



Learning activity 4 / Actividad de aprendizaje 4

Evidence: Consolidation activity / Evidencia: Actividad de consolidación

Stage 1: Describing a family member / Etapa 1: Descripción de un familiar

A. What to do? / ¿Qué hacer?

Record a tape describing one member of your family using the appropriate subject pronoun and possessive adjective for the description of your family member. / *Grabe un audio describiendo a un miembro de su familia utilizando el pronombre sujeto y el adjetivo posesivo apropiado para la descripción del miembro de su familia que escogió para esta evidencia.*

B. How to do it? / ¿Cómo hacerlo?

Click on **Stage 1: Sample audio** to listen to the model you need to follow and then, record your own tape. / *Dé clic en **Stage 1: Sample audio** para escuchar el modelo que debe seguir y luego grabe su propio audio.*

Sample

Hello, my name's is Juan Pérez. This is my father, José Pérez. He is 45 years old. His birthday is on April 16. He is Colombian. He is short. His hair is black and curly. His eyes are brown. He likes to wear jeans and sneakers. He likes to play soccer. His favorite team is Barcelona. He likes dogs. He thinks they are loyal and friendly.

Stage 2: Describing my idol / Etapa 2: Descripción de mi ídolo

A. What to do? / ¿Qué hacer?

Record a tape describing a person you admire using the appropriate subject pronoun, possessive adjectives and the correct adjectives for the description of your idol preferences and his / her in clothing. / *Grabe un audio describiendo a un personaje que usted admire usando el pronombre sujeto, el adjetivo posesivo apropiado y los adjetivos que son correctos para la descripción de su ídolo y sus preferencias en cuanto a atuendos.*





B. How to do it? / ¿Cómo hacerlo?

Click on **Stage 2: Sample audio** to listen to the model you need to follow and then, record your own tape. / Dé clic en **Stage 2: Sample audio** para escuchar el modelo que debe seguir y luego grabe su propio audio.

Sample

I admire Lady Gaga. She is a famous American singer. Her real name is Stefani Joanne Angelina Germanotta. She is 28 years old. Her birthday is on March 28th. Her parents are Italian. She is beautiful. She likes to wear colorful dresses, but she wears t-shirts and shorts when she is at home. Her favorite color is pink. She loves animals. She has two dogs and a cat. She likes to ride horses on weekends.

Stage 3: Submitting my evidence / Etapa 3: Envío de mi evidencia

A. How to upload my tapes? / ¿Cómo subir mis grabaciones de audio?

When you finish your work, send the files to your instructor through the platform as follows:

1. Click the title of this evidence.
2. Click *Examinar mi equipo* and look for the files in your computer. Make sure the files are attached.
3. Leave a comment for the instructor (optional).
4. Click *Enviar*.

Important: The platform will only allow you to submit your files once. Please, make sure you upload the two (2) recordings when submitting your evidence.

Una vez finalice la evidencia envíe al instructor los archivos a través de la plataforma, así:

1. *Dé clic en el título de esta evidencia.*
2. *Dé clic en el enlace Examinar mi equipo y busque los archivos en su computador. Asegúrese de adjuntar los archivos.*





3. Escriba algún comentario si lo considera pertinente.
4. Dé clic en Enviar.

Importante: la plataforma solo le permitirá hacer un envío de las evidencias. Por favor asegúrese de adjuntar los dos (2) archivos durante la entrega.

Note: This evidence is an individual activity. Remember to check the learning guide in order to know if you have done all the assigned activities, know how to develop them and deliver them correctly.

Nota: Esta evidencia es de carácter individual. Recuerde revisar la guía de aprendizaje con el fin de verificar que ha realizado todas las actividades propuestas, saber cómo desarrollarlas y entregarlas correctamente.

Criterios de evaluación
<ul style="list-style-type: none">• Intercambia información respecto a los países y las nacionalidades en un contexto definido y con la estructura gramatical requerida.• Describe la existencia de personas, animales o cosas en forma singular y plural con la estructura y vocabulario requeridos.• Expresa sus preferencias personales con la estructura y vocabulario requerido, teniendo en cuenta el contexto.• Presenta a su familia con la estructura gramatical requerida y el vocabulario acorde al contexto.• Expresa las preferencias de los miembros de la familia con la estructura y el vocabulario requerido, teniendo en cuenta el contexto.• Comparte información sobre la apariencia física de las personas teniendo en cuenta los adjetivos calificativos.• Describe prendas de vestir usando la estructura gramatical y el vocabulario solicitado.





Learning activity 4 / Actividad de aprendizaje 4

Evidence: Describing outfits and likes / Evidencia: Describiendo atuendos y gustos

In this evidence, you will be evaluated on vocabulary on clothes and expressing likes and dislikes regarding clothes. / *Por medio de esta evidencia se evaluarán los nombres de las prendas de vestir y los gustos en cuanto a vestimenta.*

Find four photographs showing people (they could be unreal) and describe what they are wearing. You also have to describe their preferences and likes by using the structure: **She likes** or **He likes**. / *Ubique cuatro fotografías de personas (pueden ser ficticias) y describa sus atuendos. Igualmente describa los gustos y preferencias usando la estructura: **She likes** o **He likes**.*





Photo

Clothes

Click here to write

Likes

Click here to write

SENA

SERVICIO NACIONAL DE APRENDIZAJE





Clothes

Click here to write

Likes

Click here to write

Photo





Photo

Clothes

Click here to write

Likes

Click here to write

SENA

SERVICIO NACIONAL DE APRENDIZAJE





Clothes

Click here to write

Photo

Likes

Click here to write





When you finish your work, send the file to your instructor through the platform as follows:

- Click on the title of this evidence.
- Click *Examinar mi equipo* and look for the file in your computer. Make sure the files is attached.
- Leave a comment for the instructor (optional).
- Click *Enviar*.

Note: This evidence is an individual activity. Remember to check the learning guide in order to know if you have done all the assigned activities, know how to develop them and deliver them correctly.





Una vez finalice la evidencia envíe al instructor el archivo a través de la plataforma, así:

- *Dé clic en el título de esta evidencia.*
- *Dé clic en el enlace Examinar mi equipo y busque el archivo en su computador. Asegúrese de adjuntar los archivos.*
- *Escriba algún comentario si lo considera pertinente.*
- *Dé clic en Enviar.*

Nota: *Esta evidencia es de carácter individual. Recuerde revisar la guía de aprendizaje con el fin de verificar que ha realizado todas las actividades propuestas, saber cómo desarrollarlas y entregarlas correctamente.*





Criterios de evaluación

Describe prendas de vestir usando la estructura gramatical y el vocabulario solicitado.





Learning activity 3 / Actividad de aprendizaje 3

Evidence: Family likes and dislikes / Evidencia: Preferencias miembros de la familia

In a recording describe the members of your family. Consider the following information: relationship to you, name, place of origin, occupation, likes and dislikes. Use the format below to describe them. / *Grábese describiendo los miembros de su núcleo familiar. Indique que parentesco tiene con usted, sus nombres, lugares de origen, ocupaciones y brevemente mencione qué les gusta y qué no. Emplee la tabla dada a continuación a manera de ejemplo para realizar dichas descripciones.*

Family member	She is my ...	He is my ...
Name	Her name is ...	His name is ...
Origin	She is from ...	He is from ...
Occupation	She is a/an ...	He is a/an ...
Likes	She likes ... and ...	He likes ... and ...
Dislikes	She doesn't like ... or ...	He doesn't like ... or ...

The next text is an example. The blue words are the ones you have to replace in order to make your own descriptions. / *El siguiente texto es un ejemplo. Las palabras que se encuentran en color azul son las que debe reemplazar para hacer sus descripciones.*

Example / Ejemplo:

She is my **mother**. Her name is **Rosa**. She is from **Tunja**. She is **a housewife**. She likes **dogs** and **movies**. She doesn't like **music** or **basketball**.

.....
He is my **father**. His name is **Luis**. He is from **Bogotá**. He is **an accountant**. He likes **hamburgers** and **baseball**. He doesn't like **vegetables** or **fish**.

Submitting your evidence / Entrega de evidencia

In another file, attach photos of the family members you described in the audio file. / *En otro archivo adjunte las fotografías de los parientes a los que se refirió en el archivo de audio.*





Once you finish the activity, send to your tutor two files as evidence, the audio file and the photos file of your family members through the platform. Use the following links: */ Una vez finalice la actividad, envíe al instructor dos archivos como evidencia, el archivo de audio y el archivo con las fotografías de sus parientes a través de la plataforma, siguiendo los pasos dados a continuación:*

When you finish your work, send the file to your instructor through the platform as follows:

1. Click the title of this evidence.
2. Click on *Examinar mi equipo* and look for the file in your computer. Make sure the file is attached.
3. Leave a comment for the instructor (optional).
4. Click *Enviar*.

Una vez finalice la evidencia envíe al instructor el archivo a través de la plataforma, así:

1. *Dé clic en el título de esta evidencia.*
2. *Dé clic en el enlace Examinar mi equipo y busque el archivo en su computador. Asegúrese de adjuntar el archivo.*
3. *Escriba algún comentario si lo considera pertinente.*
4. *Dé clic en Enviar.*

Note: This evidence is an individual activity. Remember to check the learning guide in order to know if you have done all the assigned activities, know how to develop them and deliver them correctly.

Nota: Esta evidencia es de carácter individual. Recuerde revisar la guía de aprendizaje con el fin de verificar que ha realizado todas las actividades propuestas, saber cómo desarrollarlas y entregarlas correctamente.

Criterios de evaluación
<ul style="list-style-type: none">• <i>Expresa las preferencias de los miembros de la familia con la estructura y el vocabulario requerido, teniendo en cuenta el contexto.</i>• <i>Presenta a su familia con la estructura gramatical requerida y el vocabulario acorde al contexto.</i>



Learning activity 1 / Actividad de aprendizaje 1

Evidence: Identities / Evidencia: Identidades

Complete the texts with the corresponding information. / *Complete el texto con la información correspondiente.*

1.

Hello, my name is _____. I
_____ from _____. My
nationality is _____. I
_____ 20 years old. I have a
notebook, a _____ and a
_____.



2.

This is my friend
_____.
is from Colombia, her
nationality is
_____. She
_____ years old. There
_____ many
buildings in her city!

Hello, nice to
meet you!

3.

They _____ my friends Nicole and John.
Nicole _____ from The United States, her
nationality is _____ and
John is from Australia. His nationality is
_____. We _____ in
Rome now.

Fuente de imágenes: SENA

4.

Teacher: Hello, what IS your name?

Student 1: My name _____ Kevin.

Teacher: How old _____ you Kevin?

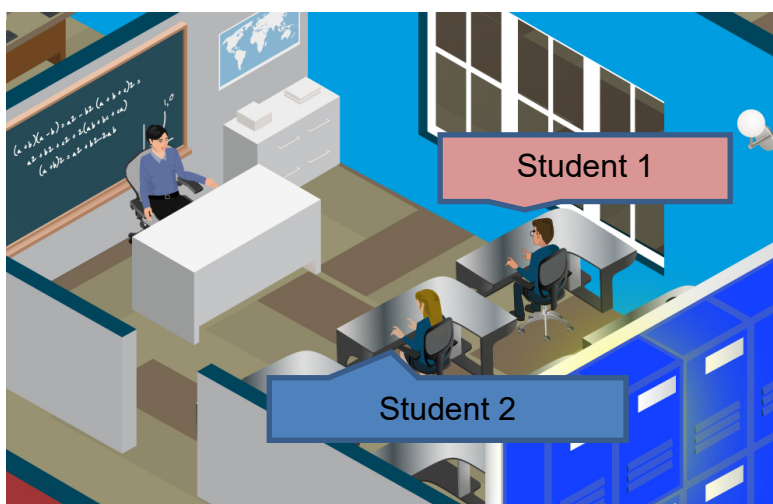
Student 1: I _____ 9 years old.

Teacher: Lorena, where _____ you from?

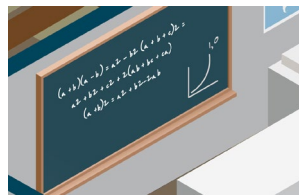
Student 2: I _____ from Brazil, so my nationality is _____.

Teacher: Where _____ your mother from?

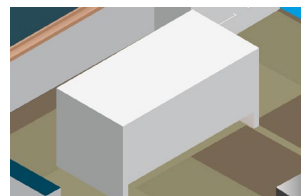
Student 2: My mom is _____ Peru. Her nationality is _____.



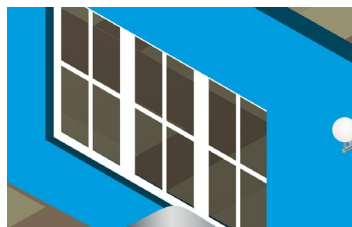
5. In the classroom there IS a _____, there



_____ four students, there _____ a _____



and there _____ a big _____



Fuente de imágenes: SENA

When you finish your work, send the file to your instructor through the platform as follows:

1. Click the title of this evidence.
2. Click *Examinar mi equipo* and look for the file in your computer. Make sure the file is attached.
3. Leave a comment for the instructor (optional).
4. Click *Enviar*.

Una vez finalice la evidencia envíe al instructor el archivo a través de la plataforma, así:

1. *Dé clic en el título de esta evidencia.*
2. *Dé clic en el enlace Examinar mi equipo y busque el archivo en su computador. Asegúrese de adjuntar el archivo.*
3. *Escriba algún comentario si lo considera pertinente.*
4. *Dé clic en Enviar.*

Note: This evidence is an individual activity. Remember to check the learning guide in order to know if you have done all the assigned activities, know how to develop them and deliver them correctly.

Nota: Esta evidencia es de carácter individual. Recuerde revisar la guía de aprendizaje con el fin de verificar que ha realizado todas las actividades propuestas, saber cómo desarrollarlas y entregarlas correctamente.

Criterios de evaluación
<ul style="list-style-type: none">• Intercambia información personal con la estructura y el vocabulario requerido.• Intercambia información respecto a los países y las nacionalidades en un contexto definido y con la estructura gramatical requerida.• Describe la existencia de personas, animales o cosas en forma singular y plural con la estructura y vocabulario requeridos.



Learning activity 2 / Actividad de aprendizaje 2

Evidence: Personal likes / Evidencia: Gustos personales

For this evidence, you have to write a text in English explaining your favorite animals and sports. You have to write simple sentences using the vocabulary and structures you learnt. The text must also have pictures supporting your information. / En esta evidencia debe escribir un texto en donde exponga en inglés a través de frases sencillas y usando las estructuras y vocabulario aprendido, cuáles son sus deportes y animales favoritos; el escrito debe ir acompañado de imágenes.

This description must have, at least, six sentences explaining the reasons why those are your favorite things. / La descripción debe tener mínimo seis frases las cuales expliquen claramente por qué son sus deportes y animales preferidos.

When you finish your work, send the file to your instructor through the platform as follows:

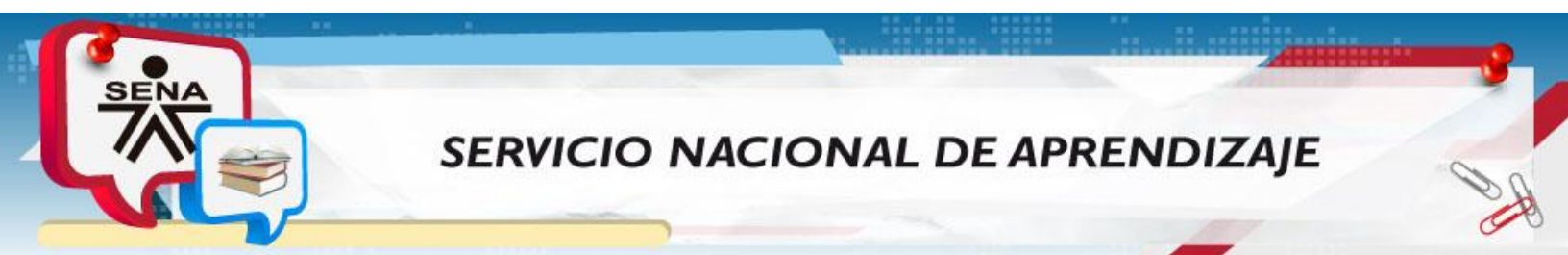
1. Click on the title of this evidence.
2. Click *Examinar mi equipo* and look for the file in your computer. Make sure the file is attached.
3. Leave a comment for the instructor (optional).
4. Click *Enviar*.

Una vez finalice la evidencia envíe al instructor el archivo a través de la plataforma, así:

1. *Dé clic en el título de esta evidencia.*
2. *Dé clic en el enlace Examinar mi equipo y busque el archivo en su computador. Asegúrese de adjuntar el archivo.*
3. *Escriba algún comentario si lo considera pertinente.*
4. *Dé clic en Enviar.*

Note: This evidence is an individual activity. Remember to check the learning guide in order to know if you have done all the assigned activities, know how to develop them and deliver them correctly.

Nota: Esta evidencia es de carácter individual. Recuerde revisar la guía de aprendizaje con el fin de verificar que ha realizado todas las actividades propuestas, saber cómo desarrollarlas y entregarlas correctamente.



Criterios de evaluación

- *Expresa sus preferencias personales con la estructura y vocabulario requerido, teniendo en cuenta el contexto.*
- *Intercambia información sobre animales con la estructura gramatical requerida, teniendo en cuenta el contexto.*
- *Intercambia información sobre deportes con la estructura gramatical requerida, teniendo en cuenta el contexto.*



Learning activity 2 / Actividad de aprendizaje 2

Evidence: Sports and animals / Evidencia: Deportes y animales

1. Complete the text with the options from the box: / Complete el texto con las opciones en el recuadro:

hamsters - animals - dogs - jogging - lions -
swimming - basketball

I am Alex. I am 15 years old. I live in a big house with my parents. I love animals, specially _____. We have a **golden Labrador**. His name is Husky. On the weekends I run about 5 kilometers with Husky. I also like wild _____. My favorite animals when I visit the zoo are the _____ because they are big and strong.

I practice many sports. I love _____. I usually play with my friends at the park. I also practice _____, especially when I go to the beach.

2. Complete the conversation with the verb **like** in affirmative, negative, or interrogative form. / Complete la conversación con el verbo **like** en forma afirmativa, negativa o interrogativa:

Paul: Hello Mary, how are you? **Do not like - Do you like? – like**

Mary: Fine thanks, and you?

Paul: Fine, thank you. So **Do you like** sports?

Mary: Yes, I _____ volleyball and tennis. What about you?

Paul: I _____ sports, too. I practice swimming on weekends.

Mary: What about football? What is your favorite football team?

Paul: Oh, _____ football! I am a terrible football player.
_____ football?

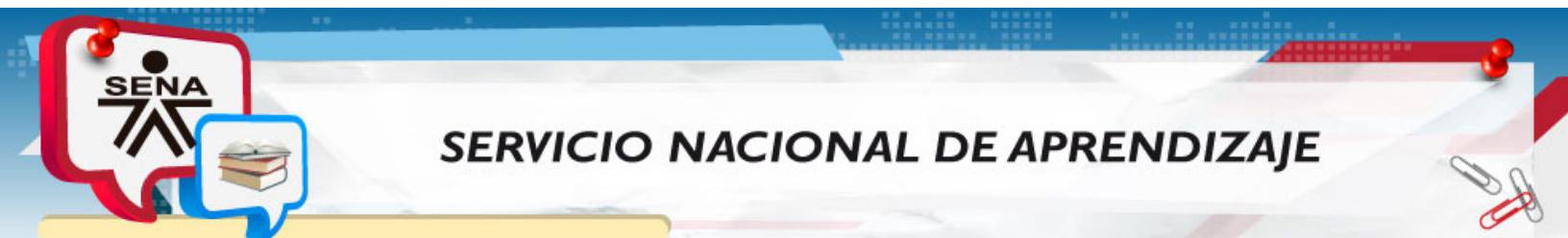
Mary: Yes, I love it. I play it with my friends at the University.

Paul: Well I have to go. Bye bye, Mary.

Mary: See you later, Paul.

When you finish your work, send the file to your instructor through the platform as follows:

1. Click the title of this evidence.
2. Click *Examinar mi equipo* and look for the file in your computer. Make sure the file is attached.
3. Leave a comment for the instructor (optional).
4. Click *Enviar*.





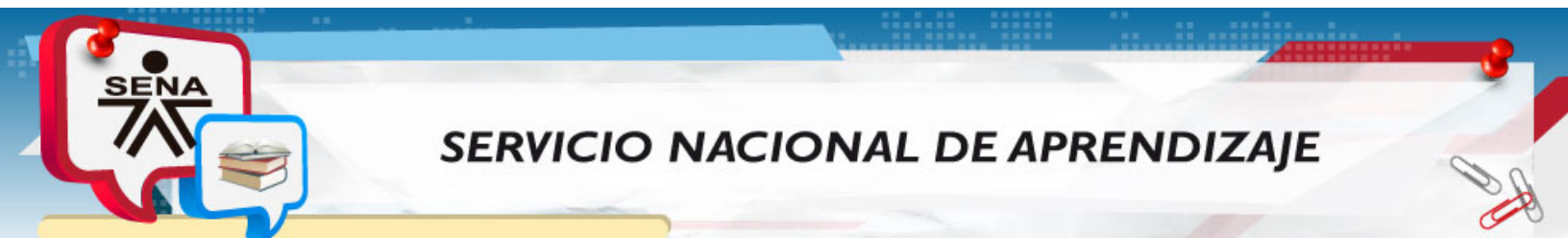
Una vez finalice la evidencia envíe al instructor el archivo a través de la plataforma, así:

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4. Dé clic en Enviar.

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Criterios de evaluación
<ul style="list-style-type: none">• Intercambia información sobre animales con la estructura gramatical requerida, teniendo en cuenta el contexto.• Intercambia información sobre deportes con la estructura gramatical requerida, teniendo en cuenta el contexto.





El empleo
es de todos

Mintrabajo

Tema 1



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TEMA 1



Instructora Vanessa Trujillo Arzayus

— To be verb

Plural : ARE
Singular: IS



AFFIRMATIVE		NEGATIVE		INTERROGATIVE
Full	Short	Full	Short	
I am You are He is She is It is We are They are This is That is	I'm You're He's She's It's We're They're - That's	I am not You are not He is not She is not It is not We are not They are not This is not That is not	- You aren't He isn't She isn't It isn't We aren't They aren't This isn't That isn't	Am I? Are you? Is he? Is she? Is it? Are we? Are they? Is this? Is that?

Subject Pronouns in English



ENGLISH GRAMMAR **Subject Pronouns** Woodward's ENGLISH

I Singular
WE Plural
YOU Singular
YOU Plural
HE Singular
SHE Singular
IT Singular
THEY Plural

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

ENGLISH GRAMMAR **Subject Pronouns** Woodward's ENGLISH

	SINGULAR	PLURAL
1 ST PERSON	I	we
2 ND PERSON	you	you
3 RD PERSON	he	they
3 RD PERSON	she	they
3 RD PERSON	it	they

he + he = they	I + you = we
she + she = they	you + you = you
he + she = they	you + you + you = you
it + it = they	you + he + she = you

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CARLOS IS
ANNA IS
THE T.V IS

1. To be + from + — (city / country)



ENGLISH LESSON **CITIES / COUNTRIES** Woodward® ENGLISH



Rome is a city.
city singular
cities plural



Rome is in Italy.
Italy is a country.
country singular
countries plural

Rome is a city.
Italy is a country.
Rome and Paris are cities.
Italy and France are countries.

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ENGLISH LESSON **CITIES / COUNTRIES** Woodward® ENGLISH

EXAMPLES

CITIES



London
London is a city.



New York
New York is a city.



Tokyo
Tokyo is a city.



Sydney
Sydney is a city.

COUNTRIES



Australia
Australia is a country.



Brazil
Brazil is a country.



Ethiopia
Ethiopia is a country.



Greece
Greece is a country.

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Question – Where are you from?



ENGLISH LESSON

TO BE + FROM
CITY / COUNTRY

Woodward's ENGLISH

Where are you from?

TO BE + FROM + CITY
I am from Auckland

TO BE + FROM + COUNTRY
I am from New Zealand

TO BE	FROM	CITY
I am	from	Sydney
You are	from	Paris
He is	from	Istanbul
She is	from	Tokyo
We are	from	Cairo
They are	from	Lima

TO BE	FROM	COUNTRY
I am	from	Australia
You are	from	France
He is	from	Turkey
She is	from	Japan
We are	from	Egypt
They are	from	Peru

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Question – Where are you from?

The question:

Where are you from?

The answer:

To Be + From + City

... or ...

To Be + From + country

I am from Auckland or ...

I am from New Zealand. ... or ...

I am from Auckland, New Zealand.

2. To Be + Profession



To be + a/an + profession

ENGLISH GRAMMAR

To Be + Profession

SINGULAR

To Be + a/an + profession

- I **am** a teacher.
- You **are** a student.
- He **is** a pilot.
- She **is** a nurse.
- John **is** an actor.
- Susan **is** an actress.

AN + vowel sound
an actor an engineer

A + consonant sound
a dentist a teacher

QUESTIONS

What do you do?
- I'm a/an ____ (profession).

What does he do?
- He is a/an ____ (profession).

PLURAL

To Be + profession

- We **are** teachers.
- You **are** students.
- They **are** pilots.
- Mike and Mary **are** dentists.

No A or AN with plural nouns.

- You ~~are~~ students.
- They ~~are~~ actors.

I am a teacher.

We are students.

He is an engineer.

She is a dentist.

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I am a teacher.

You are a student.

He is a pilot.

She is an actress.

(HE IS) John is an engineer.

(SHE IS) Susan is a dentist.

IT IS (THE BOX IS)
IT IS (THE DOG IS)

A = consonante
AN = Vocal

THE =

_ 3. To Be + Age



ENGLISH GRAMMAR

To Be + Age

To Be + number + years old

- **I am** 23 years old.
- **You are** 16 years old.
- **He is** 32 years old.
- **Mary is** 45 years old.

Years old is optional.
You can say:

- I am 18 years old. **OR**
- I am 18.

BUT... years + old
are always together

- I am 21. ✓
- I am 21 years. ✗
- I am 21 years old. ✓

You can write the age as numbers or as words.

- I am **12** years old.
- I am **twelve** years old.

He is forty years old. She is 36.
The grandfather is 71 years old. The boy is twelve.
The dog is 3 years old. The baby is 5 months old.

With babies, you can use **months** instead of **years**.

- The baby is 4 **months** old.
- She is nine **months** old.

Be Careful - In English we use the verb **TO BE** and not another verb.

- I have 18. ✗
- I have 18 years. ✗
- I have 18 years old. ✗
- **I am** 18. ✓
- **I am** 18 years old. ✓

The Question: **How old are you?** - I'm ____ years old.

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To Be + number + years old

I am 21 years old.

You are 13 years old.

More examples

How old are you? – I am twenty years old

How old is he? – He is 50.

How old is Angelica? – She is 22 years old.

How old is your baby? – He is 5 months old.

HAVE

4. To Be + Adjective



ENGLISH GRAMMAR

TO BE + ADJECTIVE

Woodward's ENGLISH

TO BE + ADJECTIVE

+ John **is** old.

TO BE + NOT + ADJECTIVE

- John **is not** young.

TO BE + ADJECTIVE

+ He **is** happy.

? **Is** he happy?

Short Answer

Yes, he is.
No, he isn't.

I	am	tired.
You	are	nervous.
He	is	tall.
She	is	happy.
It	is	round.
We	are	cold.
You	are	hot.
They	are	angry.

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TO BE + ADJECTIVE

Some examples of To be + adjective:

I am tired.

You are nervous.

He is tall.

TO BE + NOT + ADJECTIVE

I am **not** tired.

You are **not** nervous.

QUESTIONS – TO BE + ADJECTIVE

Is he happy?

And then you can give a short answer:

Is she nervous?

Are they confused?

Like – likes (HE, SHE, IT)

don't like – doesn't like

Do you like? - Does he like?



LIKE - LIKES
DON'T LIKE - DOESN'T LIKE

AFFIRMATIVE

NEGATIVE

I like flowers.	I don't like flowers.
You like chocolate.	You don't like chocolate.
We like fast food.	We don't like fast food.
They like secrets.	They don't like secrets.
He likes snakes.	He doesn't like snakes.
She likes chocolate.	She doesn't like chocolate.
It likes bones.	It doesn't like bones.

QUESTIONS

SHORT ANSWERS

+ You like chocolate.

? Do you like chocolate?

+ She likes chocolate.

? Does she like chocolate?

Yes, I do.

No, I don't.

Yes, she does.

No, she doesn't.

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Like, Likes, Don't like, Doesn't like – Present Simple Tense in English

AFFIRMATIVE SENTENCES WITH LIKE

Like + thing/object/person

I like chocolate.

You like flowers.

We like card games.

They like books.

She likes chocolate.

He likes ice cream.

It likes bones.

NEGATIVE SENTENCES WITH LIKE

I don't like snakes.

I do not like snakes.

He doesn't like dogs.

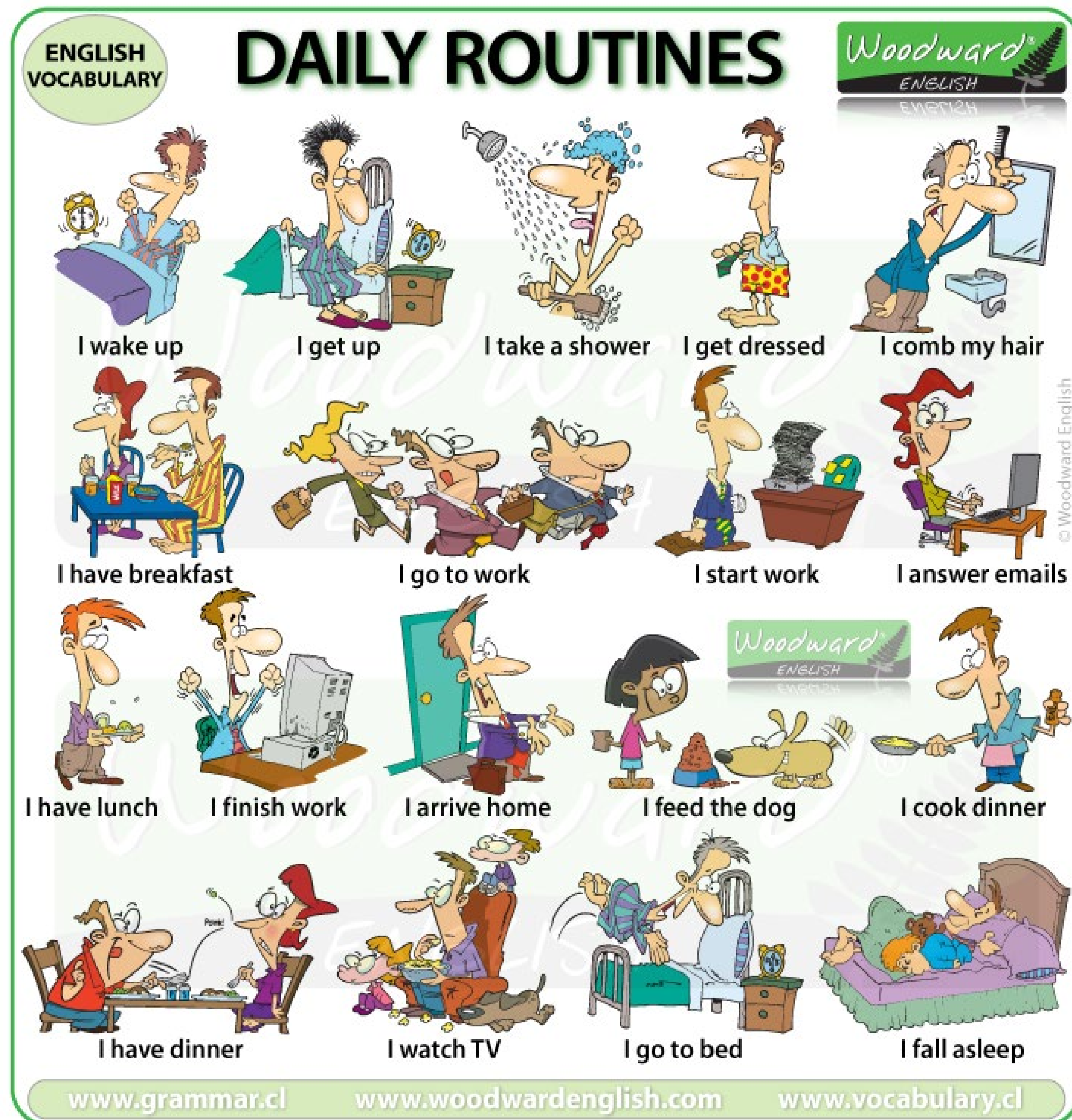
QUESTIONS WITH LIKE

Do you like chocolate?

Does he like chocolate?

Again, there is no S at the end of the verb in questions.

Daily Routines in English



List of Daily Routines in English

I wake up

I turn off my alarm

I get up

I take a shower / I have a shower

I get dressed

I comb my hair

I make breakfast

I eat breakfast / I have breakfast

I brush my teeth

I go to work

I start work at

I answer emails

I eat lunch / I have lunch

I work on my computer

I finish work at 5

I go home

I arrive home

I feed the dog

I cook dinner

I eat dinner / I have dinner

I watch TV

I read a book

I go to bed

I fall asleep

Personal Information



NAMES

What is your name?
My name is _____.

What is your surname / last name?
My surname / last name is _____.

Do you have a nickname?
Yes, my nickname is _____
or No, I don't.

WORK & OCCUPATION

What do you do?
I am a teacher.

Where do you work?
I work at SENA.

Do you like your job?
Yes, I do. or No, I don't.

Why do you like your job?
I like my job because _____.

— Personal Information



married / single?
Yes, I am. or No I'm not.

Do you have a boyfriend /
girlfriend?
Yes, I do. or No, I don't.
What is your mother's
name

What is your partner's
name?
My partner's name is
_____.

FAMILY

Do you have any children?
Yes, I have _____ children. or No, I
don't

What are their names?
Their names are _____.

How many brothers and sister do you
have?
I have _____ brothers and _____
sisters.

— Personal Information



Contact Information

Age

How old are you?

I am _____ years old.

When is your birthday?

My birthday is on the 5 of oct.

Where were you born?

I was born in _____.

Where are you from?

I am from _____.

What is your address?

My address is _____.

What is your phone number?

My phone number is _____.

What is your cell phone number?

My cell phone number is _____.

Do you live with your parents?

Yes, I do. or No, I don't.

Do you live alone?

Yes, I do. or No, I don't.

Who do you live with?

I live with my _____.

Do you live in a house or an apartment?

I live in a/an _____.

What is your e-mail address?

My e-mail address is _____.

Free time activities

What do you do in your free time?
In my free time I _____.

What are your hobbies?
My hobbies are _____.

What type of music do you like?
I like _____ music.

Do you have a favourite singer or group?
My favourite singer / group is _____.

What types of movies do you like?
I like _____ movies.

Do you like to read?
Yes, I do. or No, I don't.

What do you like to read?
I like to read _____.

Habits

Do you have any bad habits?
Yes, one of my bad habits is _____.

Do you snore?
Yes, I do. or No, I don't.

Do you smoke?
Yes, I do. or No, I don't.

How many cigarettes do you smoke a day?
I smoke _____ cigarettes a day.

Other Personal Information

What is your favourite food?
My favourite food is _____.

Is there any food that you do not like?
Yes, I don't like _____. or I like all
food.

What is your favourite colour?
My favourite colour is _____.

Why do you want to learn English?
I want to learn English because
_____.

What languages do you speak?
I speak _____.

Do you have any pets?
Yes, I do. or No, I don't.

What pets do you have?
I have _____.

What are their names?
Their names are _____.

Which sports do you like?
The sport I like is _____.

Do you have a favourite team?
My favourite team is _____.

What is something you do well?
I am good at _____.

What is something you do not do well?
I am bad at _____.

Are you romantic?
_____ romantic.

Do you have any tattoos?
Yes, I do. or No, I don't.

Describe yourself using only two words.
I am _____ and _____.

What makes you happy?
I am happy when _____.

Are you a good cook/singer/driver?
Yes, I am. or No, I'm not.

LINKS:



<https://youtu.be/PEGZNSNTzns>

<https://youtu.be/HMGRtaaE3LY>

<https://youtu.be/2IKlpIQunGo>

<https://youtu.be/GvoNTaV5Azc>

<https://youtu.be/YmnHYcK4F1I>

<https://youtu.be/tidOxlj1T38>

<https://youtu.be/s2sG4zK3PYo>

<https://youtu.be/zNDIhOXy3IU>



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This - That - These -Those

English Grammar Notes - Demonstratives

This - That - These - Those

Demonstratives



English Grammar	singular	plural
here	this	these
there	that	those

Demonstrative Pronouns

singular This is a red pen.

plural These are blue pens.

Demonstrative Pronoun + Verb*

* or by itself. - e.g. Do you want this?

Demonstrative Adjectives

singular This pen is red.

plural These pens are blue.

Demonstrative Adjective + Noun



this book

(here / close)

THIS Scientific text



that book

(there / not close)

THAT Scientific text



these books

(here / close)

THESE Scientific texts



those books

(there / not close)

THOSE Scientific texts



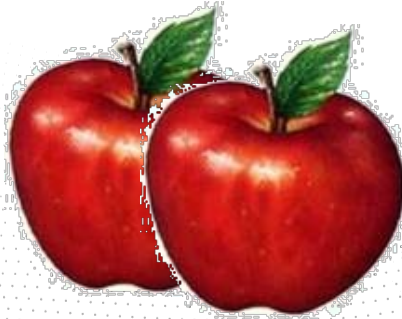
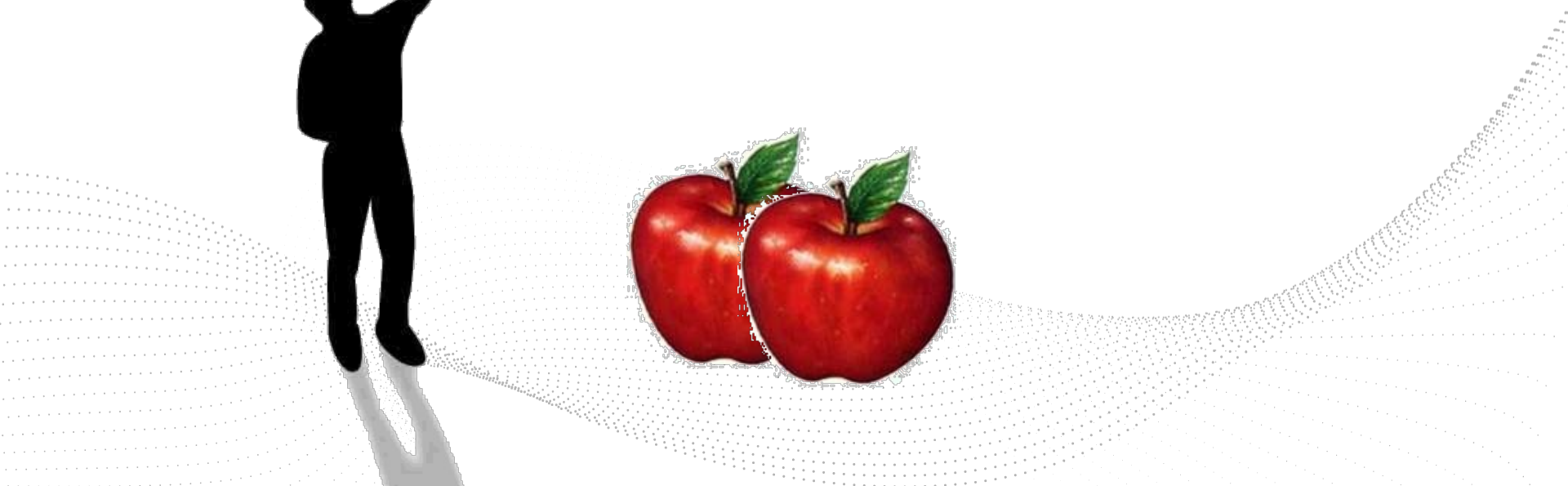
THIS – use *this* for
something that is **NEAR**
(singular)



THAT – use *that* for
something that is FAR
(singular)

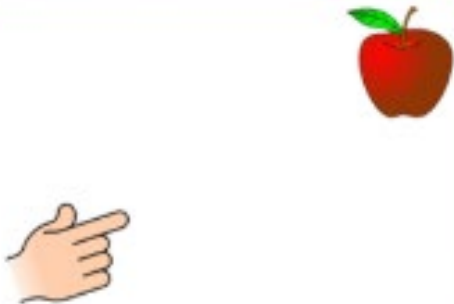
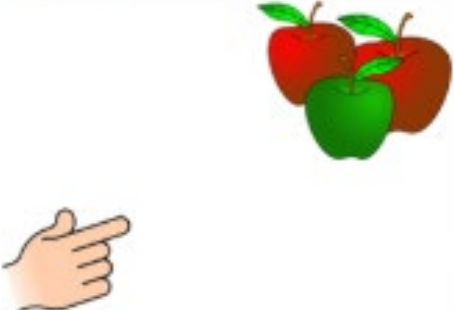


THESE – use *these* for
something that is **NEAR**
(plural)



THOSE – use *those* for
something that is FAR (plural)



Singular	 <p><u>This</u> is an apple.</p>	 <p><u>That</u> is an apple.</p>
Plural	 <p><u>These</u> are apples.</p>	 <p><u>Those</u> are apples.</p>

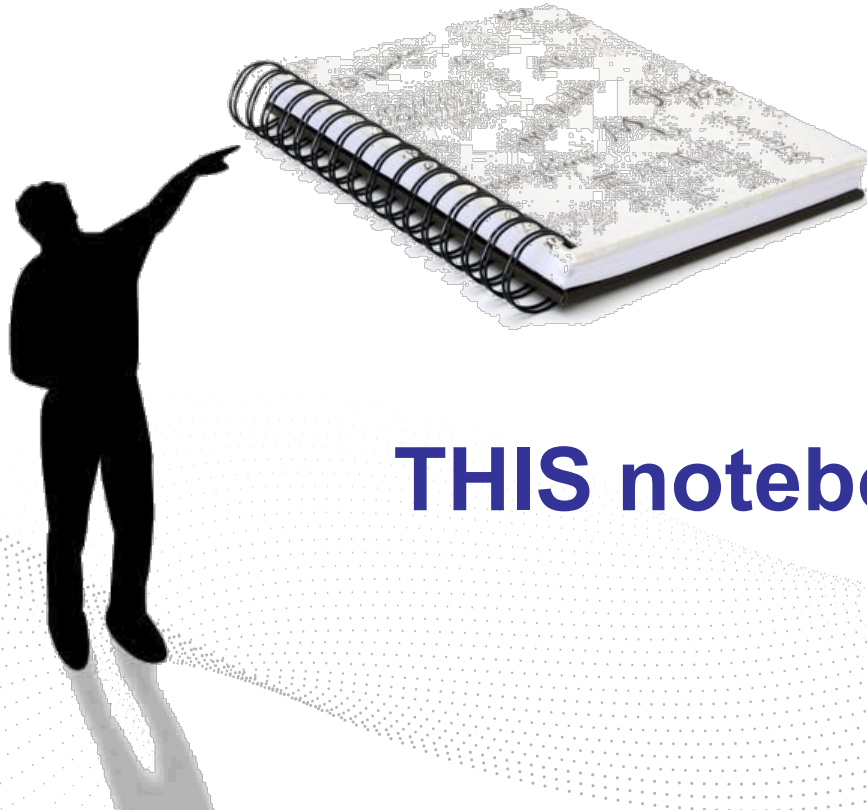
THAT – use **THAT** for
something that is far (singular)

THOSE – use **THOSE** for
something that is far (plural)



THIS – use **THIS** for something
that is near (singular)

THESE – use **THESE** for
something that is near (plural)



THIS notebook



THAT notebook



THESE notebooks



THOSE notebooks



THIS stapler



THAT stapler



THESE staplers



THOSE staplers

Cantidad	Ingles	Español	Proximidad
Singular	this	(este / esto /esta)	Cerca (a la mano)
	that	(ese / esa / aquel / aquello / aquella)	Lejos (fuera de alcance)
Plural	these	(estos / estas)	Cerca (a la mano)
	those	(esos / esas / aquellos / aquellas)	Lejos (fuera de alcance)



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ARTICLES

Los Artículos



	Masculino		Feminino	
	Singular	Plural	Singular	Plural
Definidos	el	los	la	las
Indefinidos	un	unos	una	unas

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INDEFINITE ARTICLES



A
= 1
(SINGULAR)
AN

A

Before Consonant Sound

A bicycle
One bicycle



A teacher



A computer



A ball



AN

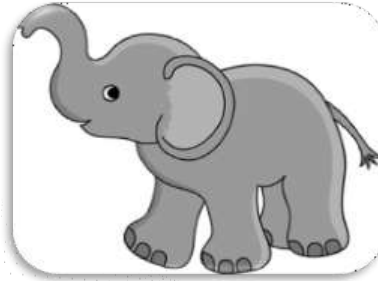


A-E-I-O-U

Before vowel sound

An elephant

One elephant



AN

eraser



AN

apple



AN

indian



VOICED H

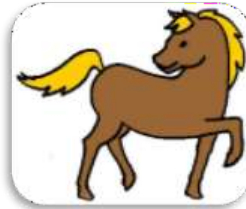
A

house



A

horse



A girl

An airplane

An egg

A house

An actor

A dog

Definite Article

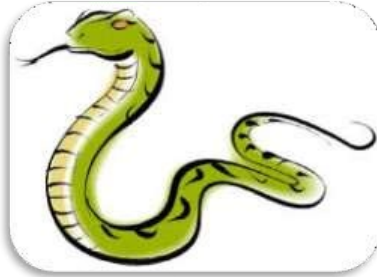


The president of Rusia is Vladímir Putin



Vladimir Putin is **THE** president of Rusia.

Singular



The snake is dangerous.

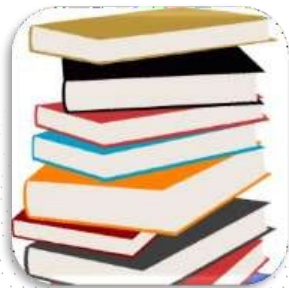


The bicycle is yellow.

Plural



The apples are delicious.



The books are important

A - AN

The difference between A and AN

A and **AN** have the same meaning. **A** and **AN** are indefinite articles.
The difference depends on the sound at the beginning of the next word.

When the next word starts with a

CONSONANT SOUND

A

a book

a frog

a car

a lemon

a dog

a truck

When the next word starts with a

VOWEL SOUND

AN

an apple

an orange

an egg

an umbrella

an insect

an actor

BE CAREFUL! The **SOUND** of the letter is important

a house

BUT

an hour

The **H** at the beginning of **hour** is **silent**.

an uncle

BUT

a university

The **U** at the beginning of **university** sounds like **YOU**.

This rule applies to all words after **A** or **AN** (including adjectives, adverbs...)

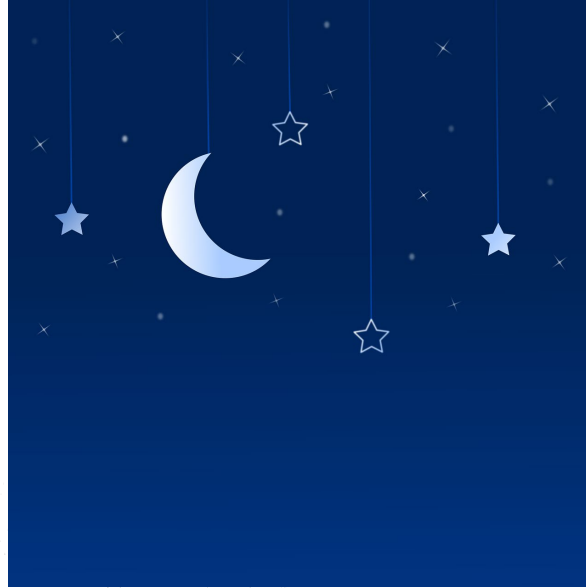
a cold day

an easy lesson

a very crazy person

an interesting class

THE MOON



A Star: singular
The Stars: plural



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Dog



Star



Shakira

A NOUN is

A word to talk about a person, an animal or a thing.

Examples...

House



Flower



SINGULAR

(cuando nos referimos a **un** sustantivo)



A dog
(Un Perro)



An orange
(Una naranja)

PLURAL

(cuando nos referimos a **dos o mas** sustantivos)



Two dogs
(Dos Perros)



Two oranges
(Dos naranjas)



SINGULAR

(cuando nos referimos a **un** sustantivo)



A scientist

(Un científico)

PLURAL

(cuando nos referimos a **dos o mas** sustantivos)



Two scientist**s**

(Dos científicos)

Muchos sustantivos en inglés, como en el Español, se vuelven plurales cuando se les añade la **-S**

*(Many nouns in English, like in Spanish, become plural when an **-S** is added)*



• Generalmente, para formar el plural de los sustantivos en inglés, agregamos una “S” al final de la palabra. Ejemplos:

➤ Book → books

➤ Car → cars

➤ Pen → pens

➤ Bull → bulls

➤ Computer → computers

➤ Pen → pencils



Sin embargo, existe sustantivos con otras terminaciones como **"S, SS, SH, CH, O, X, Z";** para formar el plural de estos se agrega **"ES"** al final. Ejemplos:

- Bus → buses
- Kiss → kisses
- Glass → glasses
- Wash → washes
- Dash → dashes
- Coach → coaches
- Match → matches
- Dress → dresses
- Success → successes
- Potato → Potatoes
- Tomato → tomatoes
- Ox → oxes
- Fox → foxes
- Buzz → buzzes
- Quiz → quizzes

Los sustantivos que terminan en “consonante + Y” cambian la “y” por una “i” y se agrega “es” al final de la palabra.

Ejemplos:

➤ Party → parties

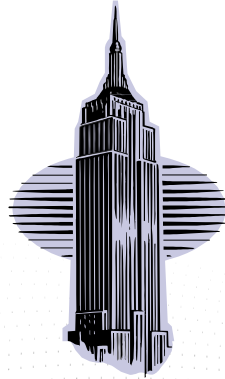
➤ Cry → cries

➤ City → cities

➤ Lady → ladies

➤ Fly → flies

➤ Country → countries



Sin embargo, si el sustantivo termina en “vocal + Y”, la palabra respeta la regla general y solo se le agrega una “S” a la palabra.

Ejemplos:

➤ Day → days

➤ Play → plays

➤ Guy → guys

➤ Pay → pays

➤ Boy → boys

➤ Toy → toys



Para formar el plural de los sustantivos que terminan en “F” o “FE”, se debe cambiar esta terminación por “VES”. Ejemplos:



➤ Thief → thieves

➤ Life → lives

➤ Half → halves

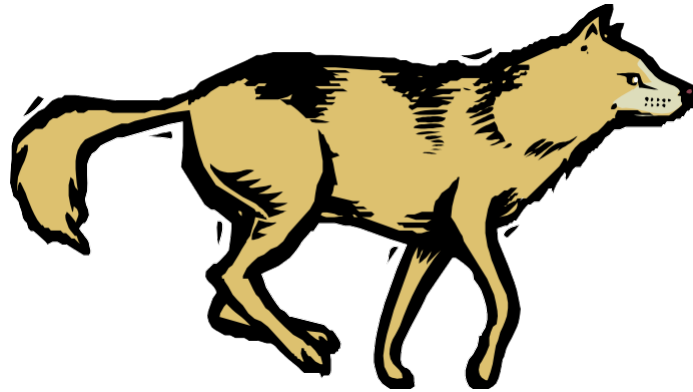
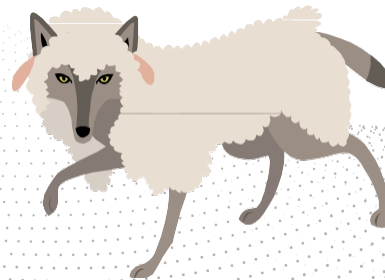
➤ Elf → elves

➤ Dwarf → dwarves

➤ Shelf shelves

➤ Wife → wives

➤ Wolf → wolves



Por último, existen los sustantivos irregulares los cuales no siguen ninguna regla general ya que la única manera de saber cómo se forma su plural es aprendérselos de memoria. Ejemplos:



➤ Woman → women

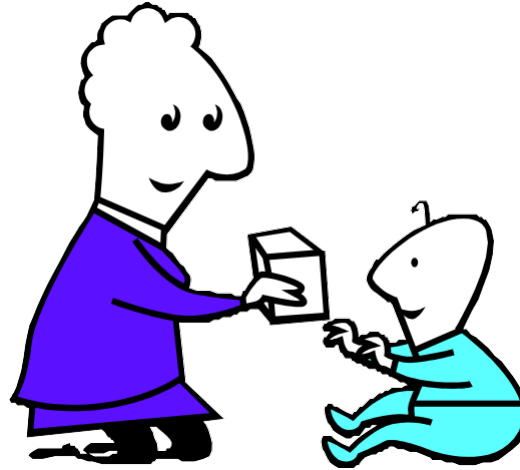
➤ Child → children

➤ Foot → feet

➤ Tooth → teeth

➤ Mouse → mice

➤ Phenomenon → phenomena





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THERE IS - THERE ARE



ENGLISH
GRAMMAR

There is - There are



Meaning: To say that something exists (or doesn't exist)

A
F
F
I
R
M
A
T
I
V
E

There **is** + singular noun

There **is** a book on the desk.

There **are** + plural noun

There **are** books on the desk.

There **is** + uncountable noun

There **is** some milk in the fridge.

N
E
G
A
T
I
V
E

There **isn't** + singular noun

There **isn't** a pen on the table.

There **aren't** + plural noun

There **aren't** any pens here.

There **isn't** + uncountable noun

There **isn't** any juice in the fridge.

Q
U
E
S
T
I
O
N
S

There **is** a cat on the chair.

There **are** cats on the sofa.

Is there a cat on the chair ?

Are there cats on the sofa ?

How many + plural noun + are there ... ?

How many students are there in your class?

How many days are there in February?

CONTRACTIONS

There's = There is

There's not = There is not

There isn't = There is not

There aren't = There are not

There vs Their vs They're



This happens because these three words sound the same when they are spoken.

What is the difference between There, Their and They're?

THERE

There is the opposite of Here. It means 'in that place' not here.

A: Where is my book? – B: It's over there.

I will look for a hotel to stay when I arrive there.

There is/There are = to show that something exists.

There is a book on the table

There are many countries in Europe

THEIR

Their is a possessive adjective which is used before a noun. It shows possession, that something belongs to them.

Their house is big.

All of their friends were crazy.

The children put their books in their school bags

THEY'RE

They're is a contraction of they are.
e.g. They're happy = They are happy

They're is usually before an adjective or a verb ending in ING.

They're very interested in the project.
I personally think they're crazy!
They're singing loudly.

THEY'RE

CONTRACTION

They're is a contraction.
They're = They are

They're + Adjective

- **They're** *tall*. = They are tall.

They're + Verb-ing

- **They're** *studying*.

THEIR

POSSESSIVE ADJECTIVE

Refers to something
other people have or own.

Their + Noun

- **Their** *father* is tall.

- **Their** *books* are new.

- They won **their** *game*.

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THERE

ADVERB / PRONOUN

That place (not here).
Something exists.

There ^{opposite of} Here

- The keys are **there**. = not here

There + is / are = something exists

- **There** *is* a pen in my bag.

THEY'RE vs. THEIR

THEY'RE

CONTRACTION

They're is a contraction.

They're = They are

They're happy

= They are happy

They're + *Adjective*
(description)

- **They're** *tall*. = They are tall.
- **They're** *busy* today.

They're + *Verb -ing*
(action)

- **They're** *learning* English.
- **They're** *eating* pizza.

They're learning English at **their** school.

THEIR

POSSESSIVE ADJECTIVE

Refers to something
other people have or own.

Their books

= The books belong to them

Their + *Noun*
(thing/things/person/people)

- **Their** *father* is tall. = The father they have is tall.
- **Their** *friends* are here.

There is **NEVER** an S at the end of
THEIR when it is followed by a noun.

- **Their** *book*. ✓
- **Their** *books*. ✓
- ~~**Theirs**~~ *books*. ✗



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LIKES AND DISLIKES

LIKE - LIKES
DON'T LIKE - DOESN'T LIKE

Woodward's
ENGLISH
VOCABULARY

AFFIRMATIVE	NEGATIVE
I like flowers.	I don't like flowers.
You like chocolate.	You don't like chocolate.
We like fast food.	We don't like fast food.
They like secrets.	They don't like secrets.
He likes snakes.	He doesn't like snakes.
She likes chocolate.	She doesn't like chocolate.
It likes bones.	It doesn't like bones.



QUESTIONS	SHORT ANSWERS
+ You like chocolate.	Yes, I do.
? Do you like chocolate?	No, I don't.
+ She likes chocolate.	Yes, she does.
? Does she like chocolate?	No, she doesn't.



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I
YOU
THEY
WE

DO NOT **LIKE**

HE
SHE
IT

DOES NOT **LIKE**

EXPRESSING LIKES & DISLIKES

	<ul style="list-style-type: none"> I love... I'm crazy about... 	<p>+ V -ing</p> <p>+ noun</p>
	<ul style="list-style-type: none"> I like... I enjoy... I'm really into... I'm keen on... I'm interested in... 	
	<ul style="list-style-type: none"> I don't mind... but I prefer... 	
	<ul style="list-style-type: none"> I dislike... = I don't like... I hate... I detest... I can't stand... 	

Grammar Rule

Examples

I like going to the park.

I love playing games.

I don't mind doing
homework.

Remember!

We can use 'like', 'love', 'hate' and 'don't mind' to say how we feel about an activity.

She loves watching TV.

He hates tidying his room.

They don't like going to the dentist.

Be careful!

After 'like', 'love', 'hate' and 'don't mind' we usually use the verb with 'ing'.

I love using the computer.

He doesn't like shopping.

She doesn't mind reading.

We say... We don't say...

I like cooking. (NOT I like to cooking.)

She doesn't like studying. (NOT She doesn't like for studying.)

Examples

I like chocolate.

They like the zoo.

We like vegetables.

Remember!

Add an 's' for she, he and it.

She likes apples.

He likes the park.

It likes warm water.

Be careful!

For negatives add 'don't' or 'doesn't'.

I don't like chocolate.

He doesn't like the zoo.

They don't like vegetables.

We say... We don't say...

Do you like bananas? (NOT You like bananas?)

Does he like the beach? (NOT You like the beach?)

Do they like courgettes? (NOT You like courgettes?)

(When asking a normal question we say Do you like + noun?
but for showing surprise you can say You like + noun?)



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Alfred's daily routine

Read the text carefully.

Alfred is an American boy. He lives in Los Angeles, California. He lives with his family in a modern house. He is eleven years old and he has got an older brother, David, and a younger sister, Emma.

He starts his day at about half past seven. He gets up, goes to the bathroom, takes a shower, brushes his teeth and get dressed. Then he has breakfast and at a quarter to eight he leaves home and catches the bus to school.

Classes begin at half past eight. He usually has lunch at the school canteen at half past twelve. After school, at a quarter past five, he goes home. There he does his school homework and when he finishes it he helps his Mum laying the table. At half past seven the family dines together.

Alfred is a very helpful boy, so he helps his mother cleaning up everything after dinner.

He usually watches TV for a while after dinner and at about ten o'clock the most he brushes his teeth again, puts on his Spider Man pajamas and goes to bed. His parents always kiss him good night before he gets asleep. Alfred is a very happy boy!



1 True or False?

1. Alfred is an American boy. _____
2. He lives in a modern flat. _____
3. He is eleven years old. _____
4. He has got two brothers. _____
5. Alfred wakes up at eight o'clock. _____
6. He walks to school. _____
7. His classes begin at half past eight. _____
8. Alfred and his family have dinner at half past seven. _____

2 Match the antonyms.

- | | | |
|----------|---|-----------------|
| modern | • | • enters |
| older | • | • alone |
| starts | • | • end |
| leaves | • | • old-fashioned |
| begin | • | • unhappy |
| together | • | • younger |
| helpful | • | • finishes |
| happy | • | • unhelpful |

3 Answer the following questions.

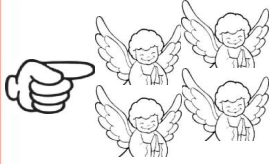
1. Where does Alfred live? -----
2. What's his sister's name? -----
3. What time does he wake up? -----
4. Does he have breakfast at home? -----
5. What time does he leave home? -----
6. Where does he have lunch? -----
7. When does he return home? -----
8. Does he make homework at school or at home? -----
9. Is he a helpful boy? -----
10. What about you? What's your daily routine like? -----

THIS/THESE/THAT/THOSE

Choose the right answer and complete the sentences.



1 _____ angels.



- A This is B That is
C These are D Those are

2 _____ a star.



- A This is B That is
C These are D Those are

3 _____ interesting books.



- A This is B That is
C These are D Those are

4 _____ my dog.



- A This is B That is
C These are D Those are

5 _____ lions.



- A This is B That is
C These are D Those are

6 _____ an ice cream.



- A This is B That is
C These are D Those are

7 _____ delicious fruits.



- A This is B That is
C These are D Those are

8 _____ her pencil.



- A This is B That is
C These are D Those are

9 _____ our house.



- A This is B That is
C These are D Those are

10 _____ my clock.



- A This is B That is
C These are D Those are

11 _____ your rabbits.



- A This is B That is
C These are D Those are

12 _____ nice umbrellas.



- A This is B That is
C These are D Those are

13 _____ four trees.



- A This is B That is
C These are D Those are

14 _____ three caps.



- A This is B That is
C These are D Those are

15 _____ a new chair.



- A This is B That is
C These are D Those are



Meet Ryan Brown

Ryan Brown is ten years old. He lives in a big house in London with his father, Mr. Brown, his mother, Laura and his little sister, Claire.

His father is a bank clerk and his mother is a travel agent. Claire is a baby.

Every morning they get up early. At 7.20 Ryan has a quick shower. Then he goes to the dining room where they have an enormous breakfast.

The Browns go to work by car. Mr. Brown drives it. Ryan goes to school on foot with his best friend Mum and Claire stays at home with the baby-sitter.

At noon Rvan has lunch in the school canteen with his friends.

The Browns go back home after tea. Ryan does his homework and Laura works in the garden. Mr. Brown goes to the library. They have dinner at 7.30 p.m. They talk a lot during dinner. Then, they watch their favourite TV programme and they go to bed.

True or False?

1. Ryan has got a sister.
2. Ryan lives in Hendon.
3. He does his homework before tea.
4. The Browns don't watch TV.
5. The Browns have breakfast at 7.30.
6. Claire is a baby.

Order Ryan's daily routine.

- Ryan has lunch at the school. _____
- Ryan walks to school. _____
- He has a shower. _____
- Ryan does his homework _____
- He watches TV with his family. _____
- He has breakfast. _____
- Ryan gets up. _____
- He has dinner with his family. _____
- Ryan goes to bed. _____

Answer the questions about the text.

1. How old is Ryan?

2. Where does he live?

3. Does he live with his parents?

4. What's his father's job?

5. What's his mother's job?

6. What time do the Browns get up?

7. How does Ryan go to school?

8. What time does he have lunch?

9. Where does he have lunch?

10. What do the Browns do after dinner?

Sophie's daily routine



Sophie is eleven years old and she lives in Brighton, England.

She usually gets up at a quarter to eight, she has a shower, gets dressed and then she brushes her teeth. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth again because she likes them white and healthy!

Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch.

After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit.

At half past seven it is time for dinner. Then she usually reads a book or chats with her parents for a while.

Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth. Sophie is a happy little girl!

A

Answer the questions about the text.

1. What time does Sophie get up?

2. Does she usually have a shower?

3. What does she eat for breakfast?

4. What does she drink for breakfast?

5. What does she do after breakfast?

6. Does she go to school on foot?

7. What time does school start?

8. What time does it finish?

9. Where does Sophie usually have lunch?

10. Who is Sophie's best friend?

11. What does Sophie do when she returns home?

12. How many times a day does she brush her teeth?

13. Is she a happy girl?

B

Order Sophie's daily routine.

- She goes to bed at about ten o'clock.
She gets dressed.
She catches the bus to school.
She has lunch at the school canteen.
She listens to music.
She gets up.
She does her homework.
She has a shower.
She has dinner.

C

Write the sentences in the interrogative and negative forms.

1. Sophie brushes her teeth three times a day.
NEG -----
INT -----
2. She goes to school by bus.
NEG -----
INT -----
3. She listens to music.
NEG -----
INT -----
4. She chats with her parents for a while.
NEG -----
INT -----