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): EVALUACIÓN
- 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:**

✓ 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 la Guía:
Horas directas a formación: 52
Horas de trabajo autónomo: 22

2. PRESENTACION

Estimado aprendiz

Continuamos con el desarrollo de esta guía de aprendizaje, centrándonos ahora en el último componente: ***las Actividades de Transferencia del Conocimiento****. Esta fase es clave, ya que permite reforzar lo aprendido y ponerlo en práctica a través de situaciones que simulan contextos reales, tanto en el ámbito personal como en el laboral. En esta oportunidad, cada grupo deberá presentar en inglés una receta de cocina de forma oral, explicando los ingredientes, utensilios y el procedimiento paso a paso*

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

- ✓ 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 ingles 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 dialogo 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 dialogo 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 mejorar 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 el 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

Reconocer la importancia del uso del inglés en el desempeño de funciones del apoyo administrativo en instituciones de salud.

Se presentará un video o caso corto que muestre situaciones reales en instituciones de salud donde el personal administrativo debe comunicarse en inglés con pacientes o visitantes extranjeros. A partir de este recurso, los aprendices reflexionarán sobre cómo el idioma inglés facilita la atención al usuario, la orientación dentro de los servicios de salud y la gestión de información básica.

Posteriormente, los aprendices participarán en una lluvia de ideas para recordar vocabulario y expresiones que han aprendido durante el proceso de formación, relacionadas con atención al paciente, citas médicas, documentos administrativos y servicios hospitalarios.

Mediante listas, organizarán este vocabulario en categorías como pacientes, servicios, documentos y actividades administrativas. Finalmente, cada aprendiz realizará una breve intervención oral en inglés describiendo una tarea que realiza un asistente administrativo en una institución de salud.

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

Estrategias didácticas activas

- Lluvia de ideas
- Participación guiada

Materiales de formación y apoyo

- Video sobre atención al usuario en instituciones de salud
- Imágenes de vocabulario del entorno hospitalario
- Fichas de vocabulario

3.2 Actividades de Contextualización e Identificación de Conocimientos

Identificar y reforzar los conocimientos adquiridos durante el proceso formativo en inglés aplicado al apoyo administrativo en salud.

Se realizará una actividad diagnóstica de repaso en la que los aprendices resolverán ejercicios relacionados con vocabulario y estructuras gramaticales trabajadas durante la formación, especialmente aquellas utilizadas en contextos administrativos en salud.

Posteriormente, se analizarán diálogos y textos cortos en inglés relacionados con situaciones laborales reales, como la atención a pacientes, la confirmación de citas médicas y la orientación dentro de la institución.

Con apoyo de audios y documentos administrativos sencillos, los aprendices desarrollarán ejercicios de comprensión lectora y auditiva, así como actividades de escritura breve relacionadas con tareas administrativas del sector salud.

Ambiente requerido: Aula con computadores o dispositivos móviles con acceso a internet.

Estrategias didácticas activas

- Lectura guiada
- Análisis de situaciones laborales
- Role play de atención al paciente

Materiales de formación y apoyo

- Ejemplos de diálogos de atención en salud
- Audios de situaciones administrativas en instituciones de salud
- Listas de vocabulario del área de salud

3.3 Actividades de Apropiación

Consolidar las habilidades de comprensión y producción oral y escrita en inglés en situaciones propias del apoyo administrativo en salud.

Los aprendices desarrollarán talleres integradores enfocados en el uso del inglés en contextos administrativos del sector salud, reforzando el vocabulario técnico, las estructuras gramaticales básicas y las expresiones utilizadas en la comunicación con pacientes y personal médico.

Durante las sesiones se realizarán actividades de lectura, escucha, escritura y expresión oral mediante el análisis de situaciones laborales comunes en instituciones de salud.

Asimismo, se llevarán a cabo simulaciones de situaciones administrativas, donde los aprendices representarán actividades propias de su rol ocupacional, tales como la recepción de pacientes, la

asignación de citas médicas, la orientación dentro de la institución y la gestión de información administrativa básica.

Temas clave

1. Vocabulario del entorno hospitalario
2. Atención y orientación al paciente
3. Asignación y confirmación de citas médicas
4. Registro y gestión de información administrativa
5. Comunicación básica en inglés en instituciones de salud

Ambiente requerido: Aula con acceso a recursos audiovisuales y herramientas digitales.

Estrategias didácticas activas

- Talleres escritos
- Role play de atención al paciente
- Juegos de vocabulario técnico

Materiales de formación y apoyo

- Diálogos y textos relacionados con el entorno hospitalario
- Audios de conversaciones en instituciones de salud
- Fichas visuales y textos técnicos

3.4 Actividades de Transferencia del Conocimiento

Demostrar el uso del inglés en situaciones reales del apoyo administrativo en salud mediante una simulación de contexto laboral.

Los aprendices, organizados en grupos, realizarán la presentación final de la competencia de inglés, en la cual deberán representar situaciones propias del entorno administrativo en salud.

Durante la actividad, los aprendices simularán tareas relacionadas con la recepción de pacientes, asignación de citas médicas, orientación dentro de la institución y gestión de información administrativa básica.

Cada grupo desarrollará una escena o simulación, donde los participantes asumirán diferentes roles dentro de una institución de salud, como recepcionista, asistente administrativo o paciente, demostrando el uso del inglés en contextos laborales reales.

Esta actividad permitirá evaluar la comprensión del idioma, la pronunciación, el uso adecuado del vocabulario técnico y la capacidad de los aprendices para comunicarse de manera clara y efectiva en situaciones de atención a un paciente o visitante extranjero.

Ambiente requerido: Aula con proyector y espacio para presentaciones orales.

Estrategias didácticas activas

- Exposición oral
- Simulación de situaciones laborales
- Retroalimentación grupal

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	Actividad final de la competencia de inglés	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.	Glosarios elaborados por el aprendiz con términos administrativos. Flashcards Role play usando frases de atención a usuarios	Emplea de forma adecuada estructuras gramaticales y vocabulario técnico en el contexto del apoyo administrativo en salud. Expresa con claridad tareas o procesos relacionados con la atención al paciente, la asignación de citas médicas y la gestión de información administrativa. Pronuncia correctamente	Lista de chequeo para evaluar desempeño oral. Observación directa durante los ejercicios de role-play. Prueba práctica de vocabulario administrativo. Quiz escrito o digital

				términos específicos del área de salud	

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 BILBIOGRÁFICOS

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: ATENCION INTEGRAL A LA PRIMERA INFANCIA
- Código del Programa de Formación: 637200
- Nombre del Proyecto Formativo (si aplica): IMPLEMENTACIÓN DE ESTRATEGIAS METODOLOGICAS PARA PROCESOS DE ATENCIÓN Y CUIDADO DE NIÑOS Y NIÑAS DEL DEPARTAMENTO DEL CAUCA
- Fase del Proyecto (si aplica): ANALISIS Y PLANEACIÓN
- Actividad de Proyecto Formativo (si aplica): COMPRENDER MÉTODOS DE INTERACCIÓN EN UNA SEGUNDA LENGUA PARA FORTALECER LA ATENCIÓN INTEGRAL DE LOS NIÑOS Y NIÑAS EN DIFERENTES CONTEXTOS SOCIALES.
- Competencia:

Interactuar en lengua inglesa de forma oral y escrita dentro de contextos sociales y laborales según los criterios establecidos por el Marco Común Europeo de Referencia para las Lenguas.

- **Resultados de Aprendizaje Alcanzar:**

✓ Comprender información básica oral y escrita en inglés acerca de sí mismo, de las personas y de su contexto inmediato en realidades presentes e historias de vida.

✓ Describir a nivel básico, de forma oral y escrita en inglés personas, situaciones y lugares de acuerdo con sus costumbres y experiencias de vida.

- **Duración de Guía:**

Horas directas a formación: 44

Horas en la plataforma: 19

2. PRESENTACIÓN

Apreciado aprendiz, en esta guía de aprendizaje, tendrá la oportunidad de desarrollar y consolidar las habilidades lingüísticas adquiridas a lo largo de su experiencia educativa en una segunda lengua. Con ayuda de su instructor y el desarrollo de las actividades formuladas en este documento, usted tendrá la posibilidad de identificar y describir actividades específicas de uso frecuente tanto en contextos cotidianos como

técnicos, lo que le permitirá tener un primer acercamiento con el uso del inglés en su programa formativo. Al final usted contará con herramientas que serán de gran ayuda para fortalecer las habilidades que se desarrollaran en las siguientes guías.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- Resumir textos breves en inglés identificando ideas principales, secundarias y de enlace sobre actividades cotidianas y del área técnica.
- Sostener una conversación sencilla sobre un tema relacionado con el área técnica y la vida cotidiana.

- **KNOWING MYSELF AND THE OTHERS**
  Por medio de esta actividad usted podrá recordar y fortalecer algunos conocimientos previos en inglés, a partir de diferentes actividades propuestas por el instructor, dichas actividades estarán encaminadas respecto a la información personal de cada aprendiz.

- **CLASSROOM COMMANDS (15 COMMANDS)**
  Por medio de esta actividad usted, adquirirá una serie de órdenes que serán herramientas fundamentales en su proceso de aprendizaje, dichas ordenes deben ser practicadas por cada uno de los aprendices, para mejorar su nivel de inglés.

- **PLACEMENT TEST (CHECKLIST)**
  A través de este tipo de ejercicios se busca poder medir el nivel de inglés de los aprendices y con este diagnóstico, poder establecer diferentes estrategias de aprendizaje para que el aprendiz tenga una mejor aprensión del conocimiento en una segunda lengua.

- **KNOWING MY PROGRAM (PROGRAM DEFINITION, PROGRAM DESCRIPTION, PROGRAM SKILLS, PROFILE)**
  El instructor realizará diversas actividades en inglés con el fin de que los aprendices logren reconocer a cabalidad el programa.

- **MY PROGRAM TOOLS (Technical Vocabulary)**
  De acuerdo al programa en cual se está trabajando, los aprendices realizaran diferentes actividades lúdico-pedagógicas con el fin de que logren apropiar de una manera práctica el vocabulario técnico perteneciente a dicha ficha.

3.1 Actividades de reflexión inicial

Motivar a los aprendices hacia el aprendizaje del inglés, resaltando su importancia en contextos educativos infantiles, especialmente en la interacción básica con niños y el uso de vocabulario inicial en el aula.

Descripción de la actividad:

- Aplicación de plan diagnóstico (oral y escrito).
- Dinámica de presentación personal en inglés, simulando el rol de auxiliar de primera infancia.
- Introducción al vocabulario básico: saludos, alfabeto y colores, aplicados a contextos infantiles.
- Práctica guiada de presentación personal como educadores en formación.
- Escritura de un párrafo corto sobre sí mismo enfocado en su rol formativo.
- Socialización oral: presentación como auxiliares de primera infancia frente a un grupo simulado de niños.

Temas para abordar:

- Saludos y despedidas en contextos educativos
- Alfabeto en inglés (spelling con enfoque didáctico para niños)
- Colores (uso en actividades infantiles)
- Presentación personal básica

Ambiente requerido: Aula equipada con proyector, recursos visuales y material didáctico infantil.

Estrategias didácticas activas:

- Lluvia de ideas
- Discusión
- Simulación de aula infantil

Materiales de formación: Guías de aprendizaje, material pedagógico básico.

Material de apoyo: Videos infantiles, canciones, flashcards, apps de pronunciación.

3.2 Actividades de contextualización e identificación de conocimientos

Reconocer conocimientos previos del idioma y relacionarlos con el uso del inglés en actividades pedagógicas dirigidas a la primera infancia.

Descripción de la actividad:

- Introducción a sustantivos y artículos mediante objetos y elementos del entorno infantil.
- Actividades de asociación de vocabulario: frutas y animales, integrando colores y alfabeto para enseñanza a niños.
- Práctica estructurada: color + sustantivo (red apple), adjetivo + animal (big dog, small turtle), simulando actividades de aula.
- Construcción de oraciones simples a partir de imágenes infantiles.
- Presentación oral basada en imágenes, como si explicaran a niños.

Temas para abordar:

- Sustantivos y artículos (a, an)
- Vocabulario: frutas y animales (en contexto infantil)
- Adjetivos básicos
- Construcción de oraciones simples

Ambiente requerido: Aula con material visual, imágenes, juguetes didácticos y acceso a recursos digitales.

Estrategias didácticas activas:

- Asociación visual
- Aprendizaje basado en imágenes
- Role playing como docente infantil

Material de apoyo: Flashcards, videos infantiles, material ilustrado.

3.3 Actividades de apropiación

Desarrollar habilidades comunicativas básicas en inglés aplicadas a la orientación y acompañamiento de niños en entornos educativos.

Descripción de la actividad:

- Introducción y práctica de estructuras: *There is / There are*, aplicadas al aula (There is a board, there are 5 students).
- Aprendizaje de vocabulario de objetos del salón de clase y elementos del entorno infantil.
- Actividades de conteo usando *how many* y *how much*, enfocadas en dinámicas con niños.
- Uso de demostrativos (*this, that, these, those*) para señalar objetos en actividades pedagógicas.
- Descripción oral de objetos usando imágenes (this is a book), como explicación para niños.
- Reconocimiento de miembros de la familia usando el verbo *to be*, relacionándolo con el entorno del niño.
- Práctica de preguntas con *Wh questions* (Who is she?) en actividades de identificación.
- Elaboración de un árbol genealógico como recurso didáctico para niños.
- Presentación oral del árbol genealógico simulando una actividad en el aula infantil.

Temas:

- There is / There are
- Vocabulario del aula y entorno infantil
- Números y conteo

- Demostrativos
- Verbo *to be*
- Familia
- Wh Questions

Ambiente requerido: Ambiente de formación con recursos didácticos infantiles, material gráfico y apoyo tecnológico.

Estrategias didácticas activas:

- Talleres prácticos
- Trabajo en parejas
- Juegos de rol (docente–niño)
- Aprendizaje basado en imágenes y material concreto

Materiales de formación: Guías didácticas, material pedagógico infantil.

Material de apoyo: Flashcards, cuentos ilustrados, videos educativos.

Evidencias de aprendizaje:

- Producción de oraciones simples en contexto infantil
- Presentación del árbol genealógico
- Participación en simulaciones de aula

3.4 Actividades de transferencia del conocimiento

Aplicar el inglés en situaciones reales del contexto educativo infantil, describiendo niños, emociones y situaciones cotidianas.

Descripción de la actividad:

- Introducción al vocabulario de estados de ánimo (happy, sad, hungry, tired) aplicado a niños.
- Identificación de emociones en imágenes infantiles.
- Práctica del verbo *to be* en descripciones simples.
- Construcción de oraciones: (The child is happy, She is sad).
- Presentación oral describiendo niños y situaciones del aula.
- Retroalimentación enfocada en la comunicación con población infantil.

Temas abordados:

- Estados de ánimo en niños
- Vocabulario básico infantil

- Verbo *to be*
- Oraciones simples

Ambiente requerido: Aula con material visual infantil, proyector y espacio para dramatizaciones.
Estrategias didácticas activas:

- Simulación de aula infantil
- Observación de imágenes
- Presentación oral

Materiales de formación: Guías didácticas, fichas de vocabulario.

Material de apoyo: Imágenes, videos infantiles, recursos digitales.

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
Análisis y Planeación	Diseñar y ejecutar una mini clase en inglés dirigida a niños, integrando vocabulario básico (colores, animales, familia, aula y emociones) y estructuras simples (to be, this is, there is/are), demostrando claridad, creatividad y coherencia en la comunicación oral.	Resumir textos breves en inglés identificando ideas principales, secundarias y de enlace sobre actividades cotidianas y del área técnica. Sostener una conversación sencilla sobre un tema relacionado con el área técnica y la vida cotidiana.	Elaboración de material didáctico (flashcards, carteles o imágenes) para la enseñanza del inglés en primera infancia. Ejecución de una mini clase en inglés dirigida a niños, utilizando vocabulario básico y estructuras simples.	Utiliza vocabulario básico en inglés relacionado con el contexto de la primera infancia. Emplea correctamente estructuras simples. Demuestra creatividad en el diseño de la actividad didáctica	Observación directa Simulación (juego de roles) Evaluación del desempeño Rúbrica de evaluación Lista de chequeo

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 BILBIOGRÁFICOS

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**	**2026**	**Mejora.**

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: GESTIÓN CONTABLE Y DE INFORMACIÓN FINANCIERA
- Código del Programa de Formación: 123101
- Nombre del Proyecto Formativo (si aplica): APLICACIÓN DE LA NORMATIVA CONTABLE, TRIBUTARIA, LABORAL, COMERCIAL Y FINANCIERA, A TRAVÉS DE UNA EMPRESA DIDÁCTICA Y/O DEL SECTOR PRODUCTIVO
- Fase del Proyecto (si aplica): EJECUCIÓN
- Actividad de Proyecto Formativo (si aplica): VERIFICAR LOS RESULTADOS CONTABLES Y FINANCIEROS DEL ENTE ECONÓMICO DE ACUERDO CON INDICADORES
- 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:
  - ✓ Presentar un proceso para la realización de una actividad en su quehacer laboral de acuerdo con los procedimientos establecidos desde su programa de formación.

    Duración de la Guía:
    Horas directas a formación: 48
    Horas de trabajo autónomo: 20

2. PRESENTACION

Estimado aprendiz

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

- ✓ 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 ingles 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 dialogo 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 dialogo 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 mejorar 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 el 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

Motivar a los aprendices hacia el uso del inglés en el contexto contable y financiero, reconociendo su importancia para comprender, describir y comunicar procesos propios del quehacer laboral.

Descripción de la actividad:

- Aplicación de plan diagnóstico (oral y escrito).
- Presentación del proceso contable en inglés (accounting process, company, transactions).
- Discusión orientada sobre el uso del inglés en entornos contables reales (reportes, software, documentos).
- Práctica oral guiada: descripción general de procesos financieros utilizando frases simples.
- Introducción al uso de conectores básicos de secuencia (first, then, finally).

Temas para abordar:

- Vocabulario contable básico
- Descripción general de procesos
- Conectores de secuencia
- Frases simples en inglés

Ambiente requerido: Aula con proyector, tablero y acceso a recursos digitales.

Estrategias didácticas activas:

- Lluvia de ideas
- Discusión guiada

Materiales de formación: Guías introductorias, glosarios básicos.

Material de apoyo: Videos, presentaciones, ejemplos de procesos contables.

3.2 Actividades de Contextualización e Identificación de Conocimientos

Identificar conocimientos previos del inglés técnico y relacionarlos con documentos contables reales, reconociendo su función dentro de los procesos financieros.

Descripción de la actividad:

- Identificación de documentos contables en inglés (invoice, receipt, voucher) y su función.
- Ejercicios de relación imagen – palabra – función del documento.
- Reconocimiento de vocabulario técnico asociado a procesos contables.
- Lectura guiada de textos cortos sobre documentos contables.
- Identificación de palabras clave y comprensión general del contenido.

Temas para abordar:

- Documentos contables en inglés
- Función de los documentos en el proceso contable
- Vocabulario técnico básico
- Comprensión de lectura inicial

Ambiente requerido: Aula con material visual, documentos modelo y recursos digitales.

Estrategias didácticas activas:

- Asociación visual
- Lectura guiada
- Preguntas orientadoras
- Aprendizaje contextualizado

Material de apoyo: Imágenes, documentos reales o simulados, textos cortos técnicos.

3.3 Actividades de Apropiación

Los aprendices desarrollarán talleres prácticos enfocados en la comprensión y producción de textos relacionados con el área contable y financiera, tales como reportes básicos, descripciones de procesos contables, registros de transacciones y documentos como facturas, recibos y comprobantes.

Se trabajará el uso adecuado del vocabulario técnico del área contable y financiera, estructuras gramaticales básicas y expresiones utilizadas en la comunicación empresarial y financiera.

Durante las sesiones se utilizarán recursos digitales, videos, lecturas técnicas y fichas de trabajo, con el fin de fortalecer las habilidades de lectura, escritura, escucha y expresión oral en contextos contables.

Asimismo, se realizarán simulaciones de situaciones laborales, en las que los aprendices representarán actividades propias del área contable, como describir procesos financieros, explicar el uso de documentos contables, registrar información básica y comunicar procedimientos de manera clara en inglés.

Descripción de la actividad:

- Lectura de textos cortos relacionados con procesos contables (registro de transacciones, elaboración de documentos, etc.).
- Identificación de ideas principales, vocabulario técnico y secuencia del proceso.

- Elaboración de textos simples en inglés basados en la información leída.
- Construcción de oraciones para describir procesos paso a paso (first, then, after that, finally).
- Práctica oral mediante role plays en situaciones del entorno laboral contable.
- Descripción de documentos contables indicando su uso dentro del proceso.
- Organización de información en secuencias lógicas para facilitar la comunicación.

Temas:

- Descripción de procesos contables
- Secuencia lógica de procesos
- Documentos contables y su uso
- Vocabulario técnico
- Producción escrita basada en lectura

Ambiente requerido: Ambiente de formación con acceso a material técnico, guías y recursos digitales.

Materiales de formación: Guías técnicas, lecturas especializadas.

Material de apoyo: Documentos contables, ejemplos reales o simulados, recursos digitales.

Evidencias de aprendizaje:

- Textos escritos basados en lecturas técnicas
- Descripción secuencial de procesos contables
- Participación en role plays

Instrumentos de evaluación:

- Rúbricas de desempeño
- Listas de chequeo
- Autoevaluación

3.4 Actividades de Transferencia del Conocimiento

Aplicar el inglés en una presentación clara y organizada de procesos contables y en la elaboración de documentos escritos basados en información técnica, propios del contexto laboral.

Descripción de la actividad:

- Presentación oral de un proceso contable, describiendo sus etapas de forma clara, lógica y secuencial (uso de conectores: first, then, finally).
- Simulación de situaciones laborales mediante role plays (explicación de procesos, uso de documentos).
- Elaboración de un documento escrito en inglés basado en una lectura técnica previamente analizada.

- Socialización del escrito, evidenciando coherencia, uso de vocabulario técnico y comprensión del proceso.
- Retroalimentación enfocada en claridad, secuencia lógica y uso del lenguaje técnico.

Temas abordados:

- Presentación de procesos contables
- Comunicación en contexto laboral
- Escritura técnica básica
- Uso de conectores de secuencia
- Vocabulario contable

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

Estrategias didácticas activas:

- Simulación
- Presentación oral
- Producción escrita
- Retroalimentación formativa

Materiales de formación: Guías de escritura, lecturas técnicas.
Material de apoyo: Plantillas, documentos modelo, recursos digitales.

Evidencias de aprendizaje:

- Presentación oral de un proceso contable estructurado
- Documento escrito basado en lectura técnica
- Participación en simulaciones

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	Describir y presentar en inglés un proceso contable, integrando vocabulario técnico,	Elaborar documentos escritos basados en lecturas especializadas de interés	Presentación oral de un proceso contable en inglés. Elaboración de un texto escrito	Utiliza vocabulario técnico contable de manera adecuada.	Rúbrica de comunicación oral Rúbrica de producción escrita

	conectores de secuencia y estructuras básicas, así como elaborar un texto escrito basado en una lectura técnica, demostrando claridad y coherencia en la comunicación.	técnico y general.	basado en una lectura técnica del área contable. Uso adecuado de vocabulario técnico contable y conectores de secuencia (first, then, finally) en contextos laborales.	Emplea correctamente conectores de secuencia (first, then, finally). Se comunica de manera clara en la presentación oral. Elabora textos escritos coherentes basados en lecturas técnicas.	Lista de chequeo Evaluación formativa

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 BILBIOGRÁFICOS

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**	**2026**	**Mejora.**

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: GESTIÓN EMPRESARIAL
- Código del Programa de Formación: 621201
- Nombre del Proyecto Formativo (si aplica)**:** FORMULACIÓN DE IDEAS DE NEGOCIO PARA EMPRENDER PROYECTOS PRODUCTIVOS DE ACUERDO A LAS TENDENCIAS Y AL COMPORTAMIENTO ECONÓMICO DEL DEPARTAMENTO DEL CAUCA Y COLOMBIA.
- Fase del Proyecto (si aplica)**:** PLANEACIÓN
- Actividad de Proyecto Formativo (si aplica): FORMULAR IDEAS DE NEGOCIOS PRODUCTIVAS QUE RESPONDAN A LAS NECESIDADES Y EXPECTATIVAS DE LOS SECTORES ECONÓMICOS
- Competencia:

  Producir textos en inglés en forma escrita y oral.
  Resultados de Aprendizaje Alcanzar:
  - ✓ Reproducir en inglés frases o enunciados simples que permitan expresar de forma lenta ideas o conceptos.
  - ✓ Identificar formas gramaticales básicas en textos y documentos elementales escritos en inglés
  - ✓ Encontrar y utilizar sin esfuerzo vocabulario y expresiones de inglés técnico en artículos de revistas, libros especializados, páginas web, etc.

  Duración de la Guía: 49 H

2. PRESENTACION

Estimado aprendiz,

La siguiente guía le permitirá orientarse en su proceso formativo en cuanto a la relevancia de trabajar el aspecto referente a la producción de textos en inglés de forma oral y escrita. Al lograr manejarlo, usted como aprendiz será capaz de comprender frases y vocabulario habitual sobre temas de interés personal y temas técnicos. De igual manera, al culminar esta guía y con la ayuda del instructor (a), el aprendiz será capaz de llevar a cabo intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla sobre temas técnicos, encontrar información específica y predecible en escritos sencillos y cotidianos.

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general

Learning to describe habitual and technical activities through writing and speaking exercises.

- Descripción de la(s) Actividad(es)

Writing activities

- **Do summaries**: Esto le permitirá al aprendiz subrayar los aspectos claves en cada párrafo. Resume la idea central en una sola oración. Utiliza palabras de enlace para organizar las ideas en un solo párrafo con claridad. Incluye en el resumen la información más importante con frases claras, simples y concisas.

- **Organizing a paragraph**: En la parte escrita esta herramienta le permitirá al aprendiz utilizar palabras y expresiones de enlace apropiadas según el contexto: añadir información, contraste, dar razón, resultado u opinión, secuencia de eventos, conclusión y expresiones de tiempo.

Speaking activities

- **Describing people**: Por medio de esta técnica el aprendiz podrá adquirir vocabulario necesario para describir a una persona tanto en la parte física como en la personalidad y de manera oral. Esto se podría aplicar inicialmente de manera escrita y luego se llevaría a la práctica a través de actividades comunicativas como describir a un famoso escogido libremente.

- **Dialogues / conversations**: A través de los diálogos el aprendiz estará en capacidad de interactuar con sus compañeros dado que estos le permitirán utilizar preguntas y respuestas cortas, emplear expresiones para mostrar reacciones emocionales y de igual manera podrá distinguir la utilización del lenguaje formal e informal.

3.1 Actividades de Reflexión Inicial

Reconocer el uso del inglés en contextos relacionados con la gestión empresarial y la comunicación organizacional.

Descripción de la actividad

El instructor presentará diferentes ejemplos de comunicación utilizada en entornos empresariales, como fragmentos de páginas web corporativas, anuncios de empresas, perfiles profesionales o pequeñas descripciones de compañías internacionales.

A partir de estos ejemplos, los aprendices identificarán palabras, expresiones y frases básicas en inglés relacionadas con el mundo empresarial. Posteriormente, participarán en una actividad grupal donde relacionarán vocabulario empresarial con funciones dentro de una empresa, como administración, ventas, recursos humanos y atención al cliente.

Finalmente, los aprendices reproducirán frases o enunciados simples en inglés para describir ideas básicas relacionadas con empresas, cargos o actividades organizacionales.

Ambiente requerido: Aula con recursos audiovisuales y acceso a internet.

Estrategias didácticas activas

- Discusión guiada
- Identificación de vocabulario
- Participación oral

Materiales de formación y apoyo

- Imágenes y ejemplos de páginas empresariales
- Fragmentos de textos organizacionales
- Listas de vocabulario empresarial

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

Reconocer estructuras gramaticales básicas presentes en textos relacionados con el entorno empresarial.

Descripción de la actividad

Los aprendices trabajarán con textos cortos relacionados con el ámbito empresarial, tales como descripciones de empresas, perfiles profesionales o publicaciones informativas sobre negocios.

Durante la actividad deberán identificar formas gramaticales básicas presentes en los textos, como el uso de verbos comunes, sustantivos relacionados con el mundo empresarial, conectores simples y estructuras básicas de oración.

Posteriormente, los aprendices realizarán ejercicios donde deberán clasificar palabras, completar frases y reconocer estructuras gramaticales utilizadas en los textos.

Ambiente requerido: Aula con acceso a computadores o dispositivos móviles.

Estrategias didácticas activas

- Lectura analítica
- Identificación de estructuras gramaticales
- Trabajo colaborativo

Materiales de formación y apoyo

- Textos breves sobre empresas
- Ejercicios de reconocimiento gramatical
- Fichas de vocabulario técnico

3.3 Actividades de Apropiación

Desarrollar habilidades para comprender y producir frases simples en inglés relacionadas con la gestión empresarial.

Descripción de la actividad

Los aprendices realizarán actividades orientadas al uso práctico del inglés en situaciones básicas del contexto empresarial. Durante las sesiones se trabajará con diferentes tipos de textos como artículos cortos, publicaciones empresariales, descripciones de empresas y contenidos de páginas web.

A partir de estos textos, los aprendices identificarán vocabulario técnico y expresiones frecuentes utilizadas en el ámbito empresarial. También desarrollarán ejercicios de producción escrita donde deberán construir frases simples que describan funciones empresariales, roles dentro de una organización o actividades laborales básicas.

De igual manera, se desarrollarán actividades orales donde los aprendices reproducirán frases cortas para describir información empresarial básica o comentar información encontrada en los textos trabajados.

Temas clave

1. Vocabulario técnico relacionado con empresas
2. Estructuras gramaticales básicas del inglés
3. Comprensión de textos empresariales sencillos
4. Producción de frases simples en inglés
5. Expresión oral básica en contextos empresariales

Ambiente requerido: Aula con acceso a recursos digitales y material de lectura.

Estrategias didácticas activas

- Talleres de lectura y escritura
- Análisis de textos empresariales
- Prácticas de expresión oral
- Actividades de vocabulario técnico

Materiales de formación y apoyo

- Artículos cortos de revistas de negocios

- Contenidos de páginas web empresariales
- Textos informativos sobre empresas

3.4 Actividades de Transferencia del Conocimiento

Aplicar el conocimiento adquirido mediante el análisis y presentación de información empresarial en inglés.

Descripción de la actividad

Los aprendices, organizados en grupos, seleccionarán un texto corto relacionado con el mundo empresarial proveniente de revistas, páginas web o artículos informativos.

A partir del texto seleccionado deberán:

- Identificar vocabulario técnico relevante
- Reconocer estructuras gramaticales básicas
- Elaborar frases simples en inglés que expliquen la información principal del texto

Posteriormente, cada grupo realizará una presentación oral breve, donde compartirán las ideas principales del texto utilizando enunciados simples en inglés.

Esta actividad permitirá evaluar la capacidad de los aprendices para comprender textos técnicos básicos, reconocer estructuras gramaticales y reproducir frases simples relacionadas con la gestión empresarial.

Ambiente requerido: Aula con proyector y espacio para exposiciones.

Estrategias didácticas activas

- Presentación oral
- Análisis de textos técnicos
- Retroalimentación grupal

Materiales de formación y apoyo

- Artículos empresariales
- Textos de páginas web corporativas
- Recursos visuales de apoyo

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	Elaboración de un texto corto en inglés donde describan su actividad, productos o departamentos utilizando frases simples y exponerlo.	Identificar estructuras gramaticales del idioma inglés en textos y conversaciones técnicas y de interés general	Cuestionario escrito donde identifica estructuras gramaticales básicas en textos empresariales en inglés. Taller de comprensión lectora Actividad de análisis.	Pronuncia adecuadamente el vocabulario y modismos básicos del idioma. Estructura adecuadamente una opinión sobre un tema conocido de su especialidad. Sostiene conversaciones con vocabulario básico y técnico aprendido. Elabora resúmenes cortos sobre textos sencillos, y con contenido técnico.	Escribe en español las ideas principales y secundarias del texto en inglés expuesto en clase. Subraya el vocabulario técnico clave del texto leído, clasificándolo de acuerdo a su función gramatical (verbos, adjetivos, sustantivos). Representa de forma oral un dialogo referente a la lectura técnica vista en clase. Expone en inglés el vocabulario técnico de un artículo dado.

5. GLOSARIO DE TÉRMINOS

6. REFERENTES BILBIOGRÁFICOS

British English
https://learnenglish.britishcouncil.org/business-english/business-magazine

Lingua
https://lingua.com/businessenglish/reading/

Business English Pod

https://www.businessenglishpod.com/

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**	**2026**	**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): EVALUACIÓN
- 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:

✓ 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 la Guía:
Horas directas a formación: 52
Horas de trabajo autónomo: 22

2. PRESENTACION

Estimado aprendiz

Continuamos con el desarrollo de esta guía de aprendizaje, centrándonos ahora en el último componente: ***las Actividades de Transferencia del Conocimiento****. Esta fase es clave, ya que permite reforzar lo aprendido y ponerlo en práctica a través de situaciones que simulan contextos reales, tanto en el ámbito personal como*

en el laboral. En esta oportunidad, cada grupo deberá presentar en inglés una receta de cocina de forma oral, explicando los ingredientes, utensilios y el procedimiento paso a paso

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

- ✓ 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 ingles 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 dialogo 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 dialogo 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 mejorar 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 el 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 (6 horas)

Motivar al aprendiz e identificar la relevancia del inglés en la preparación de recetas de pastelería.

Descripción de la actividad:

Se proyectará un video que muestre cómo el conocimiento del inglés facilita la comprensión de recetas internacionales, etiquetas de ingredientes y tutoriales en línea. Luego, los aprendices harán una lluvia de ideas sobre términos que ya conocen relacionados con ingredientes, utensilios y procesos de preparación. Usando visual thinking, identificarán palabras clave de recetas como “mix,” “bake,” “whisk,” y “dough.” Finalmente, los aprendices realizarán una breve presentación oral en inglés describiendo un paso básico de alguna receta.

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

Estrategias didácticas activas:

- Lluvia de ideas
- Visual Thinking
- Presentaciones guiadas

Materiales de formación y apoyo:

- Videos de recetas en inglés
- Diccionarios ilustrados (utensilios, ingredientes)
- Fichas de vocabulario

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

Identificar conocimientos previos y necesidades lingüísticas para la comprensión de recetas en inglés.

Descripción de la actividad:

Se aplicará una prueba escrita con vocabulario básico de repostería. Luego se analizarán recetas sencillas en inglés para identificar estructuras comunes (verbos, cantidades, tiempos). Con apoyo de audios y textos técnicos, los aprendices escribirán instrucciones breves de preparación de productos como cupcakes, galletas o muffins.

Ambiente requerido: Aula con computadores o dispositivos móviles e internet.

Estrategias didácticas activas:

- Análisis de recetas reales
- Lectura guiada
- Role play de pasos de preparación

Materiales de formación y apoyo:

- Presentación de recetas en inglés
- Audios de instrucciones de cocina
- Vocabulario temático

3.3 Actividades de Apropiación (26 horas)

Fortalecer la comprensión y producción oral y escrita en inglés a partir de recetas de pastelería.

Descripción de la actividad:

Los aprendices desarrollarán talleres prácticos con enfoque en la lectura y redacción de recetas, uso correcto del vocabulario técnico (medidas, ingredientes, procesos) y verbos imperativos. Se utilizarán OVA, audios de cocina, videos y fichas para reforzar la comprensión auditiva y escrita. También se realizarán simulaciones de preparación oralmente, en las que el aprendiz explica una receta paso a paso en inglés.

Temas clave:

1. Verbos de acción en cocina (mix, stir, bake, pour…)
2. Medidas y unidades (grams, cups, teaspoons…)
3. Ingredientes y utensilios comunes
4. Organización de pasos en recetas

Ambiente requerido: Aula, acceso a audios.

Estrategias didácticas activas:

- Talleres escritos
- Listening con recetas reales
- Role play de preparación de recetas
- Uso de OVA
- Juegos con vocabulario

Materiales de formación y apoyo:

- Recetas temáticas en inglés
- Audios con pasos de preparación
- Fichas visuales y textos técnicos

3.4 Actividades de Transferencia del Conocimiento (12 horas)

Aplicar de forma integrada lo aprendido a través de la exposición y redacción de una receta técnica en inglés.

Descripción de la actividad:

Por grupo los aprendices presentarán oralmente una receta en inglés, explicando los ingredientes, utensilios y pasos para su preparación. Además, entregará la receta escrita con una estructura clara.

La actividad permitirá evaluar comprensión, pronunciación, vocabulario técnico y organización textual.

Ambiente requerido: Aula con proyector, espacio para presentaciones orales.

Estrategias didácticas activas:

- Exposición oral
- Simulación paso a paso
- Retroalimentación grupal

Materiales de formación y apoyo:

- Plantillas de recetas
- Recursos visuales (fotografías, fichas)
- Videos guía

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	Actividad final de la competencia de inglés	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.	Presentación oral grupal e individual Resumen final sobre receta (pitch)	Emplea de forma adecuada estructuras gramaticales y vocabulario técnico en el contexto de elaboración de recetas. Expresa con claridad procesos o preparaciones conocidas dentro del campo de la pastelería. Pronuncia correctamente términos específicos del área, como	Rúbricas orales y escritas chequeo de desempeño comunicativo Observación directa.

				ingredientes, utensilios y técnicas de repostería.	

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 BILBIOGRÁFICOS

Webgrafía:

- ESL Gold
  URL: https://www.eslgold.com/

- YouTube – "English for Baking and Pastry"
  Ejemplo de canal: "English with Foodie" (https://www.youtube.com/c/EnglishWithFoodie)

- BBC Learning English
  https://www.bbc.co.uk/learningenglish

- ESL Library (antes "MES English")
  URL: https://www.esllibrary.com/

- British Council – Learn English
  https://learnenglish.britishcouncil.org/

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**	**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: PELUQUERIA.
- Código del Programa de Formación: 637307
- Nombre del Proyecto Formativo (si aplica): APLICACIÓN DE PROTOCOLOS ESTABLECIDOS PARA EL DESEMPEÑO EN EL ÁREA DE PELUQUERÍA 2676481
- Fase del Proyecto (si aplica): EJECUCIÓN Y EVALUACIÓN
- Actividad de Proyecto Formativo (si aplica): IDENTIFICAR LAS CARACTERISTICAS MORFOLOGICAS Y FISICOQUIMICA DEL CABELLO DEL USUARIO EN EL CAMBIO DE IMAGEN TENIENDO EN CUENTA LA NORMATIVIDAD LEGAL VIGENTE
- 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.
✓ 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: 91
Horas en la plataforma: 38

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. 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
- ✓ 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 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 guia 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 asi 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 resumén 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 didactica que busca que los aprendices interactuen, logren fortalecer no solo la habilidad de escritura y lectura, sino su producción oral, asi mismo, cómo colectar 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, titulo, etc y su conocimiento previo para anticipar lo que están por leer.

Audios. Por medio de archivos mp3 o links, usted escuchará vocabularios y oraciones en ingles 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 dialogo 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 dialogo 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 mejorar 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 el 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

Objetivo: Motivar al aprendiz e identificar la relevancia del inglés en los servicios de peluquería.

Descripción de la actividad:

Se proyectará un video que muestre cómo el conocimiento del inglés facilita la atención a clientes extranjeros, la comprensión de instrucciones de productos cosméticos y el acceso a tendencias internacionales. Luego, los aprendices harán una lluvia de ideas sobre términos que ya conocen relacionados con herramientas, técnicas y servicios de peluquería. Usando palabras clave como “cut,” “wash,” “dry,” “trim,” y “color.” Finalmente, los aprendices realizarán una breve presentación oral en inglés describiendo un servicio básico (como corte, lavado o producto para cabello).

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

Estrategias didácticas activas:

- Lluvia de ideas
- Presentaciones guiadas

Materiales de formación y apoyo:

- Videos sobre atención al cliente en salones de belleza
- Video sobre un producto para venta
- Diccionarios ilustrados (herramientas, técnicas, productos)
- Fichas de vocabulario específico

3.2 Actividades de Contextualización e Identificación de Conocimientos

Objetivo: Identificar conocimientos previos y necesidades lingüísticas para la prestación de servicios o productos de peluquería en inglés.

Descripción de la actividad:

Se aplicará una prueba escrita con vocabulario básico del área. Posteriormente, se analizarán fichas de servicios de peluquería en inglés para identificar estructuras comunes (verbos, materiales, instrucciones). A través de audios y textos técnicos, los aprendices escribirán instrucciones simples relacionadas con servicios como cortes, lavado, secado o aplicación de color.

Ambiente requerido: Aula con computadores o dispositivos móviles con acceso a internet.

Estrategias didácticas activas:

- Análisis de fichas técnicas y menús de servicios
- Lectura guiada
- Role play con pasos de atención o descripción de productos

Materiales de formación y apoyo:

- Catálogos y fichas de peluquería en inglés
- Audios de servicios ofrecidos
- Vocabulario temático por servicio

3.3 Actividades de Apropiación del Conocimiento

Objetivo: Fortalecer la comprensión y producción oral y escrita en inglés en contextos de peluquería.

Descripción de la actividad:

Los aprendices desarrollarán talleres prácticos centrados en el uso del vocabulario técnico (tipos de cortes, tratamientos, herramientas, productos) y estructuras básicas para dar instrucciones, describir servicios y consultar preferencias del cliente. Se usarán OVA, videos temáticos, audios y fichas visuales. También se realizarán simulaciones donde el aprendiz explicará un procedimiento en inglés paso a paso.

Temas clave:

1. Verbos de acción en peluquería (cut, wash, apply, dry, brush…)
2. Productos y herramientas (shampoo, scissors, hairdryer…)
3. Tipos de cabello y cortes
4. Expresión de instrucciones y recomendaciones

Ambiente requerido: Aula, dispositivos móviles, audífonos y apps educativas.

Estrategias didácticas activas:

- Talleres escritos
- Ejercicios de listening
- Role play en atención de servicios
- Juegos de vocabulario
- Uso de OVA

Materiales de formación y apoyo:

- Fichas técnicas de servicios en inglés
- Audios con instrucciones
- Catálogos visuales

3.4 Actividades de Transferencia del Conocimiento

Objetivo: Aplicar de forma integrada lo aprendido mediante la simulación de atención en un servicio o venta de un producto realizado relacionado a peluquería en inglés.

Descripción de la actividad:
En grupos, los aprendices simularán una atención a cliente en inglés, donde describirán el servicio que van a realizar (corte, lavado, tratamiento o productos para el cabello) indicando pasos y recomendaciones. También entregarán una ficha de servicio escrita en inglés. Se evaluará la precisión, uso del vocabulario técnico y comprensión de instrucciones.
Ambiente requerido: Aula con proyector y espacio para dramatizaciones.
Estrategias didácticas activas:

- Simulación paso a paso
- Exposición de procedimientos
- Retroalimentación en grupo

Materiales de formación y apoyo:

- Plantillas de fichas de servicio
- Recursos visuales y guías de procedimientos
- Videos guía

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 - Evaluación	Desarrollo de competencias comunicativas básicas. Actividad final de la competencia de inglés	Describir actividades cotidianas y del área técnica de uso frecuente en el desempeño de sus actividades ocupacionales en su lugar de trabajo. Elaborar documentos	Producción oral Escritura de documento simple Presentación oral grupal Resumen final sobre producto para el cabello o servicio al cliente	Emplea de forma adecuada estructuras gramaticales y vocabulario técnico en el contexto de los servicios de peluquería. Expresa con claridad procesos o procedimientos relacionados con el cuidado y	Rúbricas orales y escritas chequeo de desempeño comunicativo Observación directa.

		escritos basados en lecturas especializadas de interés técnico y general.	.	arreglo del cabello. Pronuncia correctamente términos específicos del área, como herramientas, productos capilares y técnicas de peluquería.	

5. GLOSARIO DE TÉRMINOS

6. REFERENTES BILBIOGRÁFICOS

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**	**2026**	**Mejora.**

PROCESO DE GESTIÓN DE FORMACIÓN PROFESIONAL INTEGRAL

FORMATO GUÍA DE APRENDIZAJE

1. IDENTIFICACIÓN DE LA GUIA DE APRENDIZAJE

- Denominación del Programa de Formación: GESTIÓN ADMINISTRATIVA
- Código del Programa de Formación: 122115
- Nombre del Proyecto Formativo (si aplica)**:** PROPUESTA DE UN MODELO DE GESTION ADMINISTRATIVA UTILIZANDO LA INNOVACION Y LAS TECNOLOGIAS DE LA INFORMACIÓN Y COMUNICACIÓN EN ORGANIZACIONES DEL CAUCA
- Fase del Proyecto (si aplica)**:** ANALISIS
- Actividad de Proyecto Formativo (si aplica): APLICAR UN DIAGNÓSTICO EN LAS UNIDADADES ADMINISTRATIVAS DE LAS PYMES, UTILIZANDO LAS TIC
- **Competencia:**

  Comprender textos en inglés en forma escrita y auditiva
- Resultados de Aprendizaje Alcanzar:
  - ✓ Encontrar información específica y predecible en escritos sencillos y cotidianos
  - ✓ Encontrar vocabulario y expresiones de inglés técnico en anuncios, folletos, páginas web, etc.
- Duración de la Guía: 35 H

2. PRESENTACIÓN

Apreciado aprendiz, en esta guía de aprendizaje, tendrá la oportunidad de desarrollar y consolidar las habilidades lingüísticas adquiridas a lo largo de su experiencia educativa en una segunda lengua. Con ayuda de su instructor y el desarrollo de las actividades formuladas en este documento, usted tendrá la posibilidad de identificar y describir actividades específicas de uso frecuente tanto en contextos cotidianos como técnicos, lo que le permitirá tener un primer acercamiento con el uso del inglés en su programa formativo. Al final usted contara con herramientas que serán de gran ayuda para fortalecer las habilidades que se desarrollaran en las siguientes guías.

3. FORMULACION DE LAS ACTIVIDADES DE APRENDIZAJE

Describir actividades cotidianas y del área técnica de uso frecuente en el desempeño de sus actividades ocupacionales en su lugar de trabajo.

- **KNOWING MYSELF AND THE OTHERS 1H 46MIN**
  Por medio de esta actividad usted podrá recordar y fortalecer algunos conocimientos previos en inglés, a partir de diferentes actividades propuestas por el instructor, dichas actividades estarán encaminadas respecto a la información personal de cada aprendiz.

- **CLASSROOM COMMANDS (15 COMMANDS) 45 MIN**
  Por medio de esta actividad usted, adquirirá una serie de órdenes que serán herramientas fundamentales en su proceso de aprendizaje, dichas ordenes deben ser practicadas por cada uno de los aprendices, para mejorar su nivel de inglés.

- **PLACEMENT TEST (CHECKLIST) 1 H**
  A través de este tipo de ejercicios se busca poder medir el nivel de inglés de los aprendices y con este diagnóstico, poder establecer diferentes estrategias de aprendizaje para que el aprendiz tenga una mejor aprensión del conocimiento en una segunda lengua.

- **KNOWING MY PROGRAM (PROGRAM DEFINITION, PROGRAM DESCRIPTION, PROGRAM SKILLS, PROFILE) 1H 30MN**
  El instructor realizará diversas actividades en inglés con el fin de que los aprendices logren reconocer a cabalidad el programa.

- **MY PROGRAM TOOLS (Technical Vocabulary)**
  De acuerdo al programa en cual se está trabajando, los aprendices realizaran diferentes actividades lúdico-pedagógicas con el fin de que logren apropiar de una manera práctica el vocabulario técnico perteneciente a dicha ficha.

3.1 Actividades de reflexión inicial

Propósito: Motivar a los aprendices hacia el aprendizaje del inglés, enfocándose en su utilidad en diversos contextos laborales y personales.

Descripción de la actividad:

- Dinámica de presentación personal en inglés.
- charla sobre la importancia del inglés en el entorno técnico y profesional.
- Mesa redonda para hablar situaciones reales donde se usa el inglés en distintos sectores.
- Actividad práctica: saludo básico y spelling de nombres usando el alfabeto.

Temas para abordar:

- Saludos y despedidas formales e informales
- Alfabeto en inglés (spelling)
- Presentación personal básica ("My name is…", "I am from…")

Ambiente requerido: Aula equipada con proyector y conexión a internet.

Estrategias didácticas activas:

- Lluvia de ideas
- Discusión

Materiales de formación: Libros, guías de ejercicios.
Material de apoyo: Videos educativos, apps de pronunciación, recursos visuales.

3.2 Actividades de contextualización e identificación de conocimientos

Propósito: Diagnosticar conocimientos previos y explorar el entorno de formación y necesidades comunicativas.

Descripción de la actividad:

- Prueba diagnóstica oral y escrita.
- Rueda de saberes para compartir experiencias previas con el idioma.
- Role-playing básico con saludos y presentaciones formales.
- Verbo *to be* (formas afirmativa, negativa, interrogativa)
- Números naturales y ordinales (uso en contextos cotidianos y técnicos)

Ambiente requerido: Aula con acceso a internet, computadores o celulares.
Estrategias didácticas activas:

- Role playing básico
- Preguntas

Material de apoyo: Audios, videos subtitulados.

3.3 Actividades de apropiación

Propósito: Adquirir vocabulario básico y estructuras gramaticales fundamentales para la comunicación en inglés, aplicadas a diferentes entornos técnicos.

Descripción de la actividad:

- Talleres prácticos sobre presentación de información personal y profesional.
- Juegos de rol con situaciones cotidianas.

- Actividad para socializar la ficha técnica del aprendiz en inglés (número de ficha, nombre del programa, jornada, etc.).
- Ejercicios escritos y orales usando *to be* y vocabulario básico.
- Práctica con números: edad, fechas, cantidades, precios.

Temas:

- Verbo *to be* en contexto
- Vocabulario de rutinas y datos personales
- Números naturales y ordinales
- Socialización de la ficha técnica en inglés
- Estructura básica de oraciones afirmativas y negativas

Ambiente requerido: Ambientes, uso de celulares para práctica oral.

Estrategias didácticas activas:

- Talleres
- Trabajo en parejas
- Juegos de rol

Materiales de formación: Guías impresas y digitales.
Material de apoyo: Videos temáticos, apps de práctica oral.

Evidencias de aprendizaje:

- Diálogos grabados
- Socialización de ficha en inglés
- Textos escritos
- Participación activa en juegos de rol

Instrumentos de evaluación:

- Rúbricas de habilidades (speaking)
- Listas de chequeo
- Autoevaluación

3.4 Actividades de transferencia del conocimiento

Propósito: Aplicar los conocimientos adquiridos mediante simulaciones y presentaciones orales.

Descripción de la actividad:

- Simulación de una conversación técnica básica con un interlocutor extranjero.

- Elaboración de una presentación corta sobre el perfil del aprendiz o de una actividad de su programa de formación.
- Retroalimentación.

Temas abordados:

- Comunicación formal y clara
- Vocabulario técnico general
- Uso del *to be*, saludos, números y presentación personal

Ambiente requerido: Aula con computador para proyectar, conexión a internet, espacio de presentación.
Estrategias didácticas activas:

- Simulación
- Presentación oral

Materiales de formación: Plantillas de presentación, guías de expresión oral.
Material de apoyo: Recursos digitales, imágenes, presentaciones.

Evidencias de aprendizaje:

- Presentación oral grabada
- Interacción simulada
- Reporte escrito final

Instrumentos de evaluación:

- Rúbricas de comunicación
- Lista de chequeo
- evaluación

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
Análisis	Presentarse en inglés utilizando de manera integrada los contenidos aprendidos,	Describir actividades cotidianas y del área técnica de uso frecuente en el	Presentación grabada o en vivo. Texto preparado	Estructura adecuadamente una opinión sobre un tema conocido de su especialidad.	Exámen oral. Quizz Lista de vocabulario acerca de las

	como saludos, alfabeto, números, verbo *to be* y vocabulario relacionado con su formación, demostrando claridad y coherencia en la comunicación oral.	desempeño de sus actividades ocupacionales en su lugar de trabajo.	como guion o póster.		fichas de aprendizaje sobre su formación.

5. GLOSARIO DE TÉRMINOS

6. REFERENTES BILBIOGRÁFICOS

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**	**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: ANALISIS Y DESARROLLO DE SOFTWARE
- Código del Programa de Formación: 228118
- Nombre del Proyecto Formativo (si aplica): ESTRATEGIAS PARA LA IMPLEMENTACIÓN DE SOFTWARE EN LAS EMPRESAS DEL SECTOR PRODUCTIVO DEL DEPARTAMENTO DEL CAUCA.
- Fase del Proyecto (si aplica): ANALISIS
- Actividad de Proyecto Formativo (si aplica): AP01-DETERMINAR LAS ESPECIFICACIONES FUNCIONALES DEL SOFTWARE Y METODOLOGIA A UTILIZAR TENIENDO EN CUENTA LA NORMATIVA DE CALIDAD VIGENTE DE SEGURIDAD Y SALUD EN EL TRABAJO.
- 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:**

- Discutir sobre posibles soluciones a problemas dentro de un rango variado de contextos sociales y laborales.

Duración de Guía:
Horas directas a formación: 40
Horas en la plataforma: 18

2. PRESENTACIÓN

Apreciado aprendiz, en esta guía de aprendizaje tendrá la oportunidad de fortalecer sus habilidades comunicativas en inglés, aplicándolas en diferentes contextos de la vida cotidiana y laboral. A través del desarrollo de diversas actividades, usted podrá comprender, identificar y describir situaciones de uso frecuente, así como expresar ideas de manera clara y coherente.

Durante el proceso, se promoverá el uso del idioma para sostener conversaciones sobre temas de interés general y técnico, facilitando la interacción en distintos entornos. De igual manera, se fomentará la capacidad de analizar situaciones y discutir posibles soluciones dentro de contextos sociales y laborales.

Al finalizar la guía, usted contará con herramientas que le permitirán mejorar sus habilidades de comprensión y producción oral y escrita, fortaleciendo su confianza en el uso del inglés como medio de comunicación.

3. FORMULACIÓN DE LAS ACTIVIDADES DE APRENDIZAJE

- ✓ Sostener una conversación sobre un tema relacionado con la vida cotidiana y el área técnica.

- **KNOWING MYSELF AND THE OTHERS**
  Por medio de esta actividad usted podrá recordar y fortalecer algunos conocimientos previos en inglés, a partir de diferentes actividades propuestas por el instructor, dichas actividades estarán encaminadas respecto a la información personal de cada aprendiz.

- **CLASSROOM COMMANDS (15 COMMANDS)**
  Por medio de esta actividad usted, adquirirá una serie de órdenes que serán herramientas fundamentales en su proceso de aprendizaje, dichas ordenes deben ser practicadas por cada uno de los aprendices, para mejorar su nivel de inglés.

- **PLACEMENT TEST (CHECKLIST)**
  A través de este tipo de ejercicios se busca poder medir el nivel de inglés de los aprendices y con este diagnóstico, poder establecer diferentes estrategias de aprendizaje para que el aprendiz tenga una mejor aprensión del conocimiento en una segunda lengua.

- **KNOWING MY PROGRAM (PROGRAM DEFINITION, PROGRAM DESCRIPTION, PROGRAM SKILLS, PROFILE)**
  El instructor realizará diversas actividades en inglés con el fin de que los aprendices logren reconocer a cabalidad el programa.

- **MY PROGRAM TOOLS (Technical Vocabulary)**
  De acuerdo al programa en cual se está trabajando, los aprendices realizaran diferentes actividades lúdico-pedagógicas con el fin de que logren apropiar de una manera práctica el vocabulario técnico perteneciente a dicha ficha.

3.1 Actividades de reflexión inicial

Motivar a los aprendices hacia el uso del inglés en contextos cotidianos y tecnológicos, reconociendo su importancia para describir situaciones, identificar problemas y proponer soluciones en el entorno laboral.

Descripción de la actividad:

- Conversación guiada sobre el uso del inglés en el área tecnológica y en la vida diaria.
- Lluvia de ideas sobre situaciones problemáticas en desarrollo de software.
- Identificación de vocabulario básico relacionado con problemas y soluciones.
- Socialización de ideas sobre cómo comunicar situaciones en inglés.

Temas para abordar:

- Vocabulario básico: problem, bug, error, issue, solution, system, application
- Expresiones simples para describir situaciones
- Contextos cotidianos y laborales

Ambiente requerido: Aula con proyector, tablero y acceso a recursos digitales.

Estrategias didácticas activas:

- Discusión guiada
- Participación oral

Materiales de formación: Guías, fichas de vocabulario.

Material de apoyo: Videos cortos, recursos visuales, ejemplos de situaciones tecnológicas.

3.2 Actividades de contextualización e identificación de conocimientos

Reconocer y aplicar estructuras básicas del inglés para describir problemas y proponer soluciones en contextos cotidianos y del área de desarrollo de software.

Descripción de la actividad:

- Presentación de estructuras para describir problemas (*There is a problem…, The system has an error*).
- Uso de expresiones para proponer soluciones (*We can fix it by…, The solution is…*).
- Introducción a conectores de secuencia y causa (*first, then, finally, because, so*).
- Lectura y escucha de textos cortos relacionados con situaciones tecnológicas.
- Identificación de vocabulario clave e ideas principales.

Temas para abordar:

- Descripción de problemas
- Propuesta de soluciones
- Conectores (secuencia y causa)
- Comprensión de textos básicos

Ambiente requerido: Aula con acceso a internet y recursos digitales.

Estrategias didácticas activas: Lectura guiada, preguntas orientadoras

Material de apoyo: Audios, videos, textos cortos, ejemplos prácticos.

3.3 Actividades de apropiación

Desarrollar habilidades para comprender, describir y comunicar situaciones problemáticas y sus posibles soluciones en inglés, mediante la producción oral y escrita.

Descripción de la actividad:

- Desarrollo de talleres prácticos enfocados en la comprensión de textos relacionados con problemas tecnológicos.
- Elaboración de oraciones simples para describir situaciones y soluciones.
- Escritura de mensajes cortos basados en situaciones planteadas.
- Relación entre problema y solución en ejercicios prácticos.
- Organización de ideas utilizando conectores de secuencia.

Se trabajará el uso adecuado del vocabulario técnico básico del área de software, estructuras gramaticales simples y expresiones utilizadas en la comunicación en contextos tecnológicos.

Durante las sesiones se utilizarán recursos digitales, videos y fichas de trabajo, con el fin de fortalecer las habilidades de lectura, escritura, escucha y expresión oral.

Temas:

- Vocabulario técnico básico
- Construcción de oraciones simples
- Descripción de problemas
- Propuesta de soluciones
- Uso de conectores

Ambiente requerido: Ambiente de formación con acceso a material digital y guías.

Estrategias didácticas activas:

- Talleres
- Trabajo en parejas
- Aprendizaje basado en situaciones

Materiales de formación: Guías digitales.

Material de apoyo: Videos, recursos digitales, ejercicios interactivos.

Evidencias de aprendizaje:

- Producción de oraciones simples
- Mensajes escritos
- Participación en actividades prácticas

3.4 Actividades de transferencia del conocimiento

Los aprendices aplicarán los conocimientos adquiridos mediante actividades prácticas en contextos simulados del entorno tecnológico. Se desarrollarán dinámicas como juegos de roles en los que representarán situaciones propias del desarrollo de software, tales como reportar errores, explicar fallas en un sistema o proponer soluciones a problemas técnicos.
Asimismo, participarán en conversaciones guiadas y presentaciones cortas donde describirán procesos de manera secuencial, haciendo uso del vocabulario y estructuras aprendidas. Estas actividades permitirán fortalecer la capacidad de comunicarse de manera clara y efectiva en inglés dentro de contextos laborales y cotidianos.

Descripción de la actividad:

- Simulación de situaciones mediante role plays (reportar errores, proponer soluciones).
- Conversaciones guiadas sobre problemas y posibles soluciones.
- Presentaciones cortas describiendo una situación y su solución de forma secuencial.
- Retroalimentación sobre el uso del idioma y la claridad en la comunicación.

Estrategias didácticas activas:

- Simulación
- Presentación oral
- Interacción grupal
- Interacción oral en role plays
- Presentación de soluciones
- Participación en conversaciones

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	Describir en inglés un problema básico en un sistema o aplicación y proponer una	Sostener una conversación sobre un tema relacionado con la vida	Descripción oral y escrita de un problema tecnológico.	Describe el problema de forma clara y comprensible.	Lista de vocabulario acerca de las fichas de aprendizaje

	posible solución, utilizando vocabulario técnico, estructuras simples y conectores de secuencia, demostrando coherencia en la comunicación oral y escrita.	cotidiana y el área técnica.	Soluciones. Uso de vocabulario técnico básico, estructuras simples y conectores de secuencia	Propone una solución coherente con la situación planteada. Se comunica con claridad en la expresión oral y escrita. Emplea correctamente estructuras simples del inglés.	sobre su formación. Observación directa durante las actividades (role play y participación). Rúbrica de evaluación para la producción oral y escrita**.**

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 BILBIOGRÁFICOS

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Autor (es)	**Claudia Olivar**	**Instructora**	**Bilingüismo**	**Junio 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

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

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

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

¿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	Inglés	Pronunciación
¿Cuánto?	How much?	*Jau mach?*
¿Por qué?	Why?	*Jaui?*
¿Cuál?	Which one?	*Uich uan?*
¿Dónde está?	Where is?	*Juer is?*
¿Cuándo?	When?	*Juen?*
¿Tiene usted?	Do you have?	*Du iu jav?*
¿Cómo?	How?	*Jau?*
¿Qué?	What?	*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.

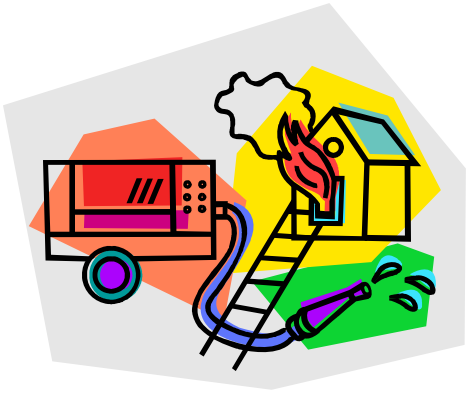
Trate de comprenderme.
Try to understand me.
Trai tu anders-stand mi.

Cuando 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 luking for ei yob.

Necesito trabajar.
I need work.
Ai niid tu uork

Se solicita empleado.
Help wanted.
Jelp uanted



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

Shift Work (Turno de trabajo) Overtime (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.

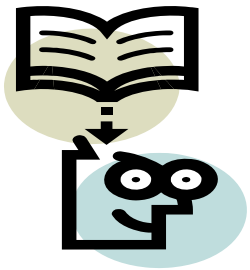
Ai can uork naitz and uik-ends

Recientemente trabaje en una…

Recently, I worked at a…

Ri-centli, ai uorked at ei…





A • B • C
Inglés en el trabajo

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

D • E • F

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

G • H • I

Español	Inglés	Pronunciación
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

Español	Inglés	Pronunciación
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

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

S • T • U

Español	Inglés	Pronunciación
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

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

Yo tengo.	I have.	Ai jave.
Yo quiero.	I want.	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 spanich?



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

Hágalo así.	Ponga atención.
Do it like this.	Pay attention.
Du it laik dis.	*Pei atenchion.*
Limpia esto.	Por el medio
Clean this up.	Across
Clin dis ap.	*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 lanch.

Yo no necesito almorzar.
I don't need lunch.
Ai dont niid lanch.

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 acsidente.

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.	I have.	Ai jave.
Yo quiero.	I want.	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.

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Do you speak Spanish?
Du iu spik spanich?



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

Hágalo así.	Ponga atención.
Do it like this.	Pay attention.
Du it laik dis.	*Pei atenchion.*
Limpia esto.	Por el medio
Clean this up.	Across
Clin dis ap.	*a-cros*

Palabras de enfermedades y dolencias

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

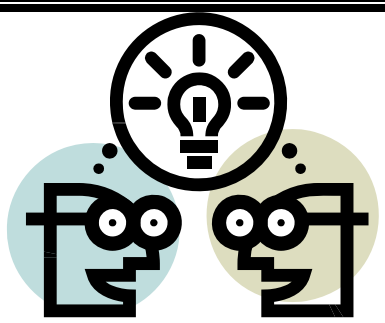
Español	**Inglés**	**Pronunciación**
Débil	Weak	*Uik*
Dolor	Ache	*Eik*
Dolor de espalda.	Backache	*Bak-eik*
Dolor de oídos.	Earache	*Iar-eik*
Dolor de pecho.	Chest pain	*Chest-pein*
Golpeado	Beaten	*Biten*
Escalofríos	Chills	*Chils*
Excremento	Stool	*Stul*
Fiebre	Fever	*Fiver*
Gripe	Cold	*Cold*
Hinchazón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

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



Expresiones útiles para conversar

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



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?

¿De dónde es usted?
Where are you from?
Juer ar iu from?

¿Cuántos años tiene usted?
How old are you?
Jao ould ar iu?

¿Donde está la oficina del correo?
Where is the post office?
Juer is di poust ofis?

¿Donde está la tienda de comida?
Where is the grocery store?
Juer is di grou-se-ri sto-or?

¿Dónde trabaja usted?
Where do you work?
Juer du iu uerk?

¿Dónde vive usted?
Where do you live?
Juer du iu liv?

¿Dónde está el hospital?
Where is the hospital?
Juer is di jos-pi-tal?

¿Dónde está el centro de salud?
Where is the health department?
Juer is di jelz di-part-ment?

¿Dónde está el banco?
Where is the bank?
Juer is di bank?

Direcciones y señales importantes

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



Señales de tránsito comunes que se deben obedecer

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

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*	

Department of Education May 15, 2009; Publication Authorization No. 331677; 800 copies. This public document was promulgated at a cost of $1.72 per copy.

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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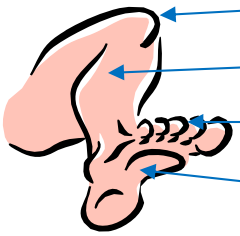
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El Cuerpo Humano The Human Body *Di Jiuman Badi*

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





Días de la Semana	**Days of the Week**	***Deis ov di wik***
Español	**Inglés**	**Pronunciación**
Domingo	Sunday	*Sandei*
Lunes	Monday	*Mandei*
Martes	Tuesday	*Tiusdei*
Miércoles	Wednesday	*Uensdei*
Jueves	Thursday	*Zersdei*
Viernes	Friday	*Fraidei*
Sábado	Saturday	*Saterdai*

Meses del Año	**Month of the Year**	***Mansz ov'di iier***
Enero	January	*Yañuari*
Febrero	February	*Februari*
Marzo	March	*March*
Abril	April	*Eipril*
Mayo	May	*Mei*
Junio	June	*Yun*
Julio	July	*Yulai*
Agosto	August	*Ogost*
Septiembre	September	*Sep-tember*
Octubre	October	*Ok-tober*
Noviembre	November	*November*
Diciembre	December	*Dicember*



Números	**Numbers**	***Nambers***
Español	**Inglés**	**Pronunciación**
Cero	Zero	*Ciro*
Uno	One	*Uan*
Dos	Two	*Tu*
Tres	Three	*Zri*
Cuatro	Four	*Foar*
Cinco	Five	*Faiv*
Seis	Six	*Sics*
Siete	Seven	*Seven*
Ocho	Eight	*Eit*
Nueve	Nine	*Nainh*
Diez	Ten	*Ten*
Decenas	**Teens**	***Ti ins***
Once	Eleven	*Ileven*
Doce	Twelve	*Tuelv*
Trece	Thirteen	*Zer* ***ti-in***
Catorce	Fourteen	*For* ***ti-in***
Quince	Fifteen	*Fif* ***ti-in***
Dieciséis	Sixteen	*Six* ***ti-in***
Diecisiete	Seventeen	*Seven* ***ti-in***
Dieciocho	Eighteen	*Ei* ***ti-in***
Diecinueve	Nineteen	*Nai* ***ti-in***

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

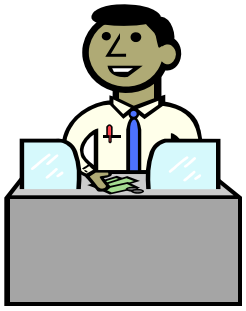
Español	**Inglés**	**Pronunciación**
Veinte	Twenty	*Tuen **ti***
Treinta	Thirty	*Zer **ti***
Cuarenta	Forty	*For **ti***
Cincuenta	Fifty	*Fif **ti***
Sesenta	Sixty	*Six **ti***
Setenta	Seventy	*Seven **ti***
Ochenta	Eighty	*Ei **ti***
Noventa	Ninety	*Nain **ti***

Centena	**Hundred**	***Jandred***
Cien	One hundred	*Uan jandred*
Doscientos	Two hundred	*Tu jandred*
Trescientos	Three hundred	*Zri jandred*
Cuatrocientos	Four hundred	*Foar jandred*
Quinientos	Five hundred	*Faiv jandred*
Seiscientos	Six hundred	*Six jandred*
Setecientos	Seven hundred	*Seven jandred*
Ochocientos	Eight hundred	*Eit jandred*
Novecientos	Nine hundred	*Nain jandred*
Mil	One thousand	*Uan zausand*

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 eitinain

Inglés en el Banco



Español	Inglés	Pronunciación
Banquero	Banker	*Banquer*
Cajero	Teller	*Teler*
Cambio	Change	*Cheinch*
Cargo	Charge	*Charch*
Cuenta bancaria	Bank account	*Bank a-caunt*
Crédito	Credit	*Credit*
Crédito hipotecario	Mortgage	*Morgach*
Cheque	Check	*Chek*
Costo	Cost	*Cost*
Deposito	Deposit	*Deposit*
Efectivo	Cash	*Cach*
Dinero	Money	*Mani*
Firmar	To sign	*Tu sain*
Monedas	Coins	*Coins*
Libreta de cheques	Check book	*Chek buk*
Préstamo	Loan	*Loun*
Tarjeta de crédito	Credit card	*Credit card*
Centavo	Cent	*Cent*
Cinco centavos	Nickle	*Nikl*
Diez centavos	Dime	*Daim*
Veinticinco centavos	Quarter	*Cuarter*
Cincuenta centavos	Half dollar	*Haf dólar*
Un dólar	Dollar	*Uan dólar*



Preguntas Útiles en el Banco



¿Dónde está el banco?
Where is the bank?
Juer is di bank?

¿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?

¿Puede cambiar un cheque?
Can you cash a check?
Can iu cach ei chek





¿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 bils.

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?

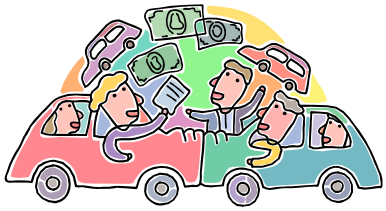
Cliente: Ciento cincuenta.
Customer: One hundred and fifty.
Costumer: Uan jandred and fif-ti.

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*
Titulo	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 titulo 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 golpée)
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)

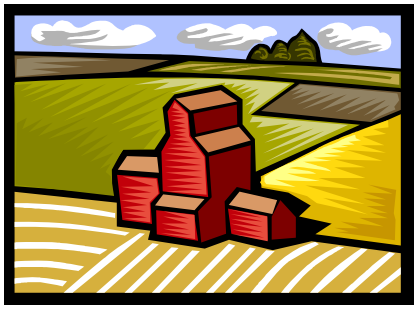
Agente; ¿Cómo quiere hacer los pagos?
How would you like to make the payments?
Jau wuld iu laik tu maik di peiments

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	Inglés	Pronunciación
Agua	Water	*Uater*
Alambre de púas	Berbed wire	*Barn uaier*
Árbol	Tree	*Tri*
Asada	Hoe	*Jou*
Bichos	Bugs	*Bogs*
Caballo	Horse	*Jors*
Casa	House	*Jaus*
Campo	Field	*Fild*
Carretilla	Wheelbarrow	*Juil barrou*
Conejo	Rabbit	*Rabit*
Cuchillo	Knife	*Naif*
Cola	Tail	*Teil*
Combustible	Fuel	*Fiuel*
Corral, valla	Fence	*Fens*
Excavadora de hoyos	Post-hole digger	*Postjol diguer*
Flor	Flower	*Flauer*
Floreciendo	Flowering	*Flauering*
Frutilla	Strawberry	*Stroberri*
Fuego	Fire	*Faier*
Gallina	Hen	*Jen*
Gato	Cat	*Cat*
Gatito	Kitten	*Kitn*
Granero	Barn	*Barn*
Granizo	Hail	*Jail*
Granja	Farm	*Farm*
Granjero	Farmer	*farmer*

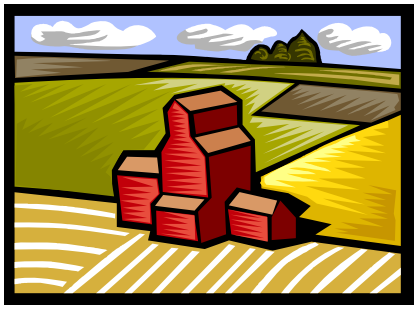
Español	Inglés	Pronunciación
Insectos	Insects	*Insects*
Jardín	Garden	*Gardn*
Leche	Milk	*Milk*
Lluvia	Rain	*Rein*
Manzana	Apple	*Aple*
Martillo	Hammer	*Jamer*
Naranja	Orange	*Oranch*
Nido	Nest	*Nest*
Nieve	Snow	*Snou*
Paja	Hay	*Jay*
Pollos	Chickens	*Chikens*
Poste	Post	*Post*
Sol	Sun	*San*
Tronco	Log	*Lag*





<u>Verbos</u> (Acciones)

Arar	To plow	*Tu plau*
Cosechar	To harvest	*Tu jarvest*
Cortar	To cut	*Tu cat*
Engrasar	To grease	*Tu gris*
Empujar	To push	*Tu puch*
Cubrir	To spread	*Tu spred*
Limpiar	To clean	*Tu clin*
Moler	To grind	*Tu graind*
Plantar	To plat	*Tu plant*
Recoger	To gather	*Tu gader*
Tirar	To pull	*Tu pul*







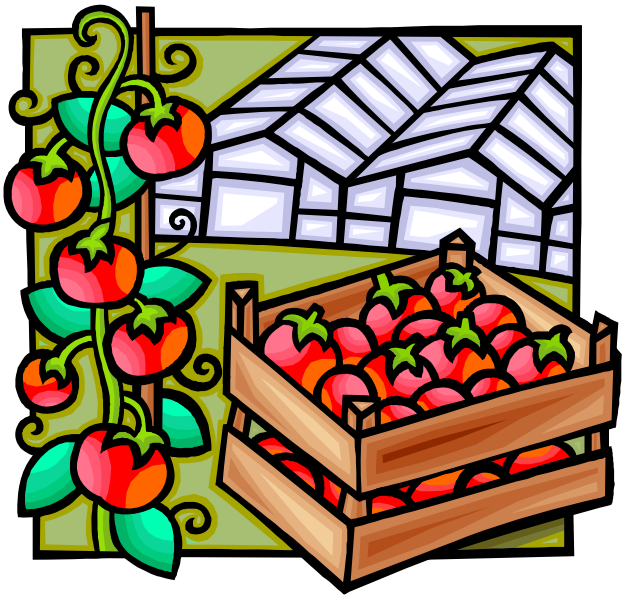
Vocabulario Para Trabajadores del Tabaco

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



Vocabulario Para Trabajadores del Tomate

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



Vocabulario Para Trabajadores de Lecherías

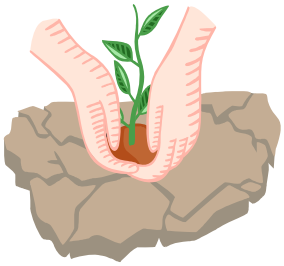
Español	Inglés	Pronunciación
Becerro	Calf	*Calf*
Caca de vaca	Manure	*Manur*
Campana	Bell	*Be l*
Cuerno	Horn	*Jorn*
Desinfectante	Desinfectant	*Desin fectant*
Dientes	Teeth	*Ti iz*
Enjuagar	To rinse	*Tu rins*
Enfermo	Sick	*Sik*
Infectado	Infected	*Infected*
Lavar	Wash	*Uach*
Leche	Milk	*Milk*
Limpiar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



Vocabulario Para Trabajadores de Viveros

(Nerserías)

Español	Inglés	Pronunciación
Abonar	To fertilize	*Tu fertalais*
Árbol	Tree	*Tri*
Arbusto	Bush	*Buch*
Arena	Sand	*Sand*
Aspersor	Sprinkle	*Sprinkl*
Azadón	Hoe	*Jou*
Bandejas	Tray	*Trei*
Brote (Capullo)	Bud	*Ba d*
Cargar	To load	*Tu loud*
Cultivar	Farm	*Farm*
Fila	Row	*Rou*
Flor	Flower	*Flauer*
Fruta	Fruit	*frut*
Helecho	Fern	*Fern*
Hierba (pasto)	Grass	*Gras*
Hierba (mala)	Weed	*Wiid*
Hoja	Leaf	*Lif*
Hojas	Leaves	*Livs*
Jardín	Garden	*Garden*
Lodo	Mud	*M od*
Maquina	Machine	*Machin*
Plástico	Plastic	*Palstic*
Pala	Shovel	*Chovl*
Pino (árbol)	Pine	*Pain tri*
Pimpollo (árbol joven)	Sapling	*Sapling*
Raíz	Root	*Rut*
Savia	Sap	*S ap*
Tallo	Stem	*Stem*
Tierra	Dirt	*dert*
Tractor	Tractor	*tractor*
Tronco	Tree trunk	*tri tronk*
Vivero (Nersería)	Nursery	*nurceri*
Zona de carga	Loading dock	*Louding dok*





Ordenes en el Campo Agrícola



¡Enciende el tractor!
Start the tactor!
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

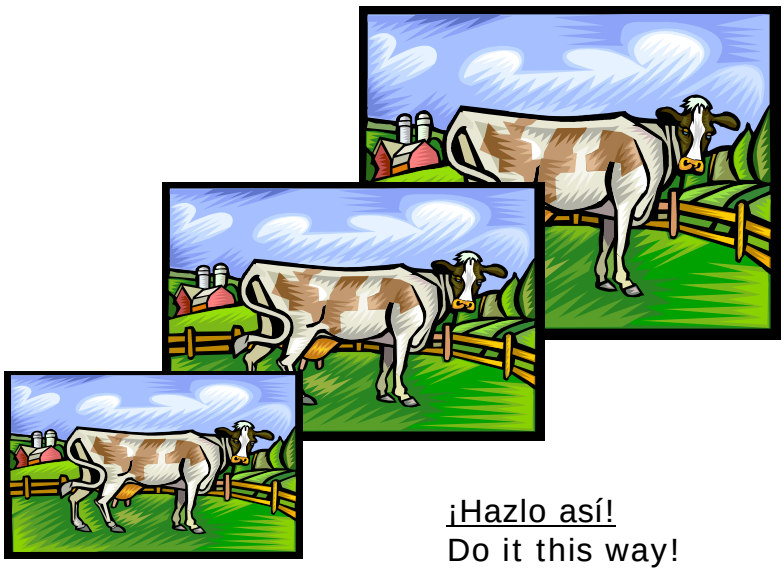
Ordenes en el Campo Agrícola

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

¡Corre!
Run!
Ran!

¡Apurate!
Hurry up!
Jarri ap!

¡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!

¡Necesito ayuda con esto!
I need help with this!
Ai nid jelp uid dis!

¡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 comúnes.

Frutas – Verduras – Comidas

(Sustantivos y preposiciones)

Español	Inglés	Pronunciación
Manzana	Apple	*Apl*
Banana	Banana	*Banana*
Guindas (Cerezas)	Cherries	*Cherris*
Uvas	Grapes	*Greips*
Naranja	Orange	*Oranch*
Limón	Lemon	*Lemon*
Frutilla (Fresa)	Strawberry	*Stroberri*
Tomate	Tomatoe	*Tomeito*
Lechuga	Lettuce	*Letus*
Zanahoria	Carrot	*Carrot*
Maíz (Elote, Choclo)	Corn	*Corn*
Frijoles (Poroto)	Beans	*Bins*
Arvejas	Peas	*Pis*
Papas	Potatoes	*Poteitos*
Cebolla	Onion	*Onion*
Pera	Pear	*pear*



¿Dónde están las guindas?
Where are the cherries?
Juearar 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?
Whaere is the straberry?
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	Inglés	Pronunciación
Carne	Meat	*Mit*
Pescado	Fish	*Fisch*
Café	Coffee	*cofi*
Te	Tea	*Ti*
Leche	Milk	*Milk*
Ensalada	Salad	*Salad*
Fruta	Fruit	*Frut*
Pastel	Pie	*Queik*
Quéque	Cake	*Pai*
Galletas	Cookies	*Cuquis*
Pan	Bread	*Bred*
Plato	Plate, dish	*Pleit, disch*
Vaso	Glass	*Glas*
Cuchillo y tenedor	Knife and fork	*Naif an fork*
Cuchara	Spoon	*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.

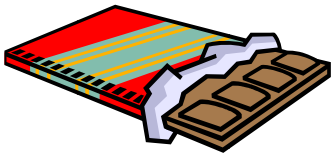
La caja con la leche esta debajo de la caja con la carne.
The box with milk is under the box with the meat.
*Di bax uid di milk is **ander** da bax uid dim it.*

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.*

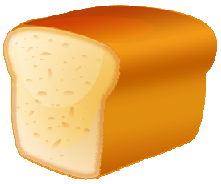
Cantidades en el Mercado



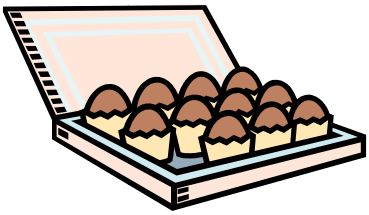
Un pocillo de arroz.
A bowl of rice.
Ei boul ov raisl.



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



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



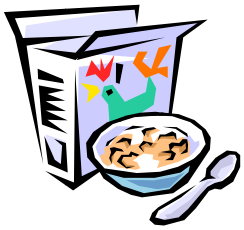
Una caja de chocolates.
A box of chocolates.
Ei bax ov chocolets.



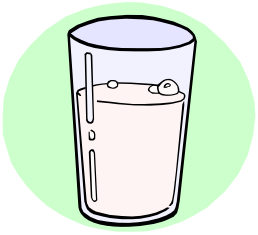
Una lata de soda.
A can of soda.
Ei can ov soda



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.



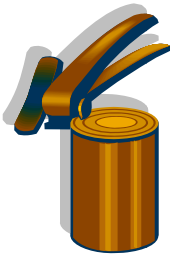
Un vaso de leche.
A glass of milk.
Ei glas ov milk.



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



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



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

¿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 spagueti.

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	Exampl
Paquete	Package	*Pakech*
Un paquete de Hot Dogs.	A package of hot dogs.	*Ei pakech ov jot dogs*
Atado (Paquete)	Bundle	*Bandl*
Un atado de leña	A bundle of firewoood.	*Ei bandl ov faier wud.*

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

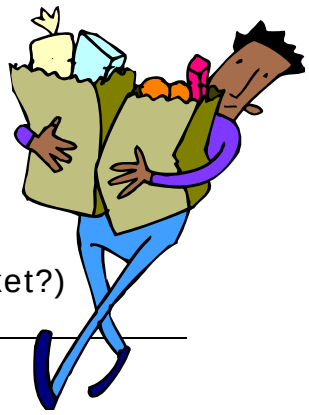
Practiquemos lo que Hemos Aprendido

Juan is going to the grocery store. (Juan is going tu di groseri sto'r)
He need**s** eggs, rice and oranges. (Juan nids egs, 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 egs?)
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 egs?)



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 – parrot**s** apple – apple**s** girl – girl**s**

2) Words **ending with y** if a consonant is written before ⇒ **ies**
   loll**y** – loll**ies** stor**y** – stor**ies** strawberr**y** – strawberr**ies**
   But: boy – boys, bay – bays

3) Words **ending with ch, x, s, sh, o** ⇒ **es**
   clas**s** – class**es** bo**x** – box**es** bru**sh** – brush**es**

4) Some words **ending with f, fe, lf** ⇒ **ves**
   kni**fe** – kni**ves** wol**f** – wol**ves** li**fe** – li**ves**
   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.	All the members living under one roof.
The team **was** successful.	You see the team as a group.

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

My family **live** in towns all over Florida.	Each individual is living a separate life in a different town.
The team **were** successful.	You see the single members of the team

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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	

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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

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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**

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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)

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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)

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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)

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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.

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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. (-)

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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.

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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.

    _____

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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.

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FORMS OF "TO BE"

Singular	Long form	Short form	Examples
1st person	I **am**	I**'m**	I am (I'm) late.
2nd person	you **are**	you**'re**	You are (you're) clever.
3rd 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			
1st person	we **are**	we**'re**	We are (we're) late.
2nd person	you **are**	you**'re**	You are (you're) sleepy.
3rd person	they **are**	they**'re**	They are (they're) great.

NEGATIONS AND QUESTIONS

Singular	Negations	Questions
1st person	I **am not** (I'm not) late.	**Am I** late?
2nd person	You **are not** (you aren't) clever.	**Are you** clever?
3rd 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		
1st person	We **are not** (we aren't) late.	**Are we** late?
2nd person	You **are not** (you aren't) sleepy.	**Are you** sleepy?
3rd person	They **are not** (they aren't) great.	**Are they** great?

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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.

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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?

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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.

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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. _____

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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?

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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?

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POSSESSIVE ADJECTIVES

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

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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.

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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.

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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.

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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.

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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.

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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.

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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”.

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A — AN

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

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

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A — AN

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

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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		

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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.

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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.

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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.

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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.

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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.

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A — AN — SOME 5

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.

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A — AN — SOME 6

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.

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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.

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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.

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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.

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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.

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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

    _____

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ADVERBS OF FREQUENCY 1

Put the following sentences into correct order:

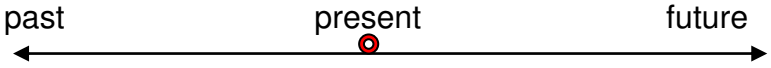
1. They usually use public transport.
2. We often go to the theatre.
3. He seldom has fish for dinner.
4. My parents frequently read the papers.
5. I sometimes play football at the weekend.
6. She always washes her hands before meals.
7. Mary is never late for work.
8. My sister frequently watches TV 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.

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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 – pass**es**, watch – watch**es**, finish – finish**es**

-**ies** if there is a consonant before the y
study – stud**ies**, carry – carr**ies**
but: play - play**s**

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.

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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)

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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)

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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.

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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. _____

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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. _____

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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.

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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. _____

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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. _____

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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?

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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) _____ ?  _____

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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: _____

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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: _____

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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?

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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 boy**s'** bikes.
This is Kathy**'s** mother.	This is the girl**s'** 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 Jes**s'** school bag?

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

Sam and Cathy**'s** new dog is really cute.

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POSSESSIVE CASE 1

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

Examples: the door / the room — the door **of** the room
the mother / Ann — 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 _____

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POSSESSIVE CASE 1

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

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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.

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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.

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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? (+) _____

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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? (+) _____

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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? (+) _____

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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? + _____ – _____

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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.**

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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.**

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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.

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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, _____?

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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, _____?

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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, _____?

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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, _____?

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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, _____?

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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**?

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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**?

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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**?

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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 <u>their teacher</u>.	Who do they greet?
He asked <u>Mary</u> about the burglary.	Who did they ask about the burglary?

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

<u>His ankle</u> 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 <u>jeans</u>.	What does she usually wear?
They built <u>a castle</u> in the sand.	What did they build in the sand?

Whose - asking for the 2nd case

This is <u>Peter's</u> pencil.	Whose pencil is this?
Carol's father was a drummer.	Whose father was a drummer?

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When - asking for the time

I saw her yesterday.	When did you see her?
They came home at midnight.	When did they come home?

Where - asking for the place

He flew to Manchester.	Where did he fly?
He lives in a big house.	Where does he live?

Why - asking for a reason

He stayed at home because he was ill.	Why did he stay at home?
They like him because he is always friendly.	Why do they like him?

How - asking for the manner (Art und Weise)

He drove fast.	How did he drive?
My holidays were great.	How were your holidays?

How long - asking for a period of time

They stayed there for a week.	How long did they stay there?
He lived in London for a year.	How long did he live in London?

How many - asking for an exact amount

In this factory work 500 people.	How many people work in this factory?
50 kids were at his party.	How many kids were at his party?

How much - asking for not exact amount

He gets 10 pounds pocket money a month.	How much pocket money does he get a month?
She bought three bottles of wine.	How much wine did she buy?

How often - asking for frequency

They play tennis twice a week.	How often do they play tennis?
She meets him every Friday.	How often does she meet him?

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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.

_____

_____

_____

_____

_____

_____

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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.

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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.

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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 14th.

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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.

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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.

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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.

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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.

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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 14th.

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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.

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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 Price? 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.

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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
1st person	**I**	**me**	**I** need some help. Can you help **me**?
2nd person	**you**	**you**	Do **you** like milk? Carol likes **you**.
3rd 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			
1st person	**we**	**us**	**We** are very glad that you can help **us**.
2nd person	**you**	**you**	Do **you** need a double room? Can I join **you**?
3rd person	**they**	**them**	**They** are thirsty. Give **them** some water, please.

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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 _____.

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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.

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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 _____.

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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.

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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.

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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 _____.

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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.

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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.

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PERSONAL PRONOUNS 5

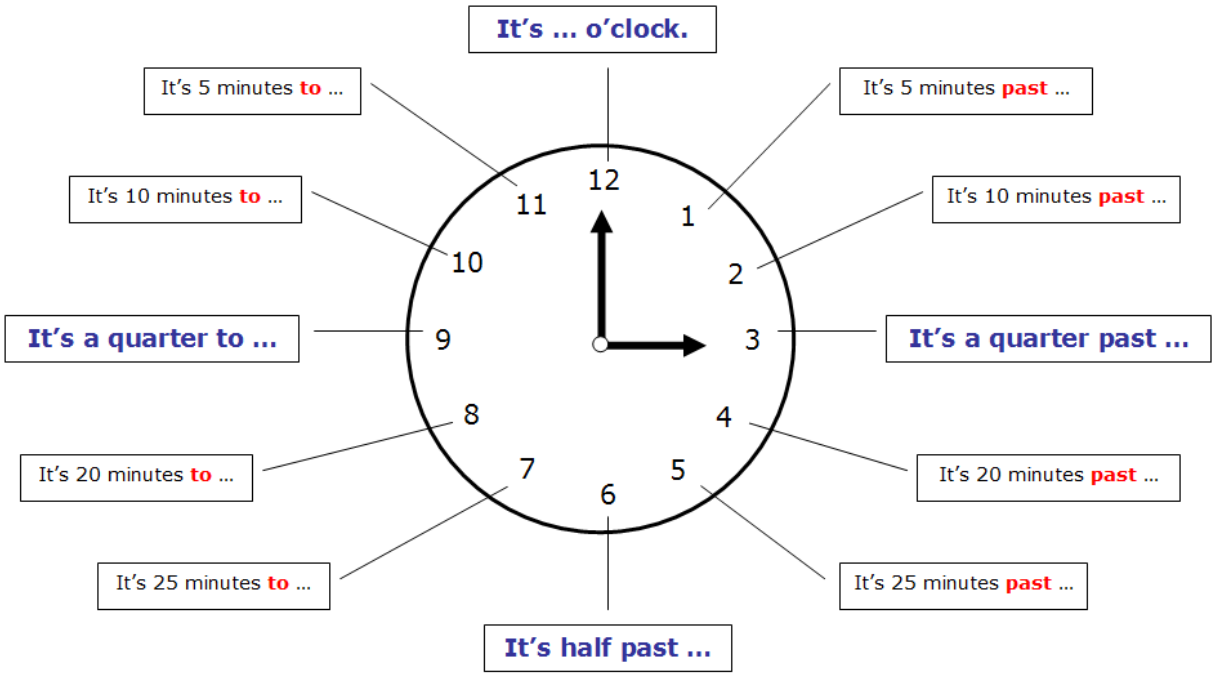
1. My parents are very nice. They always help **me** with my homework.
2. My friend Tom lives in London. This is a parcel from **him**.
3. I'm sorry. I can't tell **you** what happened.
4. The children are hungry. Give **them** an apple.
5. We are thirsty. Can you give **us** some juice?
6. Jack is in 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**.

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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

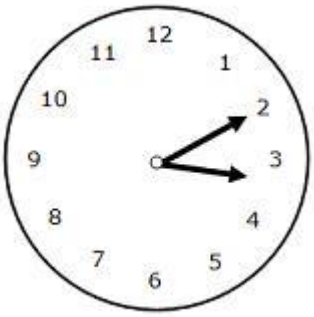
The 24-hour clock is the most commonly used time notation in the world today.
But in English speaking countries the 12-hour clock is the dominant system of time written and spoken.
The 24-hour clock is only used by the military in the United States and Canada.

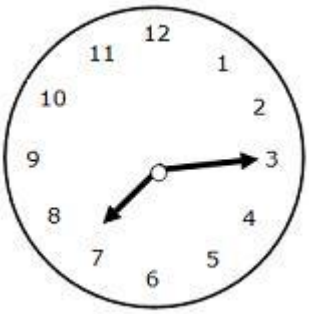
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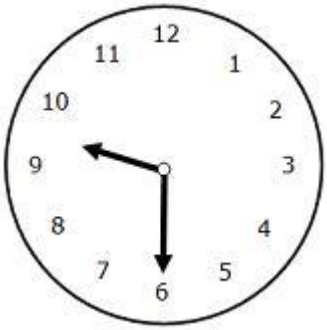
24-hour	**12-hour**	
11:00	11 a.m.	It's eleven o'clock a.m.
23:00	11 p.m.	It's eleven o'clock p.m.
10:30	10.30 a.m.	It's half past ten a.m.
22:30	10:30 p.m.	It's half past ten p.m.
04:45	4:45 a.m.	It's a quarter to five a.m.
16:45	4:45 p.m.	It's a quarter to five p.m.
08:15	8:15 a.m.	It's a quarter past 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' 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.

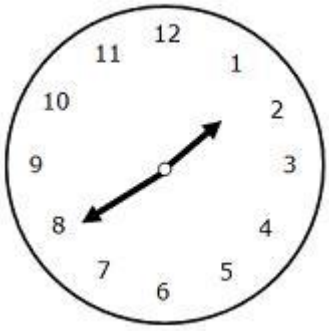
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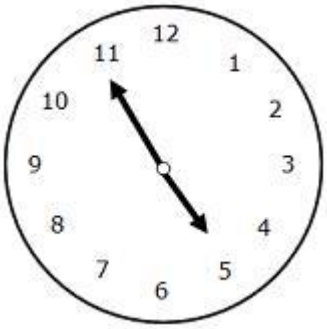
WHAT'S THE TIME? 1

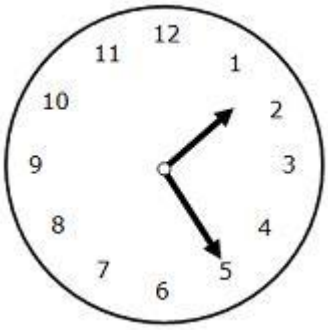


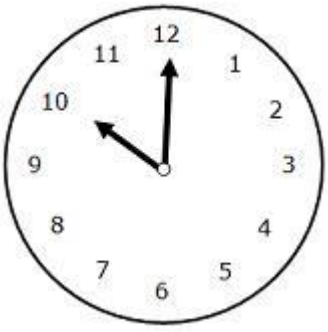


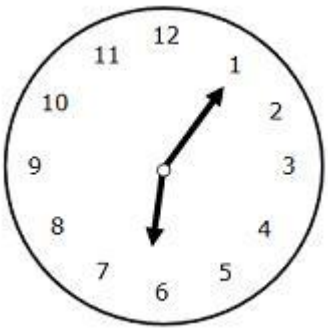


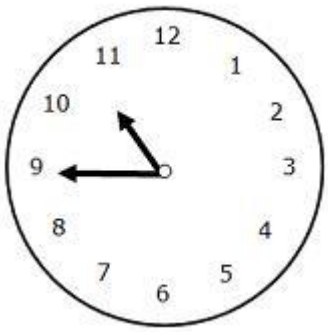






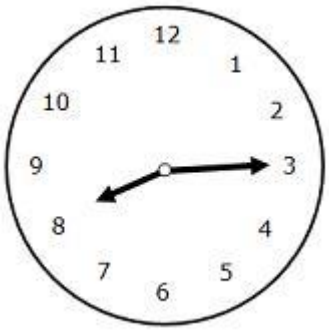


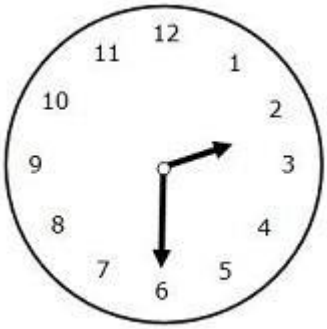


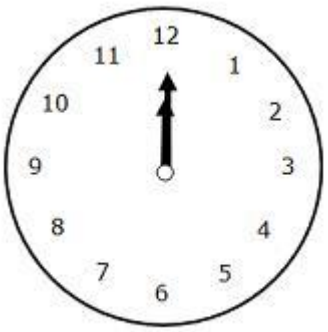


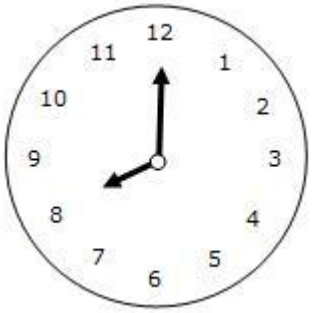
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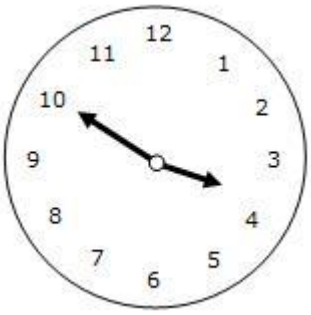
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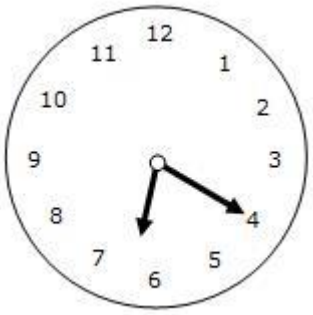


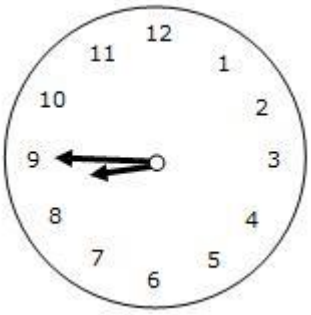


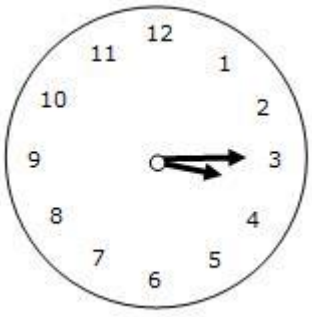


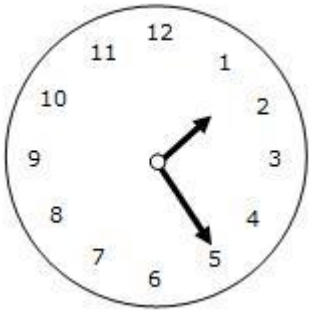






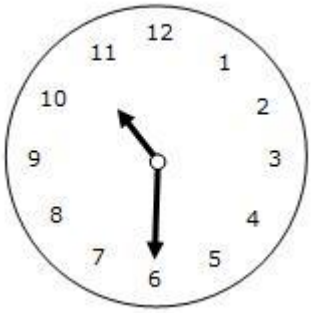




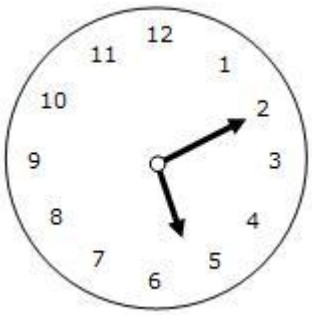


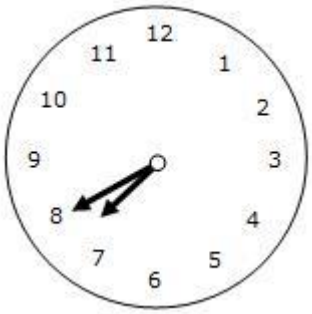
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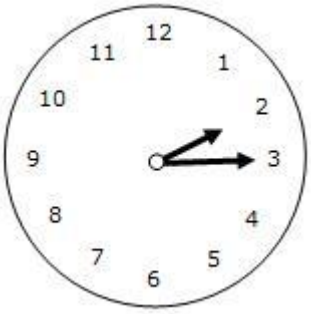
WHAT'S THE TIME? 3

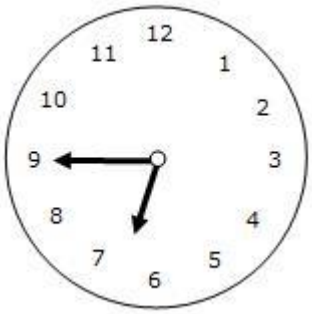


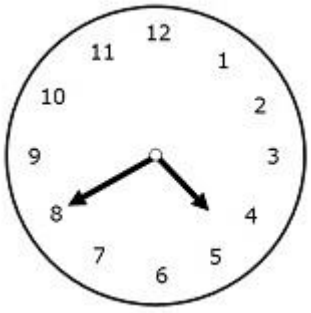


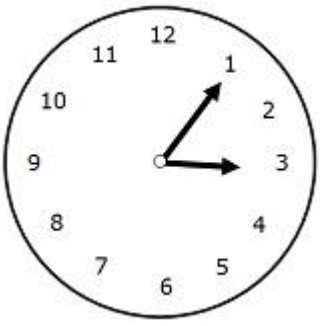


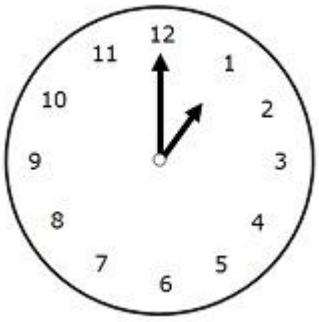












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WHAT'S THE TIME? 4

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 _____

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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.

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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**?

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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.

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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.

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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)

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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: _____

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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.

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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?

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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)

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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. _____?

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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

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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)

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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)

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PRESENT SIMPLE OR PROGRESSIVE

PRESENT SIMPLE	PRESENT PROGRESSIVE
base form of the verb (He, she, it: verb + 's')	Form of 'to be' + verb + ing
I speak you speak he / she / it speak**s** we speak they speak	I am speaking you are speaking he / she / it is speaking we are speaking they are speaking

How to use

PRESENT SIMPLE	PRESENT PROGRESSIVE
with habits, facts, thoughts, feelings and general statements	**actions happening at the time of speaking**
Colin plays football every Tuesday.	Look! Colin is playing football now.
Sandra often watches TV.	They are watching TV at the moment.

Key words

All adverbs of frequency (often, always, never, usually, sometimes, generally, normally, rarely, seldom, ...)	at the moment
every Sunday, every week, ...	at present
whenever	still
on Mondays, on Tuesdays, ...	now
	right now
	Listen!
	Look!

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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)

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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)

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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)

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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)

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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.

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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.

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