

ENGLISH ESSENTIALS: A BEGINNER'S GUIDE A1

Teresa Marlene Barragán García

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EDITORIAL



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1. English essentials



Dedication

To every courageous learner embarking on the journey of mastering English, this book is dedicated to you to the dreamers who dare to break language barriers, to the determined who strive for growth, one word at a time, and to those who believe that communication opens doors to new worlds.

May *English Essentials: A Beginner's Guide* AI serve as your trusted companion, empowering you to express yourself with confidence, build connections beyond borders, and realize the potential that lies within each new phrase and conversation.

Here's to your journey—may it be as enriching as it is transformative.

– The Authors

Acknowledgements

The creation of *English Essentials: A Beginner’s Guide A1* has been a journey supported by a network of passionate and talented individuals whose contributions have been invaluable. We extend our heartfelt gratitude to our dedicated team of language educators and linguists who have brought their expertise and insights to each chapter. Their commitment to accessible learning has been the foundation of this book, ensuring that it is both practical and effective for new English learners.

To our editors and designers, thank you for your meticulous attention to detail and for crafting an engaging, visually appealing experience that supports learning at every step. Your work has elevated this guide into a resource that is not only educational but inviting and enjoyable.

We also want to recognize the invaluable feedback from students and instructors who participated in our pilot sessions, whose suggestions and encouragement have shaped this guide into a tool that genuinely resonates with beginners. Your input has been instrumental in making this book as user-friendly and relevant as possible.

Special thanks to our families and friends for their unwavering patience, encouragement, and support throughout this process. Their understanding and belief in the importance of this project have been a source of strength and inspiration.

Finally, to every learner who opens this book with the desire to grow and communicate in a new language—you are the reason for our work. We hope this guide empowers you to achieve your goals and experience the rewards of connecting through English.

With gratitude,

The Author's Biography

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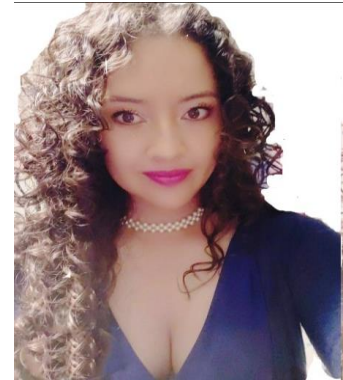
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Introduction

Mastering a new language opens doors to countless opportunities, allowing you to connect with others, express your ideas, and engage in experiences that transcend cultural and geographic boundaries. *English Essentials: A Beginner's Guide A1* is designed as a foundational tool for beginners eager to start their journey in learning English. Tailored for students with little or no prior knowledge of the language, this guide emphasizes clear, practical applications to help you navigate everyday conversations, basic grammar, and essential vocabulary.

The book is structured to support gradual learning through thematic chapters that introduce fundamental aspects of English, such as greetings, nationalities, personal information, and daily routines. Each chapter integrates listening, speaking, reading, and writing exercises, making it an interactive and immersive resource. Additionally, the guide's user-friendly explanations of grammar rules, coupled with practical examples, aim to build confidence in communication from day one.

Our goal with *English Essentials* is not just to teach English but to empower you to use it effectively and with assurance. As you progress through the book, you'll develop skills that lay a solid foundation for continued learning, preparing you for more advanced language levels.

Welcome to the world of English—may this book be your first step in a journey filled with learning, growth, and new connections.

CHAPTER 1

Crafting an engaging social media profile

1



Chapter 1

Crafting an engaging social media profile

1.1. Countries and nationalities.

Understanding how to talk about where people come from is fundamental when learning a new language. This section covers the names of various countries and their associated nationalities.

Key Concepts:

- Countries: The names of nations (e.g., France, Brazil, Japan) are always capitalized.
- Nationalities: These are adjectives derived from the country's name (e.g., French, Brazilian, Japanese). Note that nationalities are also capitalized.

Examples:

- "He is from Spain." / "He is Spanish."
- "They are from Canada." / "They are Canadian."

By mastering this topic, you will be able to introduce where you and others are from in casual and formal conversations.

Listening.

Watch the video or listen to the audio and complete the nationalities according with the cities.



Note: YouTube. (2023, October 16). *Countries and nationalities* [Video]. YouTube. <https://www.youtube.com/watch?v=NJVV1LDt2hE>

Countries	Nationalities
• <i>Argentina</i>	<i>Argentinian</i>
• <i>Australia</i>	
• <i>Chile</i>	
• <i>China</i>	
• <i>Greece</i>	
• <i>Holland</i>	
• <i>Italy</i>	
• <i>Japan</i>	
• <i>Scotland</i>	
• <i>The Unites States of America</i>	
• <i>Venezuela</i>	
• <i>Wales</i>	

Note: own elaboration.

Speaking.

Work in pairs. Imagine you are from different countries. Answer the questions What is your name? Where are you from? What is your nationality?

Reading.

1. Read the story about “My Friend Peter” and answer the question.

My Friend Peter"

My friend's name is Peter. Peter is from Amsterdam, in Holland. He is Dutch. He is married and has two children. His wife, Jane, is American. She is from Boston, in the United States. Her family is still in Boston, but she now works and lives with Peter in Milan. They speak English, Dutch, German, and Italian!

Their children are pupils at a local primary school. The children go to school with other children from all over the world. Flora, their daughter, has friends from France, Switzerland, Austria, and Sweden. Hans, their son, goes to school with students from South Africa, Portugal, Spain, and Canada. Of course, there are many children from Italy. Imagine, French, Swiss, Austrian, Swedish, South African, American, Italian, Portuguese, Spanish, and Canadian children all learning together in Italy!

- | | | |
|----------------------------|-------------------------|--|
| 1. Where is Peter from? | 3. Where are they now | 5. How many languages does the family speak? |
| a. Germany | a. Madrid | a. 3 |
| b. Holland | b. Boston | b. 4 |
| c. Spain | c. Milan | c. 5 |
| d. Canada | d. Sweden | d. 6 |
| 2. Where is his wife from? | 4. Where is her family? | 6. What are the children's names? |
| a. New York | a. United States | a. Greta and Peter |
| b. Switzerland | b. England | b. Anna and Frank |
| c. Boston | c. Holland | c. Susan and John |
| d. Italy | d. Italy | d. Flora and Hans |

Select true or False Comprehension Questions

1. Jane is Canadian. [True / False]
2. Peter is Dutch. [True / False]
3. There are many children from different countries at the school. [True / False]
4. There are children from Australia at the school. [True / False]
5. Their daughter has friends from Portugal. [True / False]

1.2. The alphabet.

The English alphabet consists of 26 letters, which form the basis of writing and spelling. Pronouncing and recognizing these letters is fundamental to building vocabulary and understanding spoken English.

Break the alphabet into smaller sections (A–E, F–J, etc.) and practice regularly.

Pay attention to how letters are pronounced in different words (e.g., "C" can be soft like in "city" or hard like in "cat").

#	Capital Letter	Small Letter	Phonic (pronunciation)	Name
1	A	A	/eɪ/, /æ/	a
2	B	B	/bi:/	bee
3	C	C	/si:/	cee
4	D	D	/di:/	dee
5	E	E	/i:/	e
6	F	F	/ɛf/	ef
7	G	G	/dʒi:/	gee
8	H	H	/(h)ertʃ/	(h)aitch
9	I	I	/aɪ/	i
10	J	J	/dʒeɪ/	jay
11	K	K	/keɪ/	kay
12	L	L	/ɛl/	el
13	M	M	/ɛm/	em
14	N	N	/ɛn/	en
15	O	O	/oo/	o
16	P	P	/pi:/	pee
17	Q	Q	/kju:/	cue
18	R	R	/ɑ:r/	ar
19	S	S	/ɛs/	ess
20	T	t	/ti:/	tee
21	U	u	/ju:/	u
22	V	v	/vi:/	vee
23	W	w	/'dʌbəl.ju:/	double-u
24	X	x	/ɛks/	ex
25	Y	y	/waɪ/	wy
26	Z	z	/zi/zɛd/	zee/zed

Note: own elaboration.

1.3. Meeting people.

When meeting new people, introducing yourself and others is a crucial skill. This section will guide you through essential phrases and questions that help start a conversation.

Key Phrases:

- Introducing yourself: "Hi, I'm [your name]."
- Asking names: "What's your name?"
- Introducing others: "This is [name]."
- Asking how someone is: "How are you?"

Example Dialogue:

- A: "Hi, I'm John."
- B: "Nice to meet you, John. I'm Sarah."
- A: "How are you?"
- B: "I'm good, thank you."



Note: The graphic is to work in pairs, imagine you are the people in photos 1-5. Role play conversation using appropriate expressions. Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.

1.4. Greetings & Introductions and verb to be.

Speaking 

Talk in groups of three as in the example. Use the phrases given.

<p style="text-align: center; color: #800000; font-weight: bold;">Greetings ;</p> <p>Hello Hi Hey Good morning Good afternoon Good evening</p>	<p>How are you? Not bad. How's it going? So-so. What's up? Not much. How's everything? I'm OK/good, thanks. How are you doing? Great! Good to see you!</p> <p style="text-align: center;">I'm fine, thank you. I'm very well. And you?</p>	<p>Bye. Goodbye. See you. See you later. See you tomorrow. Take care. Have a nice day.</p>
	<p>My name's... Nice to meet you. This is... Pleased to meet you. Pleasure to meet you.</p>	

Example:

A: Hello.

B: Hi.

A: How are you?

B: Good, thanks. And you?

A: Not bad.

B: This is Maria by the way.

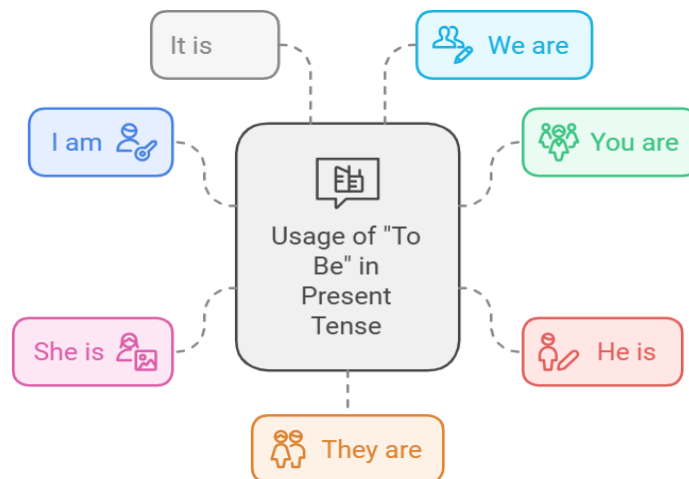
A: Nice to meet you, Maria.

C: Pleased to meet you, too.

A: OK, see you later.

B: Yeah, have a nice day.

C: Bye!



The verb "to be" is one of the most important verbs in English, used to talk about age, marriage, location, nationalities, names, feelings, professions, qualities physical appearance and date of birth. and more. It's important to understand both its positive and negative forms.

Positive Statements:

- Subject + to be + complement
- Examples:

"I am a student."

"They are teachers."

"She is happy."

Negative Statements:

- Subject + to be + not + complement
- Examples:

"I am not a student."

"They are not teachers."

"She is not happy."

Learning both the positive and negative forms of "to be" allows you to describe yourself and others, and talk about a wide range of conditions and facts.

Grammar.

Subject	Affirmative Form	Negative Form
First Person	I am	I am not
Second Person	You are	You are not
Third Person	He/She/It is	He/She/It is not
Plural	We are	We are not
Second Person (Plural)	You are	You are not
Third Person (Plural)	They are	They are not

a. Gramar practice

Positive (Affirmative):

a. She is happy.

- b. They are students.
- c. He is a doctor.
- d. We are going to the party.
- e. It is a beautiful day.
- f. You are my friend.

Negative:

- g. She is not happy.
- h. They are not students.
- i. He is not a doctor.
- j. We are not going to the party.
- k. It is not a beautiful day.

Verb to be abbreviations.

The verb "to be" has several abbreviations (contractions) in English, commonly used in informal writing and speech.

Full Form	Abbreviation (Contraction)
I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's
We are	We're
They are	They're

Negative Form Contractions

Full Form	Abbreviation (Contraction)
I am not	I'm not
You are not	You're not / You aren't
He is not	He's not / He isn't
She is not	She's not / She isn't
It is not	It's not / It isn't
We are not	We're not / We aren't
They are not	They're not / They aren't

1.5. Verb to be question.

Forming questions with the verb "to be" follows a simple pattern that will help you ask for information, clarification, and more.

Read the examples. What do you notice about the formation of the negative and question form of the verb to be?

<p>A: Are you a student? B: No, I'm not. I'm a teacher.</p> <p>A: Are you American? B: Yes, we are. We're from New York.</p> <p>A: Is Carla in your class? B: No, she isn't. She's in class A1.</p>	<p>A: Is Ted a new student? B: Yes, he is.</p> <p>A: Who are they? B: They're my friends. A: Are they in the same class? B: No, they aren't.</p>
--	--



Complete the dialogues.

- A:** Excuse me, _____ Donald?
B: No, _____ Ronald.
A: Oh sorry, _____ your last name Kent?
B: Yes, _____.
- A:** Look! There's Jane and Carol.
B: _____ in your English class?
A: Yes, _____.
B: Who _____ that?
A: That's Mr. Kingston. _ a teacher.

- A:** Who's that?
B: That's Paula. _____ new here.
A: _____ you and Paula friends?
B: Well, yes, but _____ best friends.
- A:** Hello, my name's Tina.
B: Hi, _____ Issie. Nice to meet you.
A: Issie? Is that from Isabel?
B: No, _____ It's actually Isabella.

Yes no questions.

Structure:

- **To be + subject + complement?**
- **Examples:**
 - "Are you a teacher?"
 - "Is he your friend?"
 - "Are they from Italy?"

Wh- Questions

WH-questions are questions that begin with words like "who," "what," "where," "when," "why," and "how." These questions are used to gather specific information about a person, thing, place, time, reason, or manner. Here's a breakdown of how we use WH-questions



Examples:

- Who is coming to the party tonight?
- What is your favorite movie?
- Where are your parents?
- When is your birthday?
- Why are you sad?
- How old are you?

1.6. Possessive adjectives and possessive pronouns.

Possessive adjectives show ownership or belonging. These adjectives help clarify relationships between people and objects.

Key Possessive Adjectives:

- My, your, his, her, its, our, their.

Examples:

- "This is my car."
- "That is his book."
- "Where is their house?"

Subject Pronouns	Possessive adjectives	Examples
I	My	I'm not ready for class. My desk is very messy.
You	Your	You are very organized. Your desk is so neat.
He	His	He is a new employee. His old job was in Hong Kong.
She	Her	She isn't in the office now. Her computer is off.
It	Its	It is a new company. Its president is Mr. Janesh.
We	Our	We have the reports. Our boss wants to read them now.
You	Your	You are co-workers. Your office is on the second floor.
They	Their	They are at the office. Their boss is on vacation.

Note: own elaboration.

Possessive pronouns.

yours, mine, theirs, ours, hers, his, its

We can use a possessive pronoun instead of a noun phrase:

Is that John's car?	No, it's [my car]	>	No, it's mine.
Whose coat is this?	Is it [your coat]?	>	Is it yours?
Her coat is grey, [my coat] is brown	Her coat is grey,		mine is brown.

Possessive pronouns are used to indicate ownership or possession of something. They replace nouns and show who or what owns or has possession of an object. Possessive pronouns do not require apostrophes in their written form.

Here are the possessive pronouns in English along with explanations and examples:

1. Mine: Used to show that something belongs to the speaker.

- Example: "The book is mine." (The book belongs to me.)

2. Yours: Used to show that something belongs to the person or people being spoken to.

- Example: "Is this book yours?" (Does this book belong to you?)

3. His: Used to show that something belongs to a male person or an animal.

- Example: "The dog is his." (The dog belongs to him.)

4. Hers: Used to show that something belongs to a female person or an animal.

- Example: "The cat is hers." (The cat belongs to her.)

5. Ours: Used to show that something belongs to the speaker and one or more other people.

- Example: "The house is ours." (The house belongs to us.)

6. Yours: Used to show that something belongs to the person or people being spoken to. (plural)

- Example: "Is this car yours?" (Does this car belong to you?)

7. Theirs: Used to show that something belongs to a group of people or animals.

- Example: "The toys are theirs." (The toys belong to them.)



Note:

- Possessive pronouns can stand alone or be followed by a noun.
- They do not require an apostrophe when indicating possession.
- "The pen is mine, not yours."
- "Is this coat hers or yours?"
- "The house is ours, but the garden is theirs."

Instructions: Fill in the blanks with the appropriate possessive pronoun.

1. Is this pen _____ (mine) or _____ (yours)?
2. The dog ate _____ (its) food and drank _____ (his) water.
3. Those shoes are _____ (hers); the ones over there are _____ (theirs).
4. We found _____ (our) seats, but they couldn't find _____ (theirs).
5. The house is _____ (ours), but the garden is _____ (theirs)

1.7. Adjectives & a /and + noun

Adjectives help describe people, places, and things, making your sentences more interesting and detailed. Along with adjectives, knowing how to use "a" and "an" with singular nouns is essential.

Adjectives:

- Adjectives come before the noun they modify.
- Examples:
 - "She has a red car."
 - "This is a big house."

How to use adjectives and articles correctly in English?

Use "a" before consonant sounds



"a" is used before words that begin with consonant sounds (e.g., a cat, a dog).

Use "an" before vowel sounds

"an" is used before words that begin with vowel sounds (e.g., an apple, an orange).

Order of adjectives

The order of adjectives in English typically follows a particular sequence, which makes descriptions sound natural. Here's a chart with the typical order of adjectives:

Order	Type of Adjective	Example
1. Opinion	Describes qualities or opinions	<i>beautiful, delicious</i>
2. Size	Refers to physical size or dimension	<i>small, enormous</i>
3. Age	Indicates age or time-related quality	<i>old, young</i>
4. Shape	Describes the shape of something	<i>round, square</i>
5. Color	Specifies the color	<i>blue, red</i>
6. Origin	Refers to the geographical origin	<i>Italian, Japanese</i>
7. Material	Describes the material something is made of	<i>wooden, metal</i>
8. Purpose	Describes the intended purpose	<i>sleeping (as in "sleeping bag")</i>

Example of Correct Usage:

A **beautiful small old round blue Italian wooden sleeping bag**.

Exercise 1: Organize the Adjectives

Put the adjectives in the correct order.

1. A (wooden / small / Italian) table. _____
2. An (old / beautiful / blue) painting. _____
3. A (square / green / large / vintage) mirror. _____
4. The (red / fast / new) car. _____
5. A (plastic / bright / yellow / tiny) toy. _____

Exercise 4: Identify the Mistake

Each sentence below has adjectives in the wrong order. Correct them.

1. A yellow large beautiful lamp sat on the table. _____
2. I saw an old wooden small chair in the room. _____
3. They bought a French stylish blue scarf. _____

4. She wore a silk beautiful red dress. _____

5. The child had a tiny blue plastic ball. _____

1.8. Numbers 11-100.

Numbers are everywhere in daily life, and being able to count and use numbers is essential in English. This section focuses on learning numbers from 11 to 100.

Key Numbers:

- 11-19: Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen.
- Multiples of 10: Twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.


Practice counting aloud and using numbers in various contexts, such as telling the time, discussing ages, and talking about prices or quantities.

Here's a short chart listing the numbers 1-100 along with their names, arranged in four rows:

Number	Name	Number	Name	Number	Name	Number	Name
1	One	26	Twenty-Six	51	Fifty-One	76	Seventy-Six
2	Two	27	Twenty-Seven	52	Fifty-Two	77	Seventy-Seven
3	Three	28	Twenty-Eight	53	Fifty-Three	78	Seventy-Eight
4	Four	29	Twenty-Nine	54	Fifty-Four	79	Seventy-Nine
5	Five	30	Thirty	55	Fifty-Five	80	Eighty
6	Six	31	Thirty-One	56	Fifty-Six	81	Eighty-One
7	Seven	32	Thirty-Two	57	Fifty-Seven	82	Eighty-Two
8	Eight	33	Thirty-Three	58	Fifty-Eight	83	Eighty-Three
9	Nine	34	Thirty-Four	59	Fifty-Nine	84	Eighty-Four
10	Ten	35	Thirty-Five	60	Sixty	85	Eighty-Five
11	Eleven	36	Thirty-Six	61	Sixty-One	86	Eighty-Six

Number	Name	Number	Name	Number	Name	Number	Name
12	Twelve	37	Thirty-Seven	62	Sixty-Two	87	Eighty-Seven
13	Thirteen	38	Thirty-Eight	63	Sixty-Three	88	Eighty-Eight
14	Fourteen	39	Thirty-Nine	64	Sixty-Four	89	Eighty-Nine
15	Fifteen	40	Forty	65	Sixty-Five	90	Ninety
16	Sixteen	41	Forty-One	66	Sixty-Six	91	Ninety-One
17	Seventeen	42	Forty-Two	67	Sixty-Seven	92	Ninety-Two
18	Eighteen	43	Forty-Three	68	Sixty-Eight	93	Ninety-Three
19	Nineteen	44	Forty-Four	69	Sixty-Nine	94	Ninety-Four
20	Twenty	45	Forty-Five	70	Seventy	95	Ninety-Five
21	Twenty-One	46	Forty-Six	71	Seventy-One	96	Ninety-Six
22	Twenty-Two	47	Forty-Seven	72	Seventy-Two	97	Ninety-Seven
23	Twenty-Three	48	Forty-Eight	73	Seventy-Three	98	Ninety-Eight
24	Twenty-Four	49	Forty-Nine	74	Seventy-Four	99	Ninety-Nine
25	Twenty-Five	50	Fifty	75	Seventy-Five	100	One Hundred

Note: own elaboration.

a b c 

2. Add them up!

Write the numbers and add them up!

a. 20 twenty + 30 thirty = 50 fifty

b. 30 _____ + 50 _____ = _____

c. 60 _____ + 10 _____ = _____

d. 20 _____ + 40 _____ = _____

e. 10 _____ + 80 _____ = _____

f. 40 _____ + 60 _____ = _____

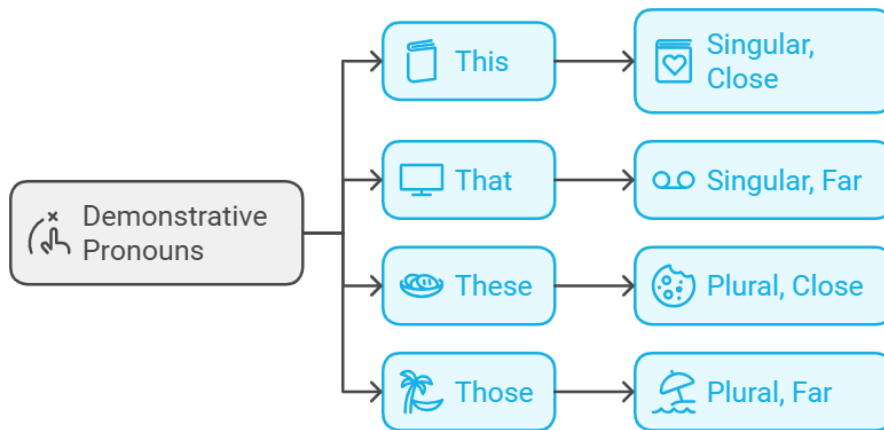
1.9. Demonstrative pronouns.

- Demonstrative pronouns are words that point to specific things or people. They are used to indicate whether the noun they refer to is near or far in

distance or time. The primary demonstrative pronouns in English are "this," "that," "these," and "those."

- **Types of Demonstrative Pronouns**

- **This:** Used to refer to a singular noun that is close in distance or time.
- Example: *This is my favorite book.*
- **That:** Used to refer to a singular noun that is farther away in distance or time.
- Example: *That was an incredible movie.*
- **These:** Used to refer to plural nouns that are close in distance or time.
- Example: *These are the cookies I baked yesterday.*
- **Those:** Used to refer to plural nouns that are farther away in distance or time.
- Example: *Those were the days we spent at the beach.*



Demonstrative Pronoun	Explanation	Examples
This	Used to refer to something that is near in space or time.	- This book is interesting. - Can you pass me this pen?
That	Used to refer to something that is farther in space or time or to refer to something previously mentioned.	- Look at that beautiful sunset. - I want that blue shirt.
These	Used to refer to more than one thing that is near in space or time.	- These shoes are comfortable. - I need these documents today.
Those	Used to refer to more than one thing that is farther in space or time or to refer to previously mentioned things.	- I don't like those flowers. - Can you pass me those papers?

Note: own elaboration.

Exercise.

Fill in the blanks with the appropriate demonstrative pronoun: "this," "that," "these," or "those"

1. _____ book is on the table.
2. I want to buy _____ jacket.
3. Look at _____ beautiful flowers!
4. _____ shoes are too big for me.
5. Can you pass me _____ pen?
6. I don't like _____ color.
7. _____ house over there is very old.
8. _____ chairs are comfortable.
9. Are _____ the pictures you took last summer?
10. Can you bring me _____ glass of water, please?

1.10. Personal pronouns (subject pronouns)

I
am

you
are

he

she
is

it

we

you

they
are

Singular

Third person Singular

Plural

A **personal pronoun** is a short word we use as a simple substitute for the proper name of a person. Each of the English **personal pronouns** shows us the grammatical person, gender, number, and case of the noun it replaces. *I, you, he, she, it, we, they.*

1.11. A social media profile.

Read the following social profile and answer the questions.

Hey there! 🤝 I'm Ann García, an easygoing person who loves connecting with new people. I'm all about great conversations, exploring different perspectives, and sharing life's little joys. Whether we're talking about our favorite shows 📺, trading travel stories ✈️, or bonding over music 🎵, I'm up for it all! I enjoy outdoor adventures, cozy nights with good books 📖, and learning new things every day. Let's chat, laugh, and build some great friendships along the way! Drop me a message—I'm always up for a good convo! 😊

A Social Media Profile

Creating a social media profile is a practical way to apply the English language. Profiles often include basic personal information and descriptions, so learning how to structure these elements will help you communicate effectively online.

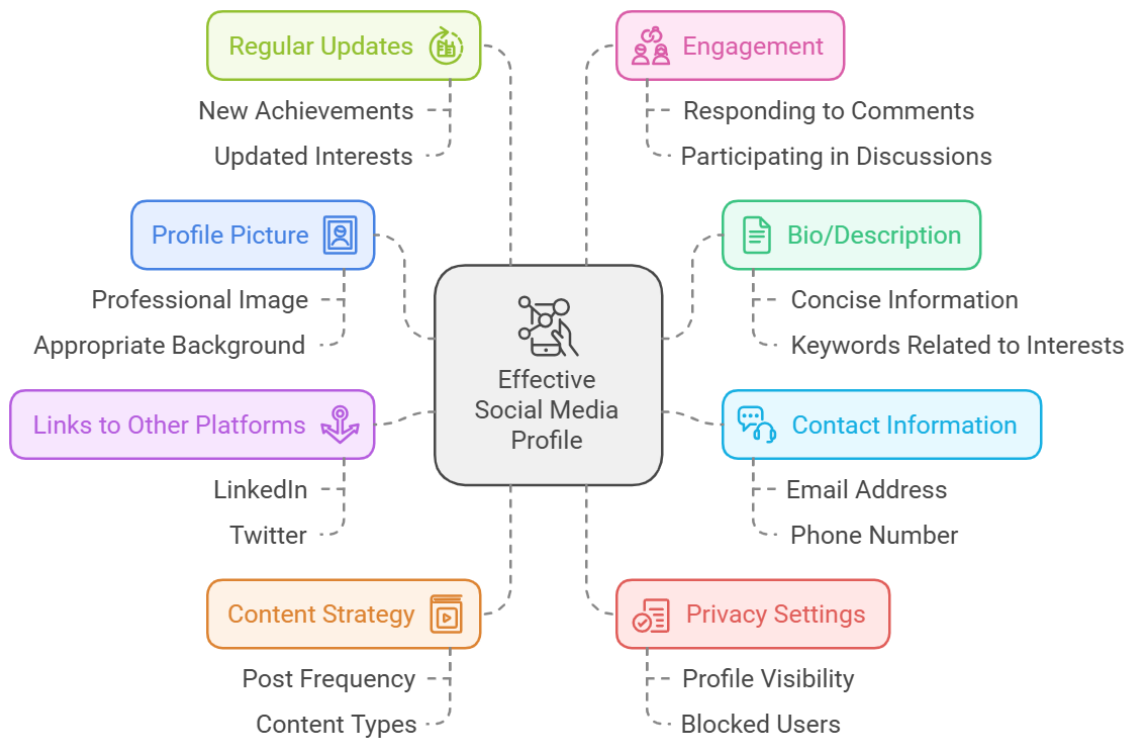
Key Information in a Profile:

- Name: "My name is Sarah."
- Country and nationality: "I am from Brazil. I am Brazilian."
- Age (optional): "I am 25 years old."
- Occupation: "I am a student."
- Hobbies: "I like reading and traveling."

A social media profile is a concise introduction of yourself to the world. Practice writing profiles to familiarize yourself with describing yourself and your interests in English.

Creating an Engaging Social Media Profile

In today's digital age, a well-crafted social media profile is essential for personal branding and networking. This document outlines key elements to consider when creating or updating your social media profile to ensure it effectively represents you and engages your audience.



Note: own elaboration.

Profile Picture

Choose a clear, high-quality image that reflects your personality or brand. Ideally, this should be a professional headshot or a logo if you are representing a business. Ensure that the image is well-lit and that your face is clearly visible.


Bio/Description


Your bio is your chance to make a strong first impression. Keep it concise and engaging. Include your profession, interests, and a touch of personality. Use relevant keywords that reflect your expertise or passions to help others find you.


Example:

- "Marketing Specialist | Passionate about digital strategies | Coffee lover ☕ | Always learning 📖"

 Job Title

 Passion

 Hobby

 Learning

Contact Information

Make it easy for people to reach you. Include an email address or a link to a contact form. If applicable, provide links to your website or portfolio to showcase your work.

Links to Other Platforms

If you have a presence on other social media platforms, include links to those profiles. This allows your audience to connect with you across different channels and provides a more comprehensive view of your online persona.

Content Strategy

Consider what type of content you want to share on your profile. This could include industry insights, personal stories, or creative projects. Aim for a balance between professional and personal content to keep your audience engaged.

Privacy Settings

Review your privacy settings to control who can see your profile and posts. Depending on your goals, you may want to keep your profile public for networking or private for personal use.

Regular Updates

Keep your profile fresh by updating it regularly. This includes changing your profile picture, updating your bio, and sharing new content. Regular updates signal to your audience that you are active and engaged.

Engagement

Engage with your audience by responding to comments and messages. Show appreciation for shares and likes. Building a community around your profile can enhance your online presence and foster connections.

A personal email

2.1. Activities and days of the week

Grammar

How to use the verb GO

Go to

Work/bed

We don't use the in the expressions go to work and go to bed.

- *What time do you go to work?*
- *I'm tired. I'm going to bed.*

Go to a/the

We use go to a/the + nouns describing places or events. We use go to + the before nouns of places that we typically go in the city.

- *I need to go to the dentist.*

You can know when we use a or the by checking the use of articles in English.



A ▶2.1 Listen and match the photos to activities 1–8.

- | | |
|-----------------------|----------------------------------|
| 1 go to a café | 5 go to a party |
| 2 go to church | 6 go to school |
| 3 go to the gym | 7 go to the grocery store |
| 4 go home | 8 go to work |



Note: The image is to describe routine, ask, and answer about routine. *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

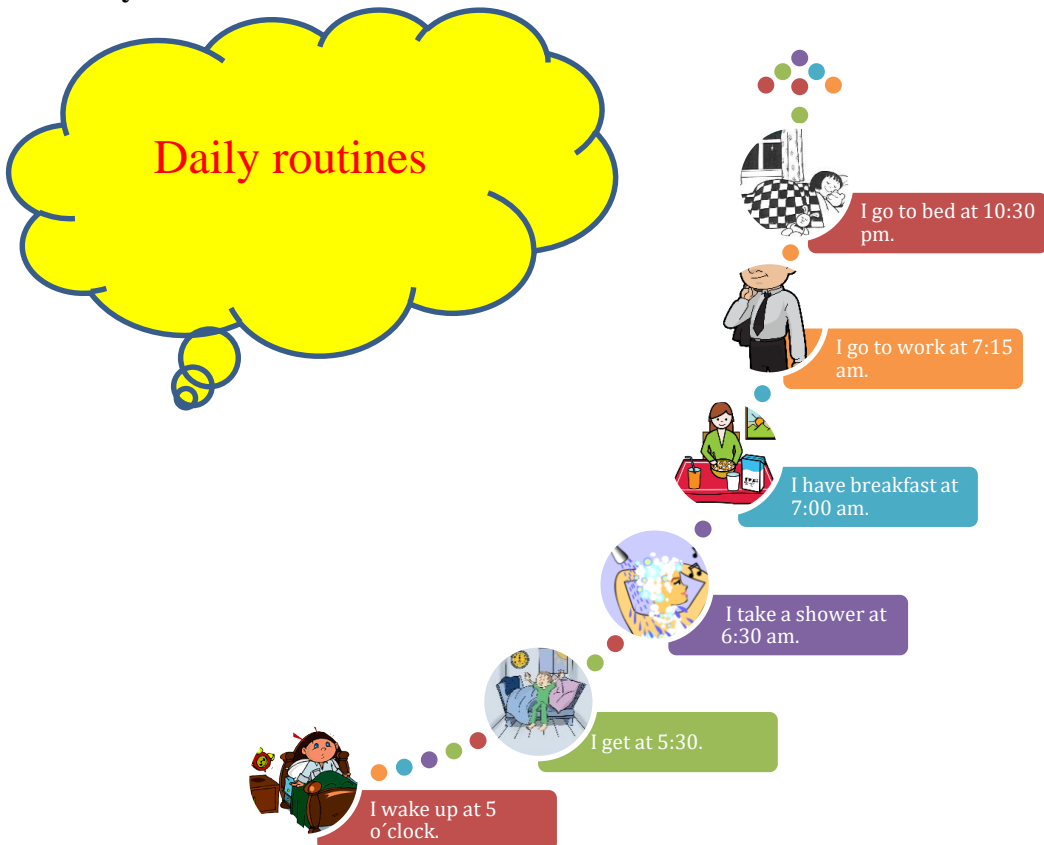
A Match pictures a-j with phrases 1-10.

- | | | |
|--|---|--|
| 1 <input type="checkbox"/> brush my teeth | 5 <input type="checkbox"/> have breakfast | 9 <input type="checkbox"/> take a shower |
| 2 <input type="checkbox"/> exercise / work out | 6 <input type="checkbox"/> leave home | 10 <input type="checkbox"/> wake up |
| 3 <input type="checkbox"/> get dressed | 7 <input type="checkbox"/> make the bed | |
| 4 <input type="checkbox"/> get up | 8 <input type="checkbox"/> shave | |



Note: Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved

2.2. Daily Routine.



Note.

2.3. Days of the week.

Days of the week

Exercises: put in order

Match the items on the right to the items on the left.

1 st	Wednesday
2 nd	Saturday
3 rd	Monday
4 th	Friday
5 th	Sunday
6 th	Thursday
7 th	Tuesday

Practice: Read the activities and practice with a classmate.

- Monday:** On Monday, I usually go to work and attend a yoga class in the evening.
- Tuesday:** Tuesday is my busiest day. I have meetings in the morning, classes in the afternoon, and soccer practice in the evening.
- Wednesday:** Wednesday evenings are reserved for dinner with friends. We try out different restaurants every week.
- Thursday:** On Thursdays, I volunteer at the local food bank after work. It's rewarding to give back to the community.
- Friday:** Friday nights are movie nights at home. I love to unwind with a good film and some popcorn.
- Saturday:** Saturdays are for outdoor activities. I enjoy hiking or cycling with friends in the morning and relaxing in the park in the afternoon.
- Sunday:** Sunday mornings are for brunch with family. In the afternoon, I catch up on reading or work on personal projects.

2.4. Simple present affirmative and negative statements.

Listening 

Watch the video. Listen to the conversation and select True or False.



Activities	True	False
Jhon wakes at 7 o'clock.		
Jhon has lunch at 1:30 pm.		
Sara wakes at 8 o'clock.		
Sara has breakfast with her children al 8:30.		
Sara sometimes cleans de house.		

Grammar

Simple Present: Affirmative Statements

Subject	Verb		Subject	Verb	
I			He		
You			She		
We	work	every day.	It	works	every day.
You			My brother		
They					

Simple Present Spelling Rules: -s and -es Endings

1. Use the simple present to talk about habits or routines, schedules, and facts.

Habit or Routine: I exercise every day.
Schedule: She starts work at eight.

Fact: It rains a lot in April.

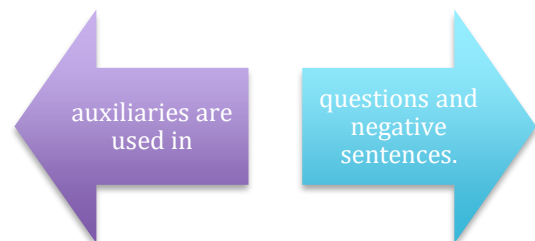
2. Add <i>-s</i> to the verb for <i>he, she, it,</i> and singular subjects.	He drives to work. She works in an office. The bank opens at 9:00 a.m.
3. Do not put <i>be</i> in front of another verb in the simple present.	✓ He works at a bank. X He <u>is work</u> at a bank.

1. Add <i>-s</i> to most verbs.	close–closes love–loves dance–dances open–opens exercise–exercises play–plays feed–feeds put–puts stop–stops take–takes write–writes work–works
2. Add <i>-es</i> to verbs ending in <i>-sh, -ch, -s, -x, o</i> and <i>-z</i> .	wash–washes dress–dresses teach–teaches relax–relaxes go - goes buzz–buzzes
3. Change <i>-y</i> to <i>-i</i> and add <i>-es</i> to verbs in a ending consonant + <i>y</i> .	carry–carries copy–copies study–studies
4. DO NOT Change <i>-y</i> to <i>-i</i> to verbs ending in a vowel + <i>y</i> .	Stay - stays Play – plays
5. Change the form of HAVE	HAVE – has

b. Practice.

Circle the correct form of the verb to complete each sentence.

1. Doctor Moffett love / loves his job.
2. He study / studies ants.
3. A salesperson sell / sells products for a company.
4. You and Anita work / works on weekends.
5. Nurses help / helps people.
6. We write / writes science books.
7. Our office close / closes at 7:00 p.m.

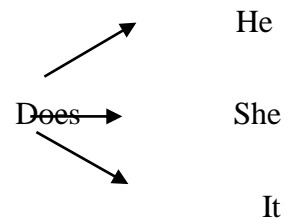
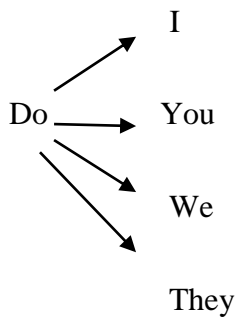


8. She take / takes classes at the business school.

9. You walk / walks to work every day.

10. I start / starts work at 8:00 a.m. every morning.

Auxiliaries:



Simple Present: Negative Statements

Subject	<i>Do Not/ Don't</i>	Base Form of Verb	Subject	<i>Does Not/ Doesn't</i>	Base Form of Verb	
I			He			
You	do not	work.	She	does not	work.	
We	don't		It	doesn't		
You						
They						

Be careful! In negative statements with does not or doesn't, do not add -s to the base form of the verb.

✓ She doesn't exercise every day.

✗ She doesn't exercises every day

Practice. Circle doesn't or don't to complete each sentence.

1. An astronaut on the International Space Station doesn't / don't have a lot of free time.

2. Astronauts doesn't / don't work all day on Saturday.

3. An astronaut doesn't / don't have the same schedule every day.

4. We doesn't / don't work on weekends.
5. I doesn't / don't work in an office.
6. My office doesn't / don't have a window.
7. She doesn't / don't travel for her job.
8. You doesn't / don't have a busy schedule.

Writing & speaking.

List five activities you do often. Share your sentences with a partner. Then tell the class about your partner.

Student A: I study. I play games. I talk with my friends.

Student B: Maria studies. She plays games. She talks with her friends.

2.5. Simple present questions and short answers.

We use *do* and *does* to make questions with the present simple. We use *does* for the third person singular (*she/he/it*) and *do* for the others.

Yes – No Questions	Wh- word Questions
Do you play <i>the piano</i> ?	Where do you live?
Does <i>Jack</i> play <i>football</i> ?	
Do <i>Rita and Angela</i> live in <i>Manchester</i> ?	Where does <i>he</i> come from?
	Where do <i>they</i> work?
	Where do <i>Angela and Rita</i> live?
	What does <i>Angela</i> do?
	When does <i>Rita usually</i> get up?

Reading

Read the paragraph. Find and correct six more errors with negatives and prepositions of time.

Free Practice. HAVE FUN. 🙌

Iris is a reporter. She works for a newspaper. She asks questions and writes articles. She ~~don't~~ drive to work. She walks. She don't work in the morning. She works from 2:00 p.m. in 11:00 p.m. She doesn't goes to bed early. She goes to bed on 1:00 a.m. She doesn't work at Saturday and Sunday. She relaxes in weekends.

Instructions: Complete the following sentences with the correct form of the present simple tense. Choose the appropriate auxiliary verb ("do" or "does" for yes/no questions and "what," "where," "why," "when," "who," or "how" for WH- questions).

1. Yes/No Question:

- _____ you like to read books?
- What _____ after school?

2. WH- Question:

- _____ do you do in your free time?
- _____ is your favorite color?

3. Yes/No Question:

- _____ she work on weekends?
- _____ they play football every day?

4. WH- Question:

- _____ do you live?
- _____ is your best friend?

5. Yes/No Question:

- _____ he speak Spanish?
- _____ your parents like coffee?

6. WH- Question:

- _____ do you go to school?
- _____ does she go to the gym?

2.6. Frequency adverbs

Adverbs of frequency describe how often an action happens. They help to indicate the regularity or frequency of an event.

Frequency	Adverb of Frequency	Example Sentence
100%	Always	I always go to bed before 11 p.m.
90%	Usually	I usually have cereal for breakfast.
80%	normally / generally	I normally go to the gym.
70%	often* / frequently	I often surf the internet.
50%	Sometimes	I sometimes forget my wife's birthday.
30%	Occasionally	I occasionally eat junk food.
10%	Seldom	I seldom read the newspaper.
5%	hardly ever / rarely	I hardly ever drink alcohol.
0%	Never	I never swim in the sea.

The Position of the Adverb in a Sentence

1. Mid-position (between the subject and the main verb):

- She often goes to the gym.
- They usually eat dinner at 7 p.m.
- He always arrives early for meetings.

2. With the verb 'to be':

- She is always late for class.
- He was usually the first one to arrive.
- They are never satisfied with the service.

Practice.

Fill in the blanks with the appropriate adverbs of frequency:

1. I _____ go to the movies on weekends.
2. They _____ arrive late for work.
3. He _____ finishes his homework before dinner.
4. Sarah _____ forgets her keys at home.
5. We _____ eat out on special occasions.
6. Tom and Jerry _____ argue about trivial matters.
7. The train _____ arrives on time.
8. She _____ goes jogging in the morning.
9. John _____ checks his emails first thing in the morning.
10. Mary _____ calls her parents every Sunday.

Rewrite the complete sentence using the adverb of frequency in brackets in its correct position.

1. They go to the movies. (*often*)

2. She listens to classical music. (*rarely*)

3. He reads the newspaper. (*sometimes*)

4. Sara smiles. (*never*)

5. She complains about her husband. (*always*)

6. I drink coffee. (*sometimes*)

2.7. Preposition of time in, on, at:

Preposition	Example	Usage
At	At 9 o'clock	Specific times
	At noon	
	At midnight	
	At lunchtime	
	At sunset	
In	In January	Months, years, centuries
	In 2024	
	In the morning	Parts of the day
	In the future	
On	In a few minutes	
	On Monday	Days of the week
	On my birthday	Specific days
	On New Year's Eve	
	On Christmas Day	
	On Independence Day	
	On July 4 th	
	On the weekend	
On Valentine's Day		
On a rainy day		
On time	Specific points in time (e.g., appointments)	

Note: own elaboration.

Practice

Fill in the blanks with the appropriate preposition of time: "at," "in," or "on."

1. My birthday is _____ September.
2. We have a meeting scheduled _____ 3 p.m.
3. The concert is happening _____ Friday night.
4. I'll see you _____ the weekend.
5. We usually go for a walk _____ the evening.
6. The movie starts _____ 7 o'clock.
7. They arrived _____ Monday morning.
8. The conference is happening _____ October.
9. She always reads a book _____ bedtime.
10. We're planning a trip _____ December.

2.8. Family and relationship.

Immediate Family	Extended Family	In-Laws	Other Relatives
Parents	Grandparents	Mother-in-law	Cousins
Siblings	Aunts	Father-in-law	Nieces/Nephews
Children	Uncles	Brother-in-law	Great-uncles
Spouse	Cousins	Sister-in-law	Great-aunts
	Nieces/Nephews		

Note: To refer to more than one brother-in-law or sister-in-law etc. we have an S to the brother/sister part.

e.g. My brothers-in-law are fun. My sisters-in-laws are crazy.

The Family Mix

Nowadays in many countries a person can get married more than once. These are the terms used to describe the "new" members of the family when someone gets remarried.

"Step-" means that you are related as a result of one parent marrying again

stepfather: the (new) husband of your mother but not your biological father

stepmother: the (new) wife of your father but not your biological mother

stepson: the son of your (new) husband / wife (he is not your biological son)

stepdaughter: the daughter of your (new) husband / wife (she is not your biological daughter)

stepsister: the daughter of your stepmother or stepfather

stepbrother: the son of your stepmother or stepfather

Sometimes one of your parents gets married again and they have more children. There

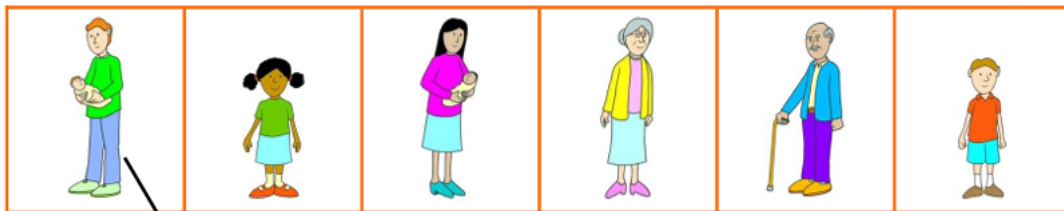
half-brother: the brother you have only one parent in common with.

half-sister: the sister you only have one parent in common with.

Family

1. Match them up!

Draw a line to match the picture and the word.



Match the sentences to the correct family word.

Your mum and dad are also called your ...

Your mum or dad's father is your ...

Your mum or dad's sister is your ...

Your brother or sister's son is your ...

Your mum or dad's mother is your ...

Your mum or dad's brother is your ...

Your brother or sister's daughter is your ...

Your aunt and uncle's children are your ...

aunt.

grandmother.

parents.

grandfather.

nephew.

cousins.

uncle.

niece.

2.9. Celebrating activities

Here's a well-organized chart for celebrating activities:

celebration type	Description
Weddings	John and Sarah had a beautiful wedding ceremony in the countryside.
Birthdays	Sarah celebrated her 30th birthday with a surprise party thrown by her friends. The cake was adorned with colorful candles, and balloons filled the room.
Graduations	Mark graduated from university with honors, and his family attended the commencement ceremony.
Holidays	Christmas morning was filled with excitement as children unwrapped presents under the tree. On New Year's Eve, friends toasted to new beginnings and watched fireworks light up the sky.
Anniversaries	Jack and Emily celebrated their 10th wedding anniversary with a romantic getaway.
Retirement parties	Colleagues and friends shared fond memories and well wishes for her future endeavors.
Baby showers	The expectant mother was surrounded by loved ones, receiving gifts and sharing joyful moments.

Note: own elaboration

A Match the phrases with photos 1–6.

<input type="checkbox"/> Congratulations!	<input type="checkbox"/> Happy birthday!	<input type="checkbox"/> Have a good trip!
<input type="checkbox"/> Enjoy your meal!	<input type="checkbox"/> Happy New Year!	<input type="checkbox"/> Merry Christmas!

Note: Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.

Complete the sentences with the appropriate adverb of frequency and special occasion:

1. We _____ celebrate Thanksgiving with our extended family every year.
2. Mary _____ attends the company's annual Christmas party.
3. Sarah _____ bakes a cake for her husband's birthday every year.
4. Tom and Lisa _____ exchange gifts on Valentine's Day.
5. They _____ host a barbecue for Independence Day.
6. Peter _____ visits his grandparents on their anniversary.
7. The Smiths _____ go camping during summer vacation.
8. She _____ sends flowers to her mother on Mother's Day.
9. Mark _____ watches the fireworks display on New Year's Eve.
10. We _____ attend the local parade on St. Patrick's Day.

2.10. Cellphone expressions.

Answering the phone (informal)

- Hello. Matt here. (caller unknown)
- Hi, Jody. How are you?
- Hey, Justin. What's up?

Answering the phone (formal)

- Hello? Serena speaking. (caller unknown)
- John Sayles speaking. Who's calling, please? (caller unknown)
- Doctor Martin's office. May I know who's calling, please? (caller unknown)
- Thank you for calling Jeans Plus. Jody speaking.
- Hello Maria. Nice to hear from you.
- Hello Dr Jones. How can I help you?
- City Library. Kim speaking. What can I do for you, Robert?

Introducing yourself

- Hey George. It's Lisa calling. (informal)
- Hello, this is Julie Madison calling.
- Hi. It's Angelina from the dentist's office here. (informal)
- Hello Sayoko. This is Alan calling from Big Boyz Autobody.

Asking to speak with someone

- Hi. Is Nina there? (informal)
- Can you put Michael on? (informal)
- Can I talk to Josef? Tell him Marilyn's calling. (informal)
- May I speak to Mr. Green in the accounting department, please?
- Good morning. Is Dr Martin available, please?

Connecting someone

- Just a sec. I'll get him. (informal)
- Hang on a moment. I'll see if she's in. (informal)
- One moment please. I'll see if he's available.
- Hold the line please. I'll put you through in a moment.
- Please hold while I put you through to the manager's office.
- All of our staff are busy at this time. Please hold for the next available person.

Making a request

- Could you please repeat that?
- Would you mind spelling that for me?
- Could you speak up a little, please?
- Can you speak a little slower, please. My English isn't very good, I'm afraid.
- Could you let me know when she'll be in the office, please?
- Would you mind calling back in an hour? I'm in a meeting just now.
- Can you call again? I think we have a bad connection.
- Please hold for just a minute. I have another call.
- Please don't call this number again.

Taking a message


- Can I take a message?
- Would you like to leave a message?
- Sammy's not in. I can tell him you called if you like. (informal)
- No, that's okay. I'll call him later. (informal)

- I'm sorry, but Lisa's not here at the moment. Can I take a message?
- I'm afraid he's stepped out. Would you like to leave a message?
- She's busy right now. Would you like her to return your call?
- He's in a meeting at the moment. Can he call you back when he's free?
- Fine. I'll let him know you called.
- I'll make sure she gets your message.

2.11. Asking for personal information:

A Read the email and number the things that Matt does in order.

- have breakfast
- do homework
- take a shower
- have dinner
- go to a café
- leave home
- go for a run
- wake up
- get up
- get dressed



To: James Today at 13:23
 Subject: My typical week All Mail

Hi there,

I live in **H**amilton, New **Z**ealand, with my parents and sister. A typical weekday for me starts early. I get up at 6:00 a.m., but I **usually** wake up before that. I often go for a run first thing. After my run, I **always** take a shower and have breakfast, then I get dressed and get ready for school. I leave home at 8:00 a.m.

After school, I don't **usually** go straight home. I **sometimes** go to a café to meet my friends, to the park to play football, or I **occasionally** go to the gym. We have dinner at 6:00 p.m., but my dad **doesn't always** get home in time to eat with us. I **usually** do my **homework** after dinner, between 6:30 p.m. and 8:30 p.m. Then I watch TV, play **video** games, or message my friends. I **never** go to bed before 10:00 p.m.

On the weekend, I get up late and then go out with my friends. We **usually** go to the beach, or to a party. And we **sometimes** visit my cousins in **A**uckland. Sunday evenings are **normally** very quiet.

That's a typical week for me. What about you?

Matthew James McCarthy (Matt)

Note: The graphic is to elaborate a Practice Guide about personal information to reinforce students' English skills through completing exercises by speaking. *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

CHAPTER 3

A language profile

3

Chapter 3

A language profile

3.1. Weather



Look at the pictures 1-8 and identify the weather.

Weather Condition	Description
Sunny	Clear sky with abundant sunlight.
Cloudy	Sky covered with clouds, blocking sunlight.
Rainy	Precipitation in the form of raindrops.
Stormy	Violent weather with strong winds, thunder, and lightning.
Foggy	Thick mist reducing visibility.
Snowy	Precipitation in the form of snowflakes.
Hail	Ice pellets falling from the sky during a thunderstorm.
Windy	Strong winds blowing forcefully.
Dry	Low moisture content in the air, often associated with arid conditions.

The Weather

English Vocabulary



	RAIN		CLOUDS
	drizzle showers rain downpour flood		cloudy gloomy foggy overcast clear
	COLD		WIND
	hail sleet snow snowflake blizzard		breezy blustery windy gale hurricane
	TEMPERATURE		OTHER VOCAB
	hot warm cool cold freezing		forecast drought lightning thunder rainbow

Source: <https://www.vocabulary.cl/english/weather.htm>

3.1 Listen to a meteorologist and complete the weather chart.

	the sun	a cloud	wind	fog	rain	snow
noun						
adjective	sunny					
verb					to rain	to snow

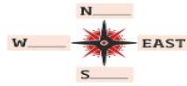
Study the chart and complete the rules

- To form adjectives from weather nouns add (Y)
- For consonant – vowel – consonant words, double the final (consonant) and add (Y)

Read the extract from the encyclopedia and complete:

B Read the extract from an encyclopedia and:

- 1 write the seven missing months.
- 2 circle the names of three more seasons in paragraph 1.
- 3 find two more seasons in paragraph 2.
- 4 find the names of one continent and two countries.
- 5 find the words to complete the compass.



Four seasons or two?

Countries with a **temperate climate**, like the ones in **Europe** and **North America**, have four **defined seasons**: hot **summers** in June, _____, and August; cold **winters** in December, January, and _____, with **heavy snow** in some countries; cool, windy falls in **September**, _____, and November, and warm springs in _____, April, and _____.

In **contrast**, **tropical regions**, especially around the **equator**, have only two seasons: the dry season and the rainy season. So, in places like India, West **Africa**, Central America, the north of South America, and the north coast of Australia, the rainy season is in their winter (_____, July, and _____), and it's **accompanied** by very high temperatures.



Note: Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.

3.2. Everyday actions.

A **3.4** Match photos 1–6 to the actions. Then listen to Maddie make five phone calls.

Which action don't you hear?

- | | | |
|---|---|---|
| <input type="checkbox"/> buying groceries | <input type="checkbox"/> doing homework | <input type="checkbox"/> running in the park |
| <input type="checkbox"/> cooking dinner | <input type="checkbox"/> riding a bike | <input type="checkbox"/> talking on a landline |



Note: Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.

Person	Action
Mary	is reading a book
John	is cooking dinner
Sarah	is watching TV
David	is playing video games
Lisa	is doing her homework
Michael	is listening to music
Emily	is talking on the phone
Peter	is exercising in the gym
Karen	is watering the plants in the garden
Kevin	is walking his dog in the park

3.3. Present continuous positive and negative statements.

Present Tense Verb	Gerund Form
Play	Playing
Run	Running
Swim	swimming
Dance	Dancing
Write	Writing
Read	Reading
Cook	Cooking
Speak	Speaking
Listen	Listening
Study	Studying

We use the Present Continuous to talk about:

- Action happening now
- Action in the future

To form gerunds, you typically add "-ing" to the base form of the verb. However, there are a few rules and considerations to keep in mind:

1. Regular Verbs:

- For regular verbs, simply add "-ing" to the base form of the verb.
 - Example: play → playing, dance → dancing, read → reading

2. Verbs Ending in Silent "e":

- For verbs that end in a silent "e," drop the "e" and add "-ing."
- Example: bake → baking, write → writing, dance → dancing

3. One-Syllable Verbs Ending in a Single Consonant after a Single Vowel:

- For one-syllable verbs ending in a single consonant after a single vowel, double the final consonant before adding "-ing."
- Example: run → running, swim → swimming, sit → sitting

4. Verbs Ending in "ie":

- For verbs ending in "ie," change the "ie" to "y" and add "-ing."
- Example: lie → lying, tie → tying

Person	Affirmative	Negative
I (am)	am reading a book.	am not reading a book.
You (are)	are playing soccer.	are not playing soccer.
He/She/It (is)	is cooking dinner.	is not cooking dinner.
We (are)	are watching TV.	are not watching TV.
They (are)	are studying for the exam.	are not studying for the exam.

3.4. Present continuous questions:

Person	Question Form
I (am)	Am I reading a book?
You (are)	Are you playing soccer?
He/She/It (is)	Is he cooking dinner?
We (are)	Are we watching TV?
They (are)	Are they studying for the exam?

Question Form	Example
Are + subject + verb-ing?	Are you studying for your exam?
Is + subject + verb-ing?	Is she working on the project right now?
Am + I + verb-ing?	Am I interrupting you?
Is/Are + subject + verb-ing?	Is he/she/it/they + doing + something?
What + is/are + subject + verb-ing?	What are you doing this weekend?
Why + is/are + subject + verb-ing?	Why is she wearing a coat indoors?
Where + is/are + subject + verb-ing?	Where are they going for vacation?
How + is/are + subject + verb-ing?	How are you feeling today?
When + is/are + subject + verb-ing?	When are they leaving for the conference?

These are just a few examples of present continuous questions in various contexts. The structure typically involves the appropriate form of "to be" (am/is/are) followed by the subject and the present participle form of the main verb (-ing form).

Exercise 1: Complete the following questions using the present continuous tense:

_____ you _____ (read) a book right now?

_____ she _____ (work) on her project?

_____ they _____ (play) football in the park?

_____ we _____ (have) dinner at the restaurant tonight?

_____ he _____ (watch) TV at the moment?

_____ it _____ (rain) outside?

_____ she _____ (study) for her exam tomorrow?

_____ they _____ (paint) the walls in their house?

_____ I _____ (interrupt) you right now?

_____ you _____ (enjoy) your vacation?

Exercise 2: Form present continuous questions for the following answers:

Answer: Yes, they are playing basketball.

Question: _____ they _____ (play)?

Answer: No, she isn't reading a magazine.

Question: _____ she _____ (read)?

Answer: Yes, we are having a barbecue in the backyard.

Question: _____ we _____ (have)?

Answer: No, it isn't snowing today.

Question: _____ it _____ (snow)?

Answer: Yes, he is watching a movie with his friends.

Question: _____ he _____ (watch)?

Answer: No, they aren't swimming in the pool.

Question: _____ they _____ (swim)?

Answer: Yes, she is baking cookies in the kitchen.

Question: _____ she _____ (bake)?

Answer: No, I am not writing a letter.

Question: _____ I _____ (write)?

Answer: Yes, they are visiting their grandparents this weekend.

Question: _____ they _____ (visit)?

Answer: No, he isn't listening to music right now.

Question: _____ he _____ (listen)?

Exercise 3: Create your own present continuous questions based on the following situations:

Your friend is playing the guitar.

Your sister is studying for her biology exam.

Your parents are cooking dinner in the kitchen.

Your neighbors are renovating their house.

Your classmates are discussing the upcoming project.

Your teacher is explaining a difficult concept in class.

Your cousin is practicing basketball in the backyard.

Your colleagues are preparing a presentation for the meeting.

Your favorite team is playing a football match.

Your grandparents are gardening in the backyard.

These exercises will help reinforce your understanding of present continuous questions.

PRESENT CONTINUOUS			NOVAKID
Pronoun	Statement	Negation	Question
I	I <u>am</u> working	I <u>am not</u> working	<u>Am</u> I working?
You	You <u>are</u> working	You <u>are not</u> working	<u>Are</u> you working?
He/She/It	He/She/It <u>is</u> working	He/She/It <u>is not</u> working	<u>Is</u> he/she/it working?
We	We <u>are</u> working	We <u>are not</u> working	<u>Are</u> we working?
They	They <u>are</u> working	They <u>are not</u> working	<u>Are</u> they working?

Source: <https://www.novakidschool.com/blog/sentences-in-the-present-continuous-tense/>

3.5. Present continuous for future (affirmative, negative, question).

We can use the present continuous to talk about arrangements (plans which you have organized) in the future.

Examples

I'm visiting my friend tomorrow.

They are coming to our house on Saturday.

What are you doing tonight?

My brother is playing football with his friends tonight.

I'm going to the cinema at the weekend.

Are you having a party for your birthday?

Type of Expression	Example	Explanation
Time Expressions	tomorrow, next week, next month, next year, in a few days	Indicates a specific time frame for future events
Present Continuous	She is meeting us for dinner tomorrow.	Indicates scheduled events or arrangements in the near future

Fill in the blanks with the correct form of the verb in the present continuous tense:

1. Sarah _____ (leave) for Paris tomorrow morning.
2. We _____ (have) dinner at that new restaurant tonight.
3. They _____ (attend) the conference next week.
4. I _____ (not go) to the gym after work today.
5. The company _____ (launch) its new product next month.
6. She _____ (visit) her grandparents next weekend.
7. Our friends _____ (stay) with us for a few days next month.
8. He _____ (not work) on the project over the weekend.
9. They _____ (fly) to London next Friday.
10. The students _____ (prepare) for their exams all week.

3.6. Simple present vs present continuous (affirmative, negative, question)

We use the present simple tense when we want to talk about fixed habits or routines things that don't change.

We use the present continuous to talk about actions which are happening at the present moment but will soon finish.

Key words

Present simple	Present continuous
Frequency adverbs, every day, every weekend.	At the moment, these days, now, nowadays

Practice

Complete with present continuous / present simple.

2. What _____ (we / have) for dinner tonight?
3. My brother _____ (have) a daughter and a son.
4. I _____ (not / solve) some math problems at the moment.
5. My grandfather often _____ (come) over for dinner at the weekends.
6. My school _____ (begin) at nine every day.

7. What time _____ (you / wake up) on weekdays?
8. What _____ (you / do) tomorrow night?
9. I usually _____ (not / work) on Sundays but today I _____ (work).
10. She _____ (not / sleep) now, she _____ (study).

Writing

1. Complete the passage with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous.

If you 1..... (love) surfing and 2..... (want) to get a university degree, you should go to Plymouth University in Britain. Students who 3..... (surf) three or four times a week for fun can now do a degree in surfing and make a career of it. While surfing 4..... (look) easy when you watch from the beach, getting a degree is quite hard to achieve. Jim and Helen are in their last year of school, and 5..... (take) their A-levels this summer. They both 6..... (own) surfboards, but they 7..... (not surf) much these days. They 8..... (study) very hard for their Alevels. They 9..... (know) the academic requirements for acceptance to the surfing course are high, and the course itself is also hard. It 10..... (include) oceanography, marine biology, ecology and the design of wetsuits and surfboards, as well as actual surfing. But Jim and Helen both 11..... (believe) it's worth the effort. Let's wish them luck.

Listening

Watch the following video to understand better simple present vs. present continuous.



3.7. Simple present vs present continuous questions.

	Subject	auxiliary verb		main verb	
+	I	am		Speaking	to you.
+	You	are		Reading	this.
-	She	is	Not	Staying	in London.
-	We	are	Not	Playing	football.
?	Is	he		watching	TV?
?	Are	they		Waiting	for John?

Fill in the blanks with the correct form of the verb in either the present continuous or present simple tense:

- _____ she _____ (watch) TV every evening? (Present Simple)
- _____ they _____ (play) soccer at the moment? (Present Continuous)
- _____ he _____ (go) to the gym twice a week? (Present Simple)
- _____ you _____ (listen) to music right now? (Present Continuous)
- _____ the sun _____ (rise) in the east every morning? (Present Simple)
- _____ she _____ (work) on her project today? (Present Continuous)

7. _____ they _____ (read) books in the library every Saturday? (Present Simple)
8. _____ you _____ (talk) to your friend on the phone at the moment? (Present Continuous)
9. _____ he _____ (live) in this neighborhood for five years? (Present Simple)
10. _____ they _____ (study) for their exam right now? (Present Continuous)

3.8. Making offers.

A **3.12** Listen to two friends and answer 1–5.

- 1 What time is it?
- 2 What's Linda working on?
- 3 When does she have to finish it?
- 4 How many more pages does she have to write?
- 5 Is she tired?



Note: Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.

E **3.12 and 3.13** Listen again. In pairs, role-play the dialogue using the picture clues.

Mark		Linda
	→	U/?
	→	no
too?	→	
?	→	
	→	U R GREAT !

Note: Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.

F **3.14** Match the questions and offers. Listen, check, and practice the different responses.

Questions	Offers	Responses
Are you bored?	Do you want a sweater / to use my jacket ?	Yes, please. Great!
Are you cold?	Do you want a sandwich? / Wanna cookie?	Sure. Why not?
Are you hot?	Would you like a coffee / to go home?	Yep / Yeah!
Are you hungry ?	Would you like a drink?	Uh-huh, just ...
Are you thirsty ?	Do you want a cold drink / some ice cream?	No, thanks.
Are you tired?	Maybe you need a vacation / a new job?	No, really, I'm fine.
Are you stressed?	Wanna go out for a coffee / a walk?	That sounds great!

Note: The graphic is listening to two friends talking. Role play the dialogue using the pictures clues. (Practice guide). *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

3.9. A language profile

Personal details


My name's Marta and I'm 20.

Why are you learning English?
I often travel other countries, so English is very important. I want go Los Angeles and India.

Which aspect of language is the most important for you?
 me, the most important thing is speaking. I need communicate people when I go on vacation.

What aspects of language are you good / bad at?
I'm not good writing. I know how to say English words, but they are **difficult** spell! I enjoy speaking people and **exchanging opinions**. I'm good talking – in fact, I never stop!

How do you practice English outside your classroom?
I use the Internet all the time, so I read the news English and talk my cousins in Canada online.



Personal details


My name's Mateo and I'm 24 years old.

Why are you learning English?
English is important for my **career**. I often have to read documents in English and I hope to get a promotion soon. Also, I'm going to New York next month!

Which aspect of language is the most important for you?
For me, the most important thing is pronunciation. It's often difficult to **communicate with** people because they don't understand me – and I don't understand them. It's very **frustrating**!

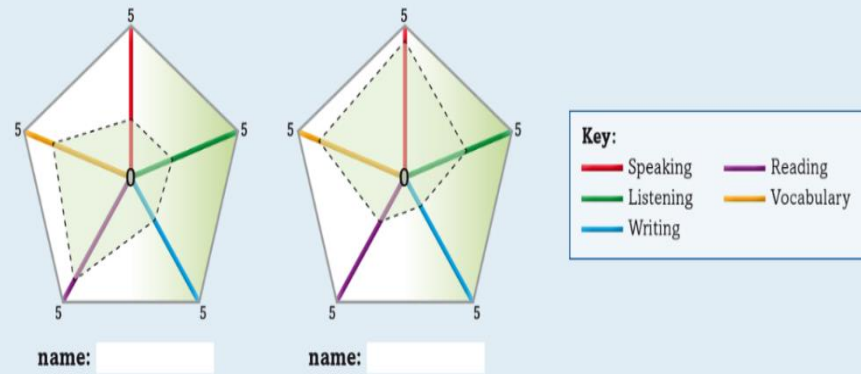
What aspects of language are you good / bad at?
I'm **terrible at** speaking! I want to **speak to** other people, but it isn't easy. When I'm reading, I go **slowly** and use a dictionary. I think I'm **good at** vocabulary, especially because many English words are **similar to** Italian words!

How do you practice English outside your classroom?
I don't have much time to practice at home because I work a lot. I occasionally watch American movies and read the **subtitles**. I need to practice more!



Note: *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

A Read two student profiles and label the diagrams.



Note: The graphic is to write a language profile between two students and compare the answer. To brainstorm the ideas about the questions. To research for some vocabulary that you need to answer the questions. To answer the questions using the grammar presented. To check grammar punctuation. (Practice guide). *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

CHAPTER 4

A job application



4

A job application

4.1. Sports



Note: own elaboration.

Students talk about sports and general abilities to introduce and practicing though the contexts of a sports.

Individual Sports	Team Sports	Water Sports	Extreme Sports
<i>Tennis</i>	Soccer	Swimming	Skydiving
<i>Golf</i>	Basketball	Surfing	Bungee jumping
<i>Running</i>	Rugby	Rowing	Rock climbing
<i>Cycling</i>	Hockey	Sailing	Snowboarding
<i>Swimming</i>	Volleyball	Kayaking	Paragliding

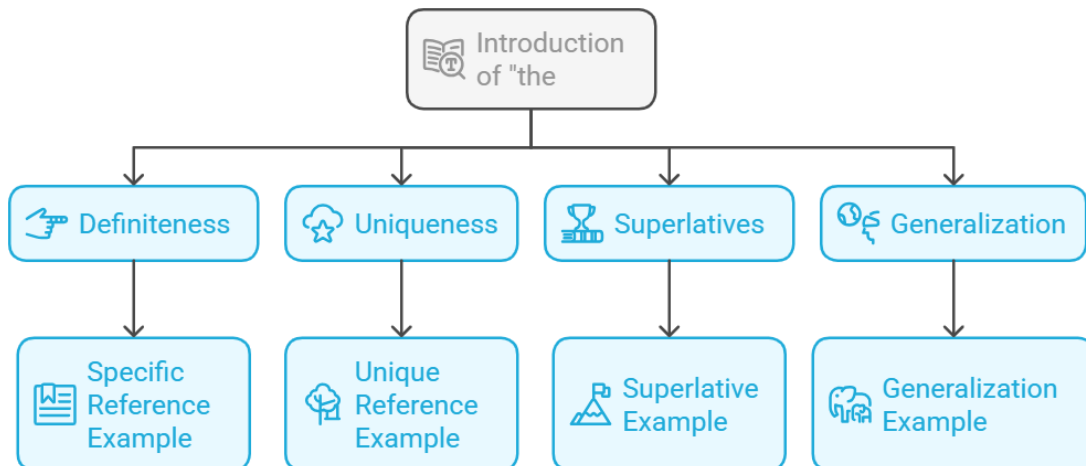
Answer in pairs. Which sport in this lesson....

1. need a ball.....?
2. need a net.....?
3. can you practice in the ocean.....?
4. are your favorite to watch / practice.....?
5. are your country usually good at in the Olympics.....?
6. are the most and the least dangerous.....?

4.2. Definite article “the”.

The definite article "the" is one of the most common words in the English language. It is used before a noun to indicate that the noun is known to the reader or listener, or that it is unique or specific in some way. Here's an explanation with examples:

Grammatical Functions and Usage of "the"



4.3. Can - positive and negative statements:

CAN - CANNOT

USES OF CAN Simple Present Tense

1. ability or possibility
- I can swim.

2. permission
- You can use my pen.

CAN + VERB* * Base form of the infinitive

He can speak English. ✓

He can speak~~s~~ English. ✗ No S

He can~~t~~ speak English. ✗ No TO

AFFIRMATIVE

SINGULAR	I	can	speak English.
	You	can	ride a bike.
	He	can	drive a car.
	She	can	play the guitar.
	It	can	swim.
PLURAL	We	can	play football.
	You	can	see the stars.
	They	can	dance.

NEGATIVE

SINGULAR	I	can't	speak French.
	You	can't	ride a horse.
	He	can't	drive a truck.
	She	can't	play the piano.
	It	can't	fly.
PLURAL	We	can't	play tennis.
	You	can't	see germs.
	They	can't	sing.

QUESTIONS

+ Affirmative They **can** speak Spanish.

? Question **Can** they speak Spanish?

Short Answer Yes, they can. / No, they can't.

CONTRACTION

can't = cannot

He **can't** sing.
= He **cannot** sing.

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

Source: (English-hilfen 2023)

Positive

Subject	"can"	Verb (Base Form)	Complement
I	Can	Swim	very well
You	Can	Sing	a song
She	Can	Speak	French fluently
He	Can	Play	the piano
They	Can	Dance	Gracefully
We	Can	Cook	delicious meals
The cat	Can	Climb	Trees

In these sentences, the modal verb "can" is used to express ability or capability. The structure is typically subject + "can" + base form of the verb + complement. These sentences highlight different abilities or skills possessed by various subjects.

- Use the provided verbs in their base form.
1. She _____ (sing) beautifully.
 2. They _____ (speak) three languages fluently.

3. We _____ (play) soccer every weekend.
4. He _____ (cook) delicious meals.
5. The bird _____ (fly) high in the sky.
6. I _____ (swim) across the lake.
7. The students _____ (solve) complex math problems.
8. Mary _____ (dance) ballet gracefully.
9. The mechanic _____ (fix) cars quickly.
10. The children _____ (read) books before bedtime.

Negative

Here's a chart showcasing negative sentences using the modal verb "can":

Subject	"can"	Not	Verb (Base Form)	Complement
I	cannot (can't)	swim	as fast as Michael Phelps	Anymore
She	cannot (can't)	speak	Mandarin	Fluently
He	cannot (can't)	play	the guitar	very well
They	cannot (can't)	dance	Salsa	Professionally
We	cannot (can't)	cook	gourmet dishes	without a recipe
The cat	cannot (can't)	climb	the tree	because it's too slippery

In these sentences, the negative form of the modal verb "can," which is "cannot" or "can't," is used to express inability or incapability. The structure is typically subject + "cannot" or "can't" + base form of the verb + complement. Use the provided verbs in their base form.

1. She _____ (sing) very well.
2. They _____ (speak) Japanese fluently.
3. We _____ (play) the piano.
4. He _____ (swim) long distances.
5. The bird _____ (fly) backwards.
6. I _____ (solve) this difficult puzzle.
7. Mary _____ (dance) ballet gracefully.
8. The mechanic _____ (fix) the car by himself.
9. The children _____ (read) advanced novels yet.
10. The dog _____ (climb) up the stairs.

4.4. Can questions.

CAN - CAN'T

Woodward
ENGLISH

QUESTIONS

Can you swim ? Yes, I can. / No, I can't.

Where can you swim ? In a swimming pool.

When can you swim ? I can swim after work.

What can we do tonight? We can watch a movie.

When can I see you again? You can see me tomorrow.

Where can you buy a book? At a bookstore.

USES OF CAN IN QUESTIONS

Do you have the ability? (Is it possible?)

- Can you speak Italian?

To make an offer


- Can I help you?

To ask for permission

- Can we go home now?

Instructions / Requests (Could is more polite)

- Can you open the window please?



Source: (English-hilfen 2023)

Question Form	Example	Description
Can + Subject + Verb?	Can she swim?	Inquires about someone's ability
Can + Subject + Verb?	Can they speak French?	Asks about a group's ability
Can + Subject + Verb?	Can he play the guitar?	Inquires about a specific person's ability
Can + Subject + Verb?	Can we dance at the party?	Asks about the ability of a group including oneself
Can + Subject + Verb?	Can the cat climb the tree?	Inquires about an animal's ability

In these questions, the modal verb "can" is used to ask about someone's ability to do something. The structure is typically "Can" followed by the subject and then the base form of the verb. Pay attention to the subject of each question.

1. _____ she speak Spanish?
2. _____ they play basketball?
3. _____ he cook Chinese food?
4. _____ we swim in the pool?
5. _____ the dog fetch the ball?
6. _____ you dance salsa?
7. _____ Mary sing opera?

8. _____ the students solve the math problems?
9. _____ it snow in the desert?
10. _____ the birds fly at night?

Practice

4.5. Adverbs

An adverb is a word that describes how, where, or with what frequency we do an action (or ‘verb’). For example,

Type of Adverb	Description	Examples
Adverbs of Time	Describe when an action occurs	now, yesterday, later, soon
Adverbs of Place	Describe where an action occurs	here, there, everywhere, nearby
Adverbs of Manner	Describe how an action is performed	quickly, slowly, carefully, well

Adverbs of manner

An adverb of manner describes how you do an action. For example,

- *They dress elegantly.*
- *Some elderly people drive slowly.*
- *She works very hard.*

Adverbs of manner are really useful because they let us add a lot of extra details to descriptions, to make what we say more interesting and dynamic to the listener or reader.

How to create an adverb of manner

To make adverbs of manner, we usually add -ly to the adjective. For example,

- *quick – quickly*
- *careful – carefully*
- *gentle – gently*

When an adjective ends in -y we change the -y to -i then add -ly. For example,

- *happy – happily*
- *greedy – greedily*
- *easy – easily*

However, there are also some irregular adverbs:

- *good – well*
- *hard – hard*
- *fast – fast*
- *late – late*
- *straight – straight*
- *high – high*

Where does an adverb of manner go in a sentence?

In most cases, adverbs of manner come after a verb. For example,

- *We dress casually on Fridays.*
- *Athletes run very fast.*
- *The students are listening attentively.*

Sometimes however, the adverb is put before the verb to add emphasis to the meaning. For example,

- *She hurriedly opened the present.*
- *They sadly left before we arrived.*
- *I quickly ran to the shops.*

If there are two verbs in the sentence, the position of the adverb can change the meaning. For example,

- *They accepted the offer immediately and moved out.*
- *They accepted the offer and moved out immediately.*

In the first sentence ‘immediately’ relates only to the first verb, while in the second sentence ‘immediately’ refers to both actions.

As you can see from this example, you can't separate a verb and its object. For example,

- *They accepted the offer immediately.*

NOT

- *They accepted immediately the offer.*

4.6. Clothes.

B 4.11 Match 1–16 to the clothes items.

<input type="checkbox"/> a silver belt	<input type="checkbox"/> a yellow dress	<input type="checkbox"/> a pink skirt	<input type="checkbox"/> a green T-shirt
<input type="checkbox"/> a brown blouse	<input type="checkbox"/> black sandals	<input type="checkbox"/> beige socks	<input type="checkbox"/> a white tie
<input type="checkbox"/> blue boots	<input type="checkbox"/> a purple shirt	<input type="checkbox"/> a blue suit jacket	<input type="checkbox"/> gray sneakers
<input type="checkbox"/> a gold jacket	<input type="checkbox"/> orange shorts	<input type="checkbox"/> blue shoes	<input type="checkbox"/> blue suit pants

Note: Students talk about what people are wearing? then Listening to a fashion show.. *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

Describe what the models in the pictures are wearing ?

The first model is Justin, He is wearing a green t-shirt.....

Tops	T-shirt, blouse, shirt, tank top
Bottoms	Pants, jeans, shorts, skirt
Outerwear	Jacket, coat, sweater, hoodie
Dresses	Dress, gown, sundress, maxi dress
Suits	Suit, blazer, trousers, skirt suit
Activewear	Athletic shorts, yoga pants, leggings
Sleepwear	Pajamas, nightgown, sleep shirt
Undergarments	Underwear, bra, undershirt, boxers
Swimwear	Bikini, swimsuit, swim trunks
Accessories	Scarf, belt, hat, gloves, sunglasses

4.7. Possessive's

Possessive 's and s'

This is Sam's bicycle.

Andy is Emma's brother.

'Have you seen Sam and Emma's garden?' 'It's really big.'

My parents' friends came for dinner.

Our children's toys are everywhere!

	Noun + 's or s'	noun
Singular	Sam's	bicycle
Plural	Sam and Emma's	house
	my parents'	friends
	my children's	toys

We use possessive 's to say that something or someone belongs to a person, is connected to a place, or to show the relationship between people. The possessive 's always comes after a noun.

Sam's bicycle

the shop's customers

New York's museums

Emma's brother

When something belongs to more than one person and we give a list of names, we put 's on the last name.

Sam and Emma's house ~~*Sam's and Emma's house*~~

With regular plural nouns we use ' not 's.

They're my parents' friends. ~~*They're my parent's friends.*~~

With irregular plural nouns we use 's.

They're my children's bicycles. ~~*They're my childrens' bicycles.*~~

's has two other uses.

Jack's in the classroom. (= Jack is in the classroom.)

Jack's got a new laptop. (= Jack has got a new laptop.)

Possessive 's has no long form.

Here is Jack's room. Here is Jack is room.

Practice

4.8. Shopping for clothes.



A 4.15 Listen to the dialogue and complete 1–4. Predict how it ends.

- | | |
|----------------------|-----------------------------|
| 1 The man's at a ... | 3 The color he wants is ... |
| 2 He wants ... | 4 The size he wants is ... |

B 4.16 Listen to part two of the dialogue and answer the questions.

- 1 Who's the sweater for?
- 2 Why does he want it in blue?
- 3 Do you think the salesclerk is good at his job?

F 4.18 Punctuate the rest of the dialogue. Listen to check. Then cover and practice from the photos.

Jason: nothanksjustthesweaterhowmuchisit
Salesclerk: fortynineninety-nine
Jason: greatheresmycreditcard
Salesclerk: thankyoupleaseenteryourpinnumber
Jason: hereyougo
Salesclerk: heresyourreceipthaveanicedaybyejackson

Note: Students elaborate a Practice Guide about shopping clothes, to reinforce students' English skills through completing exercises by shopping clothes and they review clothes vocabulary and phrases for shopping. Also shopping and describe clothes. Finally student listen to a dialogue for details then cover and practice (Practice guide). *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

4.9. A job application:

A Read the job ad and find the names of

- 1 the company advertising the job.
- 2 the job the ad is for.
- 3 the person you have to write to.

Make this your best ever summer – at 50 States Summer Camp!

Would you like to: ✨ have the chance to visit the U.S.? ✨ spend the summer working with young people? ✨ teach a sport or a skill that you are passionate about? ✨ make amazing new friends and have a fantastic time?

If so, send an email to: rebecca@50states.com. Tell us about you, your skills, your likes and dislikes, and why you want to be a counselor at 50 States Summer Camp. Include any questions you'd like us to answer. One of our team will contact you for a phone interview.



To: **Rebecca**
Subject: 50 States Summer Camp Counselor

Today at 16:03
All Mail

Dear Rebecca,

I am an 18-year-old high school graduate from Granada in the south of Spain. Right now, I'm working in a local restaurant. I really enjoy it, but I'm planning to go to college in the fall to study sports science.

I can play most sports. I play soccer very well, and I'm a good swimmer, so I'm sure I can teach those. I'm teaching my younger brother to play guitar at the moment – I play the guitar quite well, but I can't sing at all, unfortunately. I'm good at languages – in addition to Spanish, I speak English and French.



B Read Ana's email and underline.

- 1 her job and current plans.
- 2 five things she's good at and one she's not.
- 3 the languages she speaks.
- 4 two positive adjectives to describe her.
- 5 five things she does well and one she doesn't.
- 6 five reasons she wants the job.

Note: Students write a email applying to a summer job. read about the job ad and find the names. They imagine you want to apply for the job (Practice guide). Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.

CHAPTER 5

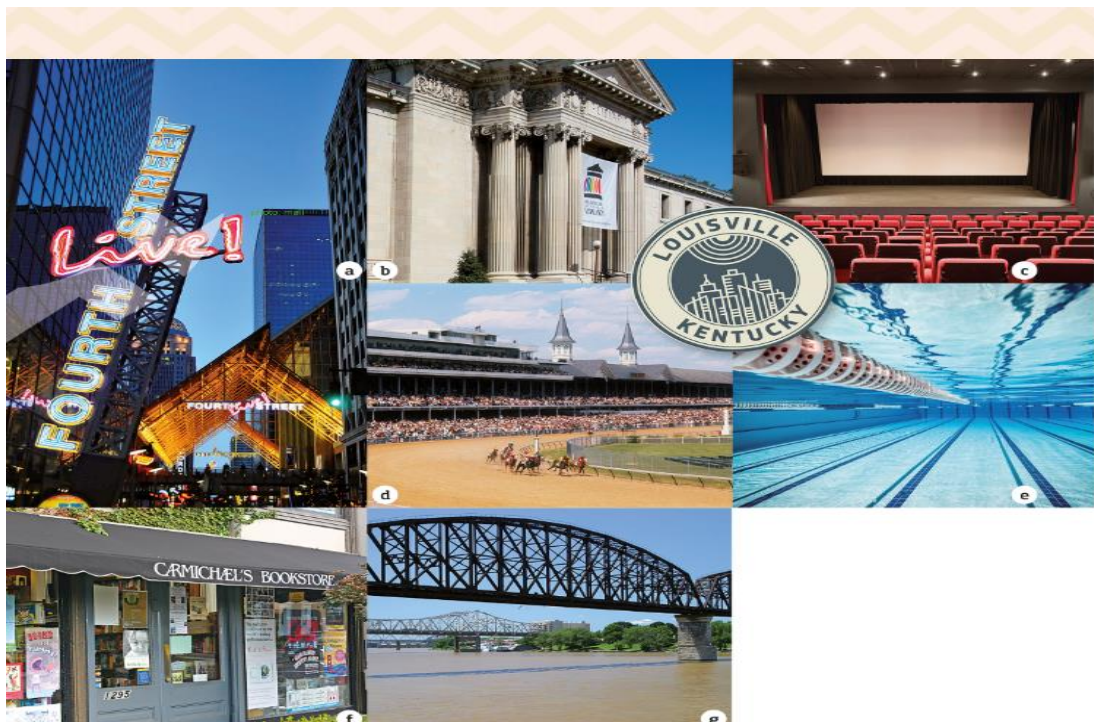
A city brochure

5

Chapter 5

A city brochure

5.1. Public places.



Note: Students compare towns and describe a neighborhood they know. *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

Public Places	Description	Purpose	Examples
Parks	Outdoor areas with green spaces and facilities	Recreation, Relaxation, Exercise	Central Park, Hyde Park, Golden Gate Park
Libraries	Buildings housing collections of books and media	Learning, Research, Community Services	New York Public Library, British Library
Museums	Institutions exhibiting art, artifacts, history	Education, Cultural Enrichment	The Louvre, Smithsonian, British Museum
Theaters	Venues for live performances and screenings	Entertainment, Cultural Expression	Broadway theaters, Royal Opera House
Restaurants	Establishments serving food and beverages	Dining, Socializing, Culinary Experience	McDonald's, Michelin-starred restaurants
Public Squares	Open spaces in urban areas for gatherings	Community Events, Social Interaction	Times Square, Trafalgar Square, Red Square
Beaches	Coastal areas with sand, water, and amenities	Recreation, Relaxation, Water Activities	Miami Beach, Bondi Beach, Copacabana Beach
Zoos	Facilities exhibiting a variety of animal species	Education, Conservation, Recreation	San Diego Zoo, Bronx Zoo, London Zoo

5.2. There is / There are positive and negative statements:

ENGLISH GRAMMAR

There is - There are

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

AFFIRMATIVE

There is + singular noun There **is** a **book** on the desk.

There are + plural noun There **are** **books** on the desk.

There is + uncountable noun There **is** some **milk** in the fridge.

NEGATIVE

There isn't + singular noun There **isn't** a **pen** on the table.

There aren't + plural noun There **aren't** any **pens** here.

There isn't + uncountable noun There **isn't** any **juice** in the fridge.

QUESTIONS

There is a cat on the chair. **There are** cats on the sofa.

Is there a cat on the chair? **Are there** cats on the sofa?

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

How many **students** **are there** in your class?

How many **days** **are there** in February?

CONTRACTIONS

There's = There is

There's not = There is not

There isn't = There is not

There aren't = There are not

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

Positive Sentences.

There Is: This phrase is used when referring to a singular subject or when the subject is uncountable. It is typically followed by a singular noun.

- Example: "There is a book on the table." (Singular subject - "a book")
- Example: "There is milk in the fridge." (Uncountable subject - "milk")

We use there is for *singular* and there are for *plural*.

- There is *one table* in the classroom.
- There are *three chairs* in the classroom.
- There is *a spider* in the bath.
- There are *many people* at the bus stop.

We also use There is with uncountable nouns:

- There is *milk* in the fridge.
- There is some *sugar* on the table.
- There is *ice cream* on your shirt.

Contractions

The contraction of there is is there's.

- There's a good song on the radio.
- There's only one chocolate left in the box.

There are: This phrase is used when referring to plural subjects or when the subject is countable. It is typically followed by a plural noun.

- Example: "There are three apples on the table." (Plural subject - "three apples")
- Example: "There are many books in the library." (Plural subject - "many books")

You cannot contract there are.

1. There are nine cats on the roof.

2. There are only five weeks until my birthday.

Practice:

Negative Form

The negative is formed by putting not after *is* or *are*:

- There is not a horse in the field.
- There are not eight children in the school.
- There is not a tree in the garden.
- There are not two elephants in the zoo.

We almost always use contractions when speaking.

The Negative contractions are:

1. There's not = There isn't
2. There are not = There aren't

There aren't with ANY

When we want to indicate that a zero quantity of something exists we use there aren't *any*.

- There aren't any people at the party.
- There aren't any trees in my street.

We also use this structure with uncountable nouns:

- There isn't any *water* in the swimming pool.
- There isn't any *sugar* in my coffee.

5.3. There is / There are questions:

Questions

Is There:

- Singular Subject: "Is there + [singular noun] + [additional information]?"
 - Example: "Is there a book on the table?"
- Uncountable Subject: "Is there + [uncountable noun] + [additional information]?"
 - Example: "Is there milk in the fridge?"

There are:

- Plural Subject: "Are there + [plural noun] + [additional information]?"
 - Example: "Are there three apples on the table?"
- Plural Subject: "Are there + [countable noun] + [additional information]?"
 - Example: "Are there many books in the library?"

To form a question we place is / are in front of there.

Again, we use any with plural questions or those which use uncountable nouns.

We also use there is / there are in short answers.

- Is there a dog in the supermarket? - No, there isn't.
- Are there any dogs in the park? - Yes, there are.
- Is there a security guard in the shop? - Yes, there is.
- Are there any polar bears in Antarctica? - No, there aren't.
- Is there any ice-cream in the freezer? - Yes, there is.

In these questions, the auxiliary verb ("is" or "are") comes before "there" to form the interrogative structure. The rest of the sentence follows the same pattern as affirmative sentences. These questions are used to inquire about the existence or presence of something in a specific location or context.

5.4. Likes and dislikes:

Here's a chart with examples using the verbs "like," "love," "hate," "enjoy," and "not mind" followed by a verb in the gerund form ("-ing"):

Verb	Examples
Like	- I like swimming in the ocean.
	- She likes reading mystery novels.
	- They like hiking in the mountains.
Love	- He loves playing the piano.
	- She loves traveling to exotic destinations.
	- They love spending time with their grandchildren.
Hate	- I hate cleaning the house.
	- She hates waking up early.
	- They hate waiting in long lines.
Enjoy	- We enjoy watching movies together.
	- She enjoys cooking new recipes.
	- He enjoys listening to jazz music.
Not Mind	- I don't mind doing the dishes.
	- She doesn't mind taking care of the garden.
	- They don't mind waiting for the bus.

5.5. Vacation activities.

A **5.10** Listen to and repeat 1–7, but say *I like* or *I don't like* before the activities.

Subject	Emily	Iosh	You
1 camping			
2 cooking			
3 dancing			
4 hiking			
5 eating out			
6 buying souvenirs			
7 swimming			
8 visiting museums			
9 kayaking			
10 reading novels			
11 sightseeing			
12 snorkeling			
13 sunbathing			
14 taking a class			

Note: Students talk about vacation and vacation activities. *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

Macht activities 8 – 14 about the photos.

Check the activities you like doing on vacations and talk together

Practice: I love to swim, and I don't like camping, I'm more similar to Susan

5.6. Object pronouns.

What is an Object Pronoun?

An object pronoun is a type of personal pronoun that is normally used as a grammatical object, either as the direct or indirect object of a verb, or as the object of a preposition. These pronouns always take the objective case, whether they are indirect object pronouns or direct object pronouns.

The seven basic pronouns take on different forms when used as object pronouns rather than as subject pronouns:

Pronoun	Examples
Me	- John invited me to the party.
	- Could you pass me the salt, please?
	- They gave me a book for my birthday.
You	- Can you help me with this homework?
	- I saw you at the grocery store yesterday.
	- Are you coming to the concert tonight?
Him/Her/It	- She asked him for directions.
	- I gave her a ride to the airport.
	- The dog followed it into the woods.
Us	- They invited us to join them for dinner.
	- Let's bring them with us to the movies.
	- Can you lend us your car for the weekend?
You	- I'll see you at the meeting later.
	- Are you ready for the presentation?
	- Thank you for inviting us to your party.
Them	- We helped them move into their new house.
	- Have you heard from them recently?
	- Let's give them a call to confirm the plans.

This chart demonstrates how object pronouns are used to replace nouns that receive the action of the verb in a sentence.

1. Bob *took* her to work on Monday.
2. Will you *tell* them to come in please?
3. He *told* you a lie about where he was on Saturday.
4. Our grandparents *gave* us candy and our teeth are just fine.

Subject pronouns	Possessive adjectives	Possessive pronouns	Reflexive pronouns	Object pronouns
I	my	Mine	myself	me
you	your	Yours	yourself	you
he	his	His	himself	him
she	her	Hers	herself	her
it	its	Its	itself	it
we	our	Ours	ourselves	us
you	your	Yours	yourselves	you
they	their	Theirs	themselves	them

Note: own elaboration.

Practice:

Instructions: Read each sentence carefully and identify the object pronoun needed to complete the sentence.

Choose the correct object pronoun from the options provided.

1. Could you please pass _____ the salt?

- a) I
- b) me
- c) my

2. Sarah asked _____ to help with her homework.

- a) you
- b) your
- c) me

3. The teacher gave _____ a gold star for excellent work.

- a) she
- b) her
- c) hers

4. Can you lend _____ your notes from yesterday's class?

- a) us
- b) our
- c) we

5. We saw _____ at the park yesterday.

- a) them
- b) they
- c) their

6. He told _____ a funny joke during lunch.

- a) I
- b) me
- c) my

7. Did you invite _____ to the party?

- a) us
- b) our
- c) we

8. Please give _____ a call when you arrive.

- a) they
- b) them
- c) their

1.- Choose the correct object pronoun for each sentence

1. Mary wants to talk to _____ about your homework.
 - A. Him
 - B. Her
 - C. You
 - D. Them
2. The plate shattered when John dropped _____ on the floor.
 - A. Him
 - B. Her
 - C. Them
 - D. It
3. Be careful; he lied to _____ before and he may do it again.
 - A. Us
 - B. It
 - C. We
 - D. They
4. Where are Jill and Cherie? Didn't you invite _____?
 - A. Us
 - B. Them
 - C. They
 - D. Her
5. The spider bit _____ on my ankle.
 - A. You
 - B. Me
 - C. Her
 - D. It
6. I heard that Jeremy was cut from the team just because Tyler doesn't like _____.
 - A. Him
 - B. Her
 - C. It
 - D. Them
7. The bread is stale. You can feed _____ to the birds.

- A. Them
 - B. It
 - C. Him
 - D. Her
8. The movie was hilarious! We really liked _____.
- A. Him
 - B. Them
 - C. It

5.7. Imperatives.

Imperative sentences are used to communicate actions or tasks that the speaker wants the listener to perform. Here's an explanation of imperative sentences:

Structure of Imperative Sentences:

1. Verb Form:

- Imperative sentences typically begin with a base form of the verb (the infinitive without "to"), which is used to convey the action.
- Example: "Eat your vegetables."

2. Subject:

- In most cases, the subject (usually "you") is implied rather than explicitly stated in imperative sentences.
- Example: "Close the door." (Implied subject: You)

3. Punctuation:

- Imperative sentences often end with a period (full stop), but they can also end with an exclamation mark for emphasis.
- Example: "Please sit down." / "Be quiet!"

Functions of Imperative Sentences:

1. Commands:

- Imperative sentences are commonly used to give direct commands or orders.
- Example: "Shut the window."

- 2. **Instructions:**
 - They are also used to provide step-by-step instructions or guidance.
 - Example: "Press the red button first, then turn the knob clockwise."
- 3. **Requests:**
 - Imperative sentences can express requests or polite demands.
 - Example: "Please pass the salt."
- 4. **Advice:**
 - They can convey advice or suggestions.
 - Example: "Study hard for your exams."
- 5. **Warnings:**
 - Imperative sentences can be used to issue warnings or cautionary statements.
 - Example: "Watch out for the slippery floor."

Examples of Imperative Sentences:

1. "Close the door quietly."
2. "Please don't forget to call me."
3. "Turn off the lights before leaving."
4. "Stay calm and follow my instructions."
5. "Don't touch the hot stove."
6. "Be kind to others."
7. "Keep your hands inside the vehicle at all times."
8. "Let's go for a walk in the park."

Instructions: For each sentence, determine if it is an imperative sentence or not. If it is an imperative sentence, rewrite it to make it polite if necessary.

1. Turn off the lights before you leave.

.....

2. Could you please pass me the salt?

.....

3. Don't forget to water the plants every day.

.....

4. Walk straight ahead until you reach the main intersection.

.....
.....

5. Eat your vegetables.

.....

6. Please don't talk during the movie.

.....

7. Be sure to lock the door when you go out.

.....

8. Have a great day!

.....

Instructions: For each sentence, rewrite it in both positive and negative imperative forms.

1. Close the window.

.....

2. Don't forget to bring your umbrella.

.....

3. Clean your room.

.....

4. Please don't interrupt me while I'm speaking.

.....

5. Finish your homework before dinner.

.....

6. Don't touch the hot stove.

.....

7. Take your medicine.

.....

8. Please don't slam the door.

.....

5.8. Comparative and superlatives adjectives:

A 05.13 Read the two vacation ads quickly and answer questions 1–3 for each. Listen to check.

1 What country is the ad for? 2 What kind of vacation is it? 3 When can you go?

Tropical Trek
Our **backpacker bus tours** offer something for everyone who enjoys **adventure**.

What to do: Swim, snorkel, scuba dive, kayak, visit ancient Mayan pyramids, hike through a fantastic rainforest, search for crocodiles, camp in the jungle.

Don't miss the **spectacular sunrises**, the howler monkeys, and the **flamingos!**

Don't forget to lie in a **relaxing hammock** under a tree and spend some time doing nothing.

When to go: Mexico is a year-round destination and the fun never stops.

YOGA RICA
Discover our **yoga retreats** offered by local and international **yoga professionals**.

What to do: take a yoga class, meditate, have a massage, relax and read, walk in the forest, drink **herbal tea**.

Don't miss our guided tours to an **active volcano**, **wonderful waterfalls**, rivers, **mountains**, and **beautiful beaches**.

Don't forget to finish your day with a **gourmet vegetarian meal** in our restaurant.

When to go: we offer retreats all year round in Costa Rica.

Note: Students make comparison with comparative and superlative. To talk about vacations and describe a perfect vacation.. *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*

Example:

- Adjective:

- Comparative: Fast -> Faster
- Superlative: Fast -> Fastest
- Comparative: Quickly -> More quickly
- Superlative: Quickly -> Most quickly

- Irregular:

- Comparative: Good -> Better
- Superlative: Good -> Best

Comparatives:

1. Short Adjective:

- The cat is faster than the dog.
- My house is bigger than yours.

2. Long Adjective:

- This novel is more interesting than the one I read last week.
- Her painting is more beautiful than mine.

3. Short Adverb:

- She sings more loudly than her sister.
- He runs faster than anyone else on the team.

4. Long Adverb:

- He speaks more fluently than I do.
- She dances more gracefully than her classmates.

5. Irregular Forms:

- His handwriting is better than mine.
- Today is worse than yesterday.

Superlatives:

1. Short Adjective:

- Mount Everest is the tallest mountain in the world.

- This is the **cheapest** option available.

2. Long Adjective:

- That was the **most challenging** task I've ever faced.
- She's the **most intelligent** person in the class.

3. Short Adverb:

- He speaks **the most fluently** among all the candidates.
- She runs **the fastest** in her age group.

4. Long Adverb:

- He works **the most diligently** out of all his colleagues.
- She dances **the most gracefully** among her peers.

5. Irregular Forms:

- This is **the best** movie I've seen all year.
- She is **the worst** singer I've ever heard.

These examples showcase how comparatives and superlatives are used to compare two or more things in terms of degree, size, quality, or quantity.

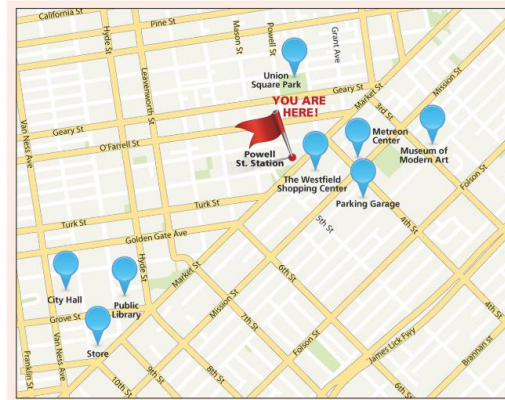
5.9. Giving directions.

A 5.21 Match the phrases to photos 1–6. Listen, repeat, and mime them.

a corner
 cross at the **stoplight**
 go straight

a stop sign
 turn left
 turn right

Note: Students pick up some maps of the local area from the tourist information office, or print some from the internet, share what you know about San Francisco, use imperatives review, order the tourist questions, talk about vacations and describe a perfect vacation. *Adapted from English ID 1A, of Mayo Magdalena, 2019, physical book. All right reserved.*



E In pairs, use the language above to ask for and give directions to places 1–4. Start at Powell Street Station.

- 1 City Hall
- 2 the Museum of Modern Art
- 3 Union Square Park
- 4 a parking garage

5.10. Simple past.

The **simple past tense** is used to describe actions or events that happened at a specific time in the past.

Uses of the Simple Past

1. Completed actions in the past

I **watched** a movie last night.

She **visited** Paris in 2022.

2. Past habits or repeated actions

We **played** soccer every weekend when we were kids.

He **woke up** early every day before work.

3. A series of completed actions

She **woke up**, **brushed** her teeth, and **went** to work.

He **entered** the room, **sat** down, and **started** reading.

4. Actions at a specific time in the past

They **arrived** at 5 PM.

I **met** her two years ago.

5. Past facts or general truths (that are no longer true)

Dinosaurs **lived** millions of years ago.

People **used** typewriters before computers.

Structure:

- **Affirmative:** Subject + past form of the verb

She **studied** English.

- **Negative:** Subject + did not (didn't) + base verb

He **did not (didn't) go** to school yesterday.

- **Question:** Did + subject + base verb?

Did you finish your homework?

Did she call you?

- **Wh Question:** Wh + did+ subject + base verb?

Where **did** you travel las month.

Practice the following exercises.

ere's a **chart of key phrases commonly used with the simple past tense** to help you recognize time expressions that indicate past events.

Time Expression	Example Sentence
Yesterday	I watched a movie yesterday .
Last night	She called me last night .
Last week	We traveled to Paris last week .
Last month	He finished his project last month .
Last year	They got married last year .
A week ago	I met her a week ago .
Two days ago	He bought a car two days ago .
Five years ago	She moved to New York five years ago .

Time Expression	Example Sentence
In 2000 (specific year)	My parents got married in 2000 .
In the past	People used typewriters in the past .
When I was a child	When I was a child , I played outside a lot.
The other day	I saw a friend the other day .
Once upon a time	Once upon a time , there was a brave knight.

Exercise 1: Fill in the blanks

Complete the sentences with the correct simple past form of the verb in parentheses.

1. She _____ (visit) her grandmother last weekend.
2. They _____ (watch) a movie last night.
3. I _____ (buy) a new phone yesterday.
4. He _____ (not go) to school because he was sick.
5. We _____ (travel) to Italy in 2020.
6. The baby _____ (cry) all night.
7. My friends _____ (arrive) late to the party.
8. She _____ (not like) the food at the restaurant.
9. He _____ (lose) his wallet on the bus.
10. _____ you _____ (see) that movie last week?

Exercise 2: Change the sentences to simple past

Rewrite the sentences in the past tense.

1. I wake up early. → _____
2. They go to the park every Sunday. → _____
3. She studies English at school. → _____

4. We eat dinner at 7 PM. → _____

5. He runs in the morning. → _____

Exercise 3: Make negative sentences

Rewrite the sentences in negative form.

1. She visited her cousin last summer. → _____

2. He finished his homework on time. → _____

3. We played soccer after school. → _____

4. They went to the zoo last Saturday. → _____

5. I bought a new book yesterday. → _____

Exercise 4: Ask questions

Write questions for the following answers.

1. **She traveled to Spain last year.**

Q: _____?

2. **They watched a horror movie last night.**

Q: _____?

3. **He finished his project yesterday.**

Q: _____?

4. **I met my best friend at school.**

Q: _____?

5. **We had lunch at a Chinese restaurant.**

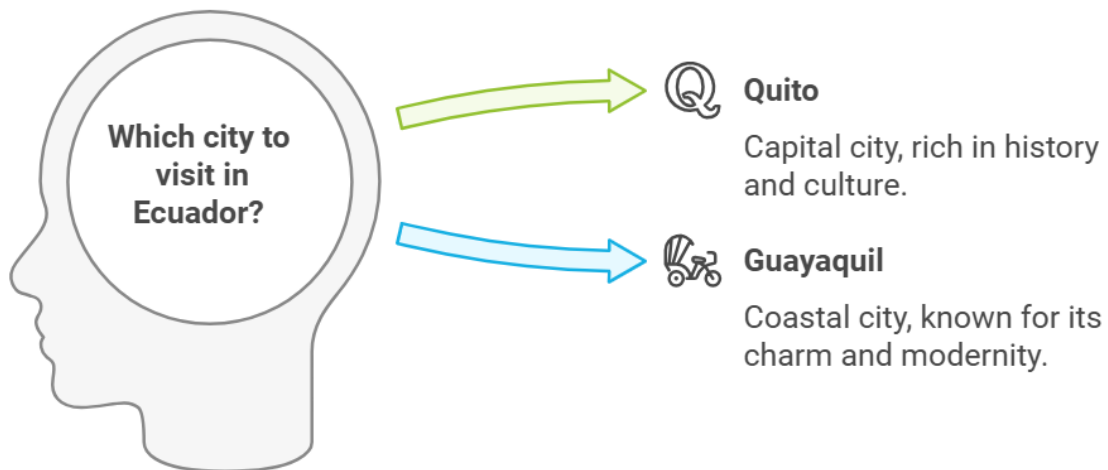
Q: _____?

5.11. A city brochure.

What do you know about Ecuador?

Ecuador City Brochure

This brochure provides an insightful overview of the vibrant cities of Ecuador, highlighting their unique attractions, cultural heritage, and natural beauty. From the bustling streets of Quito to the coastal charm of Guayaquil, this document serves as a guide for travelers seeking to explore the rich diversity of Ecuadorian urban life.



Quito

Overview

Quito, the capital city, is nestled high in the Andes at an elevation of 2,850 meters. It is renowned for its well-preserved historic center, a UNESCO World Heritage site, which showcases stunning colonial architecture and vibrant plazas.

Attractions

- La Mitad del Mundo: Visit the equatorial monument that marks the center of the world.
- TelefériQo: Take a cable car ride for breathtaking views of the city and surrounding mountains.
- Basilica del Voto Nacional: Explore one of the largest neo-Gothic churches in the Americas.

Guayaquil

Overview

Guayaquil is Ecuador's largest city and a major port, known for its dynamic atmosphere and modern infrastructure. The city has undergone significant transformation, making it a hub for commerce and tourism.

Attractions

- Malecón 2000: Stroll along the waterfront promenade filled with parks, shops, and restaurants.
- Las Peñas: Discover the historic neighborhood with colorful houses and art galleries.
- Parque Histórico: Experience the blend of nature, history, and culture in this unique park.

Cuenca

Overview

Cuenca is a charming city located in the highlands, famous for its colonial architecture and rich cultural scene. It is also a UNESCO World Heritage site, known for its beautiful churches and vibrant markets.

Attractions

- Catedral Nueva: Admire the stunning blue domes of this iconic cathedral.
- El Cajas National Park: Explore the breathtaking landscapes and diverse wildlife just outside the city.
- Tomebamba River: Enjoy a leisurely walk along the riverbanks lined with cafes and artisan shops.

Conclusion

Ecuador's cities offer a captivating blend of history, culture, and natural beauty. Whether you are wandering through the historic streets of Quito, enjoying the coastal vibes of Guayaquil, or soaking in the artistic atmosphere of Cuenca, each city presents a unique experience that reflects the heart and soul of Ecuador. Plan your visit to discover the wonders that await in this diverse and enchanting country.

5.12. Activities.

Pair work: Make 10 questions and answers using there is and there are using places from your city.

A: Is there a mall in your city?

B: Yes, there is

Conclusions

As readers reach the end of *English Essentials: A Beginner's Guide A1*, they will have acquired a practical foundation in English that supports real-life communication. Through its focus on essential vocabulary, fundamental grammar, and everyday expressions, this guide has enabled learners to confidently express basic information about themselves, engage in simple conversations, and understand common phrases in daily settings. By mastering these fundamentals, learners are well-prepared to advance to more complex language concepts and further build their English skills. This journey, while only the beginning, establishes a crucial steppingstone that encourages continuous growth, resilience, and curiosity in language learning.

This book emphasizes that language learning is a progressive process; each chapter builds on previous knowledge, reinforcing understanding and expanding capabilities. Ultimately, *English Essentials* not only equips learners with essential language skills but also fosters an openness to cultural exploration and a readiness for more immersive experiences with English in future studies.

Recommendations

Regular Practice and Review: To reinforce what has been learned, it is recommended that readers regularly practice vocabulary and grammar rules covered in each chapter. Repetition is key to retention, so revisiting chapters periodically will help reinforce essential concepts.

Engage in Real-Life Conversations: Applying language skills in real-life settings solidifies learning and boosts confidence. Learners are encouraged to practice speaking with native or proficient English speakers, join language groups, or engage in online forums where they can use and expand their language skills.

Explore Additional Resources: To deepen understanding, learners may benefit from additional resources such as beginner podcasts, language apps, or online exercises that align with the A1 level. Supplementing the book with multimedia resources can make learning more engaging and comprehensive.

Set Clear Learning Goals: Establishing specific goals, such as completing certain chapters by a given date or reaching new vocabulary milestones, can motivate learners to progress steadily. Setting achievable goals helps to maintain focus and celebrates each milestone in the language journey.

Practice Listening and Pronunciation Skills: As English relies heavily on pronunciation, learners are encouraged to practice listening to native speakers through audio exercises, videos, or music. Mimicking pronunciation and intonation will help in understanding and speaking English more naturally.

Prepare for Next-Level Learning: Finally, as learners complete this guide, they are encouraged to prepare for A2-level studies, where they will encounter more complex sentence structures and varied vocabulary. Building on this foundational knowledge, A2-level resources will continue the journey toward language fluency and deeper understanding.

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Glossary of terms

Adjective

A word that describes or modifies a noun, such as *big*, *happy*, or *blue*. For example, in "a happy student," the word "happy" is an adjective describing the noun "student."

Adverb

A word that modifies a verb, adjective, or another adverb, often indicating how, when, where, or to what extent. For example, "quickly" in "She runs quickly" describes the manner of running.

Article

A small word used before a noun to define it as specific (definite article "the") or general (indefinite articles "a" and "an").

Conjunction

A word that connects words, phrases, or clauses. Examples include *and*, *but*, and *or*. For example, in "She likes tea and coffee," "and" connects the two nouns.

Grammar

The set of rules governing how words and sentences are structured in a language. Grammar includes verb conjugation, sentence structure, and the use of punctuation.

Noun

A word that represents a person, place, thing, or idea, such as *teacher*, *city*, *apple*, or *freedom*.

Participle

A verb form that functions as an adjective or is used to form verb tenses. Participles can be present (*-ing*, as in "running") or past (*-ed* or irregular forms, as in "cooked" or "gone").

Phrase

A group of words that acts as a single unit in a sentence, but does not contain both a subject and a verb. For example, "on the table" in "The book is on the table" is a prepositional phrase.

Plural

The form of a noun that represents more than one. Most plurals are formed by adding *-s* or *-es* to the singular form, such as *books* or *boxes*.

Preposition

A word that shows the relationship between a noun (or pronoun) and other parts of the sentence, often indicating location, direction, or time. Examples include *in*, *on*, *at*, and *between*.

Pronoun

A word that takes the place of a noun to avoid repetition, such as *he*, *she*, *it*, *they*, or *we*. For example, in "Sarah loves her book, and she reads it every day," "she" and "it" are pronouns replacing "Sarah" and "book."

Sentence

A group of words that expresses a complete thought and contains a subject and a verb. For example, "She goes to school every day."

Singular

The form of a noun or pronoun that represents only one person, place, thing, or idea, such as *dog*, *book*, or *he*.

Subject

The main noun or pronoun in a sentence that performs the action or is described. For example, in "The cat sleeps on the mat," "the cat" is the subject.

Verb

A word that expresses an action or state of being, such as *run*, *see*, or *is*. Verbs are essential for forming sentences.

Vocabulary

The collection of words in a language. Expanding vocabulary is crucial to improving language skills and understanding.

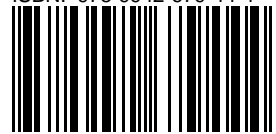
Wh- Questions

Questions that begin with "wh-" words like *who*, *what*, *where*, *when*, *why*, and *how*. These words ask for specific information, such as "Where is the library?"

Yes/No Questions

Questions that can be answered with a simple "yes" or "no." For example, "Are you a student?" is a yes/no question.

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