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.**		
Aprendiz:	_____	**Fecha:**	____/____/2026
Programa:	**Técnico en Asistencia Administrativa**	**Ficha:**	**3315203**
Instructor:	Jennifer Ruiz — Instructora de Bilingüismo		

ENGLISH LEARNING GUIDE: OFFICE ADMINISTRATION & SECRETARIAL SKILLS

Bienvenido Aprendiz: Esta guía de aprendizaje de nivel básico (A2) ha sido diseñada para fortalecer tus habilidades de comunicación global en el entorno laboral. A través de estas actividades, practicarás vocabulario técnico, adjetivos de perfil profesional y expresiones formales en inglés indispensables para el correcto desempeño en la asistencia administrativa y secretarial.

SECTION 1: ADMINISTRATIVE ROLES & OFFICE TOOLS

> ***Instructions:*** *Read the questions carefully and write your answers in English. Use short, clear sentences. (Lee las preguntas y responde en inglés con oraciones cortas y claras).*

Activity 1: Warm-Up Questions

1. What are two main daily responsibilities of an administrative assistant in an office?

2. Why is filing (organizing documents in folders or files) important for a company?

3. Name three physical tools or devices that a secretary uses every day at his/her workspace.

Activity 2: Workplace Tools Definition Match

Match the office tool or concept with its corresponding administrative use:

Office Tool	Administrative Application
1. Filing	A machine used to make exact paper copies of a document or report.
2. Photocopier	The activity of putting documents, papers, or digital info into organized files.
3. Notebook	A small book or pad of paper used to write down notes during a meeting.

SECTION 2: PROFESSIONAL ADJECTIVES & CHARACTER TRAITS

Instructions: *An effective secretary must have specific professional traits. Match the adjectives on the left with their definition or practical example on the right. Write the letter inside the brackets [ ].*

Activity 3: Professional Profile Glossary

Adjective	Match	Meaning / Practical Context
1. Punctual	[**a**]	**a)** Arrives on time at the office; never late for a meeting.
2. Discreet	[ ]	**b)** Works hard, is efficient and highly productive during office hours.
3. Unflappable	[ ]	**c)** Always polite and shows respect to visitors, bosses, and clients.
4. Approachable	[ ]	**d)** Keeps work and company documents strictly confidential or private.
5. Respectful	[ ]	**e)** Is calm, never gets stressed or panics under pressure.
6. Hardworking	[ ]	**f)** Friendly and easy to talk to; makes it easy for people to ask questions.
7. Tidy / Neat	[ ]	**g)** Keeps the desk and office materials organized, clean, and in perfect order.

Activity 4: Professional Traits Categorization

Classify the following office behaviors and descriptive terms into positive corporate **Qualities** (+) or negative **Deficiencies** (-) for a secretary's profile:

well-organised • careless • polite • rude • tactful • messy

PROFESSIONAL QUALITIES (+): ----------

NEGATIVE DEFICIENCIES (-): ----------

SECTION 3: PROFESSIONAL TELEPHONE COMMUNICATION

> ***Instructions:*** *Handling phone calls with clarity and courtesy is essential. Analyze the protocol rules, correct errors, and perform translations.*

Activity 5: Corporate Call Protocol (DOs and DON'Ts)

Read the telephone service situations. Write **DO** if it represents an excellent formal protocol, or **DON'T** if it is bad customer service.

1. _____ Give the name of your institution or company immediately in a friendly, clear voice.
2. _____ Keep a corporate caller waiting on the line for a long time without any explanation.
3. _____ Get irritated or angry if a client speaks too fast or has a difficult problem.
4. _____ Ask the caller politely to repeat his/her name or phone number if you didn't catch it.
5. _____ Hang up the phone abruptly without ending the commercial conversation politely.

Activity 6: Administrative Error Correction Exercise

Read the phone conversation text box. The assistant made 3 common grammar/expression errors. Identify the errors in the lines below and write the correct formal version.

```
Assistant: Good morning. ABC Services. What can I help you?
Client: Hello. I would like to speak to the general manager, Dr. Solomon, please.
Assistant: Sorry. He go to Bogota this week for a business meeting.
Client: Oh, I see. Can I leave a message, please?
Assistant: Of course. If you confirm attendance at the workshop at Monday, I can write that down.
```

1. **Error in greeting formula:** *"What can I help you?"* → Correct way:

---

2. **Error in past / present verb form:** *"He go to Bogota..."* → Correct way:

---

3. **Error in time preposition:** *"...at Monday"* → Correct way:

SECTION 4: CUSTOMER SERVICE DIALOGUE & TRANSLATION

Instructions: *Complete the everyday professional dialogue between a corporate secretary and an executive client. Fill in the blanks with the correct administrative word from the bank.*

Activity 7: Making an Appointment Dialogue

message • speaking • confirm • arrange • available

Secretary: Good afternoon. Prime Logistics, Executive Office. Laura **(1)** _____. How may I help you?

Client: Hello, this is Mr. Green calling from Global Tech. I would like to **(2)** _____ a brief business meeting with the Director next week.

Secretary: Let me check her calendar. She is **(3)** _____ on Wednesday morning at 10:00 AM. Does that work for you?

Client: Yes, that is perfect. Please **(4)** _____ that date for me.

Secretary: Excellent. I have registered your appointment. Would you like to leave any additional **(5)** _____ or reference for her?

Client: Just tell her it is regarding the new office technology project. Thank you very much!

Activity 8: Translation of Crucial Administrative Phrases

Translate the following common, formal customer service phrases from English into Spanish to use at an office reception desk:

1. *"Could you hold the line for a moment, please?"*

2. *"I look forward to seeing you at our office next week."*

3. *"Thank you for calling. Have a wonderful and productive day."*

SECTION 5: WRITING FORMAL EMAILS & MESSAGES

Instructions: *Writing emails is a core administrative duty. Fill in the gaps of this standard office message using professional vocabulary layout guidelines.*

Activity 9: Formal Email Layout Gap-Fill

Complete the email template below using the words from this selection: **[Subject • Attached • Dear • Best regards • Schedule]**

To: marketing.team@primecorp.com
From: administration@primecorp.com
(1) _____**:** Notice of Extraordinary Coordination Meeting

(2) _____ Colleagues,

Please check the **(3)** _____ for our upcoming meeting on Friday at 9:00 AM. The main objective is to organize the new office duties.

You will find the official corporate report **(4)** _____ to this electronic message for your prior review.

Thank you for your valuable attention and professional cooperation.

(5) _____**,**

Office Administrative Assistant
Centro de Comercio y Servicios SENA

INSTRUCTOR EVALUATION AREA

Espacio exclusivo para la calificación cualitativa y cuantitativa de la instructora Jennifer Ruiz.

Final Score: _____ / 100 **Status:** Approved [ ] Deficient [ ]

Observations / Comments:

_____

_____

_____
Jennifer Ruiz - Instructora de Bilingüismo SENA

SERVICIO NACIONAL DE APRENDIZAJE SENA

Centro de Comercio y Servicios - Regional Cauca

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.
Aprendiz:	_____
Programa:	Tecnólogo en Gestión Contable y Financiera
Ficha:	3223896
Fecha:	_____/_____/2026
Instructor:	Jennifer Ruiz - Instructora de Bilingüismo

ENGLISH LEARNING GUIDE: ADVANCED FINANCIAL AND ACCOUNTING MANAGEMENT

Bienvenido Aprendiz: Esta guía de aprendizaje de nivel básico-intermedio (A2) te ayudará a practicar el vocabulario técnico en inglés, estructuras gramaticales esenciales y el manejo escrito de cifras comerciales necesarias en tu futuro laboral dentro de la gestión contable y financiera.

SECTION 1: TECHNICAL GLOSSARY (15 KEY TERMS)

Instructions: Match the corporate technical terms on the left with their correct operational definitions on the right. Write the corresponding letter in the brackets [ ]. (Une los términos técnicos de la izquierda con su definición correcta a la derecha colocando la letra en los corchetes).

1. Asset [ ] **A.** Something of value owned by a company (cash, inventory).

2. Liability [ ] **B.** Money that a business owes to external parties; debts.

3. Equity [ ] **C.** Net worth of a company, calculated as Assets minus Liabilities.

4. Revenue [ ] **D.** Total money a company receives from selling goods or services.

5. Expense [ ] **E.** Money spent or cost incurred by a business to operate.
6. Balance Sheet [ ] **F.** Financial statement showing assets, liabilities, and equity.
7. Ledger [ ] **G.** The main book or file where a company registers accounts.
8. Audit [ ] **H.** A formal, planned inspection of an organization's financial books.
9. Invoice [ ] **I.** An official commercial document that requests payment from a buyer.
10. Budget [ ] **J.** A financial plan listing expected corporate revenues and expenses.
11. Profit [ ] **K.** Financial gain; the positive difference between revenue and costs.
12. Loss [ ] **L.** A decrease in corporate money when expenses are higher than revenue.
13. Cash Flow [ ] **M.** The total movement of money coming into and going out of a business.
14. Tax [ ] **N.** A mandatory financial charge imposed by the government on income.
15. Inventory [ ] **O.** The total amount of goods, materials, or products stored by a business.

SECTION 2: GRAMMAR BASE (SUBJECT PRONOUNS)

We use **Subject Pronouns** to replace nouns (people, objects, corporate elements, or groups) to avoid repetition.

Noun Type	Example Noun	Subject Pronoun	Professional Accounting Context
The Instructor / Yourself	Jennifer Ruiz	**I**	**I** am checking the corporate balance sheet.
The Person I am talking to	You (The Apprentice)	**You**	**You** need to complete the tax record database.
A Male Professional	Carlos (The Accountant)	**He**	**He** calculates the municipal taxes every month.

A Female Professional	Maria (The Auditor)	**She**	**She** verifies the physical invoice folder.
An Object / Abstract Concept	A Calculator / Ledger	**It**	**It** is an important digital tool for our office.
A Group (Including You)	The Apprentices and I	**We**	**We** study financial management at Regional Cauca.
A Group (Excluding You)	Shareholders / Debts	**They**	**They** require the end-of-year profit reports.

Activity 1: 20 Noun Replacement Challenge

Instructions: Write the correct Subject Pronoun (I, You, He, She, It, We, They) inside the table to replace the accounting vocabulary or corporate entity. (Escribe el pronombre personal correcto para reemplazar el sustantivo contable).

#	Accounting Noun / Entity	Correct Subject Pronoun
1	A calculator	_____
2	Carlos (The Accountant)	_____
3	The balance sheet	_____
4	The financial records	_____
5	Maria and I	_____
6	The shareholders	_____
7	Laura (The Tax Consultant)	_____
8	The ledger	_____
9	The company liabilities	_____
10	The apprentices and I	_____

11	Mr. Gomez (The CFO)	_____
12	An invoice	_____
13	The physical assets	_____
14	The bank cashiers	_____
15	A corporate budget	_____
16	You and your classmate	_____
17	The financial analyst (female)	_____
18	The office inventory	_____
19	The corporate taxes	_____
20	The bookkeeper (male)	_____

SECTION 3: VERB TO BE VS. VERB TO HAVE

A. The Verb "TO BE" (Ser / Estar)

• **I am** -> I am an accounting apprentice.
• **He / She / It is** -> The tax consultant is busy with the report.
• **You / We / They are** -> You and Maria are excellent corporate auditors.

B. The Verb "TO HAVE" (Tener / Poseer)

• **I / You / We / They have** -> We have an emergency meeting with the CFO.
• **He / She / It has** -> The enterprise has a complex financial liability.

Activity 2: Verb Application Practice (10 Exercises)

Instructions: Complete the professional sentences with the correct form of the verb To Be (am / is / are) or To Have (have / has). (Completa con la forma correcta del verbo según el contexto).

1. The chief financial officer _____ **(To Be)** in a critical meeting right now.
2. We _____ **(To Have)** exactly twenty-five corporate records to audit.
3. I _____ **(To Be)** a certified bookkeeper for this local business in Popayán.
4. The credit officer _____ **(To Have)** the loan applications on his desk.
5. You and your team _____ **(To Be)** responsible for checking the balance sheet.
6. The new administrative office _____ **(To Have)** three modern calculating tools.

7. They _____ **(To Be)** the instructors in charge of the financial program evaluation.
8. The business enterprise _____ **(To Have)** a high depreciation loss this trimester.
9. She _____ **(To Be)** an expert financial analyst in corporate revenues.
10. The physical cash flow ledger _____ **(To Be)** under lock and key in the archive room.

SECTION 4: REALISTIC COLOMBIAN CURRENCY PRACTICE

Activity 3: Writing Precise Numbers (COP - 8 Exercises)

Instructions: Convert the following complex financial amounts into complete, formal English words. Pay attention to millions, thousands, and internal units. (Escribe en palabras en inglés las siguientes cifras en pesos colombianos).

1. **$348.915 COP:**
   _____
2. **$2.671.430 COP:**
   _____
3. **$9.856.765 COP:**
   _____
4. **$45.120.350 COP:**
   _____
5. **$127.493.800 COP:**
   _____
6. **$612.304 COP:**
   _____
7. **$5.918.255 COP:**
   _____
8. **$23.740.118 COP:**
   _____

_____

SECTION 5: READING ADVANCED FINANCIAL TEXT TO DIGITS

Activity 4: Reading Financial Text (8 Exercises)

Instructions: Read the sentences and write down the exact financial figures using numeric symbols and commas for thousand/million breaks. (Lee los textos y escribe las cifras correspondientes en números utilizando comas).

1. *"The business ledger shows a total revenue of eight million, three hundred forty-five thousand, six hundred pesos."*
   $ _____ COP
2. *"Our quarterly municipal tax expense is one million, two hundred nineteen thousand, four hundred and fifty pesos."*
   $ _____ COP
3. *"The bank approved a corporate commercial loan of sixty-five million, seven hundred eighty-two thousand pesos."*
   $ _____ COP
4. *"The bookkeeper registered a depreciation loss of nine hundred fifty-four thousand, three hundred and ten pesos."*
   $ _____ COP
5. *"The enterprise cash flow has exactly twelve million, five hundred sixty-one thousand, eight hundred pesos."*
   $ _____ COP
6. *"The commercial invoice indicates a net budget of four hundred seventy-six thousand, nine hundred and twelve pesos."*
   $ _____ COP
7. *"The financial analyst confirmed an equity value of three million, four hundred twelve thousand, two hundred and five pesos."*
   $ _____ COP
8. *"The corporation paid an interest expense of fourteen million, eight hundred ninety-three thousand, six hundred and forty pesos."*
   $ _____ COP

SECTION 6: PRACTICAL INTEGRATED CASE STUDIES

Activity 5: Basic Corporate Problems (5 Exercises)

Instructions: Read the financial scenarios, perform the basic single-step calculations required, and answer the questions using numeric digits or English words. (Lee los casos contables sencillos, realiza la operación básica de un solo paso y responde).

Exercise 1: Corporate Office Supply (Multiplication)

An assistant buys 5 identical accounting books for the administrative office archives. Each book has a fixed price of exactly $125.000 COP.

• A. Calculate the final total cost of the purchase. Write the numeric result using proper points/commas:

$ _____ COP

• B. Write out the final calculated cost completely in formal English words:

_____

_____

Exercise 2: Simple Revenue Cash Flow (Addition)

On Monday, a local business receives a cash delivery of $4.500.000 COP from product sales. On Tuesday, the business receives another delivery of $2.300.000 COP.

• A. Calculate the total combined revenue for those two days. Write the numeric result:

$ _____ COP

• B. Write out the total combined revenue value completely in formal English words:

_____

_____

• C. Which Subject Pronoun replaces the noun concept "The Revenue"?

Pronoun: _____

Exercise 3: Simple Tax Discount (Subtraction)

A company has a total budget of $8.950.000 COP. The manager uses the subtraction operation to pay a direct government municipal tax of $1.400.000 COP.

• A. Calculate the remaining budget after paying the tax. Write the numeric result:

$ _____ COP

• B. Write out the exact paid tax value ($1.400.000 COP) completely in English words:

_____

_____

Exercise 4: Hardware Procurement (Multiplication)

The administrative supervisor signs an institutional invoice to purchase 3 basic calculators for the new apprentices. Each calculator costs exactly $45.300 COP.

• A. Calculate the total invoice value for the 3 devices. Write the numeric result:

$ _____ COP

• B. Write out the final total calculated invoice value completely in English words:

_____

_____

Exercise 5: Basic Balance Sheet Assets (Addition)

An accounting checker reviews two primary physical assets inside a corporate store room. Asset A is worth $12.000.000 COP and Asset B is worth $7.000.000 COP.

• A. Calculate the total assets value combined. Write the numeric result using proper points/commas:

$ _____ COP

• B. Write out the final total asset value completely in formal English words:

_____

_____

• C. Which Subject Pronoun replaces the plural noun "The Assets"?

Pronoun: _____

INSTRUCTOR EVALUATION AREA

Espacio exclusivo para la calificación cualitativa y cuantitativa de la instructora Jennifer Ruiz.

Assessment Criteria	Qualitative Performance Indicator	Score (A / D)
• 15 Technical Terms Match • 20 Pronoun Table Tasks • 10 Verb Practice Tasks • 16 Currency Writing Tasks • 5 Basic Case Studies	Identifica conceptos financieros básicos, aplica pronombres y estructuras verbales en tablas técnicas, y resuelve casos aplicando operaciones aritméticas básicas junto con la lectura y escritura de cifras en inglés según los criterios institucionales.	**[ ]** Date: ____/____/2026

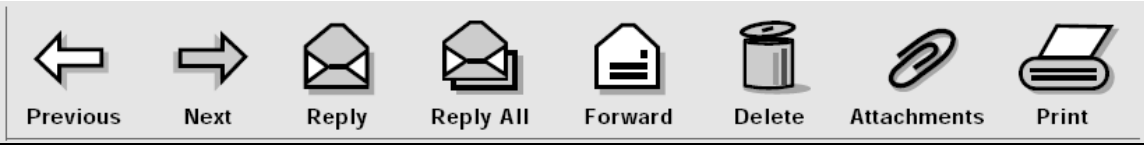
_____

Jennifer Ruiz - Instructora de Bilingüismo SENA

Centro de Comercio y Servicios - Regional Cauca

WRITING AN INFORMAL E-MAIL or LETTER

- Read the following e-mail and letter:



From: María (maria@terra.es)
To: Alice (alice@hotmail.com)
CC:
Subject: My family

Hi Alice,
How are you? I hope you're well. Thanks for your last e-mail. This time I'm writing to tell you about my family.

My mother's name is Amparo and my father's name is Juan. My mother is 45 years old and my father is 55. My mother is a doctor and my father is a dancer. I love them both very much.
I have a horrible little brother and no sisters. His name is Fernando. He goes to the same school as me. He is 8 years old. He loves playing football, video games and annoying me! I like playing basketball and going out with my friends. I don't like school because my teacher is always angry.
We have one dog called Bobbi. He is always happy.

Well, that's all for now. I hope to hear from you soon.

Love,
María xxxxxx

41 46th Street
New York
11104

February 12

Dear Miguel,

How are you? I'm fine. Here's a letter in English. It's good practice for you and me! I'm writing to tell you about my school, the girls I live with and New York.

I have classes in English at La Guardia Community College. I'm in a class with eight students. They're all from different countries: Japan, Brazil, Switzerland, Poland, and Italy. Our teacher's name is Isabel. She's very nice and a very good teacher.

I live in an apartment with two American girls, Annie and Marnie Kass. They are sisters. Annie's twenty years old and a dancer. Marnie's eighteen years old and a student. They're very friendly, but it isn't easy to understand them. They speak very fast!

New York is very big, very exciting but very expensive! The subway isn't difficult to use and it's cheap. It's very cold now but Central Park is lovely in the snow. I'm very happy here.

That's all my news. Write to me soon.
Best wishes,
Dorita

WRITING AN INFORMAL E-MAIL or LETTER

* We begin an e-mail or letter with the greeting. We begin letters with Dear …, (we use a comma, not a colon (:)). But we can begin an email not only with Dear…, but also with Hi … or Hello… (followed by a comma).

* The introduction is the first paragraph. Here we ask about our friend's health, we thank her/him for his previous letter/email, we mention the reason for writing, etc.

1. Where does the introduction begin and finish in the e-mail? And in the letter?

* The body is the most important part of a letter or e-mail. Here we write the main subject/s of our letter/email, for example, we cancel something, we talk about our school/work/family/holidays, etc. When we talk about two subjects, we write two body paragraphs; when we talk about three, we write three paragraphs, and so on.

2. Where does the body begin and finish in the e-mail? And in the letter?

* The conclusion is the last paragraph (third, fourth, fifth… paragraph). Here we write our closing remarks: we say goodbye, ask the other person to write back, send her/him or her/his family our love, etc.

3. Where does the conclusion begin and finish in the e-mail? And in the letter?

4. What are the main differences between e-mails and letters? Write L (letter) or E (e-mail) next to each sentence:

1. You write your address (street/city or village/postcode) in the top right-hand corner.
2. You write your name and/or address in the first box before your composition.
3. In this type of composition, you don't include your name in your address.
4. You write the name of the person you are writing to in the second box.
5. You can send this text to other people. You just write their address in the box "carbon copy".
6. You write the date under the address.
7. You don't need to write the date.
8. You can tell the reader what your text is about in the "subject" box.
9. The greeting always begins with Dear… and we use a comma after it:

Dear Estefanía, Dear Mr Squires,

10. The greeting can begin with Dear… or Hi…:

Dear Estefanía, Hi Estefanía,

11. We use a comma after the greeting.

12. We say *Best wishes, / Regards,* with people we don't know much. But we say *Lots of love, /Love,* with close friends and relatives.
13. We sign the text at the end.
14. We write our name at the end.

5. Write the following words and phrases in the corresponding place:

Regards,	It was great to hear from you.
Hi Sarah,*	We look forward to hearing from you.
Love,	Thanks for your e-mail.
Dear Herman,	Write soon!
That's all for now.	Best wishes,
Lots of love,	
Dear Mr white,	How are you? I'm fine.
Well, that's all my news.	Give my regards to your parents.
Give my love to your sister.	I look forward to hearing from you.
I hope you're well.	I hope to hear from you soon.
My mother sends her love.	Thank you very much for your letter of December 1st.
Write soon.	How's your family?
I have some good news. I'm writing to tell you about my last holidays.	

* This expression is used only in e-mails.

Greetings:

Introduction:

Conclusion:

Closing an e-mail:

6. The date in letters: there are different ways of writing the date:

18th March, 2007	18 March, 2007	18th March	18. 3. 07
March 18th, 2007	March 18, 2007	March 18th	18. 3. 2007

KEY:

1. Where does the introduction begin and finish in the e-mail? And in the letter?

e-mail: How are you? … my family.
letter: How are you? … New York.

2. Where does the body begin and finish in the e-mail? And in the letter?

e-mail: My mother's name… He is always happy.
letter: I have classes … I'm very happy here.

3. Where does the conclusion begin and finish in the e-mail? And in the letter?

e-mail: Well… from you soon.
letter: That's all … me soon.

4. What are the main differences between e-mails and letters? Write L (letter) or E (e-mail) next to each sentence:

1. You write your address (street/city or village/postcode) in the top right-hand corner. L
2. You write your name and/or address in the first box before your composition. E
3. In this type of composition, you don't include your name in your address. L
4. You write the name of the person you are writing to in the second box. E
5. You can send this text to other people. You just write their address in the box "carbon copy". E
6. You write the date under the address. L
7. You don't need to write the date. E
8. You can tell the reader what your text is about in the "subject" box. E
9. The greeting always begins with Dear… and we use a comma after it: L

Dear Estefanía,

Dear Mr Squires,

10. The greeting can begin with Dear… or Hi…: E

Dear Estefanía,

Hi Estefanía,

11. We use a comma after the greeting. L and E
12. We say *Best wishes, / Regards,* with people we don't know much. But we say *Lots of love, /Love,* with close friends and relatives. L and E
13. We sign the text at the end. L
14. We write our name at the end. E

5. Write the following words and phrases in the corresponding place:

Greetings:

Hi Sarah,
Dear Herman,
Dear Mr White,

Introduction:

Thanks for your e-mail.
It was great to hear from you.
How are you? I'm fine.
I hope you're well.
Thank you very much for your letter of December 1st.
I have some good news. I'm writing to tell you about my last holidays.
How's your family?

Conclusion:

Write soon!
Write soon.
That's all for now.
We look forward to hearing from you.
I look forward to hearing from you.
I hope to hear from you soon.
Give my love to your sister.
Give my regards to your parents.
My mother sends her love.
Well, that's all my news.

Closing an e-mail:

Regards,
Lots of love,
Love,
Best wishes,

1 Formal or informal?

You are going to write two emails on a similar topic, the first formal/neutral and the second informal.

EMAIL 1

Write to a customer to tell them that the product/service they want is not available at the moment.

Prepare the situation using the questions below. The information can be real or imaginary.

- What is your company's business? What products/services do you offer?
- What is the particular product/service that you normally offer, but is not available at the moment?
- Why?
- When is it going to be available again?
- Who is the customer that you are writing to? Why do they need your product/service?
- Are you going to promise any action, give additional information, offer help, or simply say that you will tell them when the product/service is available again?

Now write the email in a formal/neutral style.

When you finish, work with a partner. Check each other's grammar, spelling, punctuation and style. Is everything clear, well-structured and easy to understand?

EMAIL 2

Write to a friend to tell them that you haven't got something they want from you.

Prepare the situation using the questions below. The information can be real or imaginary.

- Who is your friend?
- What item do they want from you?
  Ideas: they want to borrow a book that you have; they want you to make a copy of a CD that you have.
- Why are you not able to give them this item at the moment?
  Ideas: you have lent the book to someone else; your computer isn't working to copy the CD.
- When can you give them the item?
- Are you going to promise any action, give additional information, offer help, or simply say that you will tell them when you can give them the item?

Now write the email in an informal style.

When you finish, work with a partner. Check each other's grammar, spelling, punctuation and style. Is everything clear, well-structured and easy to understand?

FOLLOW-UP

Exchange emails with a different partner.

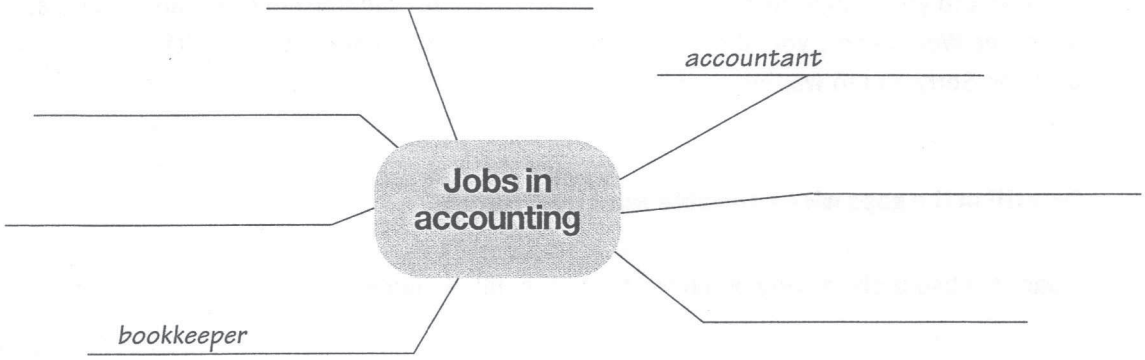
Reply to the emails you receive, inventing any information necessary.

This material has been written to accompany *email English*, by Paul Emmerson. ISBN 1405012943
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Solutions for English Teaching

1 Introduction to accounting

STARTER **Make a list of all the different types of job you know about in accounting.**



1 **Here are some jobs and definitions. Fill in the gaps in the definitions with words from the box below.**

specializing • studying • for inspecting its accounts • processing the records • giving administrative support • to inspect its accounts

Trainee accountants

Accountants who are _____[1] for professional examinations

Bookkeepers

Administrative staff responsible for _____[2] of a business's financial activities

Tax accountant

An accountant _____[3] in a company's tax affairs

Back-office manager

Person in charge of the staff responsible for _____[4] to the Finance department

Internal auditors

Employees of a company who are responsible _____[5].

External auditors

People employed by an outside firm of accountants and hired by a company _____[6].

14 Match these words with their meanings.

1	debt	a	an agreement between two or more parties, often written
2	lease	b	the opposite of assets
3	gearing	c	buying or selling something
4	liabilities	d	someone who owns parts of a company
5	contract	e	money that is owed
6	transaction	f	an agreement where the owner of something allows someone else to use it for a specific time for a sum of money
7	shareholder	g	the proportion of own capital to borrowed funds when buying an asset or financing a company

15 Use *liability*, *liabilities*, *debt*, or *debts* to complete the sentences below.

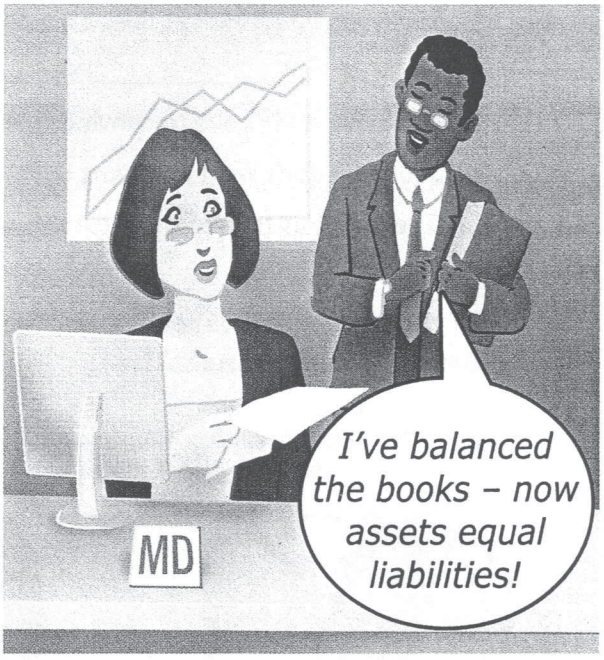
1 He'll have paid his _____ off by next year.

2 Look at the assets and _____ on the balance sheet if you want to know how the company's doing.

3 Many developing countries are burdened by heavy _____.

4 We need to look at the long-term _____ before we think about any major new purchases.

5 The partnership has limited _____ status.



6 Current _____ are those which are paid off within a year.

7 The company's in _____ to the tune of 10 million.

JDIO 5

Now listen and check your answers

Transcripts

UNIT 1, EXERCISE 2

2

Secretary Mr Martens will be with you in a moment. He's just finishing a phone call.
Michael Thank you.
Secretary Would you like some coffee?
Michael Yes, that would be great. Milk no sugar, please.
Secretary Here you are.
Michael Thank you.
Michael Is this the whole department?
Secretary No, no, not at all. On this floor we have the trainee accountants and the bookkeepers.
Michael Uh-huh. And does everyone work in the open-plan area?
Secretary No, some of the managers have individual offices. The two big offices on the left are for the company treasurer and for our senior tax accountant. The offices on the right are for our cost accountant and for our budget manager.
Michael And the office in the corner of the open-plan area?
Secretary That's used by our back-office manager.
Michael And you have offices downstairs as well?
Secretary Yes, that's correct. Downstairs are the internal auditors and at the moment we have a team of external auditors. They're in one of the conference rooms at the end of the corridor.
Michael I see.

UNIT 1, EXERCISE 3

3

Secretary Ah, Mr Martens. This is Michael Rogers.
Paul Ah, yes. Hello, Michael. I'm Paul. It's nice to meet you. Sorry to keep you waiting. Please come in and take a seat. Did you have a nice flight?
Michael Yes, thanks, Paul. Finding the office was a little more difficult, though. I'm glad so many people here in Brussels can speak English.
Paul Oh yes, we're very international here now. But that's not a bad thing, I must say.
Michael A little cultural mix is good, isn't it?
Paul You're absolutely right. Would you like to start by telling me a little about your experience, Michael? Your C.V. is very impressive. And then I'll fill you in on our group, and the particular requirements we have for this position.
Michael Yes, that's fine. I guess you know from my C.V. that I studied economics in New York, ...

UNIT 1, EXERCISE 12

4

Sally Morning Charles. You wanted to see me?
Charles Yeah. Hi Sally. About our board meeting next week, you know we'll be discussing our debt problems?
Sally Of course. Probably our biggest issue at the moment.
Charles Right. The shareholders are getting nervous, and the markets don't like our level of gearing. We're getting more and more questions about whether we can service our debt, in the long term. It's getting harder to attract new investments So, I wanted to speak to you about what we can do. We're investing a significant amount in our new factory in Germany so we need to come up with a solution soon. The new factory is very important, and we're looking at leasing the assets. And that's where you come in. Tell me what we can do with leases on the balance sheet. What's allowed in this country?
Sally Is this a business decision, to lease these assets?
Charles Let's just say it's one possibility we're looking at.
Sally You're thinking that if we lease the assets, we can exclude these liabilities from the balance sheet?
Charles Exactly.
Sally You know that the auditors will look very closely at these transactions? The accounting standards, or principles if you like, mean that finance leases must be disclosed. If we are effectively the owner of these assets, then we're not going to have a choice.
Charles And how do we determine the owner?
Sally That depends on the conditions in the contract.
Charles That shouldn't be a problem. And then we can call them ...
Sally Operating leases. But remember, auditors and the markets are now very sensitive to these things. We can't afford to be seen as trying to mislead anyone.
Charles Of course not. But for the meeting next week, have a think about it. OK?
Sally Yeah. I'll try and bring some ideas.
Charles Great. See you later.
Sally OK. Bye.

UNIT 1, EXERCISE 15

5

1 He'll have paid his debts off by next year.
2 Look at the assets and liabilities on the balance sheet if you want to know how the company's doing.
3 Many developing countries are burdened by heavy debt.
4 We need to look at the long-term liabilities before we think about any major new purchases.
5 The partnership has limited liability status.
6 Current liabilities are those which are paid off within a year.
7 The company's in debt to the tune of 10 million.

Basics ▨ Pronouns 1

Subject Pronouns

I, YOU, HE, SHE, IT, WE, THEY

Subject	**Verb**	**Object**
The girl	loves	her parents.
She	loves	them.

Change the noun(s) to subject pronouns.

man	he	dog	it	girls	they
people	_____	woman	_____	teachers	_____
cat	_____	Bob and Joe	_____	women	_____
dogs	_____	man	_____	students	_____
parents	_____	men	_____	friends	_____
girl	_____	wife	_____	uncle	_____
you and I	_____	tree	_____	restaurant	_____
pencil	_____	Ann and you	_____	socks	_____

Change the subject noun(s) to subject pronouns.

My father is tall. ***He** is tall.*
My mother is short. ***She** is short.*
You and your friend are shy. ***You** are shy.*
My uncle is married. ***He** is married.*

1. My sister is thirsty. _____
2. My grandmother is old. _____
3. The students are young. _____
4. The restaurant is expensive. _____
5. The dog is angry. _____
6. The cats are fat. _____
7. The city is big. _____
8. The girls are pretty. _____
9. The sock is clean. _____
10. The socks are dirty. _____
11. You and I are happy. _____
12. You and your brother are sad. _____
13. The man is tired. _____
14. The men are rich. _____
15. The woman is quiet. _____
16. The women are noisy. _____
17. You and I are hungry. _____

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English worksheet.
By: Inst. Jennifer Ruiz V.

WORKSHEET ABOUT VERB TO BE

Write am, is or are:

Hi! I ..... Peter and this ..... Emma. She ..... my sister. I ..... eleven and she ..... ten. We ..... from Salford. Salford ..... near Manchester. What ..... your name? Where ..... you from?

2. Write sentences. Use the correct form of be in present (am/is/are).

I/young .....
She / clever .....
You / not old .....
You / sleepy .....
We / not naughty .....
She / not short .....
It / rainy .....
They / unhappy .....
He / not hungry .....
They / tidy .....
He / handsome .....
3. Write the full forms.
I´m Laura .....
He´s my brother .....
She isn´t at home. .....
It´s your seat. .....
What´s that book called? .....
They´re friends. .....

4. Write he, she, it or they.

Jane and Martin are friends. .They are friends.....
Elephants are huge. .....
My father is an astronaut. .....
His cat is grey. .....
My family and I are from Madrid. .....
John is quite tall. .....

5. Ask questions.

..... I´m ten.
..... She´s from Scotland.
..... My mum is at home.
..... Her birthday is on 12th June.
..... He´s 23 years old.

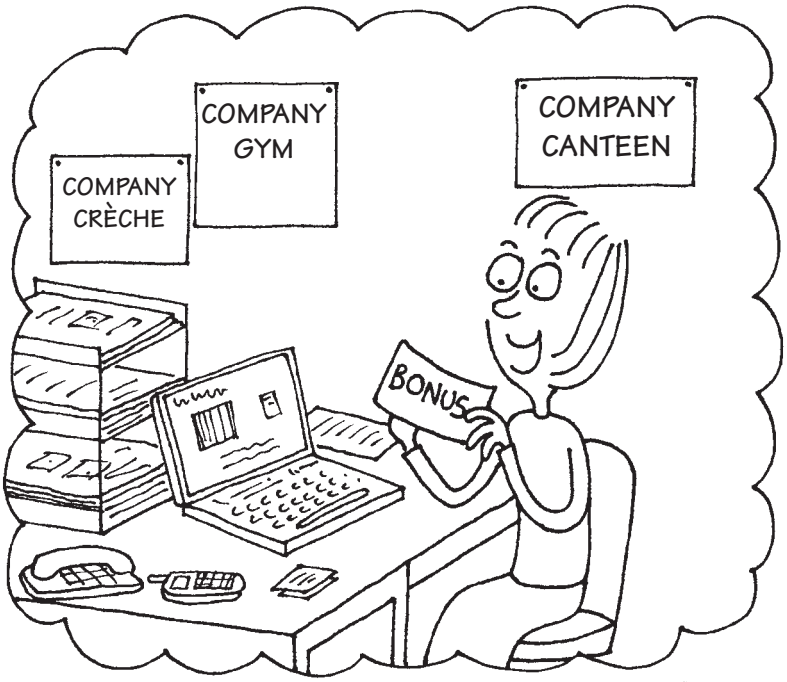
2a Ideal company

Nicholas Sheard

1 Work with a partner. Look at the criteria for an ideal company and choose the five most important and the five least important.

My ideal company:

- has a female CEO
- gives six months' paid maternity leave and one month paid paternity leave
- has a crèche facility
- has a good quality canteen
- gives equal pay to women and men
- gives employees a laptop computer and mobile phone for business and personal use
- has opportunities for promotion and personal development
- awards bonuses and gives fringe benefits to employees
- provides at least six weeks' training a year
- has an annual staff party
- has a generous company pension scheme
- allows women with three children to retire at 55
- has a gym and sports facilities
- pays one month extra salary to employees who have a new baby or who get married



2 Make sentences about your ideal boss from the prompts below using the adverbs of frequency in the box. Then compare your sentences with a partner.

My ideal boss:

- reads my e-mails
- lets me make personal calls at work
- takes me out to dinner
- has regular update meetings with me
- sends me on trips
- calls me by my first name
- phones me at home to discuss work
- leaves me to get on with my work
- chats about his/her family and other non work-related topics
- brings me coffee
- sets regular deadlines and targets
- lets me leave work early
- says thank you
- praises me
- gives me lots of responsibility
- lets me work from home



always	usually	often	sometimes	not often	hardly ever	never
every day	every week	twice a year	once a month			

NAME: _____ **DATE:** _____

QUIZ: BUSINESS and FINANCE

- *Answer these fourteen questions to score your vocabulary knowledge.*

1. **When people '*advertise*' products they want to ….**
   a) buy them
   b) sell them
   c) export them
   d) use them

2. **An '*annual*' earnings report can tell about a company's profits ….**
   a) during the past year
   b) during the past month
   c) during the past week
   d) during the past day

3. **In which of the following places can a person find '*cargo*'?**
   a) on the Internet
   b) in an employee's home
   c) in an office
   d) on a ship

4. **Which of the following words is most similar to *'consumer'*?**
   a) manager
   b) buyer
   c) employer
   d) seller

5. **What does a business do when it *'earns'* money?**
   a) it breaks even
   b) it loses money
   c) it makes money
   d) none of the above

6. **Which of the following things does a business do when it '*expands*'?**
   a) it opens more stores or offices
   b) it imports products
   c) it closes a factory
   d) it publishes an annual report

7. **A company's '*headquarters*' might be found ….**
   a) on a business suit
   b) in a warehouse
   c) in an office building
   d) inside a secretary's desk

8. **Which of the following is most similar to a company '*logo*'?**
   a) a game
   b) a song
   c) a story
   d) a picture

9. ***'Merchandise'* is something that people can ….**
   a) buy
   b) sell
   c) export
   d) all of the above

10. **If a business makes a '*profit*', we can say that ….**
    a) it is in the black
    b) it is in the red
    c) it is bankrupt
    d) it hires many people

11. **Which of the following words is most similar to a business *'proposal'*?**
    a) question
    b) suggestion
    c) discussion
    d) interruption

12. **Which of the following people do companies '*hire*'?**
    a) buyers
    b) sellers
    c) employees
    d) employers

13. **Which of the following words is most similar to *'value'*?**
    a) need
    b) make
    c) money
    d) product

14. **Which of the following things can you probably find in a '*warehouse*'?**
    a) merchandise
    b) products
    c) goods
    d) all of the above

13 – 14 = Excellent **11 – 12 = Good** **9 – 10 = Study More!**

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VOCABULARY QUIZ

Business

Aims Vocabulary practice; self-assessment, or formal assessment

Level Intermediate to Advanced

Time Approximately 10 minutes

ANSWER KEY

(Thank you, Alex!)

1. B
2. A
3. D
4. B
5. C
6. A
7. C
8. D
9. D
10. A
11. B
12. C
13. C
14. D

My Notes

Grades as percentages

14 / 14 = 100%
13 / 14 = 93
12 / 14 = 86
11 / 14 = 79
10 / 14 = 71
9 / 14 = 64
8 / 14 = 57
7 / 14 = 50
6 / 14 = 43
5 / 14 = 36
4 / 14 = 29
3 / 14 = 21
2 / 14 = 14
1 / 14 = 7
0 / 14 = 0%

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Present Simple 'Wh' Questions

Make present simple 'wh' questions:

1. (where / you / go to school?)

___Where do you go to school?_____

2. (what / you / do?)

_____

3. (where / John / come from?)

_____

4. (how long / it / take from London to Paris?)

_____

5. (how often / she / go to the cinema?)

_____

6. (how many children / you / have?)

_____

7. (when / you / get up?)

_____

8. (how often / you / study English?)

_____

9. (what time / the film / start?)

_____

10. (where / you / play tennis?)

_____

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11. (what sports / Lucy / like?)

_____

12. (how / they / get to work?)

_____

13. (how often / I / come here?)

_____

14. (where / she / live?)

_____

15. (why / you / eat so much chocolate?)

_____

16. (what / this machine / do?)

_____

17. (who / she / meet on Saturdays?)

_____

18. (how many brothers / she / have?)

_____

19. (how much / this / cost?)

_____

20. (where / you / eat lunch?)

_____

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Answers:

1. Where do you go to school?
2. What do you do?
3. Where does John come from?
4. How long does it take from London to Paris?
5. How often does she go to the cinema?
6. How many children do you have?
7. When do you get up?
8. How often do you study English?
9. What time does the film start?
10. Where do you play tennis?
11. What sports does Lucy like?
12. How do they get to work?
13. How often do I come here?
14. Where does she live?
15. Why do you eat so much chocolate?
16. What does this machine do?
17. Who does she meet on Saturdays?
18. How many brothers does she have?
19. How much does this cost?
20. Where do you eat lunch?

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The recruitment process

This text about the recruitment process below has been divided into three parts. Complete each part with the words and expressions in the boxes. The first answer for each part has been done for you.

Part 1

affirmative recruitment • applicants • appointments • benefits
description • disabilities • discrimination • equal opportunities
experience • externally • institutional agency • increments
internally • job centres • journals • leave • personal qualities
private recruitment agency • qualifications • recruitment agency
rewards • situations vacant • ~~vacancy~~

When a company or organisation has a 1. *vacancy* for a new member of staff, it usually advertises the post. It does this 2._____ (for example, in the company magazine or on a company notice board) or 3._____, either in the 4._____ or 5._____ section of a newspaper, in specialist trade 6._____ or through a 7._____ which helps people to find employment. There are two main types of agency. The first of these is the 8._____, usually found in a school or university. These work closely with employers to let potential employees know about the jobs that are on offer (also included in this category are 9._____, which are provided by the state, and which can be found in most main towns in Britain and other countries). The second is the 10._____, which are independent companies, and employers have to pay these agencies for each employee they successfully provide.

A job advertisement has to give an accurate 11._____ of the job and what it requires from the 12._____ (the people who are interested in the post). These requirements might include 13._____ (academic, vocational and professional), work 14._____ in similar lines of work, and certain 15._____ (for example, it might say that you need to be practical, professional and have a sense of humour). The advertisement will also specify what 16._____ (basic salary, commission, regular 17._____, etc) and 18._____ (paid 19._____, free medical insurance, company car, etc) the company can offer in return. The advertisement must be careful it does not break employment laws concerning sex and racial 20._____: some companies emphasise in their job advertisements that they are 21._____ employers (or 22._____ employers in the USA), which means that they will employ people regardless of their sex, skin colour, religion, 23._____, etc.

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Part 2

application • aptitude • board • candidates • covering • ~~CV~~
group-situational • in-basket • introduction • medical • one-to-one
pre-selection • psychometric • short-list • turn down

The job advertisement will usually ask people interested in the post to send their 1. *CV* with a 2._____ letter or a letter of 3._____, or they will ask people to write or call for an 4._____ form. The managers of the company will look at these, and go through a 5._____ procedure, where they choose or 6._____ applicants. They then prepare a 7._____ of possible 8._____: these are the people who will then be invited for an interview. Interviews usually take one of two forms. The first is the 9._____ interview, with one applicant and one employer talking together. The second is the 10._____ interview, with one applicant being interviewed by several people at once.

There may also be tests to see whether the applicant is suitable for the post. There are several of these, including 11._____ tests (which look at psychological traits of the applicant), 12._____ tests, which test the applicant's skills and knowledge, and his / her potential for acquiring more skills and knowledge), 13._____ tests (where several applicants are put into an imaginary situation and decide how to deal with it), and 14._____ tests (in which an applicant has to deal with a number of imaginary tasks similar to those s/he would face in the job). Applicants may also have to go for a 15._____ test to see whether they are healthy enough for the work.

Part 3

appearance • circumstances • disposition • fixed-term • follow-up
induction programme • intelligence • interests • offered • open-ended
potential • probationary • references • ~~seven-point plan~~
skills • temporary

Many employers use a 1. *seven-point plan* when they recruit for a new post. They look at different aspects of the applicant to decide whether or not s/he has the correct 2._____ for the job. These include physical 3._____ (for example, is the applicant smart and well-presented?), educational qualifications, general 4._____, special 5._____, hobbies and outside 6._____, mental and emotional 7._____ and family 8._____.

If a candidate gets through the above stages, s/he will be asked to provide 9._____ from people who know him / her, and if these are positive s/he is then 10._____ the post. Before s/he actually starts working, s/he may go through an 11._____ to learn more about the company and the post. Sometimes, s/he may be given a 12._____ contract and have to complete a 13._____ period, where the employers make sure that s/he is suitable for the job before being offered an 14._____ or 15._____ contract. After s/he has been with the company for a while, there might be a 16_____ session, to assess how s/he is getting on in the post.

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Letters

On the next two pages you will see sentences from seven different types of letter. Look at each sentence carefully, then match it with one of the letter types from the list in the box. Underline the key words or phrases which helped you to decide. Be careful - there is one sentence which does not match any of the letter types.

When you have done this, make a list of the useful words and expressions that can be used in these different types of letter.

(A) Invitation to interview (B) Letter of reference (C) Letter of appointment
(D) Written warning (E) Letter of dismissal (F) Letter of resignation
(G) Acknowledgement of resignation

1. I have known Jan Kelly since she started working with the company in 1999.

2. Following the disciplinary interview which you attended on 12 June, I am writing to confirm the decision taken that you will be given a written reprimand under our Disciplinary Procedure.

3. On 7 May, following persistent neglect of duties on your part, you were given a written warning in accordance with the Company's Disciplinary Procedure.

4. She came to work for this company as a Trainee in the production department, and rapidly moved up the scale to become Deputy Production Manager three years ago.

5. Following your interview and our conversation yesterday, this letter is to confirm your post as Production Manager commencing 2 October.

6. This will be placed in your personal record file, but will be disregarded for disciplinary purposes after a period of six months, provided your conduct reaches a satisfactory level.

7. Thank you for your application for the post of Production Manager at Graffix plc.

8. This letter and the attached terms and conditions form the basis of your contract of employment.

9. She is a very able manager, and is particularly keen on keeping up to date with new technology.

10. As I told you yesterday, I have decided to hand in my notice and this letter is to inform you of my decision to leave the company.

11. She has always worked well with other members of staff, has always been on time and has rarely missed work through illness.

12. I am delighted that you will be coming to work for us.

13. The nature of the unsatisfactory conduct was your continual lateness, persistent absenteeism, and neglect of duties on the shop floor.

14. We expect to see an improvement in your punctuality and attendance, and a more professional approach to your work by 30 June.

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15. In a letter of 18 June, you were advised that unless your conduct improved, you would be dismissed from your post.

16. We would like you to come for a preliminary interview with our Production Director, James Mills.

17. The notice period indicated in my contract of employment is six weeks, but you agreed during our conversation that in my case this could be reduced to five so as to enable me to take up the offer of another position.

18. Thank you for your letter of 19 October telling us of your intention to leave the company.

19. At the disciplinary hearing held on 16 October, it was decided that your performance was still unsatisfactory, and you had shown no inclination to improve.

20. We are naturally most sorry that you should be leaving us, but I understand your reasons for doing so.

21. I am sure you will find a very pleasant working environment here, and we look forward to welcoming you as a member of our team on 2 October.

22. I am therefore writing to confirm the decision that you will be dismissed, and that your last day of service with the company will be 2 November.

23. These will be held at our Banbury office on 29 and 30 August, and should last about 30 minutes.

24. I would be grateful if you could call me to arrange a suitable time on one of those days.

25. We will be sorry to see her leave, but I know that she is looking for a more challenging position.

26. Unfortunately, I am sorry to tell you that on this occasion your application has been unsuccessful.

27. The likely consequence of insufficient improvement is dismissal.

28. The company you are joining has an excellent reputation, and I am sure you will be as happy there as you have been with us.

29. You have the right to appeal against this decision to the Production Director within seven days of receiving this letter of dismissal, in writing, giving your reasons.

30. As I explained to you, I have been very happy working here, and shall be leaving with many regrets.

31. I have however been offered a post at a substantially higher salary with another company.

32. If you have any special needs, especially concerning access, please let me know in advance.

33. I have noted that your last day of service with us will be 23 November, and I have passed this information to the HR Department to deal with.

34. On a personal level, I shall be particularly sorry to see you go; you have been an excellent manager, and I hope you will keep in touch.

35. In the meantime, if you have any queries about your new post, please do not hesitate to call me on extension 2340.

36. Furthermore, as the prospects of further advancement are greater, I felt that this was an offer I felt I simply could not turn down.

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Advice Column

problems about learning English

■ Read the problems below and discuss possible solutions.



Ask Anita!

Dear Anita,

English is a global language, so it's especially important to me because I want to study business when I finish high school next year. It's the official language of England, the United States, Canada, Australia, and many other countries, and most of the information on the Internet is in English. My question is this: how can I become really bilingual? My classmates and I have studied English in school for many years, but I still feel my English isn't very good. How can I become really fluent in English?

Eduard

Dear Anita,

American English or British English? There are many differences between the two, both in writing and in speaking – in spelling, pronunciation and vocabulary. Which one is better … or do you suggest that I study both?

Min-Hua

Dear Anita,

I'm a college student and have an important vocabulary quiz next week that I have to study for. I will have to know the definitions of thirty-five new words. This makes me feel a little nervous because I sometimes don't do very well in English. Last week, for example, I only got a 'D' grade. However, my classmates did quite well. They all got 'B' and 'A' grades and they were quite happy. Could you please give me a few suggestions about how to learn new vocabulary? Thank you!

Ahmed



■ Compare your solutions with your classmates. Do you agree or disagree with their ideas?

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NAME: _____ **DATE:** _____

Advice Column

problems about learning English

■ After you read the advice column, write a possible solution for each person.



Ask Anita!

Eduard

_____

_____

_____

_____

Min-Hua

_____

_____

_____

_____

Ahmed

_____

_____

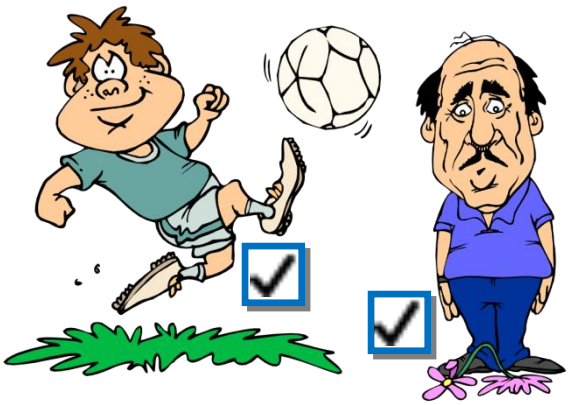
_____

_____

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WHO IS THAT? DESCRIBING PEOPLE











Read the descriptions and number the pictures.

Michael is in his fifties. He has got short straight black hair and black moustache. He is wearing blue jeans , a purple t-shirt and grey shoes.He looks upset.

1

Jason is a young boy.He is twelve years old. He has got short curly red hair and small eyes.He is wearing blue shorts,a green t-shirt and white trainers.He is holding a bat.

2

Henry is in his sixties.He is slim.He has got short straight grey hair.He is wearing purple trousers,a green t-shirt,a brown jacket and a brown hat. He has got some darts in his hand.

3

David is in his forties.He is short and fat.He has got short blond hair.He is wearing blue jeans,a yellow shirt,grey shoes and a green hat.He is carrying a rake in his hand.

4

George is in his forties. He is fat.He has got short straight brown hair.He is wearing a green hat,a purple shirt,grey trousers and shoes.He is carrying a basket.

5

John is a secondary school student.He is twelve years old.He has got short straight black hair.He is wearing blue shorts,grey shoes and a grey t-shirt.He likes flowers very much.

6

Joseph is a young boy.He is thirteen years old. He has got short straight brown hair.He is tall.He is wearing white trainers,a green t-shirt and grey shorts.He enjoys doing sports.

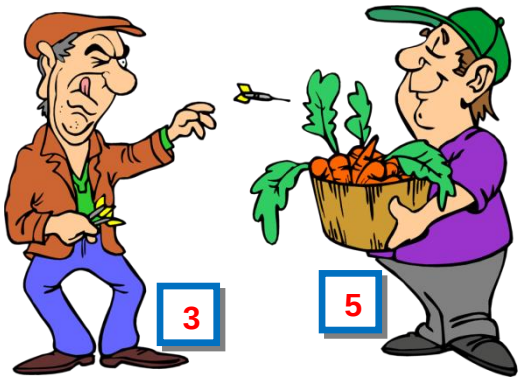
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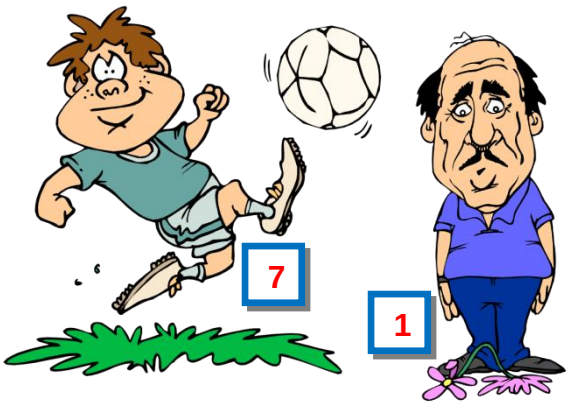
Steven is in his sixties.He is short and fat.He has got glasses.He has got short curly grey hair. He is wearing a green t-shirt ,dark green trousers a grey belt and grey shoes. He loves animals.

8

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WHO IS THAT? DESCRIBING PEOPLE ANSWER KEY











Read the descriptions and number the pictures.

Michael is in his fifties. He has got short straight black hair and black moustache. He is wearing blue jeans , a purple t-shirt and grey shoes.He looks upset. **1**

Jason is a young boy.He is twelve years old. He has got short curly red hair and small eyes.He is wearing blue shorts,a green t-shirt and white trainers.He is holding a bat. **2**

Henry is in his sixties.He is slim.He has got short straight grey hair.He is wearing purple trousers,a green t-shirt,a brown jacket and a brown hat. He has got some darts in his hand. **3**

David is in his forties.He is short and fat.He has got short blond hair.He is wearing blue jeans,a yellow shirt,grey shoes and a green hat.He is carrying a rake in his hand. **4**

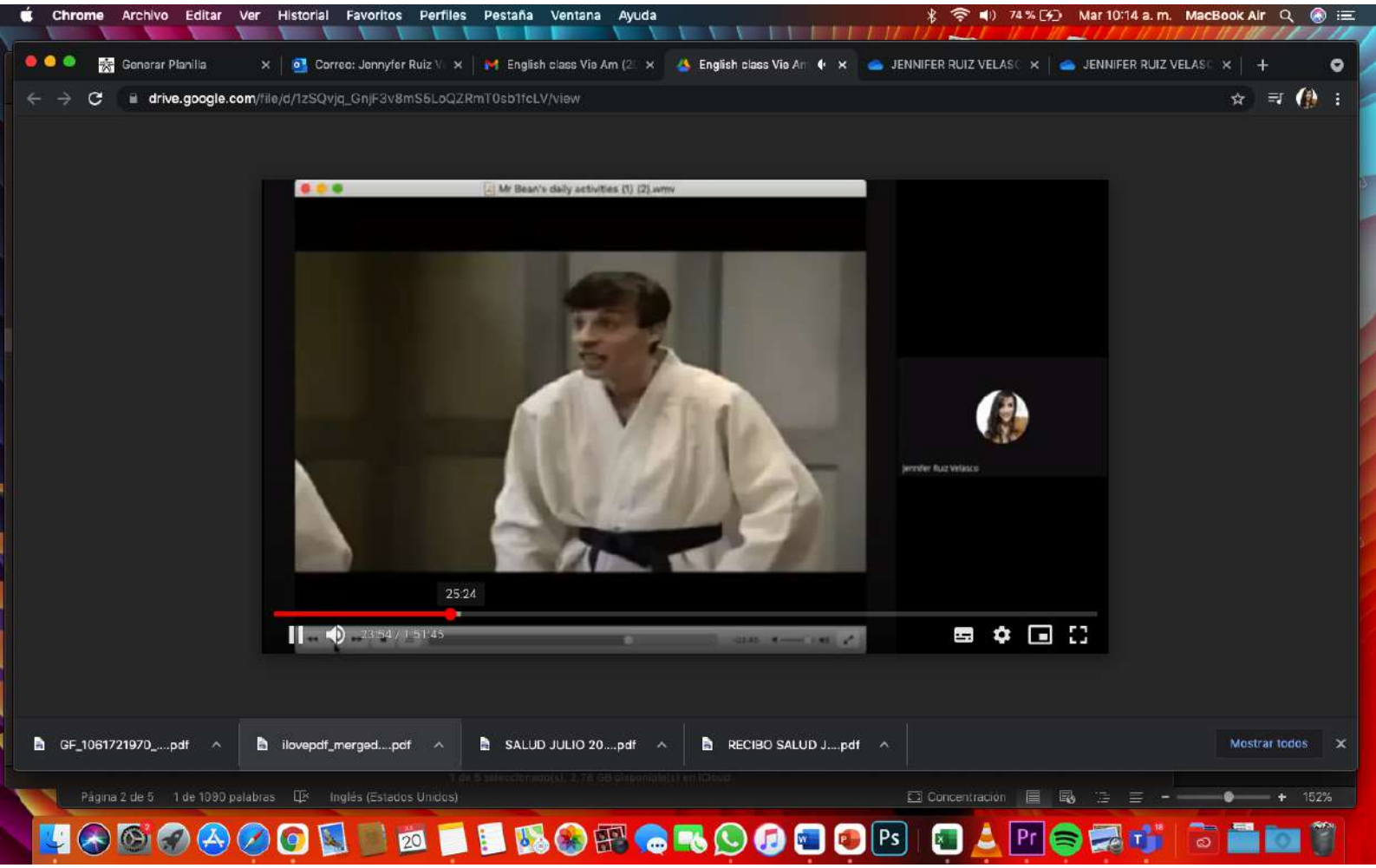
George is in his forties. He is fat.He has got short straight brown hair.He is wearing a green hat,a purple shirt,grey trousers and shoes.He is carrying a basket. **5**

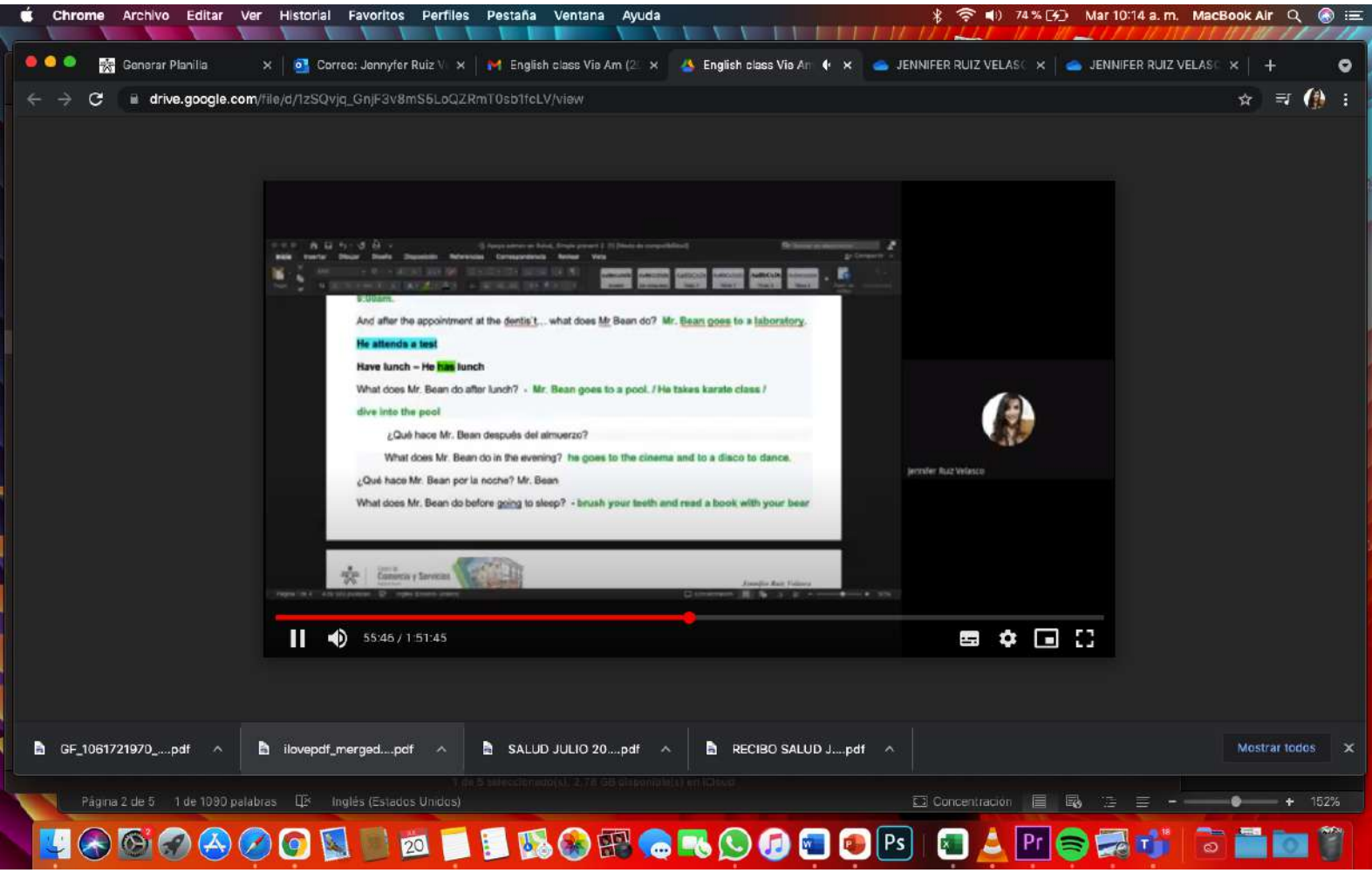
John is a secondary school student.He is twelve years old.He has got short straight black hair.He is wearing blue shorts,grey shoes and a grey t-shirt.He likes flowers very much. **6**

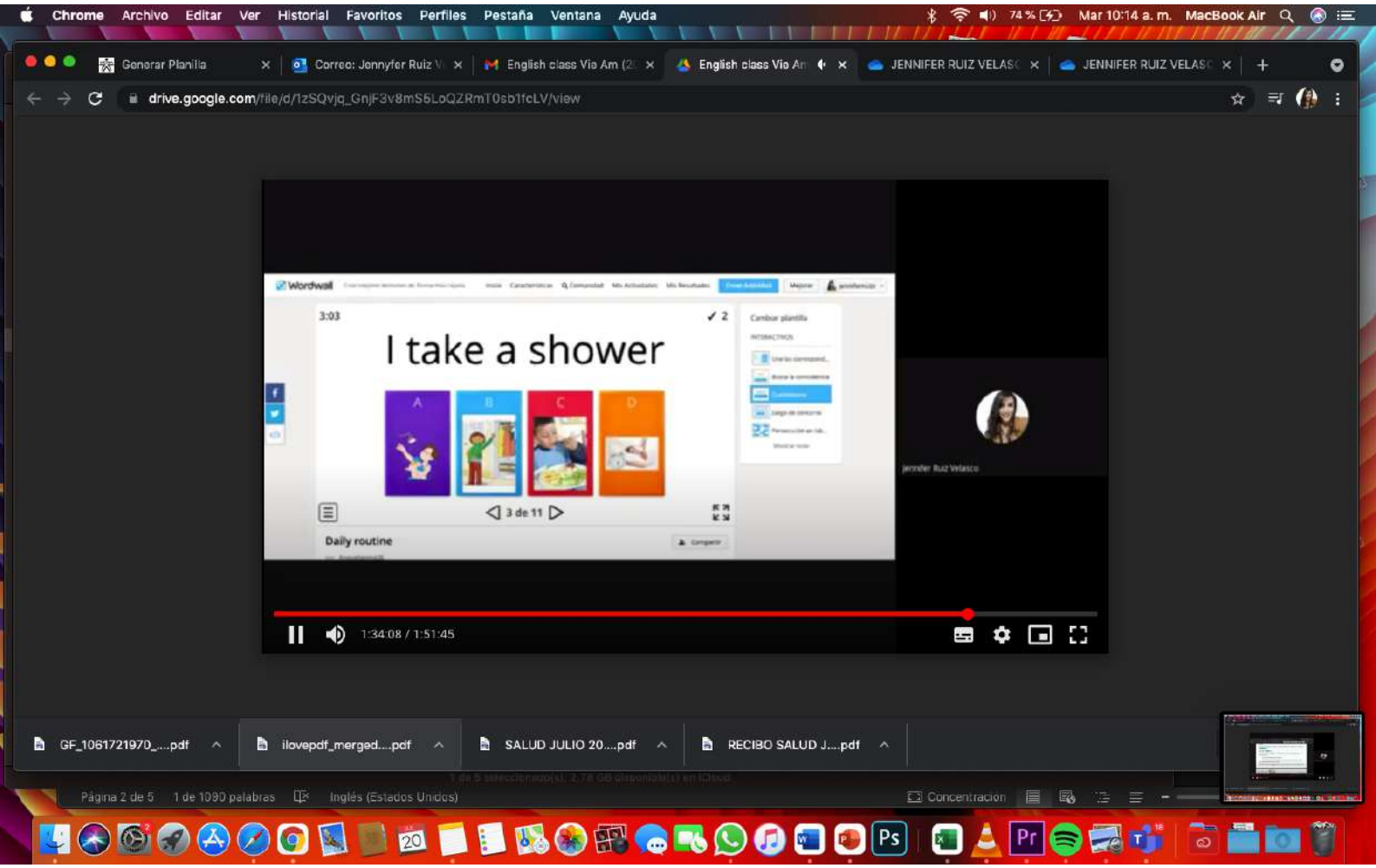
Joseph is a young boy.He is thirteen years old. He has got short straight brown hair.He is tall.He is wearing white trainers,a green t-shirt and grey shorts.He enjoys doing sports. **7**

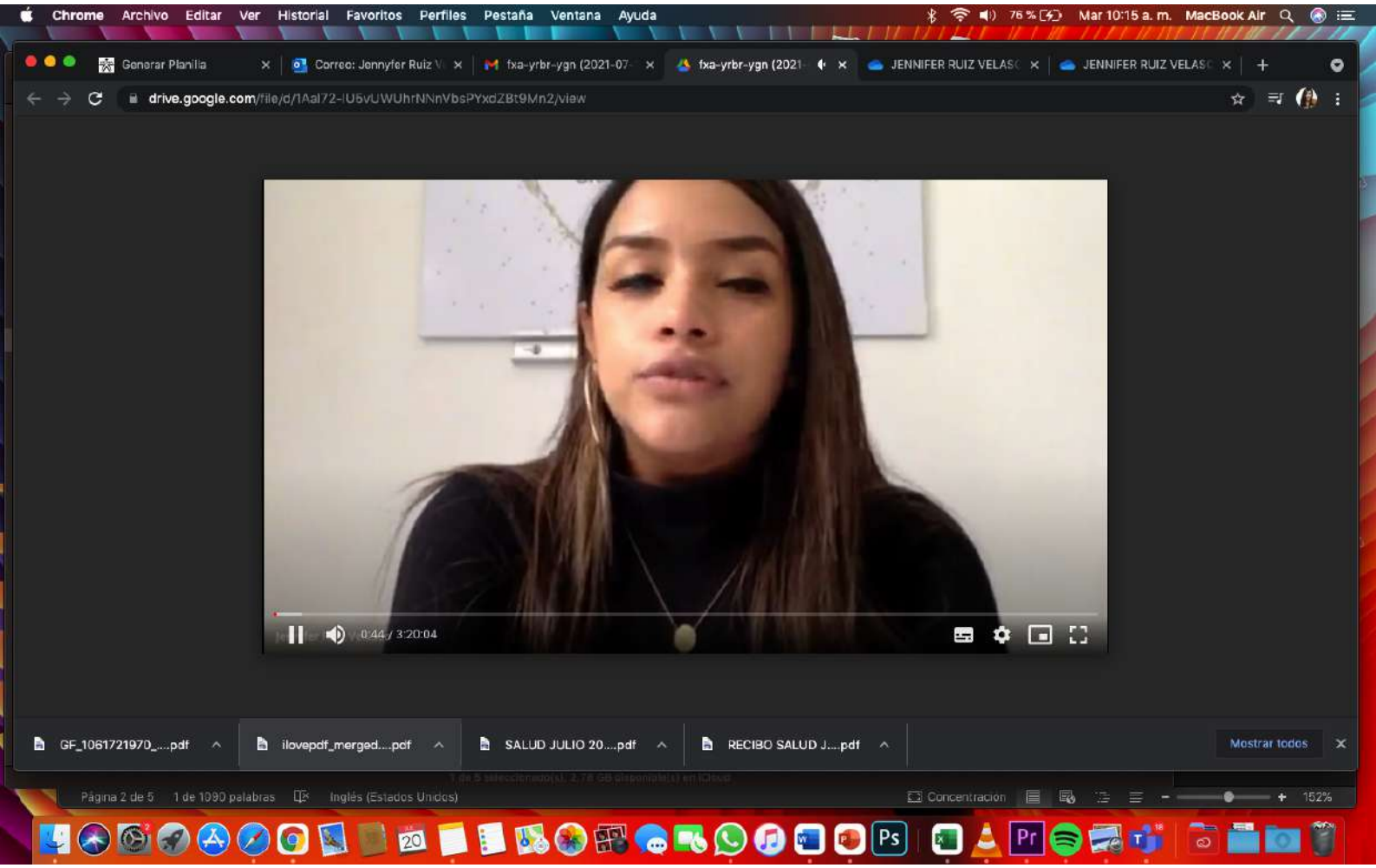
Steven is in his sixties.He is short and fat.He has got glasses.He has got short curly grey hair. He is wearing a green t-shirt ,dark green trousers a grey belt and grey shoes. He loves animals. **8**

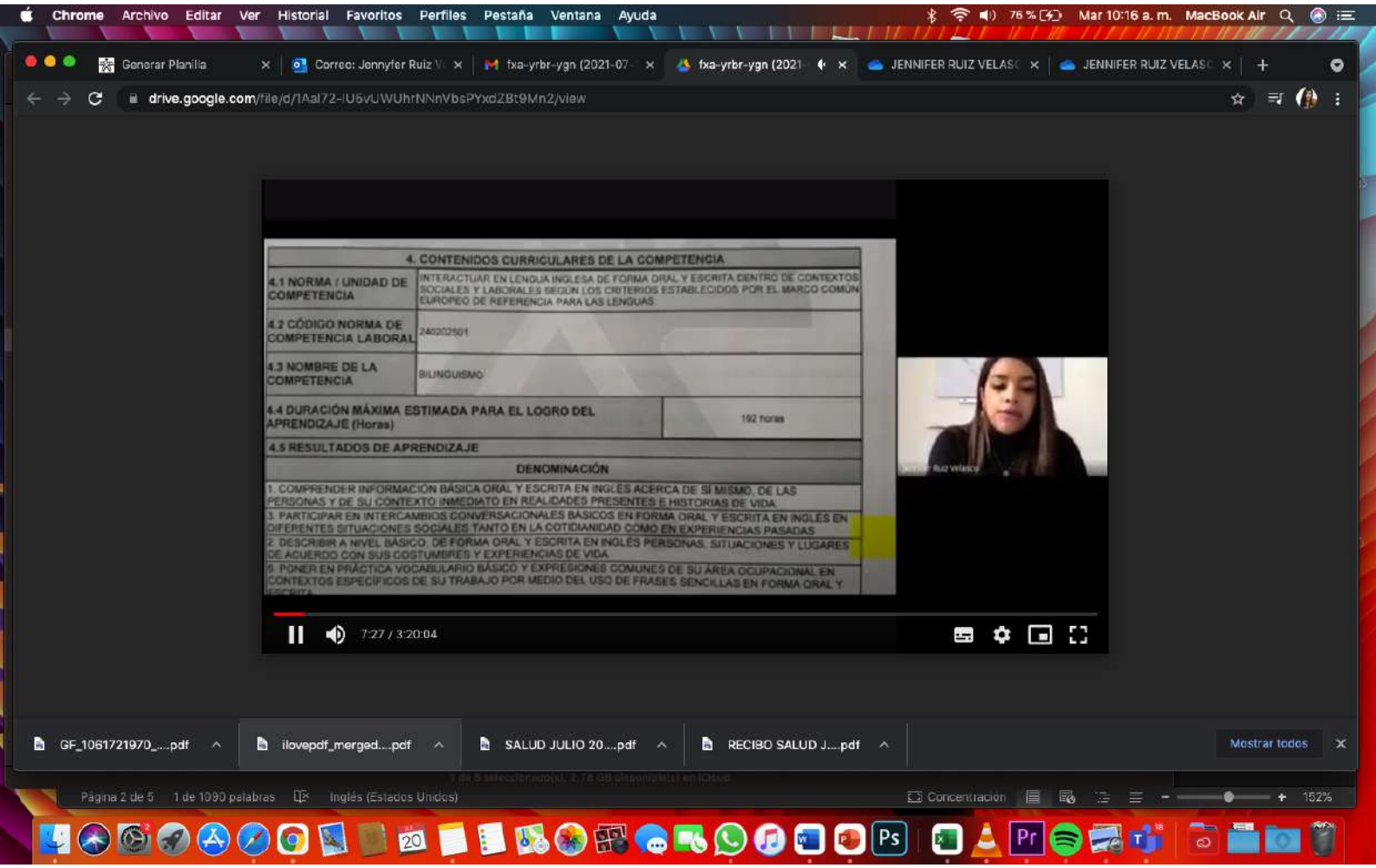
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Chrome Archivo Editar Ver Historial Favoritos Perfiles Pestaña Ventana Ayuda
Mar 10:14 a. m. MacBook Air
Generar Planilla
Correo: Jennyfer Ruiz
English class Via Am
JENNIFER RUIZ VELAS
drive.google.com/file/d/1zSQvjq_GnjF3v8mS5LoQZRmT0sb1fcLV/view
Mr Bean's daily activities (1) (2).wmv
25:24
23:54 / 1:51:45
Jennifer Ruiz Velasco
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Mostrar todos
Página 2 de 5
1 de 1090 palabras
Inglés (Estados Unidos)
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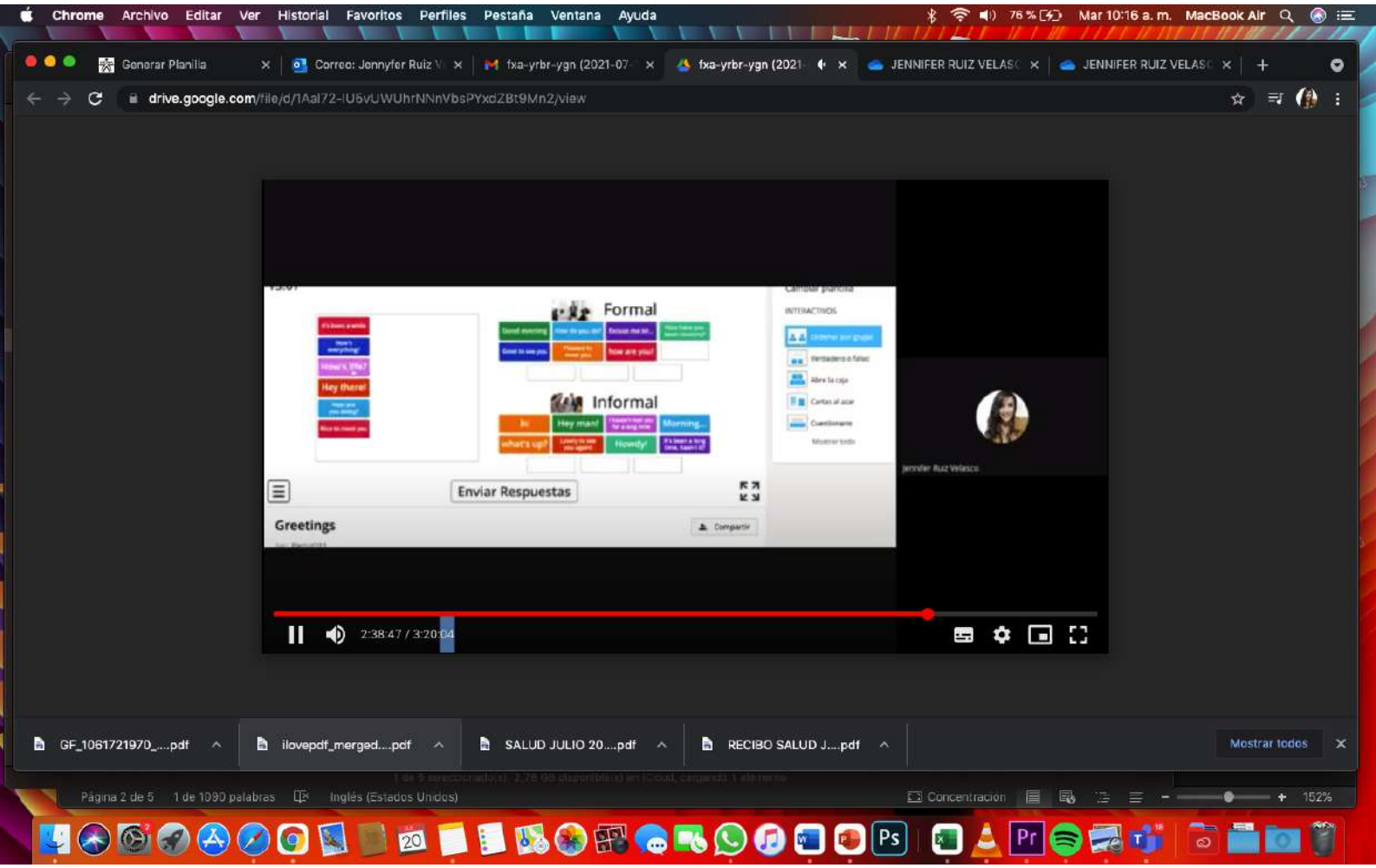

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English class Via Am
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JENNIFER RUIZ VELAS
drive.google.com/file/d/1zSQvjq_GnjF3v8mS5LoQZRmT0sb1fcLV/view
And after the appointment at the dentis t... what does Mr Bean do? Mr. Bean goes to a laboratory.
He attends a test
Have lunch – He has lunch
What does Mr. Bean do after lunch? - Mr. Bean goes to a pool. / He takes karate class / dive into the pool
¿Qué hace Mr. Bean después del almuerzo?
What does Mr. Bean do in the evening? he goes to the cinema and to a disco to dance.
¿Qué hace Mr. Bean por la noche? Mr. Bean
What does Mr. Bean do before going to sleep? - brush your teeth and read a book with your bear
Jennifer Ruiz Velasco
55:46 / 1:51:45
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1 de 1090 palabras
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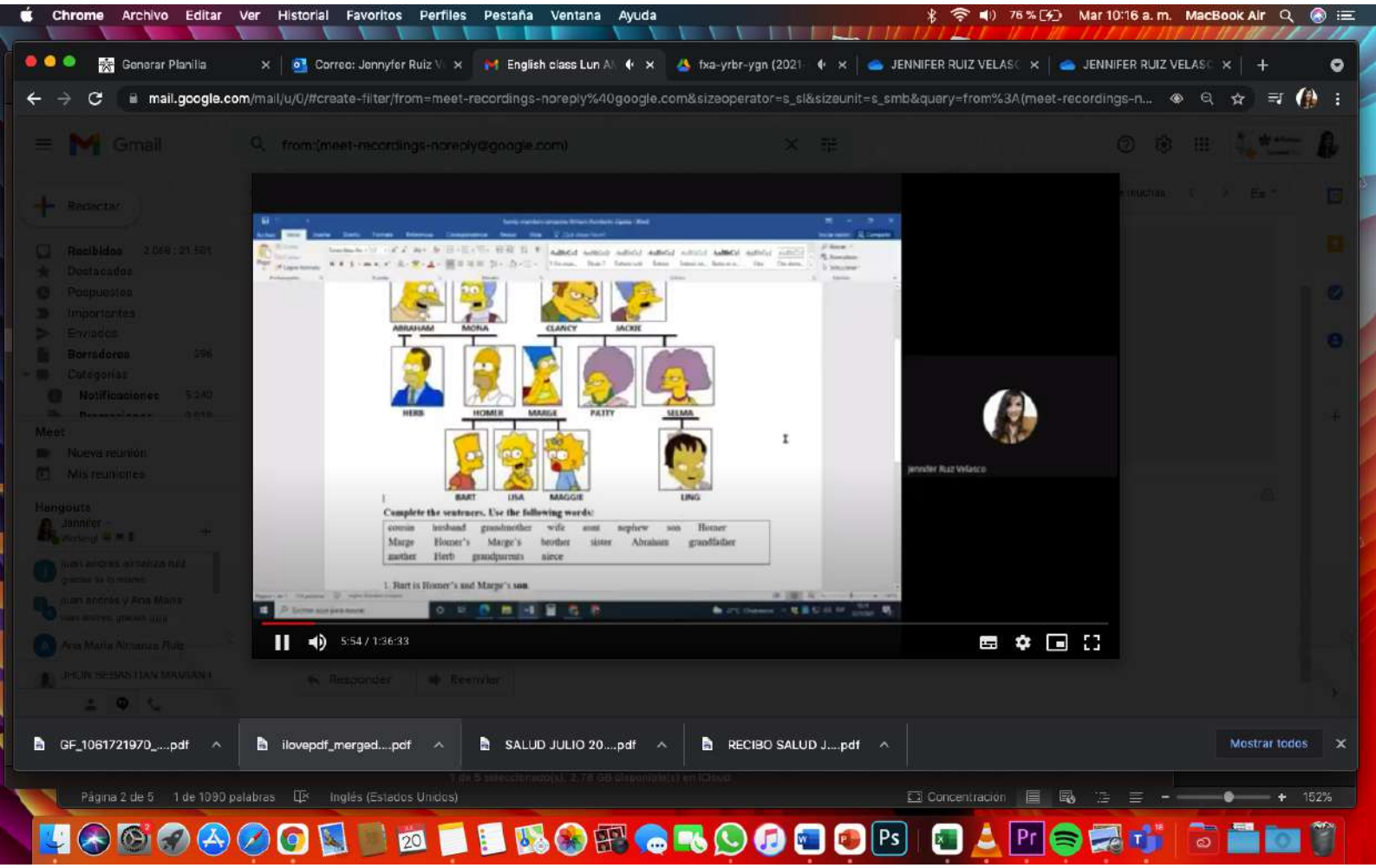

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JENNIFER RUIZ VELAS
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Wordwall
3:03
2
I take a shower
A
B
C
D
3 de 11
Daily routine
Jennifer Ruiz Velasco
1:34:08 / 1:51:45
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Página 2 de 5
1 de 1090 palabras
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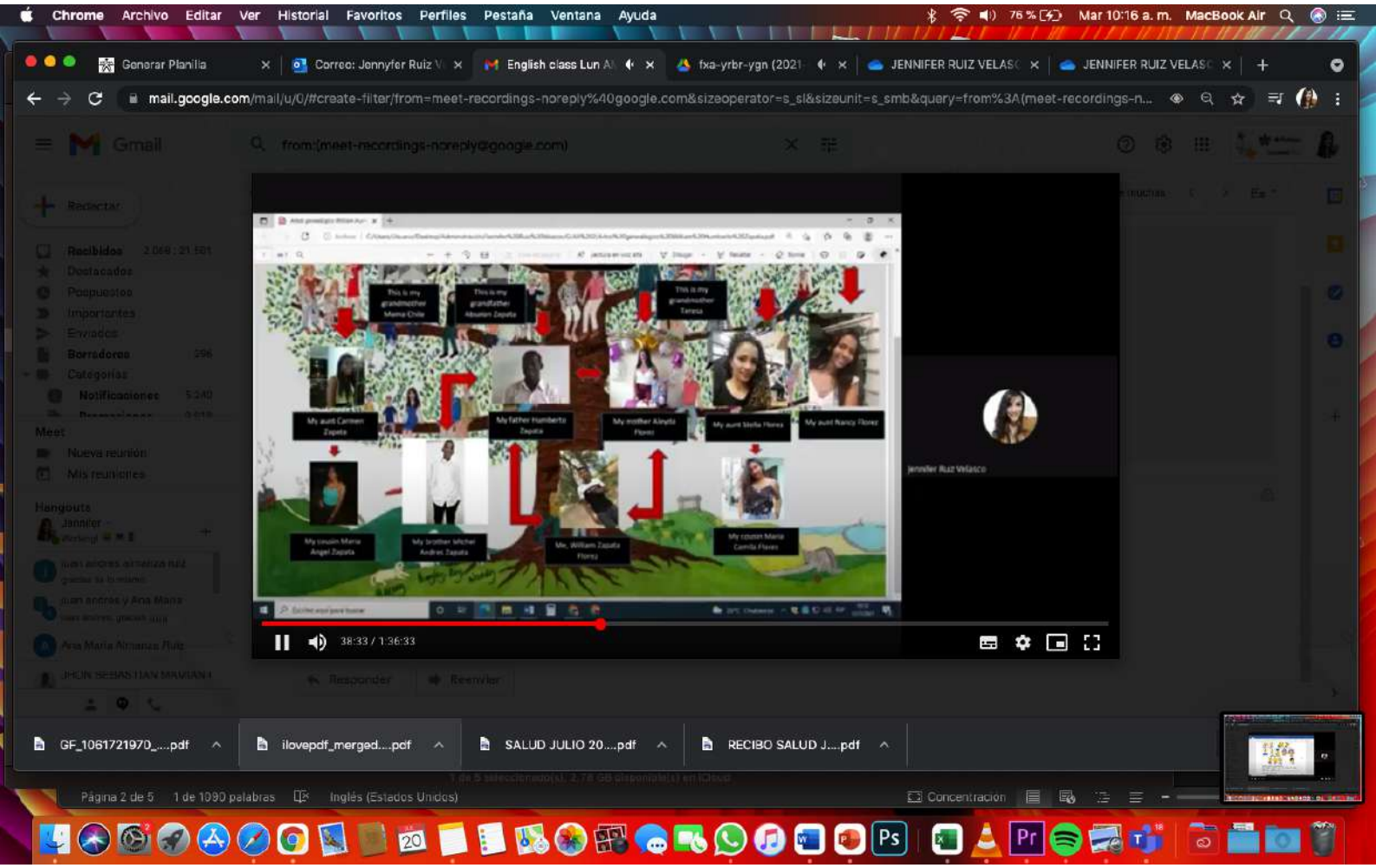

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JENNIFER RUIZ VELAS
JENNIFER RUIZ VELAS
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1 de 1090 palabras
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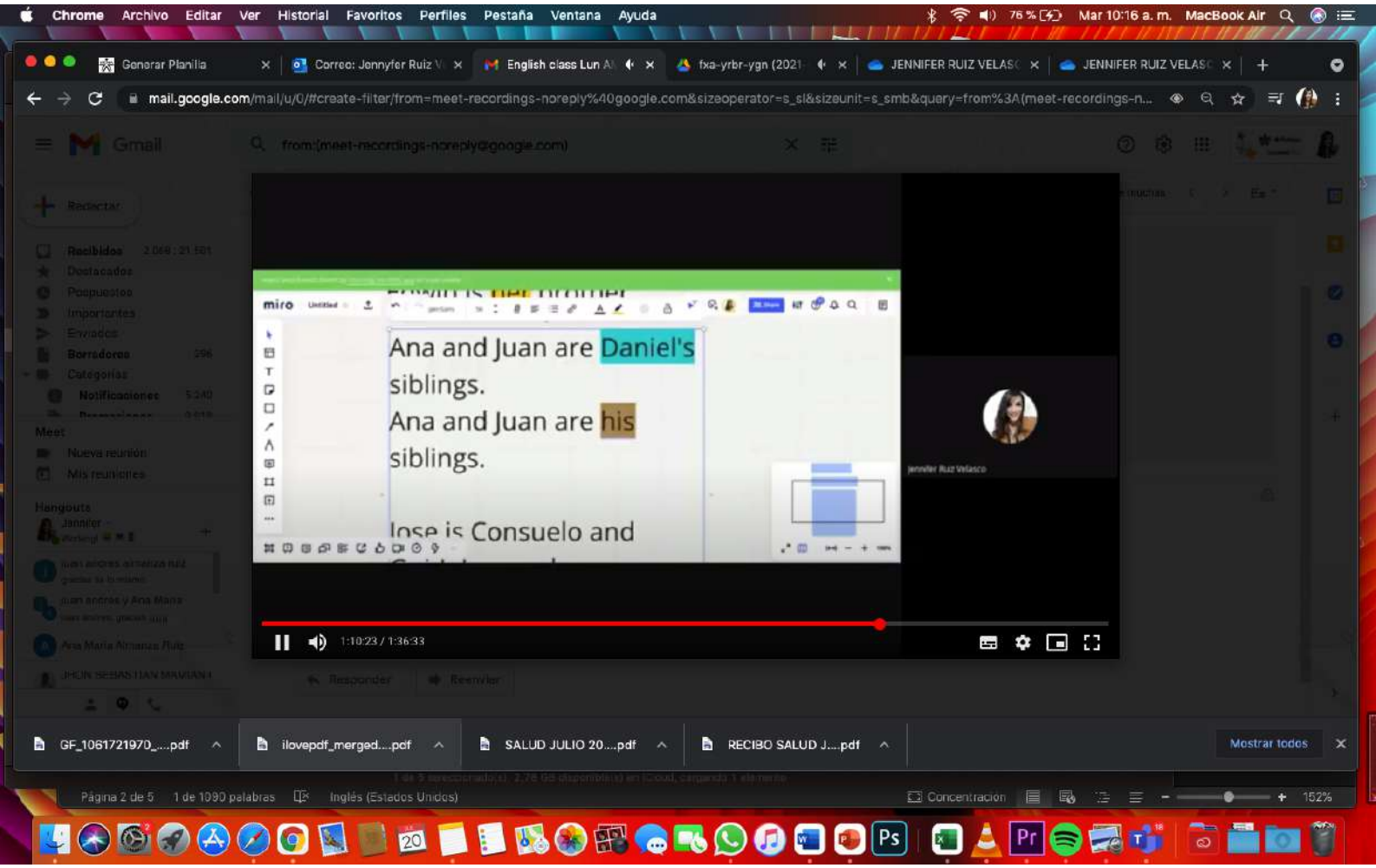


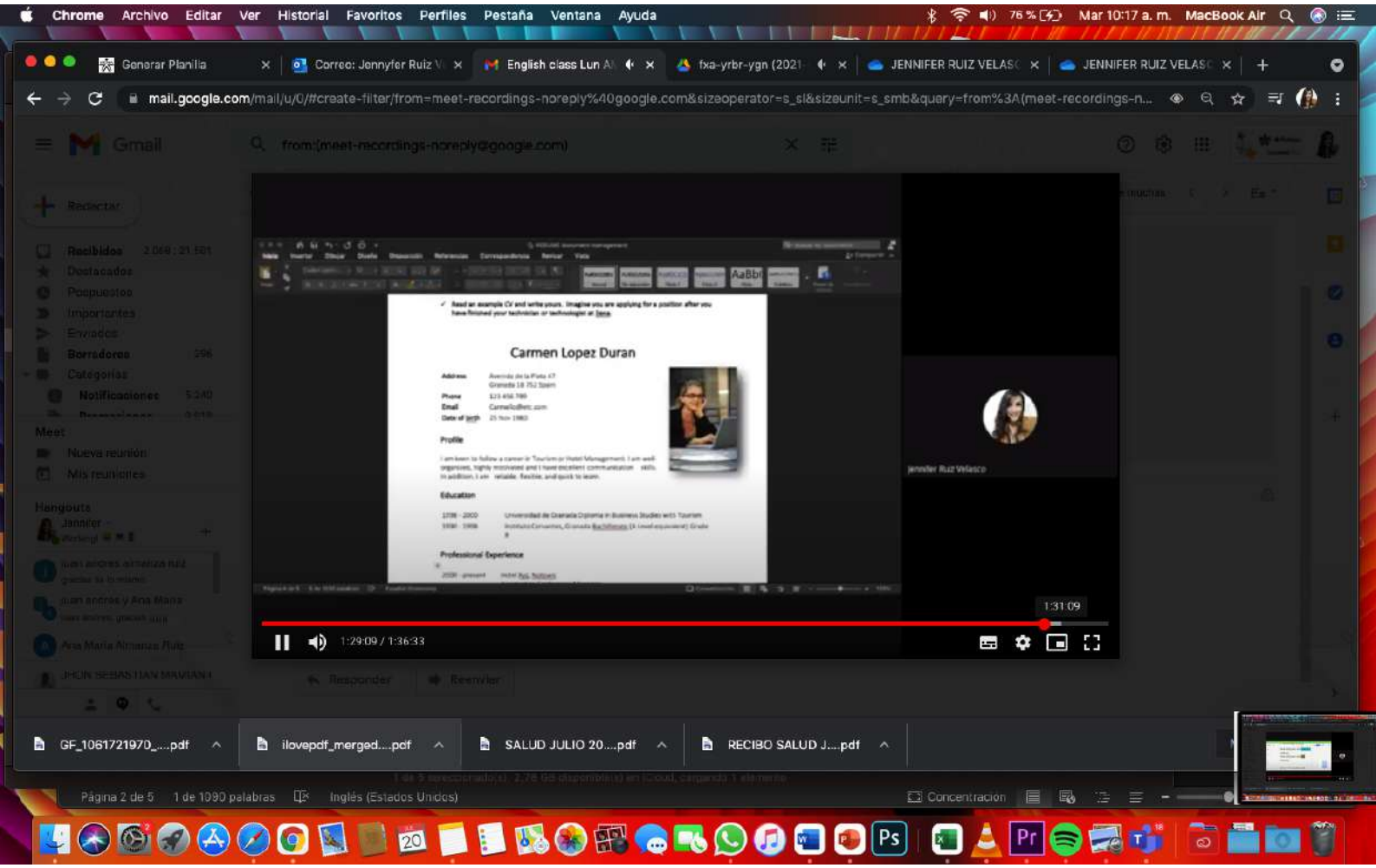
4. CONTENIDOS CURRICULARES DE LA COMPETENCIA	
4.1 NORMA / UNIDAD DE COMPETENCIA	INTERACTUAR EN LENGUA INGLESA DE FORMA ORAL Y ESCRITA DENTRO DE CONTEXTOS SOCIALES Y LABORALES SEGÚN LOS CRITERIOS ESTABLECIDOS POR EL MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS
4.2 CÓDIGO NORMA DE COMPETENCIA LABORAL	240202501
4.3 NOMBRE DE LA COMPETENCIA	BILINGUISMO
4.4 DURACIÓN MÁXIMA ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (Horas)	192 horas
4.5 RESULTADOS DE APRENDIZAJE	
DENOMINACIÓN	
1. 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.	
3. PARTICIPAR EN INTERCAMBIOS CONVERSACIONALES BÁSICOS EN FORMA ORAL Y ESCRITA EN INGLÉS EN DIFERENTES SITUACIONES SOCIALES TANTO EN LA COTIDIANIDAD COMO EN EXPERIENCIAS PASADAS	
2. DESCRIBIR A NIVEL BÁSICO, DE FORMA ORAL Y ESCRITA EN INGLÉS PERSONAS, SITUACIONES Y LUGARES DE ACUERDO CON SUS COSTUMBRES Y EXPERIENCIAS DE VIDA.	
5. 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	

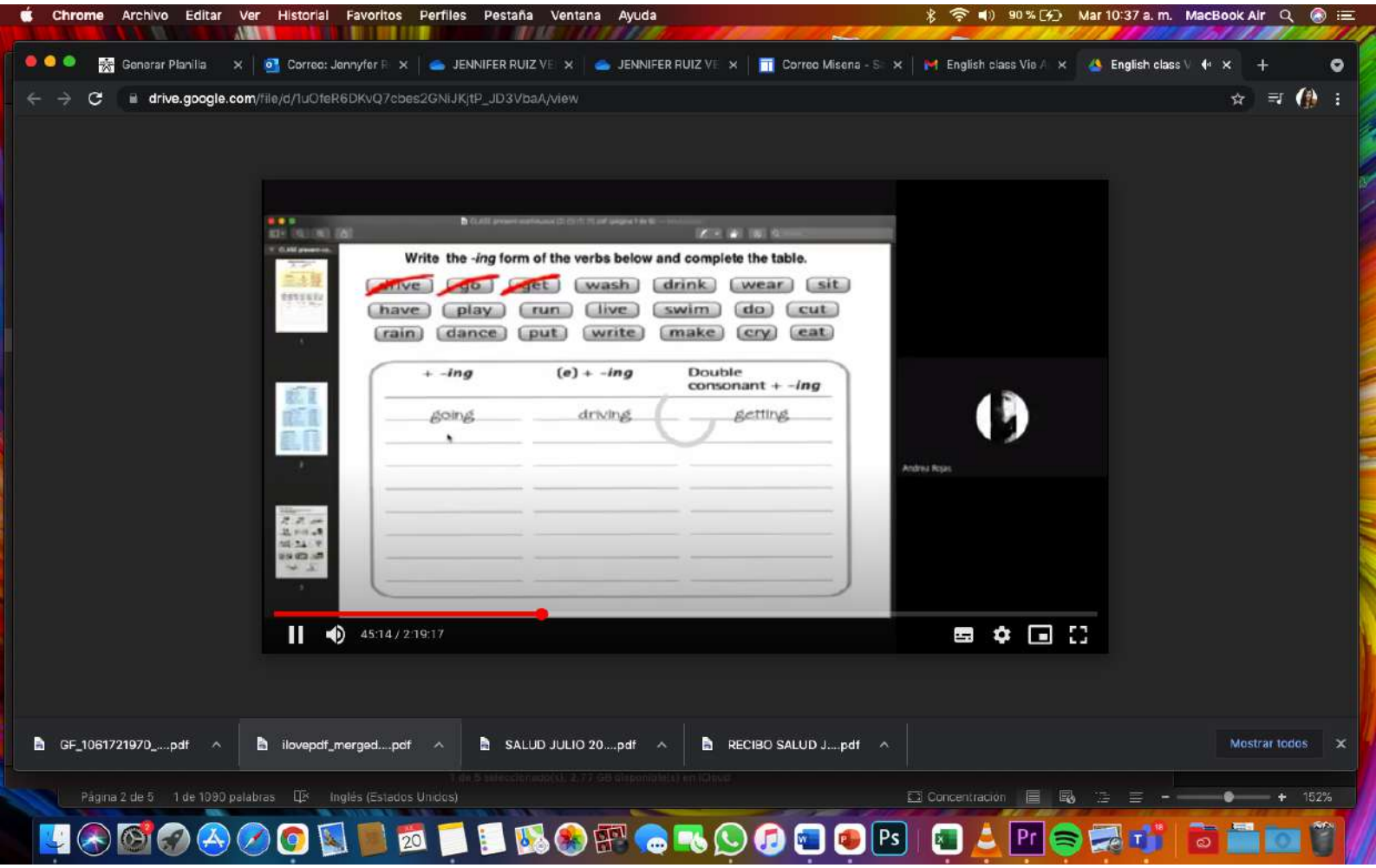

Formal
Informal
Enviar Respuestas
Greetings
Hey there!
Hey man!
Morning...
Howdy!
Jennifer Ruiz Velasco
2:38:47 / 3:20:04

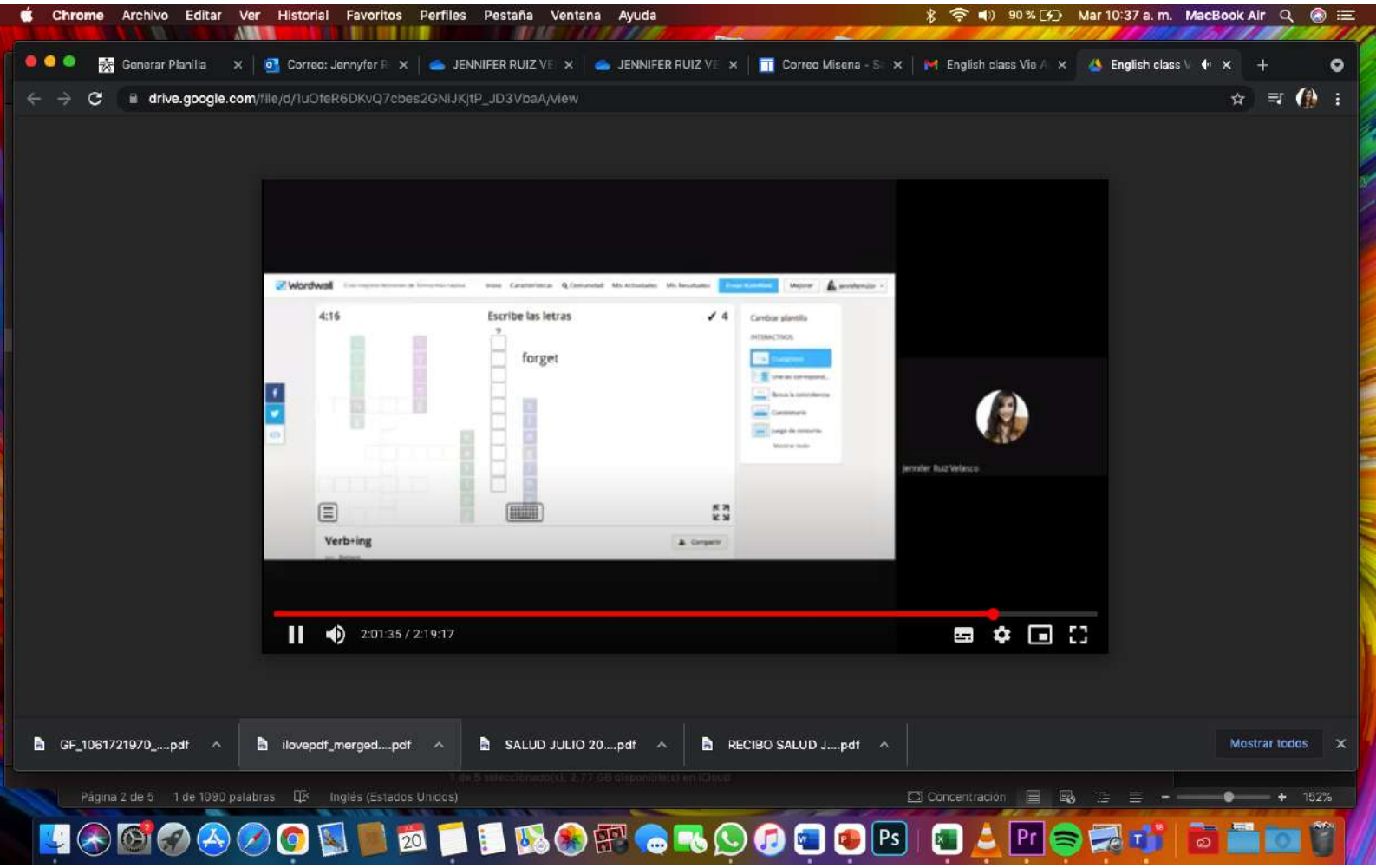

ABRAHAM
MONA
CLANCY
JACKIE
HERB
HOMER
MARGE
PATTY
SELMA
BART
LISA
MAGGIE
LING
Complete the sentences. Use the following words:
cousin husband grandmother wife aunt nephew son Homer
Marge Homer's Marge's brother sister Abraham grandfather
mother Herb grandparents niece
1. Bart is Homer's and Marge's son.
5:54 / 1:36:33

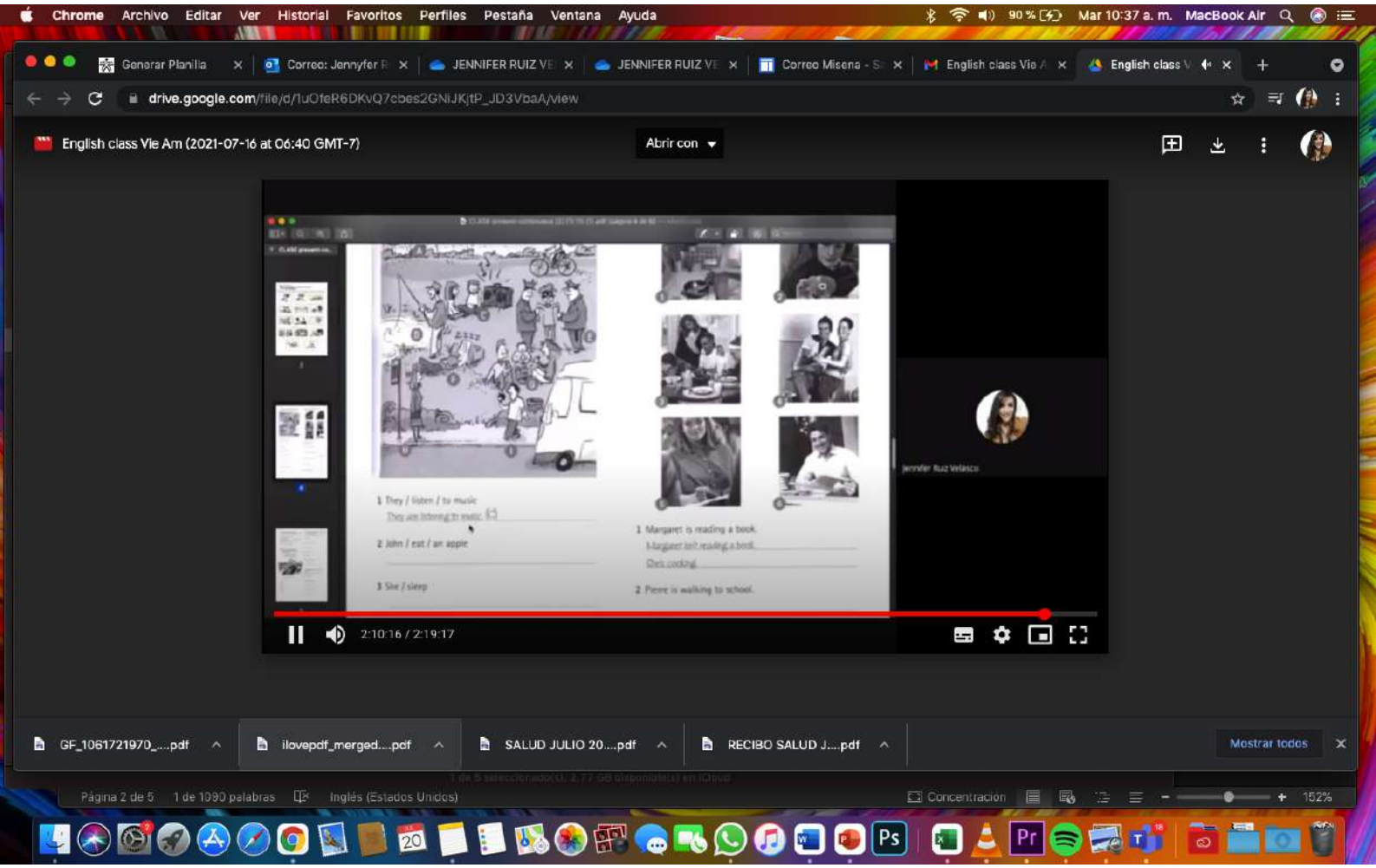

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JENNIFER RUIZ VELAS
JENNIFER RUIZ VELAS
mail.gcogle.com/mail/u/0/#create-filter/from=meet-recordings-noreply%40google.com&sizeoperator=s_sl&sizeunit=s_smb&query=from%3A(meet-recordings-n...
Gmail
from:(meet-recordings-noreply@google.com)
Redactar
Recibidos
Destacados
Pospuestos
Importantes
Enviados
Borradores
Categorías
Notificaciones
Meet
Nueva reunión
Mis reuniones
Hangouts
Jennifer
This is my grandmother Mama Chile
This is my grandfather Abuelo Zapata
This is my grandmother Teresa
My aunt Carmen Zapata
My father Humberto Zapata
My mother Aleyda Flores
My aunt Stella Flores
My aunt Nancy Flores
My cousin Maria Angel Zapata
My brother Mother Andres Zapata
Mr. William Zapata Florez
My cousin Maria Camila Flores
38:33 / 1:36:33
jennifer Ruiz Velasco
Responder
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Página 2 de 5
1 de 1090 palabras
Inglés (Estados Unidos)
Concentración

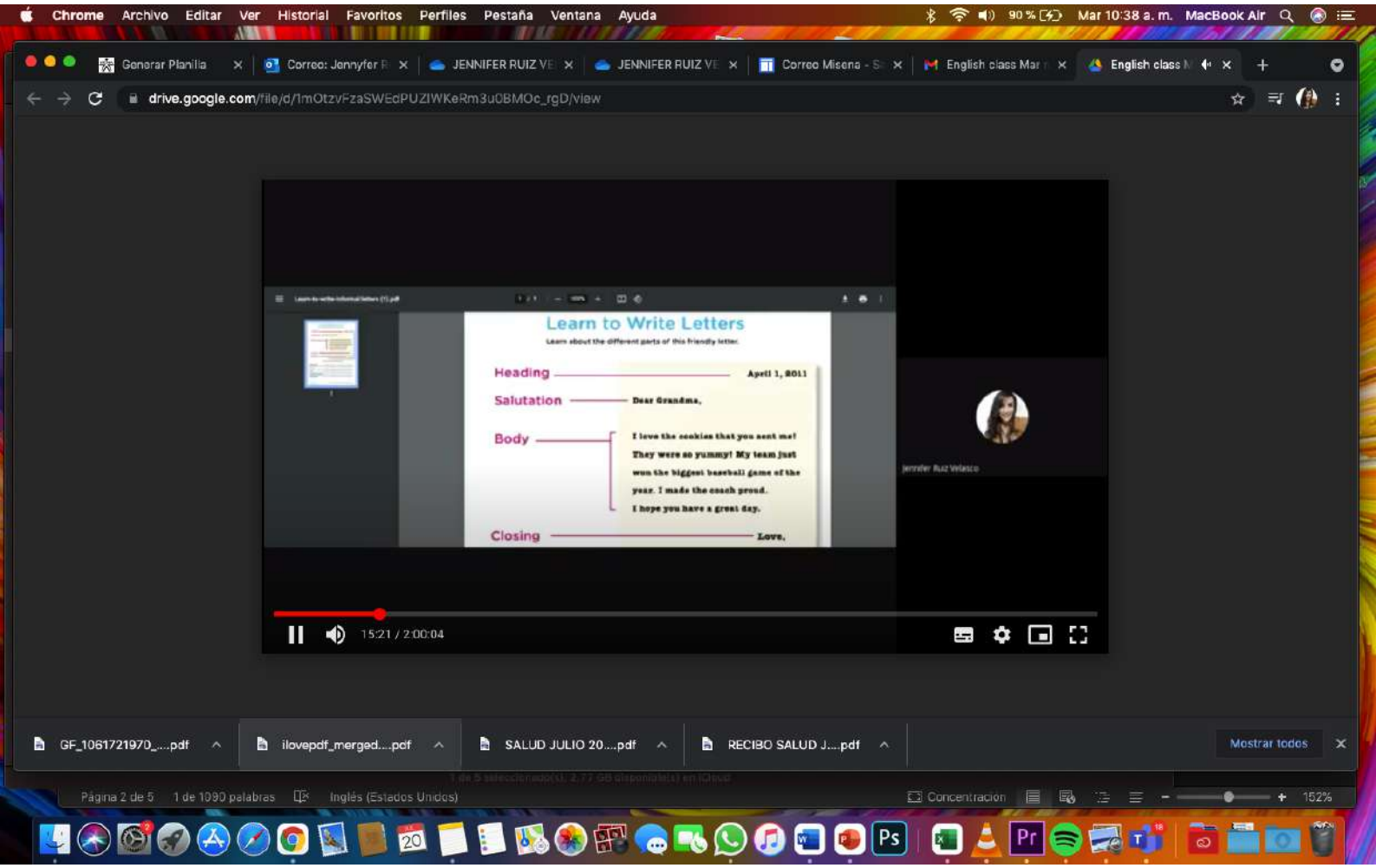

Ana and Juan are Daniel's siblings.
Ana and Juan are his siblings.
Jose is Consuelo and
1:10:23 / 1:36:33

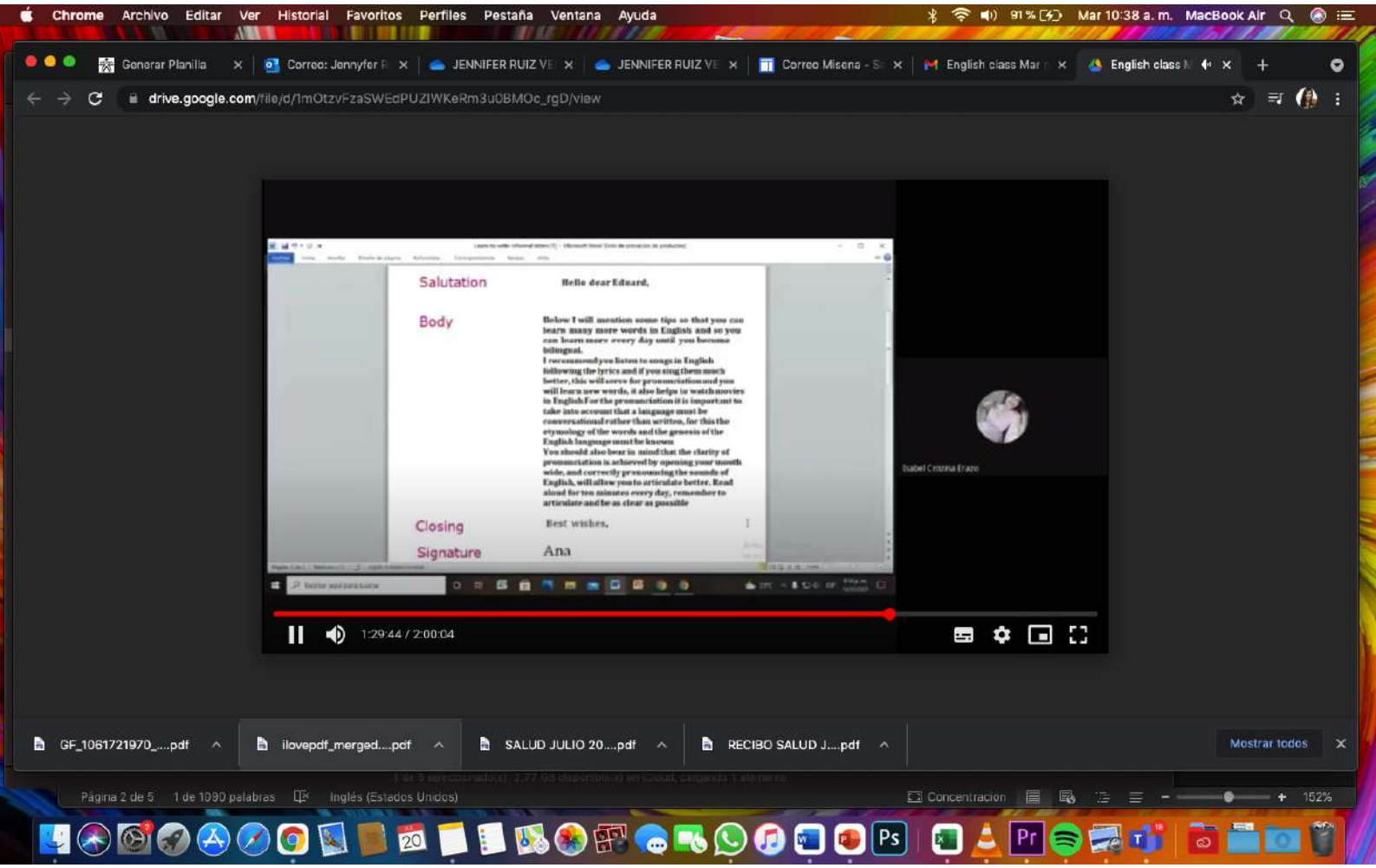

Carmen Lopez Duran
1:31:09
1:29:09 / 1:36:33
jennifer Ruiz Velasco

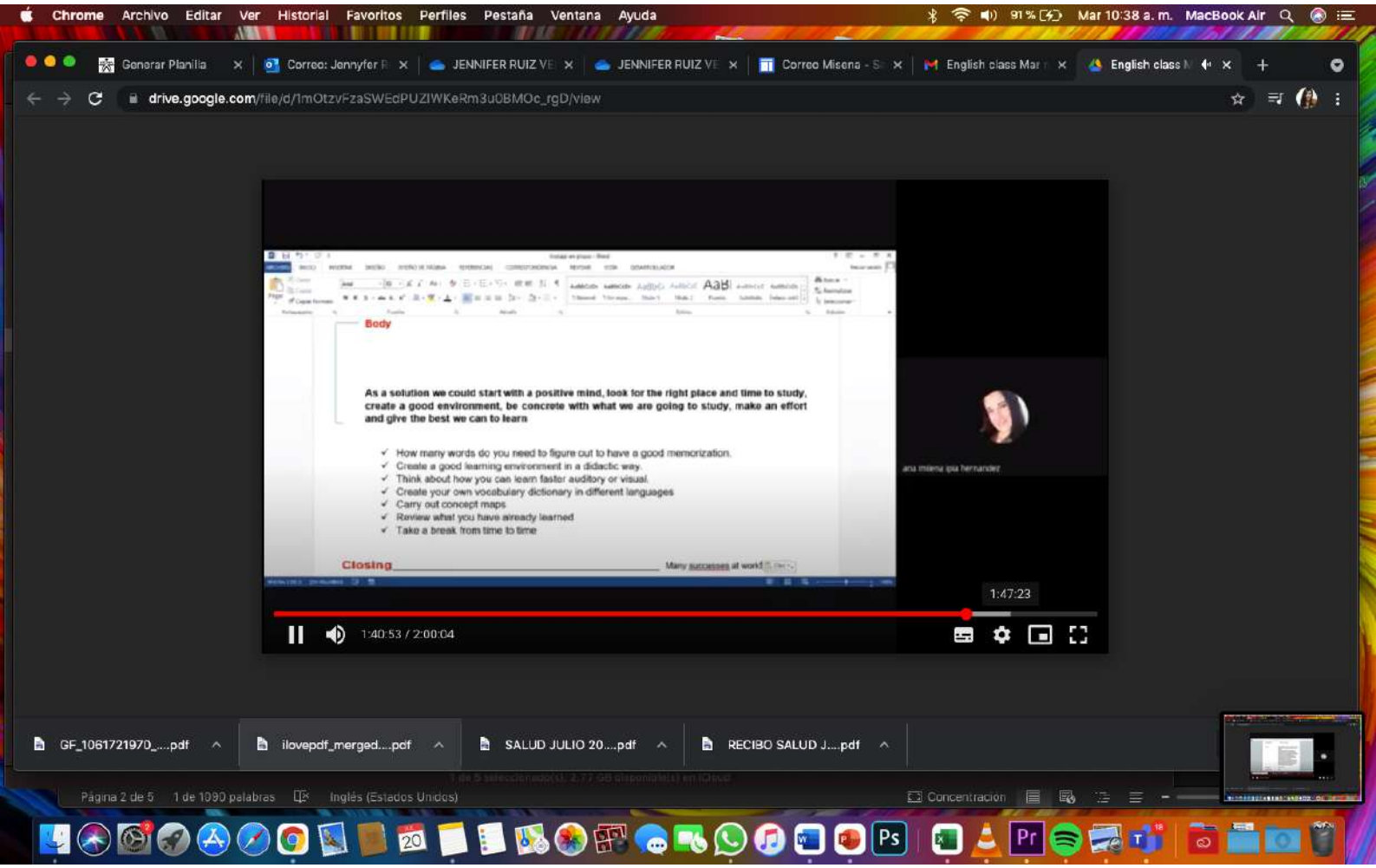

Write the -ing form of the verbs below and complete the table.
drive
go
get
wash
drink
wear
sit
have
play
run
live
swim
do
cut
rain
dance
put
write
make
cry
eat
+ -ing
(e) + -ing
Double consonant + -ing
going
driving
getting
45:14 / 2:19:17

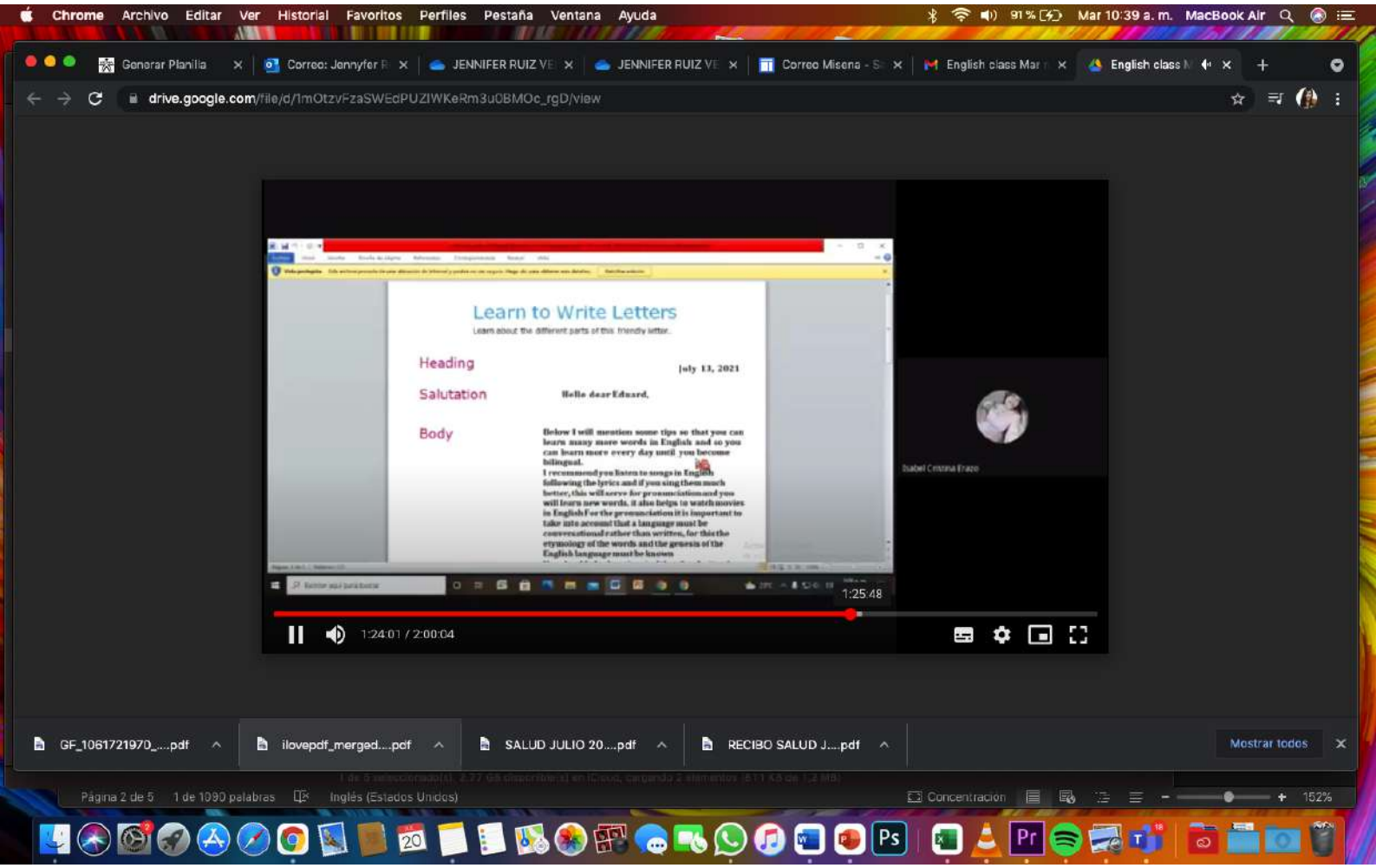

drive.google.com/file/d/1uOfeR6DKvQ7cbes2GNiJKjtP_JD3VbaA/view
Wordwall
4:16
Escribe las letras
✓ 4
forget
Verb+ing
2:01:35 / 2:19:17
Jennifer Ruiz Velasco


English class Vie Am (2021-07-16 at 06:40 GMT-7)
Abrir con
drive.google.com/file/d/1uOfeR6DKvQ7cbes2GNiJKjtP_JD3VbaA/view
1 They / listen / to music
They are listening to music.
2 John / eat / an apple
3 She / sleep
1 Margaret is reading a book.
Margaret isn't reading a book.
She's cooking.
2 Pierre is walking to school.
2:10:16 / 2:19:17
Jennifer Ruiz Velasco
Mostrar todos
Página 2 de 5
1 de 1090 palabras
Inglés (Estados Unidos)
Concentración
152%


Learn to Write Letters
Learn about the different parts of this friendly letter.
Heading
April 1, 2011
Salutation
Dear Grandma,
Body
I love the cookies that you sent me! They were so yummy! My team just won the biggest baseball game of the year. I made the coach proud. I hope you have a great day.
Closing
Love,
15:21 / 2:00:04


Salutation
Hello dear Eduard,
Body
Below I will mention some tips so that you can learn many more words in English and so you can learn more every day until you become bilingual.
I recommend you listen to songs in English following the lyrics and if you sing them much better, this will serve for pronunciation and you will learn new words, it also helps to watch movies in English For the pronunciation it is important to take into account that a language must be conversational rather than written, for this the etymology of the words and the genesis of the English language must be known
You should also bear in mind that the clarity of pronunciation is achieved by opening your mouth wide, and correctly pronouncing the sounds of English, will allow you to articulate better. Read aloud for ten minutes every day, remember to articulate and be as clear as possible
Closing
Best wishes,
Signature
Ana
1:29:44 / 2:00:04
Isabel Cristina Erazo


Body
As a solution we could start with a positive mind, look for the right place and time to study, create a good environment, be concrete with what we are going to study, make an effort and give the best we can to learn
How many words do you need to figure out to have a good memorization.
Create a good learning environment in a didactic way.
Think about how you can learn faster auditory or visual.
Create your own vocabulary dictionary in different languages
Carry out concept maps
Review what you have already learned
Take a break from time to time
Closing
1:47:23
1:40:53 / 2:00:04


Learn to Write Letters
Learn about the different parts of this friendly letter.
Heading
July 13, 2021
Salutation
Hello dear Eduard,
Body
Below I will mention some tips so that you can learn many more words in English and so you can learn more every day until you become bilingual.
I recommend you listen to songs in English following the lyrics and if you sing them much better, this will serve for pronunciation and you will learn new words, it also helps to watch movies in English For the pronunciation it is important to take into account that a language must be conversational rather than written, for this the etymology of the words and the genesis of the English language must be known
1:25:48
1:24:01 / 2:00:04
Isabel Cristina Erazo