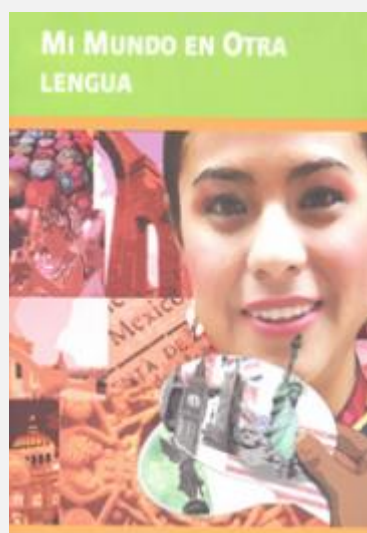


Módulo 5 Mi mundo en otra lengua (Etapa A, B)



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¿Cómo empezar?

Estimado alumno, la "guía de estudio" es una herramienta que te va a permitir explorar recursos para apoyarte durante el proceso de aprendizaje en este sistema de bachillerato no escolarizado. La guía no reemplaza al libro de texto, pero es una herramienta para facilitar el aprendizaje.

Se compone de diferentes secciones:



Actividades: son ejercicios que te permitirán una mejor comprensión del tema.



Recursos: son en su mayoría ligas que te redirigirán a una página de apoyo, puede contener información adicional o ejercicios digitales interactivos.



Glosario: encontrarás la definición breve y concisa de algunas palabras que se consideran importantes en la lectura.



Para reflexionar: este apartado consiste en planteamientos que desarrollarán tu pensamiento crítico, mediante lecturas, estudios de caso, etc.

Al finalizar habrá un apartado llamado "a practicar", donde se encontrará un vínculo que te permitirá autoevaluar lo aprendido. Además de servir de refuerzo práctico, te hará saber si estás listo para tu examen del módulo.

Todas las anteriores construyen tu guía de estudio y son fundamentales, pues están pensadas en función de las competencias a desarrollar de este plan modular; por lo cual te extendemos una amplia invitación a utilizar todos estos elementos para que sea de provecho en este trayecto.

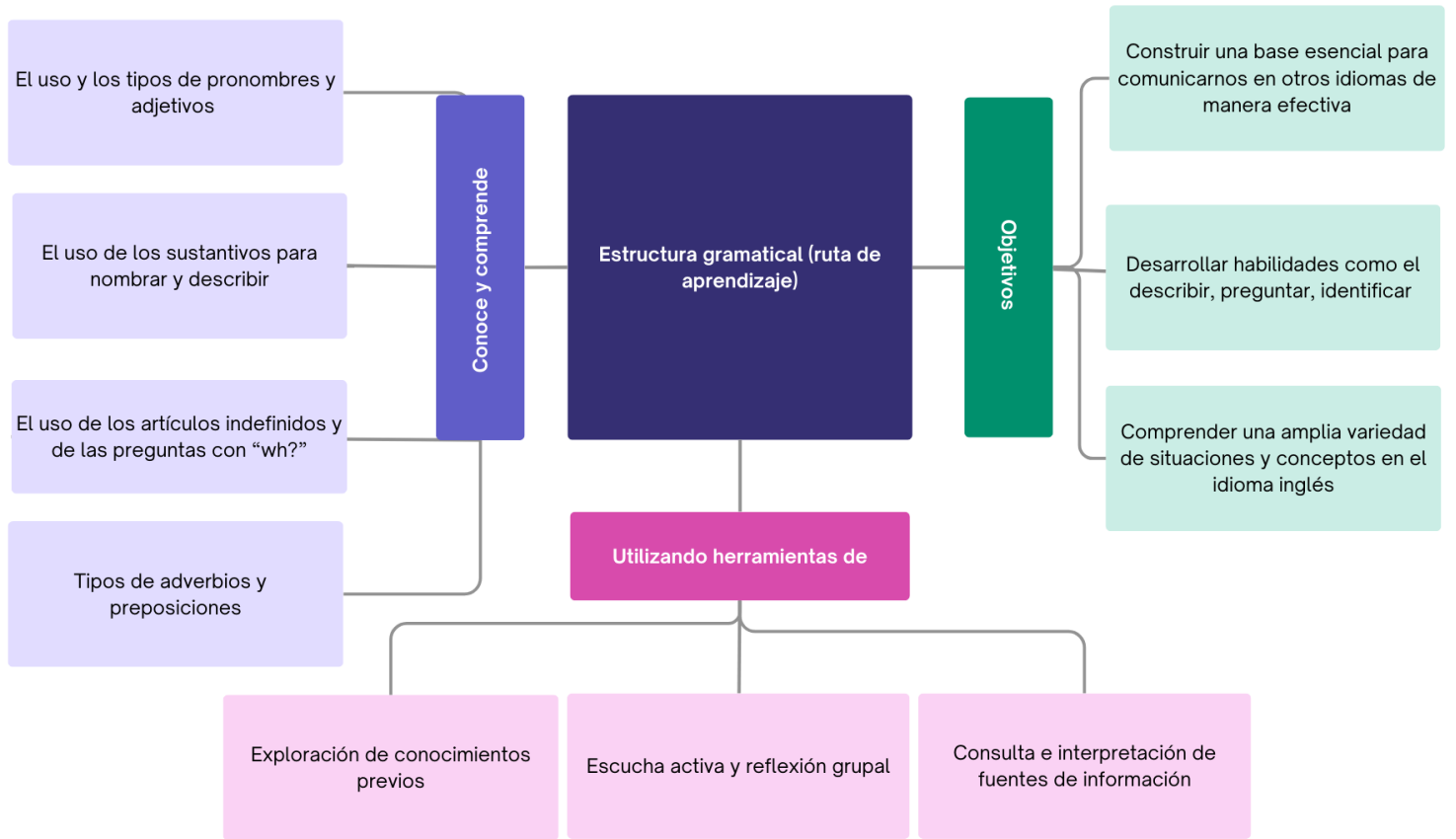


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Unidad 1

1. Grammatic





Grammatical structure

Understanding the mechanics of English, including its grammar rules, the arrangement of words, and the organization of sentences, enhances your ability to communicate with greater clarity and effectiveness.

Think of English as a puzzle; knowing the individual components and how they fit together enables you to craft messages and texts that are easily comprehensible to others. In the absence of this understanding, communication may become perplexing and challenging to follow. Proficiency in English structure is also advantageous for enhancing reading and writing skills. By grasping how sentences and paragraphs are structured, students can express their ideas more cohesively and persuasively in their essays and academic assignments.

In brief, acquiring an understanding of English language structure during high school serves as the cornerstone for effective communication, achievement in writing, and ongoing lifelong learning.

To ponder: Can you imagine a world where nothing and no one can be named? Is it important to you to have a name and a pronoun? Reflect on it.



Resource: Personal pronouns in English and their pronunciation.

Watch the following video, click on the link:

<https://youtube.com/shorts/rsC8PL1Z8VM?si=VJS8sEqUwjYEY3qn>



As you ponder the notion of a world without names or pronouns, take a moment to consider the significance of your own name and the pronouns used to refer to you. Names are more than just labels; they carry with them a sense of identity, history, and individuality. Similarly, **pronouns** are essential tools for effective communication, helping us navigate conversations with ease. In the pages ahead, we will delve deeper into the world of names and pronouns, exploring their cultural, linguistic, and personal significance.

Pronoun

It is employed as a substitute for a particular noun or a proper name. Pronouns in English share similarities with those in other languages, as they serve the purpose of preventing repetitive use of nouns and enhancing the fluency and natural flow of sentences.

1.1 Pronoun types

There are many types of pronouns, but in this case, we will discuss two of them, **possessive pronouns**, and **personal pronouns**.

In English, **personal pronouns** play an essential part in communication by replacing nouns to make sentences more concise and natural. They come in various forms to indicate different grammatical persons and numbers, and those are: I, You, He, She, It, We, You and They.

Here are the primary personal pronouns:

Personal Pronouns	
Personal Pronouns	Examples
I → <i>first person singular</i> Used when referring to oneself.	I am the foolish one.
You → <i>second person singular</i> Used when addressing someone directly or indirectly.	You are the biggest Taylor Swift fan.
He → <i>third person singular male</i> Used when referring to individuals or objects in the singular form.	James is a liar → He is a liar; where James is substituted by He .
She → <i>third person singular female</i> Used when referring to individuals or objects in the singular form.	Betty will organize a party → She will organize a party; where Betty is substituted by She .
It → <i>third person singular inanimate</i> Used when referring to individuals or objects in the singular form.	The scarf is at your sister's house → It is at your sister's house; where The scarf is substituted by It .
We → <i>first person plural</i> Used when referring to oneself and others.	We met in the summer.
You → <i>second person plural</i> Used when addressing a group of people directly or indirectly.	You are all invited to the party.
They → <i>third person plural</i> Used when referring to multiple individuals or objects.	They will never go out of style.

Resource:

Learn more about
possessive pronouns:



https://youtube.com/shorts/UGY6E_Kj7wM?si=k91D1en6qN3lAX_o

In contrast, **possessive pronouns** are utilized to convey ownership or possession of an object. They enable us to denote the owner of something without employing a noun. Like other pronouns, they substitute for a noun phrase and prevent redundancy. Here are the key **possessive pronouns**:

Possessive Pronouns

Personal Pronouns	Possessive Pronouns	Examples
I	Mine (Singular) Used to show ownership of something by the speaker	This blanket is mine 
You	Yours (Singular) Used to show ownership by the person being addressed	Is this blanket yours? 
He	His (Singular) Used to show possession by a third party or object.	This is his car. 
She	Hers (Singular) Used to show possession by a third party or object	The red scarf is hers 
It	Its (Singular) Used to show possession by a third party or object	The cat licked its paws.

		
We	Ours (plural) Used to show that something belongs to a group that includes the speaker	The room is ours 
You	Yours (plural) Used to show that something belongs to a group being addressed	The house is yours 
They	Theirs (plural) Used to show possession by a third-party group or objects	This paint is theirs 

1.2 Adjectives

Adjectives:

Words are utilized to provide supplementary information about a noun or pronoun, assisting in the portrayal of its characteristics, qualities, or attributes.

Adjectives are descriptive words that modify or provide further information about nouns or pronouns in a sentence. They serve to characterize or specify the qualities, attributes, or properties of the nouns they are associated with, aiding in the creation of a clearer and more vivid depiction of the subject in question.

In this case, we will discuss two of them, **demonstrative adjectives**, **possessive adjectives** and **descriptive adjectives**.

Demonstrative adjectives are used to point out or identify something specific in relation to the speaker and the listener. Here's how they are used:

This (singular): Used for something that is close to the speaker. → Example: **This movie is interesting.**

These (plural): Used for things that are close to the speaker. → Example: **These shoes are blue.**

That (singular): Used for something that is far from the speaker. → Example: **That car is fast.**

Those (plural): Used for things that are far from the speaker. → Example: **Those birds are singing loudly.**



Activity 1:

Complete the following sentences with the appropriate demonstrative adjectives: this, these, that, those, to practice what you have learned.

1. _____ cat is sleeping on _____ sofa.

2. _____ students are studying for _____ exam.

This

That

These

Those

3. I want to buy _____ shoes in _____ store.

4. _____ mountains are beautiful in _____ country.

In English grammar, there exists a class of words known as possessive adjectives, which includes 'my,' 'your,' 'his,' 'her,' 'its,' 'our,' 'your,' and 'their.' These adjectives possess a dual function: they modify the subsequent noun to signify possession and emphasize ownership simultaneously. It's crucial to emphasize that these adjectives don't replace nouns; instead, they enrich our understanding of the relationship between the possessor and the possessed item by indicating possession or ownership. They contribute to specifying ownership and reinforcing the link between the owner and the item or idea being possessed. Here's how they are employed:

Resource: Practice your knowledge of demonstrative adjectives:

<https://www.superprof.es/apuntes/idiomas/ingles/gramatica-inglesa/adjectives/demonstrative-adjectives.html>



Possessive adjectives		
Personal Pronouns	Possessive Adjective	Examples
I	My Belonging to the speaker	This is my house
You	Your Belonging to the listener	It's your turn to speak.
He	His Belonging to him	This is his car
She	Her Belonging to her	Her garden is beautiful
It	Its Belonging to it (for objects or animals)	The tree lost its leaves in the fall
We	Our Belonging to us	Our friends invited us to their wedding next month
You	Your (plural) Belonging to you all	Your friends are invited to the party as well
They	Their Belonging to them	Their dog is very playful



Activity 2

Build an example for each of the types of adjectives studied (demonstrative and possessive).

Build sentences	
Demonstrative adjectives	Possessive adjectives
1.	1.
2.	2.
3.	3.

Finally, **descriptive adjectives** in English serve as words employed to characterize or clarify a noun by furnishing information regarding its characteristics, qualities, or attributes. These adjectives add details and descriptions to nouns in a sentence to enrich communication and convey more precise information about what is being discussed.

Descriptive adjectives can relate to various topics, including:

Descriptive adjectives		
Category	What are they?	Examples
Physical descriptions	Adjectives used to describe the physical characteristics of objects or people	- The blue sky - She had long hair. - The large pizza

		
Moods 	• Adjectives used to express moods or emotions	• She looks happy today. • He seems angry about something
Nationality 	• Adjectives used to indicate the nationality of a person or thing	• He is Mexican • She has an Italian accent

To ponder: Reflect on how the world would be if we couldn't express ourselves. Can you imagine a world without a way of communication?



Vocabulary

Vocabulary	
Physical descriptions	Physical: Tall, short, slim, plump, young, thin, overweight, muscular, athletic, curvy, blonde, brunette, red-haired, bald, long-haired, short-haired, blue-eyed, brown-eyed, green-eyed, hazel-eyed, fair-skinned, dark-skinned, freckled, wrinkled, smooth, skinned, scarred, tattooed, pierced, glasses-wearing, bearded, clean-shaven, hairy, beautiful, cute, moustache, beard. Color: Red, blue, green, yellow, purple, pink, brown, black, white, gray. Shape: Round, square, oval, triangular, rectangular, irregular. Weight: Heavy, light, bulky, fat, featherweight, size, big, small, tall, short, massive, tiny. Duration: Long, short, endless, brief. Material: Wooden, metal, plastic, glass, leather, silk, cotton, stone, ceramic, paper. Other: Delighted, popular, grouchy, shallow, dirty, bad, dry, filthy, clean, wet, nice.

Moods	Happy, sad, angry, excited, anxious, relaxed, content, bored, confident, nervous, surprised, curious, disappointed, optimistic, eager, scared, joyful, calm, peaceful.
Nationality	American, British, Canadian, French, German, Spanish, Italian, Mexican, Chinese, Japanese, Russian, Australian, Brazilian, Indian, Greek, Irish, South African, Swiss, Dutch, Swedish, Norwegian, Argentine, Korean, Turkish, Egyptian, Israeli, Portuguese, Vietnamese, Thai, Pakistani.

1.3 Nouns

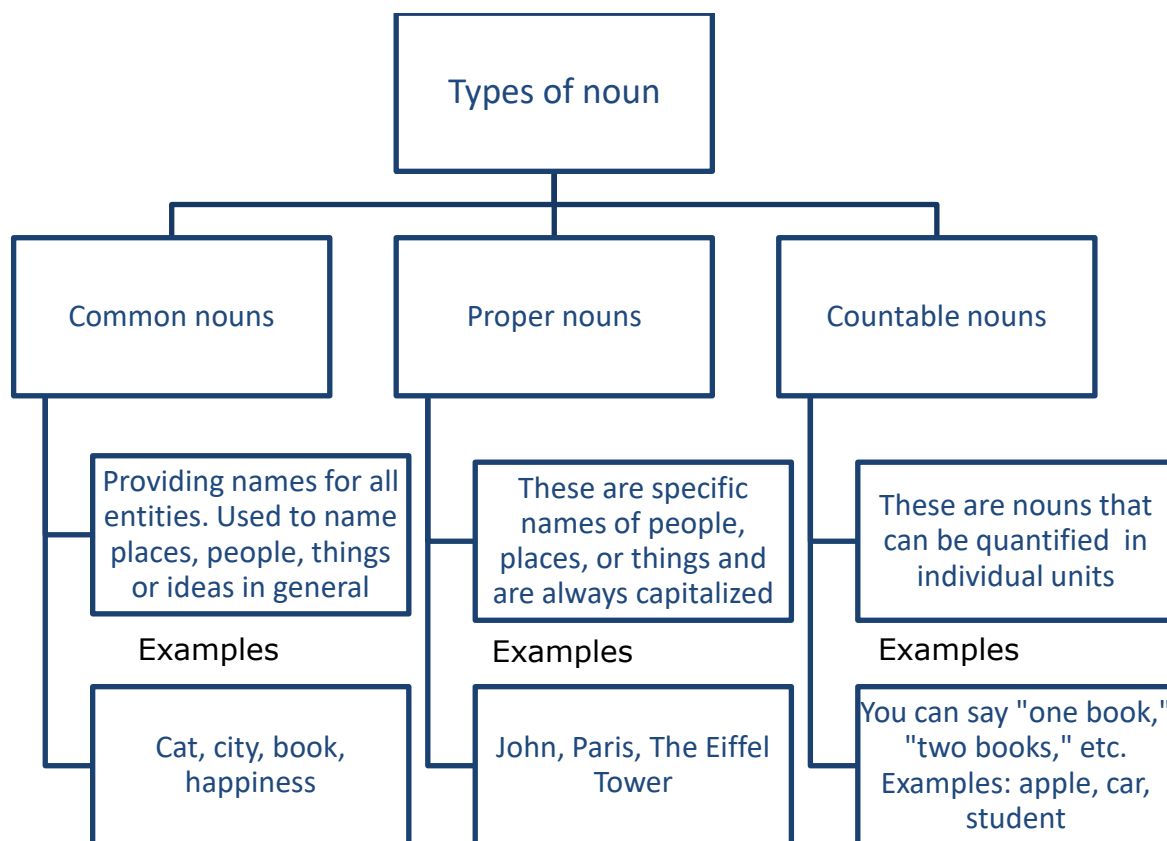
Nouns are words used to name people, places, things, or ideas. They are one of the fundamental elements of English grammar. Nouns can serve different functions in sentences, such as the **subject** (who performs the action), **the object** (who receives the action), or the **complement** (adding additional information).

Examples:

The *cat* *chased* the mouse.

In this sentence, "cat" is the subject, "mouse" is the object, and "chased" is the verb.

Books are a great *source of knowledge*. Here, "books" is in the plural form, and "source" and "knowledge" are uncountable nouns representing abstract concepts.



Number of nouns: Nouns can be singular (referring to one thing) or plural (referring to more than one thing). To form the plural in English, "s" is usually added to the end of the word.

Example

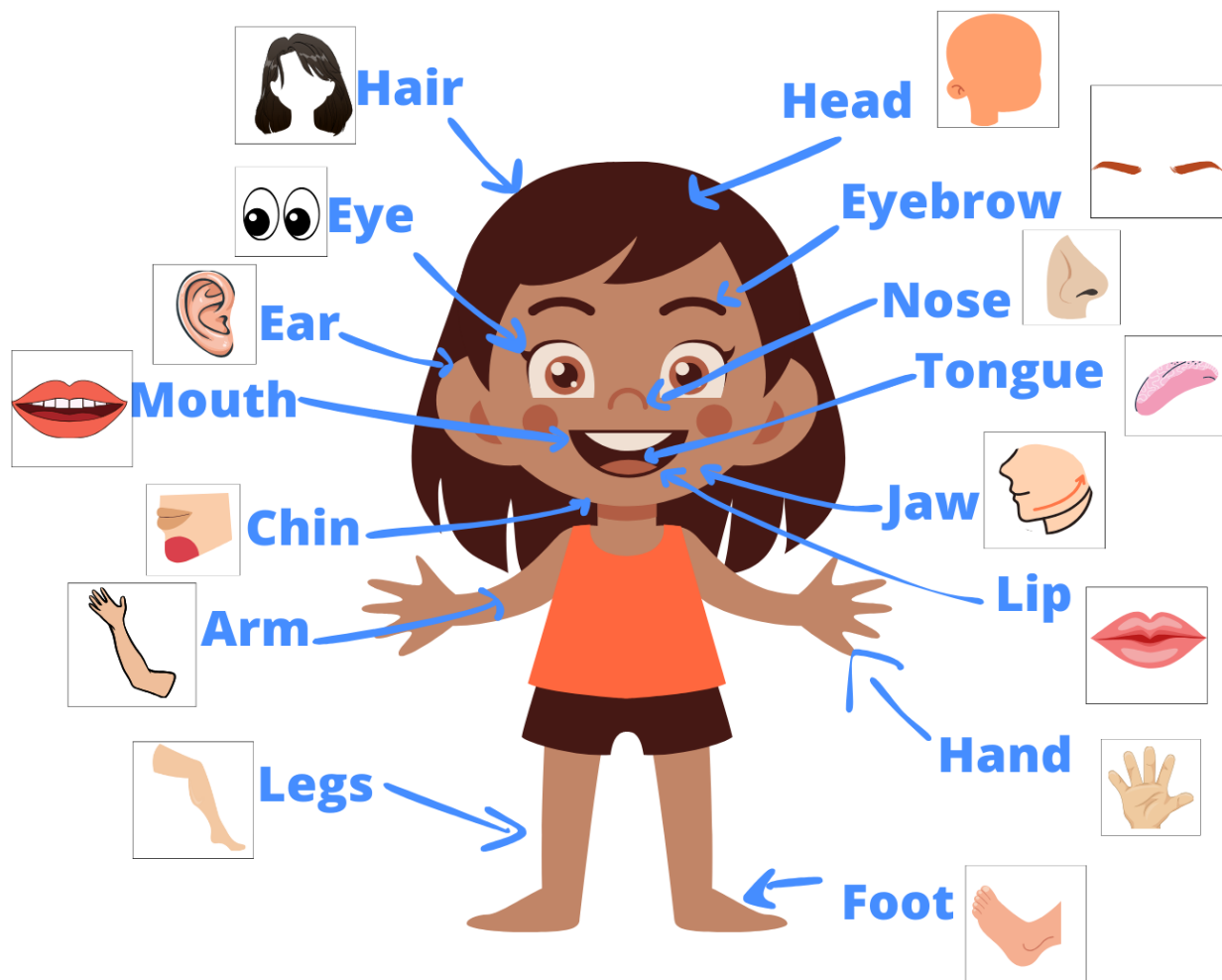
-Singular noun: Dog

-Plural Noun: Dogs

Uncountable Nouns: These are nouns that cannot be counted in individual units and typically represent substances, abstract concepts, or activities. **Examples:** water, knowledge, happiness.

Getting to know the parts of the body.

The body has many parts that, in turn, integrate into even more parts. Here, you can get a broad overview of the main parts of the human body.



Knowing the parts of the human body will not only help us learn more about ourselves but also enable us to communicate more effectively by expanding our vocabulary. Therefore, we will also learn about types of professions and occupations, clothing and personal items, family relationships, ecosystems, or public spaces, and finally, cardinal and ordinal numbers.



Resource: The human body is very complex, learn more about it by clicking on the following link:
<https://www.mundoprimeria.com/recursos-ingles/partes-del-cuerpo-en-ingles>

Professions and occupations

Nouns representing professions and occupations are indispensable in any language. They are names used to describe the work a person does.

Examples

- Doctor, teacher, engineer, nurse, pharmacist, police officer, lawyer, dentist, accountant, architect, artist, pilot, firefighter, photography, modeling, pottery, journalist, oncologist.

Clothing and personal items

Nouns related to clothing and personal objects are used to describe garments and personal articles.

Examples

- Shirt, shoes, boots, watch, pants, raincoat, skirt, dress, cotton, socks, gloves, necklace, sunglasses, wallet, scarf, high heels, purse, umbrella, keys, glasses, lipstick, comb, ring.

Family relationships

Nouns describing family relationships are words used to illustrate how people in a family are related.

Examples

- Mother, father, brother, sister, grandmother, uncle, cousin, aunt, grandfather, nephew, niece, sister/son-in-law, stepdaughter, stepbrother, husband, daughter, nephew, grandson, parents, stepmother.

Ecosystems or public spaces

Nouns related to ecosystems or public spaces are used to specify environments, places, or public areas.

Examples

- Forest, beach, park, lake, desert, mountain, city, river, jungle, meadow, plaza, stadium, beachfront, wetland, airport, concert hall, bus station, mall, cinema, street, signpost, restaurant, school, bridge, bay, valley, hill.

Cardinal and ordinal numbers

Nouns in English also include cardinal numbers, indicating quantity, and ordinal numbers, indicating position or order.

Examples (cardinal numbers)

- One, three, ten, twenty-five, hundred.

Examples (Ordinal numbers)

- First, third, tenth, twenty-fifth, hundredth, second, fourth, fifteenth, thirtieth, fifty-first.



Activity 3

Complete the following conversation, check the box with the possible words.

Conversation

John: Hi, Sarah! What do you do for a living?

Sarah: Hi, John! I'm a _____. I love I love to teach. How about you?

John: I'm an engineer. It's challenging but rewarding work.

Sarah: That's interesting. By the way, I love your _____. I need one to tell the time.

John: Thanks! It was a gift from my sister. Speaking of family, are you close to your _____? I miss mine, but they were older.

Sarah: Yes, they're wonderful. I'm sorry. We often go to the _____ together. Do you enjoy spending time in nature, like the _____?

John: Absolutely! Nature is amazing. I once went hiking in a _____ too. Have you been to the new _____ downtown?

Sarah: Not yet, but I plan to. I need to brush up on my knowledge of _____ for a project I'm working on.

Desert	Forest	Cousin	Car	Library	Park
Teacher	Ordinal numbers		Doctor	Beach	Watch
Medicine	Grandparents		Museum	Police	Firefighter
Hat	Backpack				

Here are some other nouns you can use in your daily life:

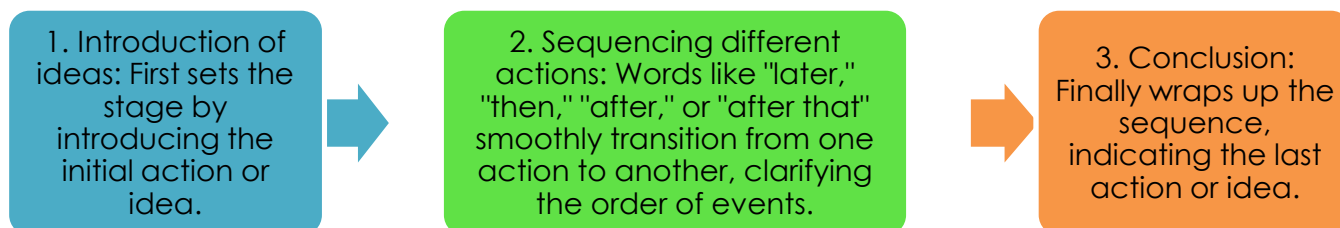
Category	Examples of adjectives
Parts of a house	Living room, kitchen, bedroom, bathroom, dining room, garage, basement, attic, patio, bookcase, vase, armchair, rug, closet, dresser, Shower cabin, bed, chair, door, table.
Days of the week	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
Months of the year	January, February, March, April, May, June, July, August, September, October, November, December.
Seasons of the year	Spring, summer, autumn/fall, winter.
Weather	Sunny, cloudy, rainy, windy, snowy.
Parts of the day	Morning, afternoon, evening, night.

Countries	United States, Canada, Mexico, France, Germany, Japan, Brazil, India, Australia, United Kingdom.
Fruits and vegetables	Fruits: Apple, banana, orange, strawberry, pineapple, mango, watermelon, grapes, kiwi, pear. Vegetables: Carrot, broccoli, tomato, spinach, potato, cucumber, bell pepper, onion, lettuce, cauliflower.
Meals	Pizza, pasta, sushi, burger, salad, sandwich, tacos, chicken, rice, steak.
Beverages	Water, coffee, tea, soda, juice, milk, wine, beer, smoothie, lemonade.
Plants	Rose, oak tree, sunflower, cactus, fern, tulip, orchid, bamboo, ivy, daffodil.
Animals	Dog, cat, elephant, giraffe, lion, tiger, dolphin, penguin, koala, panda, turtle, rabbit, butterfly, bear.

1.4 Adverb

Adverbs are versatile words that modify verbs, adjectives, or even other adverbs, offering additional context about **how, when, where, or to what** degree an action unfolds. One category of adverbs that significantly contributes to the organization of ideas is the group known as **"adverbs of time"** or **"connectors."** These connectors serve as linguistic signposts, helping us structure our thoughts and narratives effectively. Some common examples include **after, early, always, later, finally, then, and before.** They are aptly named connectors because they facilitate the connection of ideas and elucidate the chronological order of actions, making discourse more comprehensible.

These time-related adverbs can be categorized into **three primary functions**:



When using connectors in your writing or speech, remember **two important principles**:

- Placement: Connectors are usually placed at the start of a sentence or paragraph to provide a clear signal of temporal sequencing.
- Punctuation: They are consistently accompanied by commas to clarify their function within the sentence.

Example: **Every day**, I have a busy schedule. **First**, I attend my morning meetings. **After** that, I tackle my inbox. **Later**, I have a working lunch. In the evening, I hit the gym. **Finally**, I unwind by reading a good book.

1.5 Prepositions

These are some of the most common time and place prepositions in English, but there are more that are used in different contexts.

Prepositions		
Type of preposition	Characteristics	Examples
Time prepositions	In: We use "in" to indicate a point in time or a part of the day. On: We use "on" to refer to specific days or dates. At: We use "at" for precise moments in time. Since: We use "since" to indicate a particular time in the past until a later time, or until now. For: We use "for" to show an amount of time.	- She likes to take a walk in the morning. - We're having a party on Saturday. - The movie starts at 7 PM. - We have been here since morning. - I'm just going to bed for an hour or so.
Place prepositions	In: "In" is used to refer to broad places or enclosed spaces. On: "On" is used when something is in contact with a surface or in a specific location. At: "At" is employed for specific places or addresses. Under: "Under" is used to indicate that something is below another object or in a lower place.	- There's a cat in the living room. - The book is on the table. - She's waiting at the bus stop.

	Among: "Among" is used to describe the position in space between two or more objects or people. Behind: "Behind" is used to indicate that something is in the rear part of another object or place. In front of: "In front of" is used to describe something that is in the position opposite or ahead of another object or place. Between: "Between" indicates the position in space between two objects or places. Next to: "Next to" is used to indicate that something is in proximity or beside another object or place. Into: "Into" is used to indicate movement into the interior of a place. Besides: "Besides" is used to describe something that is in proximity or beside another object or place.	-You'll find your shoes under the chair. -The red rose stands out among the white ones. -She's hiding behind the tree. -The park is in front of my house. -She sat between her two sisters. -I'm sitting next to my best friend. He jumped into the pool. There's a cafe besides the bookstore.
--	---	---



Activity 4

Respond according to the case using prepositions of place.



The cat is on the box



The cat is in the box



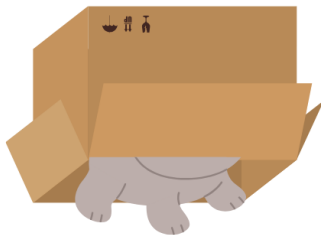
The cat is beside the box



The cat is in the box



The cat is between the boxes



The cat is behind the box



The cat is in front of the box

1.6 Indefinite articles

The indefinite articles 'a' and 'an' are linguistic tools that we use when referring to unspecified nouns, indicating our intention not to specify a particular item or person within a given context. The choice between 'a' and 'an' depends on the audible sound that begins the noun. Specifically, 'a' is used before nouns that start with consonant sounds, while 'an' is used before nouns that start with vowel sounds (with vowels defined as the letters A, E, I, O, U). These articles essentially function as 'indefinite articles' because they are applied when we intentionally refrain from specifying the objects or individuals under discussion, thereby adding a sense of generality to our language.

Examples with "a":

- I saw **a** dog in the park.

In this case, "dog" is a noun that begins with a consonant, so we use "a" before it.

- She bought **a** car yesterday.

"Car" also begins with a consonant.

Examples with "an":

- She's reading **an** interesting book.

Here, "book" begins with the vowel "o," so we use "an."

- He's **an** engineer.

"Engineer" begins with the vowel "e," so we use "an."

It's important to remember that the use of "a" and "an" is based on the sound of the first letter of the noun, not the written letter. For example, although "hour" begins with the letter "h," it is pronounced as if it starts with a vowel sound ("an"), so we say, "an hour."

It must be considered that when the noun is plural or specific, we do not use "a" or "an."

For **example**:

I saw dogs in the park.

She's reading the book.

Indefinite articles are used to talk about **things in general or nonspecific** things.



Resource: Learn more about it:

https://www.youtube.com/watch?v=-KC_y_RqnBfE&ab_channel=Ingl%C3%A9sPasoPasoconLucie

1.7 Wh questions

Questions with words that start with "Wh" are used to obtain specific information about a topic in a conversation. Each of these words serves a different purpose in a question and is used to request specific information.

Question words	Function	Example
What	Used to ask about a thing or action in general.	What is your favorite food?
When	Use to ask about a specific moment in time.	When is your birthday?
Where	Use to ask about a specific place or location.	Where do you live?
Which	Used to ask about a specific choice or selection among several options.	Which book do you want to buy?
Who	Used to ask about a specific person or people.	Who is your best friend?
Whose	Used to ask about possession.	Whose car is this?
Why	Used to ask about the reason or motive behind something.	Why are you late?
How	Used to ask about the way something is done or the degree to which something occurs.	How do you make a cake?
How old	Used to ask about the age of a person or thing.	How old is your sister?



Activity 5

Complete the following exercise by writing the word with 'wh' hat corresponds.

“Wh” question words

W_____ is the park?



W_____ broke the window?



W_____ are you thinking about?



W_____ is halloween?



Self-assessment unit 1

1. What is the correct pronoun to use for a group of people?
 - a) My
 - b) She
 - c) They
 - d) His
2. Which sentence uses a possessive pronoun correctly?
 - a) Her car is blue.
 - b) We is going to the park.
 - c) Their book is on the shelf.
 - d) He playing with his ball.
3. Which pair of words are demonstrative adjectives?
 - a) His, her
 - b) This, that
 - c) Big, small
 - d) Red, green
4. Which word describes a physical characteristic?
 - a) Happy
 - b) Tall
 - c) Friendly
 - d) Exciting
5. Select the option that contains three body parts
 - a) Eyes, lips, pear
 - b) Nose, arms, voice
 - c) Skin, short, foot
 - d) Arms, legs, head
6. Select the option that contains three parts of a house
 - a) Bedroom, sofa, boat
 - b) Bathroom, car, street
 - c) Kitchen, shower cabin, bed
 - d) Living room, chicken, sunset
7. Which day comes after Saturday?
 - a) Wednesday
 - b) Thursday
 - c) Sunday
 - d) Friday
8. What is your father's sister to you?

- a) Cousin
- b) Niece
- c) Aunt
- d) Grandmother

9. Where do you go to borrow books and read quietly?

- a) Park
- b) Beach
- c) Library
- d) Restaurant

10. Which word in the sentence "She arrived late" is an adverb?

- a) She
- b) Arrived
- c) Late
- d) The

11. Which word is a preposition of place?

- a) After
- b) Always
- c) Between
- d) Quickly

12. What preposition is used to indicate a specific moment in time?

- a) In
- b) On
- c) With
- d) Under

13. Which article should you use before the word "apple"?

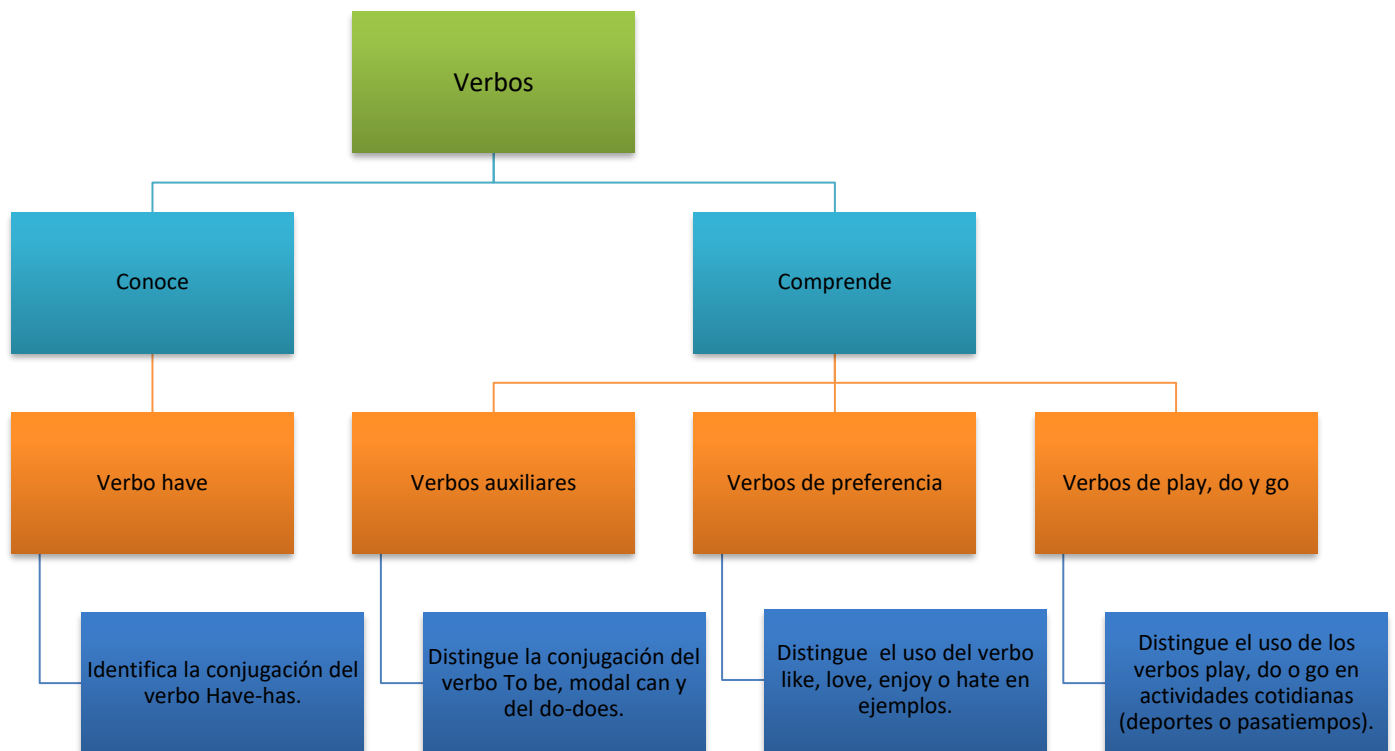
- a) A
- b) An
- c) The
- d) None

14. What is the question word used to inquire about the reason for something?

- a) How
- b) What
- c) When
- d) Why

Unidad 2

2. Verb



2.1 Auxiliary verbs

In English, auxiliary verbs, are verbs used alongside a main verb to form different verb tenses, passive voices, questions, negatives, and other grammatical constructs. Let's see the following points:

- In affirmative sentences, we use the base form of the verb "to be" to indicate a positive statement.
- In negative sentences, we add "not" after the verb "to be" to indicate a negative statement.
- In interrogative sentences or questions, we invert the order of the subject and the verb "To Be."
- In short answers, we typically use the contracted forms for convenience.

Here they are conjugated in different forms:

Sentence type	Subject	Conjugation	Example
Affirmative	I	am	I am a student.
	You	are	You are friendly.
	He/She/It	is	She is talented.
	We	are	We are classmates.
	They	are	They are teachers.
Negative	I	am not (I'm not)	I'm not tired.
	You	are not (You aren't)	You aren't late.
	He/She/It	is not (He/She/It isn't)	She isn't at home.
	We	are not (We aren't)	We aren't busy.
	They	are not (They aren't)	They aren't here.
Interrogative (Question)	Am	I	Am I late?
	Are	you	Are you coming to the party?
	Is	he/she/it	Is she your friend?
	Are	we	Are we ready?
	Are	they	Are they here?
Short Answers	Affirmative	Yes + Subject + Am/Are/Is	"Yes, I am." / "Yes, you are."
	Negative	No + Subject + Am/Are/Is	"No, I'm not." / "No, he isn't."

There are more auxiliary verbs, for example **the modal verb** and the auxiliary verbs **"do" and "does"**. The modal verb **"can"** is used to express ability, possibility, or permission in English. It is quite versatile and can be used in different sentence types. **The auxiliary verbs "do" and "does"** are used to form questions and negatives in the simple present tense.

Use	Modal verb	Auxiliary verbs do/does
Affirmative sentences	Indicates ability or capacity	States general facts or actions
Examples	I can swim	She sings beautifully
	She can speak three languages	They do their homework
Negative sentences	Indicates inability or absence of permission	Forms negatives in the simple present
Examples	I cannot (can't) drive a car	I do not like broccoli
	You cannot (can't) enter without a ticket	He does not speak French
Interrogative sentences	Inquires about ability, permission or possibility	Forms questions in the simple present.
Examples	Can you play the piano? (ability) Yes, I do Can I go to the bathroom? (permission) Yes, you can (permission) Can it rain tomorrow? (possibility) -Yes, it could rain	Do you like ice cream? -Yes, I do Does she work here? -Yes, she does

2.2 Verb have

The verb have can be used as an **auxiliary verb** and also as a **main verb**. When it's working as the main verb, the verb have means 'possess' (like things, money, etc.).

Examples:

- You have a cellphone
- I have an idea
- I have a headache

Also, it can be used to express obligation, rules, regulations, etc.

Example: We have to do homework

When it's a negative sentence, we use the auxiliary verb do. Pay attention to the conjugation in the third person example:

- They don't have money
- He doesn't have money

Present tense forms: have and has.

We use **"has"** only when the subject is third person (he, she or it).

Examples:

- We have money
- She has money

Past tense form: had.

The past tense form "had" is used as the past perfect tense. It is used to indicate an action that occurred before another past action or a specific point in the past.

Examples:

- By the time I arrived at the party, they had already eaten all the pizza
- You had your chance
- I had Covid-19

As an auxiliary verb, **have** is used to make the perfect tenses of main verbs. The perfect tenses of main verbs use the appropriate form of have, present or past, followed by the past participle.

Examples:

- I have walked all the distance
- I had seen that movie before



Activity 6:

Complete the sentences as appropriate.

Gabriel ____ a pet cat.

My friends and I ____ a picnic every Sunday.

She ____ a beautiful garden in her backyard.

The students ____ a lot of homework to do tonight.

The company ____ a strict policy on punctuality.

The teacher ____ an interesting lesson planned for tomorrow.



Resource: Listen to the contracted form of "have."

https://www.youtube.com/watch?v=FxYw0XPEoKE&ab_channel=whitneyhoustonVEVO

My brother ____ a talent for playing the guitar.

The team ____ a game scheduled for Saturday.

The restaurant ____ a special menu for Valentine's Day.

Jane ____ a passion for traveling to exotic places.

2.2 Preference verbs

In English, preference verbs such as **like**, **love**, **enjoy**, and **hate** are used to express personal preferences or feelings toward different activities, objects, or experiences. Each of these verbs conveys a different level of preference or emotion. Let's distinguish their usage with examples:

1. **Like**: It helps to express a moderated preference for something.

Example sentences:

- I like chocolate ice cream.
- She likes reading books in her free time.
- They like going to the beach during the summer.

2. **Love**: It is a way to convey a stronger emotion, indicating deep affection or interest in something.

Example sentences:

- I love playing the guitar.
- He loves spending time with his family.
- We love watching romantic movies.

3. **Enjoy**: It is used to convey the idea of deriving pleasure or satisfaction from an activity or experience.

Example sentences:

- I enjoy hiking in the mountains.
- She enjoys listening to classical music.
- They enjoy trying new cuisines when traveling.

4. **Hate**: Conveys a profound disapproval or strong aversion towards something.

Example sentences:

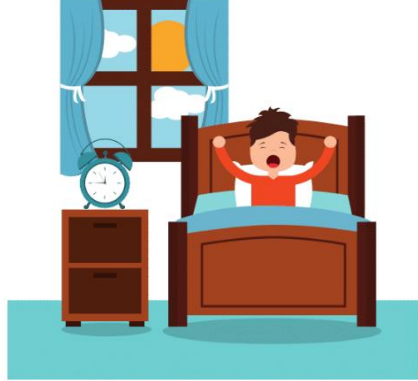


Activity 7

Write in the box five things that you like and five that you hate, using images or drawings that represent the information.

- I hate getting stuck in traffic.
- He hates doing chores on the weekends.
- She hates the taste of olives.

It's important to recognize that these verbs are generally followed by either the base form of another verb or a noun to specify the target of the preference or feeling. Understanding the differences among these preference verbs is essential for effective communication in English when expressing your preferences, dislikes, and passions.

Five things I like	Five things I hate
Example: • I like taking a bath.  1. 2. 3. 4. 5.	Example: • I hate getting up early.  1. 2. 3. 4. 5.

To ponder: Reflect on where the taste for the things you love comes from. Could you live a life without what you love?



2.4 Verbs play, do and go

In English, verbs like 'play,' 'do,' and 'go' play a significant role in describing our everyday activities, especially when it comes to sports and hobbies. While these verbs may seem interchangeable, they each have distinct meanings and are used to express different aspects of our engagements. Remember, **'play'** often applies to team **sports or games**, **'do'** to individual activities, and **'go' to activities ending in -ing**. Let's explore this with some examples:



Activity 8

Complete the sentences using "play", "do" and "go".

Play:

1. She likes to play chess in the evenings.
2. They often play soccer at the park on Sundays.

Do:

1. I do yoga every morning to stay flexible.
2. She does karate and is very skilled.

Go:

1. We go hiking in the mountains during the summer.
2. He goes swimming at the pool every Saturday.

She loves to _____ volleyball on the beach.

He wants to _____ judo, but he's not sure where to start.

We usually _____ ping-pong in the basement.

They often _____ crossword puzzles together in the evenings.

I can't believe he's going to _____ bungee jumping this weekend!

She enjoys _____ yoga to relax and stay fit.

They like to _____ basketball at the local park.

He doesn't like to _____ walking alone at night.

Self-assessment Unit 2

1. How do you form a negative sentence with "I am"?
 - a) I are not
 - b) I am not
 - c) I is not
 - d) I be not
2. Which of the following sentences is a negative interrogative with "can"?
 - a) Can she swim?
 - b) She can swim.
 - c) Can't she swim?
 - d) She can't swim.
3. What is the correct form of the negative sentence with "He plays tennis"?
 - a) He do not play tennis.
 - b) He not does play tennis.
 - c) He does not play tennis.
 - d) He does not plays tennis.
4. Which sentence is correct?
 - a) She has a new car.
 - b) She have a new car.
 - c) She had a new car.
 - d) She hasn't a new car.
5. What does "I love playing the guitar" express?
 - a) Dislike for playing the guitar.
 - b) A strong preference for playing the guitar.
 - c) A dislike for any musical instrument.
 - d) A preference for singing instead.
6. Which verb is typically used with team sports or games?
 - a) Play
 - b) Do
 - c) Go
 - d) None of the above
7. In which type of activity is "do" commonly used?
 - a) Team sports
 - b) Individual activities
 - c) Outdoor activities
 - d) None of the above
8. Which sentence is correct in the negative form with "We play tennis"?
 - a) We do not play tennis.

- b) We not does play tennis.
- c) We doesn't play tennis.
- d) We aren't play tennis.

9. What is the correct form of the sentence in the past tense with "They have a dog"?

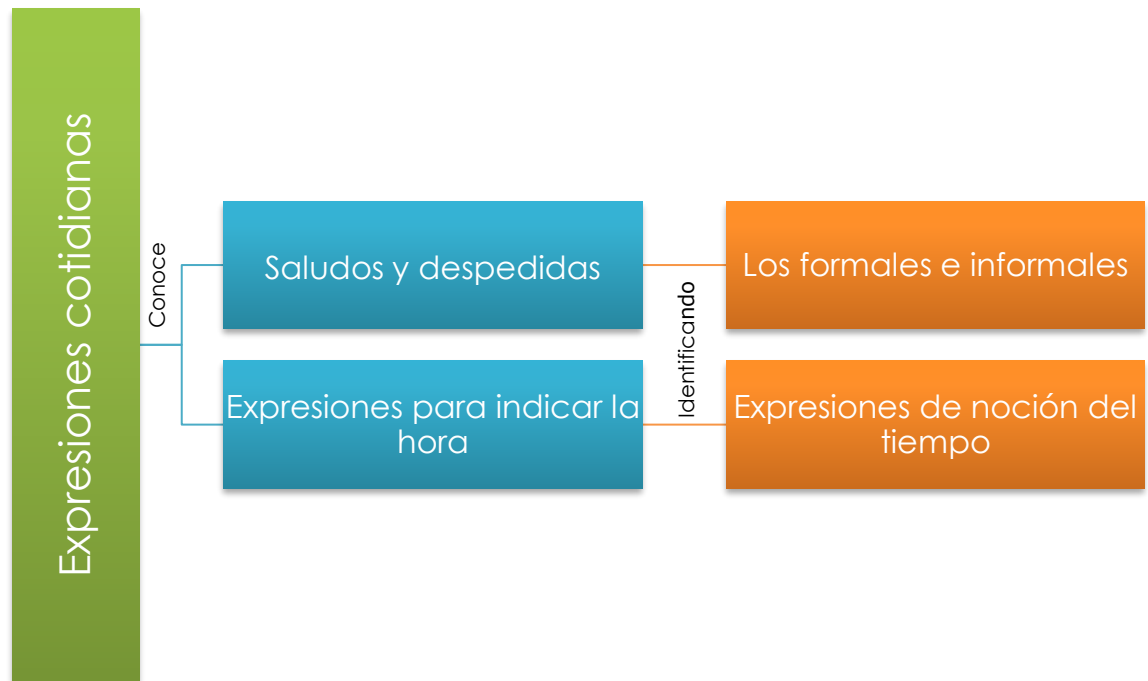
- a) They has a dog.
- b) They had a dog.
- c) They have had a dog.
- d) They have a doged.

10. What does the sentence "I hate spicy food" express?

- a) A strong liking for spicy food.
- b) A strong dislike for spicy food.
- c) A preference for sweet food.
- d) A preference for any type of food.

Unidad 3

3. Noción del tiempo



3.1 Everyday expressions

Everyday expressions are commonly used phrases and sentences that people use in their **daily lives** to **communicate** and interact with others. These expressions help convey ideas, emotions, and actions effectively. Here are some examples of everyday expressions:

-Greeting:

- Hello, how are you?
- Hey there, how's everything going?
- Good afternoon! How's your day been so far?

-Expressing gratitude:

- Thank you so much for your help.
- I really appreciate your support. Thanks a million!
- I can't thank you enough for your kindness.

-Apology:

- I'm sorry, I didn't mean to interrupt.
- I apologize for the delay in my response.
- I'm so sorry for any inconvenience this may have caused.

-Asking for help:

- Could you please assist me with this?
- Could you lend me a hand with these heavy bags?
- Would you mind helping me understand this math problem?

-Agreeing:

- Yes, I agree with your point of view.
- I completely agree with your proposal; it's a great idea.
- You're absolutely right; that movie was fantastic!

Once we have analyzed the examples, let's observe a conversation that includes some everyday expressions.

John: Good morning, Mary! How are you today?

Mary: Good morning, John! I'm doing well, thank you. How about you?

John: I'm good, thanks for asking. Did you have a nice weekend?

Mary: Yes, I did. I spent Saturday with my family, and on Sunday, I did some gardening.

John: That sounds wonderful! I wish I had more time for gardening.

Mary: You can always make time for it on weekends. Speaking of which, what time does your soccer practice start today?

John: Practice starts at 4:00 PM. It's going to be a hot day, so I hope we finish on time.

Mary: Yes, it's quite warm out. Don't forget to stay hydrated during practice.

John: Thanks for the reminder! I always have a water bottle with me. Anyway, I have to run to practice now. See you later, Mary!

Mary: Have a great practice, John! See you at 6:00 PM for our dinner plans.

John: Looking forward to it. Goodbye!

Mary: Goodbye, John!



Greetings and Farewells

Greetings and farewells are essential for starting and ending conversations politely. They can be **formal or informal**, depending on the context and the relationship between the people involved. In English, **greetings** can be categorized into **formal and informal** expressions based on the level of politeness and familiarity with the person you're addressing. Here are examples of both:

	Greetings	Farewells
Formal	• Good morning: is typically used from early morning until noon. • Good afternoon: Used in the afternoon until early evening. • Good evening: Appropriate from early evening until nighttime. • How do you do? A formal greeting often used when meeting someone for the first time.	• Goodbye: A standard and polite way to bid farewell. • Farewell: Slightly more formal and old-fashioned than "goodbye." • Have a nice day/evening: Wishing someone well in a courteous manner.
Informal	• Hello: A common, friendly greeting suitable for most situations.	• Goodbye: Also used informally for casual farewells.

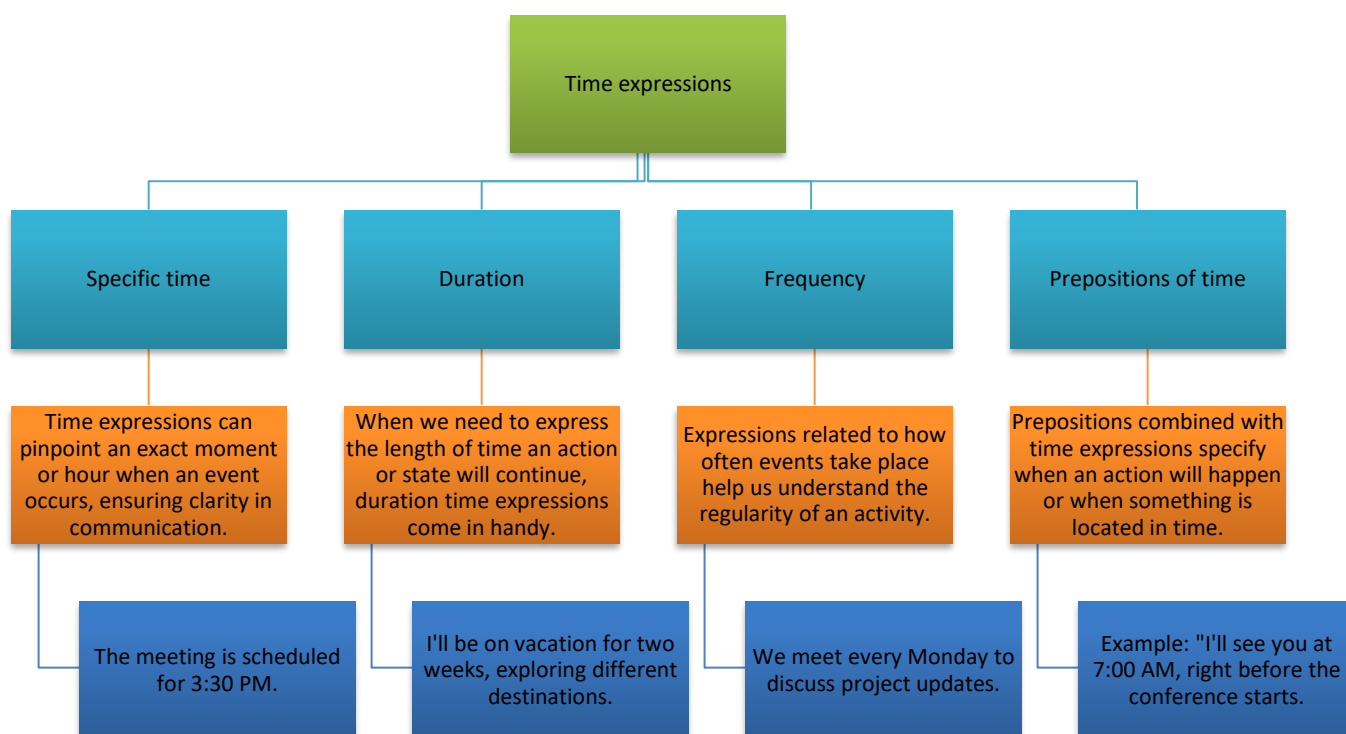
	• Hi: A casual and friendly way to say hello. • Hey: An even more informal and friendly greeting, often used among close friends. • What's up? A very casual and friendly greeting, inquiring about someone's current state or news. • How's it going? A casual and friendly way to ask about someone's well-being.	• Bye: A common and friendly way to say goodbye. • See you later: Indicating that you'll see the person again in the near future. • Take it easy: An informal and friendly way to say goodbye, often implying relaxation. • Catch you later: Similar to "see you later," suggesting another. • Take care: An affectionate way to say goodbye, expressing concern for someone's well-being.
Examples (formal)	• Good morning, Mr. Johnson. How may I assist you today?" • Good afternoon, ladies and gentlemen. Welcome to the conference. • Good evening, Professor Smith. It's a pleasure to meet you. • How do you do? I'm John's colleague, Sarah.	• Goodbye, Mr. Anderson. It was a pleasure doing business with you. • Farewell, dear colleagues. I'll miss working with all of you. • Thank you for your assistance. Have a nice evening.
Examples (informal)	• Hello, Sarah! How have you been?" • Hi, Mark! Are you coming to the party tonight? • Hey, Lisa! What's up? • What's up, guys? Any plans for the weekend? • Hey, Tom! How's it going at the new job?	• Goodbye, Sarah. See you tomorrow. • Bye, Mike. Take care! • I'll finish this project and see you later. • Have a great weekend. Take it easy! • I'm heading out now. Catch you later, mate. • It was lovely seeing you. Take care on your trip

The choice between formal and informal greetings depends on the context and your relationship with the person you're addressing. In professional or formal settings, it's customary to use formal greetings, while informal greetings are

suitable for casual or friendly interactions.

3.2 Time expressions

Time expressions are used to indicate specific **times, durations, or when events occur**. Understanding these expressions is crucial for effective communication, especially when making plans or discussing schedules or providing context to our conversations.



Resource

Practice the pronunciation of your greetings and farewells:

https://www.youtube.com/watch?v=FxYw0XPEoKE&ab_channel=whitneyhoustonVEVO

Self-assessment Unit 3

1. Which of the following expressions is a polite way to request something?
 - a) Give me that!
 - b) Can I have that, please?
 - c) I want that now!
 - d) Get me that!

2. Which of the following phrases is an informal greeting that you might use with friends?
 - a) Good evening, ma'am.
 - b) Hello there!
 - c) How do you do?
 - d) Goodbye, sir.

3. Which of the following phrases is an informal farewell that you might use with friends?
 - a) Goodnight, ma'am.
 - b) See you later!
 - c) Farewell!
 - d) Goodbye, sir.

4. When someone says goodbye with "Take care," what are they expressing?
 - a) A formal farewell.
 - b) A wish for you to take care of yourself.
 - c) Gratitude.
 - d) A request for help.

5. If someone tells you, "It's about quarter past three," what time is it approximately?
 - a) 3:30 PM
 - b) 3:15 PM
 - c) 2:45 PM
 - d) 4:15 PM

Respuestas de autoevaluaciones

Respuestas de autoevaluación Unidad 1

1. c)	8. c)
2. c)	9. c)
3. b)	10. c)
4. b)	11. c)
5. b)	12. b)
6. c)	13. a)
7. c)	14. d)

Respuestas de autoevaluación Unidad 2

1. b)	6. a)
2. c)	7. b)
3. c)	8. a)
4. a)	9. b)
5. b)	10. b)

Respuestas de la autoevaluación Unidad 3

1. b)
2. b)
3. b)
4. b)
5. b)

Soluciones de actividades

Activity 1

1. That cat is sleeping on that sofa.
2. These students are studying for this exam.
3. Those shoes in that store.
4. Those mountains are beautiful in that country.

Activity 2

Demonstrative adjectives (Posibles ejemplos, valida que tu estructura sea la adecuada)

1. This house is spacious and well-lit.
2. Those trees over there provide ample shade during the hot summer days.
3. These cupcakes are delicious and beautifully decorated.

Possessive adjectives

1. My cat enjoys lounging in the sun by the window.
2. Your laptop is on the desk next to mine.
3. His favorite hobby is playing the guitar in his spare time.

Activity 3

John: Hi, Sarah! What do you do for a living?

Sarah: Hi, John! I'm a teacher. I love to teach. How about you?

John: I'm an engineer. It's challenging but rewarding work.

Sarah: That's interesting. By the way, I love your watch. I need one to tell the time.

John: Thanks! It was a gift from my sister. Speaking of family, are you close to your cousins? I miss mine, but they were older.

Sarah: Yes, they're wonderful. I'm sorry. We often go to the park together. Do you enjoy spending time in nature, like the forest?

John: Absolutely! Nature is amazing. I once went hiking in a forest too. Have you been to the new museum downtown?

Sarah: Not yet, but I plan to. I need to brush up on my knowledge of ordinal numbers for a project I'm working on.

Activity 4

The cat is on the box.

The cat is in the box.

The cat is behind the box.

The cat is in front the box.

The cat is between the boxes.

The cat is under the box.

The cat is next to the box.

Activity 5

Where is the park?

Who broke the window?

What are you thinking about?

When is Halloween?

Activity 6

Gabriel has a pet cat.

My friends and I have a picnic every Sunday.

She has a beautiful garden in her backyard.

The students have a lot of homework to do tonight.

The company has a strict policy on punctuality.

The teacher has an interesting lesson planned for tomorrow.

My brother has a talent for playing the guitar.

The team has a game scheduled for Saturday.

The restaurant has a special menu for Valentine's Day.

Jane has a passion for traveling to exotic places.

Activity 7 (Posibles ejemplos, valida que la estructura que tu usaste sea la adecuada)

Things I hate.

1. I hate waiting in long lines at the grocery store.
2. I hate when people talk loudly on their phones in public places.
3. I hate cold and rainy weather.
4. I hate it when my computer crashes in the middle of important work.
5. I hate spiders crawling around my room.

Things I like.

1. I like spending time with my friends and family.
2. I like reading a good book on a cozy evening.
3. I like listening to music while going for a walk.
4. I like trying new foods from different cultures.
5. I like watching the sunset at the beach.

Activity 8

She loves to play volleyball on the beach.

He wants to do judo, but he's not sure where to start.

We usually play ping-pong in the basement.

They often do crossword puzzles together in the evenings.

I can't believe he's going to go bungee jumping this weekend!

She enjoys doing yoga to relax and stay fit.

They like to play basketball at the local park.

He doesn't like to go walking alone at night.



Nos complace anunciarte que has llegado al final de tu módulo, ¿crees estar preparado para el siguiente reto?

Pon a prueba tus conocimientos, compara las respuestas de tus actividades con las soluciones que ofrece la última sección de esta guía. Si tu resultado no es aprobatorio, ¡no te preocupes!, puedes regresar a los recursos del libro para reforzar los contenidos que necesites volver a retomar y así acreditar el examen oficial.

Felicidades por llegar hasta aquí, siendo un aprendizaje independiente el éxito es tuyo.