

Instrumento para facilitar el proceso de enseñanza-  
aprendizaje de la asignatura

**GUÍA GENERAL DE ESTUDIO  
DE LA ASIGNATURA  
20250010**

**INGLÉS A1**

Octubre - 2025

LCDA. ANA CAROLINA ROMERO ALAVA, M.Ed



## GUÍA GENERAL DE ESTUDIO DE LA ASIGNATURA – INGLÉS A1

INSTITUTO SUPERIOR TECNOLÓGICO TENA

Centro de Idiomas

ISTT CI Primera Edición – Tena, octubre 2025

SIN ISBN

Instituto Superior  
Tecnológico Tena Km. 1  
1/2 Vía Tena - Archidona  
Tena, Ecuador

Este texto ha sido sometido a un proceso de evaluación por pares internos. El contenido se puede citar y reproducir, siempre que se reconozca los créditos correspondientes, refiriendo.

### AUTOR - REDACCIÓN Y FORMULACIÓN DE CONTENIDOS

Lcda. Ana Carolina Romero Alava, M.Ed.  
Profesor del Instituto Superior Tecnológico Tena

### REVISIÓN DE PARES

Mg. Alvaro Santiago Toalombo Díaz  
Mg. Henry Fabian Chango Chango  
Mg. Martha Janina Duarte Mora  
Mg. Danilo Alexander Zamora Núñez  
Lcda. María Angélica Campoverde Encalada

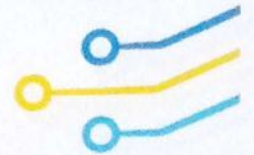
Comisión de revisión técnica de guías general de estudio del Instituto Superior Tecnológico Tena

### APROBACIÓN

Mg. Danilo Alexander Zamora Núñez  
Coordinador de Investigación, Desarrollo Tecnológico e Innovación

Impreso y hecho en Ecuador.





## INDICE

<b>1. DATOS GENERALES DE LA ASIGNATURA.....</b>	<b>6</b>
<b>2. PRERREQUISITOS Y CORREQUISITOS.....</b>	<b>6</b>
<b>3. DESCRIPCIÓN DE LA ASIGNATURA.....</b>	<b>6</b>
<b>4. OBJETIVO GENERAL.....</b>	<b>6</b>
<b>5. EJE TRANSVERSAL.....</b>	<b>6</b>
<b>6. CONTRIBUCIÓN DE LOS RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA AL PERFIL DE EGRESO DE LA CARRERA .....</b>	<b>6</b>
<b>7. CONTENIDOS DE LA ASIGNATURA (descripción mínima de contenidos de la asignatura) .....</b>	<b>7</b>
<b>8. ESTRATEGIAS METODOLÓGICAS Y RECURSOS DIDÁCTICOS.....</b>	<b>8</b>
<b>9. EVALUACIÓN DEL ESTUDIANTE POR RESULTADOS DE APRENDIZAJE .....</b>	<b>8</b>
<b>10. BIBLIOGRAFÍA.....</b>	<b>9</b>
<b>DESCRIPCIÓN DE COMPETENCIAS DE LA GUÍA DE INGLÉS A1.....</b>	<b>10</b>
<b>COMPETENCIAS ESPECÍFICAS:.....</b>	<b>10</b>
Unit 1: MY FAMILY AND I.....	10
Unit 2: MY NEIGHBORHOOD .....	10
Unit 3: DAILY ROUTINES.....	11
Unit 4: LIKES AND DISLIKES .....	11
Unit 5: LET'S GET SOME FOOD .....	11
Unit 6: I WAS THERE.....	11
<b>UNIT 1: MY FAMILY AND I.....</b>	<b>12</b>
Explanation - Introduction (Numbers, Colors, Alphabet, Introduce Yourself.....	14
Explanation - Personal pronouns and verb to be (affirmative, negative, question) .....	17
Explanation - Possessive Adjectives .....	18
Explanation - Verb to have.....	19
Explanation – Family members.....	20
<b>UNIT 2 – MY NEIGHBORHOOD .....</b>	<b>21</b>
Explanation - Nouns and adjective .....	23
★ Exercises – Nouns and Adjectives .....	23
Explanation – Prepositions of Place.....	24
★ Exercises – Prepositions of Place.....	24
Explanation – There is / There are.....	25
★ Exercises – There is / There are .....	26





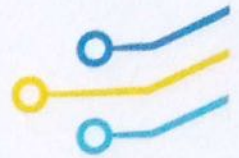
GUÍA GENERAL DE ESTUDIO DE LA ASIGNATURA

1. DATOS GENERALES DE LA ASIGNATURA					
Carrera	Centro de Idiomas		Nombre asignatura		Inglés A1
Modalidad	Presencial / Híbrida		Campo de Formación		Comunicación y Lenguajes
Jornada	Matutina / Vespertina / Nocturna		Unidad de Organización Curricular		Básic
Período académico	Primero / Segundo		Código de la asignatura		CIA1
Distribución de horas en las actividades de aprendizaje			N° Total de horas de la asignatura		128
N° de horas Docencia	88	N° de horas Aprendizaje Práctico Experimental		N° de horas Autónomo	0
		En contacto con docente	40		
2. PRERREQUISITOS Y CORREQUISITOS					
Prerrequisitos de la asignatura			Correquisitos de la asignatura		
Asignatura		Código	Asignatura		Código
3. DESCRIPCIÓN DE LA ASIGNATURA					
La asignatura de inglés nivel A1, según el Marco Común Europeo de Referencia para las Lenguas (MCERL), permite adquirir habilidades lingüísticas básicas para comprender y utilizar expresiones cotidianas y frases muy sencillas destinadas a satisfacer necesidades de tipo inmediato. Las principales habilidades que se desarrollan en este nivel se detallan a continuación.					
4. OBJETIVO GENERAL					
Adquirir habilidades lingüísticas básicas para comprender y utilizar expresiones cotidianas y frases muy sencillas destinadas a satisfacer necesidades de tipo inmediato del nivel A1, según el Marco Común Europeo de Referencia para las Lenguas (MCERL)					
5. EJE TRANSVERSAL					
Eje Transversal	Temáticas	Descripción			
Formación ciudadana integ	Valores y habilidades blandas	Desarrollo de valores humanos universales, el cumplimiento de las obligaciones ciudadanas, la toma de conciencia de los derechos, el desarrollo de la identidad y el respeto, el aprendizaje de la convivencia dentro de una sociedad intercultural y plurinacional, la tolerancia hacia las ideas y costumbres de los demás y el respeto a las decisiones de la mayoría.			
	Conciencia ambiental	Incentivar el mejoramiento y protección del ambiente para promover el desarrollo sustentable nacional en armonía con los derechos de la naturaleza constitucionalmente reconocidos, y se conviertan en agentes de cambio que contribuyan a la construcción de sociedades más sostenibles.			
6. CONTRIBUCIÓN DE LOS RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA AL PERFIL DE EGRESO DE LA CARRERA					
Resultados de aprendizaje de la asignatura		Resultados de aprendizaje del perfil de egreso la carrera			Contribución (alta – media – baja)
Demostrar competencia comunicativa a través de situaciones de interés académico, social y/o cultural utilizando elementos estratégicos, discursivos, sociolingüísticos y gramaticales.		Aplica los conceptos éticos, legales, económicos y financieros para la realización de su trabajo profesional.			Media



Conocer los aspectos lingüísticos del inglés, reconocer la naturaleza cambiante del idioma y satisfacer las inquietudes dadas en este proceso a través de su propio aprendizaje.	Aplica técnicas inferenciales e interpreta resultados de problemas planteados.	Media
Mantener relaciones de intercambio y colaboración haciendo uso del idioma inglés en situaciones temáticas y contextos diversos.	Comunica de manera asertiva, coopera activamente en la resolución de conflictos con sus pares profesionales	Media
<b>7. CONTENIDOS DE LA ASIGNATURA (descripción mínima de contenidos de la asignatura)</b>		
<b>Unidad 1: My family and I</b>		
<ul style="list-style-type: none"> <li>1.1. Introduction (numbers, colors, alphabet, introduce yourself)</li> <li>1.2. Personal pronouns and verb to be (affirmative, negative, question)</li> <li>1.3. Possessive adjectives</li> <li>1.4. The verb to have</li> <li>1.5. Members of family</li> </ul>		
<b>Unidad 2: My neighborhood</b>		
<ul style="list-style-type: none"> <li>2.1 Nouns and adjectives</li> <li>2.2 Prepositions of place</li> <li>2.3 There is / there are</li> <li>2.4 Imperative (affirmative and negative)</li> <li>2.5 Countries and nationalities.</li> </ul>		
<b>Unidad 3: Daily routines</b>		
<ul style="list-style-type: none"> <li>3.1. What time is it?</li> <li>3.2. Prepositions of time</li> <li>3.3. Present simple (affirmative, negative, questions and short answers)</li> <li>3.4. Adverbs of frequency</li> <li>3.5. Days of the week and months of the year.</li> </ul>		
<b>Unidad 4: Likes and dislikes</b>		
<ul style="list-style-type: none"> <li>4.1. Actions verbs</li> <li>4.2. Stative verbs</li> <li>4.3. Present Continuous (affirmative, negative, questions and short answers)</li> <li>4.4. Modal verb can / can't</li> <li>4.5. Household chores</li> </ul>		
<b>Unidad 5: Let's get some food</b>		
<ul style="list-style-type: none"> <li>5.1 Countable and uncountable nouns.</li> <li>5.2 How much / How many</li> <li>5.4 Quantifiers</li> <li>5.4 Want to ...</li> <li>5.5 Food and drinks</li> </ul>		
<b>Unidad 6: I was there</b>		
<ul style="list-style-type: none"> <li>6.1 Past simple of the verb to be</li> <li>6.2 Past simple of regular and irregular verbs</li> <li>6.4 Past simple (affirmative, negative, questions, short answers)</li> <li>6.4 There was – there were</li> <li>6.5 Time expressions</li> </ul>		

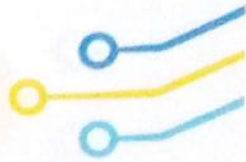




8. ESTRATEGIAS METODOLÓGICAS Y RECURSOS DIDÁCTICOS					
ESTRATEGIAS METODOLÓGICAS	HABILIDADES BLANDAS			FINALIDAD	
Activas para la enseñanza y aprendizaje	<b>Valores vinculados a la autonomía del sujeto:</b> confianza, crítica y autocrítica, honestidad, integridad			<ul style="list-style-type: none"> <li>Generar confianza/ Promover el pensamiento crítico.</li> <li>Permite a los estudiantes cumplir un rol activo dentro de su formación.</li> <li>Construye una sociedad participante.</li> </ul>	
Aprendizaje y trabajo cooperativo	<b>Valores elementales de convivencia y civilidad:</b> crítica y autocrítica, tolerancia, empatía, respeto, justicia, lealtad, paciencia			<ul style="list-style-type: none"> <li>Promover un ambiente de colaboración/trabajo en equipo/ Saber escuchar/Promover el pensamiento crítico/ fomentar el liderazgo/ adaptabilidad.</li> <li>Mantener una comunicación abierta con el equipo/ tolerancia a los errores, aceptar y aprender de las críticas.</li> <li>Fomentar el sentido de pertenencia</li> </ul>	
Aprendizaje individual	<b>Valores vinculados a la autonomía del sujeto:</b> responsabilidad, honestidad, integridad, efectividad, autonomía			<ul style="list-style-type: none"> <li>Facilitar la asimilación del contenido por parte del estudiante/ Plantear preguntas para promover la comunicación efectiva /Promover el pensamiento crítico</li> <li>Lectura comprensiva para fijar contenidos/ Promover el pensamiento crítico</li> </ul>	
RECURSOS DIDÁCTICOS					
MATERIALES CONVENCIONALES	<i>Material impreso: guía didáctica, libros, fotocopias, documentos, etc.</i>				
	<i>Tableros didácticos: pizarra</i>				
MATERIALES AUDIOVISUALES	<i>Imágenes fijas proyectables (fotos): diapositivas y fotografías.</i>				
	<i>Materiales audiovisuales (vídeo): películas y videos</i>				
NUEVAS TECNOLOGÍAS	<i>Programas informáticos: procesador de palabras, hojas de cálculo, presentaciones</i>				
	<i>Educativos: videojuegos, actividades de aprendizaje, presentaciones, multimedia.</i>				
<i>Servicios telemáticos: páginas web, plataforma EVA, correo electrónico, chats</i>					
9. EVALUACIÓN DEL ESTUDIANTE POR RESULTADOS DE APRENDIZAJE					
PARCIAL	COMPONENTES DE EVALUACIÓN				TOTAL
	EVALUACIÓN FORMATIVA			EVALUACIÓN SUMATIVA	
	Actividades en el aula de clase	Actividades de refuerzo académico	Actividades prácticas y experimentales	Evaluación	
PRIMER PARCIAL	2.0	3.0	3.0	2.0	10
SEGUNDO PARCIAL	2.0	3.0	3.0	2.0	10
<b>PROMEDIO FINAL</b>					10
<b>NOTA DE RECUPERACIÓN</b>					*
<b>CALIFICACIÓN FINAL</b>					10
CONSIDERACIONES ESPECIALES					
Asistencia	<ul style="list-style-type: none"> <li>Es responsabilidad de los docentes del ISTT constatar la asistencia de los estudiantes y registrarla en el SIGA.</li> <li>Los estudiantes deben cumplir con un porcentaje mínimo del 70% de asistencia, para la aprobación respectiva de la asignatura, curso o su equivalente, como complemento a las calificaciones obtenidas en el periodo académico.</li> <li>Los estudiantes que tengan un porcentaje mayor al 30% de inasistencias, reprobarán automáticamente la asignatura, curso o su equivalente.</li> <li>Es responsabilidad del estudiante asistir a todas las evaluaciones y actividades académicas de las cuales se derive una evaluación; de no hacerlo, se consignará la nota de cero (0,00).</li> </ul>				



<b>Escala Valorativa</b>	<ul style="list-style-type: none"> <li>La escala de valoración del ISTT comprende el rango de cero (0) a diez (10) puntos.</li> <li>Todas las actividades de evaluación de los aprendizajes serán calificadas sobre diez (10) puntos; y, los cómputos de las notas finales de cada parcial, previo al registro en la plataforma del Sistema Integrado de Gestión Académica (SIGA), se calcularán respetando la ponderación descrita, tanto para evaluaciones formativas y sumativas.</li> <li>El puntaje máximo de aprobación de cada asignatura, curso o su equivalente será sobre 10 puntos.</li> <li>El puntaje mínimo de aprobación de una asignatura, curso o su equivalente será de siete (7,00) puntos.</li> <li>Si un estudiante obtiene un puntaje final de la asignatura, curso o su equivalente inferior a tres (3,00) puntos, como resultado del promedio de los dos parciales, reprobará de forma automática la asignatura, curso o su equivalente, sin tener la posibilidad de estar habilitado a la actividad evaluativa de recuperación.</li> </ul>		
<b>Recuperación Final</b>	<ul style="list-style-type: none"> <li>El ISTT considera una actividad evaluativa de recuperación de fin de curso para los estudiantes que no alcancen el puntaje mínimo de aprobación de las asignaturas, curso o sus equivalentes.</li> <li>Los estudiantes que poseen en la asignatura, curso o su equivalente un promedio final en el rango de 3,01 a 6,99 sobre diez (10) puntos, como resultado del promedio de los dos parciales de una asignatura, curso o su equivalente, estarán habilitados para rendir una actividad evaluativa de recuperación.</li> <li>El ISTT considera actividades tutoriales de acompañamiento y refuerzo académico previo a la actividad evaluativa de recuperación.</li> <li>Las actividades evaluativas de recuperación se calificarán sobre un máximo de 10 puntos.</li> <li>Las actividades evaluativas de recuperación únicamente se considerarán al obtener una nota mínima de siete puntos sobre diez (7/10), caso contrario, no será considerado y reprobará automáticamente la asignatura, curso o su equivalente.</li> <li>La ponderación válida del puntaje para la recuperación será del 50% de la nota obtenida.</li> </ul> <p><b>La nota final de una asignatura, curso o su equivalente en la cual el estudiante ha rendido una actividad evaluativa de recuperación se obtiene de la siguiente manera:</b></p> <ul style="list-style-type: none"> <li>El promedio obtenido como resultado de los dos parciales, se suma a la nota de la evaluación de recuperación, ponderada por el 50% de lo obtenido en la actividad evaluativa de recuperación.</li> <li>La nota final de una asignatura, curso o su equivalente obtenido, una vez rendida la actividad evaluativa de recuperación, no permite las aproximaciones al inmediato superior en caso de que ésta tenga decimales.</li> <li>Los estudiantes que reprobaban una asignatura, curso o su equivalente por inasistencia, retiro o deserción, no estarán habilitados para rendir la actividad evaluativa de recuperación.</li> <li>Los estudiantes que cursan una asignatura, curso o su equivalente con tercera matrícula no estarán habilitados para rendir la actividad evaluativa de recuperación, y la nota final se obtendrá del promedio de las calificaciones obtenidas del primero y segundo parcial.</li> </ul>		
<b>10. BIBLIOGRAFÍA:</b>			
<b>Bibliografía Básica de la Asignatura:</b>			
	<b>Físico</b>	<b>Digital</b>	
Intriago, Y. (2020). <i>Didactic guide level A1.2</i> (primera edición). Editorial S/N. Ecuador. <b>ISBN: S/N. Número de inventario en biblioteca: ISTT-CI-0143</b>	X		
Solórzano, G. (2020). <i>Didactic guide level A1.1</i> (primera edición). Editorial S/N. Ecuador. <b>ISBN: S/N. Número de inventario en biblioteca: ISTT-CI-0138</b>	X		
<b>Bibliografía de consulta de la Asignatura:</b>		<b>Físico</b>	<b>Digital</b>
Koc, S. y Koc, O. (2019). <i>Boost english coursebook 1</i> (primera edición). EnglishCentral. Panama. <b>ISBN: 978-605-46664-97-9. Número de inventario en biblioteca: ISTT-CI-0002</b>	X		
Link, W. (2010). <i>Champ Listener 1</i> (segunda edición). Clue & Key. Korea. <b>ISBN: 978-89-6210-236-9. Número de inventario en biblioteca: ISTT-CI-0040</b>	X		



## DESCRIPCIÓN DE COMPETENCIAS DE LA GUÍA DE INGLÉS A1

Se presentan las competencias que se desarrollan en la asignatura de inglés A2, orientadas a mejorar la comunicación oral y escrita, así como la comprensión auditiva y lectora. A través de los temas de números, colores, alfabeto, pronombres, verbos, adjetivos posesivos, sustantivos, preposiciones, imperativos, rutinas, presente simple y continuo, verbos modales, alimentos, cuantificadores y pasado simple, los estudiantes podrán hablar sobre sí mismos, su familia, su entorno, gustos, preferencias y experiencias pasadas. La guía busca integrar el aprendizaje del idioma con el desarrollo de competencias comunicativas y funcionales en situaciones cotidianas.

### COMPETENCIAS ESPECÍFICAS:

#### Unit 1: MY FAMILY AND I

- Comprender y usar vocabulario y expresiones básicas: Lograr que los estudiantes reconozcan números, colores, el alfabeto y palabras comunes, y puedan presentarse a sí mismos de manera sencilla.
- Utilizar estructuras gramaticales básicas para comunicarse: Que los estudiantes construyan oraciones cortas con pronombres personales, el verbo to be, verb to have y adjetivos posesivos, y puedan hablar sobre sí mismos, sus pertenencias y su familia.

#### Unit 2: MY NEIGHBORHOOD

- Identificar y usar sustantivos, adjetivos y preposiciones de lugar: Lograr que los estudiantes describan personas, objetos y lugares, indicando características y posición de manera sencilla.
- Aplicar estructuras gramaticales y expresiones para comunicarse: Que los estudiantes construyan oraciones usando there is / there are, imperativos afirmativos y negativos, y hablen sobre países y nacionalidades, pudiendo expresar información básica sobre el entorno y las personas.





### Unit 3: DAILY ROUTINES

- Comprender y usar expresiones de tiempo: Lograr que los estudiantes puedan decir la hora, usar preposiciones de tiempo, nombrar días de la semana y meses del año, situando eventos y actividades en el tiempo de manera sencilla.
- Aplicar el presente simple y adverbios de frecuencia: Que los estudiantes construyan oraciones afirmativas, negativas y preguntas cortas sobre rutinas diarias, usando adverbios de frecuencia para indicar hábitos.

### Unit 4: LIKES AND DISLIKES

- Identificar y usar verbos de acción y verbos de estado: Lograr que los estudiantes reconozcan y diferencien acciones físicas y estados, aplicándolos en oraciones simples.
- Aplicar estructuras del presente continuo y el verbo modal *can/can't*: Que los estudiantes construyan oraciones afirmativas, negativas y preguntas sobre acciones en curso y habilidades propias o de otros, y hablen sobre las tareas domésticas de manera clara y sencilla.

### Unit 5: LET'S GET SOME FOOD

- Identificar y usar sustantivos contables e incontables y cuantificadores: Lograr que los estudiantes reconozcan y diferencien objetos que se pueden contar de los que no, usando expresiones como *how much / how many* y cuantificadores correctamente.
- Expresar preferencias y pedir alimentos y bebidas: Que los estudiantes construyan oraciones usando *want to...* para indicar deseos y preferencias, y puedan hablar sobre comida y bebida en situaciones cotidianas.

### Unit 6: I WAS THERE

- Usar el pasado simple de verbos regulares e irregulares y del verbo *to be*: Lograr que los estudiantes construyan oraciones afirmativas, negativas y preguntas sobre hechos y experiencias pasadas.
- Aplicar *there was / there were* y expresiones de tiempo: Que los estudiantes describan situaciones, lugares y eventos en el pasado, situando correctamente las acciones en el tiempo mediante expresiones como *yesterday, last week, last year*.





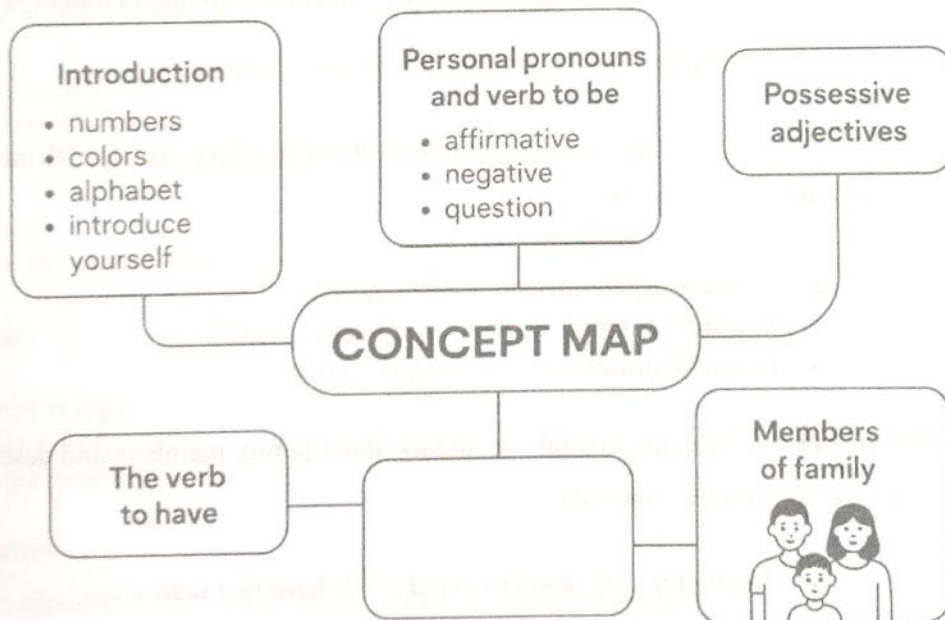
## UNIT 1: MY FAMILY AND I

- Introduction (numbers, colors, alphabet, introduce yourself)
- Personal pronouns and verb to be (affirmative, negative, question)
- Possessive adjectives
- The verb to have
- Members of family

### LEARNING OUTCOME

To maintain relationships of exchange and collaboration by using the English language in thematic situations and diverse contexts.

### LEARNING CHART





## ★ SYNTHESIS

In this unit, students explore fundamental components of English, focusing on basic vocabulary, personal information, family, and essential grammatical structures. The unit aims to develop students' ability to communicate simple ideas about themselves and their environment.

### 1. **Introduction (numbers, colors, alphabet, introduce yourself):**

This topic helps students learn essential vocabulary for daily communication and to present themselves.

➤ **Example:** "My name is Ana. I am 20 years old."

### 2. **Personal pronouns and verb to be (affirmative, negative, question):** Students learn to use pronouns and the verb *to be* to describe themselves and others, forming affirmative and negative sentences, as well as questions.

➤ **Example affirmative:** "I am a student."

➤ **Example negative:** "She is not my sister."

➤ **Example question:** "Are you from Ecuador?"

### 3. **Possessive Adjectives:** This topic introduces adjectives to indicate ownership (my, your, his, her, our, their) and helps students describe relationships and belongings.

➤ **Example:** "This is my book." / "Her name is Maria."

### 4. **The verb to have:** Students learn to express possession using *have / has* in affirmative, negative, and interrogative forms.

➤ **Example affirmative:** "I have a brother."

➤ **Example negative:** "He does not have a car."

➤ **Example question:** "Do you have a pet?"

### 5. **Members of family:** Students expand vocabulary about family members and describe relationships using simple sentences.

➤ **Example:** "My mother is kind." / "I have two sisters."

This unit provides us with essential grammatical tools to construct clear and effective sentences, enabling us to discuss habits, actions in progress, and express ownership accurately.



## Explanation - Introduction (Numbers, Colors, Alphabet, Introduce Yourself)

The **introduction** in English helps you start communicating basic information about yourself and the world around you. You learn **numbers** to count and talk about age, quantity, or time, **colors** to describe objects, the **alphabet** to spell words and names correctly, and how to **introduce yourself**, giving personal information such as your name, age, nationality, and hobbies. Combining these skills allows you to start simple conversations, express basic ideas, and understand others in everyday situations.

Topic	Explanation	Examples
Numbers	Used to count, say age, phone numbers, or quantities.	I am <b>20</b> years old. There are <b>five</b> books. My phone number is <b>123456789</b> .
Colors	Used to describe objects, clothes, and nature.	My shirt is <b>blue</b> . The car is <b>red</b> . I like the <b>green</b> tree.
Alphabet	Letters used to spell words, names, and places correctly.	My name is Ana. I spell it: <b>A - N - A</b> . "Cat" is spelled: <b>C - A - T</b> .
Introduce Yourself	Gives basic personal information: name, age, nationality, hobbies.	Hello, my name is <b>Carlos</b> . I am from <b>Ecuador</b> . I am <b>21</b> years old. I like <b>reading and music</b> .

## Introduction (Numbers, Colors, Alphabet, Introduce Yourself)

### 1. Numbers

Numbers are used to count, say your age, phone number, or talk about quantities.

#### Examples:

- I am **20** years old.
- There are **five** books on the table.
- My phone number is **123456789**.

### 2. Colors

Colors are used to describe objects, clothes, or nature.

#### Examples:

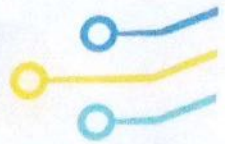
- My shirt is **blue**.
- The car is **red**.
- I like the **green** tree.

### 3. Alphabet

The alphabet is used to spell words, names, or places correctly.

#### Examples:

- My name is Ana. I spell it: **A - N - A**.
- The word "cat" is spelled: **C - A - T**.



#### 4. Introduce Yourself

You introduce yourself to give basic personal information like name, age, nationality, or hobbies.

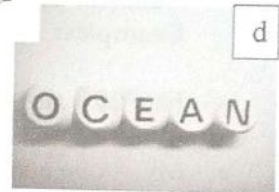
##### Examples:

- Hello, my name is **Carlos**.
- I am from **Ecuador**.
- I am **21 years old**.
- I like **reading and listening to music**.

#### ★ Exercises - Introduction

1. Match the sentences 1 – 6 with the pictures a – f.

- Excuse me, what does this word mean?
- I'm sorry, I don't understand.
- How do you say "gracias" in English?
- Can you repeat that, please?
- How do you spell that?
- Sorry I'm late.



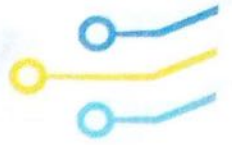
#### INTRODUCE YOURSELF

2. Introduce yourself to five of your partners. Ask the questions and write the answer.

What's your name?

How do you spell that?

Are you in Software Major?



**Learn basic numbers and colors.**

◆ Write the numbers in words:

50 – \_\_\_\_\_

18 – \_\_\_\_\_

45 – \_\_\_\_\_

39 – \_\_\_\_\_

25 – \_\_\_\_\_

56 – \_\_\_\_\_

42 – \_\_\_\_\_

98 – \_\_\_\_\_

83 – \_\_\_\_\_

100 – \_\_\_\_\_

**Draw and color the objects according to the instructions:**

The apple is red.

The sky is blue.

The sun is yellow.





## Explanation - Personal pronouns and verb to be (affirmative, negative, question)

Personal pronouns are words we use to refer to people or things without repeating their names, such as I, you, he, she, it, we, they. The verb to be means “am/is/are” and changes according to the pronoun: I → am, he/she/it → is, you/we/they → are. It is used in the affirmative to say how someone is or what someone is like (She is happy), in the negative to say the opposite (They are not tired), and in questions to ask about someone or something (Are you ready?). Learning to combine pronouns with the correct form of to be allows you to express identity, states, characteristics, and locations in a simple and clear way.

Pronoun (Pronombre)	Verb to be (Affirmative)	Verb to be (Negative)	Verb to be (Question)	Example (Ejemplo)
I	I am	I am not	Am I ...?	I am a student. (Yo soy estudiante)
You	You are	You are not (You aren't)	Are you ...?	You are happy. (Tú estás feliz)
He	He is	He is not (He isn't)	Is he ...?	He is my brother. (Él es mi hermano)
She	She is	She is not (She isn't)	Is she ...?	She is a teacher. (Ella es profesora)
It	It is	It is not (It isn't)	Is it ...?	It is cold. (Está frío)
We	We are	We are not (We aren't)	Are we ...?	We are friends. (Nosotros somos amigos)
You (plural)	You are	You are not (You aren't)	Are you ...?	You are students. (Ustedes son estudiantes)
They	They are	They are not (They aren't)	Are they ...?	They are happy. (Ellos están felices)

### ★ Exercise - Personal pronouns and verb to be

Review subject pronouns and the verb \*to be\* in affirmative, negative, questions and answers.

**Affirmative:** They are students.

**Negative:** They are not students.

**Questions:** Are they students?

**Answer:** Yes, they are

**Answer:** No, they are not.

**Complete:**

She \_\_\_\_\_ happy.

She \_\_\_\_\_ happy.

\_\_\_\_\_ happy?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.



## Explanation - Possessive Adjectives

**Possessive Adjectives** is used to show ownership or a close relationship (possession).

- **Possessive Adjective:** Functions like an adjective; it **must** be placed immediately **before a noun** and describes whose the noun is.

### Structure of Possessive Adjectives

Category	Form	Structure	Example
Possessive Adjective	<i>my, your, his, her, its, our, their</i>	Always precedes a <b>Noun</b> ; acts as a determiner.	<b>My</b> car is fast. / Is this <b>your</b> book? / <b>Their</b> house is big.

### Uses of Possessive Adjectives

1. **Possessive Adjectives: To Modify a Noun:** Possessive adjectives function like typical adjectives; they must be followed by the noun they describe.<sup>1</sup> Their primary use is to show that the noun belongs to the subject.

- **Example:** *Our team won the championship.* (The adjective *our* modifies the noun *team*.)

*Special Note on Its:* The form *its* is used as a possessive adjective. *The dog chewed its bone.* The form *it's* is a contraction of *it is* or *it has* and is never used to show possession.

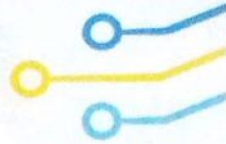
## ★ Exercises - Possessive Adjectives

**Possessive adjectives show ownership: my, your, his, her, its, our, their.**

Example: This is my book. That is her pen.

### ➤ Complete with the correct word:

1. This is \_\_\_\_\_ car. (I)
2. That is \_\_\_\_\_ house. (they)
3. \_\_\_\_\_ name is John. (he)
4. That is \_\_\_\_\_ boyfriend. (she)
5. This is \_\_\_\_\_ toy. (it)
6. That is \_\_\_\_\_ house. (you)
7. Those are \_\_\_\_\_ parents. (we)



## Explanation - Verb to have

The verb to have means “to possess” or “to own” in English. We use it to talk about possessions, relationships, characteristics, or experiences.

**In affirmative sentences, we combine it with the pronoun:**

I have a book.

**In negative sentences, we add not:**

She does not have a car. / She doesn't have a car.

**In questions, we use do/does depending on the pronoun:**

Do you have a pen?

Does he have a brother?

Pronoun	Affirmative	Negative	Question	Example
I	I <b>have</b>	I <b>do not have</b> (I <b>don't have</b> )	<b>Do I have ...?</b>	I have a dog.
You	You <b>have</b>	You <b>do not have</b> (You <b>don't have</b> )	<b>Do you have ...?</b>	You have a pencil.
He	He <b>has</b>	He <b>does not have</b> (He <b>doesn't have</b> )	<b>Does he have ...?</b>	He has a car.
She	She <b>has</b>	She <b>does not have</b> (She <b>doesn't have</b> )	<b>Does she have ...?</b>	She has a bag.
It	It <b>has</b>	It <b>does not have</b> (It <b>doesn't have</b> )	<b>Does it have ...?</b>	It has a tail.
We	We <b>have</b>	We <b>do not have</b> (We <b>don't have</b> )	<b>Do we have ...?</b>	We have a garden.
You (pl.)	You <b>have</b>	You <b>do not have</b> (You <b>don't have</b> )	<b>Do you have ...?</b>	You have books.
They	They <b>have</b>	They <b>do not have</b> (They <b>don't have</b> )	<b>Do they have ...?</b>	They have friends.

Note: For he, she, it, we use does, and for I, you, we, they, we use do.

## ★ Exercises - Verb to have

**A. Complete the sentences with the correct form of “have”:**

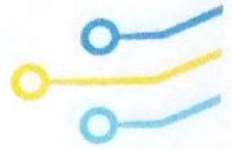
- I \_\_\_\_\_ a new notebook.
- She \_\_\_\_\_ a cat.
- We \_\_\_\_\_ two bicycles.
- He \_\_\_\_\_ a big house.
- They \_\_\_\_\_ a lot of homework.

**B. Make negative sentences:**

- I / a car → \_\_\_\_\_
- She / a pen → \_\_\_\_\_
- They / a dog → \_\_\_\_\_

**C. Make questions:**

- you / a brother → \_\_\_\_\_
- he / a bike → \_\_\_\_\_
- we / a computer → \_\_\_\_\_



## Explanation – Family members

Family members are the people in your family. We use special words to talk about parents, children, and other relatives.

Family Member	Definition	Example Sentence
Father / Dad	Your male parent	My father is a teacher.
Mother / Mom	Your female parent	My mother is kind.
Brother	A boy with the same parents	I have one brother.
Sister	A girl with the same parents	She has a sister.
Grandfather / Grandpa	Father of your father or mother	My grandfather is 70 years old.
Grandmother / Grandma	Mother of your father or mother	My grandmother cooks very well.
Uncle	Brother of your father or mother	My uncle lives in Canada.
Aunt	Sister of your father or mother	My aunt is very funny.
Cousin	Child of your uncle or aunt	I have three cousins.
Son	Your male child	My son is five years old.
Daughter	Your female child	My daughter is a student.

## ★ Exercises – Members of the Family

### A. Complete the sentences with the correct family member:

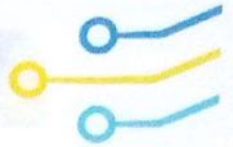
1. My \_\_\_\_\_ is my mother.
2. I have one \_\_\_\_\_ and two sisters.
3. My father's father is my \_\_\_\_\_.
4. My mother's brother is my \_\_\_\_\_.
5. I have two \_\_\_\_\_. (children)

### B. Make sentences using "have/has":

1. I / a brother → \_\_\_\_\_
2. She / a cousin → \_\_\_\_\_
3. They / two aunts → \_\_\_\_\_

### C. Make questions:

1. you / a sister → \_\_\_\_\_
2. he / a grandmother → \_\_\_\_\_
3. we / a son → \_\_\_\_\_



## UNIT 2 – MY NEIGHBORHOOD

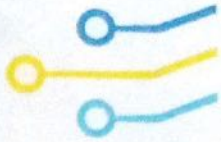
- Nouns and adjectives
- Prepositions of place
- There is / there are
- Imperative (affirmative and negative)
- Countries and nationalities

### LEARNING OUTCOME

Students will be able to describe places and people in their environment using basic vocabulary, spatial expressions, and simple sentence structures.

### LEARNING CHART

<b>Nouns and Adjectives</b> 
Learning the basic components of nouns and adjectives.
<b>Prepositions of place</b> 
Mastering prepositions of place and movement.
<b>There is / there are</b> 
Using "There is" and "There are" in affirmative sentences.
<b>Countries and nationalities</b> 
Learning vocabulary related to countries and nationalities



## ★ SYNTHESIS

In this unit, students explore key elements of basic English grammar and vocabulary, focusing on nouns, adjectives, prepositions, spatial description, commands, and nationalities. The purpose of the unit is to help students communicate simple ideas, describe people and places, give instructions, and identify where people come from.

### 1. Nouns and adjectives

This topic introduces students to the difference between nouns (people, places, things) and adjectives (words that describe nouns). Students learn to combine both to create clear and descriptive sentences.

### 2. Prepositions of place

Students learn common prepositions such as *in*, *on*, *under*, *behind*, *next to*, *between*, and *in front of* to describe the location of objects and people. These structures help students talk about their surroundings.

### 3. There is / There are

This topic teaches students how to describe the existence or presence of people, objects, and places. *There is* is used for singular nouns, while *there are* is used for plural nouns.

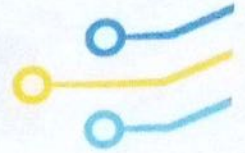
### 4. Imperative (affirmative and negative)

Students learn how to give direct instructions, commands, and warnings using the imperative form. They also practice affirmative and negative forms to express what someone should or should not do.

### 5. Countries and nationalities

This topic provides vocabulary related to countries and nationalities, allowing students to talk about where people are from and express cultural identity.

This unit reinforces essential grammatical and communicative skills that enable students to describe objects and places, give instructions, and identify origins with clarity and accuracy, building a solid foundation for everyday communication.



## Explanation - Nouns and adjective

**Nouns** are words that name **people, places, things, or ideas.**

- Examples: **dog, school, book, happiness**

**Adjectives** are words that **describe nouns.** They tell us **how something is** (color, size, shape, feelings, etc.).

- Examples: **big, small, red, happy**

### Word order in English:

- **Adjective + Noun** → The adjective comes **before** the noun.
- Example: A **big house**, a **red car**, a **happy child**

**Adjectives do not change** for singular or plural nouns.

- Example: A small cat / Two small cats

Type	Definition	Examples
noun	person, place, thing, or idea	teacher, school, book
adjective	word that describes a noun	big, small, red, happy
combination	adjective + Noun	big dog, a red car, a happy child

## ★ Exercises – Nouns and Adjectives

### A. Identify nouns and adjectives:

1. The **small** cat is sleeping. → Noun: \_\_\_\_\_, Adjective: \_\_\_\_\_
2. I have a **red** book. → Noun: \_\_\_\_\_, Adjective: \_\_\_\_\_
3. She is a **happy** girl. → Noun: \_\_\_\_\_, Adjective: \_\_\_\_\_

### B. Complete the sentences with the correct adjective:

1. I have a \_\_\_\_\_ dog. (big / small)
2. She wears a \_\_\_\_\_ dress. (blue / yellow)
3. This is a \_\_\_\_\_ school. (old / new)

### C. Make sentences combining nouns and adjectives:

1. car / red → \_\_\_\_\_
2. house / big → \_\_\_\_\_
3. child / happy → \_\_\_\_\_



## Explanation – Prepositions of Place

**Prepositions of place** are words we use to talk about **where something or someone is**.

The most common are:

1. **In** → inside a space or place  
○ Example: The books are **in the bag**.
2. **On** → on a surface  
○ Example: The pen is **on the table**.
3. **Under** → below something  
○ Example: The shoes are **under the bed**.
4. **Next to / Beside** → near, at the side of  
○ Example: The chair is **next to the table**.

Preposition	Meaning / Use	Example
In	Inside a space	The book is <b>in the bag</b> .
On	On a surface	The pen is <b>on the table</b> .
Under	Below	The shoes are <b>under the bed</b> .
Next to / Beside	At the side of	The chair is <b>next to the table</b> .
Between	In the middle of two things	The cat is <b>between the chairs</b> .
Behind	At the back of	The bag is <b>behind the door</b> .
In front of	Ahead, in front	The car is <b>in front of the house</b> .
Near / Close to	Not far from	The school is <b>near my house</b> .

### ★ Exercises – Prepositions of Place

**A. Complete the sentences with the correct preposition:**

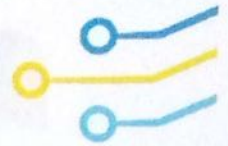
1. The cat is \_\_\_\_\_ the table.
2. The keys are \_\_\_\_\_ the bag.
3. The chair is \_\_\_\_\_ the table.
4. The school is \_\_\_\_\_ my house.
5. The shoes are \_\_\_\_\_ the bed.

**B. Make sentences using the pictures / objects around you:**

1. (pen / on / table) → \_\_\_\_\_
2. (dog / under / chair) → \_\_\_\_\_
3. (bag / next to / door) → \_\_\_\_\_

**C. Questions:**

1. Where is the book? → \_\_\_\_\_
2. Where is the chair? → \_\_\_\_\_
3. Where are the shoes? → \_\_\_\_\_



## Explanation – There is / There are

“There is” and “There are” are used to say that something exists or is present.

### Affirmative sentences:

- **There is** → singular noun (one thing)

**Example:** There is a book on the table. (Hay un libro sobre la mesa)

- **There are** → plural nouns (more than one thing)

**Example:** There are two chairs in the room. (Hay dos sillas en la habitación)

### Negative sentences:

- There is not = There isn't → singular

**Example:** There isn't a pen on the table.

- There are not = There aren't → plural

**Example:** There aren't any apples in the basket.

### Questions:

- Is there ...? → singular

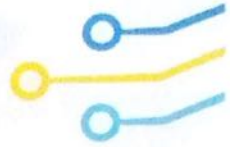
**Example:** Is there a book on the desk?

- Are there ...? → plural

**Example:** Are there chairs in the room?

Form	Use	Example
There is	Singular noun	There is a cat under the table.
There are	Plural nouns	There are three books on the desk.
There isn't	Singular negative	There isn't a pen in my bag.
There aren't	Plural negative	There aren't any pencils in the box.
Is there ...?	Singular question	Is there a chair in the room?
Are there ...?	Plural question	Are there students in the classroom?





★ Exercises – There is / There are

A. Complete the sentences with “there is” or “there are”:

1. \_\_\_\_\_ a book on the table.
2. \_\_\_\_\_ two dogs in the garden.
3. \_\_\_\_\_ a pen under the chair.
4. \_\_\_\_\_ three apples in the basket.
5. \_\_\_\_\_ a car in front of the house.

B. Make negative sentences:

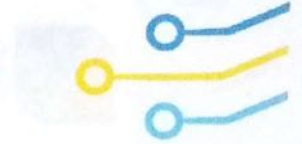
1. There / not / a cat / on the roof → \_\_\_\_\_
2. There / not / two chairs / in the room → \_\_\_\_\_
3. There / not / any pencils / in my bag → \_\_\_\_\_

C. Make questions:

1. / a dog / in the garden → \_\_\_\_\_
2. / two books / on the table → \_\_\_\_\_
3. / a chair / in the classroom → \_\_\_\_\_

D. Put the words in the correct order.

1. table / a / on / book / there / is → \_\_\_\_\_
2. aren't / in / there / students / any / classroom / the → \_\_\_\_\_
3. a / dog / there / in / is / garden / the → \_\_\_\_\_
4. chairs / there / many / are / room / in / the → \_\_\_\_\_
5. window / isn't / there / a / kitchen / the / in → \_\_\_\_\_



## Explanation – Imperative (Affirmative and Negative)

The **imperative form** is used to **give orders, instructions, advice, or invitations**.

It is very common in everyday English.

- To make an **affirmative imperative**, use the **base form of the verb** (without “to”).
  - Example: **Open** the door.
  - Example: **Listen** to the teacher.
- To make a **negative imperative**, use **Don’t + base verb**.
  - Example: **Don’t run** in the classroom.
  - Example: **Don’t touch** that!

We use the **imperative** to talk to **someone directly** (the subject “you” is implied).

Form	Use	Example
Affirmative Imperative	To give an order or instruction	Sit down. / Open your book. / Be quiet.
Negative Imperative	To tell someone <i>not</i> to do something	Don’t run. / Don’t be late. / Don’t talk.

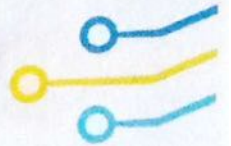
### ★ Exercises – Imperative (Affirmative and Negative)

#### A. Complete the sentences with the correct imperative form:

1. \_\_\_\_\_ (listen) to the teacher.
2. \_\_\_\_\_ (not / run) in the corridor.
3. \_\_\_\_\_ (open) your books, please.
4. \_\_\_\_\_ (not / be) late for class.
5. \_\_\_\_\_ (sit) down and be quiet.

#### B. Write sentences in the opposite form (change affirmative to negative, and vice versa):

1. Don’t eat in class. → \_\_\_\_\_
2. Stand up. → \_\_\_\_\_
3. Don’t talk. → \_\_\_\_\_
4. Close the door. → \_\_\_\_\_



## COUNTRIES AND NATIONALITIES

### Explanation – Countries and Nationalities

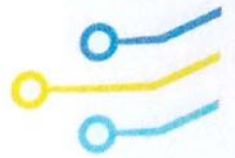
We use **countries** to talk about **places** where people live, and **nationalities** to talk about **where** people are from.

- The **country** is the name of the place.
- Example: **Ecuador, France, Japan.**
- The **nationality** describes the people or their language.
- Example: **Ecuadorian, French, Japanese.**

We usually say:

- **I am from + country.** → I am from **Brazil.**
- **I am + nationality.** → I am **Brazilian.**

Country	Nationality	Example Sentence
Ecuador	Ecuadorian	I am from Ecuador. I am Ecuadorian.
Brazil	Brazilian	She is from Brazil. She is Brazilian.
Argentina	Argentine / Argentinian	He is from Argentina. He is Argentinian.
United States	American	They are from the United States. They are American.
Mexico	Mexican	I am from Mexico. I am Mexican.
France	French	She is from France. She is French.
England	English	He is from England. He is English.
Germany	German	I am from Germany. I am German.
Italy	Italian	We are from Italy. We are Italian.
Spain	Spanish	She is from Spain. She is Spanish.
China	Chinese	He is from China. He is Chinese.
Japan	Japanese	I am from Japan. I am Japanese.
Canada	Canadian	They are from Canada. They are Canadian.
Colombia	Colombian	I am from Colombia. I am Colombian.
Peru	Peruvian	She is from Peru. She is Peruvian.



★ Exercises – Countries and Nationalities

**A. Complete the sentences with the correct nationality:**

1. She is from France. She is \_\_\_\_\_.
2. They are from Japan. They are \_\_\_\_\_.
3. I am from Brazil. I am \_\_\_\_\_.
4. He is from Germany. He is \_\_\_\_\_.
5. We are from Spain. We are \_\_\_\_\_.

**B. Complete the sentences with the correct country:**

1. She is Italian. She is from \_\_\_\_\_.
2. He is Colombian. He is from \_\_\_\_\_.
3. They are American. They are from \_\_\_\_\_.
4. I am Mexican. I am from \_\_\_\_\_.
5. We are French. We are from \_\_\_\_\_.

**C. Put the words in the correct order:**

1. from / are / we / Ecuador → \_\_\_\_\_
2. is / France / she / from → \_\_\_\_\_
3. am / I / Peruvian → \_\_\_\_\_
4. are / they / American → \_\_\_\_\_
5. Brazilian / from / is / he / Brazil → \_\_\_\_\_

**D. Match the country with its nationality.**

- |           |            |
|-----------|------------|
| • Spain   | a. Chinese |
| • China   | b. Italian |
| • England | c. German  |
| • Germany | d. Spanish |
| • Italy   | e. English |








## UNIT 3: DAILY ROUTINES

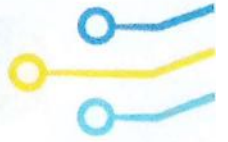
- 3.1. What time is it?
- 3.2. Prepositions of time
- 3.3. Present simple (affirmative, negative, questions and short answers)
- 3.4. Adverbs of frequency
- 3.5. Days of the week and months of the year.

### LEARNING OUTCOME

Students will be able to talk about daily activities and schedules using time expressions, the present simple, and frequency adverbs, accurately expressing when events happen.

### LEARNING CHART

<b>What time is it?</b> 
Learning to ask and tell the time
<b>Prepositions of time</b> 
Mastering prepositions of
<b>Present simple</b> 
(affirmative, negative, questions and short answers)
<b>Adverbs of frequency</b> 
Using adverbs of frequency
<b>Days of the week and months of the year</b> 
Learning the names of days and months



## ★ SYNTHESIS

In this unit, students focus on essential grammar and vocabulary used to talk about time, habits, routines, and daily activities. The unit aims to help learners express when actions happen, describe their schedules, and communicate about regular activities with accuracy and clarity.

### 1. What time is it?

This topic teaches students how to ask for and tell the time using hours, minutes, and common expressions such as *o'clock*, *half past*, *quarter to*, and *quarter past*. Students learn to understand and express time in everyday situations.

### 2. Prepositions of time

Students learn the correct use of *in*, *on*, and *at* to indicate when events happen. These prepositions help structure sentences about schedules, dates, and routines.

### 3. Present simple (affirmative, negative, questions, and short answers)

This topic introduces students to the present simple tense to describe routines, habits, and general facts. They learn sentence structure in affirmative, negative, and interrogative forms, along with short answers.

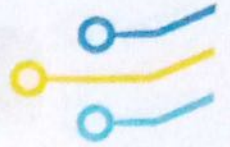
### 4. Adverbs of frequency

Students learn adverbs such as *always*, *usually*, *often*, *sometimes*, and *never* to express how often actions occur. These adverbs help describe daily routines and habitual behavior.

### 5. Days of the week and months of the year

This topic covers vocabulary for days and months, allowing students to discuss dates, schedules, and events. Students practice writing and pronouncing days and months correctly.

This unit provides essential tools for expressing time, describing routines, and discussing daily activities. Students develop the foundation needed to talk about schedules, habits, and important dates clearly and effectively, improving their ability to communicate in everyday contexts.



## Explanation – What time is it?

We use the question **“What time is it?”** to ask for the time.

To answer, we usually say **“It’s...”** followed by the time.

There are two common ways to tell the time in English:

### 1. Using numbers (digital form):

- It’s **three o’clock**. (3:00)
- It’s **four thirty**. (4:30)
- It’s **seven fifteen**. (7:15)

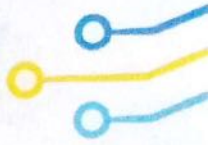
### 2. Using past and to (analog form):

- It’s **a quarter past seven**. (7:15)
- It’s **half past nine**. (9:30)
- It’s **ten to six**. (5:50)

### Useful words:

- **o’clock** = exact hour (e.g. 2:00 → two o’clock)
- **past** = after the hour (e.g. 2:10 → ten past two)
- **to** = before the next hour (e.g. 2:50 → ten to three)
- **half past** = 30 minutes after (e.g. 3:30 → half past three)
- **a quarter past** = 15 minutes after (e.g. 5:15 → a quarter past five)
- **a quarter to** = 15 minutes before (e.g. 5:45 → a quarter to six)

Time	Digital Form	Analog Form	Example Sentence
3:00	three o’clock	—	It’s three o’clock.
3:15	three fifteen	a quarter past three	It’s a quarter past three.
3:30	three thirty	half past three	It’s half past three.
3:45	three forty-five	a quarter to four	It’s a quarter to four.
4:10	four ten	ten past four	It’s ten past four.
4:50	four fifty	ten to five	It’s ten to five.



★ Exercises – What time is it?

**A. Write the time in words:**

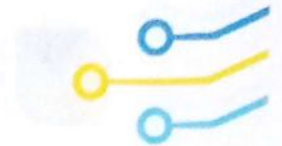
1. 2:00 → \_\_\_\_\_
2. 5:15 → \_\_\_\_\_
3. 8:30 → \_\_\_\_\_
4. 11:45 → \_\_\_\_\_
5. 9:10 → \_\_\_\_\_

**B. Write the time in numbers:**

1. It's a quarter past six. → \_\_\_\_\_
2. It's half past nine. → \_\_\_\_\_
3. It's ten to three. → \_\_\_\_\_
4. It's a quarter to eight. → \_\_\_\_\_
5. It's five o'clock. → \_\_\_\_\_

**C. Choose the correct answer:**

1. "What time is it?" — It's \_\_\_\_\_.  
a) in the morning  
b) a quarter past two  
c) my name is John
2. 3:30 → It's \_\_\_\_\_.  
a) half past three  
b) a quarter to three  
c) three past half
3. 7:45 → It's \_\_\_\_\_.  
a) quarter past seven  
b) quarter to eight  
c) half to eight
4. 12:00 → It's \_\_\_\_\_.  
a) twelve o'clock  
b) twelve past o'clock  
c) half past twelve



## Explanation – Prepositions of Time

We use **prepositions of time** to show **when** something happens.

The most common prepositions of time are **at**, **on**, and **in**.

**To Indicate Exact Moments:** **At** is used to pinpoint a precise hour or specific, short, defined period.

- *Example: We will arrive **at** 10:30 AM.*

**To Specify Calendar Days:** **On** is used when referring to any single, named day on the calendar.

- *Example: The assignment is due **on** Tuesday morning.*

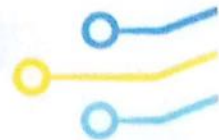
**To Refer to Extended Periods:** **In** is used for any period longer than a single day, such as weeks, months, or historical eras.

- *Example: Human space exploration began **in** the 20th century.*

Preposition	Use	Example Sentences
AT	Specific time	I get up <b>at</b> 7 o'clock. The party starts <b>at</b> 8 p.m.
ON	Days and dates	I have English class <b>on</b> Monday. My birthday is <b>on</b> June 5th.
IN	Months, years, seasons, parts of the day	We travel <b>in</b> July. He was born <b>in</b> 2005. I study <b>in</b> the morning.

**Important Exceptions:**

- We say: **at night**.
- We say: **at the weekend** (in British English) or **on the weekend** (in American English).
- We say: **in time** (con suficiente tiempo) vs. **on time** (puntual).



## ★ Exercises – Prepositions of Time

### A. Complete the sentences with *at*, *on*, or *in*.

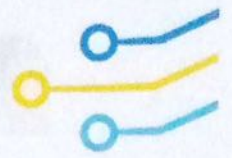
1. I get up \_\_\_\_\_ 6 o'clock.
2. My birthday is \_\_\_\_\_ September.
3. We go to school \_\_\_\_\_ Monday.
4. The meeting is \_\_\_\_\_ 3 p.m.
5. He was born \_\_\_\_\_ 2008.
6. The flowers bloom \_\_\_\_\_ spring.
7. We watch movies \_\_\_\_\_ night.
8. The concert is \_\_\_\_\_ Friday.

### B. Choose the correct preposition.

1. My English class is (in / on) Tuesday. → \_\_\_\_\_
2. I usually read (at / in) night. → \_\_\_\_\_
3. The exam is (in / on) March. → \_\_\_\_\_
4. She was born (at / in) 2010. → \_\_\_\_\_
5. Lunch is (on / at) 12:30. → \_\_\_\_\_

### C. Match the expressions with the correct preposition.

Expression	Preposition
1. _____ the morning	a) at
2. _____ 9 o'clock	b) in
3. _____ Tuesday	c) on
4. _____ January	d) in
5. _____ Christmas Day	e) on



## Explanation – The Present Simple Tense

We use the **Present Simple tense** to talk about **daily routines, habits, general facts, and permanent situations**.

It is one of the most common tenses in English.

- We use the **base form of the verb** for **I, you, we, they**.
  - Example: I play soccer. / They study English.
- For **he, she, it**, we **add -s or -es** to the verb.
  - Example: He plays soccer. / She studies English.

We often use **adverbs of frequency** like:

**always, usually, often, sometimes, never.**

→ Example: She usually gets up early.

### Use the Present Simple to talk about:

- Daily routines → I go to school every day.
- Facts → The sun rises in the east.
- Likes and dislikes → She likes coffee.

Subject	Verb Form	Example Sentence
I / You / We / They	Base form	I work every day. / They play soccer.
He / She / It	Verb + -s / -es	He works every day. / She goes to school.

Verb Ending	Rule	Example
Most verbs	Add -s	play → plays
Verbs ending in -ch, -sh, -ss, -x, -o	Add -es	watch → watches / go → goes
Verbs ending in consonant + y	Change y → ies	study → studies



**★ Exercises – The Present Simple Tense**

**A. Complete the sentences with the correct form of the verb in parentheses.**

1. She \_\_\_\_\_ (study) English every morning.
2. They \_\_\_\_\_ (play) soccer on weekends.
3. He \_\_\_\_\_ (go) to school at 7:00.
4. I \_\_\_\_\_ (like) chocolate.
5. We \_\_\_\_\_ (watch) TV in the evening.

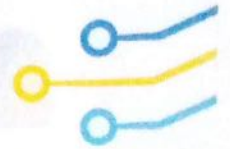
**B. Write the correct form: Affirmative (✓) or Negative (X).**

1. She \_\_\_\_\_ (not / work) on Sundays.
2. I \_\_\_\_\_ (like) pizza.
3. He \_\_\_\_\_ (not / play) the guitar.
4. They \_\_\_\_\_ (study) at the university.
5. It \_\_\_\_\_ (not / rain) in summer.

**C. Choose the correct answer.**

1. He \_\_\_\_\_ coffee every morning.  
a) drink  
b) drinks  
c) drinking
2. We \_\_\_\_\_ to the park on Sundays.  
a) goes  
b) going  
c) go
3. She \_\_\_\_\_ in a hospital.  
a) works  
b) work  
c) working
4. They \_\_\_\_\_ at 8:00 every day.  
a) start  
b) starts  
c) starting





## Explanation – Adverbs of Frequency

Adverbs of frequency tell us how often we do something. They are used with the **Present Simple tense** to describe **habits and routines**.

Examples:

- I **always** eat breakfast.
- She **usually** goes to school by bus.
- They **never** watch TV in the morning.

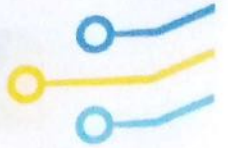
☺ Adverbs of frequency usually go **before the main verb**, but **after the verb “to be”**.

Examples:

- I **always** get up early.
- He **sometimes** plays soccer.
- She is **never** late.
- They are **usually** happy.

Adverb	Frequency (%)	Example Sentence
Always	100%	I always eat breakfast.
Usually	90%	She usually walks to school.
Often	70%	We often play football.
Sometimes	50%	They sometimes study at night.
Rarely / Seldom	20%	He rarely eats vegetables.
Never	0%	I never drink coffee.

Type of Verb	Position of Adverb	Example
Main verb	Before the main verb	I <b>usually</b> read in bed.
Verb “to be”	After the verb “to be”	She <b>is always</b> happy.



## ★ Exercises – Adverbs of Frequency

### A. Complete the sentences with an adverb of frequency:

(Always / Usually / Often / Sometimes / Never)

1. I \_\_\_\_\_ eat dinner at 7:00.
2. She \_\_\_\_\_ goes to the gym in the morning.
3. They \_\_\_\_\_ watch TV before bed.
4. We \_\_\_\_\_ study on Sundays.
5. He \_\_\_\_\_ drinks coffee; he doesn't like it.

### B. Read and Choose – “Daily Routine”

Read the paragraph and answer the questions.

Hello! My name is Ana. I'm a student. I usually get up at 6:30 and have breakfast with my family. I always go to school by bus. After school, I sometimes play volleyball with my friends. In the evening, I often do my homework and watch TV. I never go to bed late because I have classes early in the morning.

#### 1. Ana gets up at 6:30.

- a) always
- b) usually
- c) never

#### 2. Ana goes to school by bus.

- a) always
- b) sometimes
- c) rarely

#### 3. Ana plays volleyball after school.

- a) always
- b) sometimes
- c) never

#### 4. Ana does her homework in the evening.

- a) rarely
- b) often
- c) never

#### 5. Ana goes to bed late.

- a) always
- b) never
- c) sometimes





## Explanation – Days of the Week and Months of the Year

We use **days of the week** to talk about **when we do things**, and **months of the year** to talk about **dates, birthdays, seasons, and events**.

- There are **seven days** in a week.
- There are **twelve months** in a year.

### Days of the Week:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- The week **starts on Monday** and **ends on Sunday**.
- We use **on** before days:
  - Example: I go to school **on Monday**.
  - Example: We play soccer **on Saturday**.

### Months of the Year:

January, February, March, April, May, June, July, August, September, October, November, December

- We use **in** before months:
  - Example: My birthday is **in July**.
  - Example: We travel **in December**.

Days of the Week	Example Sentence
Monday	I study English <b>on Monday</b> .
Tuesday	We go to the gym <b>on Tuesday</b> .
Wednesday	She works <b>on Wednesday</b> .
Thursday	I visit my grandmother <b>on Thursday</b> .
Friday	We have a party <b>on Friday</b> .
Saturday	They play soccer <b>on Saturday</b> .
Sunday	I rest <b>on Sunday</b> .

Months of the Year	Example Sentence
January	The year starts <b>in January</b> .
February	Valentine's Day is <b>in February</b> .
March	It rains a lot <b>in March</b> .
April	We study hard <b>in April</b> .
May	Flowers bloom <b>in May</b> .
June	School ends <b>in June</b> .
July	My birthday is <b>in July</b> .
August	We go on vacation <b>in August</b> .
September	Classes start <b>in September</b> .
October	Halloween is <b>in October</b> .
November	We celebrate Thanksgiving <b>in November</b> .
December	Christmas is <b>in December</b> .



★ Exercises – Days of the Week and Months of the Year

A. Complete the sentences with the correct day or month.

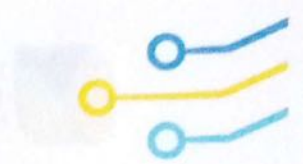
1. I have English class on \_\_\_\_\_.
2. My birthday is in \_\_\_\_\_.
3. We go to church on \_\_\_\_\_.
4. Christmas is in \_\_\_\_\_.
5. The weekend is on \_\_\_\_\_ and \_\_\_\_\_.

B. Choose the correct option.

1. We play soccer (**on / in**) Saturday. → \_\_\_\_\_
2. My birthday is (**on / in**) April. → \_\_\_\_\_
3. She studies English (**in / on**) Monday. → \_\_\_\_\_
4. They travel (**on / in**) December. → \_\_\_\_\_
5. School starts (**on / in**) September. → \_\_\_\_\_

C. Match the celebrations with the month.

Celebration	Month
1. Christmas	a) February
2. Valentine's Day	b) December
3. Halloween	c) October
4. Independence Day (U.S.)	d) July
5. New Year's Day	e) January



## UNIT 4: LIKES AND DISLIKES

- Actions verbs
- Stative verbs
- Present Continuous (affirmative, negative, questions and short answers)
- Modal verb can / can't
- Household chores

### LEARNING OUTCOME

Students will be able to describe current actions, distinguish between action and stative verbs, express abilities using “can/can’t,” and talk about household chores in everyday situations.

### LEARNING CHART



#### Actions verbs

Learning about verbs that describe actions

#### Stative verbs

Understanding verbs that describe states

#### Present Continuous

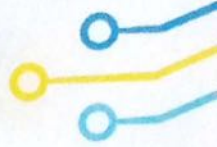
(affirmative, negative, questions and short answers)

#### Modal verb can / can't

Using the modal verb ‘can’ and its negative form

#### Household chores

Learning vocabulary related to household tasks



## ★SYNTHESIS

In this unit, students focus on understanding different types of verbs, expressing actions in progress, describing abilities, and talking about everyday responsibilities. The unit develops students' ability to communicate about what people do, what they are doing now, and what they can or cannot do.

### 1. Action verbs

This topic introduces students to dynamic verbs that describe actions people perform, such as *run, cook and read*. Students learn to use these verbs to talk about daily activities and routines.

### 2. Stative verbs

Students learn verbs that describe states, not actions. These include verbs of emotion, possession, thought, and senses, such as *like, love, know, want, understand, have, and need*. These verbs are normally **not** used in continuous forms.

### 3. Present Continuous (affirmative, negative, questions, and short answers)

This topic teaches students to describe actions happening **right now** using *be + verb + -ing*. They practice forming affirmative, negative, and interrogative structures, as well as short answers.

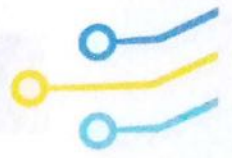
### 4. Modal verb can / can't

Students use *can* to express ability, permission, and possibility, and *can't* to express lack of ability or prohibition. This structure helps students communicate what they are able or allowed to do.

### 5. Household chores

This topic provides vocabulary related to daily home responsibilities, such as *clean the house, wash the dishes, make the bed and cook dinner*. Students learn to describe routines and responsibilities at home.

This unit helps students describe both habitual and current actions, express abilities, and talk about responsibilities at home.



## Explanation – Action Verbs

**Action verbs** are words that show what a person or thing does. They express an **action**, something that we can see or do.

**For example:** *run, eat, play, study, dance, sing, write, read, jump, sleep.*

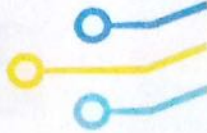
We use action verbs in sentences to talk about what people do every day.

- *I play soccer.*
- *She reads a book.*
- *They cook dinner.*

### Important:

- In the **third person singular (he, she, it)**, we usually add **-s** to the verb in the present simple.
  - *He plays soccer.*
  - *She eats pizza.*

Verb	Meaning	Example Sentence
eat	comer	I <b>eat</b> breakfast at 7 a.m.
drink	beber	She <b>drinks</b> water every day.
run	correr	They <b>run</b> in the park.
read	leer	He <b>reads</b> a book.
write	escribir	We <b>write</b> letters.
play	jugar / tocar	I <b>play</b> the guitar.
study	estudiar	She <b>studies</b> English.
dance	bailar	We <b>dance</b> at parties.
sing	cantar	He <b>sings</b> very well.
sleep	dormir	The baby <b>sleeps</b> a lot.
cook	cocinar	My mom <b>cooks</b> dinner.
jump	saltar	The kids <b>jump</b> on the bed.



★ **Exercises – Action Verbs**

**A. Complete the sentences with the correct action verb.**

(Use one of these verbs: *eat, play, read, run, study, sleep*)

1. I \_\_\_\_\_ soccer with my friends.
2. She \_\_\_\_\_ English every afternoon.
3. They \_\_\_\_\_ pizza on Fridays.
4. We \_\_\_\_\_ books in the library.
5. The baby \_\_\_\_\_ very well.
6. My brother \_\_\_\_\_ fast in the park.

**B. Choose the correct option.**

1. He \_\_\_\_\_ (plays / play) tennis on Sunday.
2. I \_\_\_\_\_ (reads / read) a comic book.
3. She \_\_\_\_\_ (study / studies) at night.
4. We \_\_\_\_\_ (cook / cooks) dinner together.
5. They \_\_\_\_\_ (sleep / sleeps) late on weekends.

**C. Match the verbs with the pictures or meanings.**

<b>Verb</b>	<b>Meaning</b>
1. dance	a) correr
2. write	b) dormir
3. run	c) bailar
4. sleep	d) escribir





## Explanation – Stative Verbs

**Stative verbs** describe a **state** and **not an action**.

They tell us **what someone feels, thinks, wants, or owns**, rather than what they are doing.

They are **not usually used in continuous forms (-ing)**, because they describe a condition or situation that does not change quickly.

For example:

✗ *I am knowing the answer.* →  *I know the answer.*

✗ *She is loving chocolate.* →  *She loves chocolate.*

Type	Verb Examples	Example Sentence
Verbs of thinking	know, believe, understand, remember, forget	I <b>know</b> the answer. / She <b>believes</b> in ghosts.
Verbs of liking/disliking	like, love, hate, prefer	I <b>like</b> pizza. / He <b>hates</b> Mondays.
Verbs of possession	have, own, belong	They <b>have</b> a big house. / This book <b>belongs</b> to me.
Verbs of senses	see, hear, smell, taste, feel	I <b>see</b> a bird. / She <b>hears</b> music.
Verbs of emotion	want, need, hope	I <b>want</b> some coffee. / We <b>need</b> help.
Other common stative verbs	seem, mean, appear, cost	It <b>seems</b> easy. / The dress <b>costs</b> a lot.



★ Exercises – Stative Verbs

**A. Complete the sentences with the correct stative verb.**

(Use: know, like, have, need, believe, see)

1. I \_\_\_\_\_ the correct answer.
2. She \_\_\_\_\_ her new car.
3. We \_\_\_\_\_ some help with this exercise.
4. They \_\_\_\_\_ in good luck.
5. He \_\_\_\_\_ his best friend at the park.
6. I \_\_\_\_\_ chocolate ice cream.

**B. Choose the correct option.**

1. She \_\_\_\_\_ (is liking / likes) music.
2. I \_\_\_\_\_ (know / am knowing) that man.
3. They \_\_\_\_\_ (have / are having) a new house.
4. We \_\_\_\_\_ (believe / are believing) in love.
5. He \_\_\_\_\_ (needs / is needing) a pen.

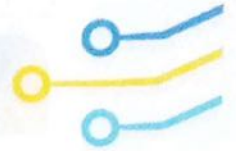
**C. Match the sentences with the correct meaning.**

Sentence	Meaning
1. I have a dog.	a) I think so.
2. I know the answer.	b) I own a pet.
3. I believe you.	c) I understand the question.
4. I like music.	d) I enjoy songs.

**D. Correct the mistakes.**

Rewrite the sentences correctly.

1. ✗ *I am knowing my teacher.* → \_\_\_\_\_
2. ✗ *She is loving apples.* → \_\_\_\_\_
3. ✗ *We are having a car.* → \_\_\_\_\_
4. ✗ *They are needing help.* → \_\_\_\_\_



## Explanation – Present Continuous

We use the **Present Continuous tense** to talk about **actions happening right now**, at the **moment of speaking**, or around **this time**.

Structure:

- Subject + am/is/are + verb + -ing + complement

Form	Structure	Example Sentence
Affirmative	Subject + am/is/are + verb + -ing	I <b>am studying</b> English. / She <b>is reading</b> a book. / They <b>are playing</b> soccer.
Negative	Subject + am/is/are + not + verb + -ing	I <b>am not eating</b> now. / He <b>isn't watching</b> TV. / We <b>aren't working</b> today.
Question	Am/Is/Are + subject + verb + -ing + ?	<b>Are you studying</b> English? / <b>Is she cooking</b> dinner?
Short Answers	Yes/No + subject + am/is/are (not)	<b>Yes, I am.</b> / <b>No, I'm not.</b> / <b>Yes, she is.</b> / <b>No, she isn't.</b>

### Spelling Rules for “-ing”

1. **Just add -ing:** play → playing, read → reading
2. **Drop final -e and add -ing:** make → making, write → writing
3. **Double the final consonant + -ing:** run → running, swim → swimmin

## ★ Exercises – Present Continuous

A. Complete the sentences with the correct form of the verb in parentheses.

1. I \_\_\_\_\_ (study) English right now.
2. She \_\_\_\_\_ (cook) dinner in the kitchen.
3. They \_\_\_\_\_ (not/watch) TV at the moment.
4. We \_\_\_\_\_ (play) soccer in the park.
5. He \_\_\_\_\_ (not/read) a book now.



**B. Choose the correct option.**

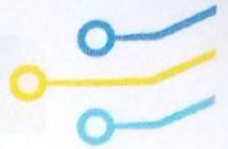
1. He \_\_\_\_\_ (is / are) running fast.
2. We \_\_\_\_\_ (am / are) doing our homework.
3. She \_\_\_\_\_ (is / are) not listening to music.
4. \_\_\_\_\_ you \_\_\_\_\_ (am / are) watching a movie?
5. They \_\_\_\_\_ (is / are) studying for the exam.

**C. Make questions using the Present Continuous.**

1. (you / study / English) → \_\_\_\_\_?
2. (she / cook / dinner) → \_\_\_\_\_?
3. (they / play / soccer) → \_\_\_\_\_?
4. (he / sleep / now) → \_\_\_\_\_?
5. (we / watch / TV) → \_\_\_\_\_?

**D. Answer the questions using short answers.**

1. Are you studying English? → \_\_\_\_\_
2. Is she cooking dinner? → \_\_\_\_\_
3. Are they playing soccer? → \_\_\_\_\_
4. Is he sleeping now? → \_\_\_\_\_
5. Are we watching TV? → \_\_\_\_\_



## Explanation – Modal Verb: CAN / CAN'T

The modal verb **CAN** is used to talk about **ability**, **possibility**, and **permission**. **CAN'T** (cannot) is its negative form, and it means **not able to** or **not allowed to**.

**CAN = be able to / know how to do something**

**CAN'T = not be able to / not allowed to**

### Structure

Form	Structure	Example Sentence
<b>Affirmative</b>	Subject + can + base verb	I <b>can swim</b> . / She <b>can speak</b> English.
<b>Negative</b>	Subject + can't + base verb	I <b>can't drive</b> . / He <b>can't cook</b> .
<b>Question</b>	Can + subject + base verb + ?	<b>Can you dance?</b> / <b>Can she play the piano?</b>
<b>Short Answers</b>	Yes/No + subject + can/can't	<b>Yes, I can.</b> / <b>No, I can't.</b>

### Use of CAN

Use	Meaning	Example
<b>Ability</b>	To say what someone is able to do	I <b>can play</b> the guitar.
<b>Permission</b>	To ask or give permission	<b>Can I go</b> to the bathroom? / You <b>can sit</b> here.
<b>Possibility</b>	To say something is possible	You <b>can see</b> the mountains from here.





★ Exercises – CAN / CAN'T

A. Complete the sentences with *can* or *can't*.

1. I \_\_\_\_\_ swim very well.
2. She \_\_\_\_\_ play the piano.
3. We \_\_\_\_\_ go out; it's too late.
4. They \_\_\_\_\_ speak English and French.
5. He \_\_\_\_\_ come to the party tomorrow.

B. Choose the correct option.

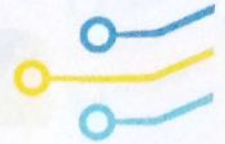
1. I \_\_\_\_\_ (can / can't) speak Spanish very well.
2. \_\_\_\_\_ (Can / Can't) you help me?
3. She \_\_\_\_\_ (can / can't) drive a car because she's afraid.
4. \_\_\_\_\_ (Can / Can't) he play football?
5. We \_\_\_\_\_ (can / can't) go to school on Sundays.

C. Make questions using *Can*.

1. (you / swim) → \_\_\_\_\_?
2. (she / speak / English) → \_\_\_\_\_?
3. (they / play / guitar) → \_\_\_\_\_?
4. (he / drive / a car) → \_\_\_\_\_?
5. (we / go / to the park) → \_\_\_\_\_?

D. Put the words in the correct order.

1. can / bike / ride / I / a → \_\_\_\_\_
2. can't / dog / our / swim → \_\_\_\_\_
3. sing / you / can / well → \_\_\_\_\_
4. help / can / me / you → \_\_\_\_\_
5. can't / cook / he / dinner → \_\_\_\_\_



## Explanation – Household Chores

**Household chores** are the **tasks or activities** we do to **keep our home clean and organized**.

We usually use **action verbs** to describe what we do at home every day.

For example:

- I **make the bed** every morning.
- She **does the laundry** on weekends.
- They **wash the dishes** after dinner.

### Common Household Chores Vocabulary

Household Chore	Meaning	Example Sentence
make the bed	arreglar la cama	I <b>make the bed</b> every morning.
do the laundry	lavar la ropa	She <b>does the laundry</b> on Saturday.
wash the dishes	lavar los platos	They <b>wash the dishes</b> after dinner.
clean the house	limpiar la casa	We <b>clean the house</b> on weekends.
sweep the floor	barrer el piso	He <b>sweeps the floor</b> every day.
cook dinner	cocinar la cena	Mom <b>cooks dinner</b> every night.
take out the trash	sacar la basura	I <b>take out the trash</b> in the morning.
water the plants	regar las plantas	She <b>waters the plants</b> every evening.
vacuum the carpet	aspirar la alfombra	Dad <b>vacuums the carpet</b> on Sundays.
feed the pets	alimentar a las mascotas	We <b>feed the pets</b> twice a day.
iron the clothes	planchar la ropa	My sister <b>irons the clothes</b> on Monday.
set the table	poner la mesa	He <b>sets the table</b> before dinner.



## ★ Exercises – Household Chores

### A. Complete the sentences with the correct household chore.

(Use: make the bed, do the laundry, clean the house, wash the dishes, cook dinner, take out the trash)

1. I \_\_\_\_\_ every morning before going to school.
2. She \_\_\_\_\_ on Saturdays.
3. We \_\_\_\_\_ after lunch.
4. My father \_\_\_\_\_ every night.
5. They \_\_\_\_\_ because it's dirty.
6. He \_\_\_\_\_ in the morning before the garbage truck comes.

### B. Choose the correct option.

1. My mom \_\_\_\_\_ (wash / washes) the dishes after dinner.
2. I \_\_\_\_\_ (do / does) my homework and then I clean the room.
3. She \_\_\_\_\_ (make / makes) the bed every morning.
4. They \_\_\_\_\_ (take / takes) out the trash on Friday.
5. He \_\_\_\_\_ (don't / doesn't) sweep the floor every day.

### C. Put the words in the correct order.

1. bed / the / make / I / always → \_\_\_\_\_
2. laundry / does / the / she / weekend / every → \_\_\_\_\_
3. trash / takes / out / he / the / morning / in / the → \_\_\_\_\_
4. cook / dinner / we / sometimes → \_\_\_\_\_
5. never / the / floor / sweep / they → \_\_\_\_\_

### E. Answer the questions.

1. What chores do you do at home? → \_\_\_\_\_
2. Who cooks in your house? → \_\_\_\_\_
3. How often do you clean your room? → \_\_\_\_\_
4. Do you like washing the dishes? Why or why not? → \_\_\_\_\_
5. What's your least favorite household chore? → \_\_\_\_\_



## UNIT 5: LET'S GET SOME FOOD

- Countable and uncountable nouns.
- How much / How many
- Quantifiers
- Want to ...
- Food and drinks

### LEARNING OUTCOME

Students will be able to distinguish between countable and uncountable nouns, ask and answer questions about quantity using "how much/many," use common quantifiers, express wants with "want to...," and talk about food and drinks in everyday situations.

### LEARNING CHART

#### Countable and uncountable nouns

Differenating between items we can count (e.g, apples) and those (ecn't water).



#### How much / How many

Using 'How many' for countable items and ain Much for uncountable items.



#### Quantifiers

Using words like 'some, any, a lot of, much, many' to express quantity.



#### Want to...

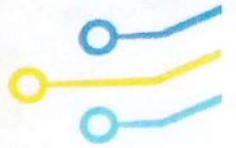
Practting the structure 'Want to + verb' to express desires or intentions



#### Food and drinks

Essential vocabulary related various meals, snacks and beverages





## ★ SYNTHESIS

In this unit, students study how to talk about quantities, express desires, and use vocabulary related to food and drinks. The unit helps learners describe amounts, ask questions about quantity, and communicate preferences in everyday situations such as shopping, eating, and planning meals.

### 1. Countable and uncountable nouns

Students learn to distinguish between nouns that can be counted (countable) and those that cannot be counted individually (uncountable). This distinction is essential for choosing correct quantifiers and structures.

### 2. How much / How many

This topic teaches students how to ask about quantity using the correct form depending on the noun.

### 3. Quantifiers

Students learn to use common quantifiers such as *some*, *any*, *much*, *many*, *a lot of*, *a few*, *few*, *a little*, and *little* to express different amounts. These words help students talk about large or small quantities in both countable and uncountable forms.

### 4. Want to...

This topic introduces the structure *want to + verb* to express desires, intentions, or plans. Students learn affirmative, negative, and question forms to communicate what they or others want to do.

### 5. Food and drinks

Students expand vocabulary related to meals, beverages, groceries, and eating habits. They learn to talk about preferences, describe ingredients, and identify items as countable or uncountable.

This unit strengthens students' ability to express quantities, ask questions about amounts, describe wants and preferences, and communicate about food and drinks clearly. These skills are essential for daily interactions such as ordering food, shopping, and talking about eating habits.



## Explanation – Countable and Uncountable Nouns

Countable nouns are things we can count as individual units. They have singular and plural forms.

– *one apple, two apples*

We can use **a / an, many, a few, how many.**

**Uncountable nouns** are things we **cannot count individually** because they come in masses, liquids, or abstract ideas.

– *water, rice, sugar, money, information*

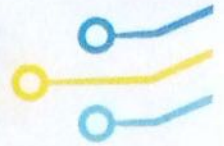
They **do not** have a plural form.

We use **much, a little, how much.**

### Table – Countable vs. Uncountable Nouns

Type	Characteristics	Examples	Examples in Sentences
<b>Countable Nouns</b>	Can be counted, have singular & plural forms	apple, book, chair, egg, bag	I have <b>two apples</b> . / She bought <b>a book</b> .
<b>Uncountable Nouns</b>	Cannot be counted individually, no plural form	water, milk, rice, coffee, sugar, money	I drink <b>water</b> . / We need <b>rice</b> .

Countable Nouns	Uncountable Nouns
a / an	some
many	much
a few	a little
how many	how much



★ Exercises - Countable and Uncountable Nouns

A. Write C (countable) or U (uncountable).

1. \_\_\_ water
2. \_\_\_ apples
3. \_\_\_ rice
4. \_\_\_ chairs
5. \_\_\_ sugar
6. \_\_\_ books
7. \_\_\_ milk
8. \_\_\_ bread

B. Choose the correct option.

1. How \_\_\_\_\_ (many / much) apples do you have?
2. I need a \_\_\_\_\_ (few / little) sugar for the tea.
3. There are \_\_\_\_\_ (many / much) students in the classroom.
4. We don't have \_\_\_\_\_ (many / much) rice.
5. She bought \_\_\_\_\_ (a few / a little) eggs.

C. Complete the sentences with *a / an / some*.

1. I want \_\_\_\_\_ water.
2. She ate \_\_\_\_\_ apple.
3. They need \_\_\_\_\_ bread.
4. He bought \_\_\_\_\_ orange and \_\_\_\_\_ bananas.
5. We cooked \_\_\_\_\_ rice.

D. Put the words in the correct order.

1. much / how / water / is / there → \_\_\_\_\_
2. a / bought / book / she → \_\_\_\_\_
3. need / little / I / a / milk → \_\_\_\_\_
4. many / there / are / students → \_\_\_\_\_
5. coffee / some / want / I → \_\_\_\_\_



## Explanation: How Much / How Many

We use **How much** and **How many** to ask about quantity, but each one is used with different types of nouns.

### ◆ HOW MUCH

It is used with **uncountable nouns**.

These nouns **cannot be counted one by one**.

**Common uncountable nouns:**

- water
- milk

**Structure:**

**How much + uncountable noun + do/does + subject + verb?**

**Examples:**

- How much water do you drink?
- How much money do you have?
- How much sugar do you need?

### ◆ HOW MANY

It is used with **countable nouns**.

These nouns **can be counted**: 1, 2, 3...

**Sustantivos contables comunes:**

- apples
- chairs

**Estructura:**

**How many + plural countable noun + do/does + subject + verb?**

**Examples:**

- How many apples are there?
- How many students are in the class?
- How many cups of coffee do you drink?



## ★ Exercises - How Much / How Many

### A. Complete the questions using *How much* or *How many*.

1. \_\_\_\_\_ water do you drink every day?
2. \_\_\_\_\_ apples are in the fridge?
3. \_\_\_\_\_ sugar do you put in your coffee?
4. \_\_\_\_\_ chairs are in the classroom?
5. \_\_\_\_\_ rice do we need for dinner?
6. \_\_\_\_\_ students are in your group?
7. \_\_\_\_\_ juice is left in the bottle?
8. \_\_\_\_\_ books do you read in a month?

### B. Answer the questions with your own ideas.

1. How many hours do you study English per week?
2. How much money do you spend on snacks?
3. How many cups of coffee do you drink a day?
4. How much milk do you usually buy?
5. How many friends do you talk to every day?

### C. Choose the correct option.

1. I don't know (**how many / how much**) bread we need.
2. (**How many / How much**) oranges do you want?
3. (**How much / How many**) homework do we have today?
4. (**How much / How many**) candles are on the cake?
5. (**How much / How many**) tea is in the teapot?



## Explanation Main Quantifiers

### ◆ A lot of / Lots of

- ✓ Used with countable and uncountable nouns
- ✓ Means a **large quantity / many**
- ✓ Used in affirmative, negative, and interrogative sentences

#### Examples:

- I have **a lot of** friends. (countable)
- There is **a lot of** water. (uncountable)
- She has **lots of** homework.

### ◆ Much

- ✓ Only with **uncountable nouns**
- ✓ Mostly used in **questions** and **negative sentences**

#### Examples:

- I don't have **much** time.
- How **much** sugar do you need?

### ◆ Many

- ✓ Only with **countable nouns**
- ✓ Mostly used in **questions** and **negative sentences**

#### Examples:

- Do you have **many** books?
- I don't have **many** friends.

### ◆ Some

- ✓ Used with **countable (plural)** and **uncountable nouns**
- ✓ Used in **affirmative sentences** and **polite offers/requests**



### Examples:

- I have **some** apples.
- Would you like **some** coffee?

### ◆ Any

- ✓ Used with **countable (plural)** and **uncountable** nouns
- ✓ Used in **negative sentences** and **questions**

### Examples:

- I don't have **any** money.
- Do you have **any** brothers?

### ◆ A few (countable)

- ✓ Means **some**, but a **small number**
- ✓ It has a **positive** meaning

### Example:

- I have **a few** friends. (I have some)

### ◆ Few (countable)

- ✓ Means **very few**
- ✓ Has a **negative** meaning

### Example:

- I have **few** friends. (almost none)

### ◆ A little (uncountable)

- ✓ Means a **small amount**, but **enough**
- ✓ **Positive** meaning

### Example:

- I have **a little** money. (I have some)

### ◆ Little (uncountable)

- ✓ Means **very little**
- ✓ **Negative** meaning

### Example:

- I have **little** money. (almost none)



## ★ SUMMARY TABLE

Quantifier	Countable	Uncountable	Use	Example
a lot of / lots of			large quantity	a lot of people
much	+		negative / questions	much time
many		+	negative / questions	many apples
some			affirmative	some water
any			negative / questions	any books
a few		+	some (positive)	a few chairs
few		+	very few (negative)	few chairs
a little	+		a small amount (positive)	a little milk
little	+		very little (negative)	little milk

## ★ Exercises - Main Quantifiers

### A. Choose the correct option

1. I don't have \_\_\_ money. (much / many)
2. She has \_\_\_ friends. (a lot of / much)
3. Are there \_\_\_ apples? (any / some)
4. I have \_\_\_ time to help you. (a little / little)
5. We have \_\_\_ chairs in the room. (few / a few)
6. Do you have \_\_\_ water? (any / many)
7. There are \_\_\_ people at the party. (lots of / little)
8. He has \_\_\_ homework today. (much / many)

### B. Complete with: a lot of / many / much / some / any.

1. She didn't buy \_\_\_\_\_ bread.
2. We need \_\_\_\_\_ chairs for the meeting.
3. There is \_\_\_\_\_ milk in the fridge.
4. Do you have \_\_\_\_\_ brothers?
5. I want \_\_\_\_\_ information about the course.

### C. Replace the underlined word with a quantifier.

1. I have **three** problems. → I have \_\_\_\_\_ problems.
2. She has **0** friends. → She has \_\_\_\_\_ friends.
3. We have **a big amount** of water. → We have \_\_\_\_\_ water.



## Explanation: Want To...

“Want to” is used to express desires, intentions, or what a person wants to do. It is followed by a **verb in the infinitive** (without “to,” because “to” is already in *want to*).

### ◆ Structure

#### ☑ Affirmative

**Subject + want(s) to + verb**

Examples:

- I want to eat pizza.
- She wants to travel to Spain.
- They want to study English.

(Remember: Only **he/she/it** takes **wants** with -s.)

#### ✗ Negative

**Subject + don't/doesn't want to + verb**

Examples:

- I don't want to watch TV.
- He doesn't want to go to school.
- We don't want to cook dinner.

#### ? Questions

**Do/Does + subject + want to + verb?**

Examples:

- Do you want to eat something?
- Does she want to learn French?
- Do they want to visit us?

#### ≤ Short Answers

- Yes, I do. / No, I don't.
- Yes, she does. / No, she doesn't.

## ★ SUMMARY TABLE

Form	Structure	Example
<b>Affirmative</b>	Subject + want(s) to + verb	She wants to read a book.
<b>Negative</b>	Subject + don't/doesn't want to + verb	He doesn't want to eat now.
<b>Question</b>	Do/Does + subject + want to + verb?	Do you want to play?
<b>Short Answers</b>	Yes/No + subject + do/doesn't	Yes, I do. / No, she doesn't.



★ Exercises - Want To...

A. Complete with *want to* + verb.

1. I \_\_\_\_\_ (eat) a sandwich.
2. She \_\_\_\_\_ (learn) English.
3. They \_\_\_\_\_ (travel) next year.
4. He \_\_\_\_\_ (buy) a new phone.
5. We \_\_\_\_\_ (go) to the park.

B. Rewrite in negative.

1. I want to sleep. → \_\_\_\_\_
2. She wants to cook. → \_\_\_\_\_
3. They want to play soccer. → \_\_\_\_\_

C. Make questions.

1. You want to watch a movie. → \_\_\_\_\_?
2. He wants to call his friend. → \_\_\_\_\_?

D. Choose the correct option.

1. She (**want / wants**) to eat ice cream.
2. They (**don't want / doesn't want**) to study today.
3. (**Do / Does**) he want to buy a car?
4. I (**want to / wants to**) read a book.
5. (**Do / Does**) you want to go out



## Explanation: Food and Drinks

**Food and drinks** vocabulary are used to talk about the things we eat and drink every day. It includes different categories such as fruits, vegetables, meals, snacks, and beverages. Learning this vocabulary helps us communicate in real situations, like buying groceries, ordering in a restaurant, or describing our eating habits. Each group contains words that are essential for expressing likes, dislikes, preferences, and daily routines.

## ★ VOCABULARY

### ● 1. Fruits

apple, banana, orange, grapes, mango, pineapple, strawberry

### 🥕 2. Vegetables

carrot, potato, tomato, lettuce, onion, broccoli, cucumber

### 🍞 3. Food (General)

bread, rice, pasta, soup, salad, chicken, meat, fish, eggs, cheese

### ☕ 4. Drinks

water, juice, soda, milk, tea, coffee, lemonade

### 🍪 5. Snacks & Desserts

cookies, cake, chocolate, ice cream, chips

## ★ TABLE SUMMARY

Category	Examples
<b>Fruits</b>	apple, banana, grapes, mango
<b>Vegetables</b>	carrot, tomato, potato, broccoli
<b>Food</b>	rice, chicken, pasta, bread
<b>Drinks</b>	water, juice, milk, tea
<b>Snacks/Desserts</b>	cake, cookies, chips

### Examples in sentences

- I eat **rice** and **chicken** for lunch.
- She drinks **orange juice** every morning.



## ★ Exercises - Food and Drinks

### A. Write FRUIT, VEGETABLE, FOOD, or DRINK.

1. Milk → \_\_\_\_\_
2. Apple → \_\_\_\_\_
3. Chicken → \_\_\_\_\_
4. Broccoli → \_\_\_\_\_
5. Juice → \_\_\_\_\_

### B. Complete with a vocabulary word.

1. I want to drink \_\_\_\_\_.
2. She eats \_\_\_\_\_ for breakfast.
3. They don't like \_\_\_\_\_.
4. My favorite fruit is \_\_\_\_\_.
5. We need \_\_\_\_\_ to make a salad.

### C. Choose the correct option.

1. I drink (water / carrot) every day.
2. A banana is a (fruit / drink).
3. Chips are a (snack / vegetable).
4. Tea is a (drink / dessert).
5. Broccoli is a (fruit / vegetable).

### D. Translate into English.

1. Yo quiero agua. → \_\_\_\_\_
2. Ella come ensalada. → \_\_\_\_\_
3. Ellos beben leche. → \_\_\_\_\_
4. Mi comida favorita es el pollo. → \_\_\_\_\_
5. Tengo una manzana. → \_\_\_\_\_





## UNIT 6 - I WAS THERE

- Past simple of the verb to be
- Past simple of regular and irregular verbs
- Past simple (affirmative, negative, questions, short answers)
- There was – there were
- Time expressions

### LEARNING OUTCOME

Students will be able to describe past events using the past simple of “to be,” regular and irregular verbs, form affirmative, negative, and interrogative sentences with short answers, use “there was/there were” to talk about past situations, and apply common past time expressions to communicate clearly about previous experiences.

### LEARNING CHART

<p><b>Past simple of the verb to be</b></p> <p>Learning the past forms 'was and were' for (.g), verb 'to be</p> 
<p><b>Past simple of regular and irregular verbs</b></p> <p>Identifying and using the past tense of different verb types</p> 
<p><b>Past simple (affirmative, negative, questions, short answers)</b></p> <p>Forming statements, 'some, any, at lof, much, many' to express simple tense</p> 
<p><b>There was – there were</b></p> <p>Describing the existence the past using 'there was, and percest simple tense</p> 
<p><b>Time expressions</b></p> <p>Using words like 'yesterday', last week, ago' to indicate past time</p> 



## ★ SYNTHESIS

In this unit, students learn how to talk about past events, describe situations in the past, and express what existed at a specific time. The unit focuses on the past simple tense, the verb *to be* in the past, expressions of existence, and common time expressions used to situate events.

### 1. Past simple of the verb *to be*

Students learn how to use *was* and *were* to describe states, conditions, feelings, and locations in the past. They practice forming affirmative, negative, and interrogative sentences.

### 2. Past simple of regular and irregular verbs

This topic teaches how to express past actions using regular verbs that end in **-ed** (e.g., *played, visited, watched*) and irregular verbs with completely different forms (e.g., *went, ate, had*). Students learn to recognize and correctly use both types.

### 3. Past simple (affirmative, negative, questions, and short answers)

Students practice forming complete structures with the auxiliary *did* for negative and interrogative sentences. They learn to communicate about finished actions in the past.

### 4. There was – there were

This topic teaches students how to talk about things that existed or were present in the past. *There was* is used for singular nouns, and *there were* for plural nouns.

### 5. Time expressions

Students learn common expressions used to indicate when actions happened, such as *yesterday, last night, last week, two days ago*, and *in 1990*. These expressions help provide context and clarity when talking about the past.

This unit provides students with essential tools to describe past experiences, narrate events, and explain situations clearly. By mastering the past simple structures, learners can effectively communicate about what happened, when it happened, and what existed at specific moments in the past.





## Explanation Past Simple of The Verb to be.

The verb **to be** in the past has two forms: **was** and **were**.

Forms			
SUBJECT	AFFIRMATIVE	NEGATIVE	QUESTION
I / He / She / It	was	was not (wasn't)	Was + subject...?
You / We / They	were	were not (weren't)	Were + subject...?

### USE

We use **was/were** to talk about:

- ✓ states in the past
- ✓ locations
- ✓ feelings
- ✓ situations

### EXAMPLES

#### Affirmative:

- I was at home yesterday.
- They were happy.

#### Negative:

- She wasn't sick.
- We weren't late.

#### Questions:

- Was he your teacher?
- Were you at the party?

#### Short Answers:

- Yes, I was. / No, I wasn't.
- Yes, they were. / No, they weren't.



★ Exercises - Past Simple of The Verb to be.

A. Choose the correct answer.

1. I \_\_\_\_\_ tired yesterday. (was / were)
2. They \_\_\_\_\_ at school. (was / were)
3. She \_\_\_\_\_ at the meeting. (wasn't / weren't)
4. \_\_\_\_\_ you busy yesterday? (Was / Were)
5. We \_\_\_\_\_ happy with the results. (was / were)

B. Complete with WAS or WERE.

1. We \_\_\_\_\_ at the library yesterday.
2. She \_\_\_\_\_ very tired last night.
3. I \_\_\_\_\_ not at home.
4. They \_\_\_\_\_ excited about the trip.
5. \_\_\_\_\_ you at school yesterday?
6. The movie \_\_\_\_\_ interesting.
7. He \_\_\_\_\_ my best friend in high school.
8. \_\_\_\_\_ they happy with the results?

C. Rewrite in the negative.

1. She was at the party. → \_\_\_\_\_
2. They were late. → \_\_\_\_\_
3. I was hungry. → \_\_\_\_\_

D. Make questions with WAS/WERE.

1. you / at the meeting → \_\_\_\_\_?
2. she / sick yesterday → \_\_\_\_\_?
3. they / your classmates → \_\_\_\_\_?



## Explanation - Past Simple of Regular and Irregular Verbs

The past simple describes **completed actions in the past**.

### Regular verbs

Form: **verb + -ed**

Examples:

- walk → walked
- play → played
- clean → cleaned
- study → studied

### Spelling Rules

- end in *e* → add **d** (live → lived)
- consonant + *y* → **change y to i + ed** (study → studied)
- CVC pattern → **double consonant** (stop → stopped)

### Irregular verbs

These verbs **do not follow rules**.

Examples:

- go → went
- eat → ate
- have → had
- see → saw
- buy → bought

### EXAMPLES

- I visited my grandparents.
- She went to the supermarket.
- They studied last night.
- He ate pizza yesterday.



## ★ Exercises - Past Simple of Regular and Irregular Verbs

### A. Write the past form.

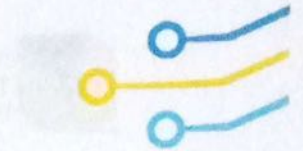
1. open → \_\_\_\_\_
2. drink → \_\_\_\_\_
3. start → \_\_\_\_\_
4. take → \_\_\_\_\_
5. study → \_\_\_\_\_
6. write → \_\_\_\_\_
7. play → \_\_\_\_\_
8. buy → \_\_\_\_\_

### B. Complete the sentences.

1. I \_\_\_\_\_ (eat) breakfast early.
2. She \_\_\_\_\_ (watch) a new movie.
3. They \_\_\_\_\_ (go) to the stadium.
4. We \_\_\_\_\_ (clean) the house.
5. He \_\_\_\_\_ (have) a bad day.
6. The baby \_\_\_\_\_ (sleep) well.

### C. Choose the correct answer.

1. She (went / go) to Paris last summer.
2. They (study / studied) for the exam.
3. We (did / do) our homework yesterday.
4. He (write / wrote) a letter.
5. I (buy / bought) a new phone.
6. The dog (played / play) outside.



## Explanation - Past Simple (Affirmative, Negative, Questions, Short Answers)

We use the past simple to talk about actions that happened and finished in the past.

### ✓ Affirmative

#### Subject + past verb

Examples:

- I played soccer.
- She went to work.

### ✗ Negative

#### Subject + didn't + base verb

Examples:

- I didn't play soccer.
- They didn't eat dinner.

### ? Questions

#### Did + subject + base verb?

Examples:

- Did you study?
- Did he call you?

### Short Answers

- Yes, I did. / No, I didn't.
- Yes, he did. / No, he didn't.



**★Exercises - Past Simple**

**A. Rewrite in the negative.**

1. She studied English. → \_\_\_\_\_
2. They went to the park. → \_\_\_\_\_
3. I cooked dinner. → \_\_\_\_\_

**B. Make questions.**

1. You watched TV last night. → \_\_\_\_\_?
2. He played soccer yesterday. → \_\_\_\_\_?

**C. Choose the correct answer.**

1. She (didn't go / didn't went) to class.
2. Did they (eat / ate) breakfast?
3. I (did / didn't) see him yesterday.
4. We (watched / watch) a movie yesterday.
5. Did she (study / studied)?

**D. Make questions (Did...?).**

1. you / go to school → \_\_\_\_\_?
2. she / read the book → \_\_\_\_\_?
3. they / finish early → \_\_\_\_\_?

**E. Short answers.**

Answer the questions:

1. Did you study yesterday? → \_\_\_\_\_
2. Did she help you? → \_\_\_\_\_
3. Did they arrive late? → \_\_\_\_\_



## Explanation - There Was – There Were

**There was** and **There were** are used to talk about the *existence* of something in the **past**. We use them to describe **things, people, places, events, and situations** that existed or happened before now. These expressions work like the past form of **There is / There are**.

### ◆ 1. Meaning

- **There was** = something existed (singular)
- **There were** = some things existed (plural)

### ◆ 2. When to Use Each Form

- ✓ Use **THERE WAS** for singular nouns

Example:

- There was a **cat** in the garden.

- ✓ Use **THERE WERE** for plural nouns

Example:

- There were **two cats** in the garden.

### ◆ 3. Affirmative Forms

Examples:

There was a book on the table.

There were books on the table.

### ◆ 4. Negative Forms

Examples:

- There wasn't a problem.
- There weren't any students in class.

### ◆ 5. Questions

- ✓ Singular and Plural:

**Was there + singular noun?**

**Were there + plural noun?**

Examples:

- Was there a test yesterday? **Short answers:** Yes, there was / No, there wasn't
- Were there two fire? **Short answers:** Yes, there were / No, there weren't



★ **Exercises - There Was – There Were**

**A. Complete with THERE WAS or THERE WERE.**

1. \_\_\_\_\_ many people at the mall.
2. \_\_\_\_\_ a strange noise last night.
3. \_\_\_\_\_ two dogs in the yard.
4. \_\_\_\_\_ a problem with my phone.
5. \_\_\_\_\_ some flowers in the garden.

**B. Change the sentences to negative form.**

1. There was a cat in the kitchen. → \_\_\_\_\_
2. There were three cars in the garage. → \_\_\_\_\_
3. There was a meeting yesterday. → \_\_\_\_\_
4. There were problems in the system. → \_\_\_\_\_
5. There was milk in the fridge. → \_\_\_\_\_

**C. Write questions.**

1. \_\_\_\_\_ a test yesterday?
2. \_\_\_\_\_ any students in class?

**D. Choose the correct option.**

1. There (was / were) no lights.
2. There (wasn't / weren't) any water.



## Explanation time Expressions (Past)

**Time expressions (past)** are phrases that tell us **when something happened in the past**. We use them with the **past simple** to give more information about the time of an action.

These expressions can refer to:

### 1. A specific point in the past

These expressions show an exact moment or day.

Examples:

- **yesterday**
- **last night**
- **last week / last month / last year**
- **on Monday / on Tuesday**

Example sentences:

- *I watched a movie **yesterday**.*
- *She visited her grandmother **last week**.*

### 2. An unspecific time in the past

These expressions do not give an exact date, but tell us that the action happened before now.

Examples:

- **a long time ago**
- **once**

Example sentences:

- *I visited Paris **a long time ago**.*
- *We lived in Mexico **before**.*

### 3. Duration in the past

These expressions show how long something lasted.

Examples:

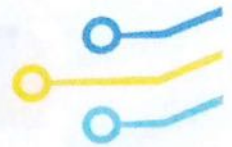
- **for three years**
- **all day**

Example sentences:

- *She stayed in London **for two weeks**.*
- *It rained **all night**.*

### 4. Past periods or moments

Used to refer to past times that are now finished.



Examples:

- **this morning** (if the morning is already over)
- **earlier today**
- **in the past**

Example sentences:

- *I cleaned the house **this morning**.* (if it is now afternoon or evening)
- *We had a meeting **earlier today**.*

### ★ Exercises - Explanation time Expressions

#### A. Complete the sentences with the correct time expression.

(yesterday / last night / last week / two days ago / in 2015)

1. I met her \_\_\_\_\_.
2. They traveled \_\_\_\_\_.
3. We watched a movie \_\_\_\_\_.
4. She was born \_\_\_\_\_.
5. He called me \_\_\_\_\_.

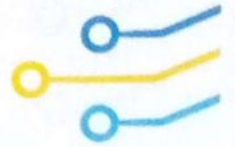
#### B. Rewrite the sentence using the time expression in parentheses.

Example: **I visited my aunt. (last week)** → *I visited my aunt last week.*

1. They cleaned the house. (**yesterday**) \_\_\_\_\_
2. She traveled to France. (**in 2017**) \_\_\_\_\_
3. We played soccer. (**last Saturday**) \_\_\_\_\_
4. He studied English. (**two months ago**) \_\_\_\_\_
5. I woke up early. (**this morning**) \_\_\_\_\_

#### C. Choose the correct answer.

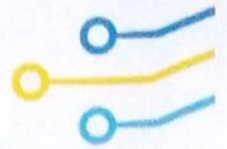
1. They visited Spain (last year / tomorrow).
2. I studied English (yesterday / next week).
3. She moved here (in 2010 / next month).
4. He bought his car (five years ago / in two days).



**REFERENCES:**

- Murphy, R. (2019). *English Grammar in Use: A Self-study Reference and Practice Book for Intermediate Learners of English* (5th ed.). Cambridge University Press.
- McCarthy, M., & O'Dell, F. (2018). *English Vocabulary in Use: Pre-intermediate and Intermediate* (4th ed.). Cambridge University Press.
- Azar, B. S., & Hagen, S. A. (2017). *Fundamentals of English Grammar* (5th ed.). Pearson Education.
- Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*. Cambridge University Press.





**ELABORACIÓN, REVISIÓN Y APROBACIÓN DE PARES**

**Profesor(a)**

*Ana Carolina Romero A.*

Lcda. Ana Carolina Romero Alava, M.Ed.

**Fecha de elaboración:** 31/10/2025

**Comisión de revisión de pares de guías de estudio del Instituto Superior Tecnológico Tena**

*[Signature]*

Lcda. María Angélica Campoverde Encalada

Mg. Alvaro Santiago Toalombo Díaz

Mg. Henry Fabian Chango Chango

*[Signature]*

Mg. Duarte Mora Martha Janina

*[Signature]*

Abg. Danilo Alexander Zamora Núñez., Mg.

**Fecha de revisión:** 28/11/2025

**Coordinador de Investigación, Desarrollo Tecnológico e Innovación**

*[Signature]*

Abg. Danilo Alexander Zamora Núñez., Mg.



**Fecha de aprobación:** 09/12/2025