



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

**GUÍA GENERAL DE ESTUDIO
DE LA ASIGNATURA
20250011**

INGLÉS A2

Octubre - 2025

LCDO. RAMÓN ANDRÉS VÉLEZ ZAMBRANO



GUÍA GENERAL DE ESTUDIO DE LA ASIGNATURA – INGLÉS A2

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

Lcd. Ramón Andrés Vélez Zambrano
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
Leda. María Angélica Campoverde Encalada

Comisión de revisión técnica de guías 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.



TABLA DE CONTENIDOS

1. DATOS GENERALES DE LA ASIGNATURA	10
2. PRERREQUISITOS Y CORREQUISITOS	10
3. DESCRIPCIÓN DE LA ASIGNATURA.....	10
4. OBJETIVO GENERAL.....	10
5. EJE TRANSVERSAL.....	10
6. CONTRIBUCIÓN DE LOS RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA AL PERFIL DE EGRESO DE LA CARRERA.....	10
7. CONTENIDOS DE LA ASIGNATURA (descripción mínima de contenidos de la asignatura) ..	11
8. ESTRATEGIAS METODOLÓGICAS Y RECURSOS DIDÁCTICOS	12
9. EVALUACIÓN DEL ESTUDIANTE POR RESULTADOS DE APRENDIZAJE.....	12
10. BIBLIOGRAFÍA:.....	13
DESCRIPCIÓN DE COMPETENCIAS DE LA GUÍA DE INGLÉS A2	14
COMPETENCIAS ESPECÍFICAS:.....	14
Unit 1: MY LIFE.....	14
Unit 2: PLACES	14
Unit 3: I DID IT!.....	14
Unit 4: A WONDERFUL WORLD.....	15
Unit 5: TODAY AND TOMORROW.....	15
Unit 6: FREE TIME.....	15
UNIT 1: MY LIFE.....	16
LEARNING CHART.....	16
PRESENT SIMPLE:.....	18
Explanation of "Present Simple"	18
Structure of "Present Simple"	18
Uses of "Present Simple"	18
Exercises:	19
PREPOSITIONS OF TIME:	21
Explanation of "Prepositions of Time".....	21
Structure of "Prepositions of Time"	21
Uses of "Prepositions of Time"	21
Exercises:	22
POSSESSIVE ADJECTIVES VS. POSSESSIVE PRONOUNS:.....	24
Explanation of "Possessive Adjectives and Pronouns".....	24
Structure of Possessive Adjectives and Pronouns.....	24



Explanation de "Too" y "Enough"	46
Estructure of "Too" y "Enough"	46
Uses of "Too" y "Enough"	46
Exercises:	47
PREPOSITIONS OF PLACES AND MOVEMENT:	49
Explanation of "Prepositions of Places and Movement"	49
Estructure of "Prepositions of Places and Movement"	49
Uses of "Prepositions of Places and Movement"	49
Exercises	50
UNIT 3: I DID IT!	52
LEARNING CHART	52
PAST SIMPLE OF REGULAR AND IRREGULAR VERBS:	54
Explanation of "Past Simple"	54
Structure of "Past Simple" (Affirmative)	54
Uses of "Past Simple"	55
Exercises	55
PAST SIMPLE (NEGATIVE, QUESTIONS AND SHORT ANSWERS)	57
Explanation of "Past Simple" (Auxiliary Use)	57
Structure of "Past Simple" (Negative and Interrogative)	57
Uses of "Past Simple" (Negative and Interrogative)	57
Exercises	58
PAST SIMPLE OF THE VERB TO BE (WAS / WERE):	60
Explanation of "Past Simple of To Be"	60
Structure of "Past Simple of To Be"	60
Uses of "Past Simple of To Be"	61
Exercises	61
THE VERB COULD	63
Explanation of "The verb Could"	63
Structure of "The verb Could"	63
Uses of "The verb Could"	64
Exercises:	64
THE VERB USED TO	66
Explanation of "The Verb Used to"	66
Structure of "The Verb Used to"	66
Uses of "The Verb Used to"	67



Exercises	67
UNIT 4: A WONDERFUL WORLD	69
LEARNING CHART.....	69
PRESENT PERFECT SIMPLE.....	71
Explanation of "Present Perfect Simple"	71
Structure of "Present Perfect Simple"	71
Uses of "Present Perfect Simple"	72
Exercises	72
PARTICIPLE VERBS.....	74
Explanation of "Participle Verbs"	74
Structure of "Participle Verbs"	74
Uses of "Participle Verbs"	75
Exercises	75
YET, ALREADY, STILL.....	77
Explanation of "Yet, Already, Still"	77
Structure of "Yet, Already, Still"	77
Uses of "Yet, Already, Still"	78
Exercises	78
PRESENT PERFECT SIMPLE: HOW LONG?, FOR, SINCE.....	80
Explanation of "How long?, for, since"	80
Structure of "How long?, for, since"	80
Uses of "How long?, for, since"	80
Exercises	81
COMMON ACTIVITIES.....	83
Explanation of "Common Activities"	83
Structure of "Common Activities"	83
Uses of "Common Activities"	84
Exercises	84
UNIT 5: TODAY AND TOMORROW.....	86
LEARNING CHART.....	86
1. Future: Be going to.....	87
2. Future: Will	87
3. Zero Conditional.....	87
4. Conditional Sentences Type 1.....	88
5. Vacations (Contextual Topic)	88



FUTURE BE GOING TO:	89
Explanation of "Future Be Going To"	89
Structure of "Future Be Going To"	89
Uses of "Future Be Going To"	89
Exercises	90
FUTURE WILL:	92
Explanation of "Future Will"	92
Structure of "Future Will"	92
Uses of "Future Will"	92
Exercises	93
ZERO CONDITIONAL:	95
Explanation of "Zero Conditional"	95
Structure of "Zero Conditional"	95
Uses of "Zero Conditional"	95
Exercises:	96
CONDITIONAL SENTENCES TYPE 1:	98
Explanation of "Conditional Sentences Type 1"	98
Structure of "Conditional Sentences Type 1"	98
Uses of "Conditional Sentences Type 1"	98
Exercises	99
VACATIONS	100
Explanation of "Vacations"	100
Structure of "Vacations"	100
Uses of "Vacations"	101
Exercises	101
UNIT 6: FREE TIME	103
LEARNING CHART	103
1. Comparative Forms	104
2. Superlative Forms	104
3. Both / All / Neither / None (Distributive Quantifiers)	104
4. The Verb 'Have to'	105
5. Holidays (Contextual Topic)	105
COMPARATIVE FORMS :	106
Explanation of "Comparative Forms"	106
Structure of "Comparative Forms"	106



Uses of "Comparative Forms"	107
Exercises	107
SUPERLATIVE FORMS	109
Explanation of "Superlative Forms"	109
Structure of "Superlative Forms"	109
Uses of "Superlative Forms"	110
Exercises	110
BOTH / ALL / NEITHER / NONE	111
Explanation of "Both / All / Neither / None"	111
Structure of "Both / All / Neither / None"	111
Uses of "Both / All / Neither / None"	112
Exercises	112
THE VERB HAVE TO	114
Explanation of "The Verb Have To"	114
Structure of "The Verb Have To"	114
Uses of "The Verb Have To"	115
Exercises	115
HOLIDAYS	117
Explanation of "Holidays"	117
Structure of "Holidays"	117
Uses of "Holidays"	118
Exercises	118
REFERENCES:	120
ANSWERS:	121
Exercise 1: Fill in the Blanks (Affirmative/Negative)	121
Exercise 2: Formulating Questions (Interrogative)	121
Exercise 3: Error Correction	121
PREPOSITIONS OF TIME (IN, ON, AT)	121
Exercise 1: Fill in the Blanks (In, On, At)	121
Exercise 2: Sentence Completion	121
Exercise 3: Error Correction	121
POSSESSIVE PRONOUNS	122
Exercise 1: Identifying the Function (Adjective or Pronoun)	122
Exercise 2: Rewriting Sentences	122
Exercise 3: Error Correction	122



PRESENT PROGRESSIVE (CONTINUOUS)	122
Exercise 1: Fill in the Blanks (Affirmative/Negative)	122
Exercise 2: Formulating Questions (Interrogative)	122
Exercise 3: Sentence Transformation (From Affirmative to Negative)	122
PRESENT SIMPLE VS. PRESENT PROGRESSIVE	123
Exercise 1: Quick Choice	123
Exercise 2: Contextual Application	123
Exercise 3: State Verbs (No Progressive)	123
HOW MUCH? HOW MANY? / MANY / A LOT OF / LOTS OF / A FEW / A LITTLE	124
PAST SIMPLE OF REGULAR AND IRREGULAR VERB	125
PRESENT PERFECT SIMPLE	127
FUTURE WILL	129
VACATIONS	130
ELABORACIÓN, REVISIÓN Y APROBACIÓN DE PARES	133


GUÍA GENERAL DE ESTUDIO DE LA ASIGNATURA

DATOS GENERALES DE LA ASIGNATURA							
Carrera	Centro de Idiomas			Nombre asignatura		Inglés A2	
Modalidad	Presencial / Híbrida			Campo de Formación		Comunicación y Lenguajes	
Jornada	Matutina / Vespertina / Nocturna			Unidad de Organización Curricular		Básic	
Período académico	Segundo / Tercero			Código de la asignatura		CIA2	
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	Autónomo	0		
PRERREQUISITOS Y CORREQUISITOS							
Prerrequisitos de la asignatura				Correquisitos de la asignatura			
Asignatura		Código		Asignatura		Código	
Inglés A1		CIA1					
DESCRIPCIÓN DE LA ASIGNATURA							
<p>El inglés como idioma universal es un instrumento indispensable para el desarrollo profesional de toda persona permitiendo incrementar nuestro bagaje cultural, el nivel A2 permite comprender información simple en inglés en situaciones cotidianas, tales como hacer preguntas simples sobre temas conocidos, expresar opiniones básicas y comprender instrucciones sencillas. Esto implica alcanzar un nivel básico de competencia en las cuatro habilidades lingüísticas principales: comprensión auditiva, expresión oral, comprensión de lectura y expresión escrita.</p>							
OBJETIVO GENERAL							
Desarrollar habilidades básicas de comunicación en inglés para llegar al nivel A2 según el Marco Común Europeo de Referencia para las Lenguas (MCERL).							
EJE TRANSVERSAL							
Eje Transversal	Temáticas	Descripción					
Formación ciudadana integral	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.					
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 de 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



<p>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.</p>	<p>Aplica técnicas inferenciales e interpreta resultados de problemas planteados.</p>	<p>Media</p>
<p>Mantener relaciones de intercambio y colaboración haciendo uso del idioma inglés en situaciones temáticas y contextos diversos.</p>	<p>Comunica de manera asertiva, coopera activamente en la resolución de conflictos con sus pares profesionales</p>	<p>Media</p>
<p>CONTENIDOS DE LA ASIGNATURA (descripción mínima de contenidos de la asignatura)</p>		
<p>Unidad 1.- My life 1.1. Present simple 1.2. Prepositions of time 1.3. Possessive adjectives vs Possessive pronouns 1.4. Present Progressive 1.5. Present simple vs Present Progressive</p>		
<p>Unidad 2.- Places 2.1 Countable and uncountable nouns 2.2 Object pronouns 2.3 How much? How many? / Many / A lot of / Lots of / A few / A little 2.4 To / Enough 2.5 Prepositions of places and movement</p>		
<p>Unidad 3.- I did it! 3.1. Past Simple of regular and Irregular Verbs 3.2. Past simple (negative, Questions and short answers) 3.3. Past Simple of the verb to be 3.4. The verb could 3.5. The Verb Used to</p>		
<p>Unidad 4.- A wonderful world 4.1 Present Perfect Simple 4.2 Participle Verbs 4.3 Yet, already, still 4.4 Present Perfect Simple. How long?, for, since 4.5 Common activities</p>		
<p>Unidad 5.- Today and tomorrow 1. Future be going to 2. Future Will 3. Zero Conditional 4. Conditional Sentences Type 1 5. Vacations</p>		
<p>Unidad 6.- Free time 6.1 Comparative forms 6.2 Superlative forms 6.3 Both / All / Neither / None 6.4 The verb have to 6.5 Holidays</p>		



8. ESTRATEGIAS METODOLÓGICAS Y RECURSOS DIDÁCTICOS					
ESTRATEGIAS METODOLÓGICAS	HABILIDADES BLANDAS			FINALIDAD	
Activas para la enseñanza y aprendizaje	Valores vinculados a la autonomía del sujeto: confianza, crítica y autocrítica, honestidad, integridad			<ul style="list-style-type: none"> Generar confianza/ Promover el pensamiento crítico. Permite a los estudiantes cumplir un rol activo dentro de su formación. Construye una sociedad participante. 	
Aprendizaje y trabajo cooperativo	Valores elementales de convivencia y civilidad: crítica y autocrítica, tolerancia, empatía, respeto, justicia, lealtad, paciencia			<ul style="list-style-type: none"> Promover un ambiente de colaboración/ trabajo en equipo/ Saber escuchar/Promover el pensamiento crítico/ fomentar el liderazgo/ adaptabilidad. Mantener una comunicación abierta con el equipo/ tolerancia a los errores, aceptar y aprender de las críticas. Fomentar el sentido de pertenencia 	
Aprendizaje individual	Valores vinculados a la autonomía del sujeto: responsabilidad, honestidad, integridad, efectividad, autonomía			<ul style="list-style-type: none"> Facilitar la asimilación del contenido por parte del estudiante/ Plantear preguntas para promover la comunicación efectiva /Promover el pensamiento crítico Lectura comprensiva para fijar contenidos/ Promover el pensamiento crítico 	
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 (video): 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				
	EVALUACIÓN FORMATIVA			EVALUACIÓN SUMATIVA	TOTAL
	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
PROMEDIO FINAL					10
NOTA DE RECUPERACIÓN					*
CALIFICACIÓN FINAL					10
CONSIDERACIONES ESPECIALES					
Asistencia	<ul style="list-style-type: none"> Es responsabilidad de los docentes del ESTT constatar la asistencia de los estudiantes y registrarla en el SIGA. 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. Los estudiantes que tengan un porcentaje mayor al 30% de insistencias, reprobación automática la asignatura, curso o su equivalente. 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). 				



Escala Valorativa	<ul style="list-style-type: none"> • La escala de valoración del ISTT comprende el rango de cero (0) a diez (10) puntos. • 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 el registro en la plataforma del Sistema Integrado de Gestión Académica (SIGA), se calcularán respetando la ponderación descripta, tanto para evaluaciones formativas y sumativas. • El puntaje máximo de aprobación de cada asignatura, curso o su equivalente será sobre 10 puntos. • El puntaje mínimo de aprobación de una asignatura, curso o su equivalente será de siete (7,00) puntos. • 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.
Recuperación Final	<ul style="list-style-type: none"> • El ISTT considera una actividad evaluativa de recuperación de fin de curso para los estudiantes que no alcanzan el puntaje mínimo de aprobación de las asignaturas, curso o sus equivalentes. • Los estudiantes que poseen en la asignatura, curso o su equivalente un promedio final en el rango de 3,01 a 5,99 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. • El ISTT considera actividades tutoriales de acompañamiento y refuerzo académico previo a la actividad evaluativa de recuperación. • Las actividades evaluativas de recuperación se calificarán sobre un máximo de 10 puntos. • 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. • La ponderación válida del puntaje para la recuperación será del 50% de la nota obtenida. <p>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:</p> <ul style="list-style-type: none"> • 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. • 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. • Los estudiantes que repueben una asignatura, curso o su equivalente por inasistencia, retiro o deserción, no estarán habilitados para rendir la actividad evaluativa de recuperación. • 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.

10. BIBLIOGRAFÍA:

Bibliografía Básica de la Asignatura:	Físico	Digi- tal
Romero, C. (2020). <i>Didactic guide level A2.1</i> (primera edición). Editorial. S/N. Ecuador. ISBN: S/N. Número de inventario en biblioteca: ISTT—CI-0142	X	
Vélez, A. (2020). <i>Didactic guide level A2.2</i> (primera edición). Editorial. S/N. Ecuador. ISBN: S/N. Número de inventario en biblioteca: ISTT—CI-0140	X	
Bibliografía de consulta de la Asignatura:	Físico	Digi- tal
Koc, S, y Koc. O. (2017). <i>Boots 2 english coursebook</i> (primera edición). Editorial. Language Training Academic. ISBN: 978-605-4664-98-6. Número de inventario en biblioteca: ISTT—CI-0317	X	
Gordon et al. (2015). <i>English Download B1+ Student's book</i> (primera edición). Editorial. Hamilton House Publishers. Inglaterra. ISBN: 978-9863-721-86-3. Número de inventario en biblioteca: ISTT—CI-0021	X	



DESCRIPCIÓN DE COMPETENCIAS DE LA GUÍA DE INGLÉS A2

Se presenta una breve descripción de las competencias que se desarrollan en la asignatura de *inglés A2*. Estas competencias están diseñadas para mejorar las habilidades comunicativas de los estudiantes, fomentar la comprensión lectora y auditiva, así como promover la producción escrita y oral en inglés. A través de actividades prácticas y teóricas, los alumnos adquirirán un mejor manejo del idioma. La guía busca integrar el aprendizaje del idioma con el desarrollo de competencias.

COMPETENCIAS ESPECÍFICAS:

Unit 1: MY LIFE

- Comprender las ideas principales cuando el discurso es claro y normal y se tratan asuntos cotidianos que tienen lugar en el trabajo.
- Comprender ideas principales de muchos programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional.

Unit 2: PLACES

- Describir lugares y situaciones cotidianas del entorno inmediato usando vocabulario y estructuras simples.
- Comparar lugares de interés o dar opiniones sencillas sobre ellos

Unit 3: I DID IT!

- Describir eventos y experiencias personales pasadas
- Desenvolverse en situaciones que se presenta cuando viaja donde se habla inglés.



Unit 4: A WONDERFUL WORLD

- Comprende textos redactados en una lengua de uso habitual y cotidiano o relacionado con el trabajo, comprende la descripción de acontecimientos, sentimientos y deseos en cartas personales.
- Participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria.

Unit 5: TODAY AND TOMORROW

- Describir planes futuros (personales y generales), intenciones y decisiones espontáneas relacionadas con el tema de las vacaciones utilizando los futuros simples ("be going to" y "will").
- Formular oraciones en Condicional Cero y Condicional Tipo 1 para expresar verdades generales, reglas y resultados probables relacionados con la preparación de viajes y escenarios que pueden surgir durante las vacaciones.

Unit 6: FREE TIME

- Comparar diferentes actividades de tiempo libre y días festivos utilizando correctamente las formas comparativas y superlativas de adjetivos y adverbios para expresar diferencias de grado, calidad y frecuencia.
- Expresar obligaciones, necesidades, y preferencias (o su ausencia) relacionadas con el tiempo libre utilizando estructuras como *have to* y cuantificadores



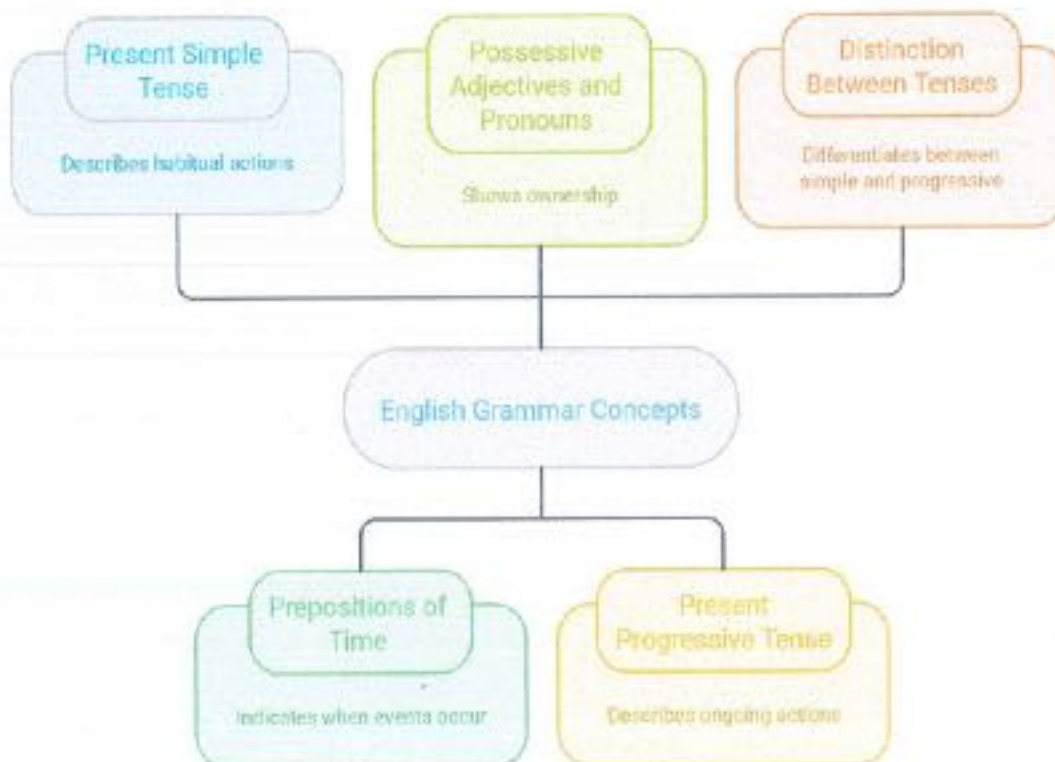
UNIT 1: MY LIFE

1. Present simple
2. Prepositions of time
3. Possessive adjectives vs Possessive pronouns
4. Present Progressive
5. Present simple vs Present Progressive

LEARNING OUTCOME

Mantener relaciones de intercambio y colaboración haciendo uso del idioma inglés en situaciones temáticas y contextos diversos.

LEARNING CHART





SYNTHESIS

In this unit, we explore key grammatical components of English, focusing on foundational verb tenses and ways to express time and possession.

- 1. Present Simple:** This tense is fundamental for discussing routines, habits, general facts, and permanent situations.
 - *Example: She works in a big office.*
- 2. Prepositions of Time:** These words connect an element in the sentence with a specific time reference. The most common are:
 - **"At":** Used for precise times (*at 3 PM, at noon*) and holidays without "day" (*at Christmas*).
 - **"In":** Used for months, seasons, years, and longer periods (*in July, in 2025, in the morning*).
 - **"On":** Used for specific days and dates (*on Monday, on July 15th*).
- 3. Possessive Adjectives vs. Possessive Pronouns:**
 - **Possessive Adjectives** (*my, your, his, her, its, our, their*) always precede a noun to modify it.
 - *Example: This is my book.*
 - **Possessive Pronouns** (*mine, yours, his, hers, its, ours, theirs*) replace a noun to avoid repetition and stand alone.
 - *Example: The book is mine.*
- 4. Present Progressive (Continuous):** This tense is used to describe actions happening at the moment of speaking, or temporary actions.
 - *Example: He is studying now.*
- 5. Present Simple vs. Present Progressive:** Distinguishing between these two tenses is crucial.
 - Use **Present Simple** for permanent actions, routines, and facts.
 - *Example: I live in Madrid.* (Permanent situation)
 - Use **Present Progressive** for temporary actions and actions in progress *right now*.
 - *Example: I am staying at a hotel this week.* (It's a temporary action)

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.



UNIT 1: MY LIFE

PRESENT SIMPLE:

Explanation of "Present Simple"

The Present Simple (o Simple Present) is one of the most fundamental verb tenses in English grammar. It's used to describe actions that are habitual, general truths, and repeated events. It focuses on the action itself, not whether it is happening right now, but rather whether it happens regularly or is a constant fact in someone's life.

Structure of "Present Simple"

The structure of the Present Simple tense depends on the type of sentence and the subject (especially the third-person singular: *he, she, it*).

Form	Structure	Example
Affirmative	Subject + Base Form of the Verb (+ <i>s/es</i> for <i>he/she/it</i>)	I work every day. / She teaches math.
Negative	Subject + do/does not + Base Form of the Verb	They do not (don't) like coffee. / He does not (doesn't) play tennis.
Interrogative	Do/Does + Subject + Base Form of the Verb?	Do you live here? / Does it rain often?

Note: The auxiliary verbs do and does are used only in the negative and interrogative forms. The verb to be is an exception and does not use auxiliaries (Example, Is she happy? / They aren't students.)

Uses of "Present Simple"

The Present Simple tense is used in various contexts:

1. **Habitual Actions or Routines:** To describe actions that happen regularly, often with frequency adverbs (*always, usually, sometimes*).
 - o *Example:* I go to the gym three times a week.



2. **General Truths or Facts:** To state facts that are universally or generally accepted as true.
 - o *Example:* The Earth revolves around the Sun.
3. **Scheduled Events (Future):** To talk about events that are part of a fixed timetable or schedule, especially for public transport, movie times, or classes.
 - o *Example:* The movie starts at 8:00 PM tonight.
4. **Instructions or Directions:** Used in recipes, manuals, or when giving street directions.
 - o *Example:* First, you turn left, and then you walk straight ahead.

Exercises:

Exercise 1: Fill in the Blanks (Affirmative/Negative)

Fill in the blanks with the correct form of the verb in **Present Simple**. Use the negative form where indicated (not).

1. My sister usually (to watch) _____ TV in the evening.
2. We (to not eat) _____ meat; we are vegetarians.
3. The sun (to rise) _____ in the east.
4. They (to work) _____ on Saturdays.
5. He (to not speak) _____ French, only Spanish.

Exercise 2: Formulating Questions (Interrogative)

Formulate the correct question using the **Present Simple** for the following sentences.

1. (you / study) _____ English every day?
2. (the train / leave) _____ at 9 AM?
3. (she / have) _____ a dog?
4. (they / live) _____ in New York?
5. (your class / finish) _____ late?



Exercise 3: Error Correction

Find and correct the mistake in each of the following **Present Simple** sentences.

1. She don't like to cook dinner.

2. He often travel to different cities.

3. Do they goes to the library?

4. The store opens at ten o'clock.

5. I am live in a small town.



PREPOSITIONS OF TIME:

Explanation of "Prepositions of Time"

Prepositions of Time (*in, on, at*) are small but essential words used to indicate **when** a specific event or action takes place. They are crucial for locating actions in time within our daily routines and schedules. English uses these three prepositions in distinct ways, following a general principle: from the **least** specific time period (*in*) to the **most** specific time period (*at*).

Structure of "Prepositions of Time"

Preposition	Structure (Type of Time)	Example
At	Used for Specific Points in Time : hours, midnight, noon, and specific holiday periods without the word "day."	<i>The show starts at 8:00 PM. / I usually sleep at midnight. / We get together at Thanksgiving.</i>
On	Used for Specific Days or Dates : days of the week, full dates, and special days including the word "day."	<i>The party is on Saturday. / The deadline is on October 31st. / The store closes on New Year's Day.</i>
In	Used for Longer, Less Specific Periods : months, seasons, years, decades, centuries, and parts of the day (except <i>at night</i>).	<i>I was born in March. / We travel in the summer. / The event happened in the 1980s.</i>

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).

Uses of "Prepositions of Time"

1. **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.*
2. **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.*
3. **To Refer to Extended Periods:** **In** is used for any period longer than a single day, such as weeks, months, or historical eras.



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

Exercises:

Exercise 1: Fill in the Blanks (In, On, At)

Fill in the blanks with the correct preposition of time: **in**, **on**, or **at**.

1. My classes start _____ 7:00 AM.
2. We usually go skiing _____ winter.
3. The meeting is scheduled _____ October 31st.
4. I will call you back _____ five minutes.
5. What do you do _____ Sunday mornings?
6. People often give gifts _____ Christmas.

Exercise 2: Sentence Completion

Complete the following sentences using a time expression with the correct preposition (**in**, **on**, or **at**).

1. I was born _____ (Your birth year).
2. I always eat dinner _____ (Specific time).
3. Most people are off work _____ (A specific day of the week).
4. We usually see fireworks _____ (A specific holiday that uses *on*).
5. It is generally cold _____ (A season).



Exercises:

Exercise 1: Identifying the Function (Adjective or Pronoun)

Choose the correct possessive form (adjective or pronoun) for each sentence.

1. I forgot _____ (my / mine) lunch at home.
2. That blue jacket is not _____ (our / ours).
3. The company is expanding _____ (its / its') operations overseas.
4. She offered me _____ (her / hers) advice.
5. This phone is _____ (their / theirs); it's not _____ (your / yours).

Exercise 2: Rewriting Sentences

Rewrite the sentences, replacing the possessive adjective + noun with the correct **possessive pronoun** to avoid repetition.

1. This is my office, not her office.

2. We clean our house every week.

3. Are these your keys or their keys?

4. His presentation was better than her presentation.



Exercise 3: Error Correction

Find and correct the mistake (possessive adjective used instead of pronoun, or vice versa) in each sentence.

1. The money is their. They worked hard for it.

2. I prefer yours food to my.

3. This isn't our problem; is it theirs problem?

4. We finished ours project last night.

5. Is that his phone? Yes, it is his.



PRESENT PROGRESSIVE (CONTINUOUS):

Explanation of "Present Progressive"

The **Present Progressive** (or Continuous) is used to describe actions that are **in progress** at a particular time. Unlike the Simple Present, which deals with habits and facts, the Progressive Tense focuses on what's **happening right now**, temporary actions, or definite future arrangements. It emphasizes the duration or continuity of the action.

Structure of "Present Progressive"

This tense is formed using the auxiliary verb **to be** (*am, is, are*) and the **-ing** form (present participle) of the main verb.

Form	Structure	Example
Affirmative	Subject + am/is/are + Verb- ing	We are studying now.
Negative	Subject + am/is/are + not + Verb- ing	He is not working today.
Interrogative	Am/Is/Are + Subject + Verb- ing ?	Are you listening to me?

Uses of "Present Progressive"

The Present Progressive tense is used in various contexts:

- Actions Happening at the Moment of Speaking:** For actions currently in progress.
 - *Example:* Please be quiet, I **am taking** a phone call.
- Temporary Actions:** For actions that are ongoing but limited in time (not permanent). Often used with time expressions like *this week, this month, currently*.
 - *Example:* She **is living** with her sister while her apartment is being renovated.
- Fixed Future Arrangements:** To talk about definite plans that have already been scheduled.
 - *Example:* They **are flying** to Paris next Saturday.



4. **Annoying Habits (with *always*):** To complain about an action that happens too often (often uses *always, constantly*).

- o *Example:* You are always leaving your dirty socks on the floor!

Exercises:

Exercise 1: Fill in the Blanks (Affirmative/Negative)

Fill in the blanks with the correct form of the verb in **Present Progressive**. Use the negative form where indicated (not).

1. Look! The dog (to chase) _____ the ball.
2. My parents (to not watch) _____ that movie right now.
3. What (to happen) _____? The music stopped!
4. I (to prepare) _____ dinner, so I can't talk.
5. We (to visit) _____ the museum tomorrow morning. (Future arrangement)

Exercise 2: Formulating Questions (Interrogative)

Formulate the correct question using the **Present Progressive** for the following sentences.

1. (you / listen) _____ to music?
2. (she / work) _____ on her project this week?
3. (the students / write) _____ a test at the moment?
4. (why / he / wait) _____ by the door?
5. (they / come) _____ to the party tonight? (Future arrangement)



Exercise 3: Sentence Transformation (From Affirmative to Negative)

Rewrite the following affirmative sentences in the **negative form** of the Present Progressive.

1. He is driving to work today.

2. I am reading a very interesting book.

3. We are meeting the new manager next Friday.

4. It is raining heavily outside.

5. The children are playing outside now.



PRESENT SIMPLE VS. PRESENT PROGRESSIVE:

Explanation of "Simple vs. Progressive"

The choice between the **Present Simple** and the **Present Progressive** is determined by the **nature of the action**. The Simple focuses on the **permanence** or **regularity** of an action, while the Progressive focuses on the **temporary** or **ongoing** nature of an action.

Structure "Simple vs. Progressive"

Tense	Form	Structure	Example
Present Simple	Base Form (with -s/es for He/She/It)	Subject + Base Form of the Verb. Auxiliary verbs <i>do/does</i> for negatives/questions.	<i>She works in a school. / They don't live here.</i>
Present Progressive	'To Be' + -ing (Present Participle)	Subject + <i>am/is/are</i> + Verb + <i>-ing</i> .	<i>He is reading a book right now. / We are not waiting for you.</i>

Distinguishing "Simple vs. Progressive"

Tense	Primary Use	Example
Present Simple	Permanent or Routine Actions: Used for habits, routines, general facts, laws of nature, and scheduled events (future).	<i>I wake up at six every day. (Routine) / Water boils at</i>
Present Progressive	Temporary or Ongoing Actions: Used for actions happening at the moment of speaking , temporary actions, or actions happening around the present moment.	<i>Please be quiet, I am working. (Action now) / I am staying with my sister this month. (Temporary action)</i>



Contrast table "Simple vs. Progressive"

Feature	Simple Present	Present Progressive (Continuous)
Focus	Habits, facts, routines (Permanent/Regular)	Actions happening NOW, temporary situations (Temporary/Ongoing)
Time Markers	<i>Always, usually, often, every day, never</i>	<i>Now, right now, at the moment, currently, this week</i>
Key Use	General life truths: I live in Madrid.	Actions in progress: I am living in London this month.
Future Use	Schedules/Timetables: The bus leaves at 5.	Fixed arrangements/Plans: We are meeting tomorrow.

Uses "Simple vs. Progressive"

1. Time Expressions:

- **Simple:** Often uses frequency adverbs (*always, usually, sometimes*) or time periods (*every day, once a week*).
- **Progressive:** Often uses adverbs indicating "now" (*now, right now, at the moment, currently*).

2. Stative Verbs: Verbs that describe states, feelings, senses, or opinions (*know, like, need, own, believe, seem*) are **generally NOT** used in the Progressive form, but rather in the Simple form.

- *Correct: I know the answer.*
- *Incorrect: I am knowing the answer.*

3. Future Use:

- **Simple:** For fixed schedules (trains, classes).
- **Progressive:** For personal, pre-arranged plans or appointments.



Exercises:

Exercise 1: Quick Choice

Choose the correct verb tense (Simple Present or Present Progressive) for each sentence.

1. Maria (to study) _____ architecture at university. (Permanent course of study)
2. Be quiet! The baby (to sleep) _____ right now.
3. My job (to require) _____ me to travel often.
4. I (to work) _____ from home *today*, but usually I go to the office.
5. What time (to open) _____ the bank _____ on Tuesdays?

Exercise 2: Contextual Application

Fill in the blanks with the correct form of the verb, choosing between **Simple Present** or **Present Progressive**, based on the context.

1. A: Why _____ (you / wear) _____ a suit?
B: Because I _____ (to have) _____ a job interview this morning.
2. A: How often _____ (she / cook) _____ dinner?
B: She never _____ (to cook) _____; she always _____ (to order) _____ food.
3. We _____ (to not understand) _____ the rules, so we _____ (to ask) _____ the teacher for help.



Exercise 3: State Verbs (No Progressive)

Correct the sentences that incorrectly use the Present Progressive with a **State Verb** (verbs that describe states, feelings, senses, or opinions, like *know, love, need, understand, believe*). If the sentence is correct, write "OK".

1. I am knowing the answer to the question.

2. She is needing a vacation this summer.

3. I am believing that the economy is improving.

4. My family is eating dinner now.

5. The children are seeming tired after the trip.



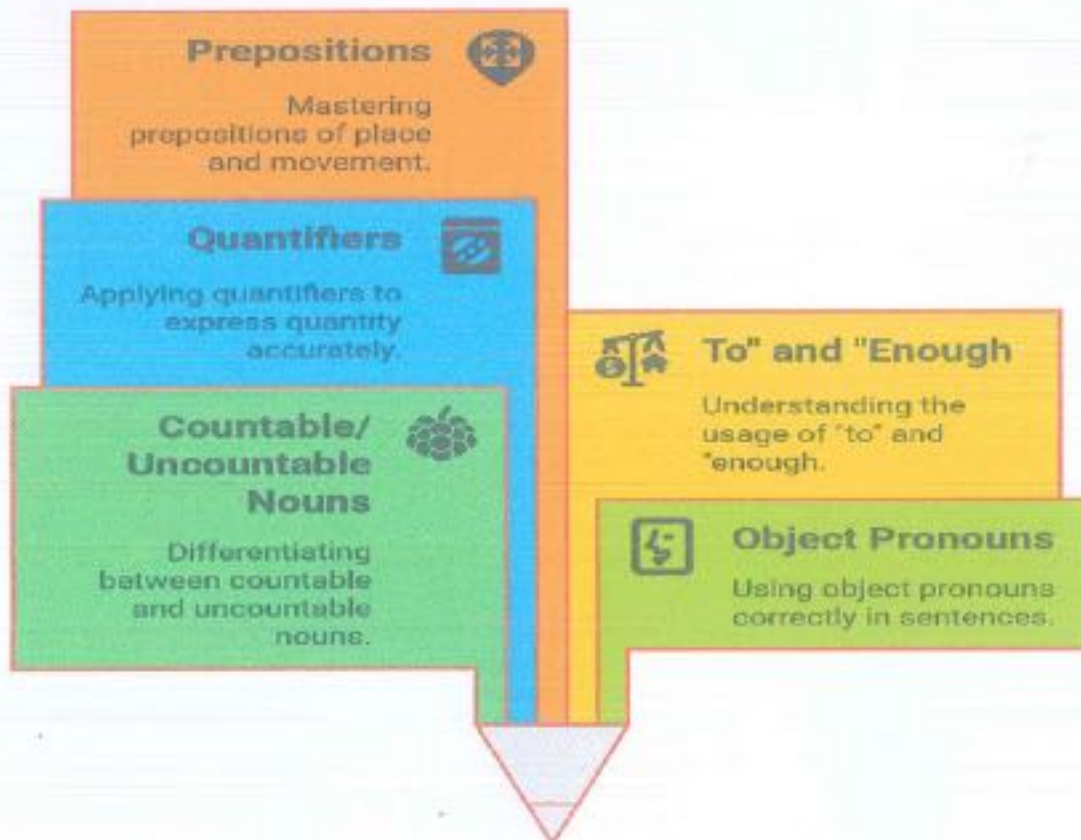
UNIT 2: PLACES

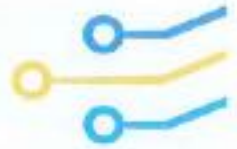
1. Countable and uncountable nouns
2. Object pronouns
3. How much? How many? / Many / A lot of / Lots of / A few / A little
4. To / Enough
5. Prepositions of places and movement

LEARNING OUTCOME

Mantener relaciones de intercambio y colaboración haciendo uso del idioma inglés en situaciones temáticas y contextos diversos.

LEARNING CHART





SYNTHESIS

In this unit, we delve into how to classify nouns, quantify them, refer to them using pronouns, and specify location and direction using prepositions.

1. Countable and Uncountable Nouns

- **Countable Nouns** are individual items that can be counted and have singular and plural forms.
 - *Example: a book / two books.*
- **Uncountable Nouns** refer to things that cannot be counted as individual items (like liquids, substances, or abstract concepts). They only use the singular form.
 - *Example: water, advice, information.*

2. Object Pronouns

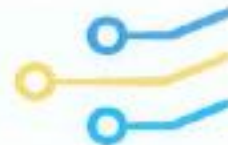
Object Pronouns (*me, you, him, her, it, us, them*) replace nouns that function as the direct or indirect object of a verb or follow a preposition. They receive the action.

- *Example: I see her every day.* (It replaces "the woman" or a proper noun)

3. Quantifiers (How much? / How many? / Many / A lot of / Lots of / A few / A little)

These words and phrases indicate the amount or number of a noun. Choosing the correct one depends on whether the noun is countable (C) or uncountable (U).

Quantifiers	Uses	Example
How many?	Asking for quantity (C)	<i>How many people are there?</i>
How much?	Asking for quantity (U)	<i>How much money do you have?</i>



Many / A few	Large / small quantity (C)	<i>I don't have many friends. / I have a few coins.</i>
A little	Small quantities (U)	<i>Please add a little sugar.</i>
A lot of / Lots of	Large / small quantity (C y U)	<i>She has lots of time. / He bought a lot of apples.</i>

4. Too / Enough

These adverbs are used to express degree and sufficiency.

- **Too** means "more than necessary or desirable." It is usually followed by an adjective or adverb.
 - *Example: This coffee is too hot to drink.*
- **Enough** means "sufficient" or "as much as necessary." It can precede a noun or follow an adjective.
 - *Example: I don't have enough time. / Are you tall enough?*

5. Prepositions of Place and Movement

These specify location (**Place**) or direction (**Movement**).

Tipo	Preposición	Uso	Example
Place	In, On, At	Static position	<i>The keys are on the table.</i>
Movement	Into, Through, Across	Movement / displacement	<i>She walked across the street.</i>



COUNTABLE AND UNCOUNTABLE NOUNS:

Explanation of "Countable and Uncountable Nouns"

Nouns in English are divided into two main categories based on whether they can be counted as individual units.

- **Countable Nouns (C):** These are nouns for things we can count individually. They have both a singular form and a plural form.
 - *Examples: apple → apples, sandwich → sandwiches.*
- **Uncountable Nouns (U):** These are nouns for things we cannot count individually because they represent a mass, a substance, an abstract idea, or a collection (as a whole). They do not have a plural form and always take a singular verb.
 - *Examples: water, information, money, furniture.*

Structure of "Countable and Uncountable Nouns"

The difference in structure is most evident when using articles (a/an) and quantifiers (much/many).

Form	Countable Nouns (C)	Uncountable Nouns (U)
Singular/Plural	Have singular and plural forms.	Always singular; no plural form.
Articles	Use <i>a/an</i> in the singular (Example, <i>a book</i>).	Never use <i>a/an</i> (Example, <i>some money</i>).
Quantifiers	Used with many , a few , fewer .	Used with much , a little , less .
Verbs	Use singular or plural verb (Example, <i>The key is...</i> / <i>The keys are...</i>).	Always use a singular verb (Example, <i>The news is...</i>).

Note: Common quantifiers used with both categories are: some, any, a lot of, lots of, no, all.



Uses of "Countable and Uncountable Nouns"

These nouns govern how we talk about quantity and agreement in a sentence:

1. **Quantifying specific items (C):** To ask and state the number of distinct items.
 - o *Example:* How **many students** are there? (We can count each student.)
2. **Quantifying mass or amount (U):** To ask and state the quantity of a substance or concept.
 - o *Example:* How **much traffic** is there? (Traffic is viewed as a mass.)
3. **Using Partitives (U):** To measure or count uncountable items, we use specific units (partitives).
 - o *Example:* I need a **piece of advice** / Can I have a **glass of milk**?
4. **Collective Categories (U):** Nouns that refer to a group of items but are treated as a single mass.
 - o *Examples:* **Furniture** (a collection of chairs, tables, etc.), **luggage** (a collection of suitcases).

Exercises:

Exercise 1: Classification

Classify the following nouns as **Countable (C)** or **Uncountable (U)**.

1. Information
2. Dog
3. Salt
4. Chair
5. Time (referring to a clock)
6. Water



Exercise 2: Choose the Correct Quantifier

Select the correct quantifier (**many** or **much**) for each sentence.

1. We don't have (**many** / **much**) snow in the city.
2. How (**many** / **much**) photos did you take on your trip?
3. He spends too (**many** / **much**) time playing video games.
4. I have (**many** / **much**) books to read this month.

Exercise 3: Error Correction

Find and correct the mistake in each of the following sentences concerning countable and uncountable nouns.

1. I bought a new furnitures for my apartment.

2. Do you have many money in your wallet?

3. The informations are not correct.



OBJECT PRONOUNS:

Explanation of "Object Pronouns"

Object Pronouns are words that replace nouns (people, things, or places) when those nouns function as the **object** in a sentence. The object is the person or thing that **receives the action** of the verb or follows a preposition.

- They are necessary to avoid repetition and make sentences flow naturally.
- They *always* replace the Subject Pronouns (I, you, he, she, it, we, they) in the object position.

Subject Pronoun	Object Pronoun	Meaning
I	me	me / mí
You	you	te / ti
He	him	le / lo / él
She	her	le / la / ella
It	it	lo / la
We	us	nos / nosotros
They	them	les / los / ellas/ellos



Structure of "Object Pronouns"

Object pronouns are positioned in two main places in a sentence:

Position	Structure	Example
After the Verb	Subject + Verb + Object Pronoun	My friends love me . / She sees them every day.
After Preposition	Subject + Verb + Preposition + Object Pronoun	I want to talk to her . / This gift is for him .

Common Prepositions: to, for, with, at, about, by.

Uses of "Object Pronouns"

Object pronouns are used to show who or what is receiving the action or is involved with a preposition.

- To replace the Direct Object:** The noun that directly receives the action.
 - Instead of:* "I found the keys."
 - Use:* "I found **them**." (The keys received the action of "found".)
- To replace the Indirect Object:** The person or thing that benefits from or is affected by the action (often involving the preposition *to* or *for*).
 - Instead of:* "She sent a message to Paul."
 - Use:* "She sent **him** a message." (Paul is the indirect object.)
- After a Preposition:** To complete a prepositional phrase.
 - Example:* Please come **with us**. / He is talking **about me**.
- In short answers or commands (Informal):**
 - Example:* Who wants cake? → **Me!** / Look **at her!**



Exercises:

Exercise 1: Choose the Correct Pronoun

Select the correct **object pronoun** to complete each sentence.

1. The teacher gave a lot of homework to (we / us).
2. Can you help (I / me) with this exercise?
3. She never talks to (they / them) in the office.
4. We saw (he / him) at the park this morning.
5. This is a secret, please don't tell (she / her).

Exercise 2: Replacing the Object

Rewrite the following sentences, replacing the underlined noun or noun phrase with the correct **object pronoun**.

1. I need to call my parents.

2. He wrote a long letter to Maria.

3. We love this movie.

4. Are you waiting for Tom and Jerry?



HOW MUCH? HOW MANY? / MANY / A LOT OF / LOTS OF / A FEW / A LITTLE

Explanation of "Quantifiers"

Quantifiers are words or phrases that are used before a noun to express the amount or quantity of that noun. The choice of quantifier depends directly on whether the noun is **Countable (C)** or **Uncountable (U)**.

- **Countable Nouns** (Example, *apples, chairs*) use quantifiers that indicate a number.
- **Uncountable Nouns** (Example, *water, information*) use quantifiers that indicate a mass or an amount.

Structure of "Quantifiers"

The structure involves placing the quantifier directly before the noun it modifies. The main difference lies in which nouns they pair with.

Quantifier	Paired with	Usage	Example
How many?	Countable (C)	Used to ask about the <i>number</i> of items.	How many <i>students</i> are in the class?
How much?	Uncountable (U)	Used to ask about the <i>amount</i> or <i>mass</i> .	How much <i>sugar</i> do you need?
Many	Countable (C)	Large number (mostly in negative/questions).	She doesn't have many <i>problems</i> .
Much	Uncountable (U)	Large amount (mostly in negative/questions).	I didn't drink much <i>coffee</i> .
A lot of / Lots of	Both (C & U)	Large number/amount (common in affirmatives).	We have a lot of <i>time</i> / lots of <i>ideas</i> .



A few	Countable (C)	Small <i>number</i> (means 'some', positive sense).	I have a few friends in the area.
A little	Uncountable (U)	Small <i>amount</i> (means 'some', positive sense).	Could I have a little water ?

Note: Much and Many are typically avoided in affirmative statements in formal English, where A lot of / Lots of are preferred.

Uses of "Quantifiers"

Quantifiers are essential for expressing specific or general quantities in daily conversation and writing.

- To Ask about Quantity:** Using *How many* (C) and *How much* (U) to form questions.
 - Example: How much* milk is left? / *How many* cars did you see?
- To Express Abundance (Large Quantity):** Using *many*, *much*, or *a lot of*.
 - Example: We saw many* birds today. / They brought **a lot of** food.
- To Express Deficiency (Small Quantity):** Using *a few* or *a little*.
 - Example: I only have a few* dollars. (C) / We need **a little** salt. (U)
- Difference between 'A few/A little' and 'Few/Little':**
 - A few / A little** (Positive): Enough, a small amount, but enough (Example, *I have a few minutes to talk.*)
 - Few / Little** (Negative): Hardly any, not enough (Example, *I have little patience left.*)



Exercises:

Exercise 1: How much or How many?

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

1. _____ books did you read last year?
2. _____ homework do we have for tomorrow?
3. _____ chairs are in the waiting room?
4. _____ time do you need to finish the project?
5. _____ songs are on that new album?

Exercise 2: Choose the Correct Quantifier

Choose the best quantifier (**many**, **much**, or **a lot of**) to complete the sentences.

1. There isn't _____ coffee left in the pot.
2. He eats _____ vegetables every day.
3. Did they buy _____ luggage for their trip?
4. She spent _____ money on her birthday gift.
5. I don't have _____ close friends at work.

Exercise 3: A few or A little?

Choose between **a few** (for C) and **a little** (for U) to complete the sentences.

1. We have _____ minutes before the presentation starts.
2. Can you add _____ sugar to my tea, please?
3. I only need _____ days to recover completely.
4. There is _____ hope that the project will succeed.
5. She bought _____ new shirts this weekend.



TOO / ENOUGH:

Explanation de "Too" y "Enough"

"Too" y "Enough" son adverbios de grado que se utilizan para indicar la cantidad, el grado o la intensidad de una cualidad, y ambos están a menudo relacionados con el concepto de suficiencia o exceso.

- **Too:** Significa "demasiado/a" o "en exceso". Indica que una cualidad o cantidad excede el límite deseado, necesario o apropiado, y generalmente tiene una **connotación negativa**.
- **Enough:** Significa "suficiente" o "lo necesario". Indica que la cantidad o el grado de algo es adecuado y está en el límite apropiado. Puede tener una connotación positiva o negativa (cuando se usa con la negación *not*).

Estructure of "Too" y "Enough"

The position of these words is crucial and depends on whether they modify an adjective/adverb or a noun.

Palabra	Modifica a...	Estructura	Example
Too	Adjective / Adverb	Too + Adjective/Adverb (+ <i>to</i> + <i>verbo</i>)	This coffee is too hot to drink.
Enough	Adjective / Adverb	Adjective/Adverb + Enough (+ <i>to</i> + <i>verbo</i>)	You are tall enough to reach the shelf.
Enough	Noun	Enough + Noun (C/U)	We don't have enough money for that car.

Note: The infinitive (to + verb) is frequently used after both structures to explain the result or consequence of the excess or the sufficiency.

Uses of "Too" y "Enough"

Estos adverbios tienen usos específicos para expresar límites y grados:



1. **Expressing Negative Excess (Too):** It is used to indicate a situation that is impossible or undesirable due to excessive intensity or quantity.
 - o *Example:* The bag is **too** heavy for me to carry. (La bolsa está demasiado pesada para que yo la cargue).
2. **Expressing Positive Sufficiency (Enough):** It indicates that something meets the necessary requirement or standard.
 - o *Example:* The hotel room was comfortable **enough**. (La habitación del hotel era lo suficientemente cómoda).
3. **Expressing Insufficiency (Not Enough):** The negation is used before the verb or auxiliary verb to signal the lack of the necessary quantity or quality.
 - o *Example:* I **didn't study enough** to pass the exam. (No estudié lo suficiente para aprobar el examen).
4. **Combination with Nouns (Enough):** It is used to quantify whether the supply of objects or substances is adequate.
 - o *Example:* Do we have **enough chairs** for the guests? (¿Tenemos suficientes sillas para los invitados?).

Exercises:

Exercise 1: Too or Enough

Complete the sentences using **too** or **enough**.

1. I can't sleep because the neighbors are making _____ noise.
2. She is clever _____ to figure out the solution herself.
3. The jacket is small, it's _____ tight for me.
4. We haven't got _____ time to visit the museum today.
5. This lesson is _____ easy; I need a challenge!



Exercise 2: Sentence Combination

Combina las siguientes dos oraciones en una sola, utilizando la palabra entre paréntesis (**too** o **enough**).

1. He is very young. He cannot drive a car. (too)

2. The coffee is warm. I can drink it. (enough)

3. She is very busy. She can't talk to you right now. (too)

Exercise 3: Error Correction (Word Order)

Encuentra y corrige el error de colocación (*word order*) de **too** o **enough** en las siguientes oraciones.

1. The music is too loud enough for the party.

2. Do you have milk enough for the recipe?

3. He's clever too to fall for that trick.



PREPOSITIONS OF PLACES AND MOVEMENT:

Explanation of "Prepositions of Places and Movement"

Prepositions, which are words that connect a noun, pronoun, or phrase to another word in a sentence. We focus on the prepositions that describe:

1. **Place:** Where something is in relation to something else (**static position**).
2. **Movement:** How something travels from one point to another (**dynamic direction**).

Understanding these prepositions is essential for clearly describing locations and actions in space.

Estructure of "Prepositions of Places and Movement"

Prepositions are always placed immediately before the noun, pronoun, or object to which they refer.

Type	Preposition	Typical Structure	Example
Place	In, On, At (Specific)	Noun + <i>Verb to be</i> + Preposition + Object	<i>The cat is on the table.</i>
Place	Next to, Under, Above (General)	Noun + <i>Verb to be</i> + Preposition + Object	<i>The keys are under the pillow.</i>
Movement	To, Into, Across, Through	Movement Verb + Preposition + Object	<i>She ran across the road.</i>

Note: Some prepositions can indicate both place and movement, depending on the main verb in the sentence (e.g., around).

Uses of "Prepositions of Places and Movement"

Prepositions allow us to locate objects and describe actions in space:

1. **Specific Location (In, On, At):**
 - **At:** For an exact point or specific place (e.g., *at the bus stop, at home*).
 - **In:** For an enclosed or large area (e.g., *in the box, in New York*).
 - **On:** For surfaces or lines (e.g., *on the wall, on the street*).
2. **Relative Position (Place):** To describe an object's position in relation to another object.
 - *Example: The lamp is next to the sofa. / The picture is above the fireplace.*
3. **Path and Destination (Movement):** To indicate the direction or route of an action.
 - **To:** Destination (e.g., *I'm going to the market*).
 - **Into:** Movement toward the interior of something (e.g., *He walked into the room*).



- **Through:** Movement from one side to the other in an enclosed or dense space (e.g., *driving through the tunnel*).
- **Across:** Movement from one side to the other on a surface (e.g., *swimming across the river*).

Exercises

Exercise 1: Place Prepositions (In, On, At)

Completa las oraciones con la preposición de lugar correcta: **in**, **on**, o **at**.

1. My meeting is _____ 55 Elm Street.
2. There are several photos _____ the memory card.
3. I left my briefcase _____ the office.
4. The keys are _____ the kitchen counter.
5. She is waiting for you _____ the entrance door.

Exercise 2: Movement Prepositions

Elige la preposición de movimiento correcta (**through**, **into**, **across**, **to**) para completar cada oración.

1. We drove _____ the forest to get to the cabin.
2. He jumped _____ the pool after lunch.
3. They walked _____ the whole city looking for a bookstore.
4. I ran _____ the road to catch the bus.
5. Please go directly _____ the meeting room.



Exercise 3: Defining the Position

Observa la palabra en **negrita** y decide si es una preposición de **Lugar (Place)** o de **Movimiento (Movement)**.

1. The bird flew **over** the mountain.

2. The notebook is lying **under** the bed.

3. She walked around **the** corner to find the store.

4. Our house is located **near** the main school.

5. The boat sailed **past** the lighthouse.



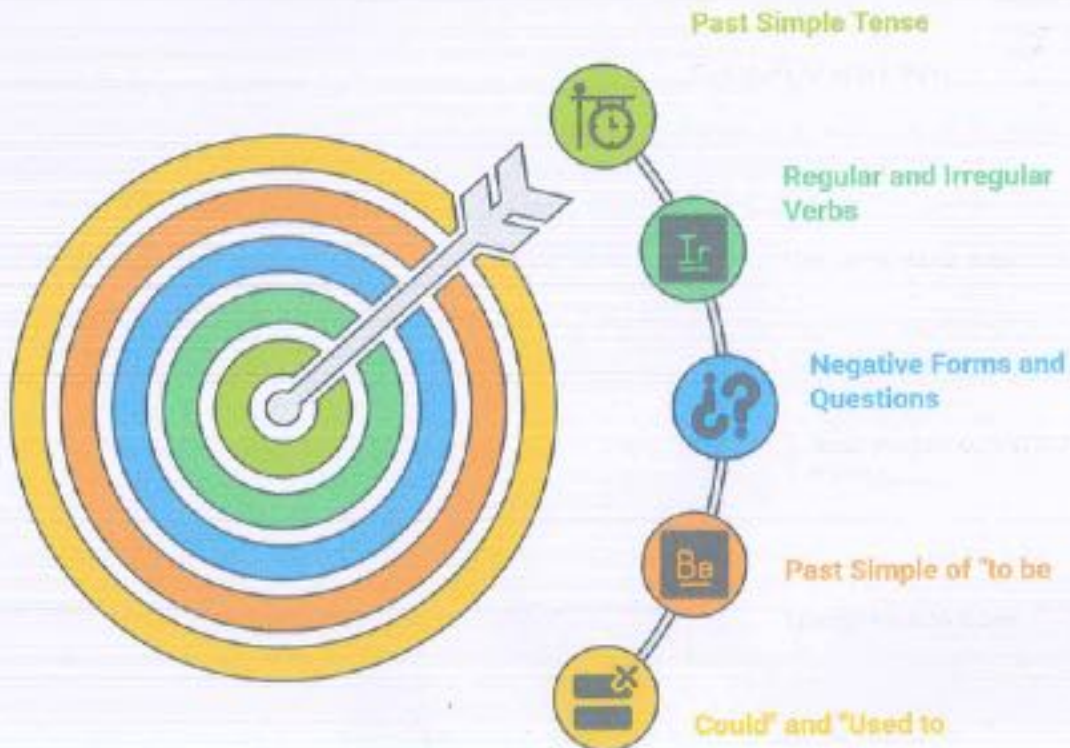
UNIT 3: I DID IT!

1. Past Simple of regular and Irregular Verbs
2. Past simple (negative, Questions and short answers)
3. Past Simple of the verb to be
4. The verb could
5. The Verb Used to

LEARNING OUTCOME

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.

LEARNING CHART





SYNTHESIS

SYNTHESIS (Unidad 3: I DID IT!)

In this unit, we focus on **Past Tense structures** to recount completed actions, past experiences, and habits that are no longer true. We learn how to accurately describe events that began and ended at a specific time in the past.

1. **Past Simple Tense:** This is the core tense for narration. We distinguish between **Regular verbs** (which add *-ed*) and **Irregular verbs** (which have unique forms that must be memorized).
2. **Past Simple Structure:** We focus on using the auxiliary verb **did** to form negative statements (**didn't**) and questions. When *did/didn't* is used, the main verb always reverts to its **base form (V1)**.
3. **Past Simple of To Be:** The verb *to be* is an exception; it uses its own past forms (**was/were**) and does not require the auxiliary *did*.
4. **The Modal Could:** We use *could* (the past of *can*) to express **general ability** in the past (what we were capable of doing).
5. **The Structure Used to:** This specific structure is used to describe **past habits or states** that are clearly different or finished in the present day.

This unit provides the tools to clearly narrate a sequence of events, recount personal experiences, and talk about how life was different in the past.



PAST SIMPLE OF REGULAR AND IRREGULAR VERBS:

Explanation of "Past Simple"

The **Past Simple** tense is used to describe actions or states that **started and finished** at a specific, defined time in the past. It's the primary tense used for storytelling, describing historical events, or talking about completed past experiences.

The formation of this tense depends on whether the verb is **Regular** or **Irregular**.

- **Regular Verbs:** Form the past tense by adding the ending **-ed** to the base form.
 - *Examples: start → started, walk → walked.*
- **Irregular Verbs:** Do not follow a fixed rule. Their past tense form must be memorized (Verb Form 2 or V2).
 - *Examples: go → went, see → saw, eat → ate.*

Structure of "Past Simple" (Affirmative)

The affirmative structure of the Past Simple is straightforward because the verb form is the **same for all subjects** (I, you, he, she, it, we, they).

Form	Structure	Example (Regular)	Example (Irregular)
Affirmative	Subject + Verb in Past Form (V2) + Complement	She worked yesterday.	I went to the store.

Spelling Rules for Regular Verbs:

1. *Most verbs: Add -ed. (Example, play → played)*
2. *Verbs ending in -e: Add only -d. (Example, live → lived).*
3. *Verbs C-V-C (Consonant-Vowel-Consonant): Generally, short CVC verbs double the final consonant, like stop → stopped.*
4. *Verbs ending in -y preceded by a consonant: Change the -y to -ied. (Example, study → studied).*



Uses of "Past Simple"

The Past Simple is used to:

1. **Completed Actions in the Past:** The action began and ended at a definite time in the past.
 - *Example:* We **visited** Paris last summer. (The action of visiting is finished).
2. **Series of Past Actions:** To describe a sequence of events that occurred one after another in the past.
 - *Example:* She **woke up**, **ate** breakfast, and **left** for work.
3. **Past Habits or States:** To describe habits or situations that were true in the past but are no longer true now. (This use often overlaps with *used to*).
 - *Example:* When I was young, I **played** football every day.
4. **Common Time Expressions:** It's frequently used with adverbs like *yesterday*, *last week*, *three years ago*, *in 2010*.
 - *Example:* They **bought** the house **three years ago**.

Exercises

Exercise 1: Regular or Irregular?

Classify the following verbs in their Past Simple form (V2) as **Regular (R)** or **Irregular (I)**.

Base Form (V1)	Past Simple (V2)	R or I?	Base Form (V1)	Past Simple (V2)	R or I?
1. Arrive	Arrived		4. Drive	Drove	
2. Think	Thought		5. Listen	Listened	
3. Help	Helped		6. Read	Read	



Exercise 2: Conjugation (Affirmative)

Write the correct Past Simple form (V2) of the verbs in parentheses to complete the sentences.

1. I _____ (to see) a great movie yesterday.
2. My brother _____ (to wash) the dishes after dinner.
3. The children _____ (to go) to the beach last Sunday.
4. She _____ (to finish) her report quickly.
5. We _____ (to buy) a new car two months ago.

Exercise 3: Complete the Narrative

Complete the following short story with the correct Past Simple form (V2) of the verbs in parentheses.

Last week, my family and I (1. to decide) _____ to visit our grandparents. My dad (2. to drive) _____ us there. When we arrived, my grandmother (3. to cook) _____ a delicious meal. After lunch, we (4. to talk) _____ and (5. to play) _____ board games together.



PAST SIMPLE (NEGATIVE, QUESTIONS AND SHORT ANSWERS)

Explanation of "Past Simple" (Auxiliary Use)

When forming negative statements and questions in the Past Simple (for all verbs except *to be* and modals), we must use the auxiliary verb **did**.

- The auxiliary verb **did** is the past tense form of *do*.
- When **did** is used in a negative sentence or a question, the main verb reverts to its **base form (V1)**, regardless of whether the verb is regular or irregular. The past tense marker is carried entirely by the auxiliary **did**.

🔑 Key Principle: *You never use the V2 form (the past form) with did or didn't.*

Structure of "Past Simple" (Negative and Interrogative)

The structure relies on the auxiliary verb **did** or **didn't** for all subjects (I, you, he, she, it, we, they).

Form	Structure	Example
Negative	Subject + did not (didn't) + Base Form (V1) + Complement	They didn't go to the party.
Interrogative	Did + Subject + Base Form (V1) + Complement?	Did she finish the report?
Short Answer (Affirmative)	Yes, + Subject Pronoun + did.	Yes, I did. / Yes, he did.
Short Answer (Negative)	No, + Subject Pronoun + didn't.	No, we didn't. / No, they didn't.

Uses of "Past Simple" (Negative and Interrogative)

These forms are used to negate or inquire about the same completed actions, states, or habits that we covered in the affirmative:



1. **To Deny a Past Action:** To state that an action did *not* happen at a specific time in the past.
 - o *Example:* I **didn't** study for the test yesterday.
2. **To Ask About Past Events:** To find out if a specific action took place in the past.
 - o *Example:* **Did** you **lock** the door before leaving?
3. **To Provide Concise Answers:** Short answers are used to confirm or deny a past action quickly without repeating the main verb.
 - o *Example:* Did they like the movie? → **Yes, they did.** / **No, they didn't.**
4. **In W-H Questions:** The auxiliary *did* is placed after the Wh-word (Who, What, Where, When, Why, How).
 - o *Example:* **Where did** you go on vacation?

Exercises

Exercise 1: Negative Sentences

Rewrite the following affirmative sentences in the **negative** form of the Past Simple.

1. He watched the entire football game.

2. I bought a new phone last month.

3. We ate pizza for dinner last night.

4. She talked to the manager about the issue.



Exercise 2: Formulating Questions

Formulate a **Yes/No question** in the Past Simple for each of the following statements.

1. The students finished the assignment.

2. My parents visited us last weekend.

3. You saw the accident downtown.

4. It rained heavily yesterday morning.

Exercise 3: Short Answers

Write the correct **short answer** (affirmative or negative) for each question.

1. Did they watch the news? (No)

2. Did the plane leave on time? (Yes)

3. Did you break the cup? (No)

4. Did she study for the presentation? (Yes)



PAST SIMPLE OF THE VERB TO BE (WAS / WERE):

Explanation of "Past Simple of To Be"

The verb **to be** is **irregular** and an **exception** in the Past Simple. Unlike all other verbs, which use the auxiliary *did* for negative and interrogative forms, the verb *to be* uses **itself** as the auxiliary.

It has two forms in the Past Simple:

- **Was:** Used with singular subjects (**I, He, She, It**).
- **Were:** Used with plural subjects (**You, We, They**).

It is used to talk about **states, conditions, locations, or descriptions** that existed in the past.

Structure of "Past Simple of To Be"

The structure is unique because it does not use *did/didn't*.

Form	Structure	Example
Affirmative	Subject + Was / Were + Complement	I was busy yesterday. / They were at the park.
Negative	Subject + Wasn't / Weren't + Complement	She wasn't happy. / We weren't invited.
Interrogative	Was / Were + Subject + Complement?	Was the weather cold? / Were you tired?
Short Answer (Affirmative)	Yes, + Subject Pronoun + was / were.	Yes, I was . / Yes, they were .
Short Answer (Negative)	No, + Subject Pronoun + wasn't / weren't.	No, he wasn't . / No, we weren't .



Uses of "Past Simple of To Be"

The Past Simple of *to be* is used for:

1. **Past Descriptions:** Describing people, things, or places in the past.
 - *Example:* The movie was very long. / My grandparents were very kind.
2. **Location in the Past:** Stating where someone or something was located.
 - *Example:* I was in class all morning. / Where were you last night?
3. **Past States or Conditions:** Referring to temporary or permanent conditions in the past (feelings, age, job title, health).
 - *Example:* They were sick last week. / He was a student at this university.
4. **Time Expressions:** As with the general Past Simple, it often uses time indicators like *yesterday, last year, two hours ago*.
 - *Example:* We were there three weeks ago.

Exercises

Exercise 1: Was or Were

Complete the sentences using was or were.

1. My old car _____ red and quite fast.
2. The students _____ quiet during the exam.
3. I _____ not ready for the presentation this morning.
4. Where _____ you when the call came?
5. It _____ raining heavily yesterday afternoon.



Exercise 2: Forming Questions and Negatives

Rewrite each affirmative sentence into the **interrogative** form and then the **negative** form.

1. He was very angry about the delay.

○ Question: _____

○ Negative: _____

2. The documents were on the desk.

○ Question: _____

○ Negative: _____

Exercise 3: Short Answers

Write the correct **short answer** (affirmative or negative) for each question.

1. Were they at home last night? (Yes)

2. Was the concert fun? (No)

3. Were you a good student in high school? (Yes)

4. Was I supposed to call him? (No)



THE VERB COULD

Explanation of "The verb Could"

Could is a modal verb and functions as the past form of the modal *can*. Modal verbs are always followed by a main verb in its **base form** (the infinitive without *to*).

- **Primary Meaning:** It is used to express **past ability** (what a person or thing was able to do previously).
- **Other Uses:** It is also used to talk about **possibilities** (present or future) and to make **polite requests**.

As a modal, *could* is the **same for all subjects** (I, you, he, she, it, we, they) and does not require the auxiliary *did* or the *-s* ending for the third-person singular.

Structure of "The verb Could"

The structure of *could* is uniform, regardless of the subject. The main verb always remains in the base form (V1).

Form	Structure	Example
Affirmative	Subject + could + Base Form (V1) + Complement	She could speak three languages.
Negative	Subject + could not (couldn't) + Base Form (V1) + Complement	They couldn't find a solution.
Interrogative	Could + Subject + Base Form (V1) + Complement?	Could you help me with this?
Short Answer	Yes, Subject + could . / No, Subject + couldn't .	Yes, I could . / No, we couldn't .



Uses of "The verb Could"

The uses of *could* are varied, extending beyond just the simple past:

1. **General Past Ability (Primary Use):** To talk about a general capability that existed in the past but may not exist now.
 - o *Example:* When I was a child, I **could run** very fast.
2. **Possibility or Suggestion (Present/Future):** To indicate something that is possible or to make a suggestion.
 - o *Example:* We **could go** to the cinema tonight.
3. **Polite Requests:** Used to ask questions or make requests in a very courteous manner.
 - o *Example:* **Could you please** pass me the salt?
4. **Conditionals:** In type 2 conditional sentences (*If...*), *could* expresses a possible result.
 - o *Example:* If he studied harder, he **could pass** the exam.

Exercises:

Exercise 1: Could or Couldn't

Complete the sentences using **could** or **couldn't** based on the context.

1. My grandmother was an artist. She _____ draw beautiful portraits.
2. I tried to call him yesterday, but I _____ reach him. His phone was off.
3. When we lived in the city, we _____ walk to the park every day.
4. The music was so loud that we _____ hear each other speak.
5. If you lend me some money, I _____ buy the ticket now.



Exercise 2: Forming Questions

Formulate questions using **Could** to make a polite request in the following situations.

1. You want a colleague to send you the file.

_____ the file?

2. You need a friend to wait for you.

_____ for five minutes?

3. You are suggesting a dinner place to your partner.

_____ at the Italian restaurant?

Exercise 3: Error Correction

Find and correct the mistake in each of the following sentences involving the verb *could*.

1. We could to swim very well when we were young.

2. She couldn't speaks French before she moved to Quebec.

3. Could they helped you yesterday?



THE VERB USED TO

Explanation of "The Verb Used to"

The expression **Used to** is employed to discuss **habits or states** that were true in the **past** but are **no longer** true in the present. It emphasizes the contrast between the past and the present reality.

- **Meaning:** It translates roughly to past actions that *solía hacer* (used to do) or past states that *solía ser* (used to be).
- **Form:** It functions as a past modal structure, always followed by a main verb in its **base form (V1)**.
- **Caution:** Do not confuse it with *be used to* (meaning 'be accustomed to') or *get used to* (meaning 'become accustomed to'), which have entirely different meanings related to current habits or the process of adapting.

Structure of "The Verb Used to"

Since *used to* is a past form, it requires the auxiliary **did** to form the negative and interrogative. When **did** or **didn't** is used, the verb *use* reverts to its base form, losing the **-d**.

Form	Structure	Example
Affirmative	Subject + used to + Base Form (V1) + Complement	I used to live in London.
Negative	Subject + did not (didn't) + use to + Base Form (V1) + Complement	She didn't use to like coffee.
Interrogative	Did + Subject + use to + Base Form (V1) + Complement?	Did they use to travel often?
Short Answer	Yes, Subject + did . / No, Subject + didn't .	Yes, I did . / No, we didn't .



Uses of "The Verb Used to"

1. **Repetitive Past Habits:** Actions that were done regularly over a period of time in the past.
 - o *Example:* My dad **used to smoke** a lot, but he quit ten years ago.
2. **Permanent Past States or Situations:** Facts or conditions that were true for a long time in the past.
 - o *Example:* There **used to be** a supermarket on this corner. (Implies the supermarket is no longer there.)
3. **Implied Contrast:** The structure automatically implies that the action or state **does not occur now**.
 - o *Example:* We **used to go** to the beach every summer. (Implies that now we do not.)

Exercises

Exercise 1: Used to or Didn't use to

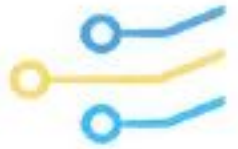
Complete the sentences using **used to** or **didn't use to** based on the context.

1. I _____ (wear) glasses, but now I do.
2. My family _____ (spend) summers at the lake when I was a kid.
3. He is now a famous actor, but he _____ (be) rich.
4. Where _____ you _____ (live) before moving here?
5. We _____ (have) a lot of free time before starting this project.

Exercise 2: Transforming Sentences

Rewrite the following sentences to use the **used to** structure or its negative/interrogative form.

1. They often visited their grandparents on weekends.



-
2. I did not like public speaking in the past.

-
3. Was there a forest where the mall is now? (Use used to to form the question.)

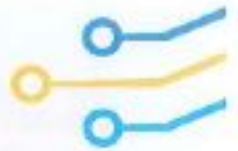
Exercise 3: Error Correction

Find and correct the grammatical mistake in each sentence.

1. Did she used to work here?

-
2. We didn't used to ate so much fast food.

-
3. He was used to play piano every day.
-



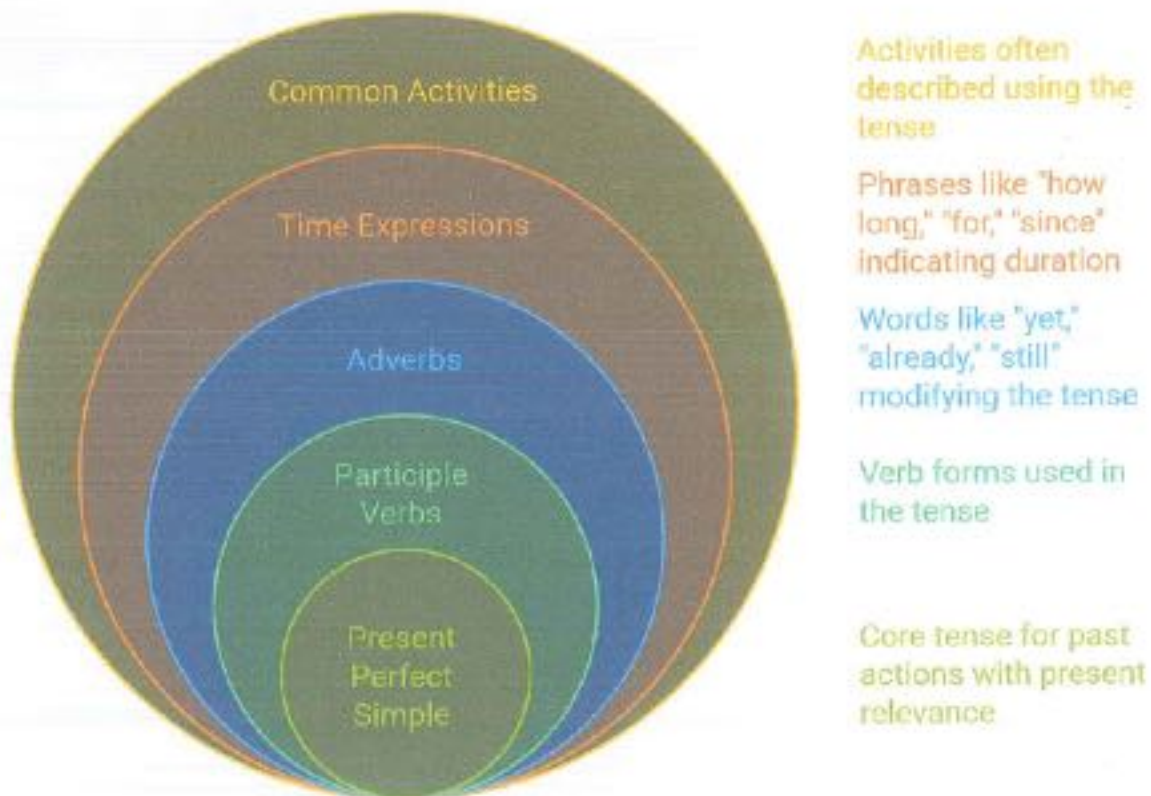
UNIT 4: A WONDERFUL WORLD

1. Present Perfect Simple
2. Participle Verbs
3. Yet, already, still
4. Present Perfect Simple. How long?, for, since
5. Common activities

LEARNING OUTCOME

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.

LEARNING CHART





SYNTHESIS

In this unit, we explore the **Present Perfect Simple** tense, a crucial structure that **connects the past with the present**. Unlike the Past Simple, the Present Perfect focuses on the result of an action or the duration of a state that is still relevant now.

1. **Present Perfect Simple:** This tense is formed using the auxiliary **have** or **has** and the **Past Participle (V3)** of the main verb. It is primarily used to talk about **life experiences** (actions completed at an unspecified time) and **states that continue** up to the present.
2. **Participle Verbs (V3):** We review the difference between **Regular** (ending in *-ed*) and **Irregular** (unique V3 form) Past Participles, which are essential for building this tense.
3. **Adverbs of Status (*Yet, Already, Still*):** We learn to use these adverbs to define the status of a recent action:
 - **Already:** Indicates an action was completed **sooner than expected** (used in affirmatives).
 - **Yet:** Indicates an expected action **has not happened up to now** (used in negatives and questions).
 - **Still:** Emphasizes the **continuation of a non-completed action** (used in negatives).
4. **Duration Markers (*For, Since*):** These prepositions are key for expressing time duration with the Present Perfect:
 - **For:** Specifies the **length** of the time period (e.g., *for ten years*).
 - **Since:** Specifies the **starting point** of the time period (e.g., *since 2015*).

This unit equips us with the tools to talk about personal histories, completed achievements, and how long current situations have been in effect, bridging our past with our current reality.



PRESENT PERFECT SIMPLE

Explanation of "Present Perfect Simple"

The **Present Perfect Simple** tense connects the **past** with the **present**. It describes actions that started in the past but are still true or relevant now.

Unlike the Past Simple, which focuses on *when* an action finished, the Present Perfect focuses on the *result* or the *duration* of the action up to the present moment.

-  **Key Concept:** *The exact time the action happened is either unknown, unimportant, or the time period is not finished (Example, today, this week).*

Structure of "Present Perfect Simple"

The Present Perfect is formed using the auxiliary verb **have** (or **has** for third-person singular) and the main verb in the **Past Participle (V3)** form.

Form	Structure	Example
Affirmative	Subject + have / has + Past Participle (V3) + Complement	I have finished my book. / She has traveled to Asia.
Negative	Subject + have not (haven't) / has not (hasn't) + Past Participle (V3) + Complement	We haven't seen that movie. / He hasn't eaten all day.
Interrogative	Have / Has + Subject + Past Participle (V3) + Complement?	Have you ever been here? / Has it stopped raining?
Short Answer	Yes, Subject + have / has. / No, Subject + haven't / hasn't.	Yes, I have. / No, she hasn't.

Contractions:

- *I have* → *I've*
- *He has* → *He's*
- *You have* → *You've*



Uses of "Present Perfect Simple"

The Present Perfect is used in several key situations:

1. **Life Experiences:** To talk about things that have happened at any point in a person's life up to now. We often use the adverb **ever** (in questions) or **never** (in negatives).
 - **Example:** I **have never flown** on a plane.
2. **Unfinished Actions or States:** To describe actions that started in the past and are still continuing or true in the present. This use often employs **for** and **since** (which we'll cover in detail later).
 - **Example:** We **have lived** in this city for five years. (We still live here.)
3. **Actions with Present Result:** To describe a recently completed action whose result is visible or important now.
 - **Example:** He **has broken** his leg. (The leg is still broken now.)
4. **With Time Expressions that are Not Finished:** Used with expressions like *today, this week, this month, or lately/recently*.
 - **Example:** I **haven't seen** my friends **this week**. (The week is not over.)

Exercises

Exercise 1: Conjugation (Affirmative)

Complete the sentences using the **Present Perfect Simple** affirmative form of the verb in parentheses.

1. My brother _____ (start) a new job.
2. They _____ (not finish) the project yet.
3. I _____ (read) that book three times.
4. She _____ (live) in Canada since 2020.



5. We _____ (see) the manager this morning.

Exercise 2: Forming Questions

Formulate a **Yes/No question** in the Present Perfect Simple for each of the following scenarios.

1. (you / ever / eat) sushi?

2. (he / be) to the new museum?

3. (they / arrive) at the airport?

Exercise 3: Short Answers

Write the correct **short answer** (affirmative or negative) for each question.

1. Have you cleaned your room? (Yes)

2. Has the mail arrived yet? (No)

3. Have we met before? (Yes)



PARTICIPLE VERBS

Explanation of "Participle Verbs"

A **participle** is a special form of a verb that can function either as part of a verb phrase (to form complex tenses) or as an adjective. English has two main types of participles:

1. **Present Participle:** Always ends in **-ing** (Example, *working, running, eating*).
2. **Past Participle:** Ends in **-ed** for regular verbs (Example, *walked, finished*), or takes a unique form for irregular verbs (V3) (Example, *gone, written, seen*).

Participles are essential because they build most of the continuous and perfect tenses, and they enrich descriptive language.

Structure of "Participle Verbs"

The structure depends on the participle's role:

Participle Type	Role/Structure	Example
Present Participle (-ing)	Forms Continuous Tenses (with <i>to be</i>)	They are working late tonight.
Present Participle (-ing)	Functions as Adjective (describing a noun)	The game was exciting .
Past Participle (V3)	Forms Perfect Tenses (with <i>to have</i>)	I have finished the report.
Past Participle (V3)	Forms Passive Voice (with <i>to be</i>)	The car was repaired yesterday.
Past Participle (V3)	Functions as Adjective (describing a noun)	I bought a broken chair.

Key Difference:

- The **-ing** form describes the **cause or the action** (Example, a boring class).
- The **V3** form describes the **effect or the state** (Example, a bored student).



Uses of "Participle Verbs"

1. **Forming Continuous Tenses:** The present participle is combined with the auxiliary *to be* to show ongoing actions in any time frame (present, past, future).
 - o *Example:* They **were talking** when I arrived.
2. **Forming Perfect Tenses:** The past participle (V3) is combined with the auxiliary *to have* to show completed actions or actions connected to the present.
 - o *Example:* She **has written** three books this year.
3. **Adjectival Use (Description):** Both participles can function as adjectives, usually placed before the noun or after a verb like *to be*.
 - o *V3 Adjective:* We found the **hidden** treasure.
 - o *-ing Adjective:* She read an **interesting** article.
4. **Forming the Passive Voice:** The past participle is combined with the auxiliary *to be* to indicate that the subject receives the action.
 - o *Example:* The cake **was eaten** by the dog.

Exercises

Exercise 1: Identify the Participle

Identify the participle in each sentence and state whether it is a **Present Participle (Pr)** or a **Past Participle (Pa)**.

1. The running water overflowed the sink.

2. Have you seen the latest episode?

3. The surprised look on his face was funny.



Exercise 2: Adjective or Verb?

State whether the **bolded** participle is functioning as an **Adjective (A)** or as part of a **Verb Phrase (V)**.

1. She is **watching** a documentary right now.

2. The **damaged** package arrived late.

3. We have already **known** the answer.

Exercise 3: Complete the Sentence

Choose the correct participle form (Present or Past) to complete the sentences.

1. The news was very (shocking / shocked).
2. The students felt (boring / bored) during the long lecture.
3. The vase was (breaking / broken) when it fell.



YET, ALREADY, STILL

Explanation of "Yet, Already, Still"

Yet, Already, and Still are adverbs of time used primarily with the **Present Perfect Simple** (and sometimes other tenses) to indicate when an action or event is, was, or will be completed in relation to a certain point in time, usually the present. They tell us about expectations and the status of ongoing events.

- **Already:** Means *before now or sooner than expected*. It emphasizes that an action is **completed** and often implies surprise or satisfaction.
- **Yet:** Means *at any time up to now*. It emphasizes that an action is **expected but not completed**.
- **Still:** Emphasizes that an action or situation has **continued** longer than expected, or that a situation **hasn't changed or hasn't been completed**.

Structure of "Yet, Already, Still"

The position of these adverbs in the sentence is strictly defined, especially when used with the Present Perfect.

Adverb	Usage	Position	Example
Already	Affirmatives (Mostly)	Between the auxiliary (have/has) and the Past Participle (V3) .	She has already finished her dinner.
Yet	Negatives and Questions	At the end of the sentence or clause.	Haven't you started the car yet ?
Still	Negatives (Emphasis)	Before the auxiliary (haven't/hasn't).	They still haven't arrived at the airport.



Uses of "Yet, Already, Still"

- 1. Reporting Completion (Already):** To confirm that an event or task has been successfully done.
 - *Example:* We've **already** paid the rent for this month.
- 2. Inquiring about Completion (Yet):** To ask if an expected action has been completed up to the current moment.
 - *Example:* Has the mail arrived **yet**?
- 3. Expressing Non-Completion (Yet/Still):**
 - **Yet** is the standard way to form the negative in Present Perfect: *I haven't eaten yet.*
 - **Still** is used to add emphasis or frustration that the situation *continues* to be incomplete: *I **still** haven't eaten.* (Implies I'm hungry and it's taking too long.)
- 4. Expressing Surprise/Contrast (Still):** Can also be used to show that a situation persists despite expectations to the contrary.
 - *Example:* He's 80, but he **still** runs every morning.

Exercises

Exercise 1: Choose the Correct Adverb

Choose the most appropriate adverb (**yet**, **already**, or **still**) to complete the sentence.

1. Don't worry, I have _____ bought all the necessary ingredients.
2. She _____ hasn't sent me the document, even though the deadline passed.
3. Have they decided on the date for the wedding _____?
4. It's only 7 AM, but the children have _____ had breakfast.
5. I haven't met the new boss _____.



Exercise 2: Correct Position

Rewrite the sentence, placing the adverb in parentheses in the correct position.

1. They have started the film. (already)

2. I haven't called the doctor. (yet)

3. The bus hasn't arrived. (still)

Exercise 3: Transformation

Rewrite the sentence, changing the verb tense to **Present Perfect** and using the adverb in parentheses.

1. The train is late. (Use still to show the continuing delay)

2. Did you finish the test? (Ask the question using yet)

3. I finished my work an hour ago. (Use already to confirm early completion)



PRESENT PERFECT SIMPLE: HOW LONG?, FOR, SINCE

Explanation of "How long?, for, since"

When using the **Present Perfect Simple** to describe an action or state that started in the past and continues up to the present, we need specific tools to indicate duration:

- **How long?** is used to **ask** about the duration of an ongoing action or state.
- **For** is used to specify the **length or duration** of time (Example, *five hours, two weeks, many years*).
- **Since** is used to specify the **starting point or beginning moment** in time (Example, *Monday, 2010, I was a child*).

These three elements are crucial for showing the continuous nature of a Present Perfect action.

Structure of "How long?, for, since"

These time expressions are usually placed at the end of the sentence or at the beginning of a question. The core structure, however, remains the Present Perfect: **Subject + have/has + Past Participle (V3)**.

Element	Structure	Example
How long?	How long + have/has + Subject + V3?	How long have you worked here?
For	Sentence + for + duration	I've known her for ten years.
Since	Sentence + since + starting point	She has lived in Rome since 2018.

Key Rule: We use the Present Perfect (not the Present Simple) with *for* and *since* when the action is still continuing.

Uses of "How long?, for, since"

1. **Asking for Duration (How long?):** To inquire about the total time period from the beginning of the action until now.
 - o **Example:** *How long* has he been a doctor? (Implies he is still a doctor.)



2. **Specifying a Duration (For):** To state the *quantity* of time the action has lasted. It answers the question, "How many hours/days/years?"
 - o *Example:* They've been married **for 25 years**. (The duration is 25 years.)
 - o *Incorrect Use:* I live here **for 2 years**. (Incorrect tense, should be Present Perfect.)
3. **Specifying a Starting Point (Since):** To state the exact moment the action began. It refers to a point on the calendar or clock.
 - o *Example:* I haven't seen her **since Christmas**. (The starting point of the absence was Christmas.)
 - o *Common Error:* **Since** should **not** be followed by a duration. (Example, *Since two hours* is incorrect.)

Exercises

Exercise 1: For or Since

Choose the correct time expression (**for** or **since**) to complete the sentences.

1. We have been waiting here _____ three hours.
2. She hasn't spoken to him _____ the argument last month.
3. I've owned this bicycle _____ 2019.
4. They have been on holiday _____ two weeks.
5. My sister has worked at the hospital _____ she graduated.

Exercise 2: Forming "How long" Questions

Write a question using **How long** and the Present Perfect Simple for each answer provided.

1. Answer: She has been learning Spanish for six months.
-



2. Answer: We've lived in this house since last March.

3. Answer: I haven't seen that movie since I was a teenager.

Exercise 3: Error Correction (Tense/Word Use)

Find and correct the mistake (either the tense or the use of *for/since*) in each of the following sentences.

1. She lives in Paris since 2021.

2. They haven't eaten anything since two days.

3. How long did you know your partner?



COMMON ACTIVITIES

Explanation of "Common Activities"

Common Activities refers to the vocabulary used to describe frequent or routine tasks, hobbies, and actions people perform in daily life. Mastering this vocabulary allows you to describe daily schedules, lifestyle, and leisure time accurately, which is essential for conversations using tenses like the **Present Simple** (for routines) and the **Present Perfect** (for experiences).

This vocabulary often falls into distinct groups:

- **Daily Routines:** Actions done every day (Example, *wake up, brush teeth, commute*).
- **Household Chores:** Tasks related to managing a home (Example, *do the dishes, tidy up, do laundry*).
- **Free Time Activities/Hobbies:** Actions done for enjoyment (Example, *read a book, go jogging, play video games*).

Structure of "Common Activities"

The structure involves combining action verbs with specific objects or places, often using prepositions. Many activities rely on common collocations (words that naturally go together) using verbs like **do**, **go**, and **make**.

Activity Type	Verb Collocation	Structure	Example
Household	Do + task (uncountable/general)	Do + <i>the</i> + Noun	I do the laundry every Sunday.
Sports/Hobbies	Go + activity (-ing)	Go + Gerund	We go hiking in the mountains.
General	Take / Have + Noun	Take / Have + Noun	He takes a nap after lunch.



Uses of "Common Activities"

1. **Describing Daily Routine (Present Simple):** To explain what you typically do.
 - o *Example:* Every morning, I **make breakfast** and then **go to work**.
2. **Discussing Past Experiences (Present Perfect):** To talk about things you have or haven't done in your life.
 - o *Example:* I have never **gone fishing**.
3. **Making Plans (Future):** To talk about things you intend to do.
 - o *Example:* This weekend, I am going to **tidy up my room**.
4. **Describing Ability (Modals):** To state what you are good or bad at.
 - o *Example:* I **can't play chess**.

Exercises:

Exercise 1: Verb Collocations

Choose the correct verb (**do**, **go**, or **make**) to complete the common activity phrase.

1. I need to _____ the shopping this afternoon.
2. She likes to _____ jogging in the park after work.
3. We always _____ the beds before leaving the house.
4. Can you _____ me a favor?
5. He usually _____ the washing up (dishes) right after eating.



Exercise 2: Activity Completion

Complete the sentences with an appropriate **common activity** from the box (use the correct tense where necessary).

<i>have a shower</i>	<i>take the dog for a walk</i>	<i>read a book</i>	<i>go out with friends</i>	<i>commute</i>
----------------------	--------------------------------	--------------------	----------------------------	----------------

1. Since the weather is nice, I will _____ after dinner.
2. I _____ for 45 minutes every morning to get to the office.
3. Before going to bed, she likes to _____ for half an hour.
4. They haven't _____ since the lockdown started.
5. I always feel refreshed after I _____ in the morning.

Exercise 3: Error Correction (Verb/Noun Match)

Find and correct the mistake in the verb-noun pairing (collocation) in each sentence.

1. I make the dishes immediately after lunch.

2. She goes shopping in the local market yesterday.

3. Don't forget to take your homework before you go.



UNIT 5: TODAY AND TOMORROW

1. Future Be going to
2. Future Will
3. Zero Conditional
4. Conditional Sentences Type 1
5. Vacations

LEARNING OUTCOME

Mantener relaciones de intercambio y colaboración haciendo uso del idioma inglés en situaciones temáticas y contextos diversos.

LEARNING CHART

Vocabulary

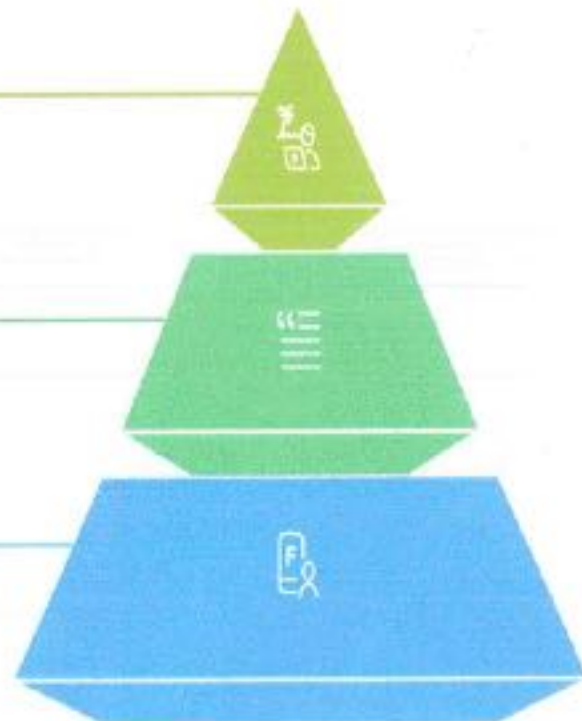
Includes vacation-related vocabulary

Conditionals

Exploring zero and first conditional sentences

Future Tense

Expressing future events with "be going to" and "will"





SYNTHESIS

In this unit, we focus on the primary structures used to discuss future plans, predictions, and hypothetical outcomes, alongside relevant vocabulary for talking about travel and leisure.

1. Future: Be going to

The structure **Be going to** is used to talk about **plans** or **intentions** that have already been decided before the moment of speaking. It can also be used for **predictions based on present evidence** (what we can see now).

- **Estructura:** Subject + *be* (am, is, are) + **going to** + base verb.
- **Example (Plan):** *I am going to visit my family next weekend.*
- **Example (Predicción):** *Look at those clouds! It's going to rain.*

2. Future: Will

The modal verb **Will** is used for **spontaneous decisions** made at the moment of speaking, **predictions** not based on current evidence (often personal opinion), and **promises** or **offers**.

- **Estructura:** Subject + **will** + base verb.
- **Example (Decisión):** *I'll take the blue one, please.*
- **Example (Predicción):** *I think the economy will improve next year.*

3. Zero Conditional

The **Zero Conditional** is used to express **general truths**, scientific facts, or automatic results. The result is always true when the condition is met.

- **Estructura:** **If** + Present Simple, Present Simple.
- **Example:** *If you mix red and yellow, you get orange.*



4. Conditional Sentences Type 1

The **First Conditional** (Type 1) is used to talk about a **real and likely possibility** in the future. We discuss a possible condition and its probable result.

- **Estructura:** If + Present Simple, Will + base verb.
- **Example:** *If I save enough money, I will go to the beach.*

5. Vacations (Contextual Topic)

The topic of **Vacations** serves as an ideal context for practicing all these future forms and conditionals. We use **'going to'** to discuss organized itineraries, **'will'** for on-the-spot travel decisions, and **Conditionals** to talk about potential scenarios and general travel advice.

- **Example (Going to):** *We are going to fly to Cancun for our vacation.*
- **Example (Type 1):** *If we don't book soon, the prices will be too high.*

This unit provides us with essential grammatical tools to communicate future plans and make logical deductions about outcomes, enabling us to discuss our travel and personal goals clearly and effectively.



FUTURE BE GOING TO:

Explanation of "Future Be Going To"

The phrase **be going to** is used to talk about the future, specifically when the action is related to the present. It indicates a **plan, intention, or prediction based on present evidence**.

- It translates roughly to *ir a + infinitivo* in Spanish (Example, *voy a estudiar*).
- The structure is composed of two parts: the verb **to be** (am/is/are) and the fixed phrase **going to**, followed by the main verb in its **base form (V1)**.

Structure of "Future Be Going To"

The structure relies heavily on the conjugation of the verb *to be* (am/is/are).

Form	Structure	Example
Affirmative	Subject + am/is/are + going to + V1 + Complement	I am going to start a new hobby. / She is going to call you later.
Negative	Subject + am/is/are not + going to + V1 + Complement	We aren't going to buy that house. / He isn't going to quit his job.
Interrogative	Am/Is/Are + Subject + going to + V1 + Complement?	Are you going to travel next month? / Is it going to rain ?
Short Answer	Yes, Subject + am/is/are . / No, Subject + am/is/are not .	Yes, I am . / No, they aren't .

Uses of "Future Be Going To"

1. **Prior Plans and Intentions:** To express a decision made *before* the moment of speaking. It describes a clear, existing plan.



- o *Example:* I am going to move to Canada next year. (The decision/plan is already set.)
2. **Predictions Based on Evidence:** To make a forecast based on something you see or know *now*.
- o *Example:* Look at those dark clouds! It is going to rain. (The evidence is the clouds.)
3. **Commands or Instructions (Less Common):** Sometimes used to state a strong requirement.
- o *Example:* You are going to clean this mess right now!

Exercises

Exercise 1: Conjugation (Affirmative and Negative)

Complete the sentences using the correct form of **be going to** (affirmative or negative) and the verb in parentheses.

1. We _____ (visit) the museum tomorrow afternoon.
2. The company _____ (not hire) any new staff this year.
3. My sister _____ (bake) a cake for the party.
4. I _____ (not miss) the meeting this time.
5. They _____ (build) a new stadium in the city center.

Exercise 2: Forming Questions

Formulate a **Yes/No question** using **be going to** for each scenario.

1. (you / sell) your current car?
- _____



2. (it / snow) this weekend?

3. (your parents / retire) soon?

Exercise 3: Identifying the Use

Determine the primary use of **be going to** in each sentence: **Plan/Intention (P)** or **Prediction based on evidence (E)**.

1. Watch out! You are going to drop those plates.

2. We are going to start the renovation project in May.

3. She's only practiced twice; she's not going to win the competition.



FUTURE WILL:

Explanation of "Future Will"

The modal verb **will** is used to express the future, typically indicating a **spontaneous decision**, an **offer**, a **promise**, or a **general prediction** not based on immediate evidence.

- **Will** is a modal verb, so it is followed by the main verb in its **base form (V1)**.
- **Contraction:** The common contraction is **'ll** (Example, *I will* → *I'll*; *They will* → *They'll*).

Structure of "Future Will"

The structure is simple because **will** is the same for all subjects (I, you, he, she, it, we, they).

Form	Structure	Example
Affirmative	Subject + will ('ll) + Base Form (V1) + Complement	I will help you with that box. / She will be a doctor someday.
Negative	Subject + will not (won't) + Base Form (V1) + Complement	We won't forget this experience. / It won't happen again.
Interrogative	Will + Subject + Base Form (V1) + Complement?	Will they arrive on time? / Will you marry me?
Short Answer	Yes, Subject + will . / No, Subject + won't .	Yes, I will. / No, she won't.

Uses of "Future Will"

1. **Spontaneous Decisions (On-the-spot):** Used for decisions made immediately at the moment of speaking.

- o *Example:* I'm cold. I **will** close the window.



2. **Promises and Offers:** Used to commit to an action or to offer assistance.

- *Example:* I **won't** tell anyone your secret. / We **will** carry those bags for you.

3. **General Predictions/Beliefs:** To state what the speaker thinks will happen, often with verbs like *think, believe, guess*, or adverbs like *perhaps*.

- *Example:* I think the price of gasoline **will** increase next month.

4. **Requests:** To ask someone to do something.

- *Example:* **Will** you please wait here?

Exercises

Exercise 1: Will vs. Won't

Complete the sentences using **will** or **won't** and the verb in parentheses, based on the context.

1. I promise I _____ (forget) your birthday next year.
2. The phone is ringing! I _____ (answer) it. (Spontaneous decision)
3. They are very talented; I think they _____ (succeed) in their careers.
4. If you don't eat, you _____ (have) enough energy for the game.
5. Don't worry about the money; I _____ (pay) for dinner tonight. (Offer)

Exercise 2: Forming Questions

Formulate a **Yes/No** question using **Will** for each scenario.

1. (he / be) on time for the meeting?

2. (you / help) me move this sofa?



3. (the government / reduce) taxes next year?
-

Exercise 3: Choosing Between Will and Going To

Choose the best future form (**will** or **be going to**) for the situation described.

1. (A: The car is making a strange noise.) B: I think it (**will / is going to**) break down.
(Prediction based on evidence)
2. (A: I'm bored.) B: Wait, I (**will / am going to**) tell you a joke! (Spontaneous decision)
3. They have saved money all year. They (**will / are going to**) buy a boat. (Prior plan/intention)



ZERO CONDITIONAL:

Explanation of "Zero Conditional"

The **Zero Conditional** is used to talk about **general truths, scientific facts, and automatic results** that always happen under specific conditions. It describes a situation where the outcome is certain and predictable every time the condition is met.

- It states a cause-and-effect relationship that is always true.
- The structure uses the **Present Simple** tense in *both* clauses.

Structure of "Zero Conditional"

The Zero Conditional consists of two clauses: the "**if clause**" (the condition) and the "**main clause**" (the result). Both clauses use the Present Simple.

Clause	Tense	Structure	Example
If Clause (Condition)	Present Simple	If + Subject + V1/Vs + Complement	If you heat ice,
Main Clause (Result)	Present Simple	Subject + V1/Vs + Complement	it melts.

*Note: The order of the clauses can be reversed. If the main clause comes first, the comma is generally omitted. You can also replace **if** with **when** without changing the meaning.*

- Ice melts if you heat it. / Ice melts when you heat it.

Uses of "Zero Conditional"

1. **Scientific Facts:** To state universal truths and laws of nature.
 - *Example:* If you mix red and blue, you get purple.
2. **General Truths and Habits:** To express predictable results that are true in general or are based on common sense.



- o *Example:* If I eat too much chocolate, I feel sick.

3. Giving Instructions or Rules: To set a rule where the condition always leads to the result.

- o *Example:* If the light is red, you **stop** the car.

Exercises:

Exercise 1: Matching Clauses

Match the "if clause" (Condition) with the correct "main clause" (Result) to form a logical Zero Conditional sentence.

If Clause (Condition)	Main Clause (Result)
1. If you don't water plants,	a. they get upset.
2. If the temperature falls below 0°C,	b. the door opens.
3. If children are tired,	c. they die.
4. If you press that button,	d. water turns to ice.

- _____
- _____
- _____
- _____

Exercise 2: Conjugation (Present Simple)

Complete the sentences using the correct **Present Simple** form of the verbs in parentheses.



1. If the cat _____ (be) hungry, it _____ (meow) loudly.
2. People _____ (need) to drink water if they _____ (exercise).
3. If you _____ (mix) yellow and blue, you _____ (get) green.

Exercise 3: Rewriting with 'When'

Rewrite the following Zero Conditional sentences using **when** instead of *if*, and adjust punctuation if necessary.

1. If I feel nervous, I bite my nails.

2. The printer runs out of ink if you don't refill the cartridge.

3. If a baby cries, its mother usually picks it up.



CONDITIONAL SENTENCES TYPE 1:

Explanation of "Conditional Sentences Type 1"

The **First Conditional** (Type 1) is used to talk about **realistic or possible situations in the present or future** and their likely results. Unlike the Zero Conditional, the outcome here is **probable**, not absolutely certain.

- It expresses a real possibility of a cause-and-effect happening.
- The structure combines the **Present Simple** (for the condition) and the **Future Simple (will)** (for the result).

Structure of "Conditional Sentences Type 1"

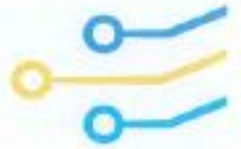
The First Conditional also consists of two clauses: the "if clause" (condition) and the "main clause" (result).

Clause	Tense	Structure	Example
If (Condition)	Present Simple	If + Subject + V1/Vs + Complement	If it rains tomorrow,
Main (Result)	Future Simple	Subject + will/won't + V1 + Complement	we will stay inside.

Note: We never use will in the "if clause." The condition must always be stated in the Present Simple, even if we are talking about a future time.

Uses of "Conditional Sentences Type 1"

1. **Making Predictions about the Future:** To predict the likely consequence of a specific action or event.
 - *Example:* If I pass my exams, I will go to university.
2. **Giving Warnings or Threats:** To state a negative consequence if a condition is not met.
 - *Example:* If you don't hurry, you will miss the bus.
3. **Making Promises:** To state a commitment based on a condition.



- o **Example:** If you **help** me with the laundry, I **will buy** you a pizza.

Exercises

Exercise 1: Conjugation

Complete the sentences using the correct tense (Present Simple or Future Simple with *will*) for the verb in parentheses.

1. If you _____ (study) hard, you _____ (get) a better grade.
2. I _____ (call) you if I _____ (hear) any news.
3. If she _____ (not apologize), he _____ (not forgive) her.

Exercise 2: Error Correction (The 'Will' Trap)

Find and correct the mistake (the incorrect use of *will*) in each sentence.

1. If it will snow, we will stay at home.

2. He will tell us the secret if we will promise to keep it.

3. If you won't practice, you won't improve.

Exercise 3: Sentence Formation

Combine the two parts to form a correct First Conditional sentence, ensuring correct tense usage and punctuation.

1. (you / not invite me) + (I / not go to the party)

2. (we / leave now) + (we / arrive before dark)



3. (the weather / be nice tomorrow) + (we / have a picnic)

VACATIONS

Explanation of "Vacations"

The topic of **Vacations** (or *Holidays* in British English) covers the vocabulary, phrases, and verbs necessary to discuss travel, planning, destination activities, and common travel experiences. This topic is highly practical as it allows for natural conversation using the future tenses (*will*, *going to*), conditionals, and the Present Perfect for life experiences.

Common vocabulary categories include:

- **Travel Means:** *plane, train, car, cruise, ferry, commute.*
- **Accommodations:** *hotel, resort, camping, Airbnb, hostel.*
- **Activities:** *sightseeing, sunbathing, hiking, exploring, relaxing.*

Structure of "Vacations"

Discussing vacations primarily involves using verbs of movement (**go, travel, fly, drive**) and verbs of action (**visit, explore, relax, book**) combined with specific prepositions.

Category	Verb Collocation	Structure	Example
Planning	Book / Reserve + Noun	Book + <i>a flight/a room</i>	We booked the trip last month.
Activity	Go + Gerund / Go + <i>for a</i> + Noun	Go + <i>swimming/for a walk</i>	She goes swimming every day.
Location	Stay at / Visit + Noun	Stay + <i>at a hotel</i>	I am going to stay at a resort.

Key Collocation: *The difference between Travel (the act of moving) and Trip/Journey/Vacation (the event or duration).*



Uses of "Vacations"

1. **Discussing Future Plans (Going To):** To talk about fixed travel intentions.
 - o *Example:* I am going to visit Japan in December.
2. **Making Spontaneous Arrangements (Will):** To make quick travel decisions or offers.
 - o *Example:* I think I will book the early flight.
3. **Talking about Experience (Present Perfect):** To share travel history.
 - o *Example:* I have never gone camping.
4. **Describing Location and Activities (General):**
 - o *Example:* When I'm on vacation, I like to **relax on the beach** and go sightseeing.

Exercises

Exercise 1: Verb Collocations

Choose the correct verb (**book, go, or take**) to complete the common vacation phrase.

1. We need to _____ a room before we arrive.
2. How often do you _____ on holiday?
3. I always _____ a lot of photos when I travel.
4. They plan to _____ hiking in the mountains this weekend.
5. Don't forget to _____ sunscreen to the beach.

Exercise 2: Completion

Complete the sentences with an appropriate vacation/travel word from the box.



<i>resort</i>	<i>sightseeing</i>	<i>jet lag</i>	<i>passport</i>	<i>commute</i>
---------------	--------------------	----------------	-----------------	----------------

1. After landing, I felt terrible because of the _____ from the long flight.
2. Before leaving the country, check if your _____ is still valid.
3. We spent the whole day _____, visiting all the historical monuments.
4. Instead of a small hotel, we chose to stay at a luxury _____ with a pool.
5. I wish my daily _____ was shorter so I could relax more often.

Exercise 3: Forming Sentences

Use the First Conditional (Type 1) to link the condition and the travel outcome.

1. (We / save enough money) + (We / travel to Europe next year)

2. (You / get lost) + (Ask someone for directions)

3. (The plane / be late) + (I / call you right away)



SYNTHESIS

In this unit, we explore the grammatical tools needed to compare things, specify quantities among groups, and express necessity, applied in the context of celebrations and special days.

1. Comparative Forms

Comparative forms are used to compare two people, objects, or ideas, showing how one is different from the other.

- **Short Adjectives** (1-2 syllables): Add **-er + than**.
 - *Example: A bus is faster than a train.*
- **Long Adjectives** (2+ syllables): Use **more + adjective + than**.
 - *Example: This movie is more interesting than that one.*
- **Irregular Forms:** Words like *good better, bad worse*.

2. Superlative Forms

Superlative forms are used to compare one thing to an entire group, showing which one is at the extreme end of the quality.

- **Short Adjectives:** Use **the + adjective + -est**.
 - *Example: That building is the tallest in the city.*
- **Long Adjectives:** Use **the most + adjective**.
 - *Example: She is the most talented singer.*
- **Irregular Forms:** *good the best, bad the worst*.

3. Both / All / Neither / None (Distributive Quantifiers)

These words are used to refer to the number or proportion of people or things in a group.

Quantifier	Meaning	Uses	Example



Both	Los dos	Refers to two people/things..	Both my parents work here.
All	Todos	Negative for two (0% of two).	All the students passed the test.
Neither	Ninguno de los dos	Negativo para dos (0% de dos).	Neither car is fast enough.
None	Ninguno	Negative for three or more (0% of the group).	None of the books are new.

4. The Verb 'Have to'

Have to is a semi-modal verb used to express **external obligation** or necessity imposed by rules, laws, or circumstances (what we *must* do).

- **Estructura:** Subject + **have/has to** + base verb.
- **Example (Obligación):** *You have to wear a uniform for work.*
- **Example (Negativa - Falta de obligación):** *We don't have to work on Sunday.*

5. Holidays (Contextual Topic)

The topic of **Holidays** is an excellent context to practice all these forms:

- We use **Comparatives/Superlatives** to say which holiday is **more important** or **the most fun**.
- We use **Distributive Quantifiers** to talk about **all** the family members who attend a celebration
- We use **'have to'** to discuss the **obligations** related to preparations or traditions (Example, *We have to buy gifts*).

This unit provides us with essential grammatical tools to rank, compare, quantify groups, and express necessary actions, enabling us to discuss preferences and obligations clearly and effectively.



COMPARATIVE FORMS :

Explanation of "Comparative Forms"

Comparative forms are used to compare two things, people, places, or actions, showing whether one is *more* or *less* than the other in a specific quality.

The rule for forming the comparative depends on the adjective's length (the number of syllables):

- **Short Adjectives (1 syllable):** Add **-er** to the end of the adjective.
 - *Example: tall → taller*
- **Long Adjectives (2+ syllables):** Use the word **more** (or **less**) before the adjective.
 - *Example: expensive → more expensive*

The word **than** is almost always used to connect the two items being compared.

Structure of "Comparative Forms"

The core structure is based on the adjective form followed by **than**.

Adjective Length	Rule	Structure	Example
Short (1 Syllable)	Add -er	Subject 1 + <i>to be</i> + Adj** -er** + than + Subject 2	My car is faster than yours.
Long (2+ Syllables)	Use <i>more</i>	Subject 1 + <i>to be</i> + more Adj + than + Subject 2	This class is more difficult than the last one.
Irregular	Special form	Memorize forms	She is better than me at chess.

Irregular Comparative Forms:

- *good* → better
- *bad* → worse
- *far* → farther/further



Uses of "Comparative Forms"

1. **Direct Comparison:** The primary use, stating a difference between two nouns.
 - o *Example:* Cities are **noisier than** the countryside.
2. **Comparison of Actions (using Adverbs):** The same rules apply to adverbs (often formed by adding *-ly* to adjectives).
 - o *Example:* He drives **more carefully than** his brother.
3. **To show Change:** Used with structures like *get* or *become* to show a quality is increasing or decreasing.
 - o *Example:* The weather is getting **colder**.
4. **Equality/Inequality:** Use *as...as* for equality, and **not as...as** (or **not so...as**) for inequality.
 - o *Example:* This book is **as interesting as** the movie.

Exercises

Exercise 1: Comparative Formation

Write the correct comparative form for each adjective.

1. Happy: _____
2. Difficult: _____
3. Big: _____
4. Bad: _____
5. Modern: _____

Exercise 2: Sentence Completion

Complete the sentences using the comparative form of the adjective in parentheses, followed by **than** where necessary.

1. Living in the countryside is _____ (cheap) living in the city.
2. The film was _____ (boring) the trailer suggested.



3. You look _____ (good) yesterday.
4. Our new oven works _____ (bad) the old one did.
5. Speaking Spanish is _____ (easy) learning Chinese.

Exercise 3: Equality/Inequality

Rewrite the sentences using **as...as** to express the relationship.

1. A bike is not faster than a scooter. (Use 'as...as' to show inequality)

2. These two phones have the same price. (Use 'as...as' to show equality)

3. I don't earn more money than my boss. (Use 'as...as' to show inequality)



SUPERLATIVE FORMS

Explanation of "Superlative Forms"

Superlative forms are used to compare one thing, person, or action against a **group of three or more**, identifying it as having the *most* or *least* of that quality.

The rule for forming the superlative depends on the adjective's length (the number of syllables):

- **Short Adjectives (1 syllable):** Add **-est** to the end of the adjective. Always precede the superlative with **the**.
 - *Example: tall* → **the tallest**
- **Long Adjectives (2+ syllables):** Use the word **most** (or **least**) before the adjective. Always precede the superlative with **the**.
 - *Example: expensive* → **the most expensive**

Structure of "Superlative Forms"

The core structure includes **the** before the adjective form, often followed by *in* (for places/groups) or *of* (for time/countable groups).

Adjective Length	Rule	Structure	Example
Short (1 Syllable)	Add -est	Subject + <i>to be</i> + the Adj** -est ** + Complement (<i>in/of</i>)	She is the fastest runner in the team.
Long (2+ Syllables)	Use <i>most</i>	Subject + <i>to be</i> + the most Adj + Complement (<i>in/of</i>)	This is the most beautiful painting of all.
Irregular	Special form	Memorize forms	That was the best holiday ever .

Irregular Superlative Forms:

- *good* → **the best**
- *bad* → **the worst**
- *far* → **the farthest/furthest**



Uses of "Superlative Forms"

1. **Ranking within a Group:** To single out one item as superior or inferior to all others in the defined group.
 - o *Example:* Mount Everest is **the highest** mountain in the world.
2. **Expressing Extremity:** Often used in exclamatory or narrative contexts to emphasize an extreme quality.
 - o *Example:* It was **the hardest** test I've ever taken.
3. **Identifying Unique Items:** When describing something that stands alone in a characteristic.
 - o *Example:* This recipe is **the least complicated** one on the menu.

Exercises

Exercise 1: Superlative Formation

Write the correct superlative form for each adjective.

1. Small: _____
2. Interesting: _____
3. Hot: _____
4. Good: _____
5. Dangerous: _____

Exercise 2: Sentence Completion

Complete the sentences using the correct **superlative form** of the adjective in parentheses.

1. That restaurant serves _____ (delicious) dessert in the city.
2. Jupiter is _____ (large) planet in our solar system.
3. This is _____ (important) project of my entire career.
4. Yesterday was _____ (bad) day of the year so far.



5. What is _____ (fast) land animal?

BOTH / ALL / NEITHER / NONE

Explanation of "Both / All / Neither / None"

These words are **quantifiers** used to refer to the number or amount of things or people within a defined group. They are essential for expressing total inclusion, partial inclusion, or total exclusion.

- **Both:** Refers to **two** people or things. (100% of two)
- **All:** Refers to **three or more** people or things. (100% of the group)
- **Neither:** Refers to **two** people or things. (0% of two)
- **None:** Refers to **three or more** people or things. (0% of the group)

Structure of "Both / All / Neither / None"

These quantifiers can function as determiners (before a noun) or as pronouns (standing alone), often followed by **of**.

Quantifier	Structure	Example
Both	Both (+ Noun / of the...)	Both children are quiet. / Both of them arrived late.
All	All (+ Noun / of the...)	All my friends came. / All of the food was eaten.
Neither	Neither (+ singular Noun / of the...)	Neither phone is charged. / Neither of the options works.
None	None of the...	None of the students passed the test.

Verb Agreement:

- *Both / All usually take a plural verb.*
- *Neither / None can take a singular or plural verb, though singular is often preferred, especially in formal writing.*



Uses of "Both / All / Neither / None"

1. **Total Inclusion (Both / All):** To affirm that every item in the group possesses the described quality.
 - o *Example (Both):* I like both coffee and tea.
 - o *Example (All):* All the lights are on.
2. **Total Exclusion (Neither / None):** To deny that any item in the group possesses the quality.
 - o *Example (Neither):* Neither door was locked.
 - o *Example (None):* None of the solutions were easy.
3. **Coordination (Both...and / Neither...nor):** Used to connect two items.
 - o *Example:* Neither Spain nor Italy is my favorite country.
4. **Before Pronouns:** These quantifiers must be followed by **of** when they precede a personal pronoun (*us, them, you*).
 - o *Example:* All of us agreed. / Neither of them knew the answer.

Exercises

Exercise 1: Choose the Correct Quantifier

Choose the correct quantifier (**Both, All, Neither, or None**) to complete the sentences.

1. I invited ten people, but _____ of them arrived. (Ten people)
2. There were two cars parked outside. _____ of them was unlocked.
3. My parents are fantastic cooks. _____ of them make delicious food. (Two people)
4. We have three dogs, and _____ of them likes baths.
5. _____ the books on this shelf are new. (Many books)



Exercise 2: Both...and / Neither...nor

Complete the sentences using **both...and** or **neither...nor**.

1. _____ the laptop _____ the tablet are working.
2. I enjoy _____ singing _____ dancing on stage.
3. _____ John _____ his brother plays the piano.

Exercise 3: Verb Agreement

Choose the correct verb form (singular or plural) for the quantifier used.

1. All of the apples (is / are) fresh.
2. None of the equipment (was / were) working correctly.
3. Both of the candidates (has / have) excellent qualifications.



THE VERB HAVE TO

Explanation of "The Verb Have To"

The phrase **have to** is used to express **obligation, necessity, or duty**, usually stemming from an external authority (like rules, laws, or circumstances) rather than personal desire.

- It acts as a semi-modal verb, meaning it requires the auxiliary **do/does** for questions and negatives, just like a regular verb (unlike true modals like *can* or *must*).
- It is followed by the main verb in its **base form (V1)**.
- **Must** is a closer synonym, but *must* often implies internal obligation or strong advice, while **have to** implies external necessity.

Structure of "The Verb Have To"

The form changes based on the subject (I/you/we/they use *have to*; he/she/it uses *has to*) and requires the auxiliary *do/does* for negatives and questions.

Form	Structure	Example
Affirmative	Subject + have to / has to + V1 + Complement	I have to leave early today. / He has to wear a uniform.
Negative	Subject + do/does not + have to + V1 + Complement	We don't have to wait. / She doesn't have to pay.
Interrogative	Do/Does + Subject + have to + V1 + Complement?	Do you have to work tomorrow? / Does it have to be so loud?

Past Tense: The past simple of have to is had to (I had to call the police).

No Obligation: The negative form, don't/doesn't have to, means there is no obligation or choice (it is optional). It does not mean prohibition (like mustn't).



Uses of "The Verb Have To"

1. **External Obligation (Rules, Laws, Circumstances):** To state a requirement imposed by outside forces.
 - o *Example:* Students **have to** take a final exam. (It's a rule.)
2. **Necessity:** To express that something is crucial or essential.
 - o *Example:* I **have to** get some sleep; I'm exhausted.
3. **Absence of Obligation (Don't Have To):** To state that something is not required.
 - o *Example:* You **don't have to** come if you are busy. (It's not necessary.)

Exercises

Exercise 1: Have to or Has to

Complete the sentences using the correct affirmative form of the verb (**have to** or **has to**).

1. The doctor said he _____ rest for two weeks.
2. We _____ submit the final report by Friday.
3. I _____ wake up at 6 AM every weekday.
4. My car is broken, so I _____ take the bus.
5. The new employee _____ attend the training session.

Exercise 2: Negative and Interrogative

Rewrite each affirmative sentence into the **negative** and the **interrogative** form.

1. She has to clean the house today.
 - o Negative: _____
 - o Question: _____
2. They have to wear formal clothes to the event.



o Negative: _____

o Question: _____

Exercise 3: Transformation (Past Tense)

Rewrite the sentences in the **Past Simple** using **had to** or **didn't have to**.

1. I don't have to work on Sundays anymore.

2. Does she have to sign the contract?

3. He has to bring all his documents for the meeting.



HOLIDAYS

Explanation of "Holidays"

The topic of **Holidays** (referring to annual celebrations, public days off, or festivals) covers the vocabulary and cultural knowledge necessary to describe special occasions, traditions, and celebratory activities. This contrasts with *vacations*, which refer to travel time.

Discussions about holidays naturally involve using:

- **Present Simple:** For describing regular traditions (*We always decorate the tree*).
- **Past Simple:** For recounting previous celebrations (*We had a party last year*).
- **Future Tenses:** For planning upcoming events (*We are going to buy presents*).

Structure of "Holidays"

Holiday vocabulary centers around specific action verbs (collocations) and the nouns related to the celebration. Prepositions are key for specifying the date or time of the event.

Category	Verb Collocation	Structure	Example
Preparation	Decorate / Prepare + Noun	Decorate + <i>the</i> <i>house</i>	We decorate the house with lights.
Gifts	Give / Unwrap + Noun	Give + <i>gifts/presents</i>	I give my mom a present.
Time/Date	Preposition Event/Date	+ <i>on / at</i>	We meet on Christmas Day. / We stay home at New Year's.

Key Collocation: Use have or host a party, but give a present.



Uses of "Holidays"

1. **Describing Traditions (Present Simple):** To talk about customs and rituals that are repeated every year.
 - o *Example:* On Thanksgiving, we **eat** a large turkey dinner.
2. **Making Plans (Future):** To outline upcoming activities for a celebration.
 - o *Example:* For Halloween, I **am going to dress up** as a ghost.
3. **Recounting Past Events (Past Simple/Perfect):** To talk about celebrations that already occurred.
 - o *Example:* I **have never celebrated** the Day of the Dead before.
4. **Expressing Wishes:** Using common holiday phrases.
 - o *Example:* **Happy New Year!** / **Merry Christmas!**

Exercises

Exercise 1: Holiday Collocations

Choose the correct verb (**prepare, exchange, or set**) to complete the holiday-related phrase.

1. We usually _____ the dining table for the guests.
2. Children love to _____ gifts on Christmas morning.
3. I have to _____ a lot of food for the upcoming feast.
4. They always _____ fireworks on Independence Day. (Use a common activity verb)
5. What do you _____ for a holiday during Carnival?

Exercise 2: Prepositions of Time

Complete the sentences using the correct preposition of time (**on, in, or at**).



1. Do you have plans _____ the New Year's Eve party?
2. We usually spend time with family _____ Christmas Day.
3. The parade takes place _____ the first week of October.
4. We travel to visit relatives _____ Easter.

Exercise 3: Sentence Formation

Form complete sentences describing a holiday tradition using the Present Simple.

1. (my family / gather / at my grandmother's house / every Christmas Eve)

2. (people / dress up / in costumes / for Halloween)

3. (the stores / close / during the public holiday)



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.



ANSWERS:

UNIT 1 PRESENT SIMPLE

Exercise 1: Fill in the Blanks (Affirmative/Negative)

1. My sister usually **watches** TV in the evening. (Third-person singular 's')
2. We **do not eat** (don't eat) meat; we are vegetarians.
3. The sun **rises** in the east. (General truth, third-person singular 's')
4. They **work** on Saturdays.
5. He **does not speak** (doesn't speak) French, only Spanish.

Exercise 2: Formulating Questions (Interrogative)

1. **Do you study** English every day?
2. **Does the train leave** at 9 AM? (Use 'does' for the train - it)
3. **Does she have** a dog?
4. **Do they live** in New York?
5. **Does your class finish late**? (Use 'does' for your class - it)

Exercise 3: Error Correction

1. She **don't** like to cook dinner.
○ **Correction:** She **doesn't** like to cook dinner.
2. He often **travel** to different cities.
○ **Correction:** He often **travels** to different cities. (Needs 's')
3. **Do they goes** to the library?
○ **Correction:** Do they **go** to the library? (Do/Does removes the 's' from the main verb)
4. The store **opens** at ten o'clock. (No mistake, but the question implies one)
○ **Correction (if error assumed):** The store **open** at ten o'clock. (The original sentence is correct as *The store is 'it'*, needing the 's')
5. I **am live** in a small town.
○ **Correction:** I **live** in a small town. (Present Simple does not use 'am/is/are')

PREPOSITIONS OF TIME (IN, ON, AT)

Exercise 1: Fill in the Blanks (In, On, At)

1. My classes start **at** 7:00 AM. (Specific time)
2. We usually go skiing **in** winter. (Season)
3. The meeting is scheduled **on** October 31st. (Specific date)
4. I will call you back **in** five minutes. (Period of time in the future)
5. What do you do **on** Sunday mornings? (Day of the week)
6. People often give gifts **at** Christmas. (Specific holiday period, not Day)

Exercise 2: Sentence Completion

(Note: Answers will vary based on student input, but the preposition must be correct for the type of time used.)

1. I was born **in** 1998. (Year requires *in*)
2. I always eat dinner **at** 7:30 PM. (Specific time requires *at*)
3. Most people are off work **on** Saturdays. (Day of the week requires *on*)
4. We usually see fireworks **on** New Year's Eve. (Specific day requires *on*)
5. It is generally cold **in** the winter. (Season requires *in*)

Exercise 3: Error Correction

1. The train leaves **at** the morning.
○ **Correction:** The train leaves **in** the morning.
2. They usually go to the beach **in** Saturday.
○ **Correction:** They usually go to the beach **on** Saturday.
3. Our parents got married **on** 1985.
○ **Correction:** Our parents got married **in** 1985.



4. She likes to work **in** night.
 Correction: She likes to work **at** night.
5. We will visit our grandparents **at** New Year's Day.
 Correction: We will visit our grandparents **on** New Year's Day. (Use **on** for specific days with "Day")

POSSESSIVE PRONOUNS

Exercise 1: Identifying the Function (Adjective or Pronoun)

1. I forgot my lunch at home. (*My* is an adjective; it comes before the noun *lunch*.)
2. That blue jacket is not **ours**. (*Ours* is a pronoun; it stands alone and replaces *our jacket*.)
3. The company is expanding **its** operations overseas. (*Its* is an adjective; it comes before the noun *operations*.)
4. She offered me **her** advice. (*Her* is an adjective; it comes before the noun *advice*.)
5. This phone is **theirs**; it's not **yours**. (*Theirs* and *yours* are pronouns; they both stand alone.)

Exercise 2: Rewriting Sentences

1. This is **my** office, not **her** office.
 Correction: This is **mine**, not **hers**.
2. We clean **our** house every week.
 Correction: We clean **ours** every week. (This sentence is grammatically awkward, as the noun is usually needed for context, but it correctly replaces the phrase *our house* with the pronoun *ours*.)
3. Are these **your** keys or **their** keys?
 Correction: Are these **yours** or **theirs**?
4. His presentation was better than **her** presentation.
 Correction: His presentation was better than **hers**.

Exercise 3: Error Correction

1. The money is **theirs**. They worked hard for it. (No mistake, the sentence is correct.)
 Correction: (Sentence is correct.)
2. I prefer **yours** food to **my**.
 Correction: I prefer **your** food to **mine**. (*Your* must precede *food*; *mine* stands alone.)
3. This isn't **our** problem; is it **theirs** problem?
 Correction: This isn't **our** problem; is it **their** problem? (*Their* must precede the noun *problem*.)
4. We finished **ours** project last night.
 Correction: We finished **our** project last night. (*Our* must precede the noun *project*.)
5. Is that **his** phone? Yes, it is **his**. (No mistake, *his* can function as both adjective and pronoun.)
 Correction: (Sentence is correct.)

PRESENT PROGRESSIVE (CONTINUOUS)

Exercise 1: Fill in the Blanks (Affirmative/Negative)

1. Look! The dog **is chasing** the ball.
2. My parents **are not watching** (aren't watching) that movie right now.
3. What **is happening?** The music stopped!
4. I **am preparing** dinner, so I can't talk.
5. We **are visiting** the museum tomorrow morning. (Future arrangement)

Exercise 2: Formulating Questions (Interrogative)

1. **Are you listening** to music?
2. **Is she working** on her project this week?
3. **Are the students writing** a test at the moment?
4. **Why is he waiting** by the door?
5. **Are they coming** to the party tonight?

Exercise 3: Sentence Transformation (From Affirmative to Negative)

1. He is driving to work today.
 Negative: He **is not driving** (isn't driving) to work today.
2. I am reading a very interesting book.
 Negative: I **am not reading** a very interesting book.



3. We are meeting the new manager next Friday.
 - Negative: We are **not meeting** (aren't meeting) the new manager next Friday.
4. It is raining heavily outside.
 - Negative: It is **not raining** (isn't raining) heavily outside.
5. The children are playing outside now.
 - Negative: The children are **not playing** (aren't playing) outside now.

PRESENT SIMPLE VS. PRESENT PROGRESSIVE

Exercise 1: Quick Choice

1. Maria **studies** architecture at university. (Permanent course of study → Simple Present)
2. Be quiet! The baby **is sleeping** right now. (Action happening at the moment → Present Progressive)
3. My job **requires** me to travel often. (General truth/Requirement → Simple Present)
4. I **am working** from home today, but usually I go to the office. (Temporary action → Present Progressive)
5. What time does the bank **open** on Tuesdays? (Routine/Schedule → Simple Present)

Exercise 2: Contextual Application

1. A: Why are you wearing a suit? (Action in progress → Progressive)
 B: Because I **am having** a job interview this morning. (Temporary action/Fixed arrangement → Progressive)
2. A: How often does she cook dinner? (Routine/Frequency → Simple Present)
 B: She **never cooks**; she always orders food. (Habits → Simple Present)
3. We **do not understand** (don't understand) the rules, so we are **asking** the teacher for help. (*Understand* es verbo de estado; *ask* es una acción del momento → Simple Present y Progressive)

Exercise 3: State Verbs (No Progressive)

1. I **am knowing** the answer to the question.
 - Correction: I **know** the answer to the question.
2. She **is needing** a vacation this summer.
 - Correction: She **needs** a vacation this summer.
3. I **am believing** that the economy is improving.
 - Correction: I **believe** that the economy is improving.
4. My family **is eating** dinner now.
 - Correction: OK. (*Eat* es un verbo de acción y se usa en progresivo.)
5. The children **are seeming** tired after the trip.
 - Correction: The children **seem** tired after the trip. (*Seem* es un verbo de estado.)

UNIT 2 COUNTABLE AND UNCOUNTABLE NOUNS

Exercise 1: Classification

1. Information: U
2. Dog: C
3. Salt: U
4. Chair: C
5. Time (referring to a clock): C (We count *hours, minutes, seconds*)
6. Water: U

Exercise 2: Choose the Correct Quantifier

1. We don't have **much** snow in the city. (Snow is U)
2. How **many** photos did you take on your trip? (Photos are C)
3. He spends too **much** time playing video games. (Time is U)
4. I have **many** books to read this month. (Books are C)

Exercise 3: Error Correction



1. **Correction:** I bought ~~some~~ new furniture for my apartment. (Furniture is U and does not take a or an →.)
2. **Correction:** Do you have ~~much~~ money in your wallet? (Money is U, so use much.)
3. **Correction:** The ~~information~~ is not correct. (Information is U and takes a singular verb.)

OBJECT PRONOUNS

Exercise 1: Choose the Correct Pronoun

1. The teacher gave a lot of homework to **us**.
2. Can you help **me** with **this** exercise?
3. She never talks to **them** in the office.
4. We saw **him** at the park **this** morning.
5. This is a secret, please don't tell **her**.

Exercise 2: Replacing the Object

1. I need to call **them**.
2. He wrote a long letter to **her** (or *He wrote her a long letter*).
3. We love **it**.
4. Are you waiting for **them**?

HOW MUCH? HOW MANY? / MANY / A LOT OF / LOTS OF / A FEW / A LITTLE

Exercise 1: How much or How many?

1. **How many** books did you read last year?
2. **How much** homework do we have for tomorrow?
3. **How many** chairs are in the waiting room?
4. **How much** time do you need to finish the project?
5. **How many** songs are on that new album?

Exercise 2: Choose the Correct Quantifier

1. There isn't **much** coffee left in the pot.
2. He eats a **lot of** vegetables every day.
3. Did they buy **much** luggage for their trip?
4. She spent a **lot of** money on her birthday gift.
5. I don't have **many** close friends at work.

Exercise 3: A few or A little?

1. We have a **few** minutes before the presentation starts. (Minutes are C)
2. Can you add a **little** sugar to my tea, please? (Sugar is U)
3. I only need a **few** days to recover completely. (Days are C)
4. There is a **little** hope that the project will succeed. (Hope is U)
5. She bought a **few** new shirts this weekend. (Shirts are C)

TO / ENOUGH

Exercise 1: Too or Enough

1. I can't sleep because the neighbors are making **too much** noise.
2. She is clever **enough** to figure out the solution herself.
3. The jacket is small, it's **too** tight for me.
4. We haven't got **enough** time to visit the museum today.
5. This lesson is **too** easy, I need a challenge!

Exercise 2: Sentence Combination

1. He is **too** young to drive a car.
2. The coffee is **warm enough** to drink.
3. She is **too** busy to talk to you right now.



Exercise 3: Error Correction (Word Order)

- Correction:** The music is **too loud** for the party. (No se usa *too* y *enough* juntos; *Loud* es un adjetivo, por lo que *too* va antes.)
- Correction:** Do you have **enough** milk for the recipe? (*Enough* va antes del sustantivo *milk*.)
- Correction:** He's **clever enough** to fall for that trick. (*Clever* es un adjetivo, por lo que *enough* va después. Además, para expresar suficiencia, se usa *enough*, no *too*.)

PREPOSITIONS OF PLACES AND MOVEMENT

Exercise 1: Place Prepositions (In, On, At)

- My meeting is **at** 55 Elm Street. (Dirección específica)
- There are several photos **on** the memory card. (Superficie o medio digital)
- I left my briefcase **in** the office. (Área cerrada)
- The keys are **on** the kitchen counter. (Superficie)
- She is waiting for you **at** the entrance door. (Punto específico)

Exercise 2: Movement Prepositions

- We drove **through** the forest to get to the cabin.
- He jumped **into** the pool after lunch.
- They walked **around** the whole city looking for a bookstore.
- I ran **across** the road to catch the bus.
- Please go directly **to** the meeting room.

Exercise 3: Defining the Position

- The bird flew **over** the mountain. → **Movement**
- The notebook is lying **under** the bed. → **Place**
- She walked **around** the corner to find the store. → **Movement**
- Our house is located **near** the main school. → **Place**
- The boat sailed **past** the lighthouse. → **Movement**

UNIT 3

PAST SIMPLE OF REGULAR AND IRREGULAR VERB

Exercise 1: Regular or Irregular?

Base Form (V1)	Past Simple (V2)	R or I?	Base Form (V1)	Past Simple (V2)	R or I?
1. Arrive	Arrived	R	4. Drive	Drove	I
2. Think	Thought	I	5. Listen	Listened	R
3. Help	Helped	R	6. Read	Read	I

Exercise 2: Conjugation (Affirmative)

- I **saw** a great movie yesterday.
- My brother **washed** the dishes after dinner.
- The children **went** to the beach last Sunday.
- She **finished** her report quickly.
- We **bought** a new car two months ago.

Exercise 3: Complete the Narrative

Last week, my family and I (1. to decide) **decided** to visit our grandparents. My dad (2. to drive) **drove** us there. When we arrived, my grandmother (3. to cook) **cooked** a delicious meal. After lunch, we (4. to talk) **talked** and (5. to play) **played** board games together.

PAST SIMPLE (NEGATIVE, QUESTIONS AND SHORT ANSWERS)

Exercise 1: Negative Sentences

- He **didn't** watch the entire football game.



2. I **didn't** buy a new phone last month.
3. We **didn't** eat pizza for dinner last night.
4. She **didn't** talk to the manager about the issue.

Exercise 2: Formulating Questions

1. Did the students **finish** the assignment?
2. Did my parents **visit** us last weekend?
3. Did you see the accident **downtown**?
4. Did it **rain** heavily yesterday morning?

Exercise 3: Short Answers

1. No, they **didn't**.
2. Yes, it **did**.
3. No, I **didn't**.
4. Yes, she **did**.

PAST SIMPLE OF THE VERB TO BE

Exercise 1: Was or Were

1. My old car **was** red and quite fast.
2. The students **were** quiet during the exam.
3. I **was** not ready for the presentation this morning.
4. Where **were** you when the call came?
5. It **was** raining heavily yesterday afternoon.

Exercise 2: Forming Questions and Negatives

1. *Question:* Was he very angry about the delay?
○ *Negative:* He **wasn't** angry about the delay.
2. *Question:* Were the documents on the desk?
○ *Negative:* The documents **weren't** on the desk.

Exercise 3: Short Answers

1. Yes, they **were**.
2. No, it **wasn't**.
3. Yes, I **was**.
4. No, you **weren't**.

THE VERB COULD

Exercise 1: Could or Couldn't

1. My grandmother **was** an artist. She **could** draw beautiful portraits.
2. I tried to call him yesterday, but I **couldn't** reach him. His phone **was** off.
3. When we lived in the city, we **could** walk to the park every day.
4. The music **was** so loud that we **couldn't** hear each other speak.
5. If you lend me some money, I **could** buy the ticket now.

Exercise 2: Forming Questions

1. **Could** you please send me the file?
2. **Could** you wait for five minutes?
3. **Could** we eat at the Italian restaurant?

Exercise 3: Error Correction

1. **Correction:** We **could** swim very well when we were young. (Modals do not use *to* before the main verb.)
2. **Correction:** She **couldn't** speak French before she moved to Québec. (The main verb must be in the base form/V1.)
3. **Correction:** **Could** they **help** you yesterday? (The main verb must be in the base form/V1.)



THE VERB USED TO

Exercise 1: Used to or Didn't use to

1. I **didn't use to** wear glasses, but now I do.
2. My family **used to** spend summers at the lake when I was a kid.
3. He is now a famous actor, but he **didn't use to** be rich.
4. Where **did you use to** live before moving here?
5. We **used to** have a lot of free time before starting this project.

Exercise 2: Transforming Sentences

1. They **used to** visit their grandparents on weekends.
2. I **didn't use to** like public speaking.
3. Did there **use to** be a forest where the mall is now?

Exercise 3: Error Correction

1. Correction: Did she **use to** work here? (*'Used to' loses the -d when the auxiliary 'Did' is used.*)
2. Correction: We **didn't use to** eat so much fast food. (The main verb must be in the base form, eat, not ate.)
3. Correction: He **used to** play pinno every day. (*'Was used to' is for 'being accustomed to'; for past habits, it's just 'used to'.*)

UNIT 4

PRESENT PERFECT SIMPLE

Exercise 1: Conjugation (Affirmative)

1. My brother **has started** a new job.
2. They **haven't finished** the project yet.
3. I **have read** that book three times.
4. She **has lived** in Canada since 2020.
5. We **have seen** the manager this morning.

Exercise 2: Forming Questions

1. **Have you ever eaten** sushi?
2. **Has he been** to the new museum?
3. **Have they arrived** at the airport?

Exercise 3: Short Answers

1. Yes, I **have**.
2. No, it **hasn't**.
3. Yes, we **have**.

PARTICIPLE VERBS

Exercise 1: Identify the Participle

1. **running** (Pr)
2. **seen** (Pa)
3. **surprised** (Pa)

Exercise 2: Adjective or Verb?

1. **watching** (V) (Part of the Present Continuous tense)
2. **damaged** (A) (Describes the noun package)
3. **known** (V) (Part of the Present Perfect tense)

Exercise 3: Complete the Sentence



1. The news was very **shocking**. (The news *caused* the shock)
2. The students felt **bored** during the long lecture. (The students *receive* the effect of the boredom)
3. The vase was **broken** when it fell. (The state of the vase)

YET, ALREADY, STILL

Exercise 1: Choose the Correct Adverb

1. Don't worry, I have **already** bought all the necessary ingredients.
2. She **still** hasn't sent me the document, even though the deadline passed.
3. Have they decided on the date for the wedding **yet**?
4. It's only 7 AM, but the children have **already** had breakfast.
5. I haven't met the new boss **yet**.

Exercise 2: Correct Position

1. They have already started the film.
2. I haven't called the doctor yet.
3. The bus still hasn't arrived.

Exercise 3: Transformation

1. The train **still** hasn't arrived.
2. Have you finished the test **yet**?
3. I have **already** finished my work.

Present Perfect Simple. How long?, for, since

PRESENT PERFECT SIMPLE

Exercise 1: For or Since

1. We have been waiting here **for** three hours. (Duration)
2. She hasn't spoken to him **since** the argument last month. (Starting point)
3. I've owned this bicycle **since** 2019. (Starting point)
4. They have been on holiday **for** two weeks. (Duration)
5. My sister has worked at the hospital **since** she graduated. (Starting point)

Exercise 2: Forming "How long" Questions

1. **How long** has she been learning Spanish?
2. **How long** have you lived in this house?
3. **How long** haven't you seen that movie? (or: **How long** is it since you saw that movie?)

Exercise 3: Error Correction (Tense/Word Use)

1. **Correction:** She **has lived** in Paris since 2021. (Must use Present Perfect with *since*.)
2. **Correction:** They haven't eaten anything **for two days**. (*For* must be used with a duration.)
3. **Correction:** **How long** have you **known** your partner? (Must use Present Perfect for an ongoing state.)

COMMON ACTIVITIES

Exercise 1: Verb Collocations

1. I need to **do** the shopping this afternoon.
2. She likes to **go** jogging in the park after work.
3. We always **make** the beds before leaving the house.
4. Can you **do** me a favor?
5. He usually **does** the washing up (dishes) right after eating.

Exercise 2: Activity Completion

1. Since the weather is nice, I will **take the dog for a walk** after dinner.
2. I **commute for 45 minutes** every morning to get to the office.



3. Before going to bed, she likes to **read a book** for half an hour.
4. They haven't **gone out** with friends since the lockdown started.
5. I always feel refreshed after I **have a shower** in the morning.

Exercise 3: Error Correction (Verb/Noun Match)

1. **Correction:** I **do** the dishes immediately after lunch. (Use *do* for chores like *ashes*.)
2. **Correction:** She **went** shopping in the local market yesterday. (Must use Past Simple, *went*, with *yesterday*.)
3. **Correction:** Don't forget to **do** your homework before you go. (Use *do* for school/academic work.)

UNIT 5

FUTURE BE GOING TO

Exercise 1: Conjugation (Affirmative and Negative)

1. We **are going to visit** the museum tomorrow afternoon.
2. The company **is not going to hire** (or **isn't going to hire**) any new staff this year.
3. My sister **is going to bake** a cake for the party.
4. I **am not going to miss** (or **I'm not going to miss**) the meeting this time.
5. They **are going to build** a new stadium in the city center.

Exercise 2: Forming Questions

1. **Are you going to sell** your current car?
2. **Is it going to snow** this weekend?
3. **Are your parents going to retire** soon?

Exercise 3: Identifying the Use

1. Watch out! You **are going to drop** those plates. (K)
2. We **are going to start** the renovation project in May. (P)
3. She's only practiced twice; she's **not going to win** the competition. (K)

FUTURE WILL

Exercise 1: Will vs. Won't

1. I promise I **won't** forget your birthday next year.
2. The phone is ringing! I **will** answer it.
3. They are very talented; I think they **will** succeed in their careers.
4. If you don't eat, you **won't** have enough energy for the game.
5. Don't worry about the money; I **will** pay for dinner tonight.

Exercise 2: Forming Questions

1. **Will he be** on time for the meeting?
2. **Will you help** me move this sofa?
3. **Will the government reduce** taxes next year?

Exercise 3: Choosing Between Will and Going To

1. I think it **is going to** break down.
2. Wait, I **will** tell you a joke!
3. They **are going to** buy a boat.

ZERO CONDITIONAL

Exercise 1: Matching Clauses

1. If you don't water plants, **c. they die.**



2. If the temperature falls below 0°C, **d.** water turns to ice.
3. If children are tired, **a.** they get upset.

Exercise 2: Conjugation (Present Simple)

1. If the cat is hungry, it **meows** loudly.
2. People **need** to drink water if they **exercise**.
3. If you **mix** yellow and blue, you **get** green.

Exercise 3: Rewriting with 'When'

1. **When** I feel nervous, I bite my nails.
2. The printer runs out of ink **when** you don't refill the cartridge.
3. **When** a baby cries, its mother usually picks it up.

CONDITIONAL SENTENCES TYPE 1

Exercise 1: Conjugation

1. If you **study** hard, you **will get** a better grade.
2. I **will call** you if I **hear** any news.
3. If she **doesn't apologize**, he **won't forgive** her.
4. If they **miss** the last bus, they **will have** to take a taxi.

Exercise 2: Error Correction (The 'Will' Trap)

1. **Correction:** If it **snows**, we **will** stay at home. (*'Will' is not allowed in the 'if' clause*)
2. **Correction:** He **will** tell us the secret if we **promise** to keep it.
3. **Correction:** If you **don't practice**, you **won't** improve. (*Use 'don't' for Present Simple negative*)

Exercise 3: Sentence Formation

1. If you **don't invite** me, I **won't go** to the party.
2. If we **leave now**, we **will arrive** before dark.
3. If the weather **is nice** tomorrow, we **will have** a picnic.

VACATIONS

Exercise 1: Verb Collocations

1. We need to **book** a room before we arrive.
2. How often do you go on holiday?
3. I always **take** a lot of photos when I travel.
4. They **plan** to go hiking in the mountains this weekend.
5. Don't forget to **take** sunscreen to the beach.

Exercise 2: Completion

1. After landing, I felt terrible because of the **jet lag** from the long flight.
2. Before leaving the country, check if your **passport** is still valid.
3. We spent the whole day **sightseeing**, visiting all the historical monuments.
4. Instead of a small hotel, we chose to stay at a luxury **resort** with a pool.
5. I wish my daily **commute** was shorter so I could relax more often.

Exercise 3: Forming Sentences

1. If we **save** enough money, we **will travel** to Europe next year.
2. If you **get lost**, **ask** someone for directions. (*Note: The result clause can be an imperative for advice/instructions.*)
3. If the plane **is late**, I **will call** you right away.



COMPARATIVE FORM

Exercise 1: Comparative Formation

1. Happy: **Happier**
2. Difficult: **More difficult**
3. Big: **Bigger** (CVC rule: double the consonant)
4. Bad: **Worse**
5. Modern: **More modern**

Exercise 2: Sentence Completion

1. Living in the countryside is **cheaper than** living in the city.
2. The film was **more boring than** the trailer suggested.
3. You look **better than** yesterday.
4. Our new oven works **worse than** the old one did.
5. Speaking Spanish is **easier than** learning Chinese.

Exercise 3: Equality/Inequality

1. A bike is **not as fast as** a scooter.
2. These two phones are **as expensive as** each other (or: are the same price as each other).
3. I **don't earn as much money as** my boss.

SUPERLATIVE FORM

Exercise 1: Superlative Formation

1. Small: **The smallest**
2. Interesting: **The most interesting**
3. Hot: **The hottest** (CVC rule: double the consonant)
4. Good: **The best**
5. Dangerous: **The most dangerous**

Exercise 2: Sentence Completion

1. That restaurant serves the **most delicious** dessert in the city.
2. Jupiter is the **largest** planet in our solar system.
3. This is the **most important** project of my entire career.
4. Yesterday was the **worst** day of the year so far.
5. What is the **fastest** land animal?

Exercise 3: Comparative vs. Superlative

1. Is summer the **hottest** time of the year? (Comparing against *all* times of the year → Superlative)
2. My commute is **longer** than yours. (Comparing *two* commutes → Comparative)
3. She is the **most talented** student in her drama class. (Comparing against a *class* → Superlative)

BOTH / ALL / NEITHER / NONE

Exercise 1: Choose the Correct Quantifier

1. I invited ten people, but **None** of them arrived.
2. There were two cars parked outside. **Neither** of them was unlocked.
3. My parents are fantastic cooks. **Both** of them make delicious food.
4. We have three dogs, and **None** of them likes baths.
5. **All** the books on this shelf are new.

Exercise 2: Both...and / Neither...nor

1. **Neither** the laptop **nor** the tablet is working.
2. I enjoy **both** singing **and** dancing on stage.
3. **Neither** John **nor** his brother plays the piano.



Exercise 3: Verb Agreement

1. All of the apples **are** fresh.
2. None of the equipment **was** working correctly. (Singular is common for uncountable nouns)
3. Both of the candidates **have** excellent qualifications.

TO HAVE

Exercise 1: Have to or Has to

1. The doctor said he **has to** rest for two weeks.
2. We **have to** submit the final report by Friday.
3. I **have to** wake up at 6 AM every weekday.
4. My car is broken, so I **have to** take the bus.
5. The new employee **has to** attend the training session.

Exercise 2: Negative and Interrogative

1. *Negative:* She **doesn't have to** clean the house today.
 Question: Does she **have to** clean the house today?
2. *Negative:* They **don't have to** wear formal clothes to the event.
 Question: Do they **have to** wear formal clothes to the event?

Exercise 3: Transformation (Past Tense)

1. I **didn't have to** work on Sundays anymore.
2. Did she **have to** sign the contract?
3. He **had to** bring all his documents for the meeting.

HOLIDAYS

Exercise 1: Holiday Collocations

1. We usually **set** the dining table for the guests.
2. Children love to **exchange** gifts on Christmas morning.
3. I **have to** **prepare** a lot of food for the upcoming feast.
4. They always **set off** fireworks on Independence Day.
5. What do you **do** for a holiday during Carnival?

Exercise 2: Prepositions of Time

1. Do you have plans **at** the New Year's Eve party?
2. We usually spend time with family **on** Christmas Day.
3. The parade takes place **in** the first week of October.
4. We travel to visit relatives **at** Easter.

Exercise 3: Sentence Formation

1. My family **gathers** at my grandmother's house every Christmas Eve.
2. People **dress up** in costumes for Halloween.
3. The stores **close** during the public holiday.



ELABORACIÓN, REVISIÓN Y APROBACIÓN DE PARES

Profesor

Lcdo. Ramón Andrés Vélez Zambrano.

Fecha de elaboración: 31/10/2025

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

Lcda. María Angélica Campoverde Encalada

Mg. Alvaro Santiago Toalombo Diaz

Mg. Henry Fabian Chango Chango

Mg. Duarte Mora Martha Janina

Abg. Danilo Alexander Zamora Núñez, Mg.

Fecha de revisión: 28/11/2025

Coordinador de Investigación, Desarrollo Tecnológico e Innovación

Abg. Danilo Alexander Zamora Núñez, Mg.

Fecha de aprobación: 09/12/2025