



INSTITUTO TECNOLÓGICO SUPERIOR
"JAPÓN"

Guía
Metodológica De
Inglés III



Compilado por:
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Carrera: Parvularia
2019



1. IDENTIFICACIÓN DE

Nombre de la Asignatura: <p style="text-align: center;">INGLÉS III</p>	Componentes del Aprendizaje	Marco Común Europeo de las Lenguas A.2		
Resultado del Aprendizaje: COMPETENCIAS Y OBJETIVOS: <ul style="list-style-type: none"> • Comprender y utilizar expresiones cotidianas de uso muy frecuente. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica. • Comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes. • Saber comunicar a la hora de llevar a cabo tareas simples y cotidianas. • Describir en términos sencillos aspectos de su origen personal y su formación, su entorno directo, así como cuestiones relacionadas con sus necesidades inmediatas. 				
Docente de Implementación:				
Msc. Joyce Narváez	Duración: 20 horas			
Unidades	Competencia	Resultados de Aprendizaje	Actividades	Tiempo de Ejecución
SUPERLATIVE ADJECTIVES AND INFINITIVE OF PURPOSES.	Comprende y utiliza expresiones cotidianas de uso muy frecuente. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica.	COGNITIVO: Conocer los superlative adjectives and infinitive of purposes en hechos de la vida real. PROCEDIMENTAL: Desarrollar la estructura gramatical de forma adecuada a ejemplos de la vida real. ACTITUDINAL: Aplicar el vocabulario y gramática aprendida en diálogos con una buena pronunciación.	Listening; Infer information, questions activities. Reading: Skills and strategies, understand from context. Writing: Write a paragraph describing an event in their job. Speaking: Express sympathy when someone is frustrated, use the new vocabulary.	5



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
 GUIA DE APRENDIZAJE

<p>PREPOSITIONS TIME AND PLACE WITH WH QUESTIONS AND CONNECTORS.</p>	<p>Comprende frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes</p>	<p>COGNITIVO: Conocer las preposiciones de tiempo y lugar con las preguntas de extra información en el uso de gramática y refuerzo de ejercicios orales y escritos.</p> <p>PROCEDIMENTAL: Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p>ACTITUDINAL: Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p>Listening; Skills strategies, active language from a text.</p> <p>Reading: Interpret a diagram. Confirm facts.</p> <p>Writing: Write two paragraphs about trips.</p> <p>Speaking: Use really? To express enthusiasm. Intonation exercises to ask follow -up questions to keep a conversation going.</p>	<p>5</p>
<p>PAST CONTINUOUS TENSE AND WH QUESTIONS , IN AFFIRMATIVE AND NEGATIVE ANSWERS, USE THE CONNECTORS.</p>	<p>Sabe comunicar a la hora de llevar a cabo tareas simples y cotidianas</p>	<p>COGNITIVO: Conocer el past conitnuous en la gramática inglesa</p> <p>PROCEDIMENTAL: Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p>ACTITUDINAL: Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p>Listening; Skills strategies, active language from a text.</p> <p>Reading: Skills, understand from context and infer the information.</p> <p>Writing: Make a venn diagram and compare two people in a family</p> <p>Speaking: Sing a song. Infer vocabulary. Make a conversation.</p>	<p>5</p>



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
 GUIA DE APRENDIZAJE

<p>REFLEXIVE PRONOUNS AND COMPARATIVE ADJECTIVES.</p>	<p>Describe experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.</p>	<p>COGNITIVO: Conocer los pronombres reflexivos y los adjetivos comparativos en la gramática inglesa</p> <p>PROCEDIMENTAL: Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p>ACTITUDINAL: Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p>Listening; Skills strategies, active language from a text.</p> <p>Reading: Draw conclusions. Apply information.</p> <p>Writing: Connecting contradictory</p> <p>Speaking: Sing a song. Infer vocabulary. Make a conversation ideas, even though, however, on the other hand.</p>	<p>5</p>
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2. CONOCIMIENTOS PREVIOS Y RELACIONAD

<p>Co-requisitos</p> <ul style="list-style-type: none"> ➤ ENGLISH SECOND LEVEL
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3. UNIDADES TEÓRICAS

• **Desarrollo de las Unidades de Aprendizaje (contenidos)**

A. Base Teórica

➤ **UNIDAD 1**

SUPERLATIVE ADJECTIVES AND INFINITIVE OF PURPOSES.



Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> • Provide an emphatic affirmative response with "Definitely." • Offer food with "Please help yourself." • Acknowledge someone's efforts by saying something positive • Soften the rejection of an offer with "I'll pass on the ____" • Use a negative question to express surprise • Use "It's not a problem." to downplay inconvenience 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen for details • Listen to personalize <p>Pronunciation:</p> <ul style="list-style-type: none"> • Sound reduction: <u>use to / used to</u> 	<p>Texts:</p> <ul style="list-style-type: none"> • A healthy eating pyramid • Descriptions of types of diets • A magazine article about eating habits • A lifestyle survey • Menu ingredients • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Understand from context • Summarize • Compare and contrast 	<p>Task:</p> <ul style="list-style-type: none"> • Write a persuasive paragraph about the differences in present-day and past diets <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Connecting ideas: subordinating conjunctions
<ul style="list-style-type: none"> • Clarify an earlier question with "Well, for example, ..." • Buy time to think with "Let's see." • Use auxiliary <u>do</u> to emphasize a verb • Thank someone for showing interest • Offer empathy with "I know what you mean." 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen for specific information • Synthesize information • Infer information <p>Pronunciation:</p> <ul style="list-style-type: none"> • Reduction of <u>to</u> in infinitives 	<p>Texts:</p> <ul style="list-style-type: none"> • A pop psychology website • A textbook excerpt about the nature / nurture controversy • Personality surveys • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Support reasoning with details • Understand from context • Make personal comparisons 	<p>Task:</p> <ul style="list-style-type: none"> • Write an essay describing someone's personality <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Parallel structure
<ul style="list-style-type: none"> • Say "Be sure not to miss ____" to emphasize the importance of an action • Introduce the first aspect of an opinion with "For one thing, ..." • Express enthusiasm for what someone has said with "No kidding!" • Invite someone's opinion with "What do you think of ____?" 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Understand from context • Listen to take notes • Infer point of view <p>Pronunciation:</p> <ul style="list-style-type: none"> • Emphatic stress 	<p>Texts:</p> <ul style="list-style-type: none"> • Museum descriptions • A book excerpt about the origin of artistic talent • An artistic survey • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Recognize the main idea • Identify supporting details • Paraphrase 	<p>Task:</p> <ul style="list-style-type: none"> • Write a detailed description of a decorative object <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Providing supporting details
<ul style="list-style-type: none"> • Ask for assistance with "Could you take a look at ____?" • Introduce an explanation with "Well, ..." • Make a suggestion with "Why don't you try ____ing?" • Express interest informally with "Oh, yeah?" • Use "Everyone says ..." to introduce a popular opinion • Say "Well, I've heard ____" to support a point of view 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Infer meaning • Listen for the main idea • Listen for details <p>Pronunciation:</p> <ul style="list-style-type: none"> • Stress in <u>as ... as</u> phrases 	<p>Texts:</p> <ul style="list-style-type: none"> • A computer troubleshooting website • A computer user survey • Newspaper clippings about the Internet • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Understand from context • Relate to personal experience 	<p>Task:</p> <ul style="list-style-type: none"> • Write an essay evaluating the benefits and problems of the Internet <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Organizing ideas
<ul style="list-style-type: none"> • Say "You think so?" to reconfirm someone's opinion • Provide an emphatic affirmative response with "Absolutely." • Acknowledge thanks with "Don't mention it." 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen to infer information • Listen for main ideas • Understand vocabulary from context • Listen to apply new vocabulary • Support reasoning with details <p>Pronunciation:</p> <ul style="list-style-type: none"> • Assimilation of <u>d + y</u> in <u>would you</u> 	<p>Texts:</p> <ul style="list-style-type: none"> • A personal values self-test • Print and online news stories about kindness and honesty • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Predict • Infer meaning • Summarize • Interpret information • Relate to personal experience 	<p>Task:</p> <ul style="list-style-type: none"> • Write an essay about someone's personal choice <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Introducing conflicting ideas



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
GUIA DE APRENDIZAJE

FORMING THE SUPERLATIVE

Form	Rule	For example
Words of one syllable ending in 'e'.	Add -st to the end of the word.	wide - widest
The Amazon River is the widest river in the world.		
Words of one syllable, with one vowel and one consonant at the end.	Double the consonant and add -est to the end of the word.	big - biggest
In 2010 a dog called Giant George was given the title of the biggest dog in the world.		
Words of one syllable, with more than one vowel or more than one consonant at the end.	Add - est to the end of the word.	high - highest
Mount Everest is the highest mountain in the world. (But it isn't the tallest mountain in the world.)		
Words of two syllables, ending in 'y'.	Change 'y' to 'i', and add -est to the end of the word.	happy - happiest
In 2013 Australia was named the happiest country in the world.		
Words of two syllables or more, not ending in 'y'.	Place 'the most' before the adjective.	beautiful - the most beautiful
Some people say that the Maldives have the most beautiful beaches in the world.		

Don't forget that some adjectives are irregular:-

- 'good' becomes 'the best'
- 'bad' becomes 'the worst'
- 'far' becomes 'the furthest'

For example:

- "Jill is **the best** student in the class ."
- "Jack is **the worst** student in the class."
- "In our solar system the planet Pluto is **the furthest** planet from the Sun."

!Note - Have you noticed that these superlatives are preceded by 'the'.

For example:



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- "The Rio de la Plata river, on the southeast coastline of South America, is *the* **widest** river in the world."
- According to the List of World records Carol Yager (1960-1994), from Michigan, is *the* **fattest** person ever to live, weighing 725 kg (1,600 lb).
- "Mount Everest is *the* **highest** mountain in the world."
- "I think that Castle Combe is *the* **prettiest** village in England."
- "Arguably, Rome is *the* **most** beautiful city in the world."

A superlative adjective expresses the extreme or highest degree of a quality. We use a superlative adjective to describe the extreme quality of one thing in a group of things.

We can use superlative adjectives when talking about **three or more** things (not two things).

In the example below, "biggest" is the superlative form of the adjective "big":

A B c

A is the **biggest**.

Formation of Superlative Adjectives

As with comparative adjectives, there are two ways to form a **superlative adjective**:

- **short** adjectives: add "-est"
- **long** adjectives: use "most"
- We also usually add 'the' at the beginning.

Short adjectives	
1-syllable adjectives	old, fast



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GUIA DE APRENDIZAJE

Short adjectives	
2-syllable adjectives ending in -y	happy, easy
RULE: add "-est"	old → the oldest
Variation: if the adjective ends in -e, just add -st	late → the latest
Variation: if the adjective ends in consonant, vowel, consonant, double the last consonant	big → the biggest
Variation: if the adjective ends in -y, change the y to i	happy → the happiest
Long adjectives	
2-syllable adjectives not ending in -y	modern, pleasant
all adjectives of 3 or more syllables	expensive, intellectual
RULE: use "most"	modern → the most modern expensive → the most expensive

With some 2-syllable adjectives, we can use "-est" *OR* "most":

quiet → the quietest/most quiet
clever → the cleverest/most clever



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GUIA DE APRENDIZAJE

narrow → the narrowest/most narrow
simple → the simplest/most simple

Exception: The following adjectives have irregular forms:

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

Use of Superlative Adjectives

We use a superlative adjective to describe one thing in a group of three or more things. Look at these examples:

- John is 1m75. David is 1m80. Chris is 1m85. Chris is **the tallest**.
- Canada, China and Russia are big countries. But Russia is **the biggest**.
- Mount Everest is **the highest** mountain in the world.

If we talk about the three planets Earth, Mars and Jupiter, we can use superlative adjectives as shown in the table below:

Earth	Mars	Jupiter		
Diameter (km)	12,760	6,790	142,800	Jupiter is the biggest .
Distance from Sun (million km)	150	228	778	Jupiter is the most distant from the Sun.
Length of day (hours)	24	25	10	Jupiter has the shortest day.
Moons	1	2	16	Jupiter has the most moons.



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GUIA DE APRENDIZAJE

Earth	Mars	Jupiter		
Surface temp. (degrees Celcius)	22	-23	-150	Jupiter is the coldest .

When we compare one thing with itself, we do not use "the":

England is **coldest** in winter. (*not* the coldest)

My boss is most generous when we get a big order. (*not* the most generous)

What are adjectives?

They describe nouns. Here are some examples.

- Happy
- Tall
- Cold
- Funny

They can go before or after nouns. Here are some examples before nouns:

- He is a **tall** boy.
- The **black** cat is in the kitchen.
- The **expensive** jacket is for sale.
- The **old** house is on the street.

Here are some after the nouns.

- The man is **happy**.
- She is **young**.
- My mother is **beautiful**.
- The house is **new**.

When the adjective is after the noun, you must use the verb "to be".

- The boys **are** tired.
- Mike **is** hungry.



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- The dog **is** tired.

We use a superlative to say that a thing or person is the most of a group. When we use a superlative adjective ('the tallest student') before the noun, we generally use it with 'the'. This is because there's only one (or one group) of the thing we are talking about. There is one student who is the tallest in the class, and because it's clear to the listener which one we mean, we usually use 'the':

- She's **the** most beautiful girl I've ever seen.
- It's **the** best café in London.
- John and Lisa are **the** most intelligent students here.
- This bowl is **the** biggest one.

Remember, we don't use 'the' when there is a possessive:

- He's my best student.
- That's our most important goal.

It's possible to drop 'the' when the adjective is used later in the sentence, rather than directly before the noun. We can choose either 'the' or 'no article', with no change in meaning:

- She is (the) most beautiful.
- This café is (the) best.
- John and Lisa are (the) most intelligent.
- This bowl is (the) biggest.

This is not possible when the adjective comes directly before the noun:

~~He is fastest swimmer.~~

Try an exercise about superlatives with 'the' here.

With superlative adverbs, we can also choose to use 'the' or 'no article'.

- Luke reads (the) fastest.
- I like vanilla ice cream (the) best.
- She can speak six languages, but she speaks Spanish (the) most confidently.

These examples all compare one person or thing with other people or things. However, sometimes we compare a person or thing in one situation with the same person or thing in a different situation. In this case, when the superlative adjective or adverb is later in the sentence, we usually don't use 'the'. Compare these two sentences:

- I'm most productive early in the morning [I'm more productive in the morning than I am in the afternoon or the evening].



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GUIA DE APRENDIZAJE

- I'm **the** most productive early in the morning [I'm more productive than the other people in my office first thing in the morning].

More examples:

- Julie does swimming, running and cycling. She's always most tired after cycling.
- John types most quickly when he's drunk a lot of coffee!
- Tea is ~ best when you drink it very hot.
- London is most depressing in January.

Try another exercise about using 'the' with superlatives here.

(This is an extract from my book: **A and The Explained**)
Would you like more practice? Get a new grammar lesson every day, a new listening lesson every week, in-depth courses and personal help from me by email. **Click here for more information.**

To make the comparative form of adjectives (like 'bigger' or 'more expensive') and the superlative form (like 'biggest' or 'most expensive'), first we need to know how many syllables are in the adjective.

Adjectives with one syllable

Usually if an adjective has only one syllable, we add 'er' to make the comparative form. We add 'est' to make the superlative form.

- clean → cleaner / cleanest
- cold → colder / coldest
- small → smaller / smallest
- young → younger / youngest
- tall → taller / tallest

There are some spelling changes. If there is one vowel followed by one consonant at the end of the adjective, we often double the consonant.

- wet → wetter / wettest
- big → bigger / biggest
- hot → hotter / hottest
- thin → thinner / thinnest

If the adjective ends in 'y', this often changes to 'i'.

- dry → drier / driest

If the adjective ends in 'e', we don't add another 'e', just 'r'.

- nice → nicer / nicest
- large → larger / largest



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Even when the adjective has only one syllable, it's still not wrong to use 'more' or 'most'. It's possible to say 'more wet' or 'most tall'. This isn't incorrect.

There are a few adjectives that we have to use 'more' or 'most' with, even though they only have one syllable. We CAN'T add 'er' or 'est'.

- fun → more fun / most fun (NOT **funner** / **funnest**)
- real → more real / most real (NOT **realer** / **realest**)
- right → more right / most right (NOT **righter** / **rightest**)
- wrong → more wrong / most wrong (NOT **wronger** / **wrongest**)

Adjectives with two syllables

For adjectives with two syllables we generally use 'more' or 'most'.

- careful → more careful / most careful
- bored → more bored / most bored

But some two syllable adjectives can take 'er' or 'est'. It's also fine to use 'more' (for the comparative) or 'most' (for the superlative).

- clever → cleverer / cleverest
- simple → simpler / simplest
- narrow → narrower / narrowest
- quiet → quieter / quietest

Adjectives with two syllables that end in 'y' usually can add 'er' or 'est' (y generally changes to i). It's also fine to use 'more' or 'most'.

- dirty → dirtier / dirtiest
- pretty → prettier / prettiest
- happy → happier / happiest
- ugly → uglier / ugliest

Adjectives with more than two syllables

Adjectives with more than two syllables can only make their comparative by using 'more' and their superlative by using 'most'.

- beautiful → more beautiful / most beautiful
- intelligent → more intelligent / most intelligent
- interesting → more interesting / most interesting
- expensive → more expensive / most expensive



Irregular adjectives

There are also some irregular adjectives. We just need to learn these forms.

- good → better → best
- bad → worse → worst
- far → further → furthest
- little → less → least
- much → more → most

➤ UNIDAD 2

PREPOSITIONS TIME AND PLACE

The preposition *at* is used in the following descriptions of time:

With clock times

- My last train leaves at 10:30.
- We left at midnight.
- The meeting starts at two thirty.

With specific times of day, or mealtimes

- He doesn't like driving at night.
- I'll go shopping at lunchtime.
- I like to read the children a story at bedtime.

With festivals

- Are you going home at Christmas/Easter?

In certain fixed expressions which refer to specific points in time

- Are you leaving at the weekend?*
- She's working at the moment.
- He's unavailable at present.
- I finish the course at the end of April.
- We arrived at the same time.

*Note that in American English, *on the weekend* is the correct form.

The preposition *in* is used in the following descriptions of time:

With months, years, seasons, and longer periods of time



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- I was born in 1965.
- We're going to visit them in May.
- The pool is closed in winter.
- He was famous in the 1980's.
- The play is set in the Middle Ages.
- They've done work for me in the past.

With periods of time during the day

- He's leaving in the morning.
- She usually has a sleep in the afternoon.
- I tried to work in the evening.

To describe the amount of time needed to do something

- They managed to finish the job in two weeks.
- You can travel there and back in a day.

To indicate when something will happen in the future:

- She'll be ready in a few minutes.
- He's gone away but he'll be back in a couple of days.

The preposition *on* is used in the following descriptions of time:

With days of the week, and parts of days of the week

- I'll see you on Friday.
- She usually works on Mondays.
- We're going to the theatre on Wednesday evening.

Note that in spoken English, *on* is often omitted in this context, e.g. I'll see you Friday.

With dates

- The interview is on 29th April.
- He was born on February 14th, 1995.

With special days

- She was born on Valentine's Day.
- We move house on Christmas Eve.
- I have an exam on my birthday.

If we examine these different aspects of usage for the three prepositions, a general pattern emerges. *At* is generally used in reference to specific times on the clock or points of time in the day. *In* generally refers to longer periods of time, several hours or more. *On* is used with dates and named days of the week.

Prepositions of place



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GUIA DE APRENDIZAJE

The preposition *at* is used in the following descriptions of place/position:

With specific places/points in space

- She kept the horse at a nearby farm.
- I had a cup of coffee at Helen's (house/flat).
- Angie's still at home.
- I'll meet you at reception.
- There's a man at the door.
- I saw her standing at the bus stop.
- Turn right at the traffic lights.
- The index is at the back of the book.
- Write your name at the top of each page.

With public places and shops

- Jane's at the dentist/hairdresser.
- I studied German at college/school/university.
- Shall I meet you at the station?
- We bought some bread at the supermarket.

With addresses

- They live at 70, Duncombe Place.

With events

- I met her at last year's conference. She wasn't at Simon's party.

The preposition *on* is used in the following descriptions of place/position:

With surfaces, or things that can be thought of as surfaces

- The letter is on my desk.
- There was a beautiful painting on the wall.
- The toy department is on the first floor.
- Write the number down on a piece of paper.
- You've got a dirty mark on your jumper.
- He had a large spot on his nose.
- She placed her hand on my shoulder.

With roads/streets, or other things that can be thought of as a line, e.g. rivers

- The bank is on the corner of King's Street.
- Koblenz is on the Rhine.
- Bournemouth is on the south coast.
- It's the second turning on the left.



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
GUIA DE APRENDIZAJE

The preposition *in* is used in the following descriptions of place/position:

With geographical regions

- Driving in France is very straightforward.
- Orgiva is a very small village in the mountains.

With cities, towns and larger areas

- Do you like living in Nottingham?
- They were having a picnic in the park.
- She works somewhere in the toy department.

With buildings/rooms and places that can be thought of as surrounding a person or object on all sides

- Can you take a seat in the waiting room, please?
- I've left my bag in the office.
- There's a wedding in the church this afternoon.
- Lots of people were swimming in the lake

With containers

- There's fresh milk in the fridge.
- I think I've got a tissue in my pocket.
- The money is in the top drawer of my desk.

With liquids and other substances, to show what they contain

- Do you take milk in your coffee?
- I can taste garlic in this sauce.
- There's a lot of fat in cheese and butter.

A general pattern again emerges if we consider these different aspects of usage. We can think of *at* as one-dimensional, referring to a specific place or position in space. *On* is two-dimensional, referring to the position of something in relation to a surface. *In* is by contrast three-dimensional, referring to the position of something in relation to the things that surround it. Thinking of the prepositions in these terms helps us explain certain facts. For instance, *in* is generally used for larger places and *at* for smaller, more specific places, so we say:

We arrived in Inverness two hours ago.

But:

We arrived at the campsite two hours ago.

However, if we think of a city or larger place as a specific point in space, we can use *at*, e.g.

The train stops at Birmingham and Bristol.

Or if we think of a smaller place as three-dimensional, we can use *in*, e.g.

We've lived in this little village for many years.



Prepositions at/in/on – extended meanings

A systematic analysis of the occurrence of the prepositions *at*, *in* and *on* in their core usage as indicators of time and place, helps us establish some key meaning concepts which will aid us in identifying and explaining their extended meanings:

at – is a mechanism for denoting the specific, it usually refers to fixed points in time (e.g. clock times) and specific points in space.

on – is a mechanism which usually describes something in relation to a second, often linear dimension, hence it relates to the calendar (days and dates) and surfaces or lines.

in – is a mechanism for describing something in relation to the things that surround it in time or space, hence it relates to periods of time and three-dimensional spaces or containers.

Extended meaning of *at*

At is used for showing specific temperatures, prices and speeds:

Tickets are now on sale at £15 each.

He denied driving at 110 miles per hour.

And more generally to talk about the level or rate of something:

Interest rates have stayed at this level for several months.

The loan repayments are going up at an alarming rate.

At is used to show when someone is a particular age:

He began composing at the age of 5.

She chose not to retire at 65.

At is used to show that an activity is directed specifically towards someone or something:

He's always shouting at the children.

Jamie threw the ball at the wall.

Why are you staring at her like that?

At is used to show the specific cause of a feeling or reaction:

Audiences still laugh at her jokes.

We were rather surprised at the news.



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GUIA DE APRENDIZAJE

Extended meanings of *on*

On is used to show movement in the direction of a surface:

We could hear the rain falling on the roof.

I dropped my bags on the floor.

On is used to show when the surface of something accidentally hits or touches a part of the body:

I cut my finger on a sharp knife.

She banged her head on the cupboard door.

On is used to show that a part of someone's body is supporting their weight:

She was balancing on one leg.

He was on his hands and knees under the table.

On is used to show that something is included in a list:

He's not on the list of suspects.

How many items are on the agenda?

Extended meanings of *in*

In is used to show movement towards the inside of a container, place or area:

She put the letter back in her briefcase.

The farmer fired a few shots in the air.

In is used to show when something is part of something else:

I've found one or two spelling mistakes in your essay.

Who's the little girl in the photograph?

There are several valuable paintings in the collection.

In is used to show that someone is wearing something:

Do you know that girl in the black dress?



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GUIA DE APRENDIZAJE

A man in a brown suit was walking towards her.

In is used to show how things are arranged, expressed or written:

Prepositions – Time

English	Usage	Example
• on	days of the week	on Monday
• in	months / seasons time of day year after a certain period of time (<i>when?</i>)	in August / in winter in the morning in 2006 in an hour
• at	for <i>night</i> for <i>weekend</i> a certain point of time (<i>when?</i>)	at night at the weekend at half past nine
• since	from a certain point of time (past till now)	since 1980
• for	over a certain period of time (past till now)	for 2 years
• ago	a certain time in the past	2 years ago
• before	earlier than a certain point of time	before 2004
• to	telling the time	ten to six (5:50)
• past	telling the time	ten past six (6:10)
• to / till / until	marking the beginning and end of a period of time	from Monday to/till Friday
• till / until	in the sense of <i>how long something is going to last</i>	He is on holiday until Friday.
• by	in the sense of <i>at the latest</i> up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

Prepositions – Place (Position and Direction)



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 GUIA DE APRENDIZAJE

English		
English	Usage	Example
<ul style="list-style-type: none"> in 	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
<ul style="list-style-type: none"> at 	meaning <i>next to, by an object</i> for table for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
<ul style="list-style-type: none"> on 	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for <i>television, radio</i>	the picture on the wall London lies on the Thames. on the table on the left on the first floor on the bus, on a plane on TV, on the radio
<ul style="list-style-type: none"> by, next to, beside 	left or right of somebody or something	Jane is standing by / next to / beside the car.
<ul style="list-style-type: none"> under 	on the ground, lower than (or covered by) something else	the bag is under the table



English		
English	Usage	Example
below	lower than something else but above ground	the fish are below the surface
• over	covered by something else meaning <i>more than</i> getting to the other side (also <i>across</i>) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge

➤ UNIDAD 3

PAST CONTINUOUS TENSE AND WH QUESTIONS, IN AFFIRMATIVE AND NEGATIVE ANSWERS, USE THE CONNECTORS.

The past continuous is formed from the past tense of *be* with the *-ing* form of the verb:

We use the past continuous to talk about the **past**:

- for something which continued **before** and **after** another **action**:

The children **were doing their homework** when I got home.

Compare:

I got home. The children did their homework.

and

The children did their homework when I got home.

As I was watching television the telephone rang.

This use of the past continuous is very common at the beginning of a story:



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GUIA DE APRENDIZAJE

The other day **I was waiting** for a bus when ...
Last week **as I was driving** to work ...

- for something that happened **before** and **after** a **particular time**:

It was eight o'clock. I was writing a letter.

Compare:

At eight o'clock I wrote some letters.

In July she was working in McDonald's.

- .to show that something **continued for some time**:

My head **was aching**.
Everyone **was shouting**.

- for something that was happening **again and again**:

I was practising every day, three times a day.
They **were meeting** secretly after school.
They **were always quarrelling**.

- with verbs which show **change or growth**:

The children **were growing up** quickly.
Her English **was improving**.
My hair **was going** grey.
The town **was changing** quickly.

The past continuous tense, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past. The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word).

There are many situations in which this [verb tense](#) might be used in a sentence. For example, it is often used to describe conditions that existed in the past.

The sun was shining every day that summer.

As I spoke, the children were laughing at my cleverness.

It can also be used to describe something that was happening continuously in the past when another action interrupted it.



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The audience was applauding until he fell off the stage.

I was making dinner when she arrived.

The past continuous can shed light on what was happening at a precise time in the past.

At 6 o'clock, I was eating dinner.

It can also refer to a habitual action in the past.

She was talking constantly in class in those days.

One final caution: Though the irregularities are few, not every verb is suited to describing a continuous action. Certain verbs can't be used in the past continuous tense. One common example is the verb *to arrive*.

At noon, he was arriving.

At noon, he arrived .

Estructura del *past continuous*

- **La forma afirmativa**

SUBJECT	AUXILIARY (PAST FORM)	VERB (-ING)	EXAMPLES
I	was	sleeping	I was sleeping on the sofa.(yo) <i>Estaba durmiendo</i>
You	were		You were sleeping on the sofa.(tú) <i>Estabas durmiendo</i>
He	was		He was sleeping on the sofa.(él) <i>Estaba durmiendo</i>
She			She was sleeping on the sofa.(ella) <i>Estaba durmiendo</i>
It			It was sleeping on the sofa.(ello) <i>Estaba durmiendo</i>
We	were		We were sleeping on the sofa.(nosotros/as) <i>Estábamos durmiendo</i>
You			You were sleeping on the sofa.(vosotros/as) <i>Estábais durmiendo</i>
They			They were sleeping on the sofa.(ellos/as) <i>Estaban durmiendo</i>

- No existe forma contraída para las **oraciones afirmativas**.
- **La forma negativa**



SUBJECT	AUXILIARY (PAST FORM)	VERB (-ING)	EXAMPLES
I	was not wasn't	sleeping	I wasn't sleeping on the sofa.(yo) No estaba durmiendo
You	were not weren't		You weren't sleeping on the sofa.(tú) No estabas durmiendo
He	was not wasn't		He wasn't sleeping on the sofa.(él) No estaba durmiendo
She			She wasn't sleeping on the sofa.(ella) No estaba durmiendo
It			It wasn't sleeping on the sofa.(ello) No estaba durmiendo
We	were not weren't		We weren't sleeping on the sofa.(nosotros/as) No estábamos durmiendo
You			You weren't sleeping on the sofa.(vosotros/as) No estabais durmiendo
They			They weren't sleeping on the sofa.(ellos/as) No estaban durmiendo

• **La forma interrogativa**

AUXILIARY	SUBJECT	VERB (-ING)	EXAMPLES
Was	I	sleeping?	Was I sleeping on the sofa?(yo) ¿Estaba durmiendo?
Were	you		Were you sleeping on the sofa?(tú) ¿Estabas durmiendo?
Was	he		Was he sleeping on the sofa?(él) ¿Estaba durmiendo?
	she		Was she sleeping on the sofa?(ella) ¿Estaba durmiendo?
	it		Was it sleeping on the sofa?(ello) ¿Estaba durmiendo?
Were	we		Were we sleeping on the sofa?(nosotros/as) ¿Estábamos durmiendo?
	you		Were you sleeping on the sofa?(vosotros/as) ¿Estabais durmiendo?
	they		Were they sleeping on the sofa?(ellos/as) ¿Estaban durmiendo?

- Al igual que el resto de tiempos verbales, las oraciones interrogativas en **past continuous** también cuentan con sus propias **respuestas cortas**.

ADVERB	SUBJECT	AUXILIARY
Yes,	I	was



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 GUIA DE APRENDIZAJE

ADVERB	SUBJECT	AUXILIARY
	you	were
	he	was
	she	
	it	
	we	were
	you	
	they	
ADVERB	SUBJECT	AUXILIARY
No,	I	wasn't
	you	weren't
	he	wasn't
	she	
	it	
	we	weren't
	you	
	they	
ADVERB	SUBJECT	AUXILIARY
No,	I	wasn't
	you	weren't
	he	wasn't
	she	
	it	
	we	weren't
	you	



ADVERB

SUBJECT

AUXILIARY

they



Was she looking at me? Yes, she was.

(ella) ¿Me estaba mirando? Sí.



Were they partying? No, they weren't.

(ellos) ¿Estaban de fiesta? No.



Name: _____

Mark: _____

Date: ___/___/___

Teacher: _____



Past Simple and Past Continuous



Circle the correct verb form in each of the following sentences.

- a) Mary **prepared / was preparing** lunch when they **came / was coming**.
- b) Tom was very unlucky. It **rained / was raining** every day during his holidays.
- c) Who was that nice girl you **talked / were talking** to when I **walked / was walking** by the pub?
- d) Last weekend Susan **fell / was falling** and **broke/ was breaking** her leg.
- e) When I **entered / was entering** the cafeteria Mary **had / was having** lunch with Peter.
- f) We **drove/ were driving** to Berlin in Robert's new car.
- g) The sun **shone / was shining** brightly when I **got up / was getting up** this morning.
- h) Ann finally **told / was telling** us the whole story about Peter.



Read the following sentences and put the verbs in brackets in either the Past Simple or the Past Continuous. Put any other words in brackets in the correct place.

- a) As Sophie _____ (walk) up Regent Street she _____ (meet) an old friend from college.
- b) When _____ (father/arrive) yesterday?
He _____ (arrive) late. The train _____ (be) delayed due to an accident.
- c) Who _____ (you/ speak) to on the phone when I _____ (come) in?
- d) Mary _____ (read) in bed when she _____ (hear) a strange noise downstairs.
- e) When Mr. Lawrence _____ (leave) home at 8.30 this morning, the sun _____ (shine) brightly. However, by 10 o'clock it _____ (rain) heavily.
- f) Sebastian _____ (arrive) at Susan's house a little before 11 a.m., but she _____ (not/be) there. She _____ (study) at the library.
- g) The fireman _____ (rescue) a 75-year-old woman who _____ (be) trapped on the second floor of the burning building.
- h) _____ (you/do) any shopping yesterday?
- i) Yesterday Jane _____ (fall) and _____ (hurt) herself when she _____ (ride) her bicycle.
- j) What _____ (Peter / do) when you _____ (knock) on his door?
- k) Helen _____ (wear) her dress to the party last night.



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GUIA DE APRENDIZAJE

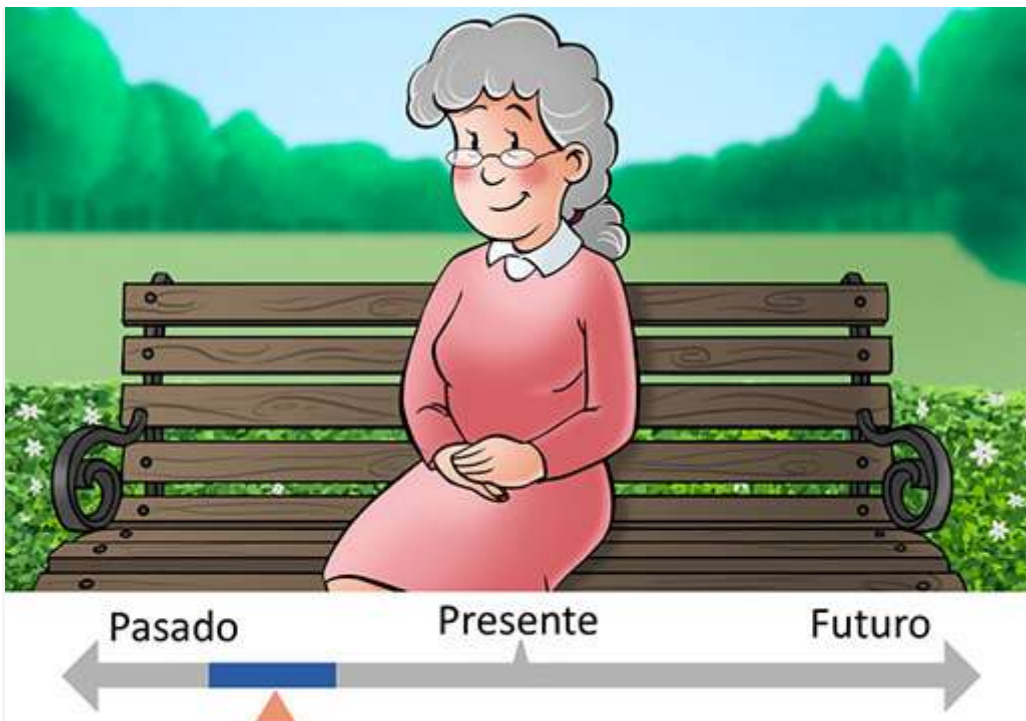


Yesterday at 6:00 p.m. we **were preparing** the meal.
Ayer a las 6:00 p.m. **estábamos preparando** la comida.

En descripciones.



This morning it **was raining**.
Esta mañana **estaba lloviendo** / **llovía**.



An old lady **was sitting** on a bench.

Una mujer mayor **estaba sentada** en un banco.

Cuando **dos acciones inacabadas** ocurren **al mismo tiempo**, generalmente se enlazan dichas acciones con las **partículas while** (mientras) o **when** (cuando).



While you **were brushing** your teeth I **was sleeping**.

Mientras te **estabas cepillando** / **cepillabas** los dientes yo **estaba durmiendo** / **dormía**.



While she was calling her mum, her sister was crying.

El tiempo verbal ***past continuous*** (yo estaba cantando / yo cantaba) se utiliza para referirnos a **acciones inacabadas** que se estaban desarrollando en un **momento concreto del pasado**.

	STRUCTURE	EXAMPLES
AFFIRMATIVE	Sujeto + was / were + verbo (-ing) + (complemento)	When I saw them they were sitting at a café. Cuando les vi estaban s...
NEGATIVE	Sujeto + was / were + not + verbo (-ing) + (complemento)	What I did you say? I wasn't listening . (tú) ¿Qué has dicho? No e ...
INTERROGATIVE	Was / Were + sujeto + verbo (-ing) + (complemento)?	What were you talking about? (tú) ¿De qué estabas h...

PAST SIMPLE VS. PAST CONTINUOUS

A. Complete the sentences. Use the past simple of the verbs in brackets.

- 1) My sister _____ (go) to the cinema yesterday.
- 2) He _____ (not like) football, so he _____ (play) voleyball.
- 3) He _____ (break) the window when he _____ (be) 5.
- 4) My mum _____ (be) very angry because we _____ (come) home very late.
- 5) She _____ (told) me the problem with her mum and I _____ (help) her.
- 6) They _____ (not visit) the museum of the town, they _____ (prefer) going to the funfair.
- 7) _____ they _____ (visit) their grandparents yesterday?
- 8) Who _____ you _____ (be) with when the accident happen?

B. Complete the sentences. Use the past continuous form of the verbs in brackets.

- 1) I _____ (study) Science for my test.
- 2) He _____ (not do) his homework.
- 3) They _____ (not play) rugby because they think is boring.
- 4) _____ they _____ (listen) to music when you opened the door?
- 5) She _____ (go) to the cinema, but her friends didn't come.
- 6) That boy _____ (play) the violin very well. Maybe, he _____ (have) musical classes.
- 7) Jane, David and Polly _____ (watch) TV when the light turned off.
- 8) I _____ (begin) my English project when my sister fall.

C. Complete the text. Use past simple and continuous.

It _____ (be) a rainy day of November.
 We _____ (come) from school at 2 o'clock.
 We _____ (not be) very hungry but we _____ (be) too cold. While we _____ (walk) with my umbrella, we _____ (find) a coin. It _____ (not be) a normal coin, it _____ (be) a strange coin.
 We _____ (not continue) walking. We _____ (be) a bit nervous. What should we do? Maybe, we _____ to (have) put the coin where we _____ (find) it. We _____ (do) this. We _____ (walk) on the street, when a tall man _____ (ask) us for the coin. We _____ (tell) him that the coin _____ (be) at the beginning of the street. We _____ (know) what _____ (happen), so we _____ (continue) walking.





➤ UNIDAD 4

REFLEXIVE PRONOUNS AND COMPARATIVE ADJECTIVES.

Pronouns: reflexive (*myself, themselves, etc.*)

Reflexive pronouns end in *-self* or *-selves*. They refer back to the subject forms of personal pronouns (underlined in the example below):

We didn't decorate it **ourselves**. Someone else did it for us.

subject pronoun	reflexive pronoun
<i>I</i>	<i>myself</i>
<i>you</i> (singular)	<i>yourself</i>
<i>he</i>	<i>himself</i>
<i>she</i>	<i>herself</i>
<i>it</i>	<i>itself</i>
<i>one</i>	<i>oneself</i>
<i>we</i>	<i>ourselves</i>
<i>you</i> (plural)	<i>yourselves</i>
<i>they</i>	<i>themselves</i>

Reflexive pronouns for same subject and object



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We often use reflexive pronouns when the subject and the object of the verb refer to the same person or thing:

*He cut **himself** on the broken glass.*

*She made **herself** a cup of tea and sat down in front of the television.*

*Parents often blame **themselves** for the way their children behave.*

We use a reflexive pronoun to make it clear who or what is being referred to.

Compare

<i>Agnes looked at herself in the mirror.</i>	The subject and the object are the same.
<i>Agnes looked at her in the mirror.</i>	The subject and the object are different. Agnes is looking at someone else in the mirror.

Reflexive pronouns for emphasis

We can use reflexive pronouns for emphasis:

*The director of the company wrote to us **himself** to apologise for the dreadful service. (or The director of the company **himself** wrote to us to apologise for the dreadful service.)*

We don't use reflexive pronouns on their own as the subject of a clause, but we can use them with a noun or pronoun to emphasise the subject:

*Parents and teachers always pass on to children what **they themselves** have been told, and this has been going on for hundreds, or even thousands of years.*

Reflexive pronouns + *by* meaning *alone*

We often use reflexive pronouns with *by* to mean 'alone' or 'without any help':

*Why don't you go **by yourself**?*

*The children made the entire meal **by themselves**.*



Reflexive pronouns for politeness

We sometimes use reflexive pronouns instead of personal pronouns for politeness, but not as the subject of a clause:

*The National Trust is a charity depending on the support of people like **yourself**. (or ... people like you.)*

Warning:

We don't use reflexive pronouns with verbs of everyday actions unless we want to emphasise something:

*She **washed** and **dressed** and had breakfast in the tiny kitchen.*

Not: ~~She washed herself and dressed herself ...~~

The reflexive pronouns are:

Singular:	<i>myself - yourself - himself - herself - itself</i>
Plural:	<i>ourselves - yourselves - themselves</i>

When we use a reflexive pronoun

We use a reflexive pronoun:

- as a **direct object** when the **object** is the **same** as the **subject** of the verb:

I am teaching **myself** to play the piano.

Be careful with that knife. **You** might cut **yourself**.

We can use a reflexive pronoun as direct object with most transitive verbs, but these are the most common:

amuse	blame	cut	dry	enjoy	help
-------	-------	-----	-----	-------	------



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GUIA DE APRENDIZAJE

hurt	introduce	kill	prepare	satisfy	teach
------	-----------	------	---------	---------	-------

Some verbs **change their meaning** slightly when they have a reflexive pronoun as direct object:

- Would you like to help yourself to another drink?
= *Would you like to take another drink.*
- I wish the children would behave themselves.
= *I wish the children would behave well.*
- He found himself lying by the side of the road.
= *He was surprised when he realised that he was at the side of the road.*
- I saw myself as a famous actor.
= *I imagined that I was a famous actor.*
- She applied herself to the job of mending the lights.
= *She worked very hard to mend the lights.*
- He busied himself in the kitchen.
= *He worked busily in the kitchen.*
- I had to content myself with a few Euros.
= *I had to be satisfied with a few Euros.*

We do **not** use a reflexive pronoun after verbs which describe things people **usually** do for themselves, such as **wash, shave, dress**:

He washed [~~himself~~] in cold water.

He always shaved [~~himself~~] before going out in the evening.

Michael dressed [~~himself~~] and got ready for the party.

We only use reflexives with these verbs for **emphasis**:

He dressed himself **in spite of his injuries**.

She's old enough to wash herself.

- as **indirect object** when the **indirect object** is the **same** as the **subject** of the verb:

Would you like to pour **yourself** a drink.

We've brought **ourselves** something to eat.

- as the **object of a preposition** when the object **refers** to the **subject** of the clause:

They had to cook **for themselves**.

He was feeling very sorry **for himself**.



Warning

But we use personal pronouns, not reflexives, after **prepositions of place...**

He had a suitcase **beside him**.

and after **with** when it means "accompanied by":

She had a few friends **with her**.

We use a reflexive pronoun...

- with the preposition **by** when we want to show that someone did something **alone** and/or **without any help**:

He lived **by himself** in an enormous house.

She walked home **by herself**.

The children got dressed **by themselves**.

I prepared the whole meal **by myself**.

- to **emphasise** the person or thing we are referring to:

Kendal itself is quite a small town.

especially if we are talking about someone very famous:

Sir Paul McCartney himself sang the final song.

We often put the reflexive pronoun at the end of the clause when we are using it for emphasis:

I baked the bread **myself**.

She mended the car **herself**.

In English grammar, a reflexive pronoun indicates that the person who is realizing the action of the verb is also the recipient of the action. While this might seem strange at first glance, the following examples of reflexive pronouns and the accompanying list of reflexive pronouns will help you gain thorough understanding. In fact, you will probably notice that you yourself use reflexive pronouns frequently when speaking or writing.

Examples of Reflexive Pronouns

In the following examples of reflexive pronouns, the reflexive pronoun in each sentence is italicized.



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GUIA DE APRENDIZAJE

1. I was in a hurry, so I washed the car *myself*.
2. You're going to have to drive *yourself* to school today.
3. He wanted to impress her, so he baked a cake *himself*.
4. Jennifer does chores *herself* because she doesn't trust others to do them right.
5. That car is in a class all by *itself*.
6. We don't have to go out; we can fix dinner *ourselves*.
7. You are too young to go out by *yourselves*.
8. The actors saved the local theatre money by making costumes *themselves*.

Reflexive Pronoun Exercises

The following exercises will help you gain greater understanding about how reflexive pronouns work. Choose the best answer to complete each sentence.

1. Each morning, I brush my teeth and stare at _____ in the mirror.
A. Himself
B. Herself
C. Myself
D. Itself

Answer: C. Each morning, I brush my teeth and stare at *myself* in the mirror.

2. Dad and I painted the trailer _____.
A. Myself
B. Himself
C. Itself
D. Ourselves

Answer: D. Dad and I painted the trailer *ourselves*.

3. The children made holiday decorations by _____.
A. Itself
B. Ourselves
C. Themselves
D. Their selves

Answer: C. The children mad holiday decorations by *themselves*.



Reflexive Pronouns

Fill in the missing reflexive pronouns.



Name _____

No _____ Class _____

Date ____/____/____

1. My little sister can dress _____.
2. I wash my clothes _____.
3. We repaired the computer _____.
4. My uncle shaves _____ every morning.
5. I don't like to talk about _____.
6. My sister lives by _____.
7. Sarah looks at _____ in the mirror for hours.
8. We hurt _____ in the accident.
9. You are going to enjoy _____ if you go to the party.
10. Kids don't hurt _____ when they are in the park.
11. I am going to buy _____ a new dress.
12. I taught _____ how to swim.
13. She blames _____ for the mistake.
14. Behave _____!
15. The hunter shot _____ accidentally.
16. My brother cuts _____ when he uses that knife.
17. My grandmother burnt _____ when she was baking a cake.
18. We entertained _____ playing cards.
19. They spend hours looking at _____ in the mirror.
20. I hurt _____ when I fell down the swing.
21. He told _____ that he would get the best mark in his class.

22. The baby is not old enough to wash _____.
23. A friend of mine killed _____ with drugs.
24. My dog nearly killed _____ when it ran across the road.
25. The children entertained _____ riding their bikes in the park.
26. I hate people who only think about _____.
27. Our teacher told us that she started to live by _____ at the age of 18.
28. You shouldn't go there by _____.
29. Don't put your hands there. You can burn _____.
30. The dog returned home by _____.
31. We learned how to play the guitar _____.
32. Help _____!
33. I don't like _____.
34. She doesn't respect _____.
35. She taught _____ how to speak French. He didn't go to school.
36. The cat had fleas and was scratching _____ whole day.

REFLEXIVE PRONOUNS

I	Myself
YOU	Yourself
WE	Ourselves
THEY	Themselves
HE	Himself
SHE	Herself
IT	Itself



We use reflexive pronouns after the verb when the object and the object are the same person.

I washed the dishes myself.

If we use "by" before the reflexive pronouns it means "alone".

I cleaned the house by myself. I was alone.

We don't use reflexive pronouns with the verbs "wash-shave-dress".

A) Choose the correct answer.

- 1) My mother does the housework herself/himself.
- 2) I prepared this work ourselves/myself.
- 3) She made this cake herself/myself.
- 4) My mother and I do the shopping myself/ourselves.
- 5) Kerem cuts his hair itself/himself.
- 6) Seher and Yaşar prepare the dinner ourselves/themselves.
- 7) I introduced myself/ourselves to the tourists.



D) Fill in the blanks with suitable pronouns.

- 1) _____ washed the dishes myself.
- 2) _____ played outside themselves.
- 3) _____ eat her meal herself.
- 4) _____ goes to the sport center himself.
- 5) _____ do my homework myself.
- 6) _____ like walking outside myself.
- 7) _____ watched the ourselves.
- 8) _____ sleeps in its bed itself.
- 9) _____ takes care of the baby herself.
- 10) _____ drives to work himself.

B) Choose the correct answer.

- 1) My mother does the housework herself/himself.
- 2) I prepared the Math project ourselves/myself.
- 3) Selma made this cake herself/myself.
- 4) My mother and I do the shopping myself/ourselves.
- 5) Kerem cuts his hair itself/himself.
- 6) Seher and Yaşar prepare the dinner ourselves/themselves.
- 7) I introduced myself/ourselves to the tourists.



C) Fill in the blanks with suitable pronouns.

- 1) Our friends and we go to school _____.
- 2) My father does his work _____.
- 3) Serkan cut the trees _____.
- 4) My mother and father decorate the house _____.
- 5) Kerem and I did the Project _____.
- 6) My grandparents had a vocation _____.
- 7) Fidan cooked this delicious meal _____.
- 8) Our teacher plan the lesson _____.
- 9) Our cat drink the milk _____.
- 10) Hakan does the shopping _____.
- 11) Su and Selim went on a holiday _____.
- 12) Vedat walked in the darkness by _____.
- 13) I stayed at home last night by _____.

E) Decide whether the action happens alone or not. Put "A" for "ALONE".

- 1) _____ I went out last night by myself.
- 2) _____ She decorated her room herself.
- 3) _____ We had a picnic with our children ourselves.
- 4) _____ My mother goes to work by herself.
- 5) _____ I sewed that dress by myself.
- 6) _____ Serdar watched TV at home himself.
- 7) _____ Asli and Efe went to the cinema themselves.
- 8) _____ Sevgi lives in this house by herself.
- 9) _____ Ahmet sleeps in her room himself.
- 10) _____ Sevim and Melih prepare a Project themselves.
- 11) _____ I went to the museum by myself.

REFLEXIVE PRONOUNS

Name _____

Nº ___ Class ___ Date ___/___/___



1. We protect _____ from the rain with an umbrella.



2. The children are amusing _____ with the snow.



3. Sheila hurt _____ when she fell.



4. Did you enjoy _____ at the party last night?



5. You shouldn't blame _____ for what happened.



6. I like to look at _____ in the mirror.



7. The baby is not old enough to bathe _____.



8. He cut _____ on a piece of glass.



9. She blames _____ for all the trouble.



10. The dog hurt _____ when it jumped over the fence.



11. They hurt _____ when they were playing.



12. You are old enough to wash _____.



13. He burnt _____ on the stove.



14. My father cuts _____ every morning when he shaves.



15. We taught _____ to play chess.



16. The child is not old enough to take care of _____.



17. Mary protects _____ from the rain with an umbrella.




18. Behave _____ !



19. I taught _____ to ride a horse.



20. The girls are amusing _____ in the park.

C  **Photo story** Read and listen to two people meeting in a hotel lobby.

ENGLISH FOR TODAY'S WORLD
 connecting people from different cultures
 and language backgrounds



Leon: You look familiar. Haven't we met somewhere before?

Taka: I don't think so. I'm not from around here.

Leon: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.

Taka: Of course! You're from Mexico, right?

Leon: That's right. I'm sorry. I've forgotten your name.

Taka: Kamura Takashi. But you can call me Taka.

Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?

Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.

Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I would show you around.

Taka: That would be great. I hear Acapulco's beautiful.

Leon: It was nice to see you again, Taka.

Taka: You, too.

Leon: Spanish speaker / Taka: Japanese speaker

D Focus on language Find an underlined expression in the Photo Story to match each of the following explanations.

- 1 You say this when you want to offer to introduce someone to a new place.
- 2 You say this to suggest that someone call or e-mail you in the future.
- 3 You say this when you're not sure if you know someone, but you think you might.
- 4 You say this when you want to ask about someone's recent activities.

E Think and explain Answer the questions, according to the Photo Story. Explain your answers.

- 1 Why does Leon begin speaking with Taka?
- 2 Has Taka been busy since the conference?
- 3 Why does Leon give Taka his business card?
- 4 What does Leon offer to do at the next conference?

F Pair work Write suggestions to a visitor about how to behave in your country. Then share your advice with the class.

“Never ask about a person's age or salary!”

“Please don't exchange business cards with one hand!”

Your advice
1
2
3

B Grammar practice Complete the message with the present perfect or the simple past tense.



FaceSpace SAVE DELETE REPLY ATTACH

August 29 at 10:50 AM

Hi, Emilie:


I have always remembered your wonderful English classes in Rome, and when I (1 see) _____ you on FaceSpace yesterday, I (2 decide) _____ to send you a message to say hello. We (3 not see) _____ each other in years! So let me tell you what I've been up to. In 2006, I (4 move) _____ to Canada, and I'm living in Montreal right now. I'm still studying English, and I recently (5 enroll) _____ in a great language school here. I (6 travel) _____ a lot in Canada and the US, too. I (7 be) _____ to Toronto, Halifax, Boston, and New York. I (8 go) _____ back home to Rome to visit my parents last September. Sorry I (9 not call) _____ you then! Do you think my English is better now? I'm going to keep studying until I can speak as well as you! After more than three years here, I (10 fall) _____ in love with this city! Let's keep in touch. If you come to Montreal, I'd love to show you around.

Antoinetta

Antoinetta
 Birthday: June 3
 Current city: Montreal
 Hometown: Rome

SEARCH
 INBOX
 SENT

PRONUNCIATION Sound reduction in the present perfect

- A**  Listen to how the sound /t/ of the negative contraction "disappears." Then listen again and repeat.
- 1 I **haven't been** to that class.
 - 2 He **hasn't met** his new teacher.
 - 3 They **haven't taken** the test.
 - 4 She **hasn't heard** the news.
- B** Now practice saying the sentences on your own.

NOW YOU CAN Get reacquainted with someone

Group work Adapt the Conversation Model. With two other students, make introductions and get reacquainted. Use the present perfect. Then change the situation and roles.

- A: _____, have you met _____?
- B: No, I haven't.
- A: _____, I'd like you to meet _____.
- C: _____, You look familiar. Have we met before?
- B: _____.

- Ideas**
 You met...
- at a party
 - at a meeting
 - at a friend's house
 - in a class
 - (your own idea) _____

Don't stop!
 Engage in small talk.
 Talk about how the weather has been.
 Ask what your partners did before class began.
 Introduce other classmates.

LESSON
3

GOAL Discuss gestures and customs

BEFORE YOU READ

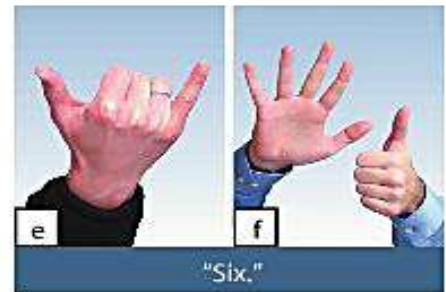
Pair work Discuss which hand gestures people use in your country for the expressions below. Are there any other gestures you can think of that people often use?



"Come with me."



"There he is."



"Six."

READING



Body Talk

By Kelly Garbo



To communicate well with people of other countries, you must learn to speak well, right? Yes, but speaking isn't everything. Some experts say only thirty percent of communication comes from talking. Your gestures and other non-verbal actions matter, too.

But in different cultures, the same action can have different meanings. When you have to meet someone from a different culture, be prepared. Do you know what kind of gestures and customs are appropriate?



Let's look at shaking hands. North Americans like a firm handshake. But the French prefer a light, short handshake. If you shake a French person's hand the North American way, he or she may not like it. People in Eastern European countries and some Latino cultures prefer shorter handshakes, too. Hugging after shaking hands is also a common introduction there. Don't be surprised if a Brazilian gives you a hug. If you misinterpret gestures of introduction, your friendship may get off on the wrong foot!

Everyone around the world knows the "OK" hand gesture don't they? But in Spain, parts of South America, and Eastern Europe, the OK sign is considered rude. And if you go shopping in Japan, it means you'd like your change in coins instead of bills. In France, making the OK sign means "zero" or that something is worthless. So check before you use the OK sign to be sure it's OK!


Understanding even a few key gestures from different cultures can make you a better communicator. So next time you travel, try being culturally sensitive. Find out the local gesture and let your body talk.

Source: bellaonline.com

LESSON
4

GOAL Describe an interesting experience

BEFORE YOU LISTEN

A  **Vocabulary** • *Participial adjectives* Read and listen. Then listen again and repeat.



The safari was **fascinating**.
 (They were **fascinated**.)



The ski trip was **thrilling**.
 (They were **thrilled**.)



The sky-dive was **frightening**.
 (They were **frightened**.)



The food was **disgusting**.
 (They were **disgusted**.)

B On a separate sheet of paper, write lists of things you think are fascinating, thrilling, frightening, and disgusting.

C Pair work Compare your lists.

“I think eating snails is disgusting.”

“Really? I’ve tried them and I wasn’t disgusted at all.”



LISTENING COMPREHENSION

A  **Listen to associate** Listen to the three interviews. Then listen again and write the number of the speaker described by each statement.

- ...3... a travels to have thrilling experiences
- b describes differences in body language
- c was disgusted by something
- d is fascinated by other cultures
- e tries to be polite
- f does some things that are scary



Andrew Barlow



Nancy Sullivan



Mieko Nakamura



4. ESTRATEGIAS DE APRENDIZAJE

ESTRATEGIA DE APRENDIZAJE 1: Análisis y Planeación
Descripción: Discusión sobre las lecturas, artículos y videos. Observación atenta y detallada de las éticas que emiten las estudiantes y las personas que están en su contexto para lograr la respuesta de los demás.
Ambiente(s) requerido: Aula amplia con buena iluminación.
Material (es) requerido: Infocus.
Docente: Con conocimiento de la materia.

5. ACTIVIDADES

- Controles de lectura
- Exposiciones
- Presentación del Trabajo final

Se presenta evidencia física y digital con el fin de evidenciar en el portafolio de cada aprendiz su resultado de aprendizaje. Este será evaluable y socializable

6. EVIDENCIAS Y EVALUACIÓN

Tipo de Evidencia	Descripción (de la evidencia)
De conocimiento:	Portafolio Evaluation: oral and written form.



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
GUIA DE APRENDIZAJE

Desempeño:	Trabajo grupal presentación del trabajo sobre temas de la vida real para ser aplicados en al carrera de Parvularia.
De Producto:	Trabajo de realizado Trabajo en grupo Trabajo individual
Criterios de Evaluación (Mínimo 5 Actividades por asignatura)	1.- Actividad 1.- Make a tale 2.-Actividad 2.- Questionary and use the new vocabulary; reading comprehension. 3.- Actividad 3.- Make a broucher, about “ My INFANCY”, apply the grammar learned. 4.- Actividad 4.- Explanation advantages and disadvantages about their profession.; Oral form.

Elaborado por: MS.c. Joyce Narváez	Revisado Por: (Coordinador)	Reportado Por: (Vicerrector)
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