

The place where I live / *El lugar donde vivo*

In this third learning activity of the English Dot Works 1 training program, you will learn about useful language related to the house and the city. Also, you will learn to describe places and ask and give directions to get to a place. / *En esta tercera actividad de aprendizaje del programa de formación English Dot Works 1, usted aprenderá sobre temas importantes como: las partes de la casa, los muebles y los lugares de la ciudad. También aprenderá a describir lugares, pedir y dar indicaciones para llegar a un lugar.*

Introductory material / *Material introductorio*

Dear learner, / *Estimado aprendiz:*

This material will help you study the topics related to learning activity 3. / *Este material le permitirá estudiar los temas relacionados con la actividad de aprendizaje 3.*

You will learn about: / *Los temas a tratar son:*

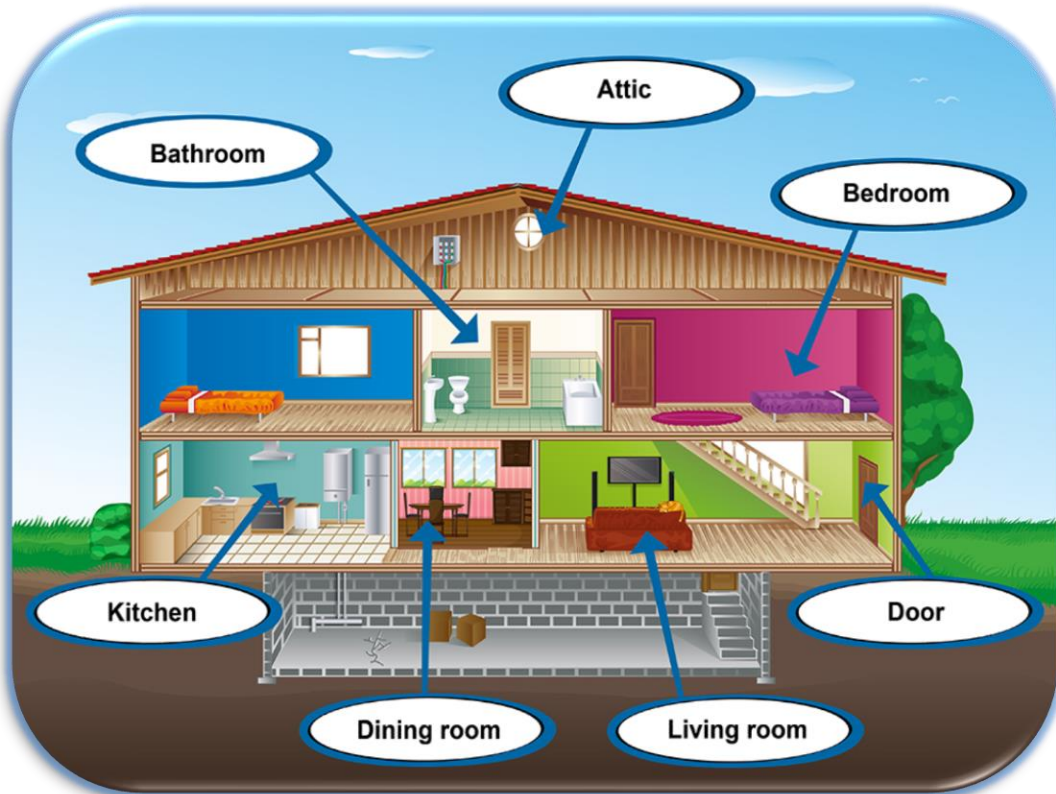
- 1. Parts of the house and furniture. / *Partes de la casa y muebles.***
- 2. Places in the community. / *Lugares del barrio.***
- 3. Giving directions. / *Direcciones e indicaciones.***
- 4. Prepositions of place. / *Preposiciones de lugar.***
- 5. Demonstrative pronouns. / *Pronombres demostrativos.***
- 6. There is - There are. / *Haber.***

Let's begin! / *¡Empecemos!*

1. Parts of the house and furniture / *Partes de la casa y muebles*

- A.** Here you can find the most common parts of the house. / *Aquí puede encontrar las partes más comunes de la casa.*



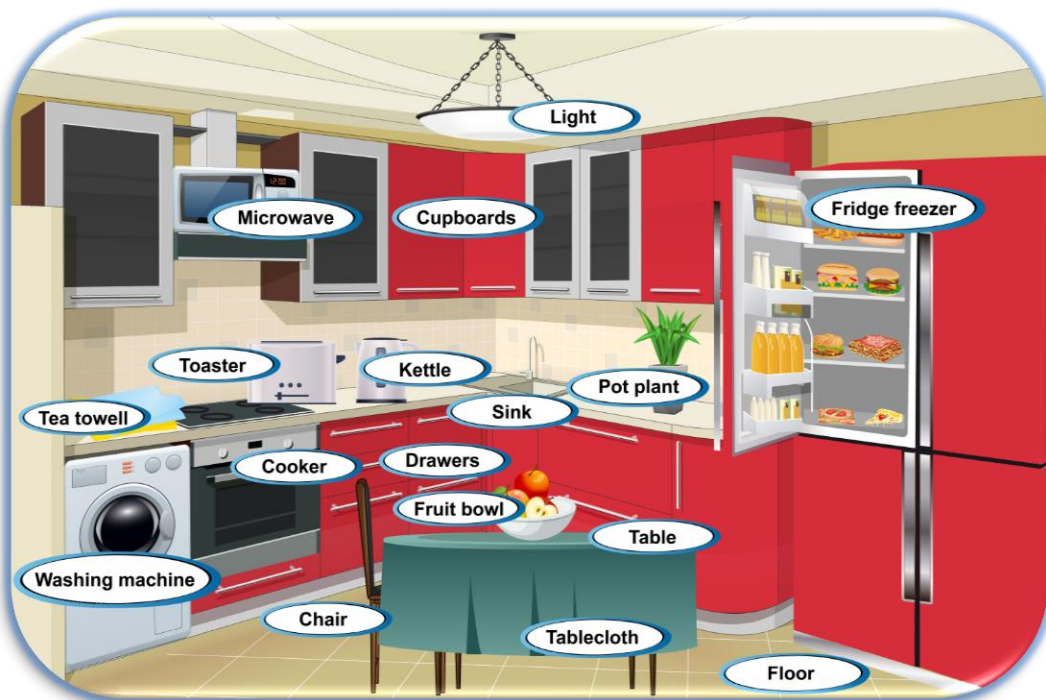


Fuente: SENA

B. Now John is going to show us his house. Read the descriptions about the rooms in his house and the furniture and objects we can find in it. / *Ahora, John va a mostrarnos su casa. Lea las descripciones sobre las habitaciones de su casa, los muebles y los objetos que podemos encontrar en ella.*

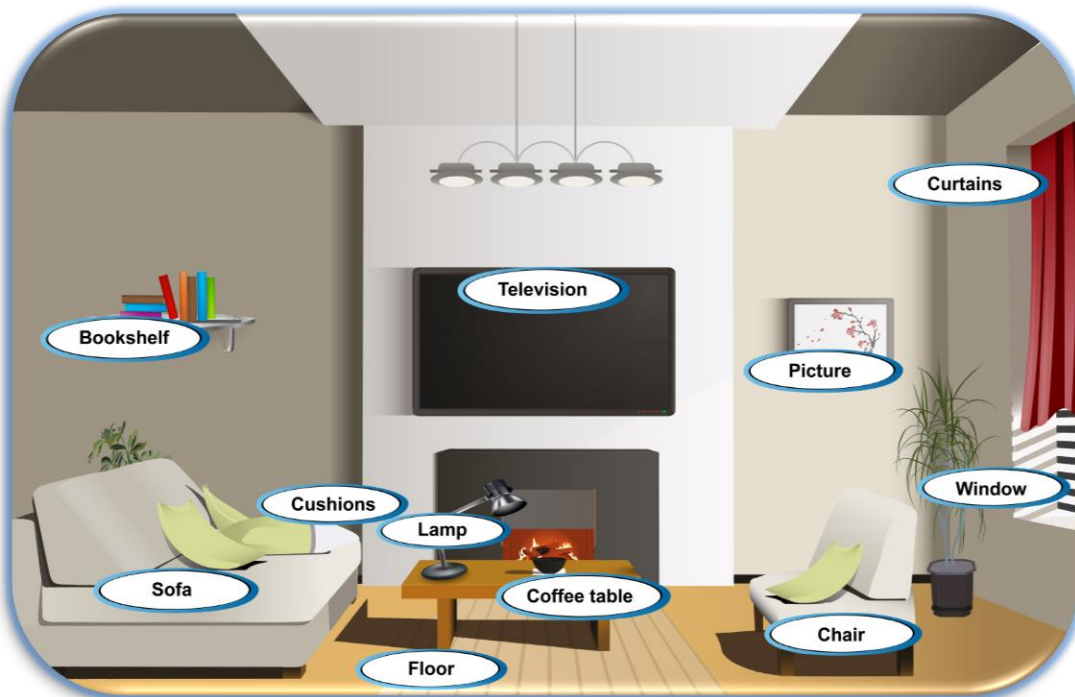
- John's kitchen: Hello. Welcome to my house. This is the kitchen. It is pretty big. There is a big fridge, a cooker and a table. Also there are some cupboards where my mother keeps food. There is a toaster, a microwave, and a plant on top of the cupboards. I love our kitchen!





Fuente: SENA

- John's living room: Here is the living room. It is my favorite place because there is a T.V. and a comfortable sofa. Also, there is a lamp, a picture, a coffee table and a bookshelf.

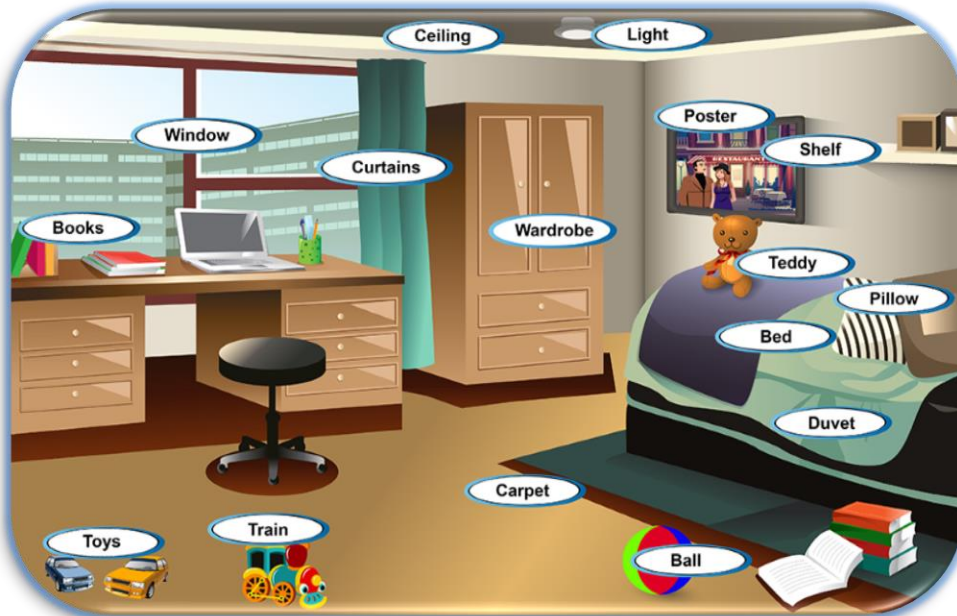


Fuente: SENA



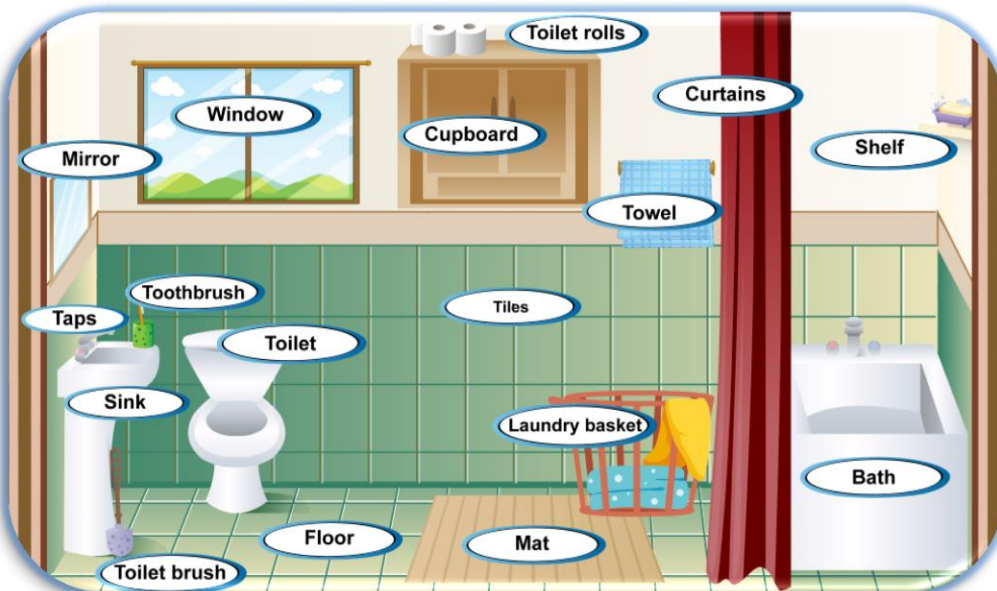


- John's bedroom: This is my bedroom. I love it! There is a bed, a poster and some toys. Also, there are books, a big window and a wardrobe with my clothes.



Fuente: SENA

- John's bathroom: Finally, this is the bathroom. There is a sink, a toilet and a bathtub. Also, there is a towel and a laundry basket.



Fuente: SENA





2. Places in the community / Lugares del barrio

Our neighborhood is really interesting. There are many places to visit. What's your favorite place John?

I love the bakery. There is always fresh, hot bread to eat. Also, you can go to the park to play sports. Let's have a look.



Fuente: SENA

Here you can find the most common places in the city. / Aquí puede encontrar las partes más comunes en la ciudad.




Fuente: SENA






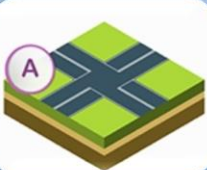




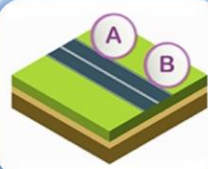

3. Giving directions / Direcciones e indicaciones

A. When we want to ask about directions to get to a place, we can use the following expressions: / *Cuando queremos solicitar indicaciones para llegar a un lugar, podemos usar las siguientes expresiones:*

| To ask for directions / Para solicitar indicaciones | | |
|-----------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Excuse me, / <i>Disculpe,</i> | Where is the supermarket? <i>¿Dónde queda el supermercado?</i> |  |
| | Is there a post office near here? <i>¿Hay una oficina postal cerca de acá?</i> | |
| | How do I get to the bank? <i>¿Cómo llego al banco?</i> | |

Fuente: SENA

B. When we want to give directions to get to a place we can use these expressions. / *Cuando queremos dar indicaciones para llegar a un lugar, podemos usar estas expresiones.*

| | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
| Across the Street. / <i>Cruzando la calle.</i> | On the corner of _____ and _____. / <i>Está en la esquina de _____ y _____.</i> | Turn left. / <i>Voltee a la izquierda.</i> | Take the second right. / <i>Voltee a la derecha por la segunda calle.</i> |
|  |  |  |  |
| Turn right. / <i>Voltee a la derecha.</i> | Down the Street. / <i>Bajando la calle.</i> | Next to. / <i>Al lado de.</i> | Take the second left. / <i>Voltee a la izquierda por la segunda calle.</i> |

Fuente de imágenes: SENA





How to use the preposition “on the corner of” / *Cómo usar la preposición “en la esquina de”*

The preposition “on the corner of” indicates a place where two streets meet. It is always used followed by the name of the two streets. Let's see some examples:
/ *La preposición “en la esquina de” indica un lugar donde dos calles se encuentran. Siempre se usa seguido del nombre de las dos calles. Veamos algunos ejemplos:*

The supermarket is on the corner of Smith Street and Grand avenue. / *El supermercado está en la esquina de la calle Smith y la avenida Grand.*

The library is on the corner of Smith Street and Klum avenue. / *La biblioteca está en la esquina de la calle Smith y la avenida Klum.*

The post office is on the corner of Palm Street and Grand avenue. / *La oficina de correos está en la esquina de la calle Palm y la avenida Grand.*

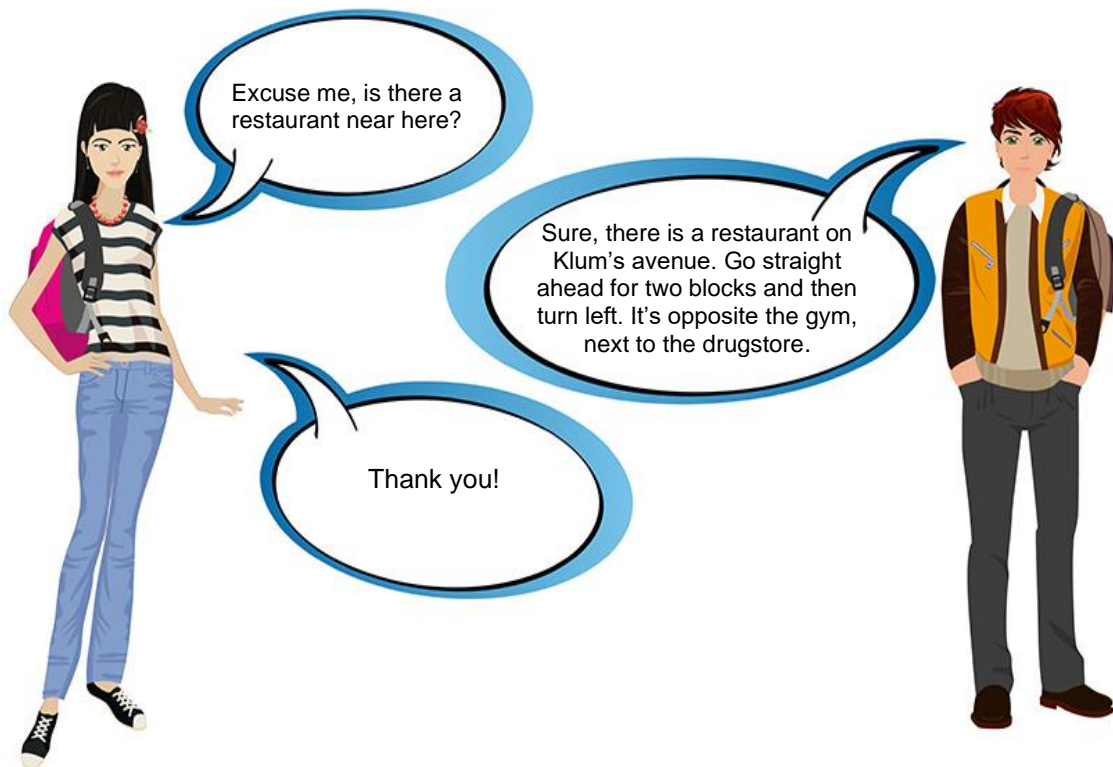
Look at the map to see the location of the examples above. / *Observe el mapa para ver la ubicación de los ejemplos dados.*



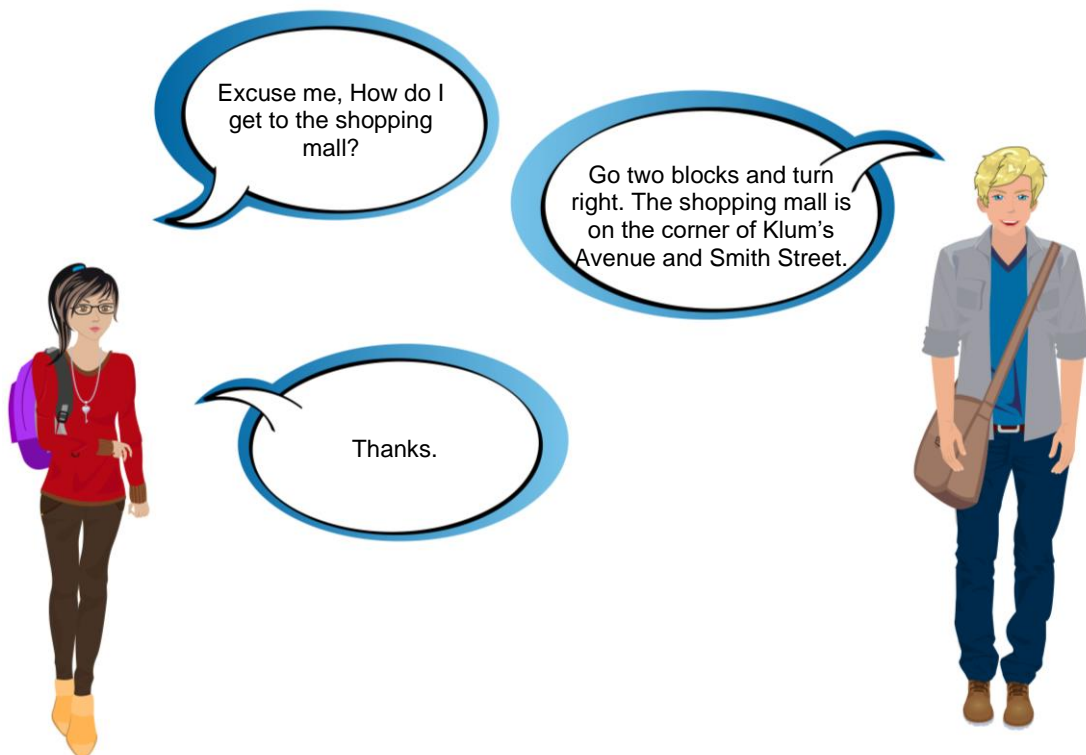
Fuente: SENA

C. Let's see some examples of people talking about directions. / *Veamos algunos ejemplos de personas hablando sobre direcciones.*





Fuente: SENA

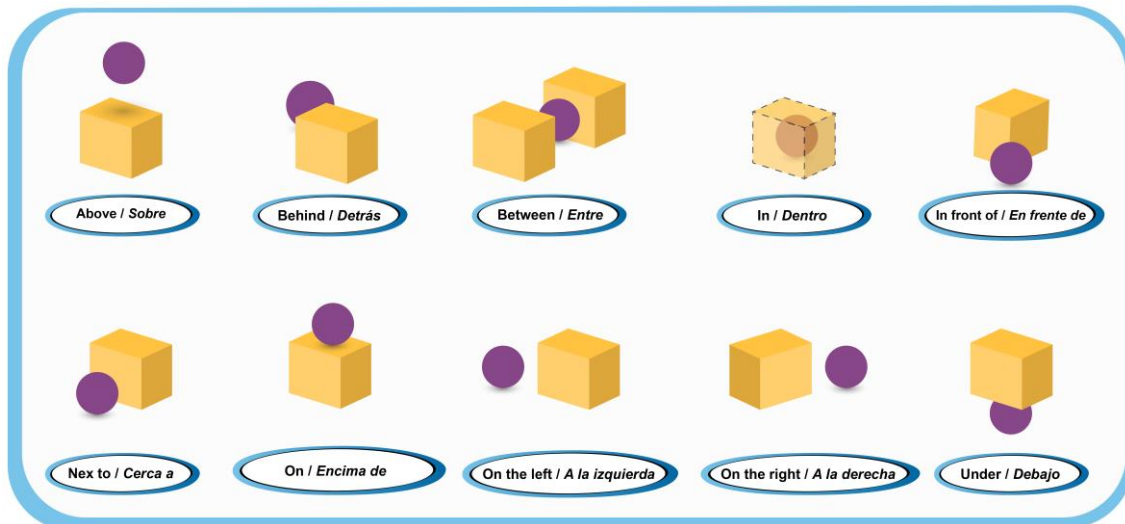


Fuente: SENA



4. Prepositions of place / Preposiciones de lugar

Prepositions of place help us describe positions of objects or people. / Las preposiciones de lugar nos ayudan a describir la ubicación de objetos o personas.



Fuente: SENA

5. Demonstrative pronouns / Pronombres demostrativos

A. Demonstrative pronouns help us indicate an object and describe its position (near or far). / Los demostrativos nos ayudan a indicar un objeto y describir su posición (cerca o lejos).

| | Near / Cerca | Far / Lejos |
|----------|-----------------------|---------------------|
| Singular | This / esto - esta | That / eso - esa |
| Plural | These / estos - estas | Those / esos - esas |

Atención: en inglés no existen diferencias de género entre masculino y femenino.

B. Let's see some examples of demonstrative pronouns in use. / Veamos algunos ejemplos de pronombres demostrativos en uso.



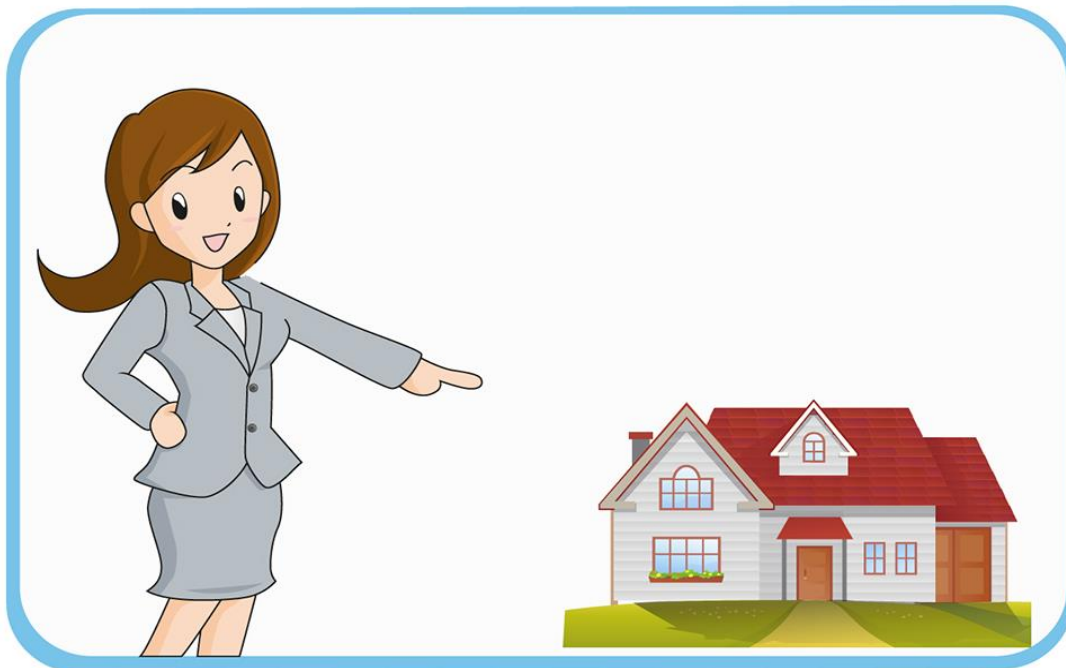


This house is beautiful.



Fuente: SENA

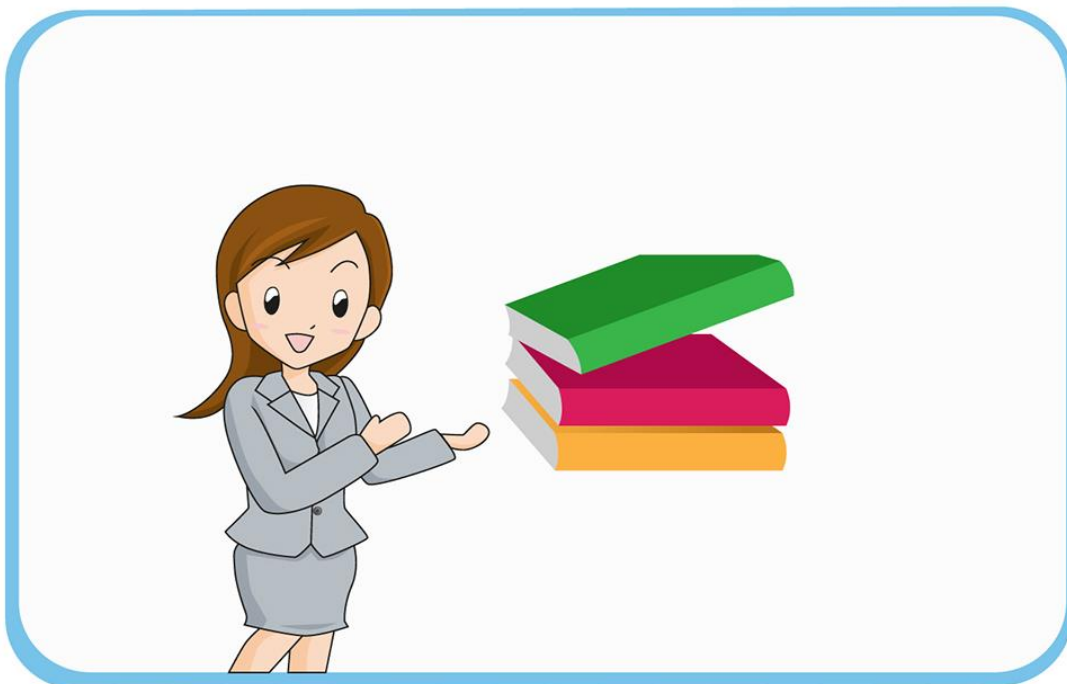
That house is beautiful.



Fuente: SENA

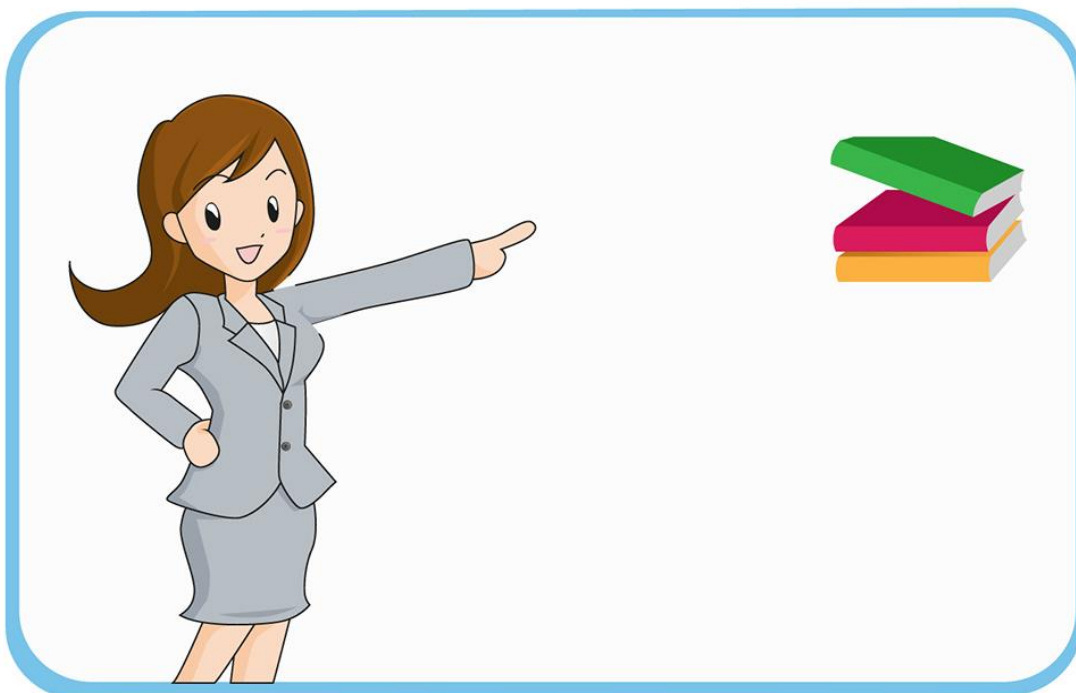


These books are great.



Fuente: SENA

Those books are great.



Fuente: SENA



6. There is - There are / *Haber*

There is / there are is a grammatical structure used to express that someone or something exists. / There is / there are es una estructura gramatical que se utiliza para expresar la existencia de alguien o de algo.

Structure / Estructura:

| Affirmative / <i>Afirmativa</i> | | |
|---------------------------------|-----|--------|
| There | is | a book |
| | are | books |

| Negative / <i>Negativa</i> | | | |
|----------------------------|-----|-----|--------|
| There | is | not | a book |
| | are | | books |

| Interrogative / <i>Interrogativa</i> | | | |
|--------------------------------------|-------|--------|---|
| Is | there | a book | ? |
| Are | | books | |

Let's see some examples of descriptions using there is / are. / *Veamos algunos ejemplos de descripciones usando there is / are*.



Fuente: SENA

- There is a table.
- There are chairs.
- There are cups.








- There is no sofa.

Contextualization / Contextualización

Contextualization 1 / Contextualización 1

Read and listen to three people talking about their houses. / Lea y escuche a tres personas hablando de sus casas.

| What is your house like? | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Amanda lives in a beautiful small apartment with her husband in the center of the city. There is one bedroom and a study. Also, there is a small living room and one bathroom. There isn't a kitchen, but that is not a problem for her because there are several restaurants near her apartment. She loves eating in restaurants.</p> |  <p>Fuente: Fotolia (s.f.)</p> |
|  <p>Fuente: Fotolia (s.f.)</p> | <p>George lives in a big house with his family. There are five bedrooms, two living rooms, one big kitchen and three bathrooms. George's favorite room is his bedroom. There is a television a comfortable bed and a big window. Also there are some pictures on the wall and there are a lot of books in a shelf.</p> |
| <p>Isabel and her daughter Maria live in a small house near the park. There are three bedrooms and one bathroom. They love the kitchen because it always smells delicious. In the kitchen there is a big fridge, a stove, and cabinets with a lot of food. Also, there is an oven and a garbage basket.</p> |  <p>Fuente: Fotolia (s.f.)</p> |





Contextualization 2 / Contextualización 2

Getting to know the neighborhood / Conociendo el barrio



Fuente: Fotolia (s.f.)

Read the following text about a woman asking for directions to a drugstore. /
Lea el siguiente texto sobre una mujer solicitando indicaciones para llegar a una droguería.

Woman: Good morning. Can you help me?

Man: Sure miss. What can I do for you?

Woman: Is there a drugstore near hear?

Man: Of course there is. There is one on Klum avenue, next to the news stand.

Woman: How can I get there?

Man: It's down the street, opposite the gym.

Woman: Is it far from here?

Man: No, it's really near. Go down three blocks and then turn left. The drugstore is on the right, between the newsagent and the restaurant.

Woman: Thanks a lot!

Man: You're welcome miss.

Comprehension / Comprensión

Comprehension 1 / Comprensión 1

A. Read the sentences and match them to the correct person according to the text. Write **A** for Amanda, **G** for George or **I** for Isabel. / *Lea las instrucciones*





y asócielas a la persona correcta de acuerdo con el texto. Escriba **A** para Amanda, **G** para George o **I** para Isabel.

1. This person lives near the park. ☐
2. There are three bedrooms in this person's house. ☐
3. This person does not live in a house. ☐
4. This person lives in a big house. ☐

B. According to the reading, choose the best answer. / De acuerdo con la lectura escoja la respuesta apropiada.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Amanda eats out because: a. She doesn't like it. b. There isn't food to prepare. c. She doesn't know how to. d. There isn't a kitchen. | 2. Who lives in a house? a. Amanda. b. George and Amanda. c. Isabel and George. d. Amanda and Isabel. |
| 3. George's house has a garage for three cars. a. True. b. False. c. Not mentioned. d. George does not have a house. | 4. Isabel loves the kitchen because. a. It is big. b. There is always food. c. It smells delicious. d. She loves cooking. |

Comprehension 2 / Comprensión 2

Read the following sentences and tick **true** or **false** according to the conversation. / Lea las siguientes oraciones y marque **verdadero** o **falso** de acuerdo con la conversación.

| Sentences | True | False |
|-------------------------------------------|--------------------------|--------------------------|
| a. The woman is looking for a news stand. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The place is far. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. She has to turn right. | <input type="checkbox"/> | <input type="checkbox"/> |





d. There is a gym near the drugstore.

Practice 1 / Práctica 1

A. Write objects in the box corresponding to the right place in the house where they belong. / *Escriba los objetos en la casilla correspondiente al lugar de la casa al que pertenecen.*

1. Wardrobe.
2. Sink.
3. Coffee table.
4. Sofa.
5. Bed.
6. Toothbrush.
7. Cushion.
8. Towel.
9. Pillow.
10. Microwave.
11. Teapot.
12. Cupboard.



Fuente: SENA

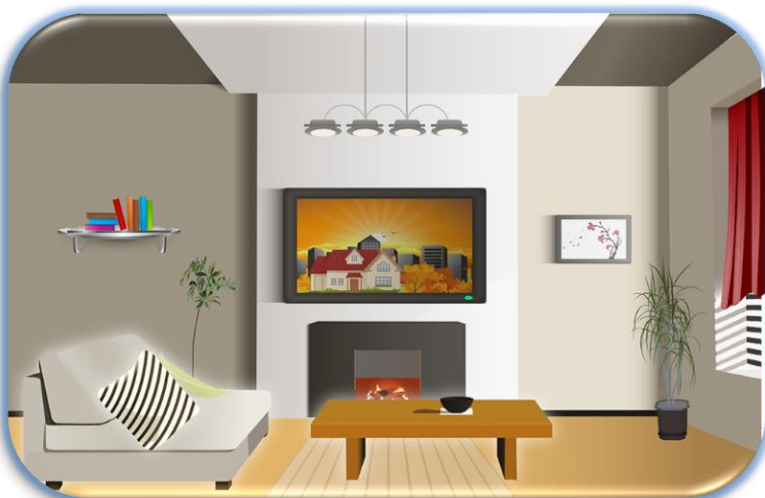




Fuente: SENA



Fuente: SENA



Fuente: SENA





B. Nicole and John are talking about Nicole's Apartment. Complete the conversation with there is / there are in affirmative, negative or interrogative form. / *Nicole y John están hablando sobre el apartamento de Nicole, complete la conversación con there is / there are en forma afirmativa, negativa o interrogativa.*

John: So Nicole, do you live in a house or an apartment?



Nicole: I live in an apartment in the south of the city.



Fuente: SENA

John: How many rooms
(1) _____?



Nicole: (2) _____
one room.



Fuente: SENA





John: Only one room?
How about your brothers?



Nicole: I live alone now,
so I only need one room.
(3)_____ a small living
room, there are some
chairs and a sofa.



Fuente: SENA

John: (4)_____
a kitchen?

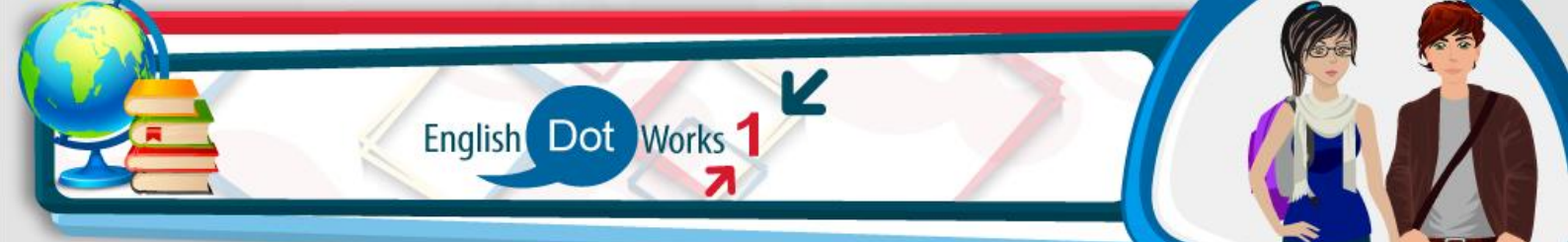


Nicole: No, (5)
_____. I don't
cook so that's not a
problem for me.



Fuente: SENA





- C.** This is a description of Jhon's house. Complete the text with the words from the box. / *Esta es una descripción de la casa de Jhon. Complete el texto con las palabras del cuadro.*

coffee table - towel - there isn't - television - there is - there are

This house is really big. (1)_____ bedrooms and two bathrooms. In the living room there is a big (2)_____ to watch movies. Also, there is a (3)_____ in the centre of it. In the bathroom (4)_____ a (5)_____ to dry your hands. (6)_____ a car because the house does not have a parking space.

Practice 2 / Práctica 2

- A.** Match the definitions with the words. One example is done for you. There are more options than sentences. / *Relacione las definiciones con las palabras. Un ejemplo ya está hecho. Hay más opciones que oraciones.*

| | | |
|------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------|
| 1. There are usually children playing in this place. | <u>b</u> | a. Library. b. Park. c. News stand. d. Bank. e. Bar. f. Restaurant. g. School. h. Hospital. |
| 2. When you need to deposit money, you come here. | | |
| 3. You can eat lunch or dinner here. | | |
| 4. Teachers come here to work. | | |
| 5. You go to this place when you are sick. | | |
| 6. You can have a drink and listen to music in this place. | | |
| 7. You can buy the newspaper here. | | |

- B.** Look at the map and complete the sentences using the words from the box. / *Observe el mapa y complete las oraciones usando las palabras del recuadro.*





Fuente: SENA

behind - in front of - between on - on the corner of - next to

1. The cinema is _____ the police station and the bar.
2. The supermarket is _____ the hospital.
3. The post office is _____ the bank.
4. The park is _____ Klum avenue and Tower Street.
5. The parking lot is _____ Smith Avenue.

C. Look at the map again and match the directions with the places. Start from the **You are here** spot in the map to follow the journey. / *Observe el mapa nuevamente y relacione las indicaciones con los lugares. Empiece desde el punto **You are here** en el mapa para seguir el recorrido.*

| | |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1. Turn right on Smith Street, then turn left on Grand avenue, go straight for 2 blocks. The _____ is across from the bank. | a. Bar |
| 2. Take Mall avenue and go straight for 2 blocks. The _____ is down the street, next to the café and in front of the shopping mall. | b. Gas station |
| 3. Go straight for two blocks and take the second left, then turn right. The _____ is opposite the shopping | c. Fire station |





| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------|
| mall. | | |
| 4. Turn left and go straight for one block. The _____ is down the street, next to the cinema. | | d. Restaurant |
| 5. Turn right on Smith Street then turn left on Klum Avenue, then go straight for one block. The _____ is on the corner of Tower Street and Klum Avenue. | | e. Gym |

D. Look at the picture and complete the sentences with this – that – these or those. / *Observe la imagen y complete las oraciones con this – that – these o those.*

1. _____ is my brother, and _____ over there are my parents.



Fuente: SENA

2. Look at _____ restaurant over there. We can have lunch there.

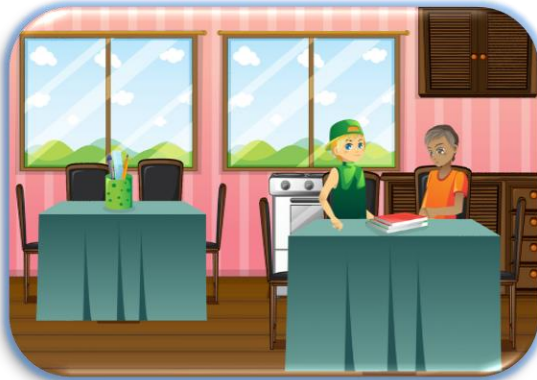


Fuente: SENA





3. _____ are your books,
and _____ are my
pencils.



Fuente: SENA

4. Who is _____ one over
there?



Fuente: SENA

5. _____ apples are
delicious.



Fuente: SENA





6. _____ are my new shoes. They are really comfortable.



Fuente: SENA

Pronunciation practice / Práctica de pronunciación

Note: This practice must be completed using the multimedia version of the study material. There you will find the corresponding sound files. / **Nota:** esta práctica debe ser completada usando la versión multimedia del material de estudio. Allí encontrará los archivos de audio correspondientes.

A. Listen to the following words. Pay attention to the pronunciation of the vowel in each word. / *Escuche las siguientes palabras. Preste atención a la vocal de cada palabra.*

Note: if there are more than two vowels in a word, pay attention to the vowel in the underlined syllable. / **Nota:** si hay más de dos vocales en una palabra, preste atención únicamente a la vocal en la sílaba subrayada.




| aɪ | ə | ər |
|----------------------------------|---------------------------------|----------------------------------------|
| <u>L</u> ibrary I <u>r</u> on | Sof <u>a</u> Arou <u>n</u> d | Toaster <u>er</u> Comp <u>u</u> ter |








Now, classify the words on the following list according to the vowel sound you hear. / *Ahora, clasifique las palabras en la lista de acuerdo con el sonido que escuche.*

| | |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <u>F</u> rying pan <u>V</u> acuum <u>B</u> urner <u>S</u> tadium <u>M</u> icrowave | <u>D</u> rawers <u>U</u> niversity <u>K</u> nife <u>T</u> owel <u>I</u> ce cream <u>F</u> reezer |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|

| aɪ  | ə  | ər  |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| | | |

B. Listen to the following words. Pay attention to the pronunciation of the underlined consonant in each word. Then, say them aloud. Try to imitate the consonants sounds you hear. / *Escuche las siguientes palabras. Preste atención a la consonante subrayada en cada palabra. Luego, diga las palabras en voz alta tratando de imitar los sonidos consonánticos escuchados.*





| p  | b  | t  | d  |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <u>P</u> late <u>S</u> oap | <u>B</u> ath <u>T</u> able | <u>S</u> tation <u>T</u> easpoon | <u>S</u> tadium <u>D</u> rawers |

Now, classify the words on the following list according to the consonant sound you hear. / *Ahora, clasifique las palabras en la lista de acuerdo con el sonido de la consonante que escuche.*




| | |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <u>S</u> poon <u>B</u> ehind <u>U</u> nder Tea pot <u>S</u> tudy Carpet | <u>B</u> uilding <u>M</u> attress Neigh <u>b</u> orhood Saucepan <u>B</u> ookcase |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|








| p  | b  | t  | d  |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| | | | |

C. Listen to the following words. Pay attention to the stressed syllable. / *Escuche las siguientes palabras. Preste atención a la ubicación de la sílaba acentuada.*

| | | |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
| <u>C</u> orner <u>B</u> tcher | <u>B</u> akery <u>L</u> ibrary | <u>T</u> elevision <u>V</u> acuum cleaner |

Now, classify the words on the list according to their stress pattern. / *Ahora, clasifique las palabras en la lista de acuerdo con su patrón acentual.*

| | |
|------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Frying pan Building Dining room Supermarket Microwave Station | Washing machine Dishwasher Airport Neighborhood Opposite |
|------------------------------------------------------------------------------|----------------------------------------------------------------------|

| | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| | | |

D. Listen to the pronunciation of the following sentences. Then, say them aloud. Try to imitate the intonation pattern used. / *Escuche la pronunciación de las siguientes oraciones. Luego, dígalas en voz alta tratando de imitar el patrón de entonación usado.*



| | |
|--|------------------------------------------------------|
| | The library is on the corner. |
| | Take the second right. |
| | This house is beautiful. |
| | Are there any books at the library? |
| | There is no sofa. |
| | The dog is under the table. |
| | Is there a bathroom here? |
| | Excuse me. How do I get to the shopping mall? |
| | Go straight ahead for two blocks and then turn left. |
| | Excuse me. Is there a restaurant near here? |





References / Referencias

- Fotolia. (s.f.). *Happy hispanic woman carrying a small girl*. Consultado el 29 de agosto de 2014, en <http://co.fotolia.com/id/57788701>
- Fotolia. (s.f.). *Male tourist asking female driver about direction*. Consultado el 29 de agosto de 2014, en <http://co.fotolia.com/id/44215920>
- Fotolia. (s.f.). *Smiling man portrait*. Consultado el 29 de agosto de 2014, en <http://co.fotolia.com/id/67207980>
- Fotolia. (s.f.). *Thinking cheerful girl*. Consultado el 29 de agosto de 2014, en <http://co.fotolia.com/id/68996945>

Document control / Control del documento

| | Name | Position | Dependence | Date |
|-------------------|----------------------------------|--------------------------------------------------------------------|----------------------------------------------------------|-------------|
| Author | Juan Carlos Solano Franco | Theme expert Asesor English Dot Works - Programa de bilingüismo | Dirección de Formación Profesional. Dirección General | August 2014 |
| Adaptation | Paola Andrea Bobadilla Gutiérrez | Copy editor – Línea de producción | Centro Agroindustrial. Regional Quindío | August 2014 |

