

Welcome! / ¡Bienvenido!

In this first learning activity you will learn about useful language related to greetings, the alphabet, nationalities, verb be, school supplies, numbers and there is / there are. / *En esta primera actividad de aprendizaje usted aprenderá sobre temas importantes tales como: saludos, el alfabeto, nacionalidades, verbo ser-estar, útiles escolares y el verbo haber.*

Introductory material / *Material introductorio*

Dear learner, / *Estimado aprendiz:*

This material will help you study the topics related to learning activity 1. / *Este material le permitirá estudiar los temas relacionados con la actividad de aprendizaje 1.*

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

1. **Greetings. / Saludos.**
2. **The alphabet. / El alfabeto.**
3. **Nationalities. / Nacionalidades.**
4. **Verb be / Verbo ser - estar.**
5. **School supplies. / Útiles escolares.**
6. **Numbers. / Los números.**
7. **There is, there are. / Haber.**

Let's begin! / *¡Empecemos!*

1. Greetings / Saludos



Fuente: SENA

In English, you can say hello and goodbye in different ways depending on the time of the day and the context. Here, you will learn about the most common ways to say hello and goodbye and how to respond. / *En inglés se puede saludar y despedirse de diferentes maneras, según la hora del día y el contexto. A continuación se presentan los saludos más comunes y cómo responder a los mismos.*



Fuente: SENA

Greetings in English / <i>Saludos en inglés</i>	Meaning in Spanish / <i>Significado en español</i>	Use / <i>Uso</i>	Response in English / <i>Respuesta en inglés</i>
Good morning.	<i>Buenos días.</i>	Before 12:00 p.m. / <i>Antes de las 12:00 p. m.</i>	Good morning. How are you? Hello!
Good afternoon.	<i>Buenas tardes.</i>	After 12:00 p. m. / <i>Después de las 12:00 p. m.</i>	Good afternoon. How are you? Hello!
Good evening.	<i>Buenas noches.</i>	From 6:00 p. m. / <i>Desde las 6:00 p. m.</i>	Good evening. How are you? Hello!
Hi!	<i>Hola.</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	Hi! How are you? Hello!
Hello!	<i>Hola.</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	Hi! How are you? Hello!
How are you?	<i>¿Cómo estás?</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	I' m fine. Thank you. I' m fine and you? Very well, thank you.
How is it going?	<i>¿Cómo va todo?</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	Fine. Everything is fine. Everything is alright.
How are you doing?	<i>¿Cómo vas?</i> <i>¿Cómo estás?</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	Everything is fine. Everything is alright. I am doing fine,



			thanks.
Goodbye in English / Despedida en inglés	Meaning in Spanish / Significado en español	Use / Uso	Response in English / Respuesta en inglés
Bye!	<i>¡Adiós!</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	Bye! Good bye! Take care See you! See you around!
Good bye!	<i>¡Adiós!</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	Bye! Good bye! Take care See you! See you around!
Have a nice day! Have a nice afternoon! Have a nice night!	<i>¡Tenga un buen día!</i> <i>¡Tenga una buena tarde!</i> <i>¡Tenga una buena noche!</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	You too!
See you!	<i>¡Nos vemos!</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	Bye!
See you later!	<i>¡Nos vemos más tarde!</i>	At any time during day, if the speakers are going to see each other again. / <i>En cualquier momento del día si se planea verse más tarde.</i>	Bye! Take care!
Take care!	<i>¡Cuídate!</i>	At any time during day or night. / <i>En cualquier momento del día o la noche.</i>	You too! I will!

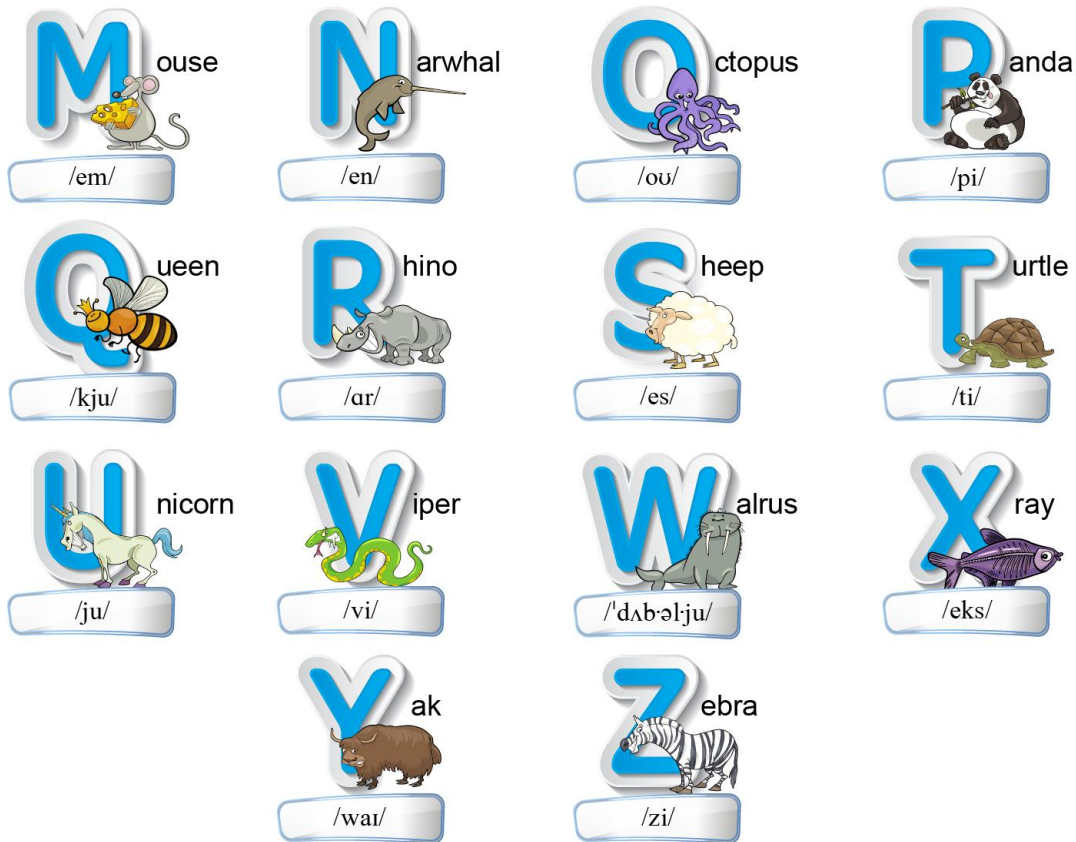


2. The alphabet / *El alfabeto*

Now, familiarize yourself with the alphabet and its pronunciation. / A
continuación conozca el alfabeto y su pronunciación.



Fuente de imágenes: SENA



Fuente de imágenes: SENA

3. Nationalities / Nacionalidades

- A. The following questions are used to ask information about where a person is from. Read also the responses to the questions. / *Las siguientes preguntas son utilizadas para preguntar sobre la procedencia de alguien. Lea también las respuestas a esas preguntas.*



Fuente: SENA

Where are you from? / ¿De dónde
eres?

What is your nationality? / ¿Cuál es
tu nacionalidad?



I am from Colombia. / Soy de
Colombia.

My nationality is Colombian. / I am
Colombian. / *My nacionalidad es
Colombiana. / Soy colombiana (o).*

Fuente de imágenes: SENA

B. A list of some countries and nationalities is shown below. / *La lista de algunos países y nacionalidades se muestra a continuación.*

Country / País	Nationality / Nacionalidad
Argentina	Argentinian
Australia	Australian
Bolivia	Bolivian
Brazil	Brazilian
Canada	Canadian
Chile	Chilean
China	Chinese
Colombia	Colombian
Costa Rica	Costa Rican
Cuba	Cuban
Ecuador	Ecuadorean
England	English
Finland	Finnish
France	French
Germany	German
Guatemala	Guatemalan
Haiti	Haitian
Italy	Italian
Japan	Japanese
Mexico	Mexican
Nicaragua	Nicaraguan
Nigeria	Nigerian
Panama	Panamanian
Paraguay	Paraguayan
Peru	Peruvian
Portugal	Portuguese
Russia	Russian
Spain	Spanish
United Kingdom (UK)	British
United States of America (USA)	American
Uruguay	Uruguayan
Venezuela	Venezuelan

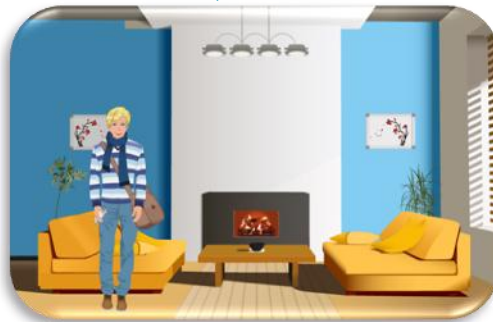
4. Verb be / Verbo ser - estar

A. This verb means ser or estar. / Este verbo significa ser o estar.

I am a student. / Soy un estudiante.



I am in my apartment. / Estoy en mi apartamento.



Fuente de imágenes: SENA

B. In English, the verb to be is used to express who one is and where one is. The conjugation of the verb to be is the following: / En inglés se utiliza el mismo verbo para expresar quién se es y el lugar en donde se encuentra. La conjugación del verbo be es la siguiente:

I am	Yo soy / Yo estoy
You are	Tú eres / Tú estás / Ustedes son / Ustedes están
	In English, you is both singular and plural / En inglés, you se usa para singular (tú - usted) y plural (ustedes)
He is	Él es / Él está
She is	Ella es / Ella está
It is	Eso es / Eso está (se utiliza para cosas en singular)
We are	Nosotros somos / Nosotros estamos
They are	Ellos son / Ellos están



- C. Now you will learn how to create affirmative, negative and interrogative sentences. / *A continuación se presenta la estructura para oraciones afirmativas, negativas e interrogativas.*

a. Affirmative form / Forma afirmativa

I	am	at the shopping mall.
Subject	Verb	Complement

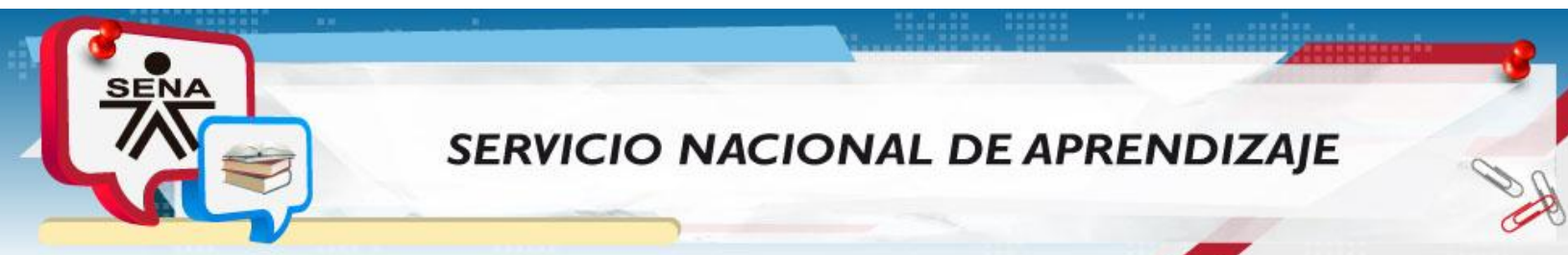
Examples / Ejemplos:

Subject (Pronoun)	Verb	Complement
I	am	at home.
You	are	at school.
He	is	an engineer.
She	is	an English teacher.
It	is	a big computer.
We	are	at the bank now.
You	are	students.
They	are	excellent musicians.

b. Negative form / Forma negativa

Examples / Ejemplos:

Subject (Pronoun)	Verb	Complement
I	am not	at the shopping mall.
You	are not	at the school.
He	is not	an engineer.
She	is not	an English teacher.
It	is not	a big computer.
We	are not	at the bank now.
You	are not	students.
They	are not	excellent musicians.





c. Interrogative form / Forma interrogativa




Examples / Ejemplos:

Verb	Subject	Complement
Am	I	at the shopping mall ?
Are	you	at the school ?
Is	he	an engineer ?
Is	she	an English teacher?
Is	it	a big computer?
Are	we	at the bank now ?
Are	you	students?
Are	they	excellent musicians?

More examples: / Otros ejemplos:

We are musicians.	<i>Nosotros somos músicos.</i>	 <p>Fuente: SENA</p>
They are at the concert.	<i>Ellos están en el concierto.</i>	 <p>Fuente: SENA</p>



She is not a model.	<i>Ella no es modelo.</i>	 <p>Fuente: SENA</p>
He is not an engineer.	<i>Él no es ingeniero.</i>	 <p>Fuente: SENA</p>
Are you an artist?	<i>¿Eres artista?</i>	 <p>Fuente: SENA</p>

Are we in Bogotá?

¿Estamos en Bogotá?



Fuente: Fotolia (s.f.)

5. School supplies / Útiles escolares






Get familiar with the following items commonly found in a classroom. /
Familiarícese con los siguientes elementos comúnmente encontrados en un salón de clase.



Fuente: SENA

Back pack



Board	
Book	
Chair	
Colored pencils	
Computer	

White out



Desk



Eraser



Folder



Glue stick



Highlighter



Marker



Notebook



Notepad








Paper clips



Pen



Pencil	
Pencil case	
Pushpins	
Ruler	
Scissors	

Sharpener



Staple remover



Stapler



Staples



Hole puncher



Shelf



Fuente de imágenes: SENA

6. Numbers / Los números

Take a look at the following list of ordinal and cardinal numbers. / *Mire la siguiente lista de números cardinales y ordinales.*



Fuente: SENA

Cardinal numbers		Ordinal numbers	
0	Zero	---	
1	One	1st	First
2	Two	2nd	Second
3	Three	3rd	Third
4	Four	4th	Fourth
5	Five	5th	Fifth
6	Six	6th	Sixth
7	Seven	7th	Seventh
8	Eight	8th	Eighth
9	Nine	9th	Ninth
10	Ten	10th	Tenth
11	Eleven	11th	Eleventh
12	Twelve	12th	Twelfth
13	Thirteen	13th	Thirteenth
14	Fourteen	14th	Fourteenth
15	Fifteen	15th	Fifteenth
16	Sixteen	16th	Sixteenth
17	Seventeen	17th	Seventeenth
18	Eighteen	18th	Eighteenth
19	Nineteen	19th	Nineteenth
20	Twenty	20th	Twentieth
21	Twenty-one	21st	Twenty-first
22	Twenty - two	22nd	Twenty - second
23	Twenty - three	23rd	Twenty - three
24	Twenty - four	24th	Twenty - fourth
25	Twenty - five	25th	Twenty - fifth
26	Twenty - six	26th	Twenty - six
27	Twenty - seven	27th	Twenty - seventh
28	Twenty - eight	28th	Twenty - eighth
29	Twenty - nine	29th	Twenty - ninth
30	Thirty	30th	Thirtieth
40	Forty		
50	Fifty		
60	Sixty		
70	Seventy		
80	Eighty		

90	Ninety		
100	A/one hundred		
1,000	A/one thousand		
10,000	Ten thousand		
100,000	A/one hundred thousand		
1,000,000	A/one million		
1,000,000,000	A/one billion		

7. There is, there are / *Haber*

- A. There is, there are is a grammatical structure used to express that someone or something exists. / *Esta estructura se utiliza para expresar la existencia de alguien o de algo.*
- B. There is indicates the existence of someone or something in singular form; it refers to only one person or object. / There is indica la existencia de algo o alguien en singular, es decir de un solo objeto o persona.

Example / *Ejemplo*:



Fuente: SENA

There is a rose on the table. It is beautiful! / *Hay una rosa sobre la mesa ¡Es hermosa!*

- C. There are indicates the existence of someone or something in plural form. It refers to two or more people or objects. / There are indica la existencia de alguien o algo en plural, es decir dos o más objetos o personas.

Example / Ejemplo:



Fuente: SENA

There are four roses on the table. They are beautiful! / Hay cuatro rosas sobre la mesa ¡Son hermosas!

- D. Negative and interrogative sentences can also be used with this structure. / También se pueden expresar oraciones negativas e interrogativas usando There is / There are.

a. Negative form / Forma negativa

Example / Ejemplo:

There is not a pencil in the bag,
there is a pen. / *No hay un lápiz en
la maleta, hay un esfero.*



There are not any chairs in the
office. / *No hay sillas en la oficina.*



Fuente de imágenes: SENA

b. Interrogative form / Forma interrogativa

Example / Ejemplo:

Is there a cat on the roof? / *¿Hay un
gato en el techo?*



Are there five birds on the tree? /
¿Hay cinco pájaros en el árbol?



Fuente de imágenes: SENA

Contextualization / Contextualización

Listen to the following conversation. Read while you listen. / *Escuche la siguiente conversación. Lea mientras escucha.*



Hello!



Hi! How are you?



I am fine thanks! My name is Johana.
What is your name?



My name is Nicole. Where are you from
Johana?



I am Colombian, and you?



I am American. I think Colombia is a
beautiful country.



Yes it is! How old are you Nicole?



I am 23 years old, and you?



I am 19. Look, some people are coming to class. Hello boys! How is it going?



Everything is fine.



What are your names?



I am John, and this is Richard.



Hello everyone! How are you doing?



We are doing fine. Where are you guys from?



I am from Australia and Richard is Canadian.



Nice to meet you girls! Look! It seems that today is my lucky day. There is a notebook on the floor and there is a pencil case too.



Oh, yes! It is your lucky day. There are also three colored pencils and there is a calculator. Somebody has left them outside.



You should put them in the lost objects office. Let's go inside, it is time for class.

Fuente de imágenes: SENA

Comprehension / Comprensión

Based on the previous contextualization, choose the option that best completes the statement or answers the question. / *Basado en la contextualización anterior, elija la opción que mejor complete el enunciado o responda la pregunta.*

1. Based on the context, where are the characters?
 - a. At a restaurant.
 - b. At a shopping mall.
 - c. At a school.
 - d. At a hospital.

2. Johana is from:
 - a. Colombia.
 - b. Canada.
 - c. Australia.
 - d. America.

3. Nicole thinks Colombia is a _____ country.
 - a. Interesting.
 - b. Small.
 - c. Beautiful.
 - d. Wonderful.

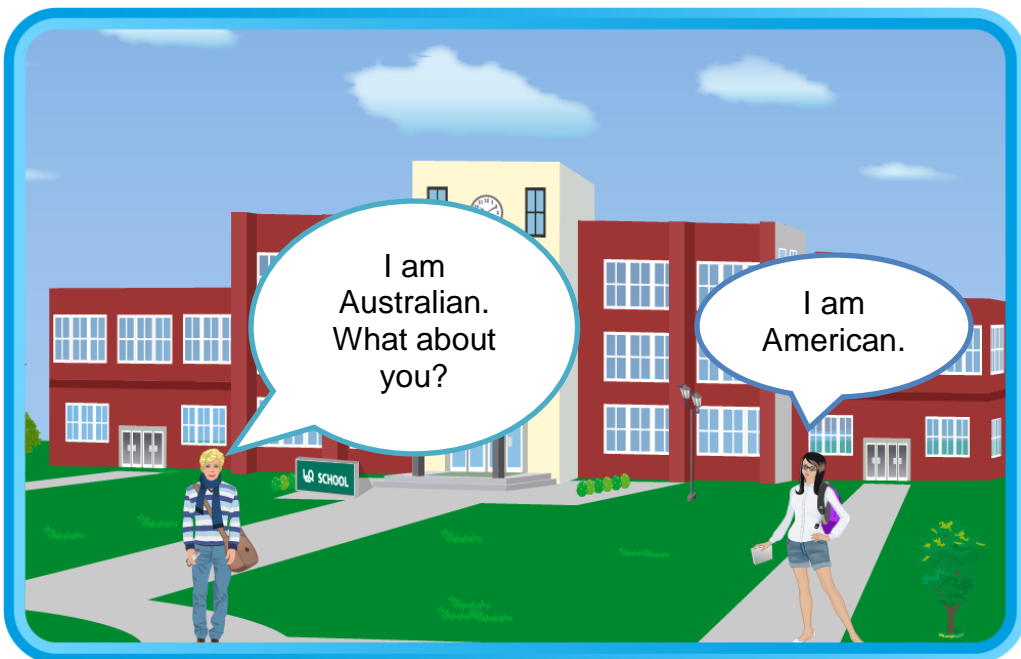
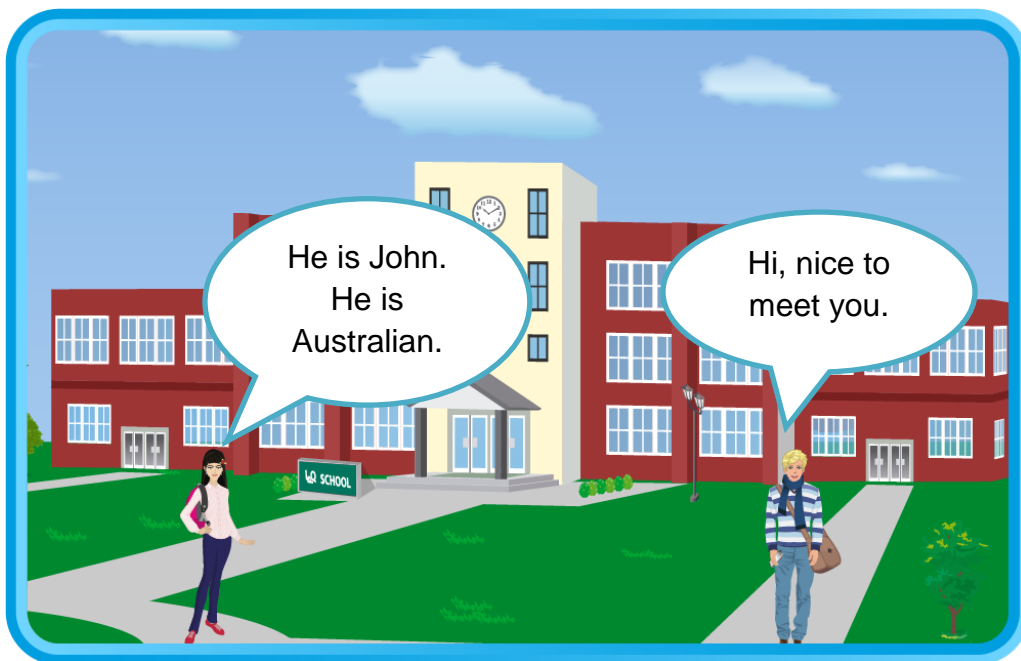
4. Why does Richard think today is his lucky day?
 - a. There is money on the floor.
 - b. There is food on the floor.
 - c. There are some school supplies on the floor.
 - d. There are some books on the floor.

5. What does it happen at the end of the conversation?
 - a. They say good bye to each other.
 - b. Classes are about to start.
 - c. Nicole and Johana greet somebody else.
 - d. They read a book.

Practice 1 / Práctica 1

- A. Read the following texts. Then, answer the questions at the end of the activity. / *Lea los siguientes textos. Después, responda las preguntas al final de la actividad.*







Fuente de imágenes: SENA

B. Write your answers. / Escriba sus respuestas.

1. My name is _____.
2. I am from _____.
3. I am _____ years old.

C. Write the corresponding word to complete the sentences. / Escriba la palabra correspondiente para completar las oraciones.

1. I ____ Johanna.
2. You are an _____.
3. John is _____. He is from Australia.
4. She _____ Nicole.

In the bag...



Fuente: SENA

1. There _____ one notebook.
2. There _____ three colored pencils.
3. There _____ one ruler.
4. There _____ two sharpeners.
5. There _____ one computer.
6. There _____ two brushes.

Practice 2 / Práctica 2

A. According to the question, choose the best answer. / De acuerdo a la pregunta, escoja la respuesta apropiada.

1. What is your name? ____	a. Yes, I am.
2. How are you? ____	b. My name is Lin. Nice to meet you.
3. Are you American? ____	c. Fine, thank you.
4. Is she Mexican? ____	d. No, she is not. She is Brazilian.

B. Organize the words to make correct sentences. / *Organice las palabras para formar oraciones correctas.*

1. are from you where?
2. old is she how?
3. an there on apple is the table.
4. name my Carolina is.
5. are horses not in stable There fifteen the.

C. Complete the sentences with the corresponding word. / *Complete las oraciones con la palabra correcta.*

In my bag...



Fuente: SENA

1. There ____ a stapler.
2. There ____ four notepads.
3. There ____ four colored pencils.
4. There ____ a pencil sharpener.
5. There ____ two books.

D. Write the corresponding word to complete the text. / *Escriba la palabra correcta para completar el texto.*



Fuente: SENA

Hello, _____ name _____ Sara. I _____ from Spain. I am _____ years old. They _____ my friends, Lorenzo and Gonzalo. Lorenzo _____ from Rome and Gonzalo is _____ Argentina. We _____ in Africa now. It _____ a beautiful place, there _____ a long river called "the Congo" and there _____ many exotic animals. We are _____ here!

Bye.

E. Complete with: / *Complete con:* I, you, he, Paul, she, and it.

Hello, _____ am a doctor. _____ help sick people.



Fuente: SENA

Where is _____ from? _____ is very tall.



Fuente: SENA

_____ is my English teacher. _____ is from England.



Fuente: SENA

The ocean is beautiful. _____ is powerful and big!



Fuente: Fotolia (s.f.)

_____ are an excellent writer. I love your books!



Fuente: SENA



F. Write the nationality of each country. / *Escriba la nacionalidad correspondiente de cada país.*

Example / *Ejemplo:*

Argentina	Argentinian	
Peru		
Bolivia		

Venezuela		
Brazil		
Panama		
Ecuador		
Chile		


United States of America		
France		
Italy		
Germany		
Mexico		

Cuba		
Canada		

Fuente de imágenes: SENA

G. Match the word to the corresponding image. / *Relacione la palabra que corresponde a cada imagen.*

Example / Ejemplo:

1. Back pack	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div>
--------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Book



3. Chair



4. Eraser



5. Folder



6. Scissors



7. Highlighter



8. Computer



9. Sharpener



10. Glue stick



11. Hole punch



Fuente de imágenes: SENA

H. Write the numbers as words. / *Escriba los números en letras.*

9 _____
 11 _____
 35 _____
 22 _____
 80 _____
 18 _____
 1 _____
 5 _____
 48 _____
 73 _____

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. Then, say them aloud. Try to imitate the vowel sounds you hear. / *Escuche las siguientes palabras. Preste atención a la vocal de cada palabra. Luego, dígalas en voz alta tratando de imitar los sonidos vocálicos escuchados.*

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





æ	ɑ	ɑr	ɔ	ɔr
Japan				
Japanese				
Spanish	Panama	Marker		Portugal
Panama	Classroom	Sharpener	Ecuadorian	Four
Canada	France		Australia	Board

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

			
Fifty	Fifteen	Peruvian	Japanese

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.*

- Computer.
- Nineteen.
- Eighteen.
- Eighty.
- Ninety.
- Forty.
- Notebook.
- Sixty.
- Portuguese.
- Sixteen.
- Italy.
- Italian.
- Finland.
- Colombian.
- Forty.
- Fourteen.
- Pencil.
- Philippines.

- C. Listen to the pronunciation of the following sentences. Then, say them out - loud. 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.*

Hello!
What is your name?
My name is Caroline.
How are you?
Fine, thank you.
I am Mexican.
You are Colombian.
He is Italian.
She is American.
Are you French?
Are you Colombian?
Is he Italian?
Bye!

References / Referencias

- Fotolia. (s.f.). *La Santamaria*. Consultado el 12 de agosto de 2014, en <http://co.fotolia.com/id/54317519>
- Fotolia. (s.f.). *Sunset at sea with multiple color prizm*. Consultado el 12 de agosto de 2014, en <http://co.fotolia.com/id/64235488>

Document control / Control del documento

	Name	Position	Dependence	Date
Author	Ricardo Aristizábal Salinas	Theme expert Asesor English Dot Works - Programa de bilingüismo	Dirección de formación profesional. Dirección General	July 2014
Adaptation	Rachman Bustillo Martínez	Copy editor – Línea de producción	Centro Agroindustrial. Regional Quindío	August 2014