



INSTITUTO SUPERIOR
TECNOLÓGICO TENA
Tecnología, Innovación y Desarrollo



GESTIÓN DE OPERACIONES
TURÍSTICAS

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

**GUÍA GENERAL DE ESTUDIO
DE LA ASIGNATURA
20230016**

INGLÉS III

Período académico
QUINTO

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GUIA GENERAL DE ESTUDIO DE LA ASIGNATURA – INGLÉS III

INSTITUTO SUPERIOR TECNOLÓGICO TENA

Carrera de Tecnología Superior en Gestión de Operaciones Turísticas

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GUÍA GENERAL DE ESTUDIO DE LA ASIGNATURA

DATOS GENERALES DE LA ASIGNATURA							
Carrera	Tecnología Superior en Gestión de Operaciones Turísticas			Nombre asignatura	Inglés III		
Modalidad	Presencial			Campo de Formación	Comunicación y Lenguajes		
Jornada	Vespertina			Unidad de Organización Curricular	Profesional		
Período académico	Quinto			Código de la asignatura	GOT506		
Distribución de horas en las actividades de aprendizaje				N° Total de horas de la asignatura	132		
N° de horas Docencia	54	N° de horas Aprendizaje Práctico Experimental				N° de horas Autónomo	42
		En contacto con docente	10	Autónomo	26		
PRERREQUISITOS Y CORREQUISITOS							
Prerrequisitos de la asignatura				Correquisitos de la asignatura			
Asignatura		Código		Asignatura		Código	
Inglés II		GOT406					
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, ampliar nuevos horizontes, acceder a otras fuentes de información, obtener mejores puestos de trabajo. La asignatura inglesa III involucra el dominio del Inglés Básico tanto escrito como oral proporcionando los elementos estructurales necesarios acorde del nivel.</p>							
OBJETIVO GENERAL							
<p>Manejar lecturas de mapas ecológicos, turísticos y viales, para saber guiar a grupos de diversidad en turistas nacionales como extranjeros, en varios idiomas.</p>							
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)		
Interactúa con turistas extranjeros en idioma inglés.		Analiza y diseña sistemas de organización de acuerdo al establecimiento turístico de forma que se logre un eficiente manejo de recursos.			Baja		
Escribe textos sencillos sobre temas personales, describe experiencias e impresiones.					Baja		
Utiliza expresiones y frases para describir con términos elementales		Desarrolla emprendimientos turísticos propios y ajenos con una marcada incidencia social sobre el entorno.			Baja		
CONTENIDOS DE LA ASIGNATURA (descripción mínima de contenidos de la asignatura)							



Unidad 1: TALKING ABOUT FUTURE PROFESSION		
<ol style="list-style-type: none"> 1. Simple present / present continuous 2. Present continuous for future 3. Future will/ going to 4. Present Perfect 5. Future Perfect 		
Unidad 2: ENVIRONMENT		
<ol style="list-style-type: none"> 1. Possessive pronouns; mine, yours, etc. 2. The expletive there: There is a book on me table. 3. Possessive of and-'s: The legs of the table. 4. Reported speech I 5. Reported speech II 		
Unidad 3: PEOPLE IN THE SOCIETY		
<ol style="list-style-type: none"> 1. Review all past tenses 2. Passive voice I 3. Passive voice II 4. Possessive pronouns; mine, yours, etc. 		
Unidad 4: HYPOTETICAL SITUATIONS		
<ol style="list-style-type: none"> 1. Zero conditional 2. First conditional 3. Second conditional 4. Third conditional 		
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: libros, folletos, fotocopias, periódicos, etc.</i>			
	<i>Tableros didácticos: pizarra</i>			
MATERIALES AUDIOVISUALES	<i>Imágenes fijas proyectables (fotos): diapositivas y fotografías.</i>			
	<i>Materiales audiovisuales (vídeo): películas y videos</i>			
NUEVAS TECNOLOGÍAS	<i>Programas informáticos: procesador de palabras, hojas de cálculo, presentaciones</i>			
	<i>Servicios telemáticos: páginas web, plataforma EVA, correo electrónico, Gmail, WhatsApp, Google drive, aplicativo móvil DUOLINGO</i>			
BIBLIOGRAFÍA				
Bibliografía Básica de la Asignatura:			Físico	Digital
Gordon, E. (2015) <i>English Downland B1+</i> (First edition). Hamilton House. Inglaterra. ISBN: 978-9963-721-86-3. Número de inventario en biblioteca: ISTT-CI-0021			X	
Bibliografía de consulta de la Asignatura:			Físico	Digital
Dudubicka, I. y O'keeffe, M. (2004). <i>English for International Tourism Pre-intermediate Student's Book</i> (second edition). Person education Limited. England. URL: https://repository.dinus.ac.id/docs/ajar/Iwonna_Dubicka_Margaret_OKeeffe_English_for_International_Tourism_Low-Intermediate_Course_Book.pdf				X
Kugu, S. (2017) <i>Boost English Coursebook Student's book + Student's Workbook</i> (first edition). Serkan Koc. U.S.A. ISBN: 978-605-2381-00-7. Número de inventario en biblioteca: ISTT-CI-0003			X	
[McCarthy, M., McCarten, J. y Sandiford H. (2004). <i>Touches Tone Student's Book With online Workbook</i> . (first edition). Cambridg University Press. U.S.A. ISBN: 978-1-107-65055-8. Número de inventario en biblioteca: ISTT-CI-0062			X	
Saslow, J. & Ascher, A. (2011). <i>Top Notch 1workbook</i> , (second edition) Ed Person Longman. Estados Unidos. ISBN: 978-0-13-247041-4 URL: https://es.scribd.com/document/429313547/Top-notch-1-second-edition-workbook-pdf				X
Wilde, O. (2001) <i>The Happy Prince</i> . (first edition). MM Publications. Estados Unidos ISBN: 978-960-334-971-3. Número de inventario en biblioteca: ISTT-CI-0078			X	



DESCRIPTIVA DE LAS COMPETENCIAS DE LA GUÍA DE INGLÉS III

Se presenta una breve descripción de las competencias que se desarrollan en la asignatura de Inglés III. 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 dominio más avanzado del idioma. La guía busca integrar el aprendizaje del idioma con el desarrollo de competencias interculturales y críticas.

Competencias Específicas

Unit 1: TALKING ABOUT FUTURE PROFESSION

- 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: ENVIRONMENT

- Identificar situaciones reales que suceden en su entorno y poder describirlas de manera clara.
- Evaluar las situaciones de intereses actuales y dar ideas claras.

Unit 3: PEOPLE IN THE SOCIETY

- Demostrar capacidad, práctica de las cuatro destrezas dentro de un ambiente participativo motivador.
- Desenvolverse en situaciones que se presenta cuando viaja donde se habla inglés.

Unit 4: HYPOTETICAL SITUATIONS

- 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.



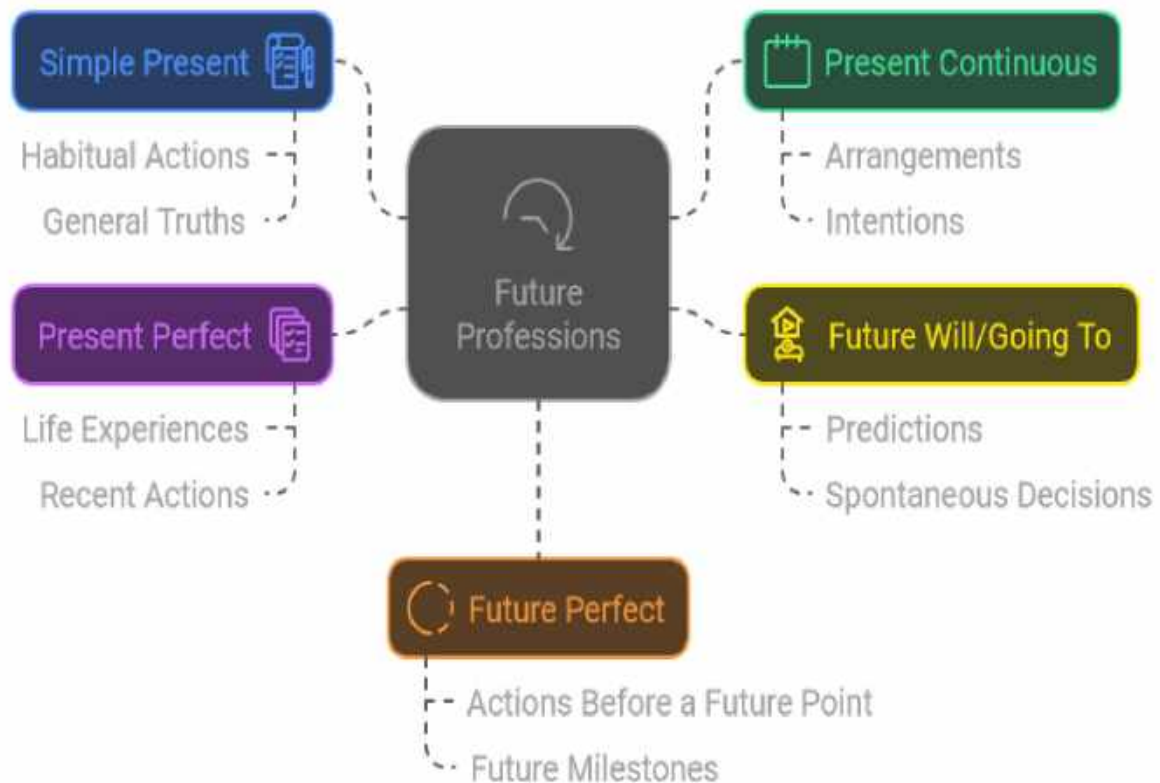
UNIT 1: TALKING ABOUT FUTURE PROFESSION

1. Simple Present / Present Continuous
2. Present Continuous for Future
3. Will / Be going to
4. Present Perfect

Resultado de Aprendizaje

Interactúa con turistas extranjeros en idioma inglés.

DIAGRAMA DE APRENDIZAJE





SÍNTESIS

In this unit, we explore different ways of talking about future careers using various English verb tenses.

1. Simple Present / Present Continuous: The present simple is used to describe general routines and events related to professions. For example, “I work as a teacher”. On the other hand, the present continuous is used for actions that are happening at the present moment, such as “I am studying for my exams”.

2. Present Continuous for Future: This verb tense can also be used to talk about future plans that have already been established. For example, “I am starting my new job next week”. This indicates a clear intention and commitment to the future.

3. Will / Be going to: To express decisions or predictions about the future, we use “will” and “be going to”. “Will” is used for spontaneous decisions, such as ‘I will apply for that job’. On the other hand, “be going to” is used for plans or intentions already decided, such as “I am going to become a doctor”.

4. Present Perfect: This verb tense is used to talk about past experiences that have relevance in the present. For example, “I have worked in different fields”. This can be useful when discussing how our past experiences have prepared us for our future careers.

This unit provides us with essential grammatical tools to talk about our future careers, enabling us to express plans, intentions and experiences clearly and effectively.



UNIT 1: TALKING ABOUT FUTURE PROFESSION

Simple Present / Present Continuous:

PRESENT SIMPLE

Explanation of “present simple”

The Present Simple tense is one of the most fundamental aspects of English grammar. It is used to describe habits, general truths, and repeated actions. This document provides a comprehensive overview of the Present Simple tense, including its explanation, structure, uses, exercises, and answers to help reinforce understanding.

Structure of “present simple”

The structure of the Present Simple tense can be broken down into affirmative, negative, and interrogative forms.

Affirmative Form:

- **Subject + Base Form of the Verb (+ s/es for third-person singular)**
 - Example: She **plays** tennis.

Negative Form:

- **Subject + do/does not + Base Form of the Verb**
 - Example: He **does not play** tennis.

Interrogative Form:

- **Do/Does + Subject + Base Form of the Verb?**
 - Example: **Does** she **play** tennis?

Uses of “present simple”

The Present Simple tense is used in various contexts, including:

1. **Habitual Actions:** To describe actions that happen regularly.
 - Example: I **go** to the gym every day.
2. **General Truths:** To state facts that are always true.
 - Example: Water **boils** at 100 degrees Celsius.
3. **Scheduled Events:** To talk about events that are scheduled in the future.
 - Example: The train **leaves** at 6 PM.
4. **Instructions or Directions:** To give instructions or directions.



- Example: You **turn** left at the traffic light.

Exercises

Exercise 1: Fill in the blanks with the correct form of the verb in Present Simple.

1. She (to read) _____ a book every night.
2. They (to play) _____ soccer on weekends.
3. He (to not like) _____ coffee.
4. (to be) _____ you a student?

Exercise 2: Rewrite the following sentences in the negative form.

1. She sings beautifully. // _____
2. They eat breakfast at 7 AM. // _____
3. He likes chocolate. // _____

Exercise 3: Form questions using the Present Simple.

1. (to play) _____ basketball?
2. (to go) _____ to the party?
3. (to have) _____ a pet?

PRESENT CONTINUOUS

Explanation of “present continuous”

The present continuous tense, also known as the present progressive tense, is an essential aspect of English grammar. This document provides a comprehensive overview of the present continuous, including its explanation, structure, various uses, and practical exercises with answers. Whether you are a beginner or looking to refresh your knowledge, this guide will help you understand and apply the present continuous tense effectively.

Structure of “present continuous”

The structure of the present continuous tense is as follows:

Affirmative Form:

- Subject + am/is/are + verb(-ing)

Negative Form:

- Subject + am/is/are + not + verb(-ing)



Interrogative Form:

- Am/Is/Are + subject + verb(-ing)?

Uses of “present continuous”

The present continuous tense is used in various contexts:

1. Actions happening now:

- Example: I am studying for my exam.

2. Temporary actions:

- Example: He is living in London for a few months.

3. Future arrangements:

- Example: We are meeting our friends tomorrow.

4. Changing situations:

- Example: The weather is getting colder.

5. Repeated actions (with 'always'):

- Example: She is always losing her keys.

Exercises

Exercise 1: Fill in the blanks with the correct form of the verb in present continuous.

1. I _____ (watch) a movie right now.
2. They _____ (not/play) outside at the moment.
3. What _____ (you/do) this weekend?
4. She _____ (study) for her exams.
5. We _____ (not/go) to the party tonight.

Exercise 2: Change the following sentences into negative and interrogative forms.

1. He is cooking dinner. // _____
2. They are playing basketball. // _____



3. I am reading a book. // _____

Present Continuous for Future

Explanation of “present continuous for future”

The Present Continuous tense, also known as the Present Progressive, is primarily used to describe actions that are happening at the moment of speaking. However, it can also be employed to indicate planned future events. This usage emphasizes the intention or arrangement behind the action.

Structure of “present continuous for future”

The structure of the Present Continuous tense for future events is as follows:

- **Affirmative:** Subject + am/is/are + verb(-ing) + (complement)
- **Negative:** Subject + am/is/are + not + verb(-ing) + (complement)
- **Interrogative:** Am/Is/Are + subject + verb(-ing) + (complement)?

Uses of “present continuous for future”

The Present Continuous for future is used in the following contexts:

1. **Planned Events:** To express arrangements or plans that have already been made.
 - Example: We are having dinner with them on Saturday.
2. **Fixed Schedules:** To indicate events that are part of a fixed timetable.
 - Example: The train is leaving at 6 PM.
3. **Personal Intentions:** To convey personal intentions or decisions.
 - Example: I am starting a new job next week.

Exercises

Exercise 1: Fill in the blanks with the correct form of the Present Continuous.

1. They _____ (go) to the cinema tonight.
2. She _____ (not/visit) her grandparents this weekend.
3. What time _____ (you/meet) your friends tomorrow?



Exercise 2: Rewrite the following sentences in the Present Continuous for future.

1. I will go to the party. // _____
2. He will not play soccer next week. // _____
3. Will they travel to London? // _____

Will / Be going to

WILL

Explanation of "will"

"Will" is a modal verb used to express future intentions, predictions, promises, and decisions made at the moment of speaking. It is an essential component of English grammar, allowing speakers to convey future actions or states.

Structure of "will"

The structure of sentences using "will" is straightforward:

- **Affirmative:** Subject + will + base form of the verb
 - Example: She will go to the party.
- **Negative:** Subject + will not (won't) + base form of the verb
 - Example: He will not (won't) finish his homework.
- **Interrogative:** Will + subject + base form of the verb?
 - Example: Will they join us for dinner?

Uses of "will"

1. **Future Intentions:**
 - Example: I will call you tomorrow.
2. **Predictions:**
 - Example: It will rain later today.



3. Promises:

- **Example:** I will help you with your project.

4. Decisions Made at the Moment:

- **Example:** I think I will have the chicken for dinner.

5. Offers and Requests:

- **Example:** I will carry that for you.

Exercises

Exercise 1: Fill in the blanks with "will" or "won't."

1. I _____ (go) to the store later.
2. She _____ (not/come) to the meeting.
3. They _____ (help) us with the project.
4. It _____ (not/rain) tomorrow.

Exercise 2: Transform the following sentences into negative form.

1. He will finish his work. // _____
2. We will travel to Spain. // _____
3. They will attend the concert. // _____

Exercise 3: Formulate questions using "will."

1. (you / join) us for lunch? // _____
2. (she / visit) her grandmother this weekend? // _____
3. (they / play) soccer tomorrow? // _____



BE GOING TO

Explanation of "be going to"

The phrase "be going to" is used to express future intentions or plans. It indicates that something is likely to happen or that a decision has already been made about a future event. This construction is commonly used in both spoken and written English.

Structure of "be going to"

The structure of "be going to" is as follows:

- **Affirmative:** Subject + am/is/are + going to + base form of the verb
 - Example: She is going to travel to Paris.
- **Negative:** Subject + am/is/are + not + going to + base form of the verb
 - Example: They are not going to attend the meeting.
- **Interrogative:** Am/Is/Are + subject + going to + base form of the verb?
 - Example: Are you going to finish your homework?

Uses of "be going to"

1. **Future Plans:** To express intentions or plans that have already been made.
 - **Example:** I am going to start a new job next month.
2. **Predictions:** To make predictions based on present evidence.
 - **Example:** Look at those dark clouds! It is going to rain.
3. **Decisions Made at the Moment of Speaking:** To indicate a decision made at the time of speaking.
 - **Example:** I think I am going to order pizza for dinner.

Exercises

Exercise 1: Fill in the blanks with the correct form of "be going to."

1. She _____ (study) abroad next year.
2. They _____ (not/come) to the party.



3. What _____ (you/do) this weekend?
4. I _____ (buy) a new car soon.
5. It _____ (not/snow) tomorrow.

Exercise 2: Rewrite the sentences in the negative form.

1. He is going to play soccer. // _____
2. We are going to visit our grandparents. // _____
3. She is going to watch a movie. // _____

Exercise 3: Formulate questions from the following statements.

1. They are going to travel to Japan. // _____
2. You are going to help me with my project. // _____
3. She is going to bake a cake. // _____

Present Perfect

Explanation of “present perfect”

The Present Perfect tense is used to describe actions that occurred at an unspecified time in the past and have relevance to the present moment. It emphasizes the result of an action rather than the specific time it happened.

Structure of “present perfect”

The structure of the Present Perfect tense is as follows:

- **Affirmative Form:** Subject + has/have + past participle
 - **Example:** She has visited Paris.
- **Negative Form:** Subject + has/have + not + past participle
 - **Example:** They have not finished their homework.



- **Interrogative Form:** Has/Have + subject + past participle?

- **Example:** Have you seen that movie?

Uses of “present perfect”

1. Unspecified Time in the Past:

- Used for actions that happened at some point in the past but are not specified.
- **Example:** I have read that book.

2. Life Experiences:

- To talk about experiences up to the present.
- **Example:** She has traveled to Japan.

3. Changes Over Time:

- To describe changes that have occurred over time.
- **Example:** He has become more confident.

4. Continuing Situations:

- To express situations that started in the past and continue to the present.
- **Example:** They have lived here for five years.

5. Recent Events:

- To indicate recent actions that have an effect on the present.
- **Example:** I have just finished my assignment.

Exercises

Exercise 1: Fill in the blanks with the correct form of the verb in Present Perfect.

1. She _____ (to visit) London three times.
2. They _____ (not/to see) that movie yet.
3. I _____ (to lose) my keys.
4. We _____ (to know) each other for ten years.
5. He _____ (to just/to finish) his project.



Exercise 2: Transform the sentences into negative and interrogative forms.

1. She has completed her homework. // _____
2. They have eaten lunch. // _____
3. I have seen that documentary // _____

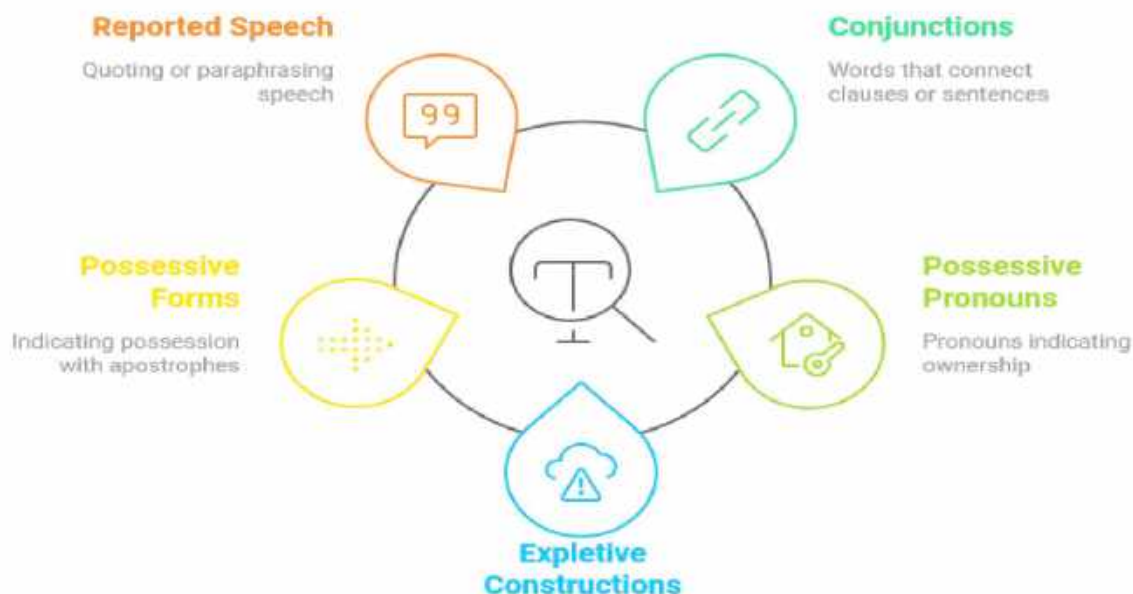
UNIT 2: ENVIRONMENT

1. Possessive pronouns
2. The explicative there
3. Possessive 's
4. Reported speech I
5. Reported speech II

Resultado de Aprendizaje

Escribe textos sencillos sobre temas personales, describe experiencias e impresiones.

DIAGRAMA DE APRENDIZAJE





SÍNTESIS

In this unit, we explored various aspects of the environment and how we relate to it through language.

1. Connectors: We learned to use connectors such as “and”, “too”, “either”, and “but” to enrich our sentences. For example, we can say, “The air is polluted and so is the water,” or “Not only should we recycle, but we should also reduce the use of plastics.”

2. Possessive pronouns: Possessive pronouns such as “mine”, “yours”, “his”, “hers”, “its”, “ours” and “theirs” were introduced. These pronouns help us to express belonging, as in “This is my book, and that's yours”.

3. The explicative “there”: We learned to use “there” as an expletive to indicate the existence of something. For example, “There is a lot of pollution in the city”.

4. Possessives with “’s”: We also covered the use of the apostrophe “’s” to indicate possession, as in “the environment's impact on health”.

5. Indirect Speech I: In this section, we practiced how to transform direct speech into indirect speech. For example, if someone says “I love nature”, in indirect speech it would be “He said that he loves nature”.

Through these topics, we not only improve our language skills, but also reflect on the importance of caring for our environment and how our actions can have a significant impact.

Possessive pronouns

Explanation of “possessive pronouns”

Possessive pronouns are words that indicate ownership or possession. They replace nouns and show that something belongs to someone. Unlike possessive adjectives, which modify nouns, possessive pronouns stand alone.

Structure of “possessive pronouns”

Possessive pronouns can be categorized based on the subject they refer to. Here is a simple structure:

Subject Pronoun	Possessive Pronoun
I	mine



you	yours
he	his
she	hers
it	its
we	ours
they	theirs

Uses of “possessive pronouns”

Possessive pronouns are used in various contexts:

1. To indicate ownership:

- Example: This book is mine.

2. To avoid repetition:

- Example: Is this your pen? No, it’s hers.

3. In comparisons:

- Example: My car is faster than theirs.

4. In questions:

- Example: Whose jacket is this? It’s mine.

Exercises

Exercise 1: Fill in the blanks with the correct possessive pronoun.

1. This is my house. That one is _____ (you).
2. The dog is _____ (he).
3. The blue backpack is _____ (she).
4. Our team won the match. _____ (they) lost.
5. Is this pencil _____ (it)?

Exercise 2: Rewrite the sentences using possessive pronouns.

1. The book belongs to John. → The book is _____.



2. The toys belong to us. → The toys are _____.
3. The car belongs to Sarah. → The car is _____.
4. The house belongs to them. → The house is _____.
5. The cat belongs to me. → The cat is _____.

The explicative there

Explanation of "there"

The word "there" is often used as an introductory word in sentences, particularly when indicating the existence or presence of something. It serves as a placeholder that allows the speaker to introduce a subject or a situation without immediately specifying it.

Structure of "there"

The basic structure of sentences using "there" typically follows this pattern:

- **There + be verb + subject/complement.**

Uses of "there"

1. **Existence:** To indicate that something exists.
 - **Example:** There is a solution to the problem.
2. **Location:** To describe where something is.
 - **Example:** There is a park nearby.
3. **Introduction of New Information:** To introduce a new topic or subject.
 - **Example:** There seems to be a misunderstanding.
4. **Emphasis:** To emphasize the existence of something.
 - **Example:** There are many reasons to celebrate.

Exercises

Exercise 1: Fill in the blanks with "there is" or "there are."

1. _____ a cat in the garden.
2. _____ many students in the classroom.



3. _____ a new restaurant opening downtown.
4. _____ several ways to solve this issue.

Exercise 2: Rewrite the following sentences using "there."

1. A dog is barking outside. // _____
2. Many people attended the concert. // _____
3. A beautiful painting hangs on the wall. // _____

Possessive 's

Explanation of "possessive 's"

The possessive 's is used to indicate ownership or possession. It shows that something belongs to someone or something. For example, in the phrase "John's book," the possessive 's indicates that the book belongs to John.

Structure "possessive 's"

The structure for forming the possessive 's is quite simple:

1. **For singular nouns, add 's to the end of the noun.**
 - **Example:** The cat's toy (the toy of the cat).
2. **For plural nouns that do not end in "s," add 's.**
 - **Example:** The children's playground (the playground of the children).
3. **For plural nouns that end in "s," add only an apostrophe after the "s."**
 - **Example:** The teachers' lounge (the lounge of the teachers).

Uses "possessive 's"

The possessive 's can be used in various contexts:

1. **Indicating Ownership:** To show that something belongs to someone.
 - **Example:** Sarah's car is new.
2. **Describing Relationships:** To indicate a relationship between people.
 - **Example:** My brother's friend is visiting.



3. **Time Expressions:** To indicate time-related ownership.
 - **Example:** A day's work (the work of a day).
4. **Inanimate Objects:** Sometimes used with inanimate objects to indicate a characteristic.
 - **Example:** The book's cover is torn.

Exercises

Exercise 1: Fill in the blanks with the correct form of possessive 's.

1. This is _____ (Tom) hat.
2. The _____ (dog) owner is friendly.
3. I visited _____ (my parents) house.
4. The _____ (children) toys are scattered everywhere.
5. That is _____ (the teacher) desk.

Exercise 2: Rewrite the sentences using possessive 's.

1. The car of John is fast. // _____
2. The toys of the kids are colorful. // _____
3. The book of the author is popular. // _____
4. The house of my friend is big. // _____
5. The laptop of Sarah is new. // _____

Reported speech

Explanation of “reported speech”

Reported speech, also known as indirect speech, is used to convey what someone else has said without quoting their exact words. Instead of using direct quotes, reported speech paraphrases the original statement. This form is often used in conversation, writing, and storytelling to relay information in a more fluid manner.



Structure of “reported speech”

The structure of reported speech typically involves the following changes:

1. **Pronouns:** Pronouns often change to reflect the perspective of the speaker. For example, "I" becomes "he" or "she."
2. **Tense Changes:** The verb tense usually shifts back one tense. For example:
 - Present Simple → Past Simple
 - Present Continuous → Past Continuous
 - Present Perfect → Past Perfect
3. **Time Expressions:** Words indicating time may change. For example:
 - "now" becomes "then"
 - "today" becomes "that day"
 - "tomorrow" becomes "the next day"

Uses of “reported speech”

Reported speech is used in various contexts, including:

1. **Conveying Information:** To share what someone else has said without quoting them directly.
2. **Storytelling:** To narrate events or dialogues in a more engaging way.
3. **Formal Writing:** In academic or professional contexts where direct quotes may not be appropriate.

Exercises

Exercise 1: Convert the following sentences into reported speech.

1. He said, "I will finish my homework." // _____
2. She asked, "Are you coming to the party?" // _____
3. They said, "We have seen that movie." // _____

Exercise 2: Identify the changes in pronouns, tenses, and time expressions in the following sentences.

1. "I am happy," she said. // _____



2. "We will go to the beach tomorrow," they said. // _____

3. "He has finished his work," John said. // _____

UNIT 3: PEOPLE IN THE SOCIETY

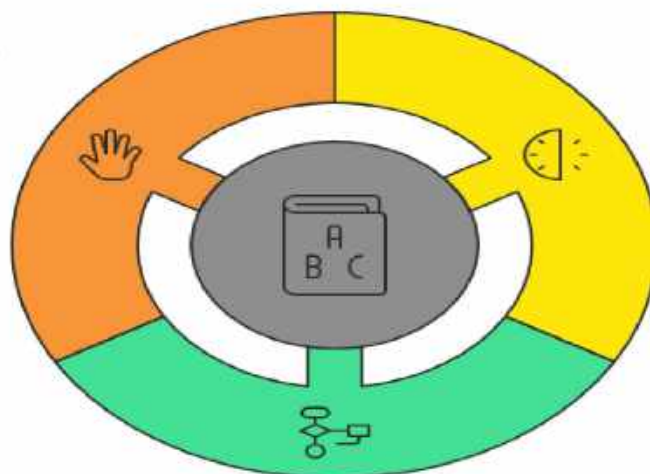
1. Past tenses
2. Passive voice I
3. Passive voice II
4. Possessive pronouns; mine, yours, etc.

Resultado de Aprendizaje

Utiliza expresiones y frases para describir con términos elementales

DIAGRAMA DE APRENDIZAJE

**Possessive
Pronouns**
Clarifying the use
of possessive
pronouns



Past Tenses
Understanding the
use of past tenses
in English
grammar

Passive Voice
Exploring passive
voice
constructions in
English



SÍNTESIS

The People in the Society unit addresses three topics fundamental to understanding English grammar and vocabulary: passive voice, passive voice with other verb tenses, and possessive pronouns.

First, the passive voice refers to the grammatical structure used to focus attention on the action rather than the subject performing the action. For example, in the sentence “The ball was thrown by John”, the subject “ball” receives the action of the verb “thrown” performed by “John”.

Second, the passive voice can also be used with other verb tenses, such as the present perfect. This is done by adding the auxiliary verb “has” or “had” before the past participle of the main verb. For example, “The ball has been thrown by John” or “The letter had been written by me”.

Finally, possessive pronouns are used to indicate possession or relationship of something to someone. English possessive pronouns are “mine,” “yours,” “his/hers/its,” “ours,” and “theirs”. For example, “This book is mine” or “That car is yours”.

Past tense

Explanation of “past tense”

The past tense is used to describe actions or events that have already happened. It allows speakers and writers to convey information about the past clearly and effectively. In English, the past tense can be divided into several forms, including the simple past, past continuous, past perfect, and past perfect continuous.

Structure of “past tense”

Simple Past

- **Affirmative:** Subject + past form of the verb
 - Example: She visited her grandmother.
- **Negative:** Subject + did not + base form of the verb
 - Example: She did not visit her grandmother.
- **Interrogative:** Did + subject + base form of the verb?
 - Example: Did she visit her grandmother?

Past Continuous

- **Affirmative:** Subject + was/were + verb + -ing



- Example: They were playing soccer.
- **Negative:** Subject + was/were + not + verb + -ing
 - Example: They were not playing soccer.
- **Interrogative:** Was/Were + subject + verb + -ing?
 - Example: Were they playing soccer?

Past Perfect

- **Affirmative:** Subject + had + past participle
 - Example: He had finished his homework.
- **Negative:** Subject + had not + past participle
 - Example: He had not finished his homework.
- **Interrogative:** Had + subject + past participle?
 - Example: Had he finished his homework?

Past Perfect Continuous

- **Affirmative:** Subject + had been + verb + -ing
 - Example: They had been studying for hours.
- **Negative:** Subject + had not been + verb + -ing
 - Example: They had not been studying for hours.
- **Interrogative:** Had + subject + been + verb + -ing?
 - Example: Had they been studying for hours?

Uses of “past tense”

1. **Completed Actions:** To express actions that were completed in the past.
 - Example: I read the book yesterday.
2. **Duration in the Past:** To indicate how long something happened in the past.
 - Example: She lived in Paris for five years.
3. **Habitual Actions:** To describe habits or routines in the past.
 - Example: We went to the beach every summer.
4. **Reported Speech:** To report what someone said in the past.
 - Example: He said he was tired.
5. **Past Events:** To narrate a sequence of events in the past.
 - Example: First, I woke up, then I had breakfast.



Exercises

Exercise 1: Fill in the blanks with the correct past tense form of the verb in parentheses.

1. She (go) _____ to the market yesterday.
2. They (not/see) _____ the movie last week.
3. I (read) _____ that book last month.
4. He (not/finish) _____ his project on time.
5. We (play) _____ soccer when it started to rain.

Exercise 2: Transform the following sentences into the past tense.

1. I am happy. // _____
2. They are playing in the park. // _____
3. She has a cat. // _____
4. He goes to school every day. // _____
5. We are eating dinner. // _____

Passive voice

Explanation of "passive voice"

The passive voice is used when the focus is on the action itself or the object of the action rather than who or what is performing the action. In a passive sentence, the subject receives the action instead of performing it. For example, in the active voice, we say, "The chef cooks the meal," while in the passive voice, it becomes, "The meal is cooked by the chef."

Structure of "passive voice"

The structure of the passive voice typically follows this formula:

Subject + form of "to be" + past participle + (by + agent)

- **Subject:** The recipient of the action.



- **Form of "to be":** This varies according to the tense (am, is, are, was, were, be, being, been).
- **Past participle:** The third form of the verb.
- **(by + agent):** Optional; indicates who performed the action.

Uses of "passive voice"

The passive voice is used in various contexts, including:

1. **When the doer is unknown or irrelevant:**
 - "The documents were lost." (We don't know who lost them.)
2. **To emphasize the action or the recipient:**
 - "A cure for the disease was discovered." (Focus on the discovery rather than the discoverer.)
3. **In formal or academic writing:**
 - "The experiment was conducted to test the hypothesis." (More objective tone.)
4. **In news reports:**
 - "The law was passed by the government." (Focus on the action rather than the government.)

Exercises

Transform the following active sentences into passive voice:

1. The dog chased the cat. // _____
2. The company will launch a new product. // _____
3. The students completed the assignment. // _____
4. The chef prepared a delicious meal. // _____
5. The manager will review the report. // _____

Possessive pronouns

Explanation of "possessive pronouns"

Possessive pronouns are words that indicate ownership or possession. They replace nouns and show that something belongs to someone. The main possessive pronouns in English are:



- Mine, yours, his, hers, its, ours, theirs

Structure of “possessive pronouns”

Possessive pronouns can stand alone in a sentence and do not require an apostrophe. Here’s how they are structured:

- Subject: I, you, he, she, it, we, they
- Possessive Pronoun: mine, yours, his, hers, its, ours, theirs

Uses “possessive pronouns”

Possessive pronouns are used in various contexts:

1. To indicate ownership:

- **Example:** The house is ours.

2. To avoid repetition:

- **Example:** I have a bike. My bike is blue. (Instead of saying "My bike is blue," you can say "The bike is mine.")

3. In questions:

- **Example:** Whose jacket is this? Is it yours?

4. In comparisons:

- **Example:** This pencil is shorter than mine.

Exercises “possessive pronouns”

Exercise 1: Fill in the blanks with the correct possessive pronoun.

1. This is my phone. That one is _____ (you).
2. The cat is _____ (she).
3. The cookies are _____ (we).
4. Is this book _____ (he)?
5. The red car is _____ (they).

Exercise 2: Rewrite the sentences using possessive pronouns.

1. The backpack belongs to me. → The backpack is _____.



2. The toys belong to us. → The toys are _____.

3. The house belongs to them. → The house is _____.

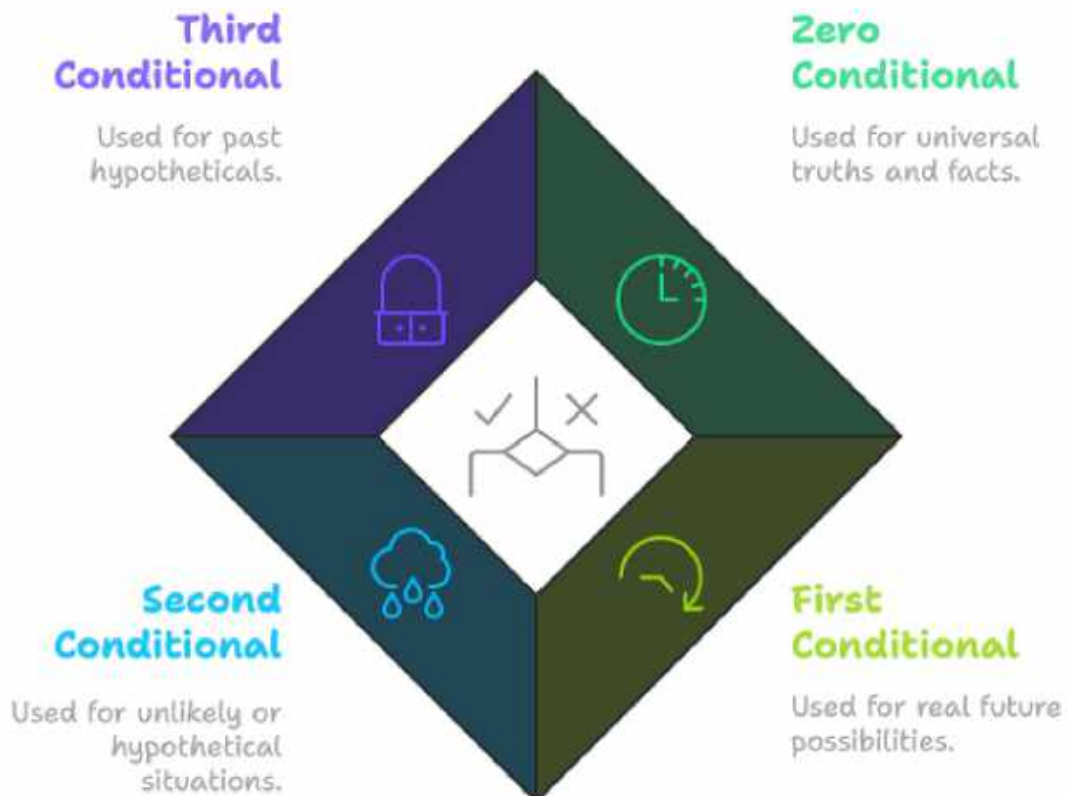
UNIT 4: HYPOTETICAL SITUATIONS

1. Zero Conditional
2. First Conditional
3. Second Conditional
4. Third Conditional

Resultado de Aprendizaje

Escribe textos sencillos sobre temas personales, describe experiencias e impresiones.

DIAGRAMA DE APRENDIZAJE





SÍNTESIS

In the study of hypothetical situations in English, different types of conditionals are used to express various possibilities and realities. The four main types are described below:

Zero Conditional: This conditional is used to express general facts or universal truths. The structure is simple: "If + present simple, present simple". For example: "If you heat water to 100 degrees, it boils." Here, a direct relationship is established between the condition and the result, applicable at any time.

2. First Conditional: This conditional is used for future situations that are possible or probable. The structure is: "If + present simple, will + base verb". An example would be: "If it rains tomorrow, I will stay home." In this case, the condition can be fulfilled, and the result is a realistic consequence.

Second Conditional: This conditional applies to hypothetical or improbable situations in the present or future. The structure is: "If + simple past, would + base verb". For example: "If I had a million dollars, I would travel the world." Here, you talk about a situation that is not real at the present moment, but is imagined.

4. Third Conditional: This conditional is used to talk about past situations that did not occur and their possible results. The structure is: "If + past perfect, would have + past participle". An example would be: "If I had studied harder, I would have passed the exam." In this case, you are reflecting on a missed opportunity in the past.

These conditionals are essential tools for expressing different degrees of possibility and reality in the English language.

Zero conditional

Explanation of "zero conditional"

The Zero Conditional is used to express situations that are universally true or facts that are always valid. It typically involves a cause-and-effect relationship where the result is always the same if the condition is met. For example, "If you heat ice, it melts." This statement is true under all circumstances.



Structure “zero conditional”

The structure of the Zero Conditional is straightforward:

- **If + Present Simple, Present Simple**

Uses “zero conditional”

The Zero Conditional is commonly used in the following contexts:

1. **Scientific Facts:** To state facts that are always true.
 - If you freeze water, it turns into ice.
2. **General Truths:** To express general truths or rules.
 - If you touch a flame, it burns.
3. **Instructions or Directions:** To give instructions that are always applicable.
 - If you press this button, the machine starts.
4. **Habits:** To describe habitual actions.
 - If I have time, I read books.

Exercises

Exercise 1: Fill in the blanks with the correct form of the verb.

1. If you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If the sun _____ (shine), it _____ (get) hot outside.
3. If you _____ (mix) yellow and blue, you _____ (get) green.
4. If you _____ (not water) plants, they _____ (die).

Exercise 2: Rewrite the sentences using the Zero Conditional.

1. When you touch ice, it feels cold. // _____
2. If you drop an object, it falls to the ground. // _____
3. If you eat too much sugar, you gain weight. // _____



First conditional

Explanation of “first conditional”

The First Conditional is used to discuss situations that are possible and likely to occur in the future. It typically involves a condition (if-clause) and a result (main clause). The condition must be realistic and possible, making this conditional form suitable for expressing future events.

Structure of “first conditional”

The structure of the First Conditional is as follows:

- **If-clause: If + present simple**
- **Main clause: will + base form of the verb**

Uses of “first conditional”

The First Conditional is used in various contexts, including:

1. **Predictions:** To predict future events based on current evidence.
 - **Example:** If you study hard, you will pass the exam.
2. **Promises:** To make promises about future actions.
 - **Example:** If you help me, I will buy you lunch.
3. **Threats:** To express threats or warnings.
 - **Example:** If you don't stop talking, I will leave the room.
4. **Advice:** To give advice based on possible future situations.
 - **Example:** If you want to lose weight, you will need to exercise regularly.

Exercises

Exercise 1: Complete the sentences using the First Conditional.

1. If it _____ (not rain), we _____ (go) to the beach.
2. If she _____ (study) hard, she _____ (get) good grades.
3. If they _____ (not hurry), they _____ (miss) the bus.
4. If you _____ (call) me, I _____ (help) you.



Exercise 2: Rewrite the sentences using the First Conditional.

1. If you don't wear a coat, you will get cold. // _____
2. If they finish their project, they will celebrate. // _____
3. I will be happy if you come to my party. // _____
4. If we leave now, we will arrive on time. // _____

Second conditional

Explanation of "second conditional"

The second conditional is used to talk about situations that are contrary to fact or highly unlikely to occur. It allows speakers to imagine different realities and express what they would do in those situations. The structure typically involves the use of "if" followed by a past simple verb in the conditional clause, and "would" followed by the base form of the verb in the main clause.

Structure of "second conditional"

The structure of the second conditional can be broken down as follows:

- **If clause:** If + subject + past simple verb
- **Main clause:** subject + would + base form of the verb

Uses of "second conditional"

The second conditional is commonly used in the following contexts:

1. **Hypothetical Situations:** To express unlikely or impossible scenarios.
 - Example: If I were a bird, I would fly high in the sky.
2. **Wishes:** To express desires that are not currently possible.
 - Example: I wish I had more time to travel.
3. **Advice:** To give suggestions about what someone should do in an imaginary situation.
 - Example: If I were you, I would take that job.



Exercises

Exercise 1: Fill in the blanks with the correct form of the verb.

1. If she _____ (know) the answer, she _____ (tell) us.
2. If I _____ (be) rich, I _____ (buy) a mansion.
3. If they _____ (study) harder, they _____ (pass) the exam.

Exercise 2: Rewrite the sentences using the second conditional.

1. It is not possible for him to be a doctor. (If he _____) // _____
2. She does not have a car. (If she _____) // _____
3. They are not going to the party. (If they _____) // _____

Third conditional

Explanation of "third conditional"

The third conditional is used to talk about situations that are contrary to fact in the past. It reflects on events that did not occur and imagines what could have happened if circumstances were different. It often conveys a sense of regret or disappointment about missed opportunities.

Structure of "third conditional"

The structure of the third conditional consists of two clauses: the "if" clause and the main clause. The "if" clause uses the past perfect tense, while the main clause uses "would have" followed by the past participle of the verb.

Structure Formula:

- **If clause:** If + subject + had + past participle,
- **Main clause:** subject + would have + past participle.



Uses of “third conditional”

The third conditional is primarily used in the following contexts:

1. **Regret:** To express feelings of regret about past actions.
 - Example: If I had known about the party, I would have gone.
2. **Hypothetical Situations:** To discuss imaginary scenarios that did not happen.
 - Example: If she had taken the job, she would have moved to New York.
3. **Reflection:** To reflect on past decisions and their consequences.
 - Example: If we had left earlier, we would have avoided the traffic.

Exercises

Exercise 1: Fill in the blanks with the correct form of the verbs in parentheses.

1. If I (know) _____ about the meeting, I (attend) _____ it.
2. If they (not miss) _____ the bus, they (arrive) _____ on time.
3. If he (study) _____ harder, he (not fail) _____ the test.

Exercise 2: Rewrite the sentences using the third conditional.

1. I didn't see the movie. I didn't know it was on.
 - If I had seen the movie, I would have known it was on.
2. She didn't call me. I didn't give her my number.
 - If she had called me, I would have given her my number.



ANSWERS:

UNIT 1

PRESENT SIMPLE

Answers to Exercise 1:

1. She reads a book every night.
2. They play soccer on weekends.
3. He does not like coffee.
4. Are you a student?

Answers to Exercise 2:

1. She does not sing beautifully.
2. They do not eat breakfast at 7 AM.
3. He does not like chocolate.

Answers to Exercise 3:

1. Does he play basketball?
2. Do they go to the party?
3. Does she have a pet?

PRESENT CONTINUOUS

Answers to Exercise 1:

1. am watching
2. are not playing
3. are you doing
4. is studying
5. are not going

Answers to Exercise 2:

1. Negative: He is not cooking dinner. Interrogative: Is he cooking dinner?
2. Negative: They are not playing basketball. Interrogative: Are they playing basketball?
3. Negative: I am not reading a book. Interrogative: Am I reading a book?

PRESENT CONTINUOUS FOR FUTURE

Answers to Exercise 1:

1. They are going to the cinema tonight.
2. She is not visiting her grandparents this weekend.
3. What time are you meeting your friends tomorrow?

Answers to Exercise 2:

1. I am going to the party.
2. He is not playing soccer next week.
3. Are they travelling to London?

WILL

Answers to Exercise 1:

1. I will go to the store later.
2. She won't come to the meeting.
3. They will help us with the project.
4. It won't rain tomorrow.

Answers to Exercise 2:

1. He will not finish his work.
2. We will not travel to Spain.
3. They will not attend the concert.

Answers to Exercise 3:

1. Will you join us for lunch?
2. Will she visit her grandmother this weekend?
3. Will they play soccer tomorrow?

BE GOING TO

Answers to Exercise 1:

1. She is going to study abroad next year.
2. They are not going to come to the party.
3. What are you going to do this weekend?
4. I am going to buy a new car soon.
5. It is not going to snow tomorrow.

Answers to Exercise 2:

1. He is not going to play soccer.
2. We are not going to visit our grandparents.
3. She is not going to watch a movie.

Answers to Exercise 3:

1. Are they going to travel to Japan?
2. Are you going to help me with my project?
3. Is she going to bake a cake?

PRESENT PERFECT

Answers to Exercise 1:

1. She has visited London three times.
2. They have not seen that movie yet.
3. I have lost my keys.
4. We have known each other for ten years.
5. He has just finished his project.

Answers to Exercise 2:

1. Negative: She has not completed her homework.
Interrogative: Has she completed her homework?
2. Negative: They have not eaten lunch.
Interrogative: Have they eaten lunch?
3. Negative: I have not seen that documentary.
Interrogative: Have I seen that documentary?

UNIT 2

POSSESSIVE ADJECTIVES

Answers to Exercise 1:

1. yours
2. his
3. hers
4. theirs
5. its

Answers to Exercise 2:

1. his
2. ours
3. hers
4. theirs
5. mine

THERE

Answers to Exercise 1:

1. There is a cat in the garden.
2. There are many students in the classroom.
3. There is a new restaurant opening downtown.
4. There are several ways to solve this issue.

Answers to Exercise 2:

1. There is a dog barking outside.
2. There were many people who attended the concert.
3. There is a beautiful painting hanging on the wall.

PASSIVE VOICE

Answers to Exercise 1:

1. He said that he would finish his homework.
2. She asked if I was coming to the party.
3. They said that they had seen that movie.

Answers to Exercise 2:

1. "I am happy," she said. → She said that she was happy.



2. "We will go to the beach tomorrow," they said. → They said that they would go to the beach the next day.
3. "He has finished his work," John said. → John said that he had finished his work.

**UNIT 3
PAST TENSE**

Answers to Exercise 1

1. went
2. did not see
3. read
4. did not finish
5. were playing

Answers to Exercise 2

1. I was happy.
2. They were playing in the park.
3. She had a cat.
4. He went to school every day.
5. We were eating dinner.

PASSIVE VOICE

Answers

1. The cat was chased by the dog.
2. A new product will be launched by the company.
3. The assignment was completed by the students.
4. A delicious meal was prepared by the chef.
5. The report will be reviewed by the manager.

POSSESSIVE PRONOUNS

Answers to Exercise 1:

1. yours
2. hers
3. ours
4. his
5. theirs

Answers to Exercise 2:

1. The backpack is mine.
2. The toys are ours.
3. The house is theirs.

POSSESSIVE 'S

Answers to Exercise 1:

1. This is Tom's hat.
2. The dog's owner is friendly.
3. I visited my parents' house.
4. The children's toys are scattered everywhere.
5. That is the teacher's desk.

Answers to Exercise 2:

1. John's car is fast.
2. The kids' toys are colorful.
3. The author's book is popular.
4. My friend's house is big.
5. Sarah's laptop is new.

UNIT 4

ZERO CONDITIONAL

Answers to Exercise 1:

1. If you heat water to 100 degrees Celsius, it boils.
2. If the sun shines, it gets hot outside.
3. If you mix yellow and blue, you get green.
4. If you do not water plants, they die.

Answers to Exercise 2:

1. If you touch ice, it feels cold.
2. If you drop an object, it falls to the ground.
3. If you eat too much sugar, you gain weight.

FIRST CONDITIONAL

Answers to Exercise 1:

1. If it **does not** rain, we **will go** to the beach.
2. If she **studies** hard, she **will get** good grades.
3. If they **do not** hurry, they **will miss** the bus.
4. If you **call** me, I **will help** you.
5. If he **eats** too much, he **will feel** sick.

Answers to Exercise 2:

1. If she **practices**, she **will win** the competition.
2. If you **don't** wear a coat, you **will get** cold.
3. If they **finish** their project, they **will celebrate**.
4. I **will be** happy if you **come** to my party.
5. If we **leave** now, we **will arrive** on time.

SECOND CONDITIONAL

Answers to Exercise 1:

1. If she **knew** the answer, she **would tell** us.
2. If I **were** rich, I **would buy** a mansion.
3. If they **studied** harder, they **would pass** the exam.

Answers to Exercise 2:

1. If he **were** a doctor, he **would help** people.
2. If she **had** a car, she **would drive** to work.
3. If they **went** to the party, they **would have** fun.

THIRD CONDITIONAL

Answers to Exercise 1:

1. If I **had known** about the meeting, I **would have attended** it.
2. If they **had not missed** the bus, they **would have arrived** on time.
3. If he **had studied** harder, he **would not have failed** the test.

Answers to Exercise 2:

1. If I **had seen** the movie, I **would have known** it was on.
2. If she **had called** me, I **would have given** her my number.



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