
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5. GLOSARIO DE TÉRMINOS

- **Role play:** juego de roles es una actividad que simula una situación con dos o más personajes representados por los aprendices. Cada uno recibirá las indicaciones de lo que pasa y los aprendices deberán desarrollar la situación actuando.

6. REFERENTES BIBLIOGRÁFICOS

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	Claudia Olivar	Instructora	Bilingüismo	Agosto 2025	Mejora.



PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: SISTEMAS TELEINFORMATICOS
- Código del Programa de Formación: 3315259
- Nombre del Proyecto Formativo (si aplica): Implementación de los servicios teleinformáticas de equipos y redes en las MIPYMES de la regional cauca.
- Fase del Proyecto (si aplica): EVALUACIÓN Y EJECUCIÓN.
- Actividad de Proyecto Formativo (si aplica): ORIENTAR A LOS APRENDICES EN EL RECONOCIMIENTO DEL SENA Y LA FORMACIÓN PROFESIONAL INTEGRAL.
- 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:**

- ✓ Llevar a cabo acciones de mejora relacionadas con el intercambio de información básica en inglés, sobre sí mismo, otras personas, su contexto inmediato así como de experiencias pasadas.
- ✓ Comunicarse de manera sencilla en inglés en forma oral y escrita con un visitante o colega en un contexto laboral cotidiano.
- ✓ Poner en práctica vocabulario básico y expresiones comunes de su área ocupacional en contextos específicos de su trabajo por medio del uso de frases sencillas en forma oral y escrita.

- **Duración de Guía:**

Horas directas a formación: 52

Horas en la plataforma: 22

2. PRESENTACION

Estimado aprendiz, en la siguiente guía de aprendizaje nos enfocaremos en una habilidad muy importante para la adquisición de una segunda lengua como lo es el speaking. Según Burns y Joyce (1997) Hablar se



define como un proceso interactivo y de construcción de significado que implica la producción, recepción y procesamiento de información.

Por medio de esta guía y las actividades aquí planteadas, usted podrá fortalecer la producción oral en una segunda lengua. Al final de la competencia usted será capaz de comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica y realizar intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla.

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

- ✓ Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general.
- ✓ Describir actividades cotidianas y del área técnica de uso frecuente en el desempeño de sus actividades ocupacionales en su lugar de trabajo.
- ✓ Elaborar documentos escritos basados en lecturas especializadas de interés técnico y general.

Learning to communicate with others.

Audios. Por medio de archivos mp3 o links, usted escuchará vocabularios y oraciones en inglés en las cuales podrá identificar las palabras, expresiones y la idea principal del mensaje para fortalecer su habilidad auditiva.

Video clips: Por medio de ayudas audiovisuales usted podrá escuchar la pronunciación de palabras y frases que se desglosan en una acción comunicativa. De igual forma, podrá relacionar el diálogo en función del contexto y de esta forma llegar a la comprensión del mensaje, así como también la apreciación de las diferencias culturales que se adjuntan en el aprendizaje de una lengua extranjera. Por otra parte, usted podrá practicar su pronunciación para la producción oral de las palabras y oraciones las cuales forman el diálogo y que le permitirán participar en una conversación.

Ovas. Por medio de Objetos Virtuales de Aprendizaje, usted encontrará material visual sobre las distintas temáticas de la actividad de aprendizaje en las cuales usted puede resolver inquietudes y superar sus debilidades.

Speaking games: Por medio de esta dinámica “juegos de habla”, usted fortalecerá el significado y la pronunciación de las palabras y oraciones que ha aprendido en la formación, motivándolo de esta manera a usar su nivel de inglés en un discurso mejorando su habilidad de Speaking - Listening.

Exposición de temas técnicos: Con esta técnica usted será capaz de explicar un tema técnico o de interés común a sus compañeros e instructor.

Dialogos: Por medio de diálogos usted pondrá en práctica sus habilidades de Speaking and Listening en un ambiente simulado a un contexto real – cotidiano, en donde también podrá reflexionar y analizar los



distintos matices que suceden en la comunicación intercultural inscrita en todo aprendizaje de una segunda lengua.

Role play: Con esta técnica de dramatización, usted será capaz de simular un juego de roles. Esta técnica consiste en que dos o más personas representen una situación o caso concreto de la vida real en una segunda lengua, actuando según el papel que se les ha asignado y de tal forma que se haga más vivido y auténtico.

Debate: Esta técnica se llevará a cabo para generar una discusión en la cual varias personas confrontan sus distintos puntos de vista en relación con un asunto determinado de la vida cotidiana. Tiene un carácter argumentativo, está dirigido generalmente por una persona que asume el rol de moderador para que de este modo todos los participantes en el debate tengan garantizada la formulación de su opinión.

3.1 Actividades de Reflexión Inicial

Generar conciencia sobre la importancia del inglés en el entorno tecnológico y activar conocimientos previos.

Propósito:

Reflexionar sobre cómo el inglés es esencial en manuales, interfaces, software, documentación técnica, configuraciones de red y solución de problemas.

Descripción:

- Conversatorio sobre experiencias usando inglés en soporte técnico, redes, instalación de software o lectura de manuales.
- Identificación de palabras que ya conocen: router, server, login, settings, firewall, update.
- Análisis de casos reales donde el inglés es necesario: mensajes de error, comandos, menús, documentación.

3.2 Actividades de Contextualización e Identificación de Conocimientos

Experiencias previas con el inglés y situaciones reales donde lo hayan necesitado en sistemas teleinformáticos.

Descripción:

- Mapa de conocimientos previos: hardware, software, redes, comandos, mensajes del sistema.
- Escenarios reales:
 - Un usuario extranjero solicita soporte.



- Interpretación de mensajes de error.
- Explicación simple de un procedimiento técnico.
- Identificación de necesidades comunicativas: vocabulario técnico, instrucciones básicas, preguntas frecuentes en soporte.

3.3 Actividades de Apropiación

Actividad 1: Presentaciones en un entorno de soporte técnico

Practicar estructuras básicas para hablar de sí mismos y describir rutinas laborales en un entorno técnico.

Descripción:

- Presentación personal (nombre, rol, área técnica).
- Descripción de rutinas diarias: instalar software, revisar redes, atender tickets, configurar equipos.
- Estructuras: presente simple y pasado simple.

Ejemplos:

- “I work as a support technician.”
- “In the morning I usually check the network status.”
- “Yesterday we installed a new server.”

Técnicas: Role play, escritura guiada, mapas mentales.

Producto: Presentación oral breve sobre su rutina en el área de sistemas.

Actividad 2: Comunicación básica técnica – instrucciones y solicitudes

Entender y dar instrucciones sencillas relacionadas con soporte técnico y configuración básica.

Descripción:

- Práctica de imperativos y verbos técnicos: install, restart, check, update, connect, unplug.
- Simulación de solicitudes:
 - “Please restart the computer.”
 - “Can you check the internet connection?”
 - “Connect the cable to the router.”
- Conversaciones funcionales técnico–usuario.



Técnicas: Juego de instrucciones, role play de soporte técnico.

Material: Flashcards

Producto: Interacción oral dando y siguiendo instrucciones informáticas.

Actividad 3: Conversaciones técnicas breves en entornos teleinformáticos

Sostener conversaciones cortas sobre tareas habituales, problemas y soluciones técnicas.

Descripción:

- Diálogos frecuentes:
 - Problemas de conexión.
 - Problemas de software.
 - Solicitudes de instalación.
- Preguntas útiles:
 - “What seems to be the problem?”
 - “Is the device connected?”
 - “Did you update the system?”
- Simulación entre técnico y usuario.

Técnicas: Entrevistas simuladas, práctica guiada, juegos de roles.

Producto: Conversación en vivo o grabada entre dos compañeros.

3.4 Actividades de Transferencia del Conocimiento

Actividad 4: Comprensión y explicación de manuales o mensajes del sistema

Comprender instrucciones técnicas y explicarlas oralmente.

Descripción:

- Lectura de menús, alertas y mensajes del sistema.
- Identificación de vocabulario clave: error, settings, update, configuration, device, network.
- Explicación oral del funcionamiento o del procedimiento a un compañero.

Técnicas: Lectura compartida, resumen guiado, exposición oral.

Producto: Resumen escrito + explicación oral del manual o mensaje técnico.

Actividad 5: Interacción con usuarios y orientación en soporte técnico



Realizar intercambios básicos con un usuario o cliente ficticio en inglés.

Descripción:

- Simulación de atención al usuario:
 - Preguntar por el problema.
 - Dar soluciones básicas.
 - Orientar paso a paso.
- Expresiones útiles:
 - “This problem is related to...”
 - “Please follow these steps...”
 - “Try restarting the router.”

Técnicas: Role play, práctica libre.

Producto: Role play.

Actividad 6: Exposición técnica sobre un componente o herramienta – PROYECTO FINAL

Aplicar lo aprendido presentando en inglés un componente o herramienta de sistemas teleinformáticos.

Descripción:

- Selección de un dispositivo, software o protocolo.
- Elaboración de una presentación con apoyo visual (función, partes, uso, ventajas).
- Exposición frente al grupo con retroalimentación.

3 OPCIONES A LLEVAR A CABO:

Video Tutorial en Inglés

Los aprendices crean un video explicando **un proceso técnico** paso a paso, por ejemplo:

- Cómo instalar un software de monitoreo.
- Cómo realizar mantenimiento preventivo a un equipo.
- Cómo solucionar fallas comunes de conectividad.

Evidencia lingüística: uso de imperativos, presente simple, vocabulario técnico.

2. Role-play Técnico (Simulación en Parejas o Grupos)

Simulan una situación de soporte técnico en inglés:

- Un usuario tiene un problema de red.
- Un técnico hace preguntas, diagnostica, explica y resuelve.
- Incluyen expresiones de servicio, instrucciones y confirmaciones.

Evidencia lingüística: speaking espontáneo, interacción, vocabulario técnico, modales.



3. Infografía Técnica en Inglés

El aprendiz diseña una infografía sobre:

- Partes del computador.
- Tipos de redes y su funcionamiento.
- Protocolos de comunicación.
- Buenas prácticas de seguridad informática.

4. PLANTEAMIENTO DE EVIDENCIAS DE APRENDIZAJE PARA LA EVALUACIÓN EN EL PROCESO FORMATIVO.

Fase del proyecto formativo	Actividad del proyecto formativo	Actividad de Aprendizaje	Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Ejecución y Evaluación	Conociéndome en Inglés: Perfil del Técnico en Sistemas Teleinformáticos” construye y comunica su perfil técnico y personal. Refuerza la idea de claridad, coherencia y uso integrado de estructuras gramaticales básicas.	Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general. Describir actividades cotidianas y del área técnica de uso frecuente en el desempeño de sus actividades ocupacionales en su lugar de trabajo. Elaborar documentos escritos basados en lecturas	Presentación grabada o en vivo. ficha técnica o póster con vocabulario aprendido (partes básicas de un sistema, dispositivos). Exposición final	Estructura adecuadamente ideas claras y coherentes sobre el tema. Pronuncia adecuadamente el vocabulario fundamental y expresiones básicas del idioma. Usa correctamente estructuras gramaticales básicas para describir su perfil técnico.	Exámen oral (evaluación del desempeño comunicativo en la presentación) Quiz Lista de vocabulario acerca de las fichas de aprendizaje sobre su formación. Placement test Final Exam



		especializadas de interés técnico y general.			
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5. GLOSARIO DE TÉRMINOS

- **Role play:** juego de roles es una actividad que simula una situación con dos o más personajes representados por los aprendices. Cada uno recibirá las indicaciones de lo que pasa y los aprendices deberán desarrollar la situación actuando.

6. REFERENTES BIBLIOGRÁFICOS

7. CONTROL DEL DOCUMENTO

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Autor (es)				

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	Claudia Olivar	Instructora	Bilingüismo	Octubre 2025	Mejora.



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FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: PROGRAMACION PARA ANALITICA DE DATOS.
- Código del Programa de Formación: 228117
- Nombre del Proyecto Formativo (si aplica): INTEGRACIÓN DE LA ANALÍTICA DE DATOS EN LOS SECTORES PRODUCTIVOS DEL DEPARTAMENTO DEL CAUCA
- Fase del Proyecto (si aplica): EVALUACIÓN
- Actividad de Proyecto Formativo (si aplica): APLICAR HERRAMIENTAS ESTADÍSTICAS ANALIZAR LOS DATOS CON EL USO DE LA NUEVAS TENDENCIAS TECNOLOGÍAS
- Competencia
Comprender textos en inglés en forma escrita y auditiva
- Resultados de Aprendizaje Alcanzar
 - ✓ Comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica.
 - ✓ Realizar intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla sobre temas técnicos.
- Duración de la Guía: 40 HRS

2. PRESENTACION

Estimado aprendiz, en la siguiente guía de aprendizaje nos enfocaremos en una habilidad muy importante para la adquisición de una segunda lengua como lo es el speaking. Según Burns y Joyce (1997) Hablar se define como un proceso interactivo y de construcción de significado que implica la producción, recepción y procesamiento de información.

Por medio de esta guía y las actividades aquí planteadas, usted podrá fortalecer la producción oral en una segunda lengua. Al final de la competencia usted será capaz de comunicarse en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica y realizar intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla. Cabe mencionar que usted contará con la ayuda de su instructor, el cual le permitirá



trabajar de forma autónoma y significativa durante su proceso de formación cumpliendo con la actividad de aprendizaje establecida en este instrumento de aprendizaje.

Asimismo, por medio del desarrollo de esta guía se evidenciará el proyecto final de la competencia, el cual integrará los conocimientos y habilidades adquiridos a lo largo de las actividades propuestas.

CONTINUACIÓN DE PUNTOS A DESARROLLAR:

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

Sostener una conversación sencilla sobre un tema relacionado con el área técnica y la vida cotidiana

Learning to communicate with others.

Audios. Por medio de archivos mp3 o links, usted escuchará vocabularios y oraciones en inglés en las cuales podrá identificar las palabras, expresiones y la idea principal del mensaje para fortalecer su habilidad auditiva.

Video clips: Por medio de ayudas audiovisuales usted podrá escuchar la pronunciación de palabras y frases que se desglosan en una acción comunicativa. De igual forma, podrá relacionar el diálogo en función del contexto y de esta forma llegar a la comprensión del mensaje, así como también la apreciación de las diferencias culturales que se adjuntan en el aprendizaje de una lengua extranjera. Por otra parte, usted podrá practicar su pronunciación para la producción oral de las palabras y oraciones las cuales forman el diálogo y que le permitirán participar en una conversación.

Ovas. Por medio de Objetos Virtuales de Aprendizaje, usted encontrará material visual sobre las distintas temáticas de la actividad de aprendizaje en las cuales usted puede resolver inquietudes y superar sus debilidades.

Speaking games: Por medio de esta dinámica “juegos de habla”, usted fortalecerá el significado y la pronunciación de las palabras y oraciones que ha aprendido en la formación, motivándolo de esta manera a usar su nivel de inglés en un discurso mejorando su habilidad de Speaking - Listening.

Exposición de temas técnicos: Con esta técnica usted será capaz de explicar un tema técnico o de interés común a sus compañeros e instructor.

Dialogos: Por medio de diálogos usted pondrá en práctica sus habilidades de Speaking and Listening en un ambiente simulado a un contexto real – cotidiano, en donde también podrá reflexionar y analizar los distintos matices que suceden en la comunicación intercultural inscrita en todo aprendizaje de una segunda lengua.

Role play: Con esta técnica de dramatización, usted será capaz de simular un juego de roles. Esta técnica consiste en que dos o más personas representen una situación o caso concreto de la vida real en una segunda lengua, actuando según el papel que se les ha asignado y de tal forma que se haga más vivido y auténtico.



Debate: Esta técnica se llevará a cabo para generar una discusión en la cual varias personas confrontan sus distintos puntos de vista en relación con un asunto determinado de la vida cotidiana. Tiene un carácter argumentativo, está dirigido generalmente por una persona que asume el rol de moderador para que de este modo todos los participantes en el debate tengan garantizada la formulación de su opinión.

- Ambiente Requerido
- Materiales

Tomando como referencia la planeación pedagógica y las orientaciones para elaborar guías de aprendizaje citado en la guía de desarrollo curricular

3.1 Actividad inicial

Motivar y sensibilizar a los aprendices sobre la importancia del inglés en la analítica de datos y en su futuro desempeño laboral. Así mismo, Identificar y fortalecer el vocabulario técnico en inglés relacionado con la interpretación de dashboards y reportes, diagnosticando el nivel de comprensión de ellos.

Nombre de la actividad: *Why English in Data Analytics?*

Instrucción:

1. El instructor muestra ejemplos reales de dashboards, reportes de Google Analytics, Power BI o Kaggle en inglés.
2. Se genera un debate guiado en inglés básico:
 - *Why is English important for data analytics?*
 - *Where do you usually find dashboards or reports in English?*
3. Los aprendices escriben en una hoja o padlet una idea en inglés con apoyo del instructor, por ejemplo:
 - *English helps me to understand reports.*
 - *I can explain insights to foreign clients.*

Ambiente requerido: Aula equipada con recursos audiovisuales y conexión a internet.

Estrategias o técnicas didácticas activas:

- Lluvia de ideas
- Discusión dirigida
- Visual Thinking (diagramas con palabras clave en programación y analítica de datos)

Materiales de formación: Libros de texto, guías de ejercicios, recursos digitales sobre vocabulario tecnológico.

Material de apoyo: Videos en inglés (reales o simulados) para contextualizar.

Diccionarios técnicos y glosarios para apoyo de vocabulario.

Infografías y mapas visuales para reforzar las ideas.

Listados de frases modelo en inglés para las intervenciones de los aprendices.



3.2 Proyecto final - Simulación de presentación sobre soluciones de Analítica de Datos

Objetivo general:

Que los aprendices desarrollen y apliquen habilidades comunicativas en inglés, enfocadas en la presentación, interpretación y comercialización de soluciones basadas en datos. A través de la simulación de un entorno laboral, presentarán oralmente un proyecto o dashboard elaborado por ellos, utilizando vocabulario técnico, estructuras gramaticales adecuadas y recursos visuales, como si estuvieran frente a un cliente extranjero interesado en adquirir la solución analítica.

3.3 Actividades de Apropiación del Conocimiento

Fortalecer el vocabulario técnico en inglés y las estructuras gramaticales necesarias para describir, interpretar y vender soluciones de analítica de datos, preparando a los aprendices para su exposición final.

Actividades principales:

1. **Lectura y análisis de reportes y dashboards en inglés**
Interpretación de gráficos, métricas e indicadores.
2. **Taller de redacción de descripciones de proyectos analíticos**
Uso de conectores lógicos (first, then, finally) y vocabulario técnico (dataset, insights, accuracy, prediction, trend).
3. **Simulación de situaciones de presentación de resultados**
 - Juegos de rol: analista y cliente en reunión de negocio.
 - Práctica de preguntas frecuentes y respuestas funcionales (What does this chart show?, How can this help my company?).
4. **Trabajo colaborativo: análisis de casos reales de analítica de datos**
 - Revisión de informes, dashboards o artículos de empresas reales.

3.4 Actividades de Transferencia del Conocimiento

Aplicar los conocimientos adquiridos mediante la simulación de una situación real de presentación de un proyecto de analítica de datos en inglés, elaborado por los aprendices.

Actividades principales:

1. **Preparación del proyecto analítico y su ficha técnica en inglés**
 - Selección del dataset o caso de estudio trabajado en el grupo.
 - Redacción de un folleto o ficha descriptiva (objetivo, herramientas utilizadas, métricas clave, beneficios para la empresa).
2. **Elaboración del guion de presentación oral**
 - Estructuración del discurso comercial y técnico.
 - Práctica de expresiones útiles (This dashboard shows..., The main insight is..., This solution helps to improve...).
3. **Ensayo de la exposición y simulación de reunión con cliente**
 - Simulación con retroalimentación del instructor.



- Práctica de interacción con “clientes” que formulan preguntas en inglés.

4. Exposición final y presentación del proyecto

- Presentación frente al grupo.
- Entrega de la presentación digital en inglés y evaluación del desempeño comunicativo y técnico.

4. PLANTEAMIENTO DE EVIDENCIAS DE APRENDIZAJE PARA LA EVALUACIÓN EN EL PROCESO FORMATIVO.

Fase del proyecto formativo	Actividad del proyecto formativo	Actividad de Aprendizaje	Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Evaluación	Evaluación Actividad final de la competencia de inglés	Sostener una conversación sencilla sobre un tema relacionado con el área técnica y la vida cotidiana	Presentación oral individual (proyecto final) Presentación oral grupal Interacción simulada con cliente - preguntas	Pronuncia adecuadamente el vocabulario y modismos básicos del idioma. Uso adecuado de estructuras gramaticales y vocabulario técnico Expone con claridad.	Rúbricas orales y escritas chequeo de desempeño comunicativo Observación directa.

5. GLOSARIO DE TÉRMINOS

6. REFERENTES BIBLIOGRÁFICOS

Webgrafía:

W3Schools – English Documentation for Web Technologies HTML, CSS, JavaScript, Python, SQL, lectura técnica y extracción de ideas principales.

<https://www.w3schools.com/>

MDN Web Docs (Mozilla Developer Network) documentación sobre programación web (JavaScript, APIs, JSON).

<https://developer.mozilla.org/>



Kaggle – Data Science and Machine Learning Tutorials, ciencia de datos y análisis con Python, R y SQL. Vocabulario técnico, estructuras gramaticales y lectura de instrucciones en contexto real.
<https://www.kaggle.com/learn>

Real Python

<https://realpython.com/>

Artículos técnicos y tutoriales prácticos escritos en inglés, con enfoque didáctico. Ideal para ejercicios de resumen y para comprender ideas principales en textos técnicos.

Geeks for Geeks – Programming Concepts

<https://www.geeksforgeeks.org/>

English4IT

<https://www.english4it.com/>

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	Claudia Olivar	Instructora	Bilingüismo	Junio 2025	Mejora.



PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUÍA DE APRENDIZAJE

- Denominación del Programa de Formación: ASISTENCIA ADMINISTRATIVA
- Código del Programa de Formación: 134101
- Nombre del Proyecto Formativo (si aplica): SUMINISTRAR APOYO A LOS PROCEDIMIENTOS EN LAS UNIDADES ADMINISTRATIVAS DE MIPYMES. V2
- Fase del Proyecto (si aplica): EJECUCIÓN
- Actividad de Proyecto Formativo (si aplica): IDENTIFICAR LOS PROCEDIMIENTOS ADMINISTRATIVOS Y TIPOS DE CLIENTES DE LAS MIPYMES MEDIANTE EL USO DE HERRAMIENTAS OFIMÁTICAS Y ANÁLISIS
- 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:**

- ✓ Participar en intercambios conversacionales básicos en forma oral y escrita en inglés en diferentes situaciones sociales tanto en la cotidianidad como en experiencias pasadas.
- ✓ Llevar a cabo acciones de mejora relacionadas con el intercambio de información básica en inglés, sobre sí mismo, otras personas, su contexto inmediato así como de experiencias pasadas.

- **Duración de la Guía:**

Horas directas a formación: 39

Horas de trabajo autónomo: 16

2. PRESENTACIÓN

Estimado aprendiz,

Ésta guía le orientará en su proceso auto formativo sobre la importancia de fortalecer las habilidades de lectura y escritura en una segunda lengua. Éste instrumento se constituye como el insumo principal de su



formación, el cual le permitirá por medio de diferentes actividades de aprendizaje, cumplir con el desarrollo de la 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.”. Al terminar el estudio de ésta guía, con ayuda de su instructor y relacionando su aprendizaje previo, usted estará en la capacidad de comprender y leer información habitual sobre temas de interés personal y temas técnicos. Recuerde que el fin último del proceso enseñanza-aprendizaje es integrarlo significativamente con su programa de formación con el objetivo de cumplir sus metas y mejorar su nivel de Inglés.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- ✓ Comunicar oralmente ideas y opiniones de carácter técnico y personal con fluidez en inglés, teniendo en cuenta el uso de vocabularios y gramáticas específicas.
- ✓ Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general

Learning to identify in a basic reading about quotidian and technical topics.

Reading comprehension.

- Reconocer letras y palabras es uno de los primeros pasos importantes cuando aprendes a leer. Sin embargo, ésto es solo un primer paso. Es vital que los aprendices comprendan e interpreten lo que están leyendo a fin de que logren extraer las ideas principales y secundarias de un texto cotidiano o técnico y entiendan lo que el autor pretende transmitirles. Por medio de la técnica: Comprensión de lectura, ésta guía busca brindarle las herramientas necesarias para que usted fortalezca su habilidad para leer textos, procesarlos y entender su significado.
- **Vocabulary activities.**
Adquirir vocabulario es una tarea fundamental al momento de aprender una segunda lengua. Antes de que una persona logre familiarizarse completamente con una palabra nueva, es importante que conozca su contexto, significado y como emplearlo en su ámbito formativo. Es por ésto, que por medio de diferentes actividades, al final de ésta guía usted estará en la capacidad no solo de incrementar su lexico tanto cotidiano como técnico sino reconocerlo y emplearlo en diferentes contextos.
- **Reading strategies (Scanning, skimming).**
Existen diferentes tipos de lectura dependiendo del propósito que deseemos alcanzar, y así mismo, técnicas que le permitirán obtener una mejor aprehensión del texto. Éste instrumento de enseñanza tiene como objetivo orientarlo en dos técnicas reconocidas: Scanning y skimming, que con la práctica, le ayudarán a tener una idea general del texto de una forma más rápida y así, contribuir a agilizar tus horas de estudio.



- **Make a summary**

El resumen es una breve explicación de una historia o un texto. Es importante incluir la idea principal y tener en cuenta hechos secundarios que la soporten mejor. Lo invito cordialmente a leer atentamente los textos propuestos, entender lo que el autor intenta transmitirle y tener en cuenta las indicaciones de su instructor para llevar a cabo ésta actividad.

- **Surveys**

La encuesta es una técnica didáctica que busca que los aprendices interactúen, logren fortalecer no solo la habilidad de escritura y lectura, sino su producción oral, así mismo, cómo coleccionar y analizar información de su ámbito formativo ó laboral.

- **Predictive reading**

Hacer predicciones en una lectura es una estrategia que busca que los lectores usen información de un texto, imágenes, encabezados, título, etc y su conocimiento previo para anticipar lo que están por leer.

3.1 Actividades de Reflexión Inicial:

Reflexionar sobre cómo el inglés permite comprender **documentos administrativos, correos electrónicos, instrucciones internas, agendas, formatos, aplicaciones de oficina y comunicación básica con usuarios o personal empresarial.**

Descripción:

- Conversatorio sobre experiencias previas usando inglés en actividades administrativas: recepción de correos, atención a usuarios, manejo de agendas, lectura de documentos, uso de software de oficina.
- Identificación de palabras que ya conocen (schedule, meeting, file, email, office, document, register, customer) en textos técnicos.
- Socialización de casos reales donde el inglés es necesario en el entorno administrativo:
 - correos de proveedores,
 - manuales de software,
 - mensajes de plataformas administrativas,
 - interacción con visitantes.



- Presentación de vocabulario base para interacciones administrativas cotidianas y del área técnica: saludos, atención al usuario, datos personales, documentos, tareas de oficina.

3.2 Actividades de Contextualización e Identificación de Conocimientos:

Los aprendices compartirán experiencias previas con el inglés y situaciones reales donde lo hayan necesitado en el área de asistencia administrativa.

Descripción:

- Mapa de conocimientos previos: manejo de agendas, registro de información, correspondencia básica, formatos institucionales, documentos de oficina.
Gramática: There is, there are, how much, how many, present continuous y simple
- Análisis de situaciones reales del rol administrativo:
 - Un visitante o usuario extranjero solicita información.
 - Interpretación de un correo o mensaje administrativo en inglés.
 - Explicación simple de un procedimiento administrativo (registrar datos, programar una cita, entregar un documento).
- Identificación de **necesidades comunicativas** relacionadas con la asistencia administrativa:
 - vocabulario técnico de oficina,
 - expresiones para atención al usuario,
 - instrucciones básicas,
 - formulación de preguntas frecuentes,
 - manejo de datos y documentos.

3.3 Actividades de apropiación:

El instructor desarrollará vocabulario administrativo y estructuras básicas para desempeñarse en tareas de oficina.

Descripción de la actividad:

Prácticas con vocabulario técnico y gramática esencial para Asistencia Administrativa:

1. Descripción de funciones administrativas
2. Atención a usuarios y manejo básico de información
3. Tiempo presente y pasado simple



4. Redacción de mensajes básicos (memos, notas, correos cortos)
5. Práctica oral guiada
6. Juegos de rol (recepción, llamadas, solicitudes)

Ambiente requerido: Aula habitual y celular para grabación de práctica oral.

Estrategias o técnicas didácticas activas:

- Talleres prácticos
- Juegos de rol administrativos
- Trabajo colaborativo

Materiales de formación: Guías de ejercicios, fichas de vocabulario administrativo.

Material de apoyo: Videos temáticos, simuladores de atención al cliente, apps de grabación.

Evidencias de aprendizaje:

- Diálogos orales grabados o en vivo.
- Redacción de textos simples administrativos
- Participación en juegos de rol (repcionista, asistente, usuario)

3.4 Actividades de transferencia del conocimiento:

Descripción de la actividad:

Simulación completa de un escenario de oficina:

- Atención a un usuario extranjero
 - Agendamiento de una cita o gestión de un requerimiento en inglés
 - Presentación corta de un documento administrativo o proceso (agenda, solicitud, reporte)
 - Aplicación de vocabulario técnico de oficina y frases funcionales
- Posteriormente, se hará retroalimentación entre pares.

Ambiente requerido: Aula con proyector, internet y espacio para presentaciones.

Estrategias o técnicas didácticas activas:

- Simulación de oficina
- Presentación oral administrativa

Materiales de formación: Flashcards, Plantillas de presentación, guías de expresión oral.



Material de apoyo: Presentaciones digitales, formatos de oficina, recursos en línea.

Evidencias de aprendizaje:

- Presentación oral
- Interacción simulada asistente–usuario
- Reporte escrito final (memo, correo breve o informe)

4. PLANTEAMIENTO DE EVIDENCIAS DE APRENDIZAJE PARA LA EVALUACIÓN EN EL PROCESO FORMATIVO.

Fase del proyecto formativo	Actividad del proyecto formativo	Actividad de Aprendizaje	Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Ejecución	Presentación en inglés empleando de manera integrada los contenidos aprendidos y vocabulario propio de la Asistencia Administrativa demostrando claridad, coherencia y adecuada expresión en la comunicación oral.	Comunicar oralmente ideas y opiniones de carácter técnico y personal con fluidez en inglés, teniendo en cuenta el uso de vocabularios y gramáticas específicas. Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general	Glosarios elaborados por el aprendiz con términos administrativos. Flashcards Role play usando frases de atención al cliente	Estructura adecuadamente una opinión sobre el tema de su especialidad. Explica un procedimiento de asistencia administrativa sencillo en inglés Pronuncia de manera clara y comprensible el vocabulario técnico básico del área	Lista de chequeo para evaluar desempeño oral. Observación directa durante los ejercicios de role-play. Prueba práctica de vocabulario administrativo. Quiz escrito o digital

5. GLOSARIO DE TÉRMINOS



- **Role play:** juego de roles es una actividad que simula una situación con dos o más personajes representados por los aprendices. Cada uno recibirá las indicaciones de lo que pasa y los aprendices deberán desarrollar la situación actuando.

6. REFERENTES BIBLIOGRÁFICOS

7. CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	Claudia Olivar	Instructora	Bilingüismo	Octubre 2025	Mejora.



PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: APOYO ADMINISTRATIVO EN SALUD.
- Código del Programa de Formación: 134508
- Nombre del Proyecto Formativo (si aplica): FORTALECIMIENTO DE PROCESOS ADMINISTRATIVOS PARA GARANTIZAR SERVICIOS DE SALUD OPORTUNOS, HUMANIZADOS Y DE ALTA CALIDAD EN EL DEPARTAMENTO DEL CAUCA.
- Fase del Proyecto (si aplica): EJECUCIÓN
- Actividad de Proyecto Formativo (si aplica): RECONOCER EL SISTEMA DE SALUD BASADO EN UN ASEGURAMIENTO PÚBLICO Y UNIVERSAL QUE GARANTIZA EL ACCESO ÁGIL A SERVICIOS ESENCIALES, CONFORME A CONDICIONES MEDIOAMBIENTALES, DE SEGURIDAD INDUSTRIAL Y NO
- 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:**

- ✓ Participar en intercambios conversacionales básicos en forma oral y escrita en inglés en diferentes situaciones sociales tanto en la cotidianidad como en experiencias pasadas.
- ✓ Llevar a cabo acciones de mejora relacionadas con el intercambio de información básica en inglés, sobre sí mismo, otras personas, su contexto inmediato así como de experiencias pasadas.

- **Duración de la Guía:**

Horas directas a formación: 39

Horas de trabajo autónomo: 16

2. PRESENTACIÓN



Estimado aprendiz,

Esta guía le orientará en su proceso auto formativo sobre la importancia de fortalecer las habilidades de lectura y escritura en una segunda lengua. Este instrumento se constituye como el insumo principal de su formación, el cual le permitirá por medio de diferentes actividades de aprendizaje, cumplir con el desarrollo de la 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.”. Al terminar el estudio de esta guía, con ayuda de su instructor y relacionando su aprendizaje previo, usted estará en la capacidad de comprender y leer información habitual sobre temas de interés personal y temas técnicos. Recuerde que el fin último del proceso enseñanza-aprendizaje es integrarlo significativamente con su programa de formación con el objetivo de cumplir sus metas y mejorar su nivel de Inglés.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- ✓ Comunicar oralmente ideas y opiniones de carácter técnico y personal con fluidez en inglés, teniendo en cuenta el uso de vocabularios y gramáticas específicas.
- ✓ Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general

Learning to identify in a basic reading about quotidian and technical topics.

Reading comprehension.

- Reconocer letras y palabras es uno de los primeros pasos importantes cuando aprendes a leer. Sin embargo, esto es solo un primer paso. Es vital que los aprendices comprendan e interpreten lo que están leyendo a fin de que logren extraer las ideas principales y secundarias de un texto cotidiano o técnico y entiendan lo que el autor pretende transmitirles. Por medio de la técnica: Comprensión de lectura, esta guía busca brindarle las herramientas necesarias para que usted fortalezca su habilidad para leer textos, procesarlos y entender su significado.

● **Vocabulary activities.**

Adquirir vocabulario es una tarea fundamental al momento de aprender una segunda lengua. Antes de que una persona logre familiarizarse completamente con una palabra nueva, es importante que conozca su contexto, significado y como emplearlo en su ámbito formativo. Es por esto, que por medio de diferentes actividades, al final de esta guía usted estará en la capacidad no solo de incrementar su lexico tanto cotidiano como técnico sino reconocerlo y emplearlo en diferentes contextos.

● **Reading strategies (Scanning, skimming).**

Existen diferentes tipos de lectura dependiendo del propósito que deseemos alcanzar, y así mismo, técnicas que le permitirán obtener una mejor aprehensión del texto. Este instrumento de enseñanza



tiene como objetivo orientarlo en dos técnicas reconocidas: Scanning y skimming, que con la práctica, le ayudarán a tener una idea general del texto de una forma más rápida y así, contribuir a agilizar tus horas de estudio.

- **Make a summary**

El resumen es una breve explicación de una historia o un texto. Es importante incluir la idea principal y tener en cuenta hechos secundarios que la soporten mejor. Lo invito cordialmente a leer atentamente los textos propuestos, entender lo que el autor intenta transmitirle y tener en cuenta las indicaciones de su instructor para llevar a cabo ésta actividad.

- **Surveys**

La encuesta es una técnica didáctica que busca que los aprendices interactúen, logren fortalecer no solo la habilidad de escritura y lectura, sino su producción oral, así mismo, cómo coleccionar y analizar información de su ámbito formativo ó laboral.

- **Predictive reading**

Hacer predicciones en una lectura es una estrategia que busca que los lectores usen información de un texto, imágenes, encabezados, título, etc y su conocimiento previo para anticipar lo que están por leer.

3.1 Actividades de Reflexión Inicial (Apoyo Administrativo en Salud)

Reflexionar sobre cómo el inglés permite comprender documentos administrativos en salud, historias clínicas básicas, indicaciones médicas simples, correos institucionales, formatos asistenciales, aplicativos clínicos y comunicación básica con usuarios o pacientes extranjeros.

Descripción:

- Conversatorio sobre experiencias previas usando inglés en actividades administrativas en salud:
 - recepción de pacientes,
 - verificación de datos,
 - lectura de órdenes médicas,
 - manejo de citas,
 - registro en sistemas asistenciales.
- Identificación de palabras médicas y administrativas que ya conocen (appointment, patient, ID, register, symptoms, schedule, doctor, clinic, form).



- Socialización de casos reales donde el inglés es necesario en el entorno administrativo en salud:
 - pacientes extranjeros,
 - correos de proveedores de insumos médicos,
 - manuales de software clínico,
 - mensajes de plataformas asistenciales.
- Introducción a vocabulario base del área: datos del paciente, síntomas básicos, tipos de citas, instrucciones médicas simples, documentos asistenciales.

3.2 Actividades de Contextualización e Identificación de Conocimientos Previos

Los aprendices compartirán experiencias previas con el inglés en situaciones reales en servicios de salud.

Descripción:

- **Mapa de conocimientos previos** sobre tareas administrativas en salud:
 - agendamiento y confirmación de citas,
 - registro de datos en sistemas como RIPS o historia clínica,
 - manejo de formatos de ingreso,
 - atención al paciente,
 - correspondencia institucional.
- **Gramática aplicada al contexto de salud:**
 - There is / There are
 - How much / How many
 - Present simple / Present continuous
 - Vocabulario de síntomas básicos y servicios médicos
- **Análisis de situaciones reales del rol administrativo en salud:**
 - Un paciente extranjero solicita información o una cita.
 - Interpretación de un mensaje o indicación administrativa en inglés.
 - Explicación simple de un procedimiento administrativo: registrar datos, entregar un resultado, orientar al paciente sobre un servicio.
- **Identificación de necesidades comunicativas en apoyo administrativo en salud:**
 - vocabulario técnico asistencial,
 - expresiones de atención al paciente,
 - instrucciones básicas de orientación,
 - preguntas frecuentes sobre servicios médicos y documentación.



3.3 Actividades de Apropiación

El instructor dará vocabulario y estructuras básicas para que el aprendiz pueda desempeñarse en tareas administrativas dentro de instituciones de salud.

Descripción de la actividad:

Prácticas con vocabulario técnico y gramática esencial para Apoyo Administrativo en Salud:

1. Descripción de funciones administrativas en servicios de salud.
2. Atención a pacientes y manejo básico de información personal y asistencial.
3. Tiempos verbales: presente y pasado simple aplicados a situaciones clínicas-administrativas.
4. Redacción de mensajes básicos (notas internas, recordatorios de citas, correos cortos a usuarios).
5. Práctica oral guiada (orientación, preguntas de registro, confirmación de datos).
6. Juegos de rol: recepción de pacientes, verificación de datos, solicitud de documentos, entrega de resultados.

Ambiente requerido: Aula habitual y celular para grabación de práctica oral.

Estrategias o técnicas didácticas activas:

- Talleres prácticos
- Juegos de rol asistenciales
- Trabajo colaborativo

Materiales:

- Fichas de vocabulario de salud
- Formatos médicos y administrativos
- Guías de ejercicios

Material de apoyo:

- Videos temáticos del área de salud
- Simuladores de atención al paciente
- Apps de grabación

3.4 Actividades de Transferencia del Conocimiento

Descripción de la actividad:



Simulación integral de un escenario administrativo en salud:

- Atención a un paciente extranjero (agendamiento, registro, entrega de información básica).
- Confirmación y programación de una cita médica o servicio asistencial.
- Presentación corta en inglés de un proceso administrativo en salud (agendamiento, autorización, entrega de resultados).
- Aplicación de vocabulario técnico del área y frases funcionales para orientación al paciente.

Se finaliza con retroalimentación.

Ambiente requerido: Aula con proyector, internet y espacio para role plays.

Estrategias o técnicas didácticas activas:

- Simulación de oficina asistencial
- Presentación oral administrativa en salud

Materiales de formación:

- Flashcards médicas
- Plantillas de presentación
- Guías de expresión oral

Material de apoyo:

- Presentaciones digitales
- Formatos asistenciales (registro, autorización, ingreso)
- Recursos en línea

Evidencias de aprendizaje:

- Presentación oral de un proceso administrativo en salud
- Interacción simulada asistente–paciente
- Reporte escrito final (correo, memo o nota interna en inglés)



4. PLANTEAMIENTO DE EVIDENCIAS DE APRENDIZAJE PARA LA EVALUACIÓN EN EL PROCESO FORMATIVO.

Fase del proyecto formativo	Actividad del proyecto formativo	Actividad de Aprendizaje	Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Ejecución	Presentación en inglés empleando de manera integrada los contenidos aprendidos y vocabulario propio del Apoyo Administrativo en Salud demostrando claridad, coherencia y adecuada expresión en la comunicación oral.	Comunicar oralmente ideas y opiniones de carácter técnico y personal con fluidez en inglés, teniendo en cuenta el uso de vocabularios y gramáticas específicas. Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general	Glosarios elaborados por el aprendiz con términos administrativos. Flashcards Role play usando frases de atención a usuarios	Estructura adecuadamente una opinión sobre el tema de su especialidad. Explica un procedimiento administrativo en salud de manera sencilla en inglés Pronuncia de manera clara y comprensible el vocabulario técnico básico del área	Lista de chequeo para evaluar desempeño oral. Observación directa durante los ejercicios de role-play. Prueba práctica de vocabulario administrativo. Quiz escrito o digital

5. GLOSARIO DE TÉRMINOS

- **Role play:** juego de roles es una actividad que simula una situación con dos o más personajes representados por los aprendices. Cada uno recibirá las indicaciones de lo que pasa y los aprendices deberán desarrollar la situación actuando.

6. REFERENTES BIBLIOGRÁFICOS

7. CONTROL DEL DOCUMENTO



	Nombre	Cargo	Dependencia	Fecha
Autor (es)				

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	Claudia Olivar	Instructora	Bilingüismo	Octubre 2025	Mejora.



PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: PASTELERIA
- Código del Programa de Formación: 635201
- Nombre del Proyecto Formativo (si aplica): Estandarización de procesos de pastelería bajo parámetros de calidad e inocuidad para iniciativas empresariales del departamento del Cauca.
- Fase del Proyecto (si aplica): EJECUCIÓN
- Actividad de Proyecto Formativo (si aplica): IDENTIFICAR EL CONTEXTO PARA DETERMINAR LA PROPUESTA DE NEGOCIO RELACIONADA CON PASTELERIA
- 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:**

- ✓ Participar en intercambios conversacionales básicos en forma oral y escrita en inglés en diferentes situaciones sociales tanto en la cotidianidad como en experiencias pasadas.
- ✓ Llevar a cabo acciones de mejora relacionadas con el intercambio de información básica en inglés, sobre sí mismo, otras personas, su contexto inmediato así como de experiencias pasadas.

- **Duración de la Guía:**

Horas directas a formación: 39

Horas de trabajo autónomo: 16

2. PRESENTACIÓN

Estimado aprendiz,



Esta guía le orientará en su proceso auto formativo sobre la importancia de fortalecer las habilidades de lectura y escritura en una segunda lengua. Este instrumento se constituye como el insumo principal de su formación, el cual le permitirá por medio de diferentes actividades de aprendizaje, cumplir con el desarrollo de la 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.”. Al terminar el estudio de esta guía, con ayuda de su instructor y relacionando su aprendizaje previo, usted estará en la capacidad de comprender y leer información habitual sobre temas de interés personal y temas técnicos. Recuerde que el fin último del proceso enseñanza-aprendizaje es integrarlo significativamente con su programa de formación con el objetivo de cumplir sus metas y mejorar su nivel de Inglés.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- ✓ Comunicar oralmente ideas y opiniones de carácter técnico y personal con fluidez en inglés, teniendo en cuenta el uso de vocabularios y gramáticas específicas.
- ✓ Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general

Learning to identify in a basic reading about quotidian and technical topics.

Reading comprehension.

- Reconocer letras y palabras es uno de los primeros pasos importantes cuando aprendes a leer. Sin embargo, esto es solo un primer paso. Es vital que los aprendices comprendan e interpreten lo que están leyendo a fin de que logren extraer las ideas principales y secundarias de un texto cotidiano o técnico y entiendan lo que el autor pretende transmitirles. Por medio de la técnica: Comprensión de lectura, esta guía busca brindarle las herramientas necesarias para que usted fortalezca su habilidad para leer textos, procesarlos y entender su significado.

● **Vocabulary activities.**

Adquirir vocabulario es una tarea fundamental al momento de aprender una segunda lengua. Antes de que una persona logre familiarizarse completamente con una palabra nueva, es importante que conozca su contexto, significado y como emplearlo en su ámbito formativo. Es por esto, que por medio de diferentes actividades, al final de esta guía usted estará en la capacidad no solo de incrementar su lexico tanto cotidiano como técnico sino reconocerlo y emplearlo en diferentes contextos.

● **Reading strategies (Scanning, skimming).**

Existen diferentes tipos de lectura dependiendo del propósito que deseemos alcanzar, y así mismo, técnicas que le permitirán obtener una mejor aprehensión del texto. Este instrumento de enseñanza tiene como objetivo orientarlo en dos técnicas reconocidas: Scanning y skimming, que con la



práctica, le ayudarán a tener una idea general del texto de una forma más rápida y así, contribuir a agilizar tus horas de estudio.

- **Make a summary**

El resumen es una breve explicación de una historia o un texto. Es importante incluir la idea principal y tener en cuenta hechos secundarios que la soporten mejor. Lo invito cordialmente a leer atentamente los textos propuestos, entender lo que el autor intenta transmitirle y tener en cuenta las indicaciones de su instructor para llevar a cabo ésta actividad.

- **Surveys**

La encuesta es una técnica didáctica que busca que los aprendices interactúen, logren fortalecer no solo la habilidad de escritura y lectura, sino su producción oral, así mismo, cómo coleccionar y analizar información de su ámbito formativo ó laboral.

- **Predictive reading**

Hacer predicciones en una lectura es una estrategia que busca que los lectores usen información de un texto, imágenes, encabezados, título, etc y su conocimiento previo para anticipar lo que están por leer.

3.1 Actividades de Reflexión Inicial

Reflexionar sobre cómo el inglés permite comprender recetas, técnicas de pastelería, medidas, temperaturas, equipos, procedimientos, etiquetas de insumos, fichas técnicas y comunicación básica en cocinas o panaderías donde se manejan términos internacionales.

Descripción:

- Conversatorio sobre experiencias previas usando inglés en actividades de pastelería:
 - lectura de recetas,
 - medidas internacionales,
 - ingredientes y utensilios,
 - instrucciones para hornos y batidoras,
 - normas de seguridad e higiene.
- Identificación de palabras comunes en el entorno de la pastelería (flour, butter, sugar, bake, mix, whisk, dough, cream, oven, temperature).



- Socialización de casos reales donde el inglés es necesario en el entorno de pastelería:
 - recetas de chefs internacionales,
 - empaques de ingredientes,
 - manuales de equipos,
 - videos y tutoriales de repostería.
- Introducción al vocabulario base del área:
 - ingredientes,
 - utensilios,
 - técnicas básicas (mixing, folding, baking, whipping),
 - medidas y cantidades,
 - tipos de masas y preparaciones.

3.2 Actividades de Contextualización e Identificación de Conocimientos Previos

Los aprendices compartirán experiencias previas con el inglés en situaciones reales del área de pastelería.

Descripción:

- **Mapa de conocimientos previos sobre tareas esenciales de pastelería:**
 - lectura de recetas,
 - uso de utensilios,
 - identificación de ingredientes,
 - procedimientos básicos,
 - medidas y tiempos de cocción.
- **Gramática aplicada al contexto gastronómico:**
 - There is / There are
 - How much / How many
 - Present simple / Present continuous
 - Vocabulario de insumos, cantidades y procesos
- **Análisis de situaciones reales del rol del pastelero:**
 - Interpretación de una receta en inglés.
 - Preparación guiada siguiendo instrucciones en otro idioma.
 - Explicación simple de una técnica o preparación (medir, mezclar, batir, hornear).
- **Identificación de necesidades comunicativas en el área de pastelería:**
 - vocabulario técnico de insumos y utensilios,
 - verbos de acción para recetas,



- expresiones para describir procesos,
- instrucciones de higiene y manipulación,
- medidas y temperaturas.

3.3 Actividades de Apropiación (Pastelería)

El instructor enseñará vocabulario y estructuras básicas para que el aprendiz pueda expresarse en inglés en el contexto técnico.

Descripción de la actividad:

Prácticas con vocabulario técnico y gramática esencial para el área:

1. Descripción de funciones dentro de la cocina o pastelería.
2. Identificación y uso de ingredientes y utensilios.
3. Tiempos verbales (presente y pasado simple) aplicados a recetas y procesos.
4. Redacción de instrucciones básicas (pasos de una receta, lista de ingredientes, notas técnicas).
5. Práctica oral guiada sobre procedimientos y técnicas.
6. Juegos de rol:
 - dar instrucciones,
 - pedir ingredientes,
 - explicar un procedimiento,
 - trabajo en estación de cocina.

Ambiente requerido: Aula habitual y celular para grabación de práctica oral.

Estrategias o técnicas didácticas activas:

- Talleres prácticos
- Juegos de rol culinarios
- Trabajo colaborativo

Materiales:

- Fichas de vocabulario gastronómico
- Recetas y formatos técnicos
- Guías de ejercicios

Material de apoyo:

- Videos de técnicas de pastelería



- Simuladores o plataformas de recetas
- Apps de grabación

3.4 Actividades de Transferencia del Conocimiento

Descripción de la actividad:

Simulación integral de un escenario real:

- Presentación de un producto (cake, cookies, pastries) describiendo ingredientes y proceso.
- Interacción simulada pastelero–compañero en inglés (pedir utensilios, aclarar instrucciones, verificar cantidades).
- Aplicación de vocabulario técnico de pastelería y frases funcionales.

Finaliza con retroalimentación.

Ambiente requerido: Aula con proyector, internet y espacio para simulaciones de cocina.

Estrategias didácticas activas:

- Role play
- Presentación oral de producto o receta

Materiales de formación:

- Flashcards gastronómicas
- Plantillas de presentación
- Guías de expresión oral

Material de apoyo:

- Presentaciones digitales
- Recetarios
- Formatos de cocina (lista de ingredientes, fichas técnicas)
- Recursos en línea

Evidencias de aprendizaje:

- Presentación oral de un producto
- Interacción simulada pastelero–compañero
- Reporte escrito final (receta en inglés, ficha técnica, diapositivas o instrucciones)



4. PLANTEAMIENTO DE EVIDENCIAS DE APRENDIZAJE PARA LA EVALUACIÓN EN EL PROCESO FORMATIVO.

Fase del proyecto formativo	Actividad del proyecto formativo	Actividad de Aprendizaje	Evidencias de Aprendizaje	Criterios de Evaluación	Técnicas e Instrumentos de Evaluación
Ejecución	Presentación en inglés empleando de manera integrada los contenidos aprendidos y vocabulario propio de pastelería demostrando claridad, coherencia y adecuada expresión en la comunicación oral.	Comunicar oralmente ideas y opiniones de carácter técnico y personal con fluidez en inglés, teniendo en cuenta el uso de vocabularios y gramáticas específicas. Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general	Glosarios elaborados por el aprendiz con términos de pastelería. Flashcards Role play usando frases o instrucciones culinarios.	Estructura adecuadamente una opinión sobre el tema de su especialidad. Explica un procedimiento de pastelería de manera sencilla en inglés Pronuncia de manera clara y comprensible el vocabulario técnico básico del área	Lista de chequeo para evaluar desempeño oral. Observación directa durante los ejercicios de role-play. Prueba práctica de vocabulario. Quiz escrito

5. GLOSARIO DE TÉRMINOS

- **Role play:** juego de roles es una actividad que simula una situación con dos o más personajes representados por los aprendices. Cada uno recibirá las indicaciones de lo que pasa y los aprendices deberán desarrollar la situación actuando.

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Autor (es)				

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

	Nombre	Cargo	Dependencia	Fecha	Razón del Cambio
Autor (es)	Claudia Olivar	Instructora	Bilingüismo	Agosto 2025	Mejora.

Programa de Educación Migrante
Estado de Tennessee

Guía Bilingüe Inglés – Español



Instrucciones – Instructions

Instrakchions

Esta guía esta presentada en inglés y en español para ayudarle a mejorar su inglés y aprender algo nuevo.

- La pronunciación del inglés es diferente a su escritura.
- Es importante aprender la pronunciación del as letras del alfabeto para poder deletrear nombres o lugares.
- Cada palabra, frase, y expresión en esta guía está escrita en español, inglés, y la pronunciación aproximada, de acuerdo a su lectura en español.

This booklet is presented in English and in Spanish to help you improve your English as well as learning something new.

- The pronunciation in English is different from its writing.
- It is important to learn the pronunciation the Alphabet, to allow you to spell names or places.
- Each letter, sentence, and expression in this booklet has been written in Spanish, English, and the approximate pronunciation, following the Spanish pattern for reading.

Educación para Migrantes de Tennessee
Tennessee Migrant Education

Paula Gaddis
Directora Programa Migrante
Migrant Consultant

Jessica Castañeda
Coordinadora / Reclutadora Estatal
State Coordinator / Recruiter

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Alfabeto y su pronunciación en inglés

Para deletrear nombres use la pronunciación del alfabeto.

A	B	C	D	E	F
(ei)	(bi)	(ci)	(di)	(i)	(ef)

G	H	I	J	K	L
(yi)	(eich)	(ai)	(yei)	(kei)	(el)

M	N	O	P	Q	R
(em)	(en)	(ou)	(pi)	(kiu)	(ar)

S	T	U	V	W	X
(es)	(ti)	(iu)	(vi)	(dobliu)	(ex)

Y	Z
(uay)	(zi)



Palabras y frase de todos los días

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Si	Yes	<i>ies</i>
No	No	<i>no</i>
Por Favor.	Please	<i>Plis</i>
Hola	Hello	<i>Jelou</i>
Buenos días	Good morning	<i>Guud morning</i>
Buenas tardes	Good afternoon	<i>Guud after-nuun</i>
Buenas noches	Good night	<i>Guud nait</i>
Adiós	Good bye.	<i>Guud bai.</i>
Hasta luego.	See you later.	<i>Si iu leiter.</i>
Está bien.	That's all right.	<i>Dats ol rait.</i>
Lo siento.	I'm sorry.	<i>Ai am sorri.</i>
Perdóname.	Excuse me.	<i>Exkius mi.</i>
Señor	Mr.	<i>Mister</i>
Señora	Mrs.	<i>Misis</i>
Señorita	Miss	<i>Mis</i>
¿Cómo está usted?	How are you?	<i>Jau ar iu?</i>
Muy bien, gracias.	Very well, thanks.	<i>Veri uel zanks.</i>
Yo soy.	I am.	<i>Ai am</i>
Yo estoy.	I am.	<i>Ai am</i>
Yo tengo.	I have.	<i>Ai jav</i>
Es	It is.	<i>It is</i>
Está	It is.	<i>It is</i>
Está aquí.	It is here.	<i>It is jier.</i>
Está allá.	It is there.	<i>It is der.</i>
Este	This one.	<i>Dis uan</i>
Me gustaría...	I would like.	<i>Ai would laik.</i>
Es bueno.	It is good.	<i>It is guud.</i>
Es Malo.	It is bad.	<i>It is bad.</i>

Es importante.	It is important.	<i>It is important.</i>
Eso es.	That's it.	<i>Dats it.</i>
Te quiero.	I love you.	<i>Ai lav iu.</i>
Lo logré.	I got it.	<i>Ai got it.</i>
Estoy contento.	I am happy.	<i>Ai am japi.</i>
Estoy cansado.	I am tired.	<i>Ai am taiard.</i>
Estoy Ocupado.	I am busy.	<i>Ai am bisi.</i>
Está listo.	It is ready.	<i>It is redi.</i>

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Una vez	Once	<i>uans</i>
Muchas veces	Many times	<i>Meni taims</i>
Unas veces	Sometimes	<i>Som-taims</i>
Otra vez	Again	<i>Aguein</i>
Tal vez	Maybe	<i>Mei-be</i>
Esta vez	This time	<i>Dis taim</i>
Todo	Everything	<i>Evri-zing</i>
Es todo.	That's all.	<i>Das ol.</i>
Nada	Nothing	<i>No zing.</i>
Nunca	Never	<i>Never</i>

¿Que necesita?
What do you need?
Uat du iu niid?

Creo que sí.
I think so.
Ai zink so.

Espero que sí.
I hope so.
Ai joup so.

Encantado de conocerle.
Glad to meet you.
Glad tu mit iu.

¿Cómo se siente?
How do you feel?
Jau du iu fil?

¿Me permite?
Do you mind?
Du iu maind?

Seguro
Sure.
Chuer.

¿Como esta?
How do you do?
Jau du iu du?

Te veré después.
See you later.
Si iu leiter.

Hasta luego.
So long.
So long.

Dele mis saludos.
Give them my regards.
Giv dem mai rigards.

Disculpe.
I apologize.
Ai apoloyais.

Estoy muy agradecido.
I am very grateful.
Ai am veri greitful.



Preguntas

Español

¿Cuánto?
¿Por qué?
¿Cuál?
¿Dónde está?
¿Cuándo?
¿Tiene usted?
¿Cómo?
¿Qué?

Inglés

How much?
Why?
Which one?
Where is?
When?
Do you have?
How?
What?

Pronunciación

Jau mach?
Jauí?
Uich uan?
Juer is?
Juen?
Du iu jav?
Jau?
Juat?

Información Personal

Mi nombre es...

My name is...

Mai neim is...

Mi dirección es...

My address is...

Mai adres is...

Este es mi nombre y mi dirección.

This is my name and my address.

Dis is mai neim and mai adres.

No entiendo.

I do not understand.

Ai du not ander-stand

Por favor, hable más despacio.

Please, speak more slowly.

Plis, spik mor slouli.



¿Qué quiere decir?

What does that mean?

Uat das dat min?



¿Habla usted español?

Do you speak Spanish?

Du iu spik spanich.

No hablo inglés.

I do not speak English.

Ai du not spik inglich.

Hablo poco inglés

I speak a little English.

Ai spik ei litl inglich.

Trate de comprenderme.

Try to understand me.

Trai tu anders-stand mi.

Quando necesite ayuda urgente

¡Socorro!

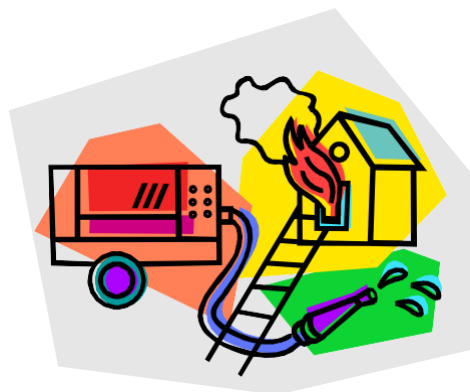
Help!

Jelp!

Ayúdeme.

Help me!

Jelp mi!



Fuego

Fire

Faiar

Peligro

Danger!

Danyer!

Cuidado

Warning / Careful

Uarning / kerful

¡Llama una ambulancia!

Call an ambulance!

Col an ambiulans!

Esta es una emergencia.

This is an emergency.

Dis is an emeryenci!

Estoy perdido.

I am lost.

Ai am lost.

Me persiguen.

I am being chased.

Ai am bi-in cheisd

He perdido mi dinero.

I have lost my money.

Ai jav lost mai mani.



Tuve un accidente.

I had an accident.

Ai jad an akcident.

Llame a la policía.

Call the pólice.

Col di polis.

¡Tenga cuidado!

Be careful!

Bi kerful!

Defensa propia.

Self defense.

Self-difens

Mi automóvil está dañado.

My car is broken.

Mai car is brouken.

Me han robado.

I have been robbed.

Ai jav bin robd.

¡Te agarrare!

I will get you.

Ai uil guet iu!

¡Lárguese de aquí!

Get out of here!

Guet aut of jier!

Palabras importantes en el trabajo



Estoy buscando empleo.

I am looking for a job.

Ai am lukiing for ei yob.

Necesito trabajar.

I need work.

Ai niid tu uork

Desearía tener una entrevista.

I would like an appointment.

I would laik tu jav an apoitment.

Todo lo que quiero es trabajar.

All I want is to work.

Ol ai uant is tu uork.



Tengo experiencia en este trabajo.

I have experience in this work.

Ai jav expiriens in dis uork.

¿Quién es mi supervisor?

Who is my supervisor?

Juu is mai supervaisor?

No lo sabía.

I did not know.

Ai did not nou.





¿Cuánto ganare?

How much will I make?

Jau much uil ai meik?

Quiero estar seguro.

I want to be sure.

Ai uant tu bi chuer

Este es mi número del seguro social.

This is my social security number.

Di is mai social sekiuriti namber.



Puedo trabajar tiempo extra.

I can work overtime.

Ai can uork over-taim

No me han pagado.

I have not been paid.

Ai jav no bin peid.



Necesito salir temprano ¿Puede ser posible?
I need to leave early, could it be possible?
Ai niid tu liv erli, cud it bi posibl?



Siento haber llegado tarde.
I am sorry I am late.
Ai am sorri ai am leit.

¿Te puedo ayudar en tu trabajo?
Can I help you in your work?
Can ai jelp iu in iuor uork?

Póngalo por escrito.
Put it in writting.
Put it in raiting.

No lo sabía.
I did not know.
Ai diid not nou.

Palabras relacionadas con el trabajo

Seguro social
Social security
Social sekiuriti

Trabajo
Work
Uork

Nombre
Name
Neim

Teléfono
Telephone
Télefon

Solicitud de empleo



Personal Data (Información personal)		
<u>Name</u> (Nombre)	<u>Last Name</u> (Apellido)	<u>Middle Name</u> (Otro nombre)
Juan	López	Matías
<u>Present Address</u> (Dirección Actual)		
<u>Street</u> (Calle)	<u>City</u> (Ciudad)	<u>State</u> (Estado)
<u>Zip Code</u> (Zona Postal)	<u>Telephone</u> (Teléfono)	
<u>Area Code</u> (Código telefónico)	<u>Number</u> (Número)	
<u>Type of work desired.</u> (Tipo de trabajo que desea.)		
<u>Salary Desired.</u> (Salario que desea.)		

<u>Shift Work</u> (Turno de trabajo)
<u>Overtime</u> (Tiempo extra)
Check appropriate box for the type of employment. (Marque el tipo de trabajo que desea.) () Regular (Tiempo completo.) () Part time (Medio tiempo.)
Employment Experience. (Experiencia de trabajo.)
Education and Training. (Educación y entrenamiento.)
Signature of Applicant. (Firma del solicitante.)
Date (Fecha)

Puedo trabajar noches y fines de semana.

I can work nights and weekends.

Ai can uork naitz and uik-ends

Recientemente trabaje en una...

Recently, I worked at a...

Ri-centli, ai uorked at ei...



A • B • C

Inglés en el trabajo



<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Antes	Before	<i>Bi-for</i>
Apagar	Turn off	<i>Turn of</i>
Apilar	Stack up	<i>Stack ap</i>
Apúrate	Hurry up	<i>Ja-rri ap</i>
Aquí	Here	<i>Jier</i>
Arriba	Up / Above	<i>Ap / A-bov</i>
Atrás	Behind / Back	<i>Bi-jaind / Bak</i>
Ayuda	Help	<i>Jelp</i>
Bajo	Below / Under / Short	<i>Bi-lou / On-der /Chort</i>
Bastante	A lot of	<i>A lot of</i>
Beber	Drink	<i>Drink</i>
Bien	Well / Good / Right	<i>Uel / Guud / Rait</i>
Buscar	Look for	<i>Luk for</i>
Café	Coffee	<i>Kofi</i>
Calentar	Warm up	<i>Uorm ap</i>
Caliente	Hot	<i>Jot</i>
Carro	Car	<i>Car</i>
Cena	Dinner	<i>Diner</i>
Cerca de	Near	<i>Nier</i>
Cerrado	Closed	<i>Clouzd</i>
Come	Eat	<i>Iit</i>
Comprende	Understand	<i>An-der-stand</i>
Con	With	<i>Uidz</i>
Correcto	Right	<i>Rait</i>
Corto	Short	<i>Chort</i>
¿Cuándo?	When?	<i>Juen</i>
¿Cuánto?	How much?	<i>Jow mach?</i>
¿Cuántos?	How many?	<i>Jow meni?</i>
Cuidado	Look out	<i>Luk aut!</i>
¡Cuidado!	Watch out!	<i>Uatch aut</i>
Cuidadosamente	carefully	<i>Ker-fu-li</i>

D • E • F

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Daño	Damage	<i>Dam-ich</i>
De nuevo	Again	<i>A-guein</i>
Debajo	Under	<i>An-der</i>
Dejar	Leave	<i>Liiv</i>
Dejar	Quit	<i>Cuit</i>
Delgado	Thin	<i>Zin</i>
Derecha	Right	<i>Rait</i>
Después	After	<i>Af-ter</i>
Dólar	Dollar	<i>Dólar</i>
¿Dónde?	Where?	<i>Juer?</i>
Empieza	Start	<i>Start</i>
Empezar	Begin	<i>Gi-guin</i>
En	In	<i>En</i>
En	On	<i>An</i>
Encima de	Over	<i>Ou-ver</i>
Escribe / Escribir	Write	<i>Rait</i>
Entrada	Entrance	<i>En-trans</i>
Ese / Esa	That	<i>Dat</i>
Eso es todo.	That's all	<i>Dats ol</i>
Espera aquí.	Wait here	<i>Ueit jier</i>
Espeso	Thick	<i>Zik</i>
¡Está bien!	That's good	<i>Dats guud</i>
Este / Esta	This	<i>Dis</i>
Filoso	Sharp	<i>Charp</i>
Fin	End	<i>End</i>
Flaco	skinny	<i>Ski-nii</i>
Fondo	Buttom	<i>Bo-tom</i>
Frente	Front	<i>Front</i>
Frio	Cold	<i>Could</i>
¡Fuera!	Out!	<i>Aut!</i>

G • H • I

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Gracias	Thanks	Zanks
Grande	Big	Big
Grueso	Thick	Zik
Halla / Hallar	Find	Faind
Haz / Hacer	Make	Meik
Herida	Wound	Wund
Hola	Hello	Je-lo
Hombre	Man	Man
Húmedo	Moist	Moist
Igual	Equal	i-cual
Incorrecto	Wrong	Rong
Interior	Inside	In –said
Izquierdo	Left	Left
Jala / Jalar	Pull	Pul
Jugo	Juice	Yuus

L • M • N

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Largo	Long	Long
Lento	Slow	Slou
Limpia	Clean up	Clin ap
Limpio	Clean	Clin
Llena / Llenar	Fill	Fil
Lleno	Full	Ful
Llevar	To Carry	Tu carri
Lo siento	I am sorry	Ai am sorri
Ambos	Both	Boz
Malo	Bad	Bad
Me	Me	Mi
Medio	Middle	mi-dl
Mejor	Better	Be- rer
Mírame	Look at me	Luk at mi
Mucho	A lot of	A lot of
Mueve	Move	Muuv
Mujer	Woman	Uoman
Muy bien	Very well	Veri uel
Muy	Very	Veri
Más	More	Mor
Mío	Mine	Main
Nada	Nothing	No-zing
Necesitar	Need	Niid
No	No	No
Nombre	Name	Neim
Nuevo	New	Niu
Nunca	Never	Ne-ver

O • P • Q • R

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Otra vez	Again	<i>A-guein</i>
Otro	Other	<i>Ad-er</i>
Paga	Pay	<i>Pei</i>
Palabra	Word	<i>Uord</i>
Para	Stop	<i>Stop</i>
Peligroso	Dangerous	<i>Dein-yer-us</i>
Pequeño	Small	<i>Smol</i>
Perdón	Pardon	<i>Par-don</i>
Pesado	Heavy	<i>Jev-i</i>
Poco	A little	<i>A lit-tl</i>
Poco hondo	Shallow	<i>Chal-ou</i>
Poner	To put	<i>Tu put</i>
Por encima	Over	<i>Ou-ver</i>
Por favor.	Please	<i>Plis</i>
¿Por qué?	Why?	<i>Juai?</i>
Prender	Turn on	<i>Tern on</i>
Profundo	Deep	<i>Dip</i>
Pronto	Quick	<i>Cuik</i>
Próximo	Next	<i>Next</i>
Quédese	Stay	<i>Stei</i>
¿Qué?	What?	<i>Juat?</i>
¿Quién?	Who?	<i>Juu?</i>
¿Quieres?	Do you want?	<i>Du iu uant?</i>
Rápido	Fast	<i>Fast</i>
Rápido	Quick	<i>Cuik</i>
Recuerda	Remember	<i>Ri-mem-ber</i>

S • T • U

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Salida	Exit	Exit
Salir	Leave	Liiv
Seco	Dry	Drai
Si	Yes	Ies
Sígame	Follow me	Fol-ou mi
Sin	Without	Uidaut
Sobre	On	On
Solo	Only	Oun-li
Sólo	Alone	Aloun
Tarde	Late	Leit
Terminar	End	End
Tibio	Warm	Uorm
Todo	All	Ol
Toma / Tomar	Takes / Take	Teiks / Teik
Trabajo	Work	Uork
Trae / Traer	To bring	Tu bring
Trata / Tratar	Try	Trai
Tú	You	Iu
Ultimo	Last	Last
Único	Unique	Iu-nik
Usa	Use	iuus

V • W • X • Y • Z

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Vacio	Empty	<i>Em-ti</i>
Ve	Go	<i>Gou</i>
Ven / Venir	Come	<i>cam</i>
Ven aquí.	Come here.	<i>Cam jiar.</i>
Viejo	Old	<i>Ould</i>
Ya	Now	<i>Nau</i>
Ya	Right away	<i>Rait auei</i>
Yapa	Extra	<i>Extra</i>
Yo	I	<i>Ai</i>
Zancudo	Mosquito	<i>Mosquito</i>

Yo tengo.
Yo quiero.

I have.
I want.

Ai jave.
Ai uont.

De nada.
You are welcome.
Iu ar uel-cam.

Oficina de Inmigración
Immigration department
Im i grei-cion di-part-ment



Estoy enfermo(a), no puedo ir a trabajar el día de hoy.
I'm sick, I can't come to work today.
Aim sik, ai cant com tu uork tu-dei.

¿Hablas español?
Do you speak Spanish?
Du iu spik spanish?

¿Dónde está el baño?
Where is the restroom?
Juer is di rest-ruum?



Hágalo así.
Do it like this.
Du it laik dis.

Ponga atención.
Pay attention.
Pei atenchion.

Limpia esto.
Clean this up.
Clin dis ap.

Por el medio
Across
a-cros

Frases de enfermedades y dolencias

Empuja.

Push.

Push.

Mi niña está enferma.

My child is sick.

Mai chaild is sik.



¿Puedes escribir?

Can you write?

Can iu rait?

¿Puedes leer?

Can you read?

Can iu rid?

¿Quieres?

Do you want?

Du iu uant?

Por favor enséñame a hacer esto.

Please show me how to do this.

Plis show mi jou tu du dis



¿Puedo salir temprano hoy?

May I leave early today?

Mei ai liv erli-tu-dei?

¿Qué quiere que haga?

What do you want me to do?

Juat du iu uant mi tu du?



Tengo hambre.

I am hungry.

Ai am jan-gri.

¿Tienes hambre?

Are you hungry?

Ar iu jan-gri?

Yo puedo hacer eso.

I can do that

Ai can du dat.

Ya me voy.

I'm leaving now.

Aim liv-ing nou.

Yo necesito almorzar.

I need lunch.

Ai niid lunch.

Yo no necesito almorzar.

I don't need lunch.

Ai dont niid lunch.

Yo vengo de...

I come from ...

Ai com from...



Médico – Hospital

Necesito ver a un médico.

I need to see a doctor.

Ai niid tu si ei doctor.



Tuve un accidente.

I had an accident.

Ai jad an accidente.

Mi bebé está enfermo.

My baby is ill.

Mai beibi is ill.

Me siento mal.

I feel sick.

Ai fil sik.

Me duele.

It hurts.

It herts.

Necesito una receta.

I need a prescription.

Ai niid a prescripchon.

Tengo un dolor de cabeza.

I have a headache.

Ai jav ei jed-eik.

Tengo dolor de estomago.

I have a stomach pain.

Tengo un resfriado.

I have a cold.

Yo tengo.
Yo quiero.

I have.
I want.

Ai jave.
Ai uont.

De nada.
You are welcome.
Iu ar uel-cam.

Oficina de Inmigración
Immigration department
Im i grei-cion di-part-ment



Estoy enfermo(a), no puedo ir a trabajar el día de hoy.
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Do you speak Spanish?
Du iu spik spanish?

¿Dónde está el baño?
Where is the restroom?
Juer is di rest-ruum?



Hágalo así.
Do it like this.
Du it laik dis.

Ponga atención.
Pay attention.
Pei atenchion.

Limpia esto.
Clean this up.
Clin dis ap.

Por el medio
Across
a-cros

Palabras de enfermedades y dolencias

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Ahogarse	Choke	<i>Chouk</i>
Alergia	Allergy	<i>Alergi</i>
Amputación	Amputation	<i>Ampiuteichion</i>
Anemia	Anemia	<i>Animia</i>
Antibiótico	Antibiotic	<i>Antibiotic</i>
Antiséptico	Antiseptic	<i>Antiseptic</i>
Asma	Asthma	<i>Azma</i>
Baleado	Shot	<i>Shot</i>
Caída	Fall	<i>Foll</i>
Ceguera	Blindness	<i>Blaindnes</i>
Cicatriz	Scar	<i>Scar</i>
Cirugía	Surgery	<i>Seryeri</i>
Coagulo	Blood clot	<i>Blad clot</i>

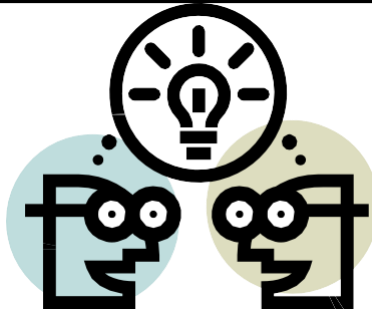
<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Débil	Weak	<i>Uik</i>
Dolor	Ache	<i>Eik</i>
Dolor de espalda.	Backache	<i>Bak-eik</i>
Dolor de oídos.	Earache	<i>Iar-eik</i>
Dolor de pecho.	Chest pain	<i>Chest-pein</i>
Golpeado	Beaten	<i>Biten</i>
Escalofríos	Chills	<i>Chils</i>
Excremento	Stool	<i>Stul</i>
Fiebre	Fever	<i>Fiver</i>
Gripe	Cold	<i>Cold</i>
Hinchazón	Swelling	<i>Sueling</i>
Tos	Cough	<i>Cof</i>
Lesión	Injury	<i>Inyuri</i>
Miedo	Fear	<i>Fiar</i>
Parálisis	Palsy	<i>Palsi</i>
Picada	Bite	<i>Bait</i>

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Presión alta	High blood pressure	<i>Jai blad prechur</i>
Quemadura	Burn	<i>Bern</i>
Receta médica	Prescription	<i>Prescipchon</i>
Sangrado	Bleeding	<i>Bliding</i>
Sobrepeso	Overweight	<i>Over-ueit</i>
Sordo	Deaf	<i>Def</i>
Sudor	Sweat	<i>Suet</i>



Expresiones útiles para conversar

Hola	Hello	<i>Jelo</i>
¿Cómo está usted?	How are you?	<i>Jau ar iu?</i>
Bien	Fine	<i>Fain</i>
	Okay	<i>Oukei</i>
	Alright	<i>Ol- rait</i>
No muy bien	Not very well	<i>Not veri uel</i>
Buenos días	Good morning	<i>Guud mor-ning</i>
Buenas tardes	Good afternoon	<i>Guud after-nuun</i>
Buenas noches	Good evening	<i>Guud iv-ning</i>
	Good night	<i>Guud nait</i>
Adiós	Goodbye	<i>Guud bai</i>
Hasta luego.	I will see you later.	<i>Ai uil si iu Leiter.</i>
Hasta pronto.	I will see you soon.	<i>Ai uil si iu suun.</i>
Por favor.	Please	<i>Plis</i>
Con permiso.	Excuse me.	<i>Exkius-mi</i>
Tenga un buen día.	Have a good day.	<i>Jav ei guud dei.</i>
Gracias	Thanks	<i>Zanks</i>
De nada	You are welcome.	<i>Iu ar uel-cam.</i>
Ayúdeme.	Help me.	<i>Jelp mi</i>
Enséñame	Show me.	<i>Chou mi</i>
Hable más despacio.	Speak slower.	<i>Spik slou-er</i>
¿Comprende?	Do you understand?	<i>Du iu ander-stand?</i>
Sí, yo comprendo.	Yes, I understand.	<i>Ies, ai ander-stand.</i>
No, yo no comprendo.	No, I do not understand.	<i>No, ai du not ander-stand.</i>



Palabras claves para hacer preguntas

¿Quién?	Who?	Ju?
¿Qué?	What?	Juat?
¿Cuándo?	When?	Juen?
¿Dónde?	Where?	Juear?
¿Por qué?	Why?	Juai?
¿Cuántos?	How Many?	Jau mani?
¿Cuánto?	How much?	Jau mach?

Estos son los pronombres personales más comunes

Yo	I	Ai
Tú / Usted	You	Iu
El	He	Ji
Ella	She	Chi
Nosotros	We	Ui
Nosotros	Us	As
Ellos / Ellas	They	Dei
Ellos / Ellas	Them	Dem



Estas son preguntas útiles para conversar

¿Cómo se llama usted?

What is your name?

Juat is iur neim?

¿Dónde trabaja usted?

Where do you work?

Juer du iu uerk?

¿De dónde es usted?

Where are you from?

Juer ar iu from?

¿Dónde vive usted?

Where do you live?

Juer du iu liv?

¿Cuántos años tiene usted?

How old are you?

Jao ould ar iu?

¿Dónde está el hospital?

Where is the hospital?

Juer is di jos-pi-tal?

¿Dónde está la oficina del correo?

Where is the post office?

Juer is di poust ofis?

¿Dónde está el centro de salud?

Where is the health department?

Juer is di jelz di-part-ment?

¿Dónde está la tienda de comida?

Where is the grocery store?

Juer is di grou-se-ri sto-or?

¿Dónde está el banco?

Where is the bank?

Juer is di bank?

Direcciones y señales importantes

<u>Español</u>	<u>Inglés</u>	<u>Pronunciación</u>
Norte	North	<i>Norz</i>
Sur	South	<i>Souz</i>
Este	East	<i>Ist</i>
Oeste	West	<i>Uest</i>
Izquierda	Left	<i>Left</i>
Derecha	Right	<i>Rait</i>
Letrero / Señal	Sign	<i>Sain</i>



Señales de tránsito comunes que se deben obedecer

Alto	Stop <i>Stop</i>
Ceder el paso.	Yield <i>Lli-ild</i>
Camino erróneo.	Wrong Way <i>Rong uei</i>
No entrar.	Do not enter <i>Du not enter</i>



Estacionamiento para
minusválidos.

Handicapped Parking
Jandicapd parking



Cruce de trenes.

Railroad Crossing
Reil-roud cro-sing



Límite de velocidad.

Speed Limit
Spiid limit



Zona escolar.

School Zone
Skul zoun



Camino en construcción.

Road Construction
Roud con-trac-chon



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Programa de Educación Migrante
Estado de Tennessee

Segunda Guía Bilingüe Inglés – Español



Instrucciones – Instructions

Instrakchions

Esta guía esta presentada en inglés y en español para ayudarles a mejorar su inglés y aprender algo nuevo.

Esta Segunda Guía Bilingüe Inglés - Español fue desarrollada por el Programa de Educación Migrante del Estado de Tennessee. Al ser usada en conjunto con la primera guía, cumplirá con el siguiente propósito:

- Proporcionar vocabulario relacionado con el trabajo agrícola, la vida familiar, vida laboral y términos médicos.
- Aplicar gramática básica.

This booklet is presented in English and in Spanish to help you improve your English as well as learn something new.

This is the Second English – Spanish Bilingual Guide developed by the Tennessee Migrant Education Program. When used in conjunction with the first booklet, it will serve the following purposes:

- Provide instruction regarding vocabulary related to agricultural work, family life, working life, and medical terms.
- Apply basic grammar.

Educación para Migrantes de Tennessee
Tennessee Migrant Education

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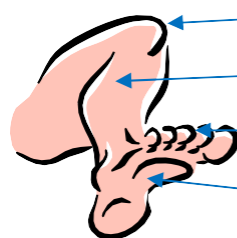
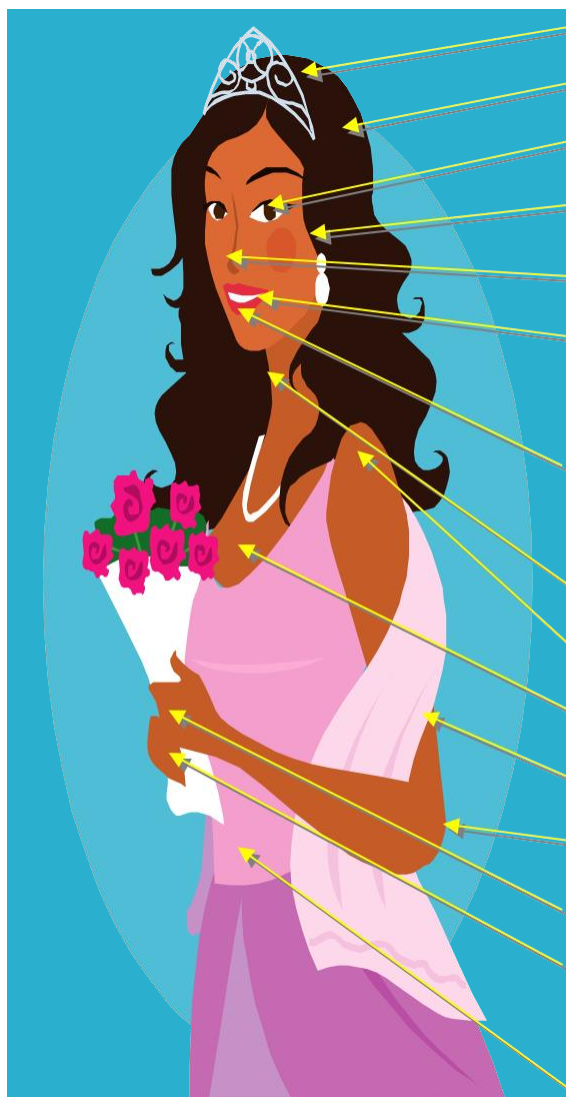
Jessica Castañeda
Reclutadora Líder Estatal
Lead State Recruiter

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El Cuerpo Humano **The Human Body** **Di Jiuman Badi**

Español	Inglés	Pronunciación
La cabeza	Head	<i>Jed</i>
El cabello	Hair	<i>Jair</i>
El ojo	Eye	<i>Ai</i>
La oreja	Ear	<i>Ier</i>
La nariz	Nose	<i>Nous</i>
La boca	Mouth	<i>Maudz</i>
El diente	Tooth	<i>tuz</i>
Los dientes	Teeth	<i>Tiz</i>
La lengua	Tongue	<i>Tong</i>
El cuello	Neck	<i>Nek</i>
El hombro	Shoulder	<i>Choulder</i>
El pecho	Chest	<i>Chest</i>
El brazo	Arm	<i>Arm</i>
El codo	Elbow	<i>Elbou</i>
La mano	Hand	<i>Jand</i>
Los dedos	Fingers	<i>Finguers</i>
Las uñas	Nails	<i>Neils</i>
El estomago	Stomach	<i>Stomac</i>
La rodilla	Knee	<i>Ni</i>
La pierna	Leg	<i>Leg</i>
Los dedos del pie	Toes	<i>Tous</i>
El pie	Foot	<i>Fut</i>
Los pies	Feet	<i>Fit</i>



Días de la Semana**Days of the Week****Deis ov di wik****Español****Inglés****Pronunciación**

Domingo
Lunes
Martes
Miércoles
Jueves
Viernes
Sábado

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Sandei
Mandei
Tiusdei
Uensdei
Zersdei
Fraidei
Saterdai

Meses del Año**Month of the Year****Mansz ov'di iier**

Enero
Febrero
Marzo
Abril
Mayo
Junio
Julio
Agosto
Septiembre
Octubre
Noviembre
Diciembre

January
February
March
April
May
June
July
August
September
October
November
December

Yañuari
Februari
March
Eipril
Mei
Yun
Yulai
Ogost
Sep-tember
Ok-tober
November
Dicember



Números

Español

Cero
Uno
Dos
Tres
Cuatro
Cinco
Seis
Siete
Ocho
Nueve
Diez



Decenas

Once
Doce
Trece
Catorce
Quince
Dieciséis
Diecisiete
Dieciocho
Diecinueve

Numbers

Inglés

Zero
One
Two
Three
Four
Five
Six
Seven
Eight
Nine
Ten



Teens

Eleven
Twelve
Thirteen
Fourteen
Fifteen
Sixteen
Seventeen
Eighteen
Nineteen

Nambers

Pronunciación

Ciro
Uan
Tu
Zri
Foar
Faiv
Sics
Seven
Eit
Nainh
Ten



Ti ins

Ileven
Tuelv
Zer **ti-in**
For **ti-in**
Fif **ti-in**
Six **ti-in**
Seven **ti-in**
Ei **ti-in**
Nai **ti-in**

Para formar el número 21 se le agrega al 20 el número 1 (*tuentiuan*) y se hace igual para formar todos los números, combinándolos. Por ejemplo 32 (*zertitu*), 54 (*fiftifoar*) 43 (*fortizri*), 65 (*sixtifaiv*) y así sucesivamente.

Español	Inglés	Pronunciación
Veinte	Twenty	<i>Tuen ti</i>
Treinta	Thirty	<i>Zer ti</i>
Cuarenta	Forty	<i>For ti</i>
Cincuenta	Fifty	<i>Fif ti</i>
Sesenta	Sixty	<i>Six ti</i>
Setenta	Seventy	<i>Seven ti</i>
Ochenta	Eighty	<i>Ei ti</i>
Noventa	Ninety	<i>Nain ti</i>
 Centena	 Hundred	 Jandred
Cien	One hundred	<i>Uan jandred</i>
Doscientos	Two hundred	<i>Tu jandred</i>
Trescientos	Three hundred	<i>Zri jandred</i>
Cuatrocientos	Four hundred	<i>Foar jandred</i>
Quinientos	Five hundred	<i>Faiv jandred</i>
Seiscientos	Six hundred	<i>Six jandred</i>
Setecientos	Seven hundred	<i>Seven jandred</i>
Ochocientos	Eight hundred	<i>Eit jandred</i>
Novcientos	Nine hundred	<i>Nain jandred</i>
Mil	One thousand	<i>Uan zausand</i>

Para combinar las centenas y los milenios se usa la misma forma explicada previamente

234	Tu jandred and zertifoar
1001	Uan zausand and uan
5789	Faiv zausandand eitainain

Inglés en el Banco



Español

Banquero
Cajero
Cambio
Cargo
Cuenta bancaria
Crédito
Crédito hipotecario
Cheque
Costo
Deposito
Efectivo
Dinero
Firmar
Monedas
Libreta de cheques
Préstamo
Tarjeta de crédito

Centavo
Cinco centavos
Diez centavos
Veinticinco centavos
Cincuenta centavos
Un dólar

Inglés

Banker
Teller
Change
Charge
Bank account
Credit
Mortgage
Check
Cost
Deposit
Cash
Money
To sign
Coins
Check book
Loan
Credit card

Cent
Nickle
Dime
Quarter
Half dollar
Dollar

Pronunciación

Banquer
Teler
Cheinch
Charch
Bank a-caunt
Credit
Morgach
Chek
Cost
Deposit
Cach
Mani
Tu sain
Coins
Chek buk
Loun
Credit card

Cent
Nikl
Daim
Cuarter
Haf dólar
Uan dólar



Preguntas Útiles en el Banco



¿Dónde está el banco?

Where is the bank?

Juer is di bank?

¿Puede cambiar un cheque?

Can you cash a check?

Can iu cach ei chek



¿Puedo ayudarlo?

May I help you?

Mei ai jelp iu?



¿Dónde firmo mi cheque?

Where do I Sign the check

Juer do ai sain di check?



¿Cuánto cuesta canjear un cheque?

How much does it cost to cash a check?

Jau mach dos it cost tu cach ei chek?

¿Cuánto cuesta mandar dinero a México / Guatemala?

How much is to send money to Mexico / Guatemala?

Jau mach is tu send mani tu Mexico / Guatemamal?

¿Vende tarjetas telefónicas?

Do you sell phone cards?

Du iu sel fon cards?

¿Cuánto es esto?

How much is this?

Jau mach is dis?



¿Dónde están las tarjetas telefónicas?

Where are the phone cards?

Juer ar di fon cards?

¿Dónde puedo ir, para mandar dinero?

Where can I go to wire money?

Juer can ai go tu uair mani?

¿Puede ayudarme a encontrar el / la...?

Can you help me find the...?

Can iu jelp mi faind di ...?

Conversemos en el Banco



Ayúdeme a hacer esto, por favor.
Help me do this, please.
Jelp mi du dis, plis.

Ayúdele a hacer eso, por favor.
Help him/her do that, please.
Jelp jim / jer du dat, plis.

Quiero abrir una cuenta de ahorros.
I want to open a savings account.
Ai uant tu open ai seivings a-caunt

Necesito ayuda con el préstamo.
I need help with the loan.
Ai nid jelp uidz fi loun.

Un Diálogo en el Banco

Cliente: Quisiera abrir una cuenta, por favor.
Customer: I'd like to open an account, please.
Costumer: *Ai'd laik tu open an a-caunt, plis.*

Cajera : ¿Cuenta corriente o cuenta de ahorros?
Teller: Banking or savings?
Teler: *Banking or seivings?*

Cliente: ¿Cuál es la diferencia?
Customer: What is the difference?
Costumer: *Juat is di diferens?*



Cajera : En una cuenta corriente se deposita dinero y escribe cheques para pagar las cuentas.
Teller: In a checking account you deposit money and write check to pay bills.
Teler: *In ei cheking a-caunt iu diposit mani and rait cheks tu pai bills.*

Cliente: Ya entiendo... ¿y que es una cuenta de ahorros?
Customer: I understand... and what is a savings account?
Costumer: *Ai understand... and juat is ei seivings a-caunt?*

Cajera : Usted deposita el dinero y lo deja ahí para ganar intereses. Lo saca solamente si tiene una emergencia.
Teller: You deposit the money and leave it there to earn interest. You withdraw it only for an emergency.
Teler: *Iu deposit di mani and liv it der tu earn interest. Iu uitdro it only for an emeryenci.*

Como Abrir una Cuenta Bancaria



Cliente: Quisiera abrir una cuenta bancaria, por favor.

Customer: I'd like to open a checking account, please.

Costumer: *Aid laik tu open e cheking a-caunt, plis*

Banquero: El depósito mínimo es de \$100.00... ¿Cuanto quiere depositar hoy?

Banker: The minimum deposit is \$100. How much would you like to deposit today?

Banquer: *Di minimum deposit is uan jandred. Jao mach wuld laik tu diposit tudei?*

Cliente: Ciento cincuenta.

Customer: One hundred and fifty.

Costumer: *Uan jandred and fif-ti.*

Banquero: Por favor, llene estos formularios y le entregare una chequera temporal. Recibirá sus cheques personalizados por correo.

Banker: Please, fill this form and I will give you some temporary checks. You will receive your personalize check in the mail.

Banquer: *Plis, fil did form an ai uil giv iu sam temporari cheks. Iul recsiv iur personalaisd cheks in di meil.*

Cliente: Gracias.

Costumer: Thanks.

Costumer: *Zanks.*

Seguro**Insurance****Inchurans****Español****Inglés****Pronunciación**

Año del vehículo

Year of the vehivle

Ier ov di vi-ikl

Camioneta

Truck

Trok

Carro (Auto)

Car

Car

Dirección

Address

Adres

Licencia

License

Laisens

Modelo del vehículo

Model of the vehicle

Modelo ov di vi-ikl

Placas

License plate, Tag

Laisens pleit, tag

Póliza

Policy

Polici

Título

Title

Tai-tl

Vehículo

Vehicle

*Vi-ikl***Dialogo: Seguros Vehiculares**Agente: ¿En qué puedo servirle?

Agnet: How can I help you?

Eiyent: Jau can ai jelp iu?Cliente: Necesito comprar un seguro para mi vehículo.

Customer: I need to buy car insurance for my car.

Costumer: Ai nid tu bai car inchurans for mai car.Agente ¿Podría ver el registro o título de su vehículo?

Agnet: Can I see the registration or title for your vehicle?

Eiyent: Can ai si di reyistreichon or ti-tl for iur ve-ikl.Agente ¿Qué clase de seguro quiere comprar usted?

Agnet: What kind of insurance would you like to buy?

Eiyent: Juat caind of ov inshurans wuld iu laik tu bai?Cliente Yo quiero un seguro "sencillo". – (Esto significa que el seguro cubre, cualquier cosa o auto que usted golpee)

Customer: I want to buy liability insurance?

Costumer: Ai uant tu bai laiabiliti inchurans.Cliente Yo quiero comprar un seguro "doble". – (Esto significa que el seguro cubre, su auto y lo que usted golpee)

Customer: I want to buy collision insurance.

Costumer: Ai uant tu bai colichion inchurans.

Agente: ¿Por cuánto tiempo quiere sacar el seguro?
For how long do you want this insurance?
For jao long du iu uant dis inchurans?

Cliente: Yo quiero el seguro por seis meses.
I want the insurance for six months.
Ai uant di inchurans for six monz

Agente: ¿Qué clase de vehículo tiene usted?
What kind of vehicle do you have?
Juat caind ov vi-ikl du iu jav?



Cliente: Yo tengo una camioneta Ford (Chevrolet u otra).
I have a Ford (Chevrolet or other) truck?
Ai jav ei Ford (Chevrolet or oder) truk?

Agente: ¿De qué año es su vehículo?
What year is your vehicle?
Juat ier is iur vi-ikl?

Cliente: Mi vehículo es del año 92.
My vehicle is a '92.
Mi vi-ikl is ei naiti-tu

Agente: ¿Es usted casado o soltero?
Are you married or single?
Ar iu marrid or singl?



Cliente: Yo soy casado (Yo soy soltero).
I'm married (I'm single).
Aim marrid (Aim singl)

Agente; ¿Cómo quiere hacer los pagos?
How would you like to make the payments?
Jau wuld iu laik tu maik di peiments

Cliente; Yo quiero pagarlo al contado. (Yo quiero pagarlo en mensualidades.)
I want to pay it cash down. (I want to make monthly payments).
Ai uant tu pai it cach doun. (Ai uant tu maik monzli peiments).

Usted recibirá la póliza y la tarjeta con el número de la póliza. Los dos documentos deberán estar siempre en el vehículo.



Vocabulario Agrícola



Español

Agua
 Alambre de púas
 Árbol
 Asada
 Bichos
 Caballo
 Casa
 Campo
 Carretilla
 Conejo
 Cuchillo
 Cola
 Combustible
 Corral, valla
 Excavadora de hoyos
 Flor
 Floreciendo
 Frutilla
 Fuego
 Gallina
 Gato
 Gatito
 Granero
 Granizo
 Granja
 Granjero



Inglés

Water
 Berbed wire
 Tree
 Hoe
 Bugs
 Horse
 House
 Field
 Wheelbarrow
 Rabbit
 Knife
 Tail
 Fuel
 Fence
 Post-hole digger
 Flower
 Flowering
 Strawberry
 Fire
 Hen
 Cat
 Kitten
 Barn
 Hail
 Farm
 Farmer



Pronunciación

Uater
Barn uaier
Tri
Jou
Bogs
Jors
Jaus
Fild
Juil barrou
Rabit
Naif
Teil
Fiuel
Fens
Postjol diguer
Flauer
Flauering
Stroberri
Faier
Jen
Cat
Kitn
Barn
Jail
Farm
farmer

Español

Insectos
Jardín
Leche
Lluvia
Manzana
Martillo
Naranja
Nido
Nieve
Paja
Pollos
Poste
Sol
Tronco



Arar
Cosechar
Cortar
Engrasar
Empujar
Cubrir
Limpiar
Moler
Plantar
Recoger
Tirar



Inglés

Insects
Garden
Milk
Rain
Apple
Hammer
Orange
Nest
Snow
Hay
Chickens
Post
Sun
Log



Verbos (Acciones)

To plow
To harvest
To cut
To grease
To push
To spread
To clean
To grind
To plat
To gather
To pull



Pronunciación

Insects
Gardn
Milk
Rein
Aple
Jamer
Oranch
Nest
Snou
Jay
Chikens
Post
San
Lag



Vocabulario Para Trabajadores del Tabaco

Español	Inglés	Pronunciación
Amarrar	To tie	<i>Tu tai</i>
Bajar el tabaco.	To take down tobacco.	<i>Tu teik doun tabaco.</i>
Brote (Yema, aije)	Bud	<i>Bad</i>
Capullo (Flor)	Bloom	<i>Blum</i>
Clasificar tabaco	To grade tobacco.	<i>Tu greid tabaco.</i>
Caña, (Vara)	Stalk	<i>Stalk</i>
Chupón (Brote)	Sucker	<i>Saker</i>
Deshojar	To strip	<i>Tu strip</i>
Desahijar	To top tobacco.	<i>To tap tabaco.</i>
Empacar tabaco.	To bale tobacco.	<i>Tu bail tabaco.</i>
Fertilizante	Fertilizer	<i>Ferti laiser</i>
Fumigar	To spray	<i>To spre</i>
Fungicida	Fungicide	<i>Funyesaid</i>
Gusano	Worm	<i>worm</i>
Hacha (Cuchillo)	Tobacco knife	<i>Tabaco naif</i>
Planta	Plant	<i>Plant</i>
Pesticida	Pesticide	<i>Pestisaid</i>
Tabaco	Tobacco	<i>Tabaco</i>
Tierra de abono	Potting soil	<i>Poting soil</i>
Unicel	Float tray	<i>Flout trey</i>
Veneno	Poison	<i>Poison</i>
Vivero	Green house	<i>Grin jaus</i>



Vocabulario Para Trabajadores del Tomate

Español	Inglés	Pronunciación
Caja	Box	<i>Bax</i>
Cajón	Crate, big box	<i>Creit, big bax</i>
Camión	Truck	<i>Truk</i>
Cargar el camión.	Load the truck.	<i>Loud di truk</i>
Cavar	Dig	<i>Dig</i>
Cubo (Balde)	Bucket	<i>Baket</i>
Cuerda	Rope	<i>Roup</i>
Escarcha	Frost	<i>Frost</i>
Filas	Rows	<i>Rous</i>
Hacer un agujero.	To poke holes.	<i>Tu pouk joles</i>
Lluvia	Rain	<i>Rein</i>
Mojado	Wet	<i>Uet</i>
Medida de (Fanega)	Bushel	<i>Buchl</i>
Recoger (Cosechar)	To pick	<i>Tu pik</i>
Recoge este tamaño	Pick this size	<i>Pik dis sais</i>
Recoge solo este tipo	Pick this type	<i>Pik dis taip</i>
Quitar las tapas.	Remove the caps.	<i>Rimuv di caps</i>
Rasgar	To tear	<i>Tu tear</i>
Tomates verdes	Green tomatoes	<i>Grin tomeitos</i>
Tomates rojos	Red tomatoes	<i>Red tomeitos</i>



Vocabulario Para Trabajadores de Lecherías

Español	Inglés	Pronunciación
Becerro	Calf	<i>Calf</i>
Caca de vaca	Manure	<i>Manur</i>
Campana	Bell	<i>Be l</i>
Cuerno	Horn	<i>Jorn</i>
Desinfectante	Desinfectant	<i>Desin fectant</i>
Dientes	Teeth	<i>Ti iz</i>
Enjuagar	To rinse	<i>Tu rins</i>
Enfermo	Sick	<i>Sik</i>
Infectado	Infected	<i>Infected</i>
Lavar	Wash	<i>Uach</i>
Leche	Milk	<i>Milk</i>
Limpiar	To clean	<i>Tu clin</i>
Llena	To fill	<i>Tu fil</i>
Manada	Herd	<i>Jerd</i>
Maíz	Corn	<i>Corn</i>
Maquina de ordeñar	Milking machine	<i>Milking machin</i>
Manguera de lechería	Dairy hose	<i>Deiri jous</i>
Pezón	Nipple	<i>Nipl</i>
Tetilla (Teta)	Teat	<i>Tit</i>
Vaca	Cow	<i>Cau</i>
Vacía	Empty	<i>Empti</i>



Vocabulario Para Trabajadores de Viveros

(Nerserías)

Español

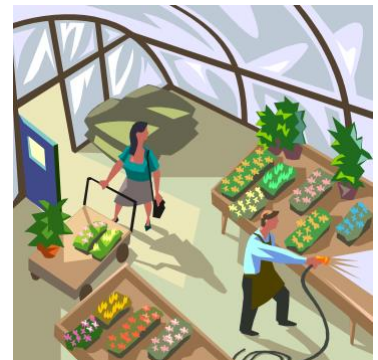
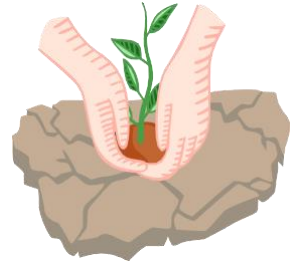
Inglés

Pronunciación

Abonar
 Árbol
 Arbusto
 Arena
 Aspersor
 Azadón
 Bandejas
 Brote (Capullo)
 Cargar
 Cultivar
 Fila
 Flor
 Fruta
 Helecho
 Hierba (pasto)
 Hierba (mala)
 Hoja
 Hojas
 Jardín
 Lodo
 Maquina
 Plástico
 Pala
 Pino (árbol)
 Pimpollo (árbol joven)
 Raíz
 Savia
 Tallo
 Tierra
 Tractor
 Tronco
 Vivero (Nersería)
 Zona de carga

To fertilize
 Tree
 Bush
 Sand
 Sprinkle
 Hoe
 Tray
 Bud
 To load
 Farm
 Row
 Flower
 Fruit
 Fern
 Grass
 Weed
 Leaf
 Leaves
 Garden
 Mud
 Machine
 Plastic
 Shovel
 Pine
 Sapling
 Root
 Sap
 Stem
 Dirt
 Tractor
 Tree trunk
 Nursery
 Loading dock

Tu fertalais
Tri
Buch
Sand
Sprinkl
Jou
Trei
Ba d
Tu loud
Farm
Rou
Flauer
frut
Fern
Gras
Wiid
Lif
Livs
Garden
M od
Machin
Palstic
Chovl
Pain tri
Sapling
Rut
S ap
Stem
dert
tractor
tri tronk
nurceri
Louding dok



Ordenes en el Campo Agrícola

¡Enciende el tractor!

Start the tractor!

Start di tractr!



¡Apaga el tractor!

Turn the tractor off!

Tern di tracto ov!

¡Limpia el granero!

Clean the barn!

Klin di barn!



¡Limpia el establo!

Clean the stall!

Klin di stol!

¡Pon heno fresco abajo!

Put fresh hay down!

Put frech jey doun!



¡Alimenta las vacas!

Feed the cows!

Fid di caus!

¡Hace un montón!

Make a lot!

Meik a lot!

¡Ordena esto!

Straighten this up!

Stritn dis ap!

¡Acarrea esto lejos!

Haul this off!

Jal dis of!

¡Quema eso!

Burn that!

Bern dat!

¡Haga un fuego!

Make a fire!

Meik ei faiar



Ordenes en el Campo Agrícola

¡Regresen al trabajo!
Back to work!
Bak tu uork!

¡Tomen un descanso!
Take a break!
Taik ei breik!

¿Tienen hambre?
Are you hungry?
Ar iu jungri?

¡Hacé un hoyo!
Dig a hole!
Dig ei joul!

¡No hagas eso!
Don't do that!
Dount du dat!

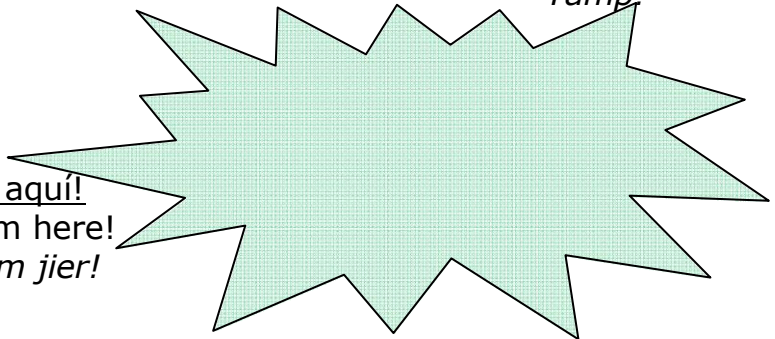
¡Hazlo así!
Do it this way!
Du it dis uey

¡Usa tus piernas!
Use your legs!
Ius iur legs!

¡Salta!
Jump!
Yamp!

¡Salta de aquí!
Jump from here!
Yamp from jier!

¡No me molesten!
Do not bother me!
Du not bader mi!



Aprende los nombres de las frutas y verduras, escríbelos y luego practica su ubicación.

Los **sustantivos** son palabras que se refieren a personas, lugares o cosas. La lista "**Frutas – Verduras y Comidas**" corresponde a sustantivos comunes.

Frutas – Verduras – Comidas

(Sustantivos y preposiciones)

Español

Manzana
Banana
Guindas (Cerezas)
Uvas
Naranja
Limón
Frutilla (Fresa)
Tomate
Lechuga
Zanahoria
Maíz (Elote, Choclo)
Frijoles (Poroto)
Arvejas
Papas
Cebolla
Pera

Inglés

Apple
Banana
Cherries
Grapes
Orange
Lemon
Strawberry
Tomatoe
Lettuce
Carrot
Corn
Beans
Peas
Potatoes
Onion
Pear



Pronunciación

Apl
Banana
Cherris
Greips
Oranch
Lemon
Stroberri
Tomeito
Letus
Carrot
Corn
Bins
Pis
Poteitos
Onion
pear

¿Dónde están las guindas?

Where are the cherries?

Juear ar di cherries?

Las guindas están al lado de las uvas.

The cherries are beside the grapes.

*Di cherries ar **bisaid** di greips.*

¿Dónde está el limón?

Where is the lemon?

Juear is di lemon?

El limón está debajo de la banana.

The lemon is under the banana.

*Di lemon us **ander** di banana.*

¿Dónde están los frijoles?

Where are the beans?

Juear ar di bins?

Los frijoles están arriba de la pera.

The beans are above the pear.

*Di bins ar **abav** di pear.*

¿Dónde están las zanahorias?

Where are the carrots?

Juear ar di carrots?

La zanahoria está sobre las papas.

The carrot is over the potatoes.

*Di carrot is **over** di poteitos.*

¿Dónde está la frutilla?

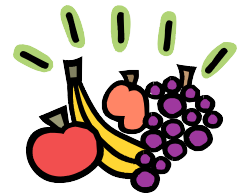
Where is the strawberry?

Juear is di stroberri?

La frutilla está ente el limón y el tomate.

The strawberry is between the lemon and the tomatoe.

*Di stroberri is **bituin** di lemon and di tomeito.*



Una **preposición** indica la relación temporal, espacial o lógica de un objeto con relación a los otros objetos que lo rodean.

Identifica en los cuadros los sustantivos que conoces y practica sus nombres con frases parecidas a las que están en los ejemplos en la siguiente página.
¡Buena suerte!

Sustantivos Comunes

Español

Carne
Pescado
Café
Te
Leche
Ensalada
Fruta
Pastel
Quéque
Galletas
Pan
Plato
Vaso
Cuchillo y tenedor
Cuchara

Inglés

Meat
Fish
Coffee
Tea
Milk
Salad
Fruit
Pie
Cake
Cookies
Bread
Plate, dish
Glass
Knife and fork
Spoon

Pronunciación

Mit
Fisch
cofi
Ti
Milk
Salad
Frut
Queik
Pai
Cuquis
Bred
Pleit, disch
Glas
Naif an fork
Spun



El café está en la taza.
The coffee is in the cup.
*Di cofi is **in** di cap.*

La pera esta inclinada contra el banano.
The pear is against the banana.
*Di pear is **agueinst** di banana.*

La galleta blanca esta sobre la galleta negra.
The white cookie is over the black cookie.
Di juait cuqui is over di blac cuqui.

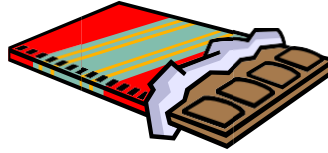
La caja con la leche esta debajo de la caja con la carne.
The box with milk is under the box with the meat.
*Di bax uid di milk is **ander** da bax uid dim it.*

La caja con la ensalada está entre la caja con la leche y la fruta.
The box with the salad is between the box with milk and the fruit.
*Di bax uid di salad is **bituin** dab ax uid di milk and di frut.*

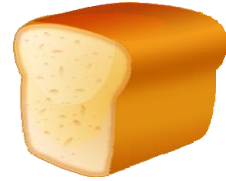
Cantidades en el Mercado



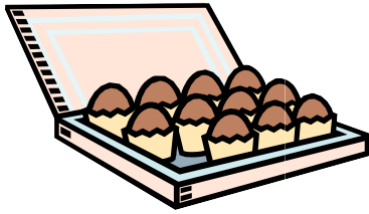
Un pocillo de arroz.
A bowl of rice.
Ei boul ov raisl.



Una barra de chocolate.
A bar of chocolate.
Ei bar ov chocholet.



Un pan de molde.
A loaf of bread.
Ei louf ov bred.



Una caja de chocolates.
A box of chocolates.
Ei bax ov chocholets.



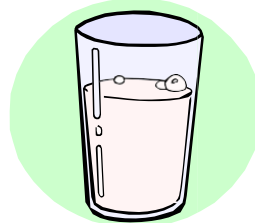
Una lata de soda.
A can of soda.
Ei can ov soda



Una bolsa de papas fritas.
A bag of potatoes chips.
Ei bag ov poteitos chips.



Una caja de cereal.
A box of cereal.
Ei box ov cerial.



Un vaso de leche .
A glass of milk.
Ei glas ov milk.



Una docena de huevos.
A dozen eggs.
Ei dazen egs.



Una botella de salsa de tomate.
A bottle of ketchup.
Ei botl ov ketchup.



Un lata de frijoles.
A can of beans.
Ei can ov bins.



Un frasco de mayonesa.
A jar of mayonnaise.
Ei yaro ov maiones.

¡Necesitamos Hacer Compras!



A: Necesitamos pan.

A: We need bread.

A: *Uii nid bred.*

B: Okey. ¿Cuánto? que tal dos panes de molde.

B: Ok, How many? What about two loaves of bread.

B: *Okey, jao meni? Juat abut tu loufs ov bred.*

A: Está bien. También necesitamos leche.

A: That's fine, Also we need milk.

A: *Das fain, also uii nid milk.*

B: Okey. ¿Qué tal un cuarto de galón de leche?

B: Ok, How about a quart of milk?

B: *Okey, jao abaut ei cuart ov milk?*

A: No, necesitamos medio galón de leche.

A: No, we need half gallon of milk.

A: *No, uii nid jalf galon ov milk.*

Practica esta conversación con otra persona usando los objetos de la página anterior.

En el Supermercado

Practica la ubicación de los productos en un supermercado.

Español	Inglés	Pronunciación
Aceite	Oil	<i>Oil</i>
Arroz	Rice	<i>Rais</i>
Avena	Oatmeal	<i>Otmil</i>
Azúcar	Sugar	<i>Chugar</i>
Café	Coffee	<i>Cofi</i>
Frijoles	Beans	<i>Bins</i>
Harina	Flour	<i>Flauer</i>
Huevos	Eggs	<i>Egs</i>
Leche	Milk	<i>Milk</i>
Naranjas	Oranges	<i>Oranyes</i>
Tallarines	Spagetti	<i>Spaguetti</i>
Pan	Bread	<i>Bred</i>
Papas	Potatoes	<i>Poteitos</i>
Queso	Cheese	<i>Chiis</i>
Manzanas	Apples	<i>Apls</i>
Tomates	Tomatoes	<i>Tomeitos</i>

¿Dónde está el arroz?

Where is the rice?

Juer is di rais?

Mira la ubicación en el mapa del supermercado. Usa los términos: **"across"**, **"over there"** o **"next to"**, forma las preguntas. ¿Entiendes lo que quiere decir? – Si acertastes podrás formar las preguntas.

El arroz esta en el pasillo dos, al lado de los tallarines.

The rice is in the aisle two, next to the spaghetti.

Di rais is in di ail tu, next tu di spaguetti.

Como Localizar Productos en el Supermercado

	Aisle 1	Aisle 2		Aisle 3	Aisle 4	
Flour			Rice	Cheese		Oranges
Sugar			Spaghetti	Milk		Potatoes
Oil			Oatmeal	Eggs		Apples
Coffee			Beans	Bread		Tomatoes

Example: *Where is the rice?*

It is in aisle two, next to the spaghetti.

Questions:

Answers:

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

Expresando Cantidades de Manera General o Específica

Una botella de salsa de tomates.

A bottle of ketchp.

Ei botl ov que chup

Escribe en Inglés las cosas que puedes comprar en una tienda.

Write out in English the things you buy at the store.

Rait out in inglich di zings iu bai at di stor.

Ejemplos	Example	Exempl
Paquete	Package	<i>Pakech</i>
Un paquete de Hot Dogs.	A package of hot dogs.	<i>Ei pakech ov jot dogs</i>
Atado (Paquete)	Bundle	<i>Bandl</i>
Un atado de leña	A bundle of firewoood.	<i>Ei bandl ov faier wud.</i>

1. (bottle) _____
2. (bag) _____
3. (quart) _____
4. (dozen) _____
5. (can) _____
6. (pound) _____
7. (box) _____
8. (loaf) _____

Practiquemos lo que Hemos Aprendido

Juan is going to the grocery store. (Juan is going tu di groseri sto'r)
He needs eggs, rice and oranges. (Juan nids eggs, ris, and,oranyes)
He has bananas and milk. (Juan jas bananas and milk)

1. Who's going to the grocery store? (Ju s going tu di groceri stor?)

2. Where's Juan going? (Juer s juan ging?)

3. **Is he** going to the grocery store? (**Is ji** going tu di groceri stor?)

4. What **does** Juan need? (Juat **das** Juan nid?)

5. What **does** Juan have? (Juat **das** Juan jav?)

6. **Does** Juan need eggs? (**Das** Juan nid eggs?)

7. **Does** Juan need rice? (**Das** Juan nid rais?)

8. **Does** Juan need milk? (**Das** Juan nid milk?)

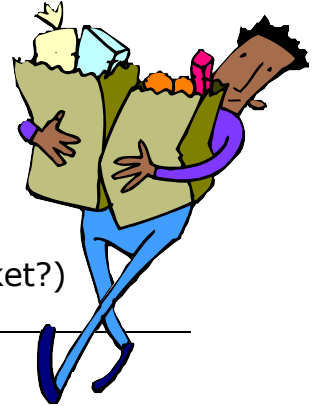
9. **Does** Juan have bananas? (**Das** Juan jav bananas?)

10. **Does** Juan have milk? (**Das** Juan jav eggs?)



Cuando se hacen preguntas en primera persona (Yo) o en segunda persona (Tú) singular o plural (más de una - usted o ellos), no hay cambio en el verbo auxiliar. A ver si notas la diferencia.

I am going to the supermarket.
I need meat, potatoes and ice cream.
I have beans and bread.



11. Who's going to the supermarket? (Ju s going tu di supermarket?)

12. Where **am I** going? (Juer **am ai** going?)

13. **Am I** going to the supermarket? (**Am ai** going tu di supermarket?)

14. What **do I** need? (Juat **du ai** nid?)

15. What **do I have**? (Juat du ai jav?)

16. **Do I** need meat? (**Du ai** nid mit?)

17. **Do I** need potatoes? (**Du ai** nid poteitos?)

18. **Do I** need ice-cream? (**Du ai** nid ais crim?)

19. **Do I have** beans? (**Du ai jav** bins?)

20. **Do I have** bread? (**Du ai jav** bred?)

Ahora practiquemos las preguntas en plural, es decir, más de una persona. Escribe las respuestas en inglés y practica la pronunciación con otra persona.



We are going to the store. (**Wi** ar going tu di stor)

We need cereal, cookies and coffee. (**Wi** nid cirial, cuquis and cofi)

We have fish and carrots. (Wi jav fisch and carrots)

21. Who's going to the store? (Ju s going tu di store?)

22. Where **are we** going? (Juer **ar ui** going?)

23. **Are we** going to the store? (**Ar ui** going tu di stor?)

24. What **do we** need? (Juat **du ui** nid?)

25. What **do we have**? (Juat **du ui** jav?)

26. **Do we** need meat? (**Du ui** nid mit?)

27. **Do we** need cookies? (**Du ui** nid cuquis?)

28. **Do we** need coffee? (**Du ui** nid cofi?)

29. **Do we have** fish? (**Du ui** jav fisch?)

30. **Do we have** carrots? (**Du ui** jav carrots?)

ENGLISH-4U.DE'S

GRAMMAR BOOK 1

Elementary level (CEFR A1/A2)

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THE PLURAL

1) Singular + **s**

parrot – parrots

apple – apples

girl – girls

2) Words **ending with y** if a consonant is written before ⇒ **ies**

lolly – lollies

story – stories

strawberry – strawberries

But: boy – boys, bay – bays

3) Words **ending with ch, x, s, sh, o** ⇒ **es**

class – classes

box – boxes

brush – brushes

4) Some words **ending with f, fe, lf** ⇒ **ves**

knife – knives

wolf – wolves

life – lives

But: chiefs, safes, cliffs, handkerchiefs

5) Irregular forms

man – men

woman – women

tooth – teeth

foot – feet

mouse – mice

child – children

goose – geese

ox – oxen

louse – lice

person – people

sheep – sheep

deer – deer

bison – bison

fish – fish

moose – moose

offspring – offspring

You can use **singular or plural** with words like family, class, police, team, army, band, choir, class, club, crew, company, firm, gang, government, orchestra, party, staff, etc.

In British English the plural is used more often than in American English.

If the group acts in unison (as a group), use a **singular verb**:

My family **lives** in Miami.The team **was** successful.

All the members living under one roof.

You see the team as a group.

If the group acts individually, use a **plural verb**:

My family **live** in towns all over Florida.The team **were** successful.

Each individual is living a separate life in a different town.

You see the single members of the team

PLURAL 1

child		potato	
party		toy	
boy		key	
fish		ox	
desk		kiss	
toffee		life	
book		lady	
woman		calf	
apple		knife	
star		tooth	
trolley		family	
toe		day	
cow		phone	
house		bear	
photo		brush	
glass		wolf	
pen		strawberry	
car		monkey	
baby		man	
thief		foot	

PLURAL 2

Write down the number and the plural of the following words.

Example: a sister - 2 **two sisters**

an apple	5	an hour	6
a city	3	a lady	7
a box	10	a life	2
a brush	4	a tooth	10
a kiss	2	a key	4
a monkey	3	a fox	2
a strawberry	6	a baby	3
an orange	7	a goose	10
a family	12	a foot	2
a boy	11	a box	12
a player	8	a match	5
a man	2	a camera	11
a day	3	a bay	4
a knife	5	a story	9
a glass	4	a team	8
a fly	6	a pencil	7
a child	3	a laptop	2
a wolf	8	a lady	6

PLURAL 1

child	children	potato	potatoes
party	parties	toy	toys
boy	boys	key	keys
fish	fish	ox	oxen
desk	desks	kiss	kisses
toffee	toffees	life	lives
book	books	lady	ladies
woman	women	calf	calves
apple	apples	knife	knives
star	stars	tooth	teeth
trolley	trolleys	family	families
toe	toes	day	days
cow	cows	phone	phones
house	houses	bear	bears
photo	photos	brush	brushes
glass	pens	wolf	wolves
pen	glasses	strawberry	strawberries
car	cars	monkey	monkeys
baby	babies	man	men
thief	thieves	foot	feet

PLURAL 2

an apple	five apples	an hour	six hours
a city	three cities	a lady	seven ladies
a box	ten boxes	a life	two lives
a brush	four brushes	a tooth	ten teeth
a kiss	two kisses	a key	four keys
a monkey	three monkeys	a fox	two foxes
a strawberry	six strawberries	a baby	three babies
an orange	seven oranges	a goose	ten geese
a family	twelve families	a foot	two feet
a boy	eleven boys	a box	twelve boxes
a player	eight players	a match	five matches
a man	two men	a camera	eleven cameras
a day	three days	a bay	four bays
a knife	five knives	a story	nine stories
a glass	four glasses	a team	eight teams
a fly	six flies	a pencil	seven pencils
a child	three children	a laptop	two laptops
a wolf	eight wolves	a lady	six ladies

PLURAL 3

Write the correct plural noun into the gaps.

1. Which Mediterranean _____ are the cleanest? (beach)
2. Do you like _____? (tomato)
3. How much do _____'s shoes cost? (child)
4. How many _____ does a cat have? (life)
5. Which three _____ are the largest in the world? (city)
6. What percentage of _____ has three kids? (family)
7. What are the best _____ you have ever been to? (party)
8. How many _____ should we write in a formal letter? (kiss)
9. What is the best way to keep _____ out of the house? (fly)
10. How much would it cost to buy four _____ of bread? (loaf)
11. How many _____ are there in your town? (church)
12. What do most _____ think about all day? (man)
13. How many _____ did King Henry VIII have? (wife)
14. Should _____ be allowed to use animals? (circus)
15. How many _____ do you eat? (mango)
16. How many _____ does a millipede have? (foot)
17. At what age do _____ usually start to walk? (baby)
18. How many stomachs do _____ have? (sheep)
19. How much do _____ cost per kilogram? (cherry)
20. Are you good at _____? (quiz)

PLURAL 4

Write the correct plural noun into the gaps.

1. How many _____ does your cat catch? (mouse)
2. They usually keep their winter clothes in _____. (box)
3. We saw some _____ on our way to the beach. (deer)
4. She bought two _____ in our online shop. (scarf)
5. Our uncle often tells us funny _____. (story)
6. We often have _____ for dinner on Fridays. (fish)
7. My sister likes ice cream with _____. (blueberry)
8. Our dog has never had any _____. (louse)
9. The girls bought three _____ in the mall. (dress)
10. How many _____ work in your office? (person)
11. The farmer has a lot of _____ and oxen. (sheep / ox)
12. You should always keep your _____ warm in winter. (foot)
13. Does a cat really have seven _____? (life)
14. At how many _____ have you been this year? (party)
15. _____ broke into their house and stole some paintings. (thief)
16. You should clean your _____ twice a day. (tooth)
17. How many _____ work in the restaurant? (woman)
18. My brother always has two _____ for lunch. (sandwich)
19. He was unlucky because he missed the hole by _____. (inch)
20. They have five _____, three girl and two boys. (child)

PLURAL 3

1. Which Mediterranean **beaches** are the cleanest?
2. Do you like **tomatoes**?
3. How much do **children's** shoes cost?
4. How many **lives** does a cat have?
5. Which three **cities** are the largest in the world?
6. What percentage of **families** has three kids?
7. What are the best **parties** you have ever been to?
8. How many **kisses** should we write in a formal letter?
9. What is the best way to keep **flies** out of the house?
10. How much would it cost to buy four **loaves** of bread?
11. How many **churches** are there in your town?
12. What do most **men** think about all day?
13. How many **wives** did King Henry VIII have?
14. Should **circuses** be allowed to use animals?
15. How many **mangoes** do you eat?
16. How many **feet** does a millipede have?
17. At what age do **babies** usually start to walk?
18. How many stomachs do **sheep** have?
19. How much do **cherries** cost per kilogram?
20. Are you good at **quizzes**?

PLURAL 4

1. How many **mice** does your cat catch? (mouse)
2. They usually keep their winter clothes in **boxes**. (box)
3. We saw some **deer** on our way to the beach. (deer)
4. She bought two **scarves** in our online shop. (scarf)
5. Our uncle often tells us funny **stories**. (story)
6. We often have **fish** for dinner on Fridays. (fish)
7. My sister likes ice cream with **blueberries**. (blueberry)
8. Our dog has never had any **lice**. (louse)
9. The girls bought three **dresses** in the mall. (dress)
10. How many **people** work in your office? (person)
11. The farmer has a lot of **sheep** and **oxen**. (sheep / ox)
12. You should always keep your **feet** warm in winter. (foot)
13. Does a cat really have seven **lives**? (life)
14. At how many **parties** have you been this year? (party)
15. **Thieves** broke into their house and stole some paintings. (thief)
16. You should clean your **teeth** twice a day. (tooth)
17. How many **women** work in the restaurant? (woman)
18. My brother always has two **sandwiches** for lunch. (sandwich)
19. He was unlucky because he missed the hole by **inches**. (inch)
20. They have five **children**, three girl and two boys. (child)

COMMANDS

Commands are also known as **imperative forms**. They are easy to use. Put the verb in the base form at the beginning of the sentence and end the sentence with an object.

Tell someone to do something:

Put out the rubbish.

Take an umbrella with you.

Turn off the TV.

If you want to make commands negative, put "**don't**" or "**do not**" before the verb.

Tell someone not to do something:

Don't shout at me.

Don't open the window.

Do not stay out too late.

If you want to use the **polite form** of a command, then add the word "please".

Polite form:

Please don't shout at me.

Please tell me your phone number.

Hand out the books, please.

Help me with the homework, please.

COMMANDS 1

Fill in the gaps with the correct words from the box. Some of these commands are negative (-).

help – phone – eat – go – leave – clean – sit – drink – close – take – tell – read

1. _____ your shoes.
2. _____ your emails in the lesson. (-)
3. Today's her birthday. _____ her, please.
4. _____ her my phone number. (-)
5. It's cold outside. _____ the window, please.
6. _____ her in the kitchen.
7. _____ ice cream in winter. (-)
8. _____ on the table. (-)
9. _____ your dirty boots outside.
10. _____ and drive. (-)
11. _____ them to the airport.
12. _____ through the park at night. (-)

COMMANDS 2

Fill in the gaps with the correct words from the box. Some of these commands are negative (-).

tidy – write – call – be – shut – sit – drive – stay – help – take – buy – turn

1. _____ afraid. (-)
2. _____ the bus to school.
3. _____ too fast. (-)
4. _____ a taxi, please.
5. _____ on the desk. (-)
6. _____ down the music.
7. _____ a new laptop. (-)
8. _____ your room before you leave.
9. _____ me in the garden.
10. _____ the door, please.
11. _____ out too late. (-)
12. _____ the sentence on the board.

COMMANDS 3

Make the commands **negative** by using “**don’t**”.

1. Drive her to the shopping mall.

2. Stop at the next gas station.

3. Put your books on the desk.

4. Water the plants.

5. Cross the street.

6. Tell him your address.

7. Take an umbrella with you.

8. Close the door.

9. Help her with the homework.

10. Tell them what happened yesterday.

COMMANDS 1

1. **Clean** your shoes.
2. **Don't read** your emails in the lesson.
3. Today's her birthday. **Phone** her, please.
4. **Don't tell** her my phone number. (-)
5. It's cold outside. **Close** the window, please.
6. **Help** her in the kitchen.
7. **Don't eat** ice cream in winter.
8. **Don't sit** on the table. (-)
9. **Leave** your dirty boots outside.
10. **Don't drink** and drive. (-)
11. **Take** them to the airport.
12. **Don't go** through the park at night. (-)

COMMANDS 2

1. **Don't be** afraid. (-)
2. **Take** the bus to school.
3. **Don't drive** too fast. (-)
4. **Call** a taxi, please.
5. **Don't sit** on the desk. (-)
6. **Turn** down the music.
7. **Don't buy** a new laptop. (-)
8. **Tidy** your room before you leave.
9. **Help** me in the garden.
10. **Shut** the door, please.
11. **Don't stay** out too late. (-)
12. **Write** the sentence on the board.

COMMANDS 3

1. **Don't drive** her to the shopping mall.
2. **Don't stop** at the next gas station.
3. **Don't put** your books on the desk.
4. **Don't water** the plants.
5. **Don't cross** the street.
6. **Don't tell** him your address.
7. **Don't take** an umbrella with you.
8. **Don't close** the door.
9. **Don't help** her with the homework.
10. **Don't tell** them what happened yesterday.

FORMS OF “TO BE”

Singular	Long form	Short form	Examples
1 st person	I am	I'm	I am (I'm) late.
2 nd person	you are	you're	You are (you're) clever.
3 rd person	he is	he's	He is (he's) happy.
	she is	she's	She is (she's) hungry.
	it is	it's	It is (it's) cold.
Plural			
1 st person	we are	we're	We are (we're) late.
2 nd person	you are	you're	You are (you're) sleepy.
3 rd person	they are	they're	They are (they're) great.

NEGATIONS AND QUESTIONS

Singular	Negations	Questions
1 st person	I am not (I'm not) late.	Am I late?
2 nd person	You are not (you aren't) clever.	Are you clever?
3 rd person	He is not (he isn't) happy.	Is he happy?
	She is not (she isn't) hungry.	Is she hungry?
	It is not (it isn't) cold.	Is it cold?
Plural		
1 st person	We are not (we aren't) late.	Are we late?
2 nd person	You are not (you aren't) sleepy.	Are you sleepy?
3 rd person	They are not (they aren't) great.	Are they great?

FORMS OF “TO BE” 1

Fill in **am**, **is** or **are**.

1. She _____ in the house.
2. The dog and the cat _____ in the garden.
3. The woman _____ behind a tree.
4. I _____ Kevin.
5. Carol and I _____ friends.
6. It _____ black.
7. My name _____ Bob.
8. They _____ nice girls.
9. The children _____ in the shop.
10. He _____ a teacher.
11. We _____ hungry.
12. Mrs Dixon _____ funny and nice.
13. I _____ twelve years old.
14. Jim and Cathy _____ at school.
15. The elephants _____ tired.
16. Mr Cooper _____ in the house.
17. The boys _____ in the park.
18. The mouse _____ in front of the hole.
19. Peter _____ a clever boy.
20. I _____ Sam.

FORMS OF “TO BE” 2

Fill in **am**, **is** or **are**.

1. Mr Baker and I _____ friends.
2. It _____ time for dinner.
3. My name _____ Caroline.
4. My rabbit and my cat _____ friends.
5. They _____ very nice animals.
6. Dog food _____ also good for cats.
7. The children _____ in the garden.
8. Can I have an apple? Yes, here you _____.
9. Mrs Dixon _____ funny and nice.
10. I _____ ten years old.
11. The weather _____ very nice today.
12. I _____ not tired.
13. This ball _____ very heavy.
14. The dogs _____ hungry. Let's feed them.
15. Look! Carol _____ at home.
16. This castle _____ very old.
17. My brother and I _____ good football players.
18. Ann _____ at the supermarket and her children _____ at school.
19. I _____ a student. My sister _____ a teacher.
20. How _____ you?

FORMS OF “TO BE” 3

Fill in the negation of **am**, **is** or **are**.

1. Canada _____ a small country.
2. Ann _____ a nice girl.
3. My hands _____ cold.
4. They _____ tired.
5. He _____ a bad teacher.
6. I _____ at work.
7. She _____ at home in the morning.
8. We _____ in the park.
9. Jim _____ at school.
10. Our friends _____ on their summer holidays.
11. Uncle George _____ a good football player.
12. The dog _____ under the table.
13. He _____ very funny.
14. The shoes _____ white.
15. You _____ right.
16. Susan _____ good at tennis.
17. They _____ in the house.
18. His T-shirts _____ cool.
19. My sister _____ a good swimmer.
20. She _____ in Italy.

FORMS OF “TO BE” 4

Form the **questions** of the following sentences.

1. They are at school. _____
2. She is lazy. _____
3. The boys are good at school. _____
4. Kevin is a good tennis player. _____
5. The elephants are tired. _____
6. Liam is good at Maths. _____
7. The book is on the desk. _____
8. You are rich. _____
9. His shoes are black. _____
10. The cats are in the tree. _____
11. I am late. _____
12. They are busy. _____
13. Pamela is pretty. _____
14. The car is new. _____
15. She is a nice girl. _____
16. They are in the garden. _____
17. My parents are at work. _____
18. Tim is on holidays. _____
19. It is a young cat. _____
20. The books are in the schoolbag. _____

FORMS OF “TO BE” 1

1. She **is** in the house.
2. The dog and the cat **are** in the garden.
3. The woman **is** behind a tree.
4. I **am** Kevin.
5. Carol and I **are** friends.
6. It **is** black.
7. My name **is** Bob.
8. They **are** nice girls.
9. The children **are** in the shop.
10. He **is** a teacher.
11. We **are** hungry.
12. Mrs Dixon **is** funny and nice.
13. I **am** twelve years old.
14. Jim and Cathy **are** at school.
15. The elephants **are** tired.
16. Mr Cooper **is** in the house.
17. The boys **are** in the park.
18. The mouse **is** in front of the hole.
19. Peter **is** a clever boy.
20. I **am** Sam.

FORMS OF “TO BE” 2

1. Mr Baker and I **are** friends.
2. It **is** time for dinner.
3. My name **is** Caroline.
4. My rabbit and my cat **are** friends.
5. They **are** very nice animals.
6. Dog food **is** also good for cats.
7. The children **are** in the garden.
8. Can I have an apple? Yes, here you **are**.
9. Mrs Dixon **is** funny and nice.
10. I **am** ten years old.
11. The weather **is** very nice today.
12. I **am** not tired.
13. This ball **is** very heavy.
14. The dogs **are** hungry. Let's feed them.
15. Look! Carol **is** at home.
16. This castle **is** very old.
17. My brother and I **are** good football players.
18. Ann **is** at the supermarket and her children **are** at school.
19. I **am** a student. My sister **is** a teacher.
20. How **are** you?

FORMS OF “TO BE” 3

1. Canada **isn't** a small country.
2. Ann **isn't** a nice girl.
3. My hands **aren't** cold.
4. They **aren't** tired.
5. He **isn't** a bad teacher.
6. I'm **not** at work.
7. She **isn't** at home in the morning.
8. We **aren't** in the park.
9. Jim **isn't** at school.
10. Our friends **aren't** on their summer holidays.
11. Uncle George **isn't** a good football player.
12. The dog **isn't** under the table.
13. He **isn't** very funny.
14. The shoes **aren't** white.
15. You **aren't** right.
16. Susan **isn't** good at tennis.
17. They **aren't** in the house.
18. His T-shirts **aren't** cool.
19. My sister **isn't** a good swimmer.
20. She **isn't** in Italy.

FORMS OF “TO BE” 4

1. **Are they** at school?
2. **Is she** lazy?
3. **Are the boys** good at school?
4. **Is Kevin** a good tennis player?
5. **Are the elephants** tired?
6. **Is Liam** good at sports?
7. **Is the book** on the desk?
8. **Are you** rich?
9. **Are his shoes** black?
10. **Are the cats** in the tree?
11. **Am I** late?
12. **Are they** busy?
13. **Is Pamela** pretty?
14. **Is the car** new?
15. **Is she** a nice girl?
16. **Are they** in the garden?
17. **Are my parents** at work?
18. **Is Tim** on holidays?
19. **Is it** a young cat?
20. **Are the books** in the schoolbag?

POSSESSIVE ADJECTIVES

Singular	Personal pronoun	Possessive adjective	Example
1 st person	I	my	This is my phone.
2 nd person	you	your	Is this your bike?
3 rd person	he	his	This is his book.
	she	her	Her pullover is green.
	it	its	Here is its ball.
Plural			
1 st person	we	our	We like our dog.
2 nd person	you	your	Is this your car?
3 rd person	they	their	This is their house.

POSSESSIVE ADJECTIVES 1

Fill in **my, your, his, her, its, our, their**.

1. Ann likes _____ teachers at school.
2. Is this Peter's book? No, _____ book is in the schoolbag.
3. Mary, is this _____ bike? No, _____ bike is behind the house.
4. The hamster is in _____ cage.
5. Henry helps _____ little brother.
6. Children, where are _____ exercise books?
7. The boys play with _____ football.
8. Tommy writes _____ homework.
9. Paul and Cathy eat _____ sandwiches.
10. My sister and I go to _____ grandmother.
11. The monkey eats _____ bananas.
12. The cats drink _____ milk.
13. Tom and I like spaghetti. It is _____ favourite food.
14. Carol and Bob don't like _____ classroom.
15. Can I play with _____ computer game, Tom?
16. Dad washes _____ car.
17. What's _____ telephone number, Susan?
18. Ann has two brothers. _____ names are Bill and George.
19. Lucy likes _____ new bike.
20. I can't find _____ new shirt.

POSSESSIVE ADJECTIVES 2

Fill in **my, your, his, her, its, our, their**.

1. I don't know the time because I can't find _____ watch.
2. What's the boy's name? _____ name is Ben Scott.
3. Debbie has got a cat. _____ cat is very lively.
4. The dog is very cute. _____ name is Ben.
5. We are at school. _____ school is very nice.
6. I have a new laptop. _____ laptop is white.
7. I'm from Seattle. Most of _____ friends are from Seattle, too.
8. The rabbit is white. _____ cage is in the garden.
9. Sandra and Jenny are friends. _____ school is in the city centre.
10. The Millers have a new car. _____ car is blue.
11. Emma Peel has got a brother. _____ name is Paul.
12. Nick Baker has a sister. _____ name is Debbie.
13. Yes, we have a dog. _____ dog is very old.
14. The boys have got a tortoise. _____ name is Trundle.
15. Suddenly the children see an old man. It's _____ grandfather.
16. Aunt Mary is sitting at the table. Peter fills _____ glass with juice.
17. We take the guitars and start to play. _____ music is great.
18. Mr Clark drives a yellow sports car. It's _____ car.
19. Tom and Robert like eating fish and chips. It's _____ favourite food.
20. We cannot come on Saturday. It's _____ father's birthday.

POSSESSIVE ADJECTIVES 3

Fill in **my, your, his, her, its, our, their**.

1. Can you spell _____ name?
2. Susan cannot find _____ pen.
3. Our uncle and aunt like _____ new house.
4. The cat is drinking _____ milk.
5. I must study for _____ test.
6. Peter is writing in _____ exercise book.
7. The children are writing _____ exams.
8. Carol likes _____ new skirt.
9. The dog is sleeping in _____ hut.
10. I often clean _____ bike.
11. The children sometimes clean _____ shoes.
12. The dogs eat _____ food.
13. We like _____ neighbours.
14. I cannot do _____ homework.
15. Sandra never always does _____ homework.
16. My brother always washes _____ new car on Sunday.
17. I need a pen. Can you lend me _____ pen?
18. Carol and Jane do not like _____ classroom because it's old.
19. Charles and Tom, when is _____ tennis match? I want to watch it.
20. We meet Drew and Mary in the circus. They are _____ friends.

POSSESSIVE ADJECTIVES 4

Fill in **my, your, his, her, its, our, their**.

1. Do you know where _____ keys are? I can't find _____.
2. I've lost _____ watch and I don't know where I've lost it.
3. Can you tell your sister that I've found _____ ring?
4. Kevin can't find _____ pencil case. Have you seen it?
5. I can't understand your argument, Caroline. Can you explain it?
6. Where have the boys been? We've been looking for _____ for hours.
7. This is _____ brother George. He's older than me.
8. We have two dogs. _____ names are Lupus and Sandy.
9. We have met before, but I can't remember _____ name.
10. We like Mrs Decker. _____ subjects are geography and English.
11. Larry and Ken, can I have _____ exercise books, please?
12. That's my friend Susan. _____ favourite sport is swimming.
13. We live in Arlington Road. _____ house is next to the school.
14. Look at my brother's hat. I think _____ colour is ugly.
15. He didn't like Patricia's essay about _____ holidays very much.
16. Peter, is this _____ dog which is always chasing _____ cat?
17. What a beautiful parrot! What's _____ name?
18. Mum usually helps my brothers with _____ homework.
19. _____ teacher is very nice. She often tells us funny stories.
20. I don't know Tom well, but I often talk to _____ sister.

POSSESSIVE ADJECTIVES 1

1. Ann likes **her** teachers at school.
2. Is this Peter's book? No, **his** book is in the schoolbag.
3. Mary, is this **your** bike? No, **my** bike is behind the house.
4. The hamster is in **its** cage.
5. Henry helps **his** little brother.
6. Children, where are **your** exercise books?
7. The boys play with **their** football.
8. Tommy writes **his** homework.
9. Paul and Cathy eat **their** sandwiches.
10. My sister and I go to **our** grandmother.
11. The monkey eats **its** bananas.
12. The cats drink **their** milk.
13. Tom and I like spaghetti. It is **our** favourite food.
14. Carol and Bob don't like **their** classroom.
15. Can I play with **your** computer game, Tom?
16. Dad washes **his** car.
17. What's **your** telephone number, Susan?
18. Ann has two brothers. **Their** names are Bill and George.
19. Lucy likes **her** new bike.
20. I can't find **my** new shirt.

POSSESSIVE ADJECTIVES 2

1. I don't know the time because I can't find **my** watch.
2. What's the boy's name? **His** name is Ben Scott.
3. Debbie has got a cat. **Her** cat is very lively.
4. The dog is very cute. **Its** name is Ben.
5. We are at school. **Our** school is very nice.
6. I have a new laptop. **My** laptop is white.
7. I'm from Seattle. Most of **my** friends are from Seattle, too.
8. The rabbit is white. **Its** cage is in the garden.
9. Sandra and Jenny are friends. **Their** school is in the city centre.
10. The Millers have a new car. **Their** car is blue.
11. Emma Peel has got a brother. **His** name is Paul.
12. Nick Baker has a sister. **Her** name is Debbie.
13. Yes, we have a dog. **Our** dog is very old.
14. The boys have got a tortoise. **Its** name is Trundle.
15. Suddenly the children see an old man. It's **their** grandfather.
16. Aunt Mary is sitting at the table. Peter fills **her** glass with juice.
17. We take the guitars and start to play. **Our** music is great.
18. Mr Clark drives a yellow sports car. It's **his** car.
19. Tom and Robert like eating fish and chips. It's **their** favourite food.
20. We cannot come on Saturday. It's **our** father's birthday.

POSSESSIVE ADJECTIVES 3

1. Can you spell **your** name?
2. Susan cannot find **her** pen.
3. Our uncle and aunt like **their** new house.
4. The cat is drinking **its** milk.
5. I must study for **my** test.
6. Peter is writing in **his** exercise book.
7. The children are writing **their** exams.
8. Carol likes **her** new skirt.
9. The dog is sleeping in **its** hut.
10. I often clean **my** bike.
11. The children sometimes clean **their** shoes.
12. The dogs eat **their** food.
13. We like **our** neighbours.
14. I cannot do **my** homework.
15. Sandra always does **her** homework.
16. My brother always washes **his** new car on Sunday.
17. I need a pen. Can you lend me **your** pen?
18. Carol and Jane do not like **their** classroom because it's old.
19. Charles and Tom, when is **your** tennis match? I want to watch it.
20. We meet Drew and Mary in the circus. They are **our** friends.

POSSESSIVE ADJECTIVES 4

1. Do you know where **my** keys are? I can't find **them**.
2. I've lost **my** watch and I don't know where I've lost it.
3. Can you tell your sister that I've found **her** ring?
4. Kevin can't find **his** pencil case. Have you seen it?
5. I can't understand **your** argument, Caroline. Can you explain it?
6. Where have the boys been? We've been looking for **them** for hours.
7. This is **my** brother George. He's older than me.
8. We have two dogs. **Their** names are Lupus and Sandy.
9. We have met before, but I can't remember **your** name.
10. We like Mrs Decker. **Her** subjects are geography and English.
11. Larry and Ken, can I have **your** exercise books, please?
12. That's **my** friend Susan. **Her** favourite sport is swimming.
13. We live in Arlington Road. **Our** house is next to the school.
14. Look at my brother's hat. I think **its** colour is ugly.
15. He didn't like Patricia's essay about **her** holidays very much.
16. Peter, is this **your** dog which is always chasing **my** cat?
17. What a beautiful parrot! What's **its** name?
18. Mum usually helps my brothers with **their** homework.
19. **Our** teacher is very nice. She often tells us funny stories.
20. I don't know Tom well, but I often talk to **his** sister.

A – AN

If you have to use **a** or **an** depends on the sound the word begins with.

If the first sound is a **consonant**, you have to use **a**.

	banana
a	sandwich
	girl

If the first sound is a **vowel**, you have to use **an**.

	apple
an	orange
	elephant

Note:

a uniform / **a** university - because the first letter starts with a “ju-sound”.

an hour - because the first letter is silent, and the word starts with an “au-sound”.

A – AN

Fill in **a** or **an**.

- | | |
|--------------------------|--------------------------|
| 1. _____apple | 26. _____cheeseburger |
| 2. _____ugly T - shirt | 27. _____ox |
| 3. _____hamster | 28. _____window |
| 4. _____English book | 29. _____table |
| 5. _____sweater | 30. _____horse |
| 6. _____iPad | 31. _____book |
| 7. _____hamburger | 32. _____elephant |
| 8. _____interview | 33. _____ant |
| 9. _____dog | 34. _____laptop |
| 10. _____folder | 35. _____internet server |
| 11. _____pen | 36. _____computer |
| 12. _____octopus | 37. _____eraser |
| 13. _____uniform | 38. _____pullover |
| 14. _____beautiful dress | 39. _____sofa |
| 15. _____owl | 40. _____exam |
| 16. _____banana | 41. _____schoolbag |
| 17. _____angry man | 42. _____pot plant |
| 18. _____box | 43. _____board |
| 19. _____ice cream | 44. _____eagle |
| 20. _____friend | 45. _____frog |
| 21. _____duck | 46. _____orange ball |
| 22. _____umbrella | 47. _____window |
| 23. _____old house | 48. _____woman |
| 24. _____animal | 49. _____ball |
| 25. _____chair | 50. _____door |

A – AN

- | | |
|------------------------------|-------------------------------|
| 1. an apple | 26. a cheeseburger |
| 2. an ugly T - shirt | 27. an ox |
| 3. a hamster | 28. a window |
| 4. an English book | 29. a table |
| 5. a sweater | 30. a horse |
| 6. an iPod | 31. a book |
| 7. a hamburger | 32. an elephant |
| 8. an interview | 33. an ant |
| 9. a dog | 34. a laptop |
| 10. a folder | 35. an internet server |
| 11. a pen | 36. a computer |
| 12. an octopus | 37. an eraser |
| 13. a uniform | 38. a pullover |
| 14. a beautiful dress | 39. a sofa |
| 15. an owl | 40. an exam |
| 16. a banana | 41. a schoolbag |
| 17. an angry man | 42. a pot plant |
| 18. a box | 43. a board |
| 19. an ice cream | 44. an eagle |
| 20. a friend | 45. a frog |
| 21. a duck | 46. an orange ball |
| 22. an umbrella | 47. a window |
| 23. an old house | 48. a woman |
| 24. an animal | 49. a ball |
| 25. a chair | 50. a door |

A – AN – SOME

Singular: a or an

a banana	a cat	a monkey	a football
an egg	an orange	an umbrella	an eagle

Plural: some

some bananas	some cats	some monkeys	some footballs
some eggs	some oranges	some umbrellas	some eagles

Use **some** for things you **can't count**.

some milk	some tea	some water	some sugar
some coffee	some juice	some money	some butter

List of Common Uncountable Nouns

advice	gold	luck	silver
air	grass	luggage	snow
alcohol	ground	meat	space
art	happiness	milk	speed
beef	history	mist	steam
blood	homework	money	sugar
butter	honey	music	sunshine
cheese	hope	news	tea
chewing gum	ice	noise	tennis
chocolate	information	peanut butter	time
coffee	jam	pepper	toothpaste
confusion	juice	petrol	traffic
cotton	knowledge	plastic	trousers
education	lamb	pork	vinegar
electricity	lightning	power	washing up
entertainment	literature	pressure	washing up liquid
experience	love	rain	water
fiction	oil	rice	weather
flour	oxygen	sadness	wine
food	paper	salt	wood
forgiveness	patience	sand	wool
fresh air	pay	shopping	work
furniture	peace		

A – AN – SOME 1

Complete the sentences using either **a**, **an** or **some**.

1. There is _____ sand in my shoe.
2. There is _____ five-pound note in my wallet.
3. There is _____ wine in the cupboard.
4. There is _____ apple in the fridge.
5. There is _____ peanut butter on the worktop.
6. There is _____ radio in the kitchen.
7. There is _____ toothbrush in the bathroom.
8. There is _____ jam in the cupboard.
9. There is _____ magazine in the living room.
10. There is _____ queue at the post office.
11. There is _____ old bag in the car.
12. There is _____ suitcase in the bedroom.
13. There is _____ umbrella in the cupboard.
14. There is _____ sugar in your tea.
15. There is _____ bicycle outside.
16. There is _____ rice in the cupboard.
17. There is _____ dog in the garden.
18. There is _____ postman coming to the door.
19. There is _____ alcohol in the fridge.
20. There is _____ bathroom upstairs.
21. There is _____ computer in the office.
22. There is _____ oil on the floor.
23. There is _____ ice on the windscreen.
24. There is _____ shirt in the tumble dryer.
25. There is _____ homework to do later on.
26. There is _____ food on the table.
27. There is _____ egg in the fridge.
28. There is _____ light switch on the wall.
29. There is _____ vinegar on your chips.
30. There is _____ pen in my pocket.

A – AN – SOME 1

Complete the sentences using either **a**, **an** or **some**.

1. There is **some** sand in my shoe.
2. There is **a** five-pound note in my wallet.
3. There is **some** wine in the cupboard.
4. There is **an** apple in the fridge.
5. There is **some** peanut butter on the worktop.
6. There is **a** radio in the kitchen.
7. There is **a** toothbrush in the bathroom.
8. There is **some** jam in the cupboard.
9. There is **a** magazine in the living room.
10. There is **a** queue at the post office.
11. There is **an** old bag in the car.
12. There is **a** suitcase in the bedroom.
13. There is **an** umbrella in the cupboard.
14. There is **some** sugar in your tea.
15. There is **a** bicycle outside.
16. There is **some** rice in the cupboard.
17. There is **a** dog in the garden.
18. There is **a** postman coming to the door.
19. There is **some** alcohol in the fridge.
20. There is **a** bathroom upstairs.
21. There is **a** computer in the office.
22. There is **some** oil on the floor.
23. There is **some** ice on the windscreen.
24. There is **a** shirt in the tumble dryer.
25. There is **some** homework to do later on.
26. There is **some** food on the table.
27. There is **an** egg in the fridge.
28. There is **a** light switch on the wall.
29. There is **some** vinegar on your chips.
30. There is **a** pen in my pocket.

A – AN – SOME 2

Complete the sentences using either **a**, **an** or **some**.

1. Do you have _____milk?
2. Would you like _____cup of tea?
3. Do you want _____orange?
4. Give him _____present.
5. Father buys me _____stickers.
6. Do you want _____apple?
7. Have you got _____stamps?
8. Would he like _____orange juice?
9. Would you like _____butter and jam?
10. Mum, please give me _____melon.
11. The monkey eats _____apple.
12. Tom reads _____books every month.
13. This is _____excellent test.
14. Please buy me _____little hamster!
15. We need _____eggs to bake _____cake.
16. Would you like _____coffee?
17. She invites _____boys from her class once a month.
18. He always puts _____sugar in his coffee.
19. Mum, I've got _____letter for you.
20. I'd like _____cornflakes, please.

A – AN – SOME 3

Complete the sentences using either **a**, **an** or **some**.

1. I have got _____ question.
2. We need _____ ice to cool the drinks.
3. There is _____ milk in the fridge.
4. Do you want _____ ice cream, Tom?
5. Please, buy _____ oranges. That's _____ good idea.
6. I want to buy _____ shirt and _____ pullover.
7. Jerry wants _____ toast for breakfast.
8. Bring _____ bottles of juice, please.
9. I'd like to have _____ roll and _____ tea for breakfast.
10. Buy _____ cheese for dinner, please.
11. He has _____ test every Friday.
12. Would you like _____ sweets?
13. He buys _____ orange.
14. Would you like _____ coffee?
15. She has got _____ stickers.
16. Do you have _____ raincoat?
17. We need _____ strawberries.
18. We go to _____ restaurant.
19. They have _____ exciting holiday.
20. She reads _____ book.

A – AN – SOME 4

Complete the sentences using either **a**, **an** or **some**.

1. Do you want _____ cup of coffee?
2. This is _____ American word.
3. This is _____ old book.
4. I'd like _____ cornflakes, please.
5. Please get _____ bread from the baker's.
6. There is _____ fly in the bottle.
7. Let's buy _____ new jeans.
8. Jerry gets _____ presents.
9. Can you give me _____ butter?
10. We need _____ more information from her.
11. That's _____ good idea to solve this problem.
12. She buys _____ skirt once a month.
13. She invites _____ boys and _____ girls to the party.
14. Does she have _____ paint box in her schoolbag?
15. He buys _____ oranges and _____ pineapple.
16. Let's go to the mall. I need _____ new coat.
17. I'll be back from shopping in _____ hour.
18. I need _____ new plants for my apartment.
19. Would you like _____ ice cream?
20. Her brother has _____ unusual pet.

A – AN – SOME 4

Complete the sentences using either **a**, **an** or **some**.

1. This is _____ important word.
2. Peter works in _____ office.
3. Give him _____ apples!
4. Would you like _____ toast?
5. He has _____ blue bike.
6. They have got _____ idea.
7. Can you lend me _____ money?
8. He is _____ policeman.
9. They have got _____ hamsters.
10. Can I have _____ apples, please?
11. Bill has got _____ orange snowboard.
12. This is _____ interesting story.
13. They like _____ hamburgers.
14. This is _____ expensive hotel.
15. Do you have _____ mobile phone?
16. She is _____ nice teacher.
17. We live in _____ old house.
18. He is _____ arrogant boy.
19. She is _____ beautiful girl.
20. We'll have _____ tests next week.

A – AN – SOME 4

Complete the sentences using either **a**, **an** or **some**.

1. Would you like to be _____ actress?
2. Sam always gives his wife _____ flowers on her birthday.
3. _____ birds, for example the penguin, cannot fly.
4. Those are _____ really nice trousers.
5. You need _____ visa to visit some foreign countries.
6. I'm going to the mall. I need _____ new clothes.
7. _____ shops are open on Sunday, but most are closed.
8. When I was _____ child, I didn't like rice.
9. I'm looking for _____ new job next month.
10. They bought _____ new laptops for the students.
11. They have _____ really nice flowerbeds in their garden.
12. My sister saw _____ accident when she went to school.
13. We live in _____ small flat in the centre of the city.
14. He usually reads _____ newspapers in the afternoon.
15. I found _____ \$10 note on the pavement yesterday.
16. He sometimes writes _____ articles for a magazine.
17. She often wears black jeans and _____ orange T-shirt.
18. _____ children learn really very quickly.
19. Do you need _____ new notebook for school?
20. We go there once a year to spend _____ days on the beach.

A – AN – SOME 2

1. Do you have **some** milk?
2. Would you like **a** cup of tea?
3. Do you want **an** orange?
4. Give him **a** present.
5. Father buys me **some** stickers.
6. Do you want **an** apple?
7. Have you got **some** stamps?
8. Would he like **some** orange juice?
9. Would you like **some** butter and jam?
10. Mum, please give me **a** melon.
11. The monkey eats **an** apple.
12. Tom reads **some** books every month.
13. This is **an** excellent test.
14. Please buy me **a** little hamster!
15. We need **some** eggs to bake **a** cake.
16. Would you like **some** coffee?
17. She invites **some** boys from her class once a month.
18. He always puts **some** sugar in his coffee.
19. Mum, I've got **a** letter for you.
20. I'd like **some** cornflakes, please.

A – AN – SOME 3

1. I have got **a** question.
2. We need **some** ice to cool the drinks.
3. There is **some** milk in the fridge.
4. Do you want **an** ice cream, Tom?
5. Please, buy **some** oranges. That's **a** good idea.
6. I want to buy **a** shirt and **a** pullover.
7. Jerry wants **some** toast for breakfast.
8. Bring **some** bottles of juice, please.
9. I'd like to have **a** roll and **some** tea for breakfast.
10. Buy **some** cheese for dinner, please.
11. He has **a** test every Friday.
12. Would you like **some** sweets?
13. He buys **an** orange.
14. Would you like **some** coffee?
15. She has got **some** stickers.
16. Do you have **a** raincoat?
17. We need **some** strawberries.
18. We go to **a** restaurant.
19. They have **an** exciting holiday.
20. She reads **a** book.

A – AN – SOME 4

1. Do you want **a** cup of coffee?
2. This is **an** American word.
3. This is **an** old book.
4. I'd like **some** cornflakes, please.
5. Please get **some** bread at the baker's.
6. There is **a** fly in the bottle.
7. Let's buy **some** new jeans.
8. Jerry gets **some** presents.
9. Can you give me **some** butter?
10. We need **some** more information from her.
11. That's **a** good idea to solve this problem.
12. She buys **a** skirt once a month.
13. She invites **some** boys and **some** girls to the party.
14. Does she have **a** paintbox in her schoolbag?
15. He buys **some** oranges and **a** pineapple.
16. Let's go to the mall. I need **a** new coat.
17. I'll be back from shopping in **an** hour.
18. I need **some** new plants for my apartment.
19. Would you like **some** ice cream?
20. Her brother has **an** unusual pet.

A – AN – SOME 5

1. This is **an** important word.
2. Peter works in **an** office.
3. Give him **some** apples!
4. Would you like **some** toast?
5. He has **a** blue bike.
6. They have got **an** idea.
7. Can you lend me **some** money?
8. He is **a** policeman.
9. They have got **some** hamsters.
10. Can I have **an** apple, please?
11. Bill has got **an** orange snowboard.
12. This is **an** interesting story.
13. They like **some** hamburgers.
14. This is **an** expensive hotel.
15. Do you have **a** mobile phone?
16. She is **a** nice teacher.
17. We live in **an** old house.
18. He is **an** arrogant boy.
19. She is **a** beautiful girl.
20. We'll have **some** tests next week.

A – AN – SOME 6

1. Would you like to be **an** actress?
2. Sam always gives his wife **some** flowers on her birthday.
3. **Some** birds, for example the penguin, cannot fly.
4. Those are **some** really nice trousers.
5. You need **a** visa to visit some foreign countries.
6. I'm going to the mall. I need **some** new clothes.
7. **Some** shops are open on Sunday, but most are closed.
8. When I was **a** child, I didn't like rice.
9. I'm looking for **a** new job next month.
10. They bought **some** new laptops for the students.
11. They have **some** really nice flowerbeds in their garden.
12. My sister saw **an** accident when she went to school.
13. We live in **a** small flat in the centre of the city.
14. He usually reads **some** newspapers in the afternoon.
15. I found **a** \$10 note on the pavement yesterday.
16. He sometimes writes **some** articles for a magazine.
17. She often wears black jeans and **an** orange T-shirt.
18. **Some** children learn really very quickly.
19. Do you need **a** new notebook for school?
20. We go there once a year to spend **some** days on the beach.

ADVERBS OF FREQUENCY

We use the adverbs of frequency to tell someone how often something happens:

Always= 100%, never = 0%

Frequency	Adverb
100%	always
90%	usually, regularly
80%	normally, generally
70%	often, frequently
50%	sometimes
30%	occasionally
10%	seldom
5%	rarely, hardly ever
0%	never

The position of the adverb of frequency in a sentence

The adverbs of frequency go **before a main verb**:

Subject + **adverb** + **main verb** or

Subject + **auxiliary verb** + **adverb** + **main verb**

We **never** **work** on Sundays.

They **usually** **play** volleyball on Thursdays.

I **always** **get up** at 7 during the week.

He **can** **usually** **visit** us on Sundays

We **have** **often** **got** some homework.

The adverbs of frequency go **after a form of to be** (am, is, are, etc.):

Subject + **to be** + **adverb**

They **are** **always** busy.

She **was** **often** late.

We can also use the following adverbs **at the beginning of a sentence**:

Usually, normally, often, frequently, sometimes, occasionally

Sometimes I go shopping on Saturdays.

ADVERBS OF FREQUENCY 1

Put the following sentences into correct order.

1. public / use / they / transport / usually

2. theatre / often / the / we / to / go

3. seldom / fish / dinner / has / he / for

4. read / frequently / my / the / papers / parents

5. sometimes / football / the / play / I / at / weekend / can

6. hands / always / meals / before / her / washes / she

7. for / late / work / is / Mary / never

8. the / watches / evenings / frequently / sister / my / in / TV

9. afternoon / shopping / Monday / hardly ever / on / go / a / they

10. I / up / rings / before / wake / sometimes / the / alarm

11. at / usually / time / workers / are / on / the / work

12. bed / before / brushes / her / she / going / teeth / to / always

13. a. / go / to / concert / seldom / out / see / we

14. restaurant / lunch / occasionally / have / in / a / they

15. up / dad / tea / has / cup / when / wakes / My / usually / first / he / of / a

ADVERBS OF FREQUENCY 1

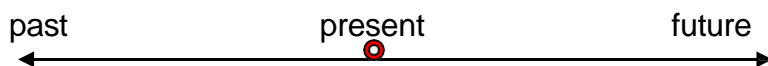
Put the following sentences into correct order:

1. They usually use public transport.
2. We often go to the theatre.
3. He seldom has fish for dinner.
4. My parents frequently read the papers.
5. I sometimes play football at the weekend.
6. She always washes her hands before meals.
7. Mary is never late for work.
8. My sister frequently watches TV in the evenings.
9. They hardly ever go shopping on a Monday afternoon.
10. I sometimes wake up before the alarm rings.
11. The workers are usually at work on time.
12. She always brushes her teeth before going to bed.
13. We seldom go out to see a concert.
14. They occasionally have lunch in a restaurant.
15. My dad usually has a cup of tea when he first wakes up.

PRESENT TENSE SIMPLE

That's the way to express **habits, facts, thoughts and feelings**. It is used with **general statements** and actions that happen sometimes, always, usually or never.

Key words: all adverbs of frequency (often, always, never, usually, sometimes, generally, normally, rarely, seldom), every day, every month, whenever, on Mondays, on Tuesdays,...



How to form:

	Negation	Question
I, you, we, they	don't (do not) + verb	do + person + verb
They go to school.	They don't go to school.	Do they go to school?
I like oranges.	I don't like oranges.	Do you like oranges?
We hate peppermint	We don't hate peppermint.	Do you hate peppermint?
he, she, it: verb + s	doesn't (does not) + verb	does + person + verb
He wants a new car.	He doesn't want a new car.	Does he want a new car?
She likes chips.	She doesn't like chips.	Does she like chips?
It drinks milk.	It doesn't drink milk.	Does it drink milk?

NOTE:

-es after **-s, -ch, -sh**

pass – passes, watch – watches, finish – finishes

-ies if there is a consonant before the y

study – studies, carry – carries

but: play – plays

do – **does**, go – **goes**, have – **has**

NO verb + s with **can, may, might, must, should**

He should go home.

She can run fast.

It might be hungry.

PRESENT TENSE SIMPLE 1

Fill in the correct **present tense**.

1. Sarah and Pam _____ to the party. (go)
2. Jenny _____ Monica. (meet)
3. The children _____ in the garden. (play)
4. Sally _____ the board. (clean)
5. My sister _____ blue eyes. (have)
6. Bill _____ the window. (open)
7. Barbara _____ school uniforms look great. (think)
8. They all _____ dark blue pullovers. (wear)
9. My mum _____ shopping. (go)
10. I _____ hamburgers. (like)
11. He sometimes _____ a headache. (have)
12. They _____ a cold. (have)
13. She _____ at seven. (get up)
14. We _____ breakfast at eight. (have)
15. Peter _____ to school. (go)
16. Eric and Tom _____ home at two. (get)
17. He _____ an ice cream. (want)
18. I _____ peppermint. (hate)
19. My brother _____ TV. (watch)
20. She _____ her homework. (do)

PRESENT TENSE SIMPLE 2

Fill in the correct **present tense**.

1. Mary _____ stamps. (collect)
2. Tom and Sue _____ two comics. (buy)
3. Our friends often _____ football in the park. (play)
4. My mother _____ shopping every Friday. (go)
5. They always _____ in the first row. (sit)
6. She usually _____ Tom with the homework. (help)
7. My sister _____ in a big house. (live)
8. The children sometimes _____ hamburgers. (eat)
9. We often _____ about her. (talk)
10. Tom and Sue _____ cornflakes for breakfast. (like)
11. My parents often _____ westerns. (watch)
12. They _____ always hungry. (be)
13. Mum _____ all the dirty clothes on Saturday. (wash)
14. Dad _____ a new car every five years. (buy)
15. It _____ usually hot in summer. (be)
16. Mary always _____ her piano lesson on Fridays. (have)
17. He sometimes _____ in the library. (study)
18. She always _____ to work at seven o'clock. (go)
19. Bill and Tom sometimes _____ to London. (drive)
20. I _____ good at school. (be)

PRESENT TENSE SIMPLE 1

1. Sarah and Pam **go** to the party.
2. Jenny **meets** Monica.
3. The children **play** in the garden.
4. Sally **cleans** the board.
5. My sister **has** blue eyes.
6. Bill **opens** the window.
7. Barbara **thinks** school uniforms look great.
8. They all **wear** dark blue pullovers.
9. My mum **goes** shopping.
10. I **like** hamburgers.
11. He sometimes **has** a headache.
12. They **have** a cold.
13. She **gets up** at seven.
14. We **have** breakfast at eight.
15. Peter **goes** to school.
16. Eric and Tom **get** home at two.
17. He **wants** an ice cream.
18. I **hate** peppermint.
19. My brother **watches** TV.
20. She **does** her homework.

PRESENT TENSE SIMPLE 2

1. Mary **collects** stamps.
2. Tom and Sue **buy** two comics.
3. Our friends often **play** football in the park.
4. My mother **goes** shopping every Friday.
5. They always **sit** in the first row.
6. She usually **helps** Tom with the homework.
7. My sister **lives** in a big house.
8. The children sometimes **eat** hamburgers.
9. We often **talk** about her.
10. Tom and Sue **like** cornflakes for breakfast.
11. My parents often **watch** westerns.
12. They **are** always hungry.
13. Mum **washes** all the dirty clothes on Saturday.
14. Dad **buys** a new car every five years.
15. It **is** usually hot in summer.
16. Mary always **has** her piano lesson on Fridays.
17. He sometimes **studies** in the library.
18. She always **goes** to work at seven o'clock.
19. Bill and Tom sometimes **drive** to London.
20. I **am** good at school.

PRESENT SIMPLE NEGATION 1

Put the sentences into the negative form.

1. We have some milk. _____
2. Mother sews Jenny's jeans. _____
3. I hate maths lessons. _____
4. My brother likes eating oranges. _____
5. My parents often watch westerns. _____
6. Children like ice cream. Some _____
7. The monkey wants some bananas. _____
8. They are hungry. _____
9. We get up early on Sundays. _____
10. Peter is sometimes very tired. _____
11. I am a good pupil. _____
12. School always starts at seven o'clock. _____
13. Kate has her piano lesson on Mondays. _____
14. In summer it's sometimes very hot. _____
15. Mum washes all my dirty clothes. _____
16. Peter has got a brother. _____
17. The frog is under the caravan. _____
18. They are cool. _____
19. Dad buys a new car. _____
20. The boys play football. _____

PRESENT SIMPLE NEGATION 2

Put the sentences into the negative form.

1. I get up early. _____
2. Pamela watches TV. _____
3. Father has coffee. _____
4. I drink milk. _____
5. Robert has an idea. _____
6. We go to work. _____
7. He can come. _____
8. Mick opens the door. _____
9. Jim comes to the party. _____
10. The garden is full of flowers. _____
11. Peter helps in the kitchen. _____
12. Laura likes popcorn. _____
13. Phil's books are boring. _____
14. Mary plays with her friends. _____
15. They work in the garden. _____
16. She sings her favourite song. _____
17. Bill reads books. _____
18. The girls dance in her room. _____
19. He is in his office. _____
20. They do their homework. _____

PRESENT SIMPLE NEGATION 1

1. We **don't have** any milk.
2. Mother **doesn't sew** Jenny's jeans.
3. I **don't hate** maths lessons.
4. My brother **doesn't like** eating oranges.
5. My parents **don't** often **watch** westerns.
6. Some children **don't like** ice cream.
7. The monkey **doesn't want** some bananas.
8. They **aren't** hungry.
9. We **don't get** up early on Sundays.
10. Peter **isn't** sometimes very tired.
11. I **am not** a good pupil.
12. School **doesn't** always **start** at seven o'clock.
13. Kate **doesn't have** her piano lesson on Monday.
14. In summer it **isn't** sometimes very hot.
15. Mum **doesn't wash** all my dirty clothes.
16. Peter **hasn't got** a brother.
17. The frog **isn't** under the caravan.
18. They **aren't** cool.
19. Dad **doesn't buy** a new car.
20. The boys **don't play** football.

PRESENT SIMPLE NEGATION 2

1. I **don't get** up early.
2. Pamela **doesn't watch** TV.
3. Father **doesn't have** coffee.
4. I **don't drink** milk.
5. Robert **doesn't have** an idea.
6. We **don't go** to work.
7. He **cannot** (can't) come.
8. Mick **doesn't open** the door.
9. Jim **doesn't come** to the party.
10. The garden **isn't** full of flowers.
11. Peter **doesn't help** in the kitchen.
12. Laura **doesn't like** popcorn.
13. Phil's books **aren't** boring.
14. Mary **doesn't play** with her friends.
15. They **don't work** in the garden.
16. She **doesn't sing** her favourite song.
17. Bill **doesn't read** books.
18. The girls **don't dance** in her room.
19. He **isn't** in his office.
20. They **don't do** their homework.

PRESENT SIMPLE QUESTIONS 1

Form the questions of the following sentences.

Example: I am hungry. - Are you hungry?

1. Peter goes to the party. _____
2. Mary can ski. _____
3. I meet my friends. _____
4. The teacher hands out the books. _____
5. Pat is a clever boy. _____
6. His schoolbag is brown. _____
7. The monkey takes the banana. _____
8. Tony is angry. _____
9. Tim goes to school. _____
10. They are at Sarah's party. _____
11. He likes apples. _____
12. Winter begins in December. _____
13. They are at home. _____
14. Tom can play football. _____
15. His mother speaks Spanish. _____
16. She wants an ice cream. _____
17. Tamara likes sweets. _____
18. Pam wants another T-shirt. _____
19. I like black shoes. _____
20. It is raining. _____

PRESENT SIMPLE QUESTIONS 2

Form the questions of the following sentences.

Example: I am hungry. - Are you hungry?

1. They can dance. _____
2. I like reading books. _____
3. We live in a big city. _____
4. I can play the guitar. _____
5. They are cool. _____
6. We are friends. _____
7. The parrot eats apples. _____
8. They are Austrian. _____
9. We like our uncle. _____
10. Mary goes to the zoo. _____
11. Brad listens to the radio. _____
12. Elephants eat grass. _____
13. I am good at school. _____
14. They go to school by bus. _____
15. Henry does his homework. _____
16. Simon reads comics. _____
17. I like grey. _____
18. The window is open. _____
19. Mother likes butterflies. _____
20. Sam is happy. _____

PRESENT SIMPLE QUESTIONS 1

1. Does Peter go to the party?
2. Can Mary ski?
3. Do you meet your friends?
4. Does the teacher hand out the books?
5. Is Pat a clever boy?
6. Is his schoolbag brown?
7. Does the monkey take the banana?
8. Is Tony hungry?
9. Does Tim go to school?
10. Are they at Sarah's party?
11. Does he like apples?
12. Does winter begin in December?
13. Are they at home?
14. Can Tom play football?
15. Does his mother speak Spanish?
16. Does she want an ice cream?
17. Does Tamara like sweets?
18. Does Pam want another T-shirt?
19. Do you like black shoes?
20. Is it raining?

PRESENT SIMPLE QUESTIONS 2

1. Can they dance?
2. Do you like reading books?
3. Do you live in a big city?
4. Can you play the guitar?
5. Are they cool?
6. Are you friends?
7. Does the parrot eat apples?
8. Are they Austrian?
9. Do you like your uncle?
10. Does Mary go to the zoo?
11. Does Brad listen to the radio?
12. Do elephants eat grass?
13. Are you good at school?
14. Do they go to school by bus?
15. Does Henry do his homework?
16. Does Simon read comics?
17. Do you like grey?
18. Is the window open?
19. Does mother like butterflies?
20. Is Sam happy?

PRESENT SIMPLE QUESTIONS 3

(apple) Do you like apples?



Yes, I do.

(apple) Do you like apples?



No, I don't.

(oranges) _____ ?



(tea) _____ ?



(ice cream) _____ ?



(milk) _____ ?



(playing tennis) _____ ?



(weekends) _____ ?



(pink shoes) _____ ?



(toffees) _____ ?



(going to school) _____ ?



(chewing gums) _____ ?



(hamburgers) _____ ?



(hot dogs) _____ ?



(bananas) _____ ?



(fruit gums) _____ ?



(cheeseburgers) _____ ?



(mascots) _____ ?



(watching TV) _____ ?



(sandwiches) _____ ?



(reading) _____ ?



(black T-shirts) _____ ?



PRESENT SIMPLE 1

Write down the **negations** (N) and the **questions** (Q).

1. She likes ham and eggs. N: _____
Q: _____
2. The weather is nice. N: _____
Q: _____
3. My brother writes an email. N: _____
Q: _____
4. They play the guitar. N: _____
Q: _____
5. He runs fast. N: _____
Q: _____
6. Pamela drives a new car. N: _____
Q: _____
7. The boys are angry. N: _____
Q: _____
8. This cat drinks milk. N: _____
Q: _____
9. Peter is late. N: _____
Q: _____
10. They sing beautifully. N: _____
Q: _____

PRESENT SIMPLE 2

Write down the **negations** (N) and the **questions** (Q).

1. Samuel visits his uncle. N: _____
Q: _____
2. Pam leaves the house. N: _____
Q: _____
3. We hate spiders. N: _____
Q: _____
4. They are friendly. N: _____
Q: _____
5. Tina and Paul eat spaghetti. N: _____
Q: _____
6. He has a blue bike. N: _____
Q: _____
7. I understand. N: _____
Q: _____
8. His sister works hard. N: _____
Q: _____
9. They walk to school. N: _____
Q: _____
10. Gary and Peter go to the party. N: _____
Q: _____

PRESENT SIMPLE 1

1. N: She **doesn't like** ham and eggs.
Q: **Does she like** ham and eggs.
2. N: The weather **isn't** nice.
Q: **Is the weather** nice?
3. N: My brother **doesn't write** an email.
Q: **Does your brother write** an email?
4. N: They **don't play** the guitar.
Q: **Do they play** the guitar?
5. N: He **doesn't run** fast.
Q: **Does he run** fast?
6. N: Pamela **doesn't drive** a new car.
Q: **Does Pamela drive** a new car?
7. N: The boys **aren't** angry.
Q: **Are the boys** angry?
8. N: This cat **doesn't drink** milk.
Q: **Does this cat drink** milk?
9. N: Peter **isn't** late.
Q: **Is Peter** late?
10. N: They **don't sing** beautifully.
Q: **Do they sing** beautifully.

PRESENT SIMPLE 2

1. N: Samuel **doesn't visit** his uncle.
Q: **Does Samuel visit** his uncle?
2. N: Pam **doesn't leave** the house.
Q: **Does Pam leave** the house?
3. N: We **don't hate** spiders.
Q: **Do you hate** spiders?
4. N: They **aren't** friendly.
Q: **Are they** friendly?
5. N: Tina and Paul **don't eat** spaghetti.
Q: **Do Tina and Paul eat** spaghetti?
6. N: He **doesn't have** a blue bike.
Q: **Does he have** a blue bike?
7. N: I **don't understand**.
Q: **Do you understand**?
8. N: His sister **doesn't work** hard.
Q: **Does his sister work** hard?
9. N: They **don't walk** to school.
Q: **Do they walk** to school?
10. N: Gary and Peter **don't go** to the party.
Q: **Do Gary and Peter go** to the party?

POSSESSIVE CASE

That's the way to express that someone owns something.

With **persons and animals**:

Singular: **'s**

Plural: **'s'**

This is Tom's bike.

These are the boys' bikes.

This is Kathy's mother.

This is the girls' mum.

With **things**: **of**

The colour **of** the table is black.

The second chapter **of** this book.

If the noun **ends with an s**, add just the apostrophe to the end of the noun.

Where is Jess' school bag?

If there are two nouns, change only the last one to the possessive.

Sam and Cathy's new dog is really cute.

POSSESSIVE CASE 1

Use ... of ... / 's / s'

Examples: the door / the room
 the mother / Ann

the door **of** the room
Ann**'s** mother

- | | |
|-----------------------------------|-------|
| 1) the camera / Tom | _____ |
| 2) the eyes / the cat | _____ |
| 3) the top / the page | _____ |
| 4) the daughter / Charles | _____ |
| 5) the toys / the children | _____ |
| 6) the names / your friend | _____ |
| 7) the man / name | _____ |
| 8) the car / Mike | _____ |
| 9) the garden / our neighbours | _____ |
| 10) the birthday / my father | _____ |
| 11) the car / my parents | _____ |
| 12) the dog / the boys | _____ |
| 13) the dress / Susan | _____ |
| 14) the ball / the girls | _____ |
| 15) the price / the coat | _____ |
| 16) the ring / Chloe | _____ |
| 17) the rackets / the players | _____ |
| 18) the house / the Coopers | _____ |
| 19) the uncle / Bill | _____ |
| 20) the waiting room / the doctor | _____ |

POSSESSIVE CASE 1

- 1) Tom's camera
- 2) the cat's eyes
- 3) the top **of** the page
- 4) Charles' daughter
- 5) the children's toys
- 6) your friend's names
- 7) the man's name
- 8) Mike's car
- 9) our neighbours' garden
- 10) my father's birthday
- 11) my parents' car
- 12) the boys' dog
- 13) Susan's dress
- 14) the girls' ball
- 15) the price **of** the coat
- 16) Chloe's ring
- 17) the players' rackets
- 18) the Coopers' house
- 19) Bill's uncle
- 20) the doctor's waiting room

SHORT ANSWERS

FORMS OF TO BE – present tense

	Positive answers	Negative answers
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

TO DO – present tense

	Positive answers	Negative answers
Do I?	Yes, I do.	No, I don't.
Do you?	Yes, you do.	No, you don't.
Does he?	Yes, he does.	No, he doesn't.
Does she?	Yes, she does.	No, she doesn't.
Does it?	Yes, it does.	No, it doesn't.
Do we?	Yes, we do.	No, we don't.
Do you?	Yes, you do.	No, you don't.
Do they?	Yes, they do.	No, they don't.

TO HAVE

	Positive answers	Negative answers
Have I got?	Yes, I have.	No, I haven't.
Have you got?	Yes, you have.	No, you haven't.
Has he got?	Yes, he has.	No, he hasn't.
Has she got?	Yes, she has.	No, she hasn't.
Has it got?	Yes, it has.	No, it hasn't.
Have we got?	Yes, we have.	No, we haven't.
Have you got?	Yes, you have.	No, you haven't.
Have they got?	Yes, they have.	No, they haven't.

CAN

	Positive answers	Negative answers
Can I?	Yes, I can.	No, I can't.
Can you?	Yes, you can.	No, you can't.
Can he?	Yes, he can.	No, he can't.
Can she?	Yes, she can.	No, she can't.
Can it?	Yes, it can.	No, it can't.
Can we?	Yes, we can.	No, we can't.
Can you?	Yes, you can.	No, you can't.
Can they?	Yes, they can.	No, they can't.

FORMS OF TO BE – past tense

	Positive answers	Negative answers
Was I?	Yes, I was.	No, I wasn't.
Were you?	Yes, you were.	No, you weren't.
Was he?	Yes, he was.	No, he wasn't.
Was she?	Yes, she was.	No, she wasn't.
Was it?	Yes, it was.	No, it wasn't.
Were we?	Yes, we were.	No, we weren't.
Were you?	Yes, you were.	No, you weren't.
Were they?	Yes, they were.	No, they weren't.

TO DO – past tense

	Positive answers	Negative answers
Did I?	Yes, I did.	No, I didn't.
Did you?	Yes, you did.	No, you didn't.
Did he?	Yes, he did.	No, he didn't.
Did she?	Yes, she did.	No, she didn't.
Did it?	Yes, it did.	No, it didn't.
Did we?	Yes, we did.	No, we didn't.
Did you?	Yes, you did.	No, you didn't.
Did they?	Yes, they did.	No, they didn't.

SHORT ANSWERS 1

Write a positive (+) or negative (-) short answer next to the question.

1. Are you tired? (+) _____
2. Are the girls in the park? (-) _____
3. Is Carol your friend? (-) _____
4. Has Peter got a dog? (-) _____
5. Do you speak English? (+) _____
6. Are Jane and Nicky friends? (+) _____
7. Has Sam got a laptop? (-) _____
8. Can you walk to school? (+) _____
9. Does your mother make dinner? (+) _____
10. Do you read newspapers? (-) _____
11. Is this your pen? (-) _____
12. Can I help you? (+) _____
13. Do they like her? (-) _____
14. Are your parents at work? (+) _____
15. Can he play cricket? (-) _____
16. Does Scarlet like fish? (-) _____
17. Can he play chess? (+) _____
18. Is Mary from England? (+) _____
19. Are you from Germany? (-) _____
20. Have you got a car? (+) _____

SHORT ANSWERS 2

Write a positive (+) or negative (-) short answer next to the question.

1. Can you play the piano? (-) _____
2. Are the children in the garden? (-) _____
3. Does Steven come from Ireland? (+) _____
4. Is Mary tired? (-) _____
5. Has Peter got a pet? (-) _____
6. Are your students nice? (+) _____
7. Do you work hard? (+) _____
8. Can they visit me? (-) _____
9. Is it cold outside? (+) _____
10. Does it drink milk? (-) _____
11. Are the boys playing football? (+) _____
12. Do you like Sandra? (+) _____
13. Has she got a sister? (+) _____
14. Does he like lamb? (-) _____
15. Are you doing your homework? (+) _____
16. Is that your bike? (-) _____
17. Do you live in Dallas? (-) _____
18. Is he working in the garden? (-) _____
19. Are the children in the park? (+) _____
20. Can you take the dog for a walk? (+) _____

SHORT ANSWERS 3

Write a positive (+) or negative (-) short answer next to the question.

1. Are your friends good at sports? (+) _____
2. Did he phone you yesterday? (-) _____
3. Does she have a new laptop? (-) _____
4. Can she help you with the housework? (+) _____
5. Was Angela ill last week? (+) _____
6. Do you have a webcam? (-) _____
7. Does he get any pocket money? (+) _____
8. Did he pass the exam? (+) _____
9. Can Sarah come to the party? (-) _____
10. Is your brother smart? (+) _____
11. Are they good at Maths? (+) _____
12. Did you watch the Super Bowl last weekend? (+) _____
13. Were you in the shopping centre yesterday? (-) _____
14. Were they angry when you told them the truth? (-) _____
15. Are your parents at home at the moment? (-) _____
16. Did Ashley and Gabriel help you? (-) _____
17. Does your sister have a boyfriend? (+) _____
18. Did he come home late last night? (-) _____
19. Were they at the cinema yesterday? (-) _____
20. Have you ever been to South America? (+) _____

SHORT ANSWERS 4

Example: Is he married? + Yes, he is. – No, he isn't.

- | | | |
|---------------------------------------|---------|---------|
| 1. Did you watch the film last night? | + _____ | – _____ |
| 2. Do whales have lungs? | + _____ | – _____ |
| 3. Have they gone? | + _____ | – _____ |
| 4. Can I have a lift into town? | + _____ | – _____ |
| 5. Do you know my sister? | + _____ | – _____ |
| 6. Does the bus leave in an hour? | + _____ | – _____ |
| 7. Am I late? | + _____ | – _____ |
| 8. Could they afford to move here? | + _____ | – _____ |
| 9. Did Shakespeare live here? | + _____ | – _____ |
| 10. Has Tommy told you his joke? | + _____ | – _____ |
| 11. Will you wait for me? | + _____ | – _____ |
| 12. Is it cold outside? | + _____ | – _____ |
| 13. Would it be better to get a loan? | + _____ | – _____ |
| 14. Are we going to the lake now? | + _____ | – _____ |
| 15. Has she finished work yet? | + _____ | – _____ |
| 16. Can I have a go on that game? | + _____ | – _____ |
| 17. Is David's brother an accountant? | + _____ | – _____ |
| 18. Will you get me a jar of coffee? | + _____ | – _____ |
| 19. Are the team going to win? | + _____ | – _____ |
| 20. Have you got a new jacket? | + _____ | – _____ |

SHORT ANSWERS 1

- | | |
|----------------------------------|------------------|
| 1. Are you tired? | Yes, I am. |
| 2. Are the girls in the park? | No, they aren't. |
| 3. Is Carol your friend? | No, she isn't. |
| 4. Has Peter got a dog? | No, he hasn't. |
| 5. Do you speak English? | Yes, I do. |
| 6. Are Jane and Nicky friends? | Yes, they are. |
| 7. Has Sam got a laptop? | No, he hasn't. |
| 8. Can you walk to school? | Yes, I can. |
| 9. Does your mother make dinner? | Yes, she does. |
| 10. Do you read newspapers? | No, I don't. |
| 11. Is this your pen? | No, it isn't. |
| 12. Can I help you? | Yes, you can. |
| 13. Do they like her? | No, they don't. |
| 14. Are your parents at work? | Yes, they are. |
| 15. Can he play cricket? | No, he can't. |
| 16. Does Scarlet like fish? | No, she doesn't. |
| 17. Can he play chess? | Yes, he can. |
| 18. Is Mary from England? | Yes, she is. |
| 19. Are you from Germany? | No, I'm not. |
| 20. Have you got a car? | Yes, I have. |

SHORT ANSWERS 2

- | | |
|--------------------------------------|------------------|
| 1. Can you play the piano? | No, I can't. |
| 2. Are the children in the garden? | No, they aren't. |
| 3. Does Steven come from Ireland? | Yes, he does. |
| 4. Is Mary tired? | No, she isn't. |
| 5. Has Peter got a pet? | No, he hasn't. |
| 6. Are your students nice? | Yes, they are. |
| 7. Do you work hard? | Yes, I do. |
| 8. Can they visit me? | No, they can't. |
| 9. Is it cold outside? | Yes, it is. |
| 10. Does it drink milk? | No, it doesn't. |
| 11. Are the boys playing football? | Yes, they are. |
| 12. Do you like Sandra? | Yes, I do. |
| 13. Has she got a sister? | Yes, she has. |
| 14. Does he like lamb? | No, he doesn't. |
| 15. Are you doing your homework? | Yes, I am. |
| 16. Is that your bike? | No, it isn't. |
| 17. Do you live in Dallas? | No, I don't. |
| 18. Is he working in the garden? | No, he isn't. |
| 19. Are the children in the park? | Yes, they are. |
| 20. Can you take the dog for a walk? | Yes, I can. |

SHORT ANSWERS 3

- | | |
|---|-------------------|
| 1. Are your friends good at sports? | Yes, they are. |
| 2. Did he phone you yesterday? | No, he didn't. |
| 3. Does she have a new laptop? | No, she doesn't. |
| 4. Can she help you with the housework? | Yes, she can. |
| 5. Was Angela ill last week? | Yes, she was. |
| 6. Do you have a webcam? | No, I haven't. |
| 7. Does he get any pocket money? | Yes, he does. |
| 8. Did he pass the exam? | Yes, he did. |
| 9. Can Sarah come to the party? | No, she can't. |
| 10. Is your brother smart? | Yes, he is. |
| 11. Are they good at Maths? | Yes, they are. |
| 12. Did you watch the Super Bowl last weekend? | Yes, I did. |
| 13. Were you in the shopping centre yesterday? | No, I wasn't. |
| 14. Were they angry when you told them the truth? | No, they weren't. |
| 15. Are your parents at home at the moment? | No, they aren't. |
| 16. Did Ashley and Gabriel help you? | No, they didn't. |
| 17. Does your sister have a boyfriend? | Yes, she does. |
| 18. Did he come home late last night? | No, he didn't. |
| 19. Were they at the cinema yesterday? | No, they weren't. |
| 20. Have you ever been to South America? | Yes, I have. |

SHORT ANSWERS 4

- | | | |
|---------------------------------------|--------------------|----------------------|
| 1. Did you watch the film last night? | + Yes, I did. | – No, I didn't. |
| 2. Do whales have lungs? | + Yes, they do. | – No, they don't. |
| 3. Have they gone? | + Yes, they have. | – No, they haven't. |
| 4. Can I have a lift into town? | + Yes, you can. | – No, you can't. |
| 5. Do you know my sister? | + Yes, I do. | – No, I don't. |
| 6. Does the bus leave in an hour? | + Yes, it does. | – No, it doesn't. |
| 7. Am I late? | + Yes, you are. | – No, you aren't. |
| 8. Could they afford to move here? | + Yes, they could. | – No, they couldn't. |
| 9. Did Shakespeare live here? | + Yes, he did. | – No, he didn't. |
| 10. Has Tommy told you his joke? | + Yes, he has. | – No, he hasn't. |
| 11. Will you wait for me? | + Yes, I will. | – No, I won't. |
| 12. Is it cold outside? | + Yes, it is. | – No, it isn't. |
| 13. Would it be better to get a loan? | + Yes, it would. | – No, it wouldn't. |
| 14. Are we going to the lake now? | + Yes, we are. | – No, we aren't. |
| 15. Has she finished work yet? | + Yes, she has. | – No, she hasn't. |
| 16. Can I have a go on that game? | + Yes, you can. | – No, you can't. |
| 17. Is David's brother an accountant? | + Yes, he is. | – No, he isn't. |
| 18. Will you get me a jar of coffee? | + Yes, I will. | – No, I won't. |
| 19. Are the team going to win? | + Yes, they are. | – No, they aren't. |
| 20. Have you got a new jacket? | + Yes, I have. | – No, I haven't. |

QUESTION TAGS

Question tags are used in spoken English, but not in written English. They are put at the end of the sentence.

To make a question tag, use the first auxiliary (forms of to be, have) or modal verb (must, can, will). If there isn't an auxiliary or modal verb, use do, does or did.

Positive or negative

If the sentence is positive, the question tag must be negative.

They **left** yesterday afternoon, **didn't** they? He **is** good at dancing, **isn't** he?
She **was** surprised, **wasn't** she?

If the sentence is negative, the question tag must be positive.

They **didn't** leave yesterday, **did** they? He **isn't** good at dancing, **is** he?
She **wasn't** surprised, **was** she?

Auxiliary verbs

They **haven't** met him before, **have** they? He **is** in the park, **isn't** he?
They **are** studying at the moment, **aren't** they? They **were** in Paris last week, **weren't** they?

Modal verbs

She **can** help him, **can't** she? They **should** study for the test, **shouldn't** they?
He **will** tell me, **won't** he? It **can't** be true, **can** it?

No auxiliary or modal verb

She **left** last Friday, **didn't** she? He **works** in your company, **doesn't** he?
You **don't know** him, **do** you?

NOTE:

With I am you have to use "**aren't I**".
I **am** the best, **aren't I**?

She **has** a brother, **hasn't** she? (possession) **BUT** Peter has a terrible cold, **doesn't** he? (idiomatically)

There is a new restaurant next to your company, **isn't there**?
Let's go to the shopping mall, **shall** we?

Use the same auxiliary, modal verb or do, does or did to reply:

Your holidays **were** really relaxing, **weren't** they? Yes, they **were**. We really enjoyed them.
She **visited** her aunt last week, **didn't** she? Yes, she **did**. She went to her last Saturday.
You **couldn't** help him in the garden, **could** you? No, I **couldn't**. I had to work in the office.

QUESTION TAGS 1

Write the correct question tag into the gaps.

1. You haven't got a car, _____?
2. Carol will be here soon, _____?
3. They weren't very relaxed, _____?
4. He doesn't like her, _____?
5. She is very attractive, _____?
6. You haven't seen my sister today, _____?
7. I'm late, _____?
8. Let's go for a walk, _____?
9. You aren't going to school today, _____?
10. They are on holidays, _____?
11. It's very expensive, _____?
12. You can play the drums, _____?
13. The movie was great, _____?
14. He couldn't remember, _____?
15. Tim, you don't know where Sandra is, _____?
16. It's raining, _____?
17. They are at home, _____?
18. It was a beautiful day, _____?
19. She works very hard, _____?
20. There is a station nearby, _____?

QUESTION TAGS 2

Write the correct question tag into the gaps.

1. You have enough money with you, _____?
2. She is looking after her younger brother, _____?
3. They stayed out late, _____?
4. You are talking about Pamela, _____?
5. He hasn't met her before, _____?
6. You won't tell my parents, _____?
7. She coloured her hair black, _____?
8. They weren't studying hard, _____?
9. He could give them a lift, _____?
10. She hasn't found the keys, _____?
11. The girls went shopping, _____?
12. It isn't a good restaurant, _____?
13. You don't want to walk home, _____?
14. They didn't like the movie, _____?
15. He bought a new laptop, _____?
16. You have two brothers and a sister, _____?
17. Let's go to the cinema, _____?
18. I'm too impolite, _____?
19. They are very smart, _____?
20. You tried on this jacket, _____?

QUESTION TAGS 3

Write the correct question tag into the gaps.

1. She hasn't got long, black hair, _____?
2. This blouse looks very nice, _____?
3. You should help her, _____?
4. They enjoyed their trip, _____?
5. It's going to rain, _____?
6. He lives in a small town, _____?
7. You had the flu last week, _____?
8. They moved to Berlin, _____?
9. Susan will help you, _____?
10. He has got a little dog, _____?
11. They came home late, _____?
12. You don't speak Spanish, _____?
13. She was there, _____?
14. He cooks well, _____?
15. They aren't at home, _____?
16. You like beef, _____?
17. I will see you again, _____?
18. They weren't angry, _____?
19. You didn't visit him, _____?
20. He wants to go on holidays, _____?

QUESTION TAGS 4

Write the correct question tag into the gaps.

1. Your parents will be here soon, _____?
2. That isn't your brother over there, _____?
3. You haven't got a laptop, _____?
4. He couldn't find a job, _____?
5. This is very pleasant, _____?
6. The hotel was excellent, _____?
7. They live in India, _____?
8. We should leave, _____?
9. There is a car park, _____?
10. They couldn't come to the meeting, _____?
11. She didn't buy a new car, _____?
12. You aren't a new student, _____?
13. Nice isn't in Italy, _____?
14. Carol wasn't at school last Monday, _____?
15. You can do it better, _____?
16. They are in Canada, _____?
17. She bought a new phone, _____?
18. The girls are in the garden, _____?
19. He isn't at home, _____?
20. Sandra is nice, _____?

QUESTION TAGS 5

Write the correct question tag into the gaps.

1. The others will be here in a minute, _____?
2. We mustn't forget to get some petrol, _____?
3. They can't stay for long, _____?
4. The course will be over in a week, _____?
5. We won't be back in the office until about one o'clock, _____?
6. She'll be late, _____?
7. We could go to the bank later, _____?
8. The program couldn't be installed on your PC, _____?
9. We couldn't book a room for two nights, _____?
10. I couldn't take you out for dinner tomorrow night, _____?
11. Lucy won't mind if I borrow her dress, _____?
12. The lasagne should be about ready by now, _____?
13. We should all meet up more often, _____?
14. Marco can drive us to the beach later, _____?
15. My phone can download any apps, _____?
16. We can't go swimming if the pool's shut, _____?
17. Gabriella won't let me use her hairdryer, _____?
18. Those girls can sing really well, _____?
19. Mandy shouldn't wear that much make-up, _____?
20. You couldn't give me a hand with the gardening, _____?

QUESTION TAGS 1

1. You haven't got a car, **have you?**
2. Carol will be here soon, **won't she?**
3. They weren't very relaxed, **were they?**
4. He doesn't like her, **does he?**
5. She is very attractive, **isn't she?**
6. You haven't seen my sister today, **have you?**
7. I'm late, **aren't I?**
8. Let's go for a walk, **shall we?**
9. You aren't going to school today, **are you?**
10. They are on holidays, **aren't they?**
11. It's very expensive, **isn't it?**
12. You can play the drums, **can't you?**
13. The movie was great, **wasn't it?**
14. He couldn't remember, **could he?**
15. Tim, you don't know where Sandra is, **do you?**
16. It's raining, **isn't it?**
17. They are at home, **aren't they?**
18. It was a beautiful day, **wasn't it?**
19. She works very hard, **doesn't she?**
20. There is a station nearby, **isn't there?**

QUESTION TAGS 2

1. You have enough money with you, **haven't you?**
2. She is looking after her younger brother, **isn't she?**
3. They stayed out late, **didn't they?**
4. You are talking about Pamela, **aren't you?**
5. He hasn't met her before, **has he?**
6. You won't tell my parents, **will you?**
7. She coloured her hair black, **didn't she?**
8. They weren't studying hard, **were they?**
9. He could give them a lift, **couldn't he?**
10. She hasn't found the keys, **has she?**
11. The girls went shopping, **didn't they?**
12. It isn't a good restaurant, **is it?**
13. You don't want to walk home, **do you?**
14. They didn't like the movie, **did they?**
15. He bought a new laptop, **didn't he?**
16. You have two brothers and a sister, **haven't you?**
17. Let's go to the cinema, **shall we?**
18. I'm too impolite, **aren't I?**
19. They are very smart, **aren't they?**
20. You tried on this jacket, **didn't you?**

QUESTION TAGS 3

1. She hasn't got long, black hair, **has she?**
2. This blouse looks very nice, **doesn't it?**
3. You should help her, **shouldn't you?**
4. They enjoyed their trip, **didn't they?**
5. It's going to rain, **isn't it?**
6. He lives in a small town, **doesn't he?**
7. You had the flu last week, **didn't you?**
8. They moved to Berlin, **didn't they?**
9. Susan will help you, **won't she?**
10. He has got a little dog, **hasn't he?**
11. They came home late, **didn't they?**
12. You don't speak Spanish, **do you?**
13. She was there, **wasn't she?**
14. He cooks well, **doesn't he?**
15. They aren't at home, **are they?**
16. You like beef, **don't you?**
17. I will see you again, **won't I?**
18. They weren't angry, **were they?**
19. You didn't visit him, **did you?**
20. He wants to go on holidays, **doesn't he?**

QUESTION TAGS 4

1. Your parents will be here soon, **won't they?**
2. That isn't your brother over there, **is it?**
3. You haven't got a laptop, **have you?**
4. He couldn't find a job, **could he?**
5. This is very pleasant, **isn't it?**
6. The hotel was excellent, **wasn't it?**
7. They live in India, **don't they?**
8. We should leave, **shouldn't we?**
9. There is a car park, **isn't there?**
10. They couldn't come to the meeting, **could they?**
11. She didn't buy a new car, **did she?**
12. You aren't a new student, **are you?**
13. Nice isn't in Italy, **is it?**
14. Carol wasn't at school last Monday, **was she?**
15. You can do it better, **can't you?**
16. They are in Canada, **aren't they?**
17. She bought a new phone, **didn't she?**
18. The girls are in the garden, **aren't they?**
19. He isn't at home, **is he?**
20. Sandra is nice, **isn't she?**

QUESTION TAGS 5

1. The others will be here in a minute, **won't they?**
2. We mustn't forget to get some petrol, **must we?**
3. They can't stay for long, **can they?**
4. The course will be over in a week, **won't it?**
5. We won't be back in the office until about one o'clock, **will we?**
6. She'll be late, **won't she?**
7. We could go to the bank later, **couldn't we?**
8. The program couldn't be installed on your PC, **could it?**
9. We couldn't book a room for two nights, **could we?**
10. I couldn't take you out for dinner tomorrow night, **could I?**
11. Lucy won't mind if I borrow her dress, **will she?**
12. The lasagne should be about ready by now, **shouldn't it?**
13. We should all meet up more often, **shouldn't we?**
14. Marco can drive us to the beach later, **can't he?**
15. My phone can download any apps, **can't it?**
16. We can't go swimming if the pool's shut, **can we?**
17. Gabriella won't let me use her hairdryer, **will she?**
18. Those girls can sing really well, **can't they?**
19. Mandy shouldn't wear that much make-up, **should she?**
20. You couldn't give me a hand with the gardening, **could you?**

QUESTION WORDS

WHAT	What is your name?
WHEN	When does he come?
WHERE	Where do you live?
WHY	Why are you late?
WHO	Who is that girl?
WHOSE	Whose pen is it?
WHICH	Which book do you like best?
HOW	How are you?
HOW MUCH	How much is the dress?
HOW MANY	How many computer games have you got?

Detailed information about the question words

Who - asking for a person and animal: subject: no do, does, did

Jane opened the door.

Who opened the door?

Tom helped in the garden.

Who helped in the garden?

Who - asking for a person and animal: object: do, does, did

They greet their teacher.

Who do they greet?

He asked Mary about the burglary.

Who did they ask about the burglary?

What - asking for a thing: subject: no do, does, did

His ankle hurt.

What hurts?

The flower pot fell on the floor.

What fell on the floor?

What - asking for a thing: object: do, does, did

She usually wears jeans.

What does she usually wear?

They built a castle in the sand.

What did they build in the sand?

Whose - asking for the 2nd case

This is Peter's pencil.

Whose pencil is this?

Carol's father was a drummer.

Whose father was a drummer?

When - asking for the time

I saw her yesterday.

They came home at midnight.

When did you see her?

When did they come home?

Where - asking for the place

He flew to Manchester.

He lives in a big house.

Where did he fly?

Where does he live?

Why - asking for a reason

He stayed at home because he was ill.

They like him because he is always friendly.

Why did he stay at home?

Why do they like him?

How - asking for the manner (Art und Weise)

He drove fast.

My holidays were great.

How did he drive?

How were your holidays?

How long - asking for a period of time

They stayed there for a week.

He lived in London for a year.

How long did they stay there?

How long did he live in London?

How many - asking for an exact amount

In this factory work 500 people.

50 kids were at his party.

How many people work in this factory?

How many kids were at his party?

How much - asking for not exact amount

He gets 10 pounds pocket money a month.

She bought three bottles of wine.

How much pocket money does he get a month?

How much wine did she buy?

How often - asking for frequency

They play tennis twice a week.

She meets him every Friday.

How often do they play tennis?

How often does she meet him?

QUESTION WORDS 1

Complete the questions and find the answers – draw lines. Then write them down.

- | | |
|---|--------------------------|
| 1. _____ book is it? | It's Kate. |
| 2. _____ are my jeans? | It was fantastic. |
| 3. _____ is Kate's birthday? | Peppermint. |
| 4. _____ did you like the football match? | I think it's Mary's. |
| 5. _____ is making the noise? | On Sunday. |
| 6. _____ flavour is it? | They're in the cupboard. |

Complete the questions and find the answers – draw lines. Then write them down.

- | | |
|------------------------------------|--------------------------|
| 1. _____ is your favourite colour? | It's on Friday. |
| 2. _____ is in the garden? | They're under the table. |
| 3. _____ pencil is it? | The children. |
| 4. _____ are you? | It's Peter's. |
| 5. _____ are my shoes? | Orange. |
| 6. _____ is your party? | I'm fine, thanks. |

QUESTIONS WORDS 2

Complete each sentence, using **what**, **where**, **when** or **how much**.

1. _____ colour is your new bike? It's blue.
2. _____ were you born? On May 21st.
3. _____ do you collect? I collect stamps.
4. _____ are the boys? In the park.
5. _____ does the film begin? At 7.30.
6. _____ can we have a picnic? I know a nice place near a pond.
7. _____ is the weather like in Chicago? It's cold and windy.
8. _____ are the ski boots? They are 380 pounds.
9. _____ do you usually have for breakfast? I usually have toast and coffee.
10. _____ is your telephone number? It's 4729147.
11. _____ do you have lunch? At school.
12. _____ are your hobbies? Skiing and tennis.
13. _____ colour is your car? Red.
14. _____ is your mother? She's in the garden.
15. _____ is your birthday? In April.
16. _____ is an orange juice? It's fifty pence.
17. _____ do you watch Tom and Jerry? On Sunday at 9.
18. _____ are my shoes? Under the bed.
19. _____ are the socks? Three pounds 50.
20. _____ is your name? Sarah.

QUESTIONS WORDS 3

Complete each sentence, using **what**, **where**, **when**, **who**, **how** or **how much**.

1. _____sits next to Frank? Clara.
2. _____does the boy come from? He's from Newcastle.
3. _____is Peter's birthday? In April, I think.
4. _____is the shirt? It's twenty pounds.
5. _____is the best tennis player? It's Bob.
6. _____are you going? I'm going to my friends.
7. _____are you, Peter? I'm fine, thanks.
8. _____does the restaurant open? It opens at six o'clock.
9. _____can I get some ice cream? You can get some at the snack bar.
10. _____are you going to order? Fish and chips.
11. _____money have you left? About 25 dollars.
12. _____are you doing on Saturday? I don't know.
13. _____has my pullover? I have it.
14. _____is your name? Carol.
15. _____is Susan's party? It's on Friday.
16. _____are the potatoes? They're one pound.
17. _____old are you? Twenty.
18. _____do you live? In Miami.
19. _____'s the time? It's ten o'clock.
20. _____is your mother? She's doing some shopping.

QUESTIONS WORDS 4

Complete each sentence, using **what**, **where**, **when**, **who** or **why**.

- | | |
|---|--------------------------------------|
| 1. _____'s the time please? | It's half past six. |
| 2. _____did he just say? | I'm sorry, I didn't listen. |
| 3. _____do you think you are? | Sorry for being impolite. |
| 4. _____is my coat? | On the clothes stand. |
| 5. _____do you want to leave? | This evening. |
| 6. _____didn't you go to college this morning? | I was ill. |
| 7. _____was the Battle of Hastings? | In 1066. |
| 8. _____are you looking for? | I can't find my keys. |
| 9. _____'s your name? | Brad. |
| 10. _____is the front door open? | I don't know. |
| 11. _____is the star of 'Spiderman'? | Sorry, but I didn't watch the movie. |
| 12. _____didn't you call me last night? | I left my phone in the office. |
| 13. _____do you live? | In Baltimore. |
| 14. _____did you go to last night? | At 9 o'clock. |
| 15. _____did you leave school? | In 1994. |
| 16. _____do you work? | In a bank. |
| 17. _____were you talking to yesterday? | To an old school friend. |
| 18. _____'s going on? | That's really hard to explain. |
| 19. _____are you still in bed at four in the afternoon? | Because I've got a cold. |
| 20. _____is your birthday? | On April 14 th . |

QUESTIONS WORDS 5

Complete each sentence, using **what**, **where**, **when**, **who** or **whose**.

1. _____ can I get a newspaper? You can get it round the corner.
2. _____ is your best friend? It's Paul.
3. _____ does Nick live? He lives in Boston.
4. _____ can speak French? I think Stacy can.
5. _____ can I do for you? I want two white T-shirts.
6. _____ book is this? It's Nelly's.
7. _____ does Mr Olson live? He lives in Market Street.
8. _____ can help me? I can.
9. _____'s your favourite food? I like roast beef best.
10. _____ does your mother get up? At 7.
11. _____ pen is it? It's Frank's.
12. _____ kind of films do you like best? Action films.
13. _____ is in the box? Sweets, I guess.
14. _____ is that boy over there? That's Simon Long.
15. _____ does the film start? At 8.
16. _____ is his father's job? He's a pilot.
17. _____ do you want to leave? Early in the morning.
18. _____ has got a pencil for me? Claudia has got one.
19. _____ are you doing tomorrow? I've to work in the garden.
20. _____ car is that one over there? It's my brother's.

QUESTIONS WORDS 6

Complete each sentence, using **what**, **where**, **when**, **who** or **why**.

- | | |
|---|---------------------------------|
| 1. _____ have I put my briefcase? | It's on the cupboard. |
| 2. _____ were you talking to just now? | To my friend Caroline. |
| 3. _____ is the baby crying? | It's hungry again. |
| 4. _____ did you get home? | Late at night. |
| 5. _____ are you so angry? | Because they have lost again. |
| 6. _____ are we going to the park? | After lunch. |
| 7. _____ time did they get home? | In the evening, at about 7. |
| 8. _____ is the nearest post office? | Right behind the corner. |
| 9. _____ do you come from? | I'm from Spain. |
| 10. _____ shall I meet you after work? | At 6. |
| 11. _____ did grandma say when you phoned her? | She enjoyed her trip to France. |
| 12. _____ is your English teacher? | Mr Smith. |
| 13. _____ have you painted your fence purple? | Because I like purple. |
| 14. _____ shall I put this parcel? | Put it on the table. |
| 15. _____ played football last night? | England vs. Germany. |
| 16. _____ do you come home on Mondays? | Usually at 6. |
| 17. _____ did you go to Munich? | Last year, in August. |
| 18. _____ can't I find a good job? | I really don't know. |
| 19. _____ is the best hockey player in your school? | It's Robert. |
| 20. _____ are you late? | Because the bus was late. |

QUESTIONS WORDS 7

Complete each sentence, using **what** or **which**.

1. _____ time do we have to be at school? At eight o'clock.
2. _____ languages does your father speak, French or Spanish?
3. _____ underground should we take? Line 3 or line 4?
4. _____ fruit do you like best? Bananas and mangoes.
5. _____ colour do you prefer, blue, orange or yellow?
6. _____ car do you like better, the VW or the Audi?
7. _____ is your favourite subject in school?
8. _____ hobbies does your sister have? She likes reading and sports.
9. _____ bus goes to the centre, number 30 or 31?
10. _____ arm did you break? I broke the left one.
11. _____ movie are you going to see? The new James Bond movie.
12. _____ can I do for you? I'd like to buy one of these shirts.
13. _____ of his children went to university? Frank studies economy.
14. _____ of his books won the Pulitzer Price? Her last one.
15. He said he left at nine _____ wasn't true.
16. _____ of your friends plays football best? Toni.
17. Can you tell me _____ the highest mountain is?
18. _____ do you feed your hamster? Corn and salad.
19. _____ of these statements is true? I think the second one.
20. _____ animal is the fastest? It's the cheetah.

QUESTIONS WORDS 1

Complete the questions and find the answers – draw lines. Then write them down.

- | | |
|--|--------------------------|
| 1. Whose book is it? | I think it's Mary's. |
| 2. Where are my jeans? | They're in the cupboard. |
| 3. When is Kate's birthday? | On Sunday. |
| 4. How did you like the football match? | It was fantastic. |
| 5. Who is making the noise? | It's Kate. |
| 6. What flavour is it? | Peppermint. |

Complete the questions and find the answers – draw lines. Then write them down.

- | | |
|--|--------------------------|
| 1. What is your favourite colour? | Orange. |
| 2. Who is in the garden? | The children. |
| 3. Whose pencil is it? | It's Peter's. |
| 4. How are you? | I'm fine, thanks. |
| 5. Where are my shoes? | They're under the table. |
| 6. When is your party? | It's on Friday. |

QUESTIONS WORDS 2

- | | |
|---|----------------------------------|
| 1. What colour is your new bike? | It's blue. |
| 2. When were you born? | On May 21st. |
| 3. What do you collect? | I collect stamps. |
| 4. Where are the boys? | In the park. |
| 5. When does the film begin? | At 7.30. |
| 6. Where can we have a picnic? | I know a nice place near a pond. |
| 7. What is the weather like in Chicago? | It's cold and windy. |
| 8. How much are the ski boots? | They are 380 pounds. |
| 9. What do you usually have for breakfast? | I usually have toast and coffee. |
| 10. What is your telephone number? | It's 4729147. |
| 11. Where do you have lunch? | At school. |
| 12. What are your hobbies? | Skiing and tennis. |
| 13. What colour is your car? | Red. |
| 14. Where is your mother? | She's in the garden. |
| 15. When is your birthday? | In April. |
| 16. How much is an orange juice? | It's fifty pence. |
| 17. When do you watch Tom and Jerry? | On Sunday at 9. |
| 18. Where are my shoes? | Under the bed. |
| 19. How much are the socks? | Three pounds 50. |
| 20. What is your name? | Sarah. |

QUESTIONS WORDS 3

- | | |
|--|------------------------------------|
| 1. Who sits next to Frank? | Clara. |
| 2. Where does the boy come from? | He's from Newcastle. |
| 3. When is Peter's birthday? | In April, I think. |
| 4. How much is the shirt? | It's twenty pounds. |
| 5. Who is the best tennis player? | It's Bob. |
| 6. Where are you going? | I'm going to my friends. |
| 7. How are you, Peter? | I'm fine, thanks. |
| 8. When does the restaurant open? | It opens at six o'clock. |
| 9. Where can I get some ice cream? | You can get some at the snack bar. |
| 10. What are you going to order? | Fish and chips. |
| 11. How much money have you left? | About 25 dollars. |
| 12. What are you doing on Saturday? | I don't know. |
| 13. Who has my pullover? | I have it. |
| 14. What is your name? | Carol. |
| 15. When is Susan's party? | It's on Friday. |
| 16. How much are the potatoes? | They're one pound. |
| 17. How old are you? | Twenty. |
| 18. Where do you live? | In Miami. |
| 19. What's the time? | It's ten o'clock. |
| 20. Where is your mother? | She's doing some shopping. |

QUESTIONS WORDS 4

- | | |
|---|--------------------------------------|
| 1. What's the time please? | It's half past six. |
| 2. What did he just say? | I'm sorry, I didn't listen. |
| 3. Who do you think you are? | Sorry for being impolite. |
| 4. Where is my coat? | On the clothes stand. |
| 5. When do you want to leave? | This evening. |
| 6. Why didn't you go to college this morning? | I was ill. |
| 7. When was the Battle of Hastings? | In 1066. |
| 8. What are you looking for? | I can't find my keys. |
| 9. What's your name? | Brad. |
| 10. Why is the front door open? | I don't know. |
| 11. Who is the star of 'Spiderman'? | Sorry, but I didn't watch the movie. |
| 12. Why didn't you call me last night? | I left my phone in the office. |
| 13. Where do you live? | In Baltimore. |
| 14. When did you go to last night? | At 9 o'clock. |
| 15. When did you leave school? | In 1994. |
| 16. Where do you work? | In a bank. |
| 17. Who were you talking to yesterday? | To an old school friend. |
| 18. What's going on? | That's really hard to explain. |
| 19. Why are you still in bed at four in the afternoon? | Because I've got a cold. |
| 20. When is your birthday? | On April 14 th . |

QUESTIONS WORDS 5

- | | |
|---|----------------------------------|
| 1. Where can I get a newspaper? | You can get it round the corner. |
| 2. Who is your best friend? | It's Paul. |
| 3. Where does Nick live? | He lives in Boston. |
| 4. Who can speak French? | I think Stacy can. |
| 5. What can I do for you? | I want two white T-shirts. |
| 6. Whose book is this? | It's Nelly's. |
| 7. Where does Mr Olson live? | He lives in Market Street. |
| 8. Who can help me? | I can. |
| 9. What's your favourite food? | I like roast beef best. |
| 10. When does your mother get up? | At 7. |
| 11. Whose pen is it? | It's Frank's. |
| 12. What kind of films do you like best? | Action films. |
| 13. What is in the box? | Sweets, I guess. |
| 14. Who is that boy over there? | That's Simon Long. |
| 15. When does the film start? | At 8. |
| 16. What is his father's job? | He's a pilot. |
| 17. When do you want to leave? | Early in the morning. |
| 18. Who has got a pencil for me? | Claudia has got one. |
| 19. What are you doing tomorrow? | I've to work in the garden. |
| 20. Whose car is that one over there? | It's my brother's. |

QUESTIONS WORDS 6

- | | |
|--|---------------------------------|
| 1. Where have I put my briefcase? | It's on the cupboard. |
| 2. Who were you talking to just now? | To my friend Caroline. |
| 3. Why is the baby crying? | It's hungry again. |
| 4. When did you get home? | Late at night. |
| 5. Why are you so angry? | Because they have lost again. |
| 6. When are we going to the park? | After lunch. |
| 7. What time did they get home? | In the evening, at about 7. |
| 8. Where is the nearest post office? | Right behind the corner. |
| 9. Where do you come from? | I'm from Spain. |
| 10. When shall I meet you after work? | At 6. |
| 11. What did grandma say when you phoned her? | She enjoyed her trip to France. |
| 12. Who is your English teacher? | Mr Smith. |
| 13. Why have you painted your fence purple? | Because I like purple. |
| 14. Where shall I put this parcel? | Put it on the table. |
| 15. Who played football last night? | England vs. Germany. |
| 16. When do you come home on Mondays? | Usually at 6. |
| 17. When did you go to Munich? | Last year, in August. |
| 18. Why can't I find a good job? | I really don't know. |
| 19. Who is the best hockey player in your school? | It's Robert. |
| 20. Why are you late? | Because the bus was late. |

QUESTIONS WORDS 7

1. **What** time do we have to be at school? At eight o'clock.
2. **Which** languages does your father speak, French or Spanish?
3. **Which** underground should we take? Line 3 or line 4?
4. **What** fruit do you like best? Bananas and mangoes.
5. **Which** colour do you prefer, blue, orange or yellow?
6. **Which** car do you like better, the VW or the Audi?
7. **What** is your favourite subject in school?
8. **What** hobbies does your sister have? She likes reading and sports.
9. **Which** bus goes to the centre, number 30 or 31?
10. **Which** arm did you break? I broke the left one.
11. **What** movie are you going to see? The new James Bond movie.
12. **What** can I do for you? I'd like to buy one of these shirts.
13. **Which** of his children went to university? Frank studies economy.
14. **Which** of his books won the Pulitzer Prize? Her last one.
15. He said he left at nine **which** wasn't true.
16. **Which** of your friends plays football best? Toni.
17. Can you tell me **what** the highest mountain is?
18. **What** do you feed your hamster? Corn and salad.
19. **Which** of these statements is true? I think the second one.
20. **What** animal is the fastest? It's the cheetah.

PERSONAL PRONOUNS

We use personal pronouns:

- to talk about ourselves

I am happy that you can help **me**.
We are very sad that you can't join **us**.

- to replace a noun we have used before

Tom is my friend. **He** is very clever. I often play football with **him**.

- to address to other people (2nd person)

Would **you** like some more coffee?
 I think Bob likes **you**.

- to introduce a remark (it)

It was difficult to pass the test.
It is hard to get up early in the morning.

- to talk about the weather, time, distance or temperature (it)

It is raining.
It is very cold today.
It is 8 o'clock in the evening.

Singular	Subject	Object	Example
1 st person	I	me	I need some help. Can you help me ?
2 nd person	you	you	Do you like milk? Carol likes you .
3 rd person	he	him	He lives next to me. I often talk to him .
	she	her	She needs some help. Please help her .
	it	it	It was a difficult exam. Could you pass it ?
Plural			
1 st person	we	us	We are very glad that you can help us .
2 nd person	you	you	Do you need a double room? Can I join you ?
3 rd person	they	them	They are thirsty. Give them some water, please.

PERSONAL PRONOUNS 1

Fill in the gaps using either **I** or **me**.

1. Give that book to _____.
2. _____ don't like working in shops.
3. Does your friend know _____?
4. Ted and _____ are going out for lunch.
5. _____ like strawberry milkshake best.
6. This is a picture of _____ and mum on holidays.
7. Did you know that _____ live in Manchester?
8. Jenny always tells _____ the truth.
9. Call _____ when you get there.
10. This is the house where _____ was born.

Fill in the gaps using either **we** or **us**.

1. _____ aren't interested.
2. They don't believe _____.
3. This is what _____ wanted.
4. They often see _____ walking down the road.
5. _____ agree with you.
6. Tell _____ what you mean.
7. Can _____ tell you tomorrow?
8. _____ don't want to go out.
9. This puts _____ in a difficult position.
10. That's impossible for _____.

PERSONAL PRONOUNS 2

Fill in the gaps using either **he** or **him**.

1. _____ always goes home early on Tuesdays.
2. Ask _____ for some help.
3. _____ is always a bit quiet.
4. That's easy for _____ to say.
5. Do you want to see _____ now?
6. _____ needs a new pair of shoes.
7. I think that _____ is really selfish.
8. Can you ask _____?
9. I love spending time with _____.
10. There's something strange about _____.

Fill in the gaps using either **she** or **her**.

1. _____ has got long hair.
2. I see _____ on the bus every day.
3. John usually calls _____ at half past nine.
4. Sally's sister often buys _____ a new jacket.
5. I know that _____ studies English.
6. _____'s quite serious, isn't she?
7. That guitar belongs to _____.
8. Is _____ going on holiday with you?
9. Ask my sister if _____ knows him.
10. _____ is not interested in geography.

PERSONAL PRONOUNS 3

Complete the sentences with **me, you, him, her, it, us, you** or **them**.

1. Who is that woman? Why are you looking at _____?
2. Do you know that man? Yes, I work with _____.
3. I am talking to you. Please listen to _____.
4. These photos are nice. Do you want to look at _____?
5. I like that camera. I am going to buy _____.
6. I don't know Peter's girlfriend. Do you know _____?
7. Where are the tickets? I can't find _____.
8. We are going to the disco. Can you come with _____?
9. I don't like dogs. I'm afraid of _____.
10. Where is she? I want to talk to _____.
11. Those apples are bad. Don't eat _____!
12. I don't know this girl. Do you know _____?
13. Alan never drinks milk. He doesn't like _____.
14. Where are the children? Have you seen _____?
15. I can't find my pencil. Can you give one to _____?
16. John can't do his homework. Can you help _____?
17. We don't know the way to the church. Can you help _____?
18. I can't find my books. Can you see _____?
19. John, can you come to _____?
20. This pen is for Mary. Give it to _____.

PERSONAL PRONOUNS 4

Complete the sentences with **me, you, him, her, it, us, you** or **them**.

1. We like to see the photos. Please show _____ to _____.
2. Mr Hoskins wants to read the newspaper. Please give _____ to _____.
3. Sam wants the eraser. Please give _____ to _____.
4. Your mother needs the camera. Please give _____ to _____.
5. My friends want to see your dogs. Please show _____ to _____.
6. I want to see your test. Please show _____ to _____.
7. We don't know your phone number. Please give _____ to _____.
8. I want those books. Please give _____ to _____.
9. He wants the key. Please give _____ to _____.
10. Carol wants the keys. Please give _____ to _____.
11. I want the laptop. Please give _____ to _____.
12. They want the money. Please give _____ to _____.
13. These flowers are a present for mother. Please, give _____ to _____.
14. This note is for father. Give _____ to _____.
15. This cake is for Carol and me. Please give _____ to _____.
16. The roses are for mother. Please give _____ to _____.
17. I need help. Please, help _____.
18. The boys are playing football. Give _____ the ball.
19. We are hungry. Bring _____ the sandwiches, please.
20. Father is in the living room. Bring _____ the book.

PERSONAL PRONOUNS 5

Complete the sentences with **me, you, him, her, it, us, you** or **them**.

1. My parents are very nice. They always help _____ with my homework.
2. My friend Tom lives in London. This is a parcel from _____.
3. I'm sorry. I can't tell _____ what happened.
4. The children are hungry. Give _____ an apple.
5. We are thirsty. Can you give _____ some juice?
6. Jack is in the garden. Bring _____ his football.
7. Ann and Paul can't do their homework. Can you help _____?
8. I can't help _____ tomorrow. I must visit my aunt.
9. These clothes are for poor children. Can you bring _____ to the Red Cross?
10. Where is father? Can you tell _____ where he is?
11. Where is the mouse? I can't see _____.
12. Where is the post office? Can you tell _____ where it is?
13. What's your telephone number? I don't know _____.
14. Our brother is very nice. He always helps _____ with the homework.
15. The children can see the cow. They can see _____.
16. Mike and I are in the garden. She can see _____.
17. I can't find my pen. Can you see _____?
18. I cannot help _____, Betty. I have other work to do.
19. My friend Susan lives in London. This is a postcard from _____.
20. The children are thirsty. Give _____ a glass of water.

PERSONAL PRONOUNS 6

Complete the sentences with **me, you, him, her, it, us, you** or **them**.

1. Can you see Emma? No, I can't see _____.
2. Where are the pencils? I can't find _____.
3. John can't do his homework. Can you help _____?
4. We can't find the way to the church. Can you help _____?
5. I can't find my book. Can you see _____?
6. John, can you come to _____?
7. This book is for Jane. Please, give it to _____.
8. This cake is for Stephen and me. Please, give it to _____.
9. The roses are for father. Please, give them to _____.
10. I have got a problem with my maths homework. Can you help _____?
11. Here are the books. Read _____ in the holidays.
12. Would you like some more cake? No, I don't like the taste of _____.
13. Sam and Sally want to go home. Give _____ their coats.
14. Where is Mr Webster? I want to talk to _____.
15. I'm so thirsty. Please, give _____ a coke.
16. Where is Debbie? I can't find _____.
17. The football is not there. We have to look for _____.
18. We want to know where you were yesterday. Tell _____!
19. Are George and Linda here? I have a present for _____.
20. We are a big family. Mother always cooks for _____.

PERSONAL PRONOUNS 1

Fill in the gaps using either **I** or **me**.

1. Give that book to **me**.
2. **I** don't like working in shops.
3. Does your friend know **me**?
4. Ted and **I** are going out for lunch.
5. **I** like strawberry milkshake best.
6. This is a picture of **me** and mum on holidays.
7. Did you know that **I** live in Manchester?
8. Jenny always tells **me** the truth.
9. Call **me** when you get there.
10. This is the house where **I** was born.

Fill in the gaps using either **we** or **us**.

1. **We** aren't interested.
2. They don't believe **us**.
3. This is what **we** wanted.
4. They often see **us** walking down the road.
5. **We** agree with you.
6. Tell **us** what you mean.
7. Can **we** tell you tomorrow?
8. **We** don't want to go out.
9. This puts **us** in a difficult position.
10. That's impossible for **us**.

PERSONAL PRONOUNS 2

Fill in the gaps using either **he** or **him**.

1. **He** always goes home early on Tuesdays.
2. Ask **him** for some help.
3. **He** is always a bit quiet.
4. That's easy for **him** to say.
5. Do you want to see **him** now?
6. **He** needs a new pair of shoes.
7. I think that **he** is really selfish.
8. Can you ask **him**?
9. I love spending time with **him**.
10. There's something strange about **him**.

Fill in the gaps using either **she** or **her**.

1. **She** has got long hair.
2. I see **her** on the bus every day.
3. John usually calls **her** at half past nine.
4. Sally's sister often buys **her** a new jacket.
5. I know that **she** studies English.
6. **She's** quite serious, isn't she?
7. That guitar belongs to **her**.
8. Is **she** going on holiday with you?
9. Ask my sister if **she** knows him.
10. **She** is not interested in geography.

PERSONAL PRONOUNS 3

1. Who is that woman? Why are you looking at **her**?
2. Do you know that man? Yes, I work with **him**.
3. I am talking to you. Please listen to **me**.
4. These photos are nice. Do you want to look at **them**?
5. I like that camera. I am going to buy **it**.
6. I don't know Peter's girlfriend. Do you know **her**?
7. Where are the tickets? I can't find **them**.
8. We are going to the disco. Can you come with **us**?
9. I don't like dogs. I'm afraid of **them**.
10. Where is she? I want to talk to **her**.
11. Those apples are bad. Don't eat **them**!
12. I don't know this girl. Do you know **her**?
13. Alan never drinks milk. He doesn't like **it**.
14. Where are the children? Have you seen **them**?
15. I can't find my pencil. Can you give one to **me**?
16. John can't do his homework. Can you help **him**?
17. We don't know the way to the church. Can you help **us**?
18. I can't find my books. Can you see **them**?
19. John, can you come to **me**?
20. This pen is for Mary. Give it to **her**.

PERSONAL PRONOUNS 4

1. We like to see the photos. Please show **them** to **us**.
2. Mr Hoskins wants to read the newspaper. Please give **it** to **him**.
3. Sam wants the eraser. Please give **it** to **him / her**.
4. Your mother needs the camera. Please give **it** to **her**.
5. My friends want to see your dogs. Please show **them** to **them**.
6. I want to see your test. Please show **it** to **me**.
7. We don't know your phone number. Please give **it** to **us**.
8. I want those books. Please give **them** to **me**.
9. He wants the key. Please give **it** to **him**.
10. Carol wants the keys. Please give **them** to **her**.
11. I want the laptop. Please give **it** to **me**.
12. They want the money. Please give **it** to **them**.
13. These flowers are a present for mother. Please, give **them** to **her**.
14. This note is for father. Give **it** to **him**.
15. This cake is for Carol and me. Please give **it** to **us**.
16. The roses are for mother. Please give **them** to **her**.
17. I need help. Please, help **me**.
18. The boys are playing football. Give **them** the ball.
19. We are hungry. Bring **us** the sandwiches, please.
20. Father is in the living room. Bring **him** the book.

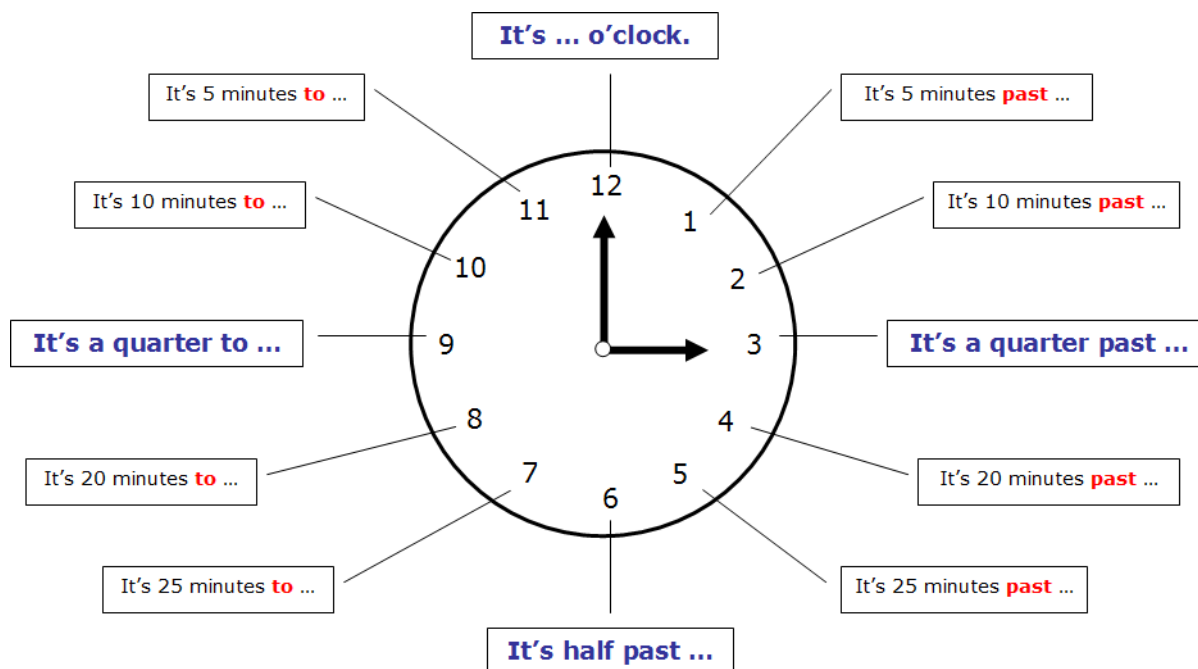
PERSONAL PRONOUNS 5

1. My parents are very nice. They always help **me** with my homework.
2. My friend Tom lives in London. This is a parcel from **him**.
3. I'm sorry. I can't tell **you** what happened.
4. The children are hungry. Give **them** an apple.
5. We are thirsty. Can you give **us** some juice?
6. Jack is in the garden. Bring **him** his football.
7. Ann and Paul can't do their homework. Can you help **them**?
8. I can't help **you** tomorrow. I must visit my aunt.
9. These clothes are for poor children. Can you bring **them** to the Red Cross?
10. Where is father? Can you tell **me** where he is?
11. Where is the mouse? I can't see **it**.
12. Where is the post office? Can you tell **me** where it is?
13. What's your telephone number? I don't know **it**.
14. Our brother is very nice. He always helps **us** with the homework.
15. The children can see the cow. They can see **it**.
16. Mike and I are in the garden. She can see **us**.
17. I can't find my pen. Can you see **it**?
18. I cannot help **you**, Betty. I have other work to do.
19. My friend Susan lives in London. This is a postcard from **her**.
20. The children are thirsty. Give **them** a glass of water.

PERSONAL PRONOUNS 6

1. Can you see Emma? No, I can't see **her**.
2. Where are the pencils? I can't find **them**.
3. John can't do his homework. Can you help **him**?
4. We can't find the way to the church. Can you help **us**?
5. I can't find my book. Can you see **it**?
6. John, can you come to **me**?
7. This book is for Jane. Please, give it to **her**.
8. This cake is for Stephen and me. Please, give it to **us**.
9. The roses are for father. Please, give them to **him**.
10. I have got a problem with my maths homework. Can you help **me**?
11. Here are the books. Read **them** in the holidays.
12. Would you like some more cake? No, I don't like the taste of **it**.
13. Sam and Sally want to go home. Give **them** their coats.
14. Where is Mr Webster? I want to talk to **him**.
15. I'm so thirsty. Please, give **me** a coke.
16. Where is Debbie? I can't find **her**.
17. The football is not there. We have to look for **it**.
18. We want to know where you were yesterday. Tell **us**!
19. Are George and Linda here? I have a present for **them**.
20. We are a big family. Mother always cooks for **us**.

WHAT'S THE TIME?



a.m. - p.m.

a.m. = ante meridiem = the time from midnight to noon = from 00:00 to 12:00

p.m. = post meridiem = the time from noon to midnight = from 12:00 to 24:00

The 24-hour clock is the most commonly used time notation in the world today.

But in English speaking countries the 12-hour clock is the dominant system of time written and spoken.

The 24-hour clock is only used by the military in the United States and Canada.

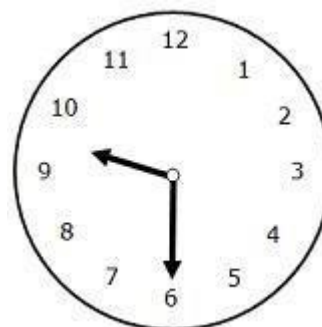
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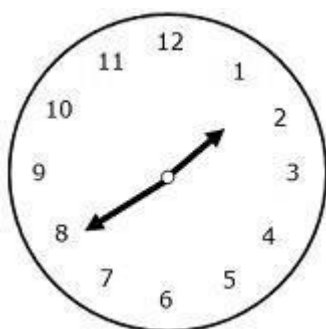
24-hour	12-hour	
11:00	11 a.m.	It's eleven o'clock a.m.
23:00	11 p.m.	It's eleven o'clock p.m.
10:30	10.30 a.m.	It's half past ten a.m.
22:30	10:30 p.m.	It's half past ten p.m.
04:45	4:45 a.m.	It's a quarter to five a.m.
16:45	4:45 p.m.	It's a quarter to five p.m.
08:15	8:15 a.m.	It's a quarter past eight a.m.
20:15	8:15 p.m.	It's a quarter past eight p.m.
09:10	9:10 a.m.	It's ten (minutes) past nine a.m.
11:20	11:20 a.m.	It's twenty (minutes) past eleven a.m.
21:50	9:50 p.m.	It's ten (minutes) to ten p.m.
19:40	7:40 p.m.	It's twenty (minutes) to eight p.m.

WHAT'S THE TIME? 1

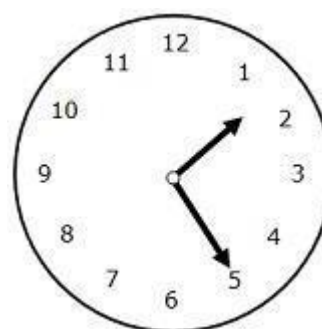


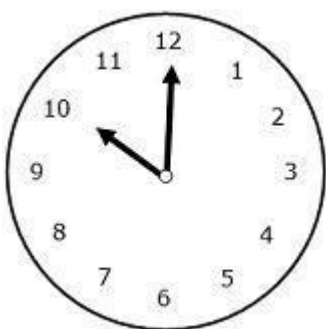


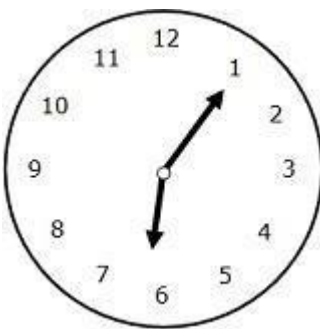


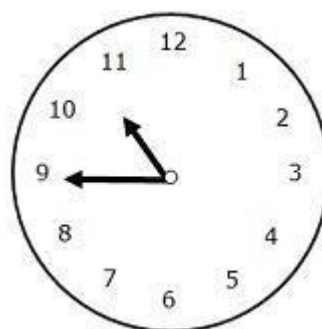




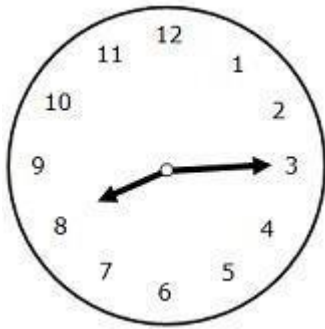


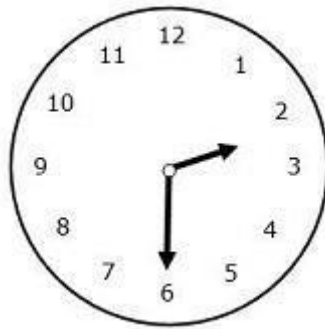


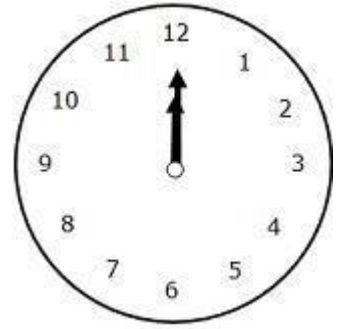


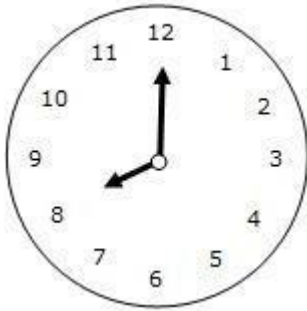


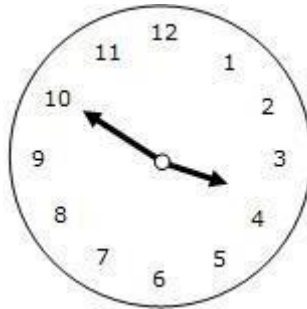
WHAT'S THE TIME? 2

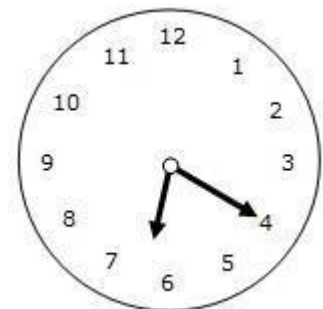




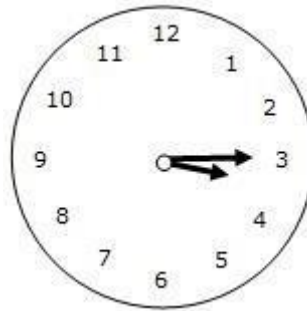


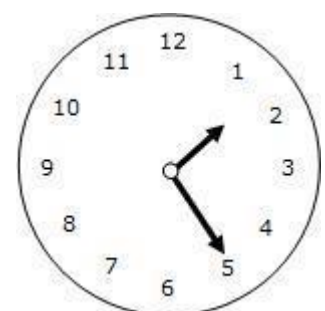




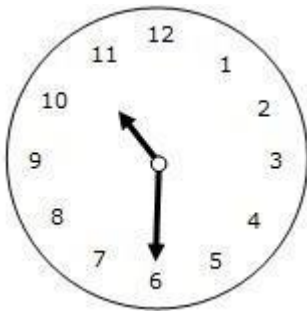


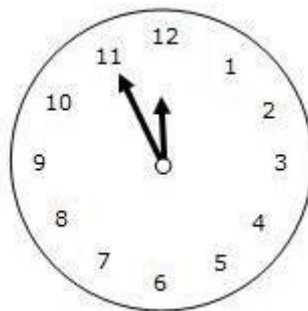


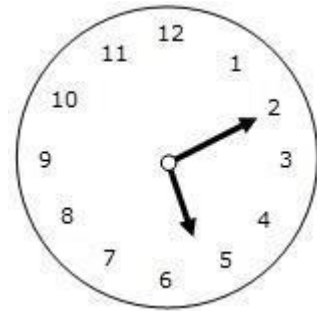




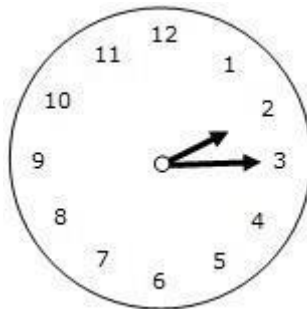
WHAT'S THE TIME? 2

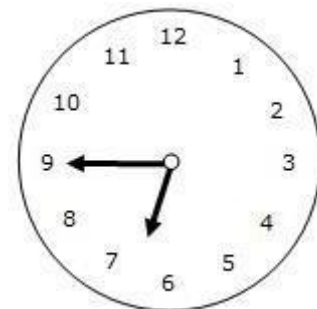


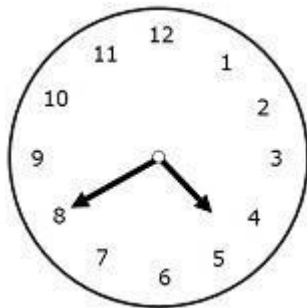


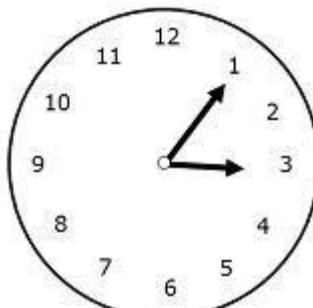


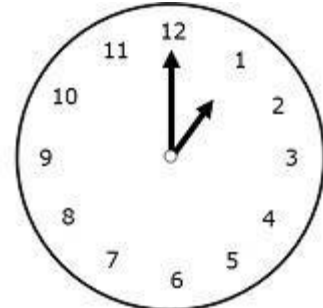












WHAT'S THE TIME? 2

Write down the times. Don't forget to write a.m. or p.m. Start the sentence with "It's".

1. 04:45 _____
2. 13:20 _____
3. 24:00 _____
4. 18:49 _____
5. 07:30 _____
6. 20:34 _____
7. 15:52 _____
8. 14:15 _____
9. 05:20 _____
10. 22:27 _____
11. 09:08 _____
12. 16:15 _____
13. 11:22 _____
14. 00:30 _____
15. 18:45 _____
16. 10:40 _____
17. 06:15 _____
18. 17:10 _____
19. 21:25 _____
20. 11:55 _____

WHAT'S THE TIME? 1

It's ten past three.
It's twenty to two.
It's ten o'clock.

It's a quarter past seven.
It's five to five.
It's five past six.

It's half past nine.
It's twenty-five past one.
It's a quarter to eleven.

WHAT'S THE TIME? 2

It's a quarter past eight.
It's eight o'clock.
It's a quarter to nine.

It's half past two.
It's ten to four.
It's a quarter past three.

It's twelve o'clock. It's midnight. It's noon.
It's twenty past six.
It's twenty-five past one.

WHAT'S THE TIME? 3

It's half past ten.
It's twenty to eight.
It's twenty to five.

It's five to twelve.
It's a quarter past two.
It's five past three.

It's ten past five.
It's a quarter to seven.
It's one o'clock.

WHAT'S THE TIME? 4

- | | |
|-----------|--|
| 1. 04:45 | It's a quarter to five a.m. |
| 2. 13:20 | It's twenty past one p.m. |
| 3. 24:00 | It's twelve o'clock p.m. It's midnight. It's twelve o'clock. |
| 4. 18:49 | It's eleven to seven p.m. |
| 5. 07:30 | It's half past seven a.m. |
| 6. 20:34 | It's twenty-six to nine p.m. |
| 7. 15:52 | It's eight to four p.m. |
| 8. 14:15 | It's a quarter past two p.m. |
| 9. 05:20 | It's twenty past five a.m. |
| 10. 22:27 | It's twenty-seven past ten p.m. |
| 11. 09:08 | It's eight past nine a.m. |
| 12. 16:15 | It's a quarter past four p.m. |
| 13. 11:22 | It's twenty-two past eleven a.m. |
| 14. 00:30 | It's half past twelve a.m. It's half past midnight. |
| 15. 18:45 | It's a quarter to seven p.m. |
| 16. 10:40 | It's twenty minutes to eleven a.m. |
| 17. 06:15 | It's a quarter past six a.m. |
| 18. 17:10 | It's ten past five p.m. |
| 19. 21:25 | It's twenty-five past nine p.m. |
| 20. 11:55 | It's five to twelve a.m. It's five to noon. |

PRESENT PROGRESSIVE

The present progressive is also called **present continuous**.

How to form: **Form of to be + verb + ing**

I	am + verb + ing	I am playing.
he, she, it	is + verb + ing	The bird is singing.
you, we, they	are + verb + ing	We are dancing.

The present progressive is used

- **to indicate actions happening at the time of speaking.**
- **for future actions that are planned.**

Key words: look, listen, now, at the moment, still, at present

Note:	take	taking	no e
	make	making	
	run	running	When a short vowel is spoken → doubling of
	sit	sitting	the consonant
	lie	lying	ie → y

Examples: **Look, Ann is running** down the street.
 She is sleeping now.
 Listen, I'm talking to you!

For the **negation** use the negative form of the verb “to be”.

Examples: **I'm not watching** TV now.
 Look, she **isn't doing** her homework.
 They **aren't sleeping** at the moment.

Forming questions: **Form of to be – subject – main verb in the ing-form**

Examples: **Are you cleaning** your room at the moment?
 What **is she doing** right now?
 Where **are they going**?

PRESENT PROGRESSIVE 1

Fill in the words from the box. Use the present progressive.

play - work - sit - read - play - listen - clean - read

Debbie and her friends _____ in Debbie's garden. They _____
football. Mrs Baker _____ a book. Mr _____ in the garden. Nick
_____ to his favourite CD. The cats _____ on Mrs Baker's chair.
Bill _____ his bike. Bill: "Debbie, help me, please." But Debbie is busy: "I
_____ a book for school. Ask your friend."

Fill in the words from the box. Use present progressive.

play - listen - help - read - act - work – clean

Sally and her friends _____ in the garden. They _____ for a
video. Her mother _____ a book. Her father _____ in the
garden. Dave _____ to a CD. Her brothers Ben and Frank _____
their bikes. Ben's friend _____ his mum in the garden.

PRESENT PROGRESSIVE 2

Write the present progressive into the gaps. Use the verb of the first sentence.

1. He sometimes goes to the park. Look, he _____ to the park.
2. She usually goes to school. Look, he _____ to school!
3. Liam often drinks a coffee. Right now, he _____ a coffee!
4. I swim every day. I _____ at the moment.
5. She washes her hair every day. She _____ her hair now.
6. The cat always drinks its milk. Look, it _____ its milk!
7. We never dance in the living room. We _____ in the living room now.
8. They never run to church. Look, they _____ to church!
9. You often write emails. Now, you _____ an email.
10. Mother cooks every day. Right now, mother _____ in the kitchen.
11. The monkey eats bananas. Look, the monkey _____ a banana!
12. In the afternoon we often watch TV. We _____ at the moment.
13. They usually have breakfast. Look, they _____ their breakfast!
14. Father usually drives a big car. At the moment father _____ a little red car.
15. The penguin swims very well. Look, the two little penguins _____!
16. The children often have their breakfast. The children _____ their breakfast now.
17. We often unload the dishwasher. Right now, we _____ the dishwasher.
18. I often play tennis with my friends. I _____ football at the moment.
19. He always sings in the shower. Listen, he _____ in the shower again.
20. We often have fish for lunch. Right now, we _____ beef.

PRESENT PROGRESSIVE 3

Write the present progressive into the gaps. Use the verbs in the brackets.

1. Andy _____ his uncle. (call)
2. Bill and Carol _____ a magazine. (read)
3. The boys _____ on the door. (knock)
4. Where is mum? She _____ the flowers in the garden. (water)
5. They _____ to their teacher. (not listen)
6. Why _____ you _____? (laugh)
7. _____ she _____ dinner? No, she is reading. (have - read)
8. We _____ now. (not play)
9. He _____ to his girlfriend at the moment. (talk)
10. Can we talk now? Yes, I _____ anything important. (not do)
11. Are you in the park? No, it _____. (rain)
12. What _____ the kids _____? They _____ their bikes. (do - ride)
13. Steven _____ a shower. (have)
14. Please be quieter. The babies _____. (sleep)
15. _____ you _____ the party? (enjoy)
16. I'm busy now because I _____ the house. (clean)
17. _____ they _____ lunch? (prepare)
18. The girls _____ an email to their friend. (write)
19. Her friends _____ in the park. (not play)
20. Do you have time to talk? Sorry, but I _____. (study)

PRESENT PROGRESSIVE 4

Write down the **negations** (N) and the **questions** (Q).

1. They are celebrating his birthday. N: _____
Q: _____
2. Peter is phoning his friend. N: _____
Q: _____
3. He is wearing a green cap. N: _____
Q: _____
4. They are looking for the key. N: _____
Q: _____
5. The bus is coming. N: _____
Q: _____
6. He is cleaning his teeth. N: _____
Q: _____
7. I am doing my homework. N: _____
Q: _____
8. I am talking to you. N: _____
Q: _____
9. They are dancing at the party. N: _____
Q: _____
10. She is opening her presents. N: _____
Q: _____

PRESENT PROGRESSIVE 1

Debbie and her friends **are playing** in Debbie's garden. They **are playing** football. Mrs Baker **is reading** a book. Mr Baker **is working** in the garden. Nick **is listening** to his favourite CD. The cats **are sitting** on Mrs Baker's chair. Bill **is cleaning** his bike. Bill: "Debbie, help me, please." But Debbie is busy: "I **am reading** a book for school. Ask your friend."

Sally and her friends **are playing** in the garden. They **are acting** for a video. Her mother **is reading** a book. Her father **is working** in the garden. Dave **is listening** to a CD. Her brothers Ben and Frank **are cleaning** their bikes. Ben's friend **is helping** his mum in the garden.

PRESENT PROGRESSIVE 2

1. He sometimes goes to the park. Look, he **is going** to the park.
2. She usually goes to school. Look, he **is going** to school!
3. Liam often drinks a coffee. Right now, he **is drinking** a coffee!
4. I swim every day. I **am swimming** at the moment.
5. She washes her hair every day. She **is washing** her hair now!
6. The cat always drinks its milk. Look, it **is drinking** its milk!
7. We never dance in the living room. We **are dancing** in the living room now.
8. They never run to church. Look, they **are running** to church!
9. You often write emails. Now, you **are writing** an email.
10. Mother cooks every day. Right now, mother **is cooking** in the kitchen.
11. The monkey eats bananas. Look, the monkey **is eating** a banana!
12. In the afternoon we often watch TV. We **are watching** at the moment.
13. They usually have breakfast. Look, they **are having** their breakfast!
14. Father usually drives a big car. At the moment father **is driving** a little red car.
15. The penguin swims very well. Look, the two little penguins **are swimming**!
16. The children often have their breakfast. The children **are having** their breakfast now.
17. We often unload the dishwasher. Right now, we **are unloading** the dishwasher.
18. I often play tennis with my friends. I **am playing** football at the moment.
19. He always sings in the shower. Listen, he **is singing** in the shower again.
20. We often have fish for lunch. Right now, we **are having** beef.

PRESENT PROGRESSIVE 3

1. Andy **is calling** his uncle.
2. Bill and Carol **are reading** a magazine.
3. The boys **are knocking** on the door.
4. Where is mum? She **is watering** the flowers in the garden.
5. They **aren't listening** to their teacher.
6. I **am doing** my homework now.
7. **Is** she **having** dinner? No, she **is reading**.
8. We **aren't playing** now.
9. He **is talking** to his girlfriend at the moment.
10. Can we talk now? Yes, I'**m not doing** anything important.
11. Are you in the park? No, it **is raining**.
12. What **are** the kids **doing**? They **are riding** their bikes.
13. Steven **is having** a shower.
14. Please be quieter. The babies **are sleeping**.
15. **Are** you **enjoying** the party?
16. I'm busy now because I **am cleaning** the house.
17. **Are** they **preparing** lunch?
18. The girls **are writing** an email to their friend.
19. Her friends **aren't playing** in the park.
20. Do you have time to talk? Sorry, but I **am studying**.

PRESENT PROGRESSIVE 4

1. N: They **aren't celebrating** his birthday.
Q: **Are** they **celebrating** his birthday?
2. N: Peter **isn't phoning** his friend.
Q: **Is** Peter **phoning** his friend?
3. N: He **isn't wearing** a green cap.
Q: **Is** he **wearing** a green cap?
4. N: They **aren't looking** for the key.
Q: **Are** they **looking** for the key?
5. N: The bus **isn't coming**.
Q: **Is** the bus **coming**?
6. N: He **isn't cleaning** his teeth.
Q: **Is** he **cleaning** his teeth?
7. N: I'**m not doing** my homework.
Q: **Am** I **doing** my homework? **Are** you **doing** your homework?
8. N: I'**m not talking** to you.
Q: **Am** I **talking** to you?
9. N: They **aren't dancing** at the party.
Q: **Are** they **dancing** at the party?
10. N: She **isn't opening** her presents.
Q: **Is** she **opening** her presents?

PRESENT PROGRESSIVE QUESTIONS 1

Complete the questions with the words in brackets. Use the present progressive.

Example: _____ the garden fence? (dad / paint) – Is dad painting the garden fence?

1. _____ the dishes? (mum / do)
2. _____ their favourite show? (the kids / watch)
3. _____ the lawn in his front yard? (Mr Jones / mow)
4. _____ us at the bus stop? (you / wait for)
5. _____ the new book? (Sandra / read)
6. _____ some milk? (the cats / drink)
7. _____ ? (your parents / still sleep)
8. _____ the beds right now? (Sam / make)
9. _____ breakfast? (the boys / have)
10. _____ football with his friends? (your brother / play)
11. _____ dinner at the moment? (dad / cook)
12. _____ for their exam? (the children / study)
13. _____ the garbage? (Carol / take out)
14. _____ shopping in the mall? (Susan and Anne / go)
15. _____ my brother again? (you / text)
16. _____ to music now? (Peter / listen)
17. _____ in the garden? (the men / barbecue)
18. _____ the neighbour's dog again? (our cat / chase)
19. _____ a cold? (your English teacher / have)
20. _____ in Chicago right now? (it / rain)

PRESENT PROGRESSIVE QUESTIONS 2

Change the following statements to questions. Pay attention to change pronouns and possessive adjectives like I, we, my, etc.

Example: I am doing my homework. Are you doing your homework?

1. Joan is having a shower. _____?
2. The girls are playing in the garden. _____?
3. We are studying for our French test. _____?
4. I am watching TV in the living room. _____?
5. My mother is cooking dinner. _____?
6. Our baby is sleeping right now. _____?
7. The boys are cleaning their bikes. _____?
8. The cat is eating its food. _____?
9. We are playing computer games now. _____?
10. Michael is meeting his friends. _____?
11. Amy is having her piano lesson. _____?
12. My sisters are baking cookies. _____?
13. Grandpa is going for a walk. _____?
14. Linda is singing in her room. _____?
15. I am doing my morning workout right now. _____?
16. The noise is coming from the garden shed. _____?
17. We are having lunch now. _____?
18. Dad is doing the shopping. _____?
19. My brothers are walking the dog. _____?
20. Nora is running to the bus station. _____?

PRESENT PROGRESSIVE QUESTIONS 1

1. Is mum **doing** the dishes?
2. Are the kids **watching** their favourite show?
3. Is Mr Jones **mowing** the lawn in his front yard?
4. Are you **waiting for** us at the bus stop?
5. Is Sandra **reading** the new book?
6. Are the cats **drinking** some milk?
7. Are your parents **still sleeping**?
8. Is Sam **making** the beds right now?
9. Are the boys **having** breakfast?
10. Is your brother **playing** football with his friends?
11. Is dad **cooking** dinner at the moment?
12. Are the children **studying** for their exam?
13. Is Carol **taking out** the garbage?
14. Are Susan and Anne **going** shopping in the mall?
15. Are you **texting** my brother again?
16. Is Peter **listening** to music now?
17. Are the men **barbecuing** in the garden?
18. Is our cat **chasing** the neighbour's dog again?
19. Is your English teacher **having** a cold?
20. Is it **raining** in Chicago right now?

PRESENT PROGRESSIVE QUESTIONS 2

1. Is Joan **having** a shower?
2. Are the girls **playing** in the garden?
3. Are you **studying** for your French test?
4. Are you **watching** TV in the living room?
5. Is your mother **cooking** dinner?
6. Is our baby **sleeping** right now?
7. Are the boys **cleaning** their bikes?
8. Is the cat **eating** its food?
9. Are you **playing** computer games now?
10. Is Michael **meeting** his friends?
11. Is Amy **having** her piano lesson?
12. Are your sisters **baking** cookies?
13. Is grandpa **going** for a walk?
14. Is Linda **singing** in her room?
15. Are you **doing** your morning workout right now?
16. Is the noise **coming** from the garden shed?
17. Are you **having** lunch now?
18. Is dad **doing** the shopping?
19. Are your brothers **walking** the dog?
20. Is Nora **running** to the bus station?

Present progressive negation 1

PRESENT PROGRESSIVE NEGATION

Make negative sentences in the present progressive tense. Use the verbs in brackets and the contracted forms ('m not, isn't, aren't).

1. Don't cheat, even if the teacher _____ at us. (look)
2. I want to lose weight. I _____ anything today. (eat)
3. The number of people without jobs _____ now. (rise)
4. Look out of the window. It _____ anymore. (snow)
5. They can help you because they _____ anymore. (work)
6. She _____ for her English test at the moment. (study)
7. Look, our dog _____ the cat today. (chase)
8. The twins _____ their breakfast. (have)
9. The children _____ TV right now. (watch)
10. I _____ my daily workout at the moment. (do)
11. The movie is funny, but Matt _____ it. (enjoy)
12. It's quiet. They _____ any noise. (make)
13. It's not cold today. That's why we _____ a jacket. (wear)
14. The population of our town _____ very fast. (rise)
15. Lucy still _____ better today. She must stay in bed. (feel)
16. His French wasn't very good, and it _____. (improve)
17. Tom and Jeff _____ tennis this season. (play)
18. Let's go out. It _____ anymore. (rain)
19. The kids are on the beach, but they _____ in the sea. (swim)
20. Well, I _____ now, but I'm very busy. (work)

PRESENT PROGRESSIVE NEGATION

Make negative sentences in the present progressive tense. Use the verbs in brackets and the contracted forms ('m not, isn't, aren't).

1. Don't cheat, even if the teacher **isn't looking** at us.
2. I want to lose weight. **I'm not eating** anything today.
3. The number of people without jobs **isn't rising** now.
4. Look out of the window. It **isn't snowing** anymore.
5. They can help you because they **aren't working** anymore.
6. She **isn't studying** for her English test at the moment.
7. Look, our dog **isn't chasing** the cat today.
8. The twins **aren't having** their breakfast.
9. The children **aren't watching** TV right now.
10. **I'm not doing** my daily workout at the moment.
11. The movie is funny, but Matt **isn't enjoying** it.
12. It's quiet. They **aren't making** any noise.
13. It's not cold today. That's why we **aren't wearing** a jacket.
14. The population of our town **isn't rising** very fast.
15. Lucy still **isn't feeling** better today. She must stay in bed.
16. His French wasn't very good, and it **isn't improving**.
17. Tom and Jeff **aren't playing** tennis this season.
18. Let's go out. It **isn't raining** anymore. (rain)
19. The kids are on the beach, but they **aren't swimming** in the sea. (swim)
20. Well, **I'm not working** now, but I'm very busy. (work)

PRESENT SIMPLE OR PROGRESSIVE

PRESENT SIMPLE

base form of the verb
(He, she, it: verb + 's')

I speak
you speak
he / she / it speaks
we speak
they speak

PRESENT PROGRESSIVE

Form of 'to be' + verb + ing

I am speaking
you are speaking
he / she / it is speaking
we are speaking
they are speaking

How to use

PRESENT SIMPLE

with habits, facts, thoughts, feelings and general statements

Colin plays football every Tuesday.

Sandra often watches TV.

PRESENT PROGRESSIVE

actions happening at the time of speaking

Look! Colin is playing football now.

They are watching TV at the moment.

Key words

All adverbs of frequency (often, always, never, usually, sometimes, generally, normally, rarely, seldom, ...)
every Sunday, every week, ...
whenever
on Mondays, on Tuesdays, ...

at the moment
at present
still
now
right now
Listen!
Look!

PRESENT SIMPLE OR PROGRESSIVE 1

Write the present simple or progressive into the gaps. Use the verbs in the brackets.

1. It's seven o'clock and they _____ to school now. (go)
2. Mrs Cooper _____ in the restaurant every Sunday. (eat)
3. Our cat never _____ on the kitchen table. (jump)
4. Look! The men _____ blue uniforms. (wear)
5. Curt always _____ his guitar in the afternoon. (play)
6. The taxi _____ for them at the moment. (wait)
7. He always _____ his grandmother in the coat. (help)
8. They never _____ very much. (eat)
9. Listen! Bill _____ his electric guitar. (play)
10. He _____ his car every Sunday. (wash)
11. The bell _____ at seven o'clock every morning. (ring)
12. They always _____ their aunt a tree for Christmas. (bring)
13. She _____ a red pullover and black jeans today. (wear)
14. The boys _____ snowballs at the girls now. (throw)
15. Mr Black _____ into the classroom at the moment. (walk)
16. Listen! The baby _____. (cry)
17. Sue sometimes _____ an egg for breakfast. (have)
18. We always _____ to school, but today we _____ the bus. (walk / take)
19. What are you doing? I _____ the dishes. (clean)
20. I never _____ beer. (drink)

PRESENT SIMPLE OR PROGRESSIVE 2

Write the present simple or progressive into the gaps. Use the verbs in the brackets.

1. Who _____ in the garden now? (play)
2. Look! I _____ a picture. (paint)
3. English children _____ French in their school. (learn)
4. Can you help me? No, sorry, I _____ for the test. (study)
5. Joe often _____ to school with me. (go)
6. It's nine o'clock and we _____ lunch now. (eat)
7. My sister never _____ table tennis. (play)
8. I always _____ breakfast at 7 o'clock. (eat)
9. Susan _____ TV now. (watch)
10. We _____ a book at this moment. (read)
11. Look! Pauline _____ the flowers. (water)
12. Listen! The girls _____ a song. (sing)
13. She usually _____ home by bus. (drive)
14. Jack _____ to his grandmother every day. (go)
15. Look! Sally and Joe _____ tennis. (play)
16. Nelly _____ a cup of tea every morning. (drink)
17. We can't play tennis. It _____ now. (rain)
18. Bill _____ his homework at the moment. (do)
19. Jane always _____ her homework in her room. (do)
20. The boys sometimes _____ in the park. (run)

PRESENT SIMPLE OR PROGRESSIVE 3

Write the present simple or progressive into the gaps. Use the verbs in the brackets.

1. My cat never _____ in my room. (sleep)
2. Listen! Phil _____ an English song. (sing)
3. No, I _____ to music, I _____ a bath. (not listen / have)
4. Michael can't play football. He _____ the guitar at the moment. (play)
5. We never _____ letters to our relatives in America. (write)
6. I never _____ of ghosts. (dream)
7. Tom _____ English in school. (learn)
8. Listen! Ann _____ the piano. (play)
9. What are you doing? I _____ a model plane. (make)
10. Can you help me? No, sorry, I _____ the baby. (look after)
11. Mum always _____ coffee in the afternoon. (drink)
12. Where is mum? She _____ dinner. (cook)
13. Who _____? This is Mr Blackwell. (speak)
14. We often _____ eggs for breakfast. (have)
15. What are you doing? I _____ for my English test. (study)
16. Tom _____ his bike at the moment. (clean)
17. He _____ his uncle every Wednesday. (visit)
18. What are you doing? I _____ TV. (watch)
19. Today it _____ (not rain), the sun _____. (shine)
20. They sometimes _____ to the cinema on Sundays. (go)

PRESENT SIMPLE OR PROGRESSIVE 4

Write the present simple or progressive into the gaps. Use the verbs in the brackets.

1. Would you like some beer? No, thank you I _____ alcohol. (not drink)
2. Why _____ Spanish? Because I want to go to Madrid next summer. (you study)
3. Where _____ from? (you come)
4. What _____ for a living? (your father do)
5. My sister _____ to be a nurse. (train)
6. That's an interesting article. It _____ you a lot about British teenagers. (tell)
7. What _____? A thriller. (you read)
8. Where _____ a ticket, please? (I get)
9. I don't like Mr Smith. He always _____ too much. (talk)
10. Susan, hurry up! What _____ in the bathroom all the time? (you do)
11. How _____ these days? (you get on)
12. What language _____ in Brazil? (they speak)
13. I think it _____ colder. We'd better take coats. (get)
14. Andy _____ like his brother, doesn't he? (look)
15. What's that noise? It _____ like a helicopter. (sound)
16. Most of the shops usually _____ at 9 o'clock. (open)
17. _____ the girls _____ TV at the moment? (watch)
18. He always _____ his breakfast at seven, and then he _____ to work. (have / go)
19. Don't be so loud. Your little sister _____. (sleep)
20. She usually _____ computer games in the evening. (not play)

PRESENT SIMPLE OR PROGRESSIVE 1

1. It's seven o'clock and they **are going** to school now.
2. Mrs Cooper **eats** in the restaurant every Sunday.
3. Our cat never **jumps** on the kitchen table.
4. Look! The men **are wearing** blue uniforms.
5. Curt always **plays** his guitar in the afternoon.
6. The taxi **is waiting** for them at the moment.
7. He always **helps** his grandmother in the coat.
8. They never **eat** very much.
9. Listen! Bill **is playing** his electric guitar.
10. He **washes** his car every Sunday.
11. The bell **rings** at seven o'clock every morning.
12. They always **bring** their aunt a tree for Christmas.
13. She **is wearing** a red pullover and black jeans today.
14. The boys **are throwing** snowballs at the girls now.
15. Mr Black **is walking** into the classroom at the moment.
16. Listen! The baby **is crying**.
17. Sue sometimes **has** an egg for breakfast.
18. We always **walk** to school, but today we **are taking** the bus.
19. What are you doing? I **am cleaning** the dishes.
20. I never **drink** beer.

PRESENT SIMPLE OR PROGRESSIVE 2

1. Who **is playing** in the garden now?
2. Look! I **am painting** a picture.
3. English children **learn** French in their school.
4. Can you help me? No, sorry, I **am studying** for the test.
5. Joe often **goes** to school with me.
6. It's nine o'clock and we **are eating** lunch now.
7. My sister never **plays** table tennis.
8. I always **eat** breakfast at 7 o'clock.
9. Susan **is watching** TV now.
10. We **are reading** a book at this moment.
11. Look! Pauline **is watering** the flowers.
12. Listen! The girls **are singing** a song.
13. She usually **drives** home by bus.
14. Jack **goes** to his grandmother every day.
15. Look! Sally and Joe **are playing** tennis.
16. Nelly **drinks** a cup of tea every morning.
17. We can't play tennis. It **is raining** now.
18. Bill **is doing** his homework at the moment.
19. Jane always **does** her homework in her room.
20. The boys sometimes **run** in the park.

PRESENT SIMPLE OR PROGRESSIVE 3

1. My cat never **sleeps** in my room.
2. Listen! Phil **is singing** an English song.
3. No, I **am not listening** to music, I **am having** a bath.
4. Michael can't play football. He **is playing** the guitar at the moment.
5. We never **write** letters to our relatives in America.
6. I never **dream** of ghosts.
7. Tom **learns** English in school.
8. Listen! Ann **is playing** the piano.
9. What are you doing? I **am making** a model plane.
10. Can you help me? No, sorry, I **am looking after** the baby.
11. Mum always **drinks** coffee in the afternoon.
12. Where is mum? She **is cooking** dinner.
13. Who **is speaking**? This is Mr Blackwell.
14. We often **have** eggs for breakfast.
15. What are you doing? I **am studying** for my English test.
16. Tom **is cleaning** his bike at the moment.
17. He **visits** his uncle every Wednesday.
18. What are you doing? I **am watching** TV.
19. Today it **is not raining** (not rain), the sun **is shining**.
20. They sometimes **go** to the cinema on Sundays.

PRESENT SIMPLE OR PROGRESSIVE 4

1. Would you like some beer? No, thank you I **don't drink** alcohol.
2. Why **do you study** Spanish? Because I want to go to Madrid next summer.
3. Where **do you come** from?
4. What **does your father do** for a living?
5. My sister **is training** to be a nurse.
6. That's an interesting article. It **tells** you a lot about British teenagers.
7. What **are you reading**? A thriller.
8. Where **do I get** a ticket, please?
9. I don't like Mr Smith. He always **talks** too much.
10. Susan, hurry up! What **are you doing** in the bathroom all the time?
11. How **are you getting on** these days?
12. What language **do they speak** in Brazil?
13. I think it **is getting** colder. We'd better take coats.
14. Andy **looks** like his brother, doesn't he?
15. What's that noise? It **sounds** like a helicopter.
16. Most of the shops usually **open** at 9 o'clock.
17. **Are** the girls **watching** TV at the moment?
18. He always **has** his breakfast at seven, and then he **goes** to work.
19. Don't be so loud. Your little sister **is sleeping**.
20. She usually **doesn't play** computer games in the evening.