



INSTITUTO TECNOLÓGICO SUPERIOR
"JAPÓN"

Guía
Metodológica De
Inglés IV



Compilado por:
Mgs. Joyse Narváez
Carrera: Parvularia
2019



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
 GUIA DE APRENDIZAJE

1. IDENTIFICACIÓN DE

Nombre de la Asignatura: <p style="text-align: center;">INGLÉS IV</p>	Componentes del Aprendizaje	Marco Común Europeo de las Lenguas B.1		
Resultado del Aprendizaje: COMPETENCIAS Y OBJETIVOS: <ul style="list-style-type: none"> • Comprende los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. • Conoce el desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. • Desarrolla textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. • Describe experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. 				
Docente de Implementación:				
Msc. Joyce Narváez	Duración: 20 horas			
Unidades	Competencia	Resultados de Aprendizaje	Actividades	Tiempo de Ejecución
PRESENT CONTINUOUS VS SIMPLE PRESENT TENSE. ACTIVE VOICE AND PASSIVE VOICE WITH PROGRESSIVE TENSE.	Comprende los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio.	COGNITIVO: Conocer el presente continuous versus simple present tense. Con preguntas y respuestas afirmativas y negativas. PROCEDIMENTAL: Desarrollar la estructura gramatical de forma adecuada a ejemplos de la vida real. ACTITUDINAL: Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación.	Listening; Infer information. Reading: Newspapers advertisements. A magazine ad for a new product. Writing: Write a paragraph describing a product. Speaking: Suggest a brand or model, and express frustration or sympathy.	5



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
 GUIA DE APRENDIZAJE

<p>PAST CONTINUOUS VS SIMPLE PAST TENSE AND PRESENT PERFECT CONTINUOUS.</p>	<p>Conoce el desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua.</p>	<p>COGNITIVO: Conocer el past continuous vs simple past tense and present perfect continuous, 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 a short article about one's musical tastes.</p> <p>Speaking: Describe features of products and use the new vocabulary learnt.</p>	<p>5</p>
<p>MODALS AND ADVERBS.</p>	<p>Desarrolla textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal</p>	<p>COGNITIVO: Conocer los modales y los adverbios 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

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

Co-requisitos

- ENGLISH THIRD LEVEL

3. UNIDADES TEÓRICAS

• Desarrollo de las Unidades de Aprendizaje (contenidos)

A. Base Teórica

- UNIDAD 1

PRESENT CONTINUOUS VS SIMPLE PRESENT TENSE

ACTIVE VOICE VS PASSIVE WITH PROGRESSIVE TENSE.



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

The present continuous is made from the **present tense of the verb *be*** and the ***-ing form*** of a verb:

I am working

You are working

He is working

She is working

It is working

We are working

You are working

They are working

We use the present continuous to talk about:

- **activities at the moment of speaking:**

I'm just leaving work. I'll be home in an hour.

Please be quiet. The children are sleeping.

We also use the present continuous to talk about:

- something which is happening before and after a specific time:

At eight o'clock we are usually having breakfast.

When I get home the children are doing their homework.

- something which **we think is temporary:**

Michael is at university. He's studying history.

I'm working in London for the next two weeks.

- something which is **new** and **contrasts** with a previous state:

These days most people are using email instead of writing letters.

What sort of clothes are teenagers wearing nowadays?

What sort of music are they listening to?

- something which is **changing, growing** or **developing:**

The children are growing up quickly.

The climate is changing rapidly.

Your English is improving.

- something which happens **again and again:**



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN

GUIA DE APRENDIZAJE

*It's **always raining** in London.*

*They **are always arguing**.*

*George is great. He's **always laughing**.*

Note that we normally use always with this use

We can use the present continuous to talk about the **past** when we are:

- **telling a story:**

*The other day I'm just **walking** down the street when suddenly this man comes up to me and asks me to lend him some money. Well he's carrying a big stick and he looks a bit dangerous, so I'm **wondering** what to do ...*

- **summarising** a book, film or play:

*Harry Potter is a pupil at Hogwarts school. One day when he is **playing** Quidditch he sees a strange object in the sky. He wonders what **is happening** ...*

Present Continuous Uses

USE 1 Now



Use the present continuous with normal verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

- You **are learning** English now.
- You **are not swimming** now.
- **Are you sleeping?**
- I **am sitting**.
- I **am not standing**.
- **Is he sitting** or **standing?**
- They **are reading** their books.
- They **are not watching** television.
- What **are you doing?**
- Why **aren't you doing** your homework?

USE 2 Longer Actions in Progress Now





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In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the present continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

Examples: (All of these sentences can be said while eating dinner in a restaurant.)

- I **am studying** to become a doctor.
- I **am not studying** to become a dentist.
- I **am reading** the book *Tom Sawyer*.
- I **am not reading** any books right now.
- **Are you working** on any special projects at work?
- **Aren't you teaching** at the university now?

USE 3 Near Future

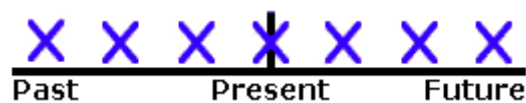


Sometimes, speakers use the present continuous to indicate that something will or will not happen in the near future.

Examples:

- I **am meeting** some friends after work.
- I **am not going** to the party tonight.
- **Is he visiting** his parents next weekend?
- **Isn't he coming** with us tonight?

USE 4 Repetition and Irritation with "Always"



The present continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like simple present, but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

- She **is always coming** to class late.
- He **is constantly talking**. I wish he would shut up.
- I don't like them because they **are always complaining**.

REMEMBER Non-Continuous Verbs / Mixed Verbs



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It is important to remember that non-continuous verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for mixed verbs cannot be used in continuous tenses. Instead of using present continuous with these verbs, you must use simple present.

Examples:

- She **is loving** this chocolate ice cream. *Not Correct*
- She **loves** this chocolate ice cream. *Correct*

ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You are **still** watching TV.
- Are you **still** watching TV?

ACTIVE / PASSIVE

Examples:

- Right now, Tom **is writing** the letter. *Active*
- Right now, the letter **is being written** by Tom. *Passive*
- sentences can be active or passive. Therefore, tenses also have "active forms" and "passive forms." You must learn to recognize the difference to successfully speak English.

- **Active Form**

- In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.
- [Thing doing action] + [verb] + [thing receiving action]
- Examples:

The professor	teaches	the students.
subject	verb	object
doing action		receiving action
John	washes	the dishes.
subject	verb	object
doing action		receiving action

Passive Form

In passive sentences, the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence. You can use the passive form if you think that the thing receiving the action is more important or should be emphasized. You can also



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
 GUIA DE APRENDIZAJE

use the passive form if you do not know who is doing the action or if you do not want to mention who is doing the action.

[Thing receiving action] + [be] + [past participle of verb] + [by] + [thing doing action]

Examples:

Active / Passive Overview

The students are taught by the professor.

subject
receiving action

passive verb

doing action

The dishes are washed by John.

subject
receiving action

passive verb

doing action

resent Continuous	Right now, Sarah is writing the letter.	Right now, the letter is being written by Sarah.
Simple Past	Sam repaired the car.	The car was repaired by Sam.
Past Continuous	The salesman was helping the customer when the thief came into the store.	The customer was being helped by the salesman when the thief came into the store.

➤ **UNIDAD 2**

PAST CONTINUOUS VS SIMPLE PAST TENSE AND PRESENT PERFECT CONTINUOUS

The most common use of the **past continuous** tense is to talk about something that was happening around a particular time in the past.

What were you doing at 8 o'clock last night? I was watching television.

I started watching television before 8 o'clock and I continued watching it after 8 o'clock.

In 1994 he was working in a small town in Poland.

At 6 o'clock on Saturday morning we were travelling to the airport.

2. We often use the **past continuous** and the **past simple** tense together. When this happens, the **past continuous** describes a longer, 'background' action or situation and the **past simple** describes the action or events.

When I woke up this morning it was raining and my father was singing in the kitchen.



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN GUIA DE APRENDIZAJE

I was walking home, whistling happily, when I saw two masked men run out of the bank.

Often, the ‘action’ described by the **past simple** tense *interrupts* the ‘situation’ described by the **past continuous** tense.

I broke my leg when I was skiing.

I was playing a computer game when the doorbell rang.

Notice that the **past continuous** describes ‘situations’ that go on for some time – ‘skiing’ and ‘playing’ but the **past simple** describes ‘actions’ that happen quickly – ‘broke’ and ‘rang’.

Notice too the important difference between these two sentences.

When they arrived, Jeff was cooking dinner. Jeff started cooking before they arrived.

When they arrived, Jeff cooked dinner. Jeff started cooking dinner after they arrived.

Use of the Past Progressive

1.1. actions were in progress at a special time in the past

Peter **was reading** a book yesterday evening.

1.2. two actions were happening at the same time (the actions do not influence each other)

Anne **was writing** a letter while Steve **was reading** the New York Times.

1.3. together with Simple Past

While we **were sitting** at the breakfast table, the telephone **rang**.

1.4. repeated actions irritating the speaker (with *always, constantly, forever*)

Andrew **was** always **coming** late.

2. Signal words

while

3. Form

to **be (was, were)** + **infinitive** + **-ing**



4. Examples

4.1. Affirmative sentences in the *Past Progressive*

Long forms	Contracted forms
I was playing football.	not possible
You were playing football.	
He was playing football.	

4.2. Negative sentences in the *Past Progressive*

Long forms	Contracted forms
I was not playing football.	I wasn't playing football.
You were not playing football.	You weren't playing football.
He was not playing football.	He wasn't playing football.

4.3. Questions in the *Past Progressive*



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GUIA DE APRENDIZAJE

Long forms	Contracted forms
Was I playing football?	not possible
Were you playing football?	
Was he playing football?	

What are signal words for the *Past Progressive*?

Signal words tell you what tense you have to use. In the *Past Progressive* we often use a period of time. A typical signal word is **while**. The *Past Progressive* is frequently used in sentences together with the *Simple Past*.

while (In this part of the sentence we usually use *Past Progressive*.)

While we **were watching** TV, Andy **was surfing** the internet.

when (In this part of the sentence we usually use the *Simple Past*. The *Past Progressive* is used in the other part of the sentence.)

The ladies **were talking** **when** the accident **happened**.

How to use *do* and *have* in *Past Progressive*

1. *do* as a main verb

Pronouns	Affirmative sentences	Negative sentences	Questions
I	I was doing an exercise.	I was not doing an exercise.	Was I doing an exercise?



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
GUIA DE APRENDIZAJE

Pronouns	Affirmative sentences	Negative sentences	Questions
you	You were doing an exercise.	You were not doing an exercise	Were you doing an exercise?
he, she, it	He was doing an exercise.	He was not doing an exercise.	Was he doing an exercise?
we, you, they	They were doing an exercise.	They were not doing an exercise.	Were they doing an exercise?

2. *have* as a main verb

Pronouns	Affirmative sentences	Negative sentences	Questions
I	I was having a bath.	I was not having a bath.	Was I having a bath?
you	You were having a bath.	You were not having a bath.	Were you having a bath?
he, she, it	He was having a bath.	He was not having a bath.	Was he having a bath?
we, you, they	They were having a bath.	They were not having a bath.	Were they having a bath?

Present Perfect Continuous Forms

The present perfect continuous is formed using *has/have* + *been* + **present participle**. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.



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- Statement: You **have been waiting** here for two hours.
- Question: **Have you been waiting** here for two hours?
- Negative: You **have not been waiting** here for two hours.

Present Perfect Continuous Uses

USE 1 Duration from the Past Until Now



We use the present perfect continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the present perfect continuous.

Examples:

- They **have been talking** for the last hour.
- She **has been working** at that company for three years.
- What **have you been doing** for the last 30 minutes?
- James **has been teaching** at the university since June.
- We **have been waiting** here for over two hours!
- Why **has Nancy not been taking** her medicine for the last three days?

USE 2 Recently, Lately



You can also use the present perfect continuous WITHOUT a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

- Recently, I **have been feeling** really tired.
- She **has been watching** too much television lately.
- **Have you been exercising** lately?
- Mary **has been feeling** a little depressed.
- Lisa **has not been practicing** her English.
- What **have you been doing**?

IMPORTANT

Remember that the present perfect continuous has the meaning of "lately" or "recently." If you use the present perfect continuous in a question such as "Have you been feeling alright?", it can suggest that the person looks sick or unhealthy. A question such as "Have you been smoking?" can suggest that you smell



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN

GUIA DE APRENDIZAJE

the smoke on the person. Using this tense in a question suggests you can see, smell, hear or feel the results of the action. It is possible to insult someone by using this tense incorrectly.

REMEMBER Non-Continuous Verbs/ Mixed Verbs

It is important to remember that non-continuous verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for mixed verbs cannot be used in continuous tenses. Instead of using present perfect continuous with these verbs, you must use present perfect.

Examples:

- Sam **has been having** his car for two years. *Not Correct*
- Sam **has had** his car for two years. *Correct*

ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You have **only** been waiting here for one hour.
- Have you **only** been waiting here for one hour?

ACTIVE / PASSIVE

Examples:

- Recently, John **has been doing** the work. *Active*
- Recently, the work **has been being done** by John. *Passive*

NOTE: Present perfect continuous is less commonly used in its passive form.

EXERCISE: FILL IN THE BLANKS.

Mr. Smith: So tell me a little bit about yourself, Mr. Harris. I would like to find out a little bit more about your background.

Mr. Harris: I (work) in the insurance industry for over ten years. I worked for Met Life for six years and World Insurance for four and a half. During that time, I heard many good things about Hollings Life Insurance and that's why I (apply) for the new sales position.

Mr. Smith: Tell me a little about your hobbies and interests.

Mr. Harris: In my spare time, I hike in the mountains outside of town, volunteer at the Sierra Club and play tennis. In fact, I (compete) in a tennis tournament this weekend.



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN
GUIA DE APRENDIZAJE

Mr. Smith: Really, how long (you, play) tennis ?

Mr. Harris: I (play) since high school. I love the sport.

Mr. Smith: Great! We like dedication here at Hollings Life. You mentioned you volunteer at the Sierra Club. I (work, currently) with them on the sea turtle project. We (try) to create a wildlife sanctuary near the bay.

Mr. Harris: Do you know Frank Harris? He's my brother. He (work, presently) on the same project.

Mr. Smith: I know Frank quite well. Any brother of Frank's would be a welcome addition to Hollings Life. Just one more thing, we (look) for somebody who is fluent in Spanish; many of our clients are from Mexico.

Mr. Harris: No problem. I (study) Spanish since elementary school.

Mr. Smith: Sounds like you are the perfect candidate

➤ **UNIT 3**

MODALS VERBS AND ADVERBS.

The modal verbs include *can, must, may, might, will, would, should*. They are used with other verbs to express ability, obligation, possibility, and so on. Below is a list showing the most useful modals and their most common meanings:

Modal	Meaning	Example
can	<i>to express ability</i>	I <i>can</i> speak a little Russian.
can	<i>to request permission</i>	<i>Can</i> I open the window?
may	<i>to express possibility</i>	I <i>may</i> be home late.
may	<i>to request permission</i>	<i>May</i> I sit down, please?
must	<i>to express obligation</i>	I <i>must</i> go now.
must	<i>to express strong belief</i>	She <i>must</i> be over 90 years old.
should	<i>to give advice</i>	You <i>should</i> stop smoking.
would	<i>to request or offer</i>	<i>Would</i> you like a cup of tea?
would	<i>in if-sentences</i>	If I were you, I <i>would</i> say sorry.

Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals *must* and *can* need substitute verbs to express obligation or ability in the different tenses. Here are some examples:



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN

GUIA DE APRENDIZAJE

<i>Past simple</i>	Sorry I'm late. I had to finish my math test.
<i>Present perfect</i>	She's had to return to Korea at short notice.
<i>Future</i>	You'll have to work hard if you want to pass the exams.
<i>Infinitive</i>	I don't want to have to go.
<i>Past simple</i>	I couldn't/wasn't able to walk until I was 3 years old.
<i>Present perfect</i>	I haven't been able to solve this problem. Can you help?
<i>Future</i>	I'm not sure if I will be able to come to your party.
<i>Infinitive</i>	I would love to be able to play the piano.

Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions. For example: *Must I come?* (~~Do I must come?~~), or: *He shouldn't smoke* (~~He doesn't should smoke~~).

Important: The explanations and examples on this page are just an introduction to this extensive and complex area of English grammar. Students of English who want to learn more should consult a good reference work, such as *Swan's Practical English Usage*.

1. can

Use	Examples
ability to do sth. in the present (substitute form: to be able to)	I can speak English.
permission to do sth. in the present (substitute form: to be allowed to)	Can I go to the cinema?
request	Can you wait a moment, please?
offer	I can lend you my car till tomorrow.
suggestion	Can we visit Grandma at the weekend?



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Use	Examples
possibility	It can get very hot in Arizona.

2. could

Use	Examples
ability to do sth. in the past (substitute form: to be able to)	I could speak English.
permission to do sth. in the past (substitute form: to be allowed to)	I could go to the cinema.
polite question *	Could I go to the cinema, please?
polite request *	Could you wait a moment, please?
polite offer *	I could lend you my car till tomorrow.
polite suggestion *	Could we visit Grandma at the weekend?
possibility *	It could get very hot in Montana.

3. may



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Use	Examples
possibility	It may rain today.
permission to do sth. in the present (substitute form: to be allowed to)	May I go to the cinema?
polite suggestion	May I help you?

4. might

Use	Examples
possibility (less possible than may) *	It might rain today.
hesitant offer *	Might I help you?

5. must

Use	Examples
force, necessity	I must go to the supermarket today.
possibility	You must be tired.



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Use	Examples
advice, recommendation	You must see the new film with Brad Pitt.

6. *must not/may not*

Use	Examples
prohibition (must is a little stronger)	You mustn't work on dad's computer.
	You may not work on dad's computer.

7. *need not*

Use	Examples
sth. is not necessary	I needn't go to the supermarket, we're going to the restaurant tonight.

8. *ought to*

similar to *should* – *ought to* sounds a little less subjective

Use	Examples
advice	You ought to drive carefully in bad weather.



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GUIA DE APRENDIZAJE

Use	Examples
obligation	You ought to switch off the light when you leave the room.

9. shall

used instead of *will* in the 1st person

Use	Examples
suggestion	Shall I carry your bag?

10. should

Use	Examples
advice	You should drive carefully in bad weather.
obligation	You should switch off the light when you leave the room.

11. will

Use	Examples
wish, request, demand, order (less polite than would)	Will you please shut the door?



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Use	Examples
prediction, assumption	I think it will rain on Friday.
promise	I will stop smoking.
spontaneous decision	Can somebody drive me to the station? - I will .
habits	She's strange, she' ll sit for hours without talking.

12. *would*

Use	Examples
wish, request (more polite than will)	Would you shut the door, please?
habits in the past	Sometimes he would bring me some flowers.

* These are no past forms, they refer to the future.

➤ UNIT 4

GERUNDS AND QUANTIFIERS.



We use gerunds (verb + ing):

- After **certains verbs** - I **enjoy singing**
- After prepositions - I drank a cup of coffee **before leaving**
- As the subject or object of a sentence - **Swimming** is good exercise

We use 'to' + infinitive:

- After **certains verbs** - We **decided to leave**
- After many adjectives - It's **difficult to get** up early
- **- I came to London to study English**

We use the bare infinitive (the infinitive without 'to'):

- **After modal verbs** - I can **meet** you at six o'clock
- After 'let', 'make' and (sometimes) 'help' - The teacher let us **leave** early
- After some verbs of perception (see, watch, hear, notice, feel, sense) - I watched her **walk** away
- After expressions with 'why' - why **go** out the night before an exam?

Verbs that take the gerund or 'to + infinitive' with examples and exercises:

Gerunds and Infinitives with Verbs Part 1

Here are some of the most common verbs that are usually followed by the gerund.

- enjoy: I enjoyed **living** in France.
- fancy: I fancy **seeing** a film tonight.
- discuss: We discussed **going** on holiday together.
- dislike: I dislike **waiting** for buses.
- finish: We've finished **preparing** for the meeting.
- mind: I don't mind **coming** early.
- suggest: He suggested **staying** at the Grand Hotel.
- recommend: They recommended **meeting** earlier.
- keep: He kept **working**, although he felt ill.
- avoid: She avoided **talking** to her boss.

And here are some common verbs followed by 'to' and the infinitive.

- agree: She agreed **to give** a presentation at the meeting.
- ask*: I asked **to leave** early / I asked him **to leave** early.
- decide: We decided **to go** out for dinner.
- help*: He helped **to clean** the kitchen / he helped his flatmate **to clean** the kitchen.
- plan: She plans **to buy** a new flat next year.



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- hope: I hope **to pass** the exam.
- learn: They are learning **to sing**.
- want*: I want **to come** to the party / I want him **to come** to the party.
- would like*: I would like **to see** her tonight / I would like you **to see** her tonight.
- promise: We promised not **to be** late.

*We can use an object before the infinitive with these verbs.

(Note that 'help' can also be followed by the infinitive without 'to' with no difference in meaning: 'I helped to carry it' = 'I helped carry it'.)

Gerunds and Infinitives with Verbs Part 2

Here are some more verbs that are usually followed by the gerund

- miss: She misses **living** near the beach.
- appreciate: I appreciated her **helping** me.
- delay: He delayed **doing** his taxes.
- postpone: He postponed **returning** to Paris
- practise: She practised **singing** the song.
- consider: She considered **moving** to New York.
- can't stand: He can't stand her **smoking** in the office.
- can't help: He can't help **talking** so loudly.
- risk: He risked **being** caught.
- admit: He admitted **cheating** on the test.

And here are some more verbs followed by 'to' and the infinitive.

- can afford: We can't afford **to go** on holiday.
- manage: He managed **to open** the door without the key.
- prepare*: They prepared **to take** the test /
the teachers prepared the students **to take** the test.
- demand: He demanded **to speak** to Mr. Harris.
- choose: I chose **to help**.
- offer: Frank offered **to drive** us to the supermarket.
- wait: She waited **to buy** a movie ticket.
- would hate*: I'd hate **to be** late / I'd hate you **to be** late.
- would love*: I'd love **to come** / I'd love him **to come**.
- seem: Nancy seemed **to be** disappointed.

*We can use an object before the infinitive with these verbs.



QUANTIFIERS

Quantifiers are adjectives and adjectival phrases that give approximate or specific answers to the questions "How much?" and "How many?" The pages in this section will teach you more about the different quantifiers in English and how they are used.

QUANTIFIERS IN ENGLISH

- Numbers in English: ordinal, cardinal, and percentages
- Choosing the right quantifier: countable and uncountable nouns
- Expressing opinions about quantity
- Indefinite and incomplete quantities
- Using graded quantifiers to compare amounts
- Using the quantifier "enough"

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity: 'Some', 'many', 'a lot of' and 'a few' are examples of quantifiers.

Quantifiers can be used with both countable and uncountable nouns.

Examples:

There are *some* books on the desk
He's got only *a few* dollars.
How *much* money have you got?
There is *a large quantity of* fish in this river.
He's got *more* friends than his sister.

Examples of quantifiers

With Uncountable Nouns

- much
- a little/little/very little *
- a bit (of)
- a great deal of
- a large amount of
- a large quantity of

With Both

- all
- enough
- more/most
- less/least
- no/none



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- not any
- some
- any
- a lot of
- lots of
- plenty of

With Countable Nouns

- many
- a few/few/very few **
- a number (of)
- several
- a large number of
- a great number of
- a majority of

*** NOTE**

little, very little mean that there is not enough of something.

a little means that there is not a lot of something, but there is enough.

**** NOTE**

few, very few mean that there is not enough of something.

a few means that there is not a lot of something, but there is enough.

Choose the correct quantifier.

1. They have had homework in mathematics recently.
2. How time do you need to finish the work?
3. There are too students in the library.
4. Have you visited foreign countries?
5. Although he's very ill, he didn't take medicine.
6. people know as much about linguistics as John does.
7. They say knowledge is a dangerous thing.
8. He's having of trouble passing his driving test.
9. I spend of my time reading novels.
10. He knows English. He knows enough English to manage.



B. Base de Consulta

TÍTULO	AUTOR	EDICIÓN	AÑO	IDIOMA	EDITORIAL
Top Notch – Second edition	Joan Saslow and Allen Ascher,	New York	2014	English	Pearson
Understanding and using	Betty Schrampher Azar and Barbara F. Matties.	New York	2013	English	Longman

C. Base práctica con ilustraciones

Exceptions in Spelling

Exeption	Example
silent e is dropped before ing (but: ee is not changed)	come - coming (but: agree - agreeing)
final consonant after short, stressed vowel is doubled	sit - sitting
final consonant / after vowel is always doubled (in British English)	travel - travelling
ie becomes y before ing	lie - lying

Short Forms

positiv	negativ
<i>I am playing.</i> - I'm playing.	<i>I am not playing.</i> - I'm not playing.



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GUIA DE APRENDIZAJE


<i>He is playing.</i> - He's playing.	<i>He is not playing.</i> - He's not playing. / He isn't playing.
<i>We are playing.</i> - We're playing.	<i>We are not playing.</i> - We're not playing. / We aren't playing.

Use

Use	Example
actions taking place at the moment of speaking (now)	He is playing football.
arrangements for the near future	I'm going to the theatre tonight.
actions taking place only for a limited period of time	Jim is helping in his brother's firm this week.
actions taking place around now (but not at the moment of speaking)	I'm studying for my exams.
development, changing situations	The population of China is rising very fast.

Typical Signal Words

- at the moment
- now / just now / right now
- Listen!
- Look!

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

LESSON
1

GOAL Get reacquainted with someone

CONVERSATION MODEL

- A**  Read and listen to people getting reacquainted.
- A: Audrey, have you met Hanah?
 B: No, I haven't.
 A: Hanah, I'd like you to meet Audrey.
 C: Hi, Audrey. You look familiar. Have we met before?
 B: I don't think so.
 C: I know! Last month. You were at my sister Nicole's party.
 B: Oh, that's right! How have you been?
- B**  **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



Contractions

have met = 've met
 has met = 's met
 have not met = haven't met
 has not met = hasn't met

GRAMMAR The present perfect

Use the present perfect to talk about an indefinite time in the past.
 Use the simple past tense to talk about a definite or specific time.

present perfect: indefinite time simple past tense: definite time
 I've met Bill twice. We met in 1999 and again in 2004.

Form the present perfect with have or has and a past participle.
 For regular verbs, the past participle form is the same as the simple past form: (open → opened, study → studied)

We **have** met them. She **has** called him.
 Have you met them? Has she called him?
 Yes, we **have**. / No, we **haven't**. Yes, she **has**. / No, she **hasn't**.

Irregular verbs

base form	simple past	past participle
be	was / were	been
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
go	went	gone
have	had	had
make	made	made
meet	met	met
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written

For more irregular verb forms, open Reference Charts on your ActiveBook Self-Study Disc.

- A Pair work** Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.


- A: our new teacher?
 B: Yes, He her in the office this morning.
- A: to this class before?
 B: No, They're new at this school.
- A: in the new school restaurant?
 B: No, Is it good?
- A: with the school director?
 B: Yes, They with her yesterday.
- A: the new language lab?
 B: No, But she the library.

GRAMMAR BOOSTER p. 122

• The present perfect: information questions



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
2

GOAL Greet a visitor to your country

VOCABULARY Tourist activities around the world

A Read and listen. Then listen again and repeat.



climb Mt. Fuji



go sightseeing in New York



go to the top of the Eiffel Tower



try Korean food



take a tour of the Tower of London



take pictures of the Great Wall

B Pair work What tourist activities have you done? Which haven't you done? Use the Vocabulary and the present perfect.

“I've climbed two famous mountains.”

“I haven't gone to the top of the Empire State Building in New York.”

GRAMMAR The present perfect: *already, yet, ever, and before*

Use **yet** or **already** in questions about recent experiences.

Have you toured Quito **yet**? Has she **already** tried Korean barbecue?

Use **already** in affirmative statements. Use **yet** in negative statements.

I've **already** tried sushi. I haven't tried sashimi **yet**.

Use **ever** or **before** in questions about life experiences.

Have you **ever** eaten Indian food? Has she **ever** been to London?
 Have you eaten Thai food **before**? Has she been to Paris **before**?

Use **already** or **before** in affirmative statements. Use **have never** or **haven't ever** in negative statements.

I've **already** tried Indian food three times, but I've **never** tried Thai food.
 I've tried Indian food **before**, but I **haven't ever** tried Thai food.

Be careful!

You can use **before** in affirmative statements. But don't use **ever**.
 Don't say:
 I've **ever** been to London before.

GRAMMAR BOOSTER > p. 122

- **Yet and already:** expansion, common errors
- **Ever, never, and before:** use and placement

A Grammar practice On a separate sheet of paper, use the words to write statements or questions in the present perfect.

- 1 (you / go sightseeing / in London / before)
- 2 (she / already / try / Guatemalan food)
- 3 (they / ever / be / to Buenos Aires)
- 4 (we / not take a tour of / Prague / yet)

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?



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:	Portfolio Evaluation oral and written form.



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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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www.itsjapon.edu.ec

Calle Mariete de Veintimilla y
Cuarta Transversal
2 356 368