



Universidad Nacional Autónoma de México

**Escuela Nacional preparatoria Plantel 7
“Ezequiel A. Chávez”**

Colegio de Inglés.

Didactic Sequence Unit 1

English IV



Subject:	English IV
Grade:	4 th Grade.
No. and name of the Thematic Unit:	Unit 1 To be or not to be, that is the question [Ser o no ser...] (William Shakespeare)
Author:	Ferreira Villamar María Cristina.
Title of the didactic sequence	Different People around the world.
Thematic content:	Use of the Present Simple tense to exchange Personal Information.
Number of the sequence sessions:	12
Objectives:	Students will be aware of the use of the Present Simple tense to give and ask personal information. Especially when travelling.
Situation:	Students are beginning their “bachillerato” education, they are expected to have acquired elementary notions about the language in their previous education. However, the curriculum begins by a quick review of all the basic topics to consolidate their previous knowledge. That is, to talk about and describe themselves and their family and friends and their country and customs.

Project:	Ss. will choose a country and they will do a little research about it and then Ss. will create an infographic about that country.
Assessment:	The assessment will be done using a rubric for the infographic characteristics.

DIDACTIC SEQUENCE 1

Unit 1

Introduction: This sequence was developed for students to be aware, to recognize and use the Present Simple tense and the different forms to indicate possession, to talk about themselves, to talk about others and about different countries, as well as their customs.

Didactic Sequence Activities

This didactic sequence is designed totally online, and it is available for the students on the Google Classroom system.

Opening activities

Activity 1.

Introduction-Warming up.

1. Ss. watch the video on YouTube which is on the next link: <https://www.youtube.com/watch?v=Vw3s8Fyvqq8> ,remind them to pay attention to pronunciation.
2. Then Ss. write a list of the phrases they can remember that were mentioned in the video and classify them in Greetings in a column and another column for Farewells in one document, created in a word or text processor.
3. Ss. send the file to their teacher.

Activity 2.

Ss. read carefully a text about Greetings, farewells, introductions and ways to thank, so they can learn more about polite and courtesy phrases, when meeting someone.

Activity 3.

Ss. watch the video about procedures in the USA airports, then they answer the questions on the Google Format, based on the I-94 form to go into the U.S.

Teacher tells students:

Imagine you are travelling to the U.S., so you need to fill in the I-94 form.

Here you have some of the questions included in the I-94 form to go into the U.S.

Activity 4.

Ss. study a Power Point Presentation to learn about the verb To Be and how to use it in the Present Simple Tense.

Activity 5.

Ss. solve a matching exercise about basic personal information in the form of an interview on the educaplay site.

Activity 6.

Ss. study a Power Point Presentation to learn about the verb To Have and how to use it in the Present Simple Tense.

Process activities

Activity 7.

Ss. will practice the verb to have matching questions with answers.

Students will listen to basic questions using the verb have, to match with written answers in the Educaplay website.

Activity 8.

Ss. will practice countries and nationalities vocabulary with two games in the educaplay website. In one Students will match flags with countries and nationalities and the other is a memory game in which Students will practice the pronunciation of some countries and nationalities.

Activity 9.

Ss. will practice vocabulary about personal information and family, they will read a text in which they will learn about the future queens of Europe, then they will answer a questionnaire about the text.

Activity 10.

Ss. will read a grammar explanation text to learn about how to indicate ownership.

Activity 11.

Ss. will practice again vocabulary about personal information and family plus how to indicate ownership, they will read a text in which they will learn about Princess Leonor of Spain, then they will answer a questionnaire about the text

Closing activity**Activity 12.**

Ss. will create an infographic about a country, first they will watch a video from Youtube as an example on how to describe a country.

1. Ss. watch the video as many times as they need, they can activate the English subtitles to help them understand.
2. Ss. choose a Country outside Europe. (just one)
3. Ss. will find information about the country you chose. Like Official Name, Location, Form of government, Food, Population, Economy and Main attractions, (just like in the video what places and activities are suggested for Tourists).
4. Ss. summarize the information and create an infographic with the aspects mentioned in point 3.

Sources:

Educaplay website

Thomson and Martinet **A Practical English Grammar**

Celce-Murcia, M & Larsen-Freeman, D. 1999

Aguilar, G. (2018) Grammar for English IV, Unit 1

Activity 9 text: Retrieved from:

<https://people.com/royals/future-queens-of-europe-meet-all-the-female-heirs-set-to-take-the->

throne/?slide=e2ae69b9-9d34-4bf3-ade2-b424c85c1ef1#e2ae69b9-9d34-4bf3-ade2-b424c85c1ef1

Activity 11 text: Retrieved from:

<https://people.com/royals/princess-leonora-of-spain-returns-to-school/>

Activity 12: <https://youtu.be/F0VlqLe4tpl>

Annexes :

Annex 1.

Activity 1: Video- Ways to Say Hello and Goodbye in English | English Greetings

<https://www.youtube.com/watch?v=Vw3s8Fyvqq8>

Annex 2.

Activity 2

Greetings, farewells, introductions and ways to thank

GREETINGS

Formal greetings	Replies
<ul style="list-style-type: none">• Good morning. (8:00 a.m.)• Good afternoon. (4:00 p.m.)• Good evening. (9:00 p.m.)• How do you do?• Hello. How are you? <p>Greeting a Person you haven't seen for a long time.</p> <ul style="list-style-type: none">• It has been a long time.• It's been too long.• What have you been up to all these years?• It's always a pleasure to see you.• How long has it been?	<ul style="list-style-type: none">• Good morning / Hello, good morning.• Good afternoon.• Good evening.• Very well, thank you.• I'm fine. Thank you.
Informal greetings	Replies

<ul style="list-style-type: none"> • Hi. • Hey. • What's up? /What's happening? <ul style="list-style-type: none"> • How are you? • How are you doing? • Hello. How is it going? • How is everything? • How is everything going? <p>Greeting a Person you haven't seen for a long time.</p> <ul style="list-style-type: none"> • Long time no see. (the most common) • Where have you been hiding? (This is a playful way of greeting someone) • It's been ages (since I've seen you) • How have you been? 	<ul style="list-style-type: none"> • Hi. • Hey. • Nothing much. / Not a lot. / Nothing. /Oh gosh, all kind of stuff! / • Fine, Thanks. / Very well, thanks. / Pretty good. I'm doing well thank you. And you? • It's going well. / Not bad. /Pretty good. • OK. Not bad / All right. • Pretty good
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FAREWELLS

Formal farewells	Replies
<ul style="list-style-type: none"> • Goodbye. • Good night. • Have a nice day! • See you • See you soon/later/then/there. (Formal & Informal) 	<ul style="list-style-type: none"> • Goodbye. • Good night. • The same to you. • See you.

Informal farewells	Replies
<ul style="list-style-type: none"> • Bye • See you. • Take care! • So long. 	<ul style="list-style-type: none"> • Bye. • See you. • You too.

INTRODUCTIONS

<p>Formal introductions</p> <ul style="list-style-type: none"> • Let me introduce myself. My name is Noah Brown. I'm a lawyer. I would like to... • I'd like you to meet Mr./ Mrs./ Miss/ Ms./ Dr. (last name) • May I Introduce you to Kate Trump? • I'd like to introduce you Kate Trump? • 	<p>Replies</p> <ul style="list-style-type: none"> • Nice to meet you. • Happy to meet you • Pleased to meet you. • How are you? • It's a pleasure to meet you. • How do you do?
<p>Informal introductions</p> <ul style="list-style-type: none"> • Hi, I'm Ann. I'm in your English class. • Alex, this is Ann from my English class. • Dan, please meet Nicolas. • Dan, have you met Nicolas? • Amanda, this is Nicole. Nicole, this is Amanda. 	<p>Replies</p> <ul style="list-style-type: none"> • Hi, I'm Rachel. Nice/Glad to meet you? / Hi, I'm Rachel, how are you? • Hi Ann, Nice/Glad to meet you. / Hi Ann, how are you?

Expressions to thank

<p>Formal expressions to thank</p> <p>Thank you Thank you very much Thanks Thanks a lot I appreciate it</p>	<p>Replies</p> <p>You're welcome / Don't mention it</p>
<p>Informal expressions to thank</p> <p>I owe you one Cheers</p>	<p>Replies</p> <p>No problem. / It's OK.</p>

LIVEWORKSHEETS. Actividades para practicar saludos despedidas y presentaciones.
[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Greetings_and_farewells/Nice_to_meet_you!_zt8174ur](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Greetings_and_farewells/Nice_to_meet_you!_zt8174ur)

Annex 3.

Activity 3

Customs and Border Protection-Entering the U.S.

Video: https://youtu.be/2G-m60L_Ck0

I-94 Arrival Record Form

Admission Number

Welcome to the United States

220390931 09

I-94 Arrival/Departure Record - Instructions

This form must be completed by all persons except U.S. Citizens, returning resident aliens, aliens with immigrant visas, and Canadian Citizens visiting or in transit. Type or print legibly with pen in ALL CAPITAL LETTERS. Use English. Do not write on the back of this form.

This form is in two parts. Please complete both the Arrival Record (Items 1 through 13) and the Departure Record (Items 14 through 17).

When all items are completed, present this form to the U.S. Immigration and Naturalization Service Inspector.

Item 7 - If you are entering the United States by land, enter **LAND** in this space. If you are entering the United States by ship, enter **SEA** in this space.

Form I-94 (04-15-88)Y

Admission Number

220390931 09

Immigration and
Naturalization Service

**I-94
Arrival Record**

1. Family Name	
2. First (Given) Name	3. Birth Date (Day/Mo/Yr)
4. Country of Citizenship	5. Sex (Male or Female)
6. Passport Number	7. Airline and Flight Number
8. Country Where You Live	9. City Where You Boarded
10. City Where Visa Was Issued	11. Date Issued (Day/Mo/Yr)
12. Address While in the United States (Number and Street)	
13. City and State	

Departure Number

220390931 09

Immigration and
Naturalization Service

**I-94
Departure Record**

14. Family Name	
15. First (Given) Name	16. Birth Date (Day/Mo/Yr)
17. Country of Citizenship	

See Other Side

STAPLE HERE

Quiz: Procedures at the Airport

How to give personal information. *Obligatorio

Customs and Border Protection-Entering the U.S.



http://youtube.com/watch?v=2G-m60L_Ck0

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Admission Number

220390931 09

Immigration and
Naturalization Service

**I-94
Arrival Record**

1. Family Name	
2. First (Given) Name	3. Birth Date (Day/Mo/Yr)
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6. Passport Number	7. Airline and Flight Number
8. Country Where You Live	9. City Where You Boarded
10. City Where Visa Was Issued	11. Date Issued (Day/Mo/Yr)
12. Address While in the United States (Number and Street)	
13. City and State	

Departure Number

220390931 09

Immigration and
Naturalization Service

**I-94
Departure Record**

14. Family Name	
15. First (Given) Name	16. Birth Date (Day/Mo/Yr)
17. Country of Citizenship	

See Other Side

STAPLE HERE

1. What is your Family Name? *

2. What is your First (Given) Name? *

3. When were you born? *

Ejemplo: 7 de enero de 2019

4. What is your Country of Citizenship? *

5. Which is your sex?

Marca solo un óvalo.

☐

Male

☐

Female

6. What is the Country where You live? *

7. What is the City where you boarded? *

8. What is the City where your Visa was Issued? *

9. What is the Date when your Visa was Issued? *

Ejemplo: 7 de enero de 2019

10. What is the Airline and Flight Number, by which you arrived? *

11. What is your Passport Number? *

12. What is your Address while you are in the United States? (Number and Street). *

13. What City and State are you staying? *

Annex 4.

Activity 4



VERB TO BE

We are going to learn and review a very important verb in the English language the verb TO BE. You can use it to talk about persons and things. We are going to see how it works in the present simple tense, to make affirmative sentences, interrogative sentences and negative sentences.

We use it to interchange information about persons, to describe them, to talk about their characteristics, qualities and mood.

VERB TO BE –SER O ESTAR-

Subject	Verb	Objects-/-Complements.
I	am	a student.
You	are	a student.
He	is	happy.
She	is	here.
It	is	a lovely day.
We	are	together.
You	are	students.
They	are	gentle.

This is the most common and correct structure for a sentence in English in the affirmative mode:
Subject+verb+objects+complements. *Though The Verb TO BE only has complements.

VERB TO BE CONTRACTIONS

- We can contract the verb To Be, that means we can use it in a short form.

Contraction

I'm...

You're...

He's...

She's...

It's....

We're...

You're...

They're...

Am-'m

Is-'s

Are-

're

In this case (contractions) We use the **apostrophe '** to indicate that we take out something from a word.

In this case we have the personal pronouns working as subjects,
that is Subject pronouns+ the Verb to be contractions, that correspond to each form.

VERB TO BE QUESTIONS (INTERROGATIVE)

- To make the interrogative of the verb to be we have to move the verb to be at the beginning of the sentence and add the question mark at the end of the sentence.

Interrogative

Am I a good student?

Are you a student?

Is he happy?

Is she here?

Is it a lovely day?

Are we together?

Are you students?

Are they smart?

This kind of question is known as closed questions or Yes-No questions, cause

I can only answer them with yes or no. That is short answers.

Is he your friend? Yes, he is---No, he is not.

Yes, he's---No he's not. No he isn't.

VERB TO BE INTERROGATIVE- OPEN QUESTIONS

- There is another kind of questions known as open questions, information questions, or Wh-words questions. This is because you can obtain more information with this kind of questions than just yes or no, because you answer them with complete sentences and they begin with a Word question, and most of them begin with wh- for example who, what, which...etc.

Structure: Wh-Word+ verb to be+ subject+complement?

Who are you? I am her sister.

What is your name? My name is Brittany

How old are you? I'm 16 years old.

VERB TO BE NEGATIVE

- When we want or need to say no we use this structure.

Subject + verb to be + not + Complements.

She is not my cousin.

You are not in my class.

Negative
I am not...
You are not...
He is not...
She is not...
It is not...
We are not...
You are not...
They are not...

VERB TO BE NEGATIVE-CONTRACTIONS.

We can also use contractions in the negative.

Contraction
I'm not...
You're not... / You aren't
He's not / He isn't
She's not / She isn't
It's not / It isn't
We're not / We aren't
You are not / You aren't
They are not / They aren't

*Remember when we use contractions in the negative form we can contract the verb to be or the not, but not both at the same time, it depends also on what you may want to emphasize.

USES OF THE VERB TO BE

- These are some uses of the verb to be which will help you to make basic conversations.

The verb to be is used to:

-Talk about age

- I am sixteen years old.
- My twin brothers are twelve.
- My sister is eight years old.

MORE USES

- To talk about physical and mental states:

- I **am** hungry
- I **am** cold
- They **are** happy
- She **is** intelligent
- You **are** sleepy

TALK ABOUT PROFESSIONS OR OCCUPATIONS.

*Note the use of "a" or "an" before singular names of jobs or professions.

- Carlos **is** a doctor
- Angel **is** an actor
- We **are** teachers
- They **are** engineers



TALK ABOUT RELATIONSHIPS

- Andres **is** my father
- Karen **is** my mother
- Sandra and Tom **are** my cousins

Family members



English	Spanish	English	Spanish
Mother	Mamá	Father	Papá
Grandmother	Abuela	Grandfather	Abuelo
Daughter	Hija	Son	Hijo
Sister	Hermana	Brother	Hermano
Aunt	Tía	Uncle	Tío
Niece	Sobrina	Nephew	Sobrino
Cousin	Prima	Cousin	Primo
Sister-in-law	Cuñada	Brother-in-law	Cuñado
Mother-in-law	Suegra	Father-in-law	Suegro
Parents	Padres	Grandparents	Abuelos
Children	Hijos	Grandchildren	Nietos
Siblings	Hermanos	Only child	Hijo(a) único(a)
Girlfriend	Novia	Boyfriend	Novio
Wife	Esposa	Husband	Esposo

<http://englishatcasd.blogspot.com/2018/07/blog-post.html>

TELL THE TIME AND DATE.

- It **is** three o'clock.
- Today **is** Wednesday.
- The English class **is** at 7:00 am



<https://pixabay.com/photos/time-time-zone-globe-world-4110660/>

SHOW THE POSITION OR LOCATION OF SOMEONE OR SOMETHING OR SOMEWHERE.

- The book **is** on the table
- The dog **is** in the house
- My brother **is** in the school
- The library **is** next to the church

For more information on the verb to be go to:

<https://www.spanishdict.com/guia/el-verbo-to-be-en-ingles>

<https://dictionary.cambridge.org/grammar/british-grammar/be-and-be-expressions/be>

Annex 5.

Activity 5

<https://bit.ly/30SWU5o>

Annex 6.

Activity 6

Aguilar, G. (2018) Grammar for English IV, Unit 1

HAVE or HAVE GOT

Between have or have got there is no difference in meaning but there is in grammar structure, what you can check below. Have is more used in American English and have got is more British. It is important not to mix the two forms.

Uses:

Have or have got are used to talk about:

- Possessions
- Personal attributes.
- Timetabled events
- Illnesses.

Grammar structure:

Have and have got have different grammar structure:

Have: When we use the have form, this is the main verb, so we need an auxiliary verb to make a question or a negative sentence. We use do/does for present simple, did for past simple will for future, have had for present perfect, had had for past perfect, as we do with all the main verbs.

Present simple conjugation

Affirmative Negative Interrogative

I have... I do not have (don't)... Do I have...?

You have... You do not have... Do you have...?

He has... He does not have... (doesn't) Does he have...?

She has... She does not have... Does she have...?

It has... It does not have... Does it have...?

We have... We do not have... Do we have...?

You have... You do not have... Do you have...?

They have... They do not have... Do they have...?

Examples:

Possession

Andy and July have three pets.
Does Marcos have a blue motorcycle?
Andrea doesn't have any siblings.

Personal attributes

Angie has dark hair.
Do John and Mary have blue eyes?
Eric doesn't have long hair.

Timetabled events

We have English class at 7.00 am.
He doesn't have Math on Monday.
Do you have piano lessons on Saturday?

Illnesses

He has a terrible cold.
She doesn't have a headache.
Does Bryan have smallpox?

Have got: When we use the have got form we use have as the auxiliary. This form is only used in present simple, and we don't usually use it in a formal written way, use the have form.

Present simple conjugation

Affirmative Negative Interrogative

I have got... I have not got... (haven't) Have I got...?
You have got... You haven't got... Have you got...?
He has got... He has not got... (hasn't got) Has he got...?
She has got... She hasn't got ... Has she got...?
It has got... It hasn't got ... Has it got...?
We have got... We haven't got... Have we got...?
You have got... You haven't got... Have you got...?
They have got... They haven't got... Have they got...?
Examples:

Possession

Andy and July have got three pets.
Has Marcos got a blue motorcycle?
Andrea hasn't got any siblings.

Personal attributes

Angie has got dark hair.
Do John and Mary have got blue eyes?
Eric hasn't got long hair.

Annex 7.

Activity 7

https://www.educaplay.com/game/4559632-match_questions_with_answers.html

Annex 8.

Activity 8

https://www.educaplay.com/game/4558884-countries_and_nationalities.html

https://www.educaplay.com/game/4592876-countries_and_nationalities.html

Annex 9.

Activity 9

Future Queens of Europe! Meet All
the Female Heirs Set to Take the
Throne

The next three generations of U.K. monarchs will be men, but many European countries
will have a

woman taking the throne next

By Steph Petit

September 02, 2020 11:55 AM

Princess Victoria of Sweden

IBL/SHUTTERSTOCK

Crown Princess Victoria is the eldest child of King Carl XVI Gustaf and his wife, Queen
Silvia.

Although she has a younger brother, Prince Carl Philip, her place as heir formally went
into effect in

1980 with the parliamentary change to the Act of Succession that introduced absolute
primogeniture.

When Victoria ascends to the throne, she will be Sweden's fourth queen regnant
(after Margaret,

Christina and Ulrika Eleonora) and the first since 1720.

Princess Estelle of Sweden

LINDA BROSTRÖM / COURTESY ROYAL COURT

Princess Victoria's daughter is second in the line of succession to the Swedish
throne. Like her

mother, Princess Estelle would have been displaced by her younger brother, Prince

Oscar, before the
the absolute primogeniture law went into effect.

Princess Leonor of Spain

SPANISH ROYAL HOUSE

Princess Leonor is the eldest child of Spain's King Felipe VI and Queen Letizia. When she ascends to the throne, she will be the first queen regnant since Isabella II (1833 to 1868). Like the U.K.'s Queen Elizabeth, Leonor has a younger sister, Infanta Sofia.

Princess Ingrid Alexandra of Norway

JULIA NAGLESTAD, THE ROYAL COURT

Princess Ingrid Alexandra is set to take the throne following the reign of her father, Crown Prince Haakon. Her mother, Crown Princess Mette-Marit, has an elder son named Marius Borg Høiby from a previous relationship who is not part of the monarchy's line of succession.

Princess Elisabeth of Belgium

OLIVIER MATTHYS/GETTY

Princess Elisabeth became heir apparent to the Belgian throne in 2013 following the abdication of her grandfather, King Albert II. She is the eldest child of King Philippe and Queen Mathilde. If Elisabeth ascends to the throne as expected, she will become Belgium's first queen regnant. A new act of succession which introduced absolute primogeniture in Belgium was put into effect 10 years before her birth in 1991.

Princess Catharina-Amalia

RVD – MARTIJN BEEKMAN

King Willem-Alexander and Queen Maxima of the Netherlands have three daughters, the eldest being Princess Catharina-Amalia. She became the heir apparent following the 2013 abdication of her grandmother Queen Beatrix.

Retrieved from:

<https://people.com/royals/future-queens-of-europe-meet-all-the-female-heirs-set-to-take-the->

throne/?slide=e2ae69b9-9d34-4bf3-ade2-b424c85c1ef1#e2ae69b9-9d34-4bf3-ade2-b424c85c1ef1

Future Queens of Europe.

In this text you will know the next generation of women ruling Europe.

Write Your Complete Name beginning by your surname. *

Tu respuesta

Which is a country, with no women in the line of succession to the throne in the next three generations? *

- 1 punto
- Sweden
 - United Kingdom
 - Greece
 - Spain

What is the name of the Spanish heir to the crown? *

1 punto

Tu respuesta

How old is Princess Elizabeth of Belgium? *

- 1 punto
- Elegir

Which Princess does have two children? *

- 1 punto
- Estelle
 - Victoria
 - Ingrid
 - Catharina Amalia

Where does Princess Catharina Amalia live? *

- 1 punto
- Belgium
 - Argentina
 - The Netherlands
 - Sweden

Who has a half-brother? *

- 1 punto
- Elizabeth
 - Leonor

Ingrid
Estelle

Who is the only child of the king Haakon? *

1 punto

Tu respuesta

What is princess Leonor's nationality? *

1 punto

Dutch
German
Spanish
Italian

What is Princess Elizabeth's nationality? *

1 punto

European
Danish
French
Belgian

What is Princess Catharina Amalia's nationality? *

1 punto

Tu respuesta

Annex 10.

Activity 10

Aguilar, G. (2018) Grammar for English IV, Unit 1

Possessive determiners (adjectives) and possessive pronouns.

According to Celce-Murcia, M & Larsen-Freeman, D. 1999 "The possessive pronoun forms

are also part of the personal reference system in English. They perform two syntactic functions: a possessive form can serve as a possessive determiner before a noun, or it can replace an entire possessive noun phrase. (In the former case, it is called a possessive adjective in traditional grammars).

Possessive adjectives Possessive Pronouns

Examples with possessive adjectives Examples with possessive pronouns

Some more examples

My blouse is blue, yours is green.

His name is Joe and hers is Jill.

Its house is very small, ours is very big.

Your classroom is clean but theirs is dirty.

Possessive adjectives are used:

- to show something belongs to somebody.

- for relations and friends.

- for parts of the body.

They are:

My

Your

His

Her

It

Our

Your

Their

Possessive pronouns are used:

- instead of a noun phrase

- after of

They are:

Mine

Yours

His

Hers

Ours

Yours

Theirs

My uncle is very intelligent.

What's your name?

That's his house.

Her book is on the desk.

The cat broke its leg?

This is our classroom.

Ann and Joe, where are your parents?

This is their car.

This bike is mine.

That one is yours.

These books are his.
Those ones are hers.
Where are ours?
What about yours?
This is your car, but where is theirs?

For more information go to:

<https://learnenglish.britishcouncil.org/en/english-grammar/possessives-adjectives>

<https://learnenglish.britishcouncil.org/en/english-grammar/possessives-pronouns>

Possessives: nouns ('s)

Use and grammar Examples

Singular nouns with 's are used to show possession as in the following examples:

This is Susan's car.
My brother's laptop is new.
That's my friend's house.
Is this your book? No, it's Karen's

Plural nouns not ending in s add 's to show possession. Look at the examples:

Women's shoes are very expensive.
Children's party is next week.

Nouns ending in s add only an apostrophe (') to show possession. Look at the examples:

The Smiths' house is very big.
My brothers' laptops are different.
Charles' sister is here.

For more information about possessive-nouns (genitives) go to:

<https://learnenglish.britishcouncil.org/es/english-grammar/possessives-nouns>

Annex 11.

Activity 11

Princess Leonor of Spain Wears Face Mask and Gets Temperature Check as She Returns to High School

The princess started the 10th grade on Wednesday, following a six-month hiatus due to the coronavirus pandemic

By Phil Boucher

September 09, 2020 02:19 PM

Princess Leonor SPLASH

Princess Leonor of Spain is back in class!

The heir to the Spanish throne – who turns 15 on Oct. 31 – walked through the open gates of the

Santa María de los Rosales School in Madrid on Wednesday to start the 10th grade, following

months of being forced to skip class due to the coronavirus pandemic.

She was ready for the day in a navy blue sweater, grey skirt and elegantly braided hair. Leonor

stuck to the exact rules as all Spanish children over the age of six and wore a face mask throughout, before having her temperature taken by a school official.

Dad, King Felipe IV, 52, and little sister Princess Sofia, 13, — who starts the 9th grade on Friday

— also followed the school's strict COVID rules and didn't step out of their car, reports El Pais.

Leonor's mother Queen Letizia, 47, decided to not make the journey for the exact same reason.

Princess Leonor SPLASH

Although she's just started out as a sophomore, Leonor — nicknamed Spain's "Disney Princess"

for her flowing blonde locks — will soon have to choose between specializing in Arts, Humanities, Social Sciences or Natural Sciences for her junior year.

Many Spanish students are also confirmed into the Catholic faith during their sophomore year,

although it's not known if Leonor will do this because of the combination of COVID and her

position as heir to the House of Bourbon, reports El Pais.

Leonor's return to class comes at an important time for Spain. The country recently became the

first in Western Europe to record more than 500,000 COVID cases and a second surge in

infections is occurring at the same time as millions of schools open their doors for the first time in

six months.

Figures from the Spanish health ministry released Monday show the country has recorded 49,716

new cases and 237 deaths in the past week alone, with the region around Madrid the most affected

of all.

King Felipe, Queen Letizia, Princess Leonor and Princess Sofia CARLOS R. ALVAREZ/WIREIMAGE

In March, the virus also hit very close to Leonor's own home, with parents King

Felipe and Queen

Letizia being tested for COVID after meeting a politician who later tested positive. The results

proved to be negative.

Tragically, King Felipe's cousin, Maria Teresa de Borbon-Parma, tested positive for the virus

earlier this year. The 86-year-old, who was dubbed the "Red Princess" because of her outspoken

political views, became the first royal to die of COVID on March 28.

"On this afternoon... our sister Maria Teresa de Borbon Parma and Borbon Busset, victim of the

coronavirus COVID-19, died in Paris at the age of eighty-six," confirmed her brother Prince Sixto

Enrique de Borbon, the Duke of Aranjuez, on Facebook.

Leonor isn't the only royal student to return to school this week. Five-year-old twins Princess

Gabriella and Prince Jacques of Monaco coordinated in white tops and navy bottoms. The

siblings' dad, Prince Albert, recovered from coronavirus after a positive diagnosis earlier this

year.

Prince Jacques and Princess Gabriella of Monaco ERIC MATHON / PALAIS PRINCIER

Princess Eleonore CHRISTOPHE LICOPPE / PHOTONEWS VIA GETTY

Princess Eleonore of Belgium, 12, also returned to her school in Brussels. She was accompanied

by her parents as the trio sported masks.

Retrieved from:

<https://people.com/royals/princess-leonora-of-spain-returns-to-school/>

Princesses go to school

Practice about family and personal information.

***Obligatorio**

Write Your Complete Name beginning by your surname. *

Tu respuesta

Who is Princess Leonor?

1 punto

Prince Alberto's daughter
King Philip VI's daughter
The princess of Belgium
Your sister

How old is Leonor?

1 punto
She's 42
She's 12
She's 15
She's 17

Which countries that have a monarchy are mentioned in the article? *

3 puntos
Spain
Belgium.
Monaco.
France.
England.

What is the nationality of Princess Eleonore? She's ...

1 punto

Tu respuesta

Where does Leonor go to school? *

1 punto
Santa María de los Rosales School in Brussels
Santa María de los Rosales School in Madrid.
Santa María de los Rosales School in Aranjuez.

Which are the options between Leonor has to choose for specializing in her studies? *

4 puntos
Sports
Arts
Social Sciences
Humanities
Natural Sciences
Mathematics
Literature

Where is a description of Leonor and her family? *

1 punto
It's at the beginning of the text.
It's at the end of the text.
They are not described.

Annex 12.

Activity 12

<https://youtu.be/F0VlqLe4tpl>