

INSTITUTO SUPERIOR TECNOLÓGICO



Amor al conocimiento

# GUÍA METODOLÓGICA

INGLÉS I  
GASTRONOMIA



AUTOR: MSC. SHADYRA NARVÁEZ  
2020



**1. IDENTIFICACIÓN DE**

<b>Nombre de la Asignatura:</b> <p style="text-align: center;"><b>INGLÉS 1</b></p>	<b>Componentes del Aprendizaje</b>	<b>Marco Común Europeo de las Lenguas A.1</b>		
<b>Resultado del Aprendizaje:</b> <b>COMPETENCIAS Y OBJETIVOS:</b> <ul style="list-style-type: none"> <li>• Comprender y utilizar expresiones cotidianas de uso muy frecuente. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica.</li> <li>• Comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes.</li> <li>• Saber comunicar a la hora de llevar a cabo tareas simples y cotidianas.</li> <li>• Describir en términos sencillos aspectos de su origen personal y su formación, su entorno directo, así como cuestiones relacionadas con sus necesidades inmediatas.</li> </ul>				
<b>Docente de Implementación:</b>				
<b>Msc. Shadyra Narváez</b>	<b>Duración: 20 horas</b>			
Unidades	Competencia	Resultados de Aprendizaje	Actividades	Tiempo de Ejecución
PRESENT TENSE DEL VERB TO BE, BASIC VOCABULARY.	Comprende y utiliza expresiones cotidianas de uso muy frecuente. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica.	<b>COGNITIVO:</b> Conocer las acciones en present tense verb to be en hechos de la vida real, aplicado al vocabulary de la vida real.  <b>PROCEDIMENTAL:</b> Desarrollar la estructura gramatical de forma adecuada a ejemplos de la vida real.  <b>ACTITUDINAL:</b> Aplicar el vocabulario y gramática aprendida en diálogos con una buena pronunciación.	<b>Listening;</b> Infer information, questions activities.  <b>Reading:</b> Skills and strategies, understand from context.  <b>Writing:</b> Write a paragraph describing an event in their job.  <b>Speaking:</b> Express sympathy when someone is frustrated, use the new vocabulary.	<b>5</b>



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<p>SIMPLE PRESENT TENSE, VERBS REGULAR AND IRREGULAR FORM.</p>	<p>Comprende frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes</p>	<p><b>COGNITIVO:</b>          Conocer el simple present tense en el uso de gramática y refuerzo de ejercicios orales y escritos.          Identificar los verbos regulares e irregulares.</p> <p><b>PROCEDIMENTAL:</b>          Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p><b>ACTITUDINAL:</b>          Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p><b>Listening;</b>          Skills strategies, active language from a text.</p> <p><b>Reading:</b>          Interpret a diagram.          Confirm facts.</p> <p><b>Writing:</b>          Write two paragraphs about trips.</p> <p><b>Speaking:</b>          Use really? To express enthusiasm.          Intonation exercises to ask follow -up questions to keep a conversation going.</p>	<p><b>5</b></p>
<p>PRESENT CONTINUOUS AND VERBS WITH ING.</p>	<p>Sabe comunicar a la hora de llevar a cabo tareas simples y cotidianas</p>	<p><b>COGNITIVO:</b>          Conocer el tiempo progresivo en la gramática inglesa</p> <p><b>PROCEDIMENTAL:</b>          Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p><b>ACTITUDINAL:</b>          Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p><b>Listening;</b>          Skills strategies, active language from a text.</p> <p><b>Reading:</b>          Skills, understand from context and infer the information.</p> <p><b>Writing:</b>          Make a venn diagram and compare two people in a family</p> <p><b>Speaking:</b>          Sing a song. Infer vocabulary.          Make a conversation.</p>	<p><b>5</b></p>



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<p>PRESENT          CONTINUOUS VS          SIMPLE PRESENT          TENSE</p>	<p>Describe experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.</p>	<p><b>COGNITIVO:</b>          Conocer el tiempo progresivo con el tiempo presente en la gramática inglesa</p> <p><b>PROCEDIMENTAL:</b>          Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p><b>ACTITUDINAL:</b>          Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p><b>Listening;</b>          Skills strategies, active language from a text.</p> <p><b>Reading:</b>          Draw conclusions.          Apply information.</p> <p><b>Writing:</b>          Connecting contradictory</p> <p><b>Speaking:</b>          Sing a song. Infer vocabulary.          Make a conversation ideas, even though, however, on the other hand.</p>	<p><b>5</b></p>
<p>MODALS</p>	<p>Comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes</p>	<p><b>COGNITIVO:</b>          Conocer los modales: can -have to- must- ought to- need to- should en la gramática inglesa</p> <p><b>PROCEDIMENTAL:</b>          Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p><b>ACTITUDINAL:</b>          Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p><b>Listening;</b>          Skills strategies, active language from a text.</p> <p><b>Reading:</b>          Draw conclusions.          Apply information.</p> <p><b>Writing:</b>          Connecting contradictory</p> <p><b>Speaking:</b>          Sing a song. Infer vocabulary.          Make a conversation idea, even though, however, on the other hand.</p>	



## 2. CONOCIMIENTOS PREVIOS Y RELACIONADO

### Co-requisitos

ENGLISH FIRST LEVEL

## 3. UNIDADES TEÓRICAS

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

#### A. Base Teórica

## The Forms of “To Be”

The Greek sea god, Proteus, was (like the sea) capable of changing form in an instant. In order to get any decent information out of him, you had to grab him and hold on tight while he went through his various forms — lion, wild boar, snake, tree, running stream — it wasn't easy. The verb “To be” is said to be the most *protean* of the English language, constantly changing form, sometimes without much of a discernible pattern. Considering that we use it so often, it is really too bad that the verb “To be” has to be the most irregular, slippery verb in the language.

### Present Tense

I am

We are

You are

You are

He/She/It is

They are

### Past Tense

I was

We were

You were

You were

He/She/It was

They were

**Perfect Form (past participle)**

**Progressive Form (present participle)**



I have been, etc.

I am being, etc.

We must choose carefully among these various forms when selecting the proper verb to go with our subject. Singular subjects require singular verbs; plural subjects require plural verbs. That's usually an easy matter. We wouldn't write "The troops was moving to the border." But some sentences require closer attention. Do we write "The majority of students is (or are) voting against the referendum"? Review carefully the material in our section on [Subject-Verb Agreement](#), and notice how often the choices we make require a familiarity with these forms of the "To be" verb.

## Simple Questions

We create simple yes/no questions by inverting the order of subject and the "To be" verb.

- Is your brother taller than you?
- Am I bothering you?
- Were they embarrassed by the comedian?

The same inversion takes place when "To be" is combined with verbs in the progressive:

- Am I working with you today?
- Is it snowing in the mountains?
- Were your children driving home this weekend?

## The Linking and Existential 'To Be'

The verb "To be" most frequently works in conjunction with another verb: "He is playing the piano," "She will be arriving this afternoon." Occasionally, though, the verb will stand by itself, alone, in a sentence. This is especially true in simple, brief answers to questions.

"Who's going to the movies with me?"

"I am"

"Who's responsible for this mess in the bathroom?"

"She is."



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In sentences such as these, the subject usually receives the intonation stress and the voice falls off on the verb.

An auxiliary can be combined with the base form of “To be” to provide simple answers to questions that use forms of “to be.”

“Is Heitor in class this morning?”

“Well, he might be.”

“Is anyone helping Heitor with his homework?”

“I’m not sure. Suzanne could be.”

The verb “To be” also acts as a linking verb, joining the sentence subject with a **subject complement** or **adjective complement**. A linking verb provides no action to a sentence: the subject complement re-identifies the subject; the adjective complement modifies it. (For further information and additional vocabulary in dealing with linking verbs, visit the hyperlinks in this paragraph.)

- Professor Moriber is the Director of Online Learning.
- Our trip to Yellowstone was fantastic!

## In Passive Constructions

A form of the verb “To be” is combined with a past participle to form the passive. **Passive verb constructions** are useful when the subject of an action is not as important as what the subject did (the action of the sentence) or when the subject is unknown. For instance, the police might report that “The professor was assaulted in the hallways” because they do not know the perpetrator of this heinous crime. In technical writing, where the process is more important than who is doing the activity, we might report that “Three liters of fluid is filtered through porous glass beads.” Regardless of the verb's purpose, only the auxiliary form of “To be” changes; the participle stays the same. The “To be” will change form to indicate whether the subject is singular or plural:

- The foundation is supported by enormous floating caissons that keep it from sinking into the swamp.
- They were constructed by workers half submerged in the murky waters.

Notice how the information about who did the action is frequently found in a prepositional phrase beginning with “by.” Passive constructions do not always include this information:

- Wooden caissons were used until fiberglass structures were developed in the 1950s.
- Caissons were also designed to function under water in the construction of bridges.



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The “To be” will also change to indicate the time of the action and the aspect of the verb (simple, progressive, perfect).

- Water is pumped out of the caisson to create an underwater work chamber. (simple present)
- Some caissons were moved to other construction sites. (simple past)
- While the water was being pumped out, workers would enter the top of the waterproof chamber. (past progressive)
- Many other uses of caisson construction have been explored. (present perfect)
- Caissons had been used by the ancient Romans. (past perfect)
- Other uses will be found. (future)

The “To be” verb can be combined with other modal forms (along with the past participle of the main verb) to convey other kinds of information.

Sometimes it is difficult to say whether a “To be” verb is linking a subject to a participle or if the verb and participle are part of a passive construction. In “Certain behaviors are allowed,” is “are” linking “behaviors” to “allowed” (a participle acting as a predicate adjective) or is “are allowed” a passive verb? In the final analysis, it probably doesn't matter, but the distinction leads to some interesting variations. Consider the difference between

- The jurists were welcomed.  
and
- The jurists were welcome.

In the first sentence, the participle “welcomed” (in this passive construction) emphasizes the action of welcoming: the smiles, the hearty greetings, the slaps on the back. In the second sentence, the predicate adjective “welcome” describes the feeling that the jurists must have had upon being so welcomed.

## Progressive Forms

Progressive forms include a form of “To be” plus a present participle (an *-ing* ending). Frodesen and Eyring\*\* categorize progressive verbs according to the following functions:

- to describe actions already in progress at the moment “in focus” within the sentence, as in “I was doing my homework when my brother broke into my room, crying.” or “I will be graduating from college about the same time that you enter high school.”
- to describe actions at the moment of focus in contrast to habitual actions, as in “We usually buy the most inexpensive car we can find, but this time we re buying a luxury sedan.”





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- to express repeated actions, as in “My grandfather is forever retelling the same story about his adventures in Rangoon.”
- to describe temporary situations in contrast to permanent states, as in “Jeffrey goes to the University of Connecticut, but this summer he is taking courses at the community college.”
- to express uncompleted actions, as in “Harvey and Mark are working on their deck.”

### Tag Questions with “To Be”

A device by which a statement is turned into a question. When we use “To be” verbs in a tag question, the basic formula follows: the verb is combined with a pronoun and sometimes with *not* (usually in a contracted form). Positive statements are followed by negative tags; negative statements by positive tags.

- Robert Frost was America's favorite poet, wasn't he?
- He wasn't widely accepted in this country at first, was he?
- You were going to skip this poem, weren't you?
- There were several typographical errors in this anthology, weren't there? (Be careful here. It's not “weren't they.”)
- I am not a very good reader, am I?
- I'm a better reader than you, aren't I?

(Don't try to make sense of this last construction. It is acceptable. In *very* formal text, you might write “am I not” instead. “Ain't” is not regarded as acceptable except in text attempting to duplicate substandard speech.)

### Order with Adverbs

Notice that adverbs of frequency normally appear after forms of the verb “To be”:

- As a student, he was seldom happy.
- Arturo is always first in line.
- They were never on time.

Notice that the adverb *still* appears after “To be” verbs but before other main verbs:

- My brother-in-law still works for the bank.
- He is still a teller after twenty years.

An adverb can be interposed between the infinitive “To be” and a participle, as in the following sentences. The fear of splitting an infinitive is without grounds in this construction.

- This medicine has to be carefully administered.



- She turned out to be *secretly married* to her childhood sweetheart.

## Unnecessary Uses of “To Be”

Even a casual review of your writing can reveal uses of the verb “To be” that are unnecessary and that can be removed to good effect. In a way, the “To be” verb doesn't do much for you — it just sits there — and text that is too heavily sprinkled with “To be” verbs can feel sodden, static. This is especially true of “To be” verbs tucked into dependent clauses (particularly dependent clauses using a passive construction) and expletive constructions (“There is,” “There were,” “it is,” etc.). Note that the relative pronoun frequently disappears as well when we revise these sentences.

- He wanted a medication ~~that was~~ prescribed by a physician.
- She recognized the officer ~~who was~~ chasing the crook.
- Anyone ~~who is~~ willing to work hard will succeed in this program.
- ~~It was~~ Alberto ~~who~~ told the principal about the students' prank. (Notice that the “it was” brought special emphasis to “Alberto,” an emphasis that is somewhat lost by this change.)
- A customer ~~who is~~ pleased is sure to return. A pleased customer is sure to return. (When we eliminate the “To be” and the relative pronoun, we will also have to reposition the predicate adjective to a pre-noun position.)

An expletive construction, along with its attendant “To be” verb, can often be eliminated to good effect. Simply omit the construction, find the real subject of the sentence, and allow it to do some real work with a real verb.

- There were some excellent results to this experiment in social work. (Change to . . . .) This experiment in social work resulted in . . . .
- There is one explanation for this story's ending in Faulkner's diary. (Change to . . . .) Faulkner's diary gives us one explanation for this story's ending.

On the other hand, expletive constructions do give us an interesting means of setting out or organizing the work of a subsequent paragraph:

- There were four underlying causes of World War I. First, . . . .

## Fuzzy Verb Phrases with “Be”

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Verb phrases containing "be" verbs are often merely roundabout ways of saying something better said with a simple verb. Thus "be supportive of" for "support" is verbose.

The following circumlocutory uses of "be" verbs are common in stuffy writing. The simple verb (in parentheses) is usually better:

be abusive of (abuse)	be in existence (exist)
be applicable to (apply to)	be influential on (influence)
be benefited by (benefit from)	be in possession of (possess)
be derived from (derive from)	be in receipt of (have received)
be desirous of (desire or want)	be in violation of (violate)
be determinative of (determine)	be operative (operate)
be in agreement (agree)	be productive of (produce)
be in attendance (attend)	be promotive of (promote)
be indicative of (indicate)	be supportive of (support)
be in error (err)	

Many such wordy constructions are more naturally phrased in the present-tense singular: "is able to" ("can"), "is authorized to" ("may"), "is binding upon" ("binds"), "is empowered to" ("may"), "is unable to" ("cannot").

## Stative and Dynamic Forms

Martha Kolln\* suggests that we think of the difference between stative and dynamic in terms of "willed" and "nonwilled" qualities. Consider the difference between a so-called dynamic adjective (or subject complement) and a stative adjective (or subject complement): "I am silly" OR "I am being silly" versus "I am tall." I have chosen to be silly; I have no choice about being tall. Thus "Tall" is said to be a stative (or an "inert") quality, and we cannot say "I am being tall"; "silly," on the other hand, is dynamic so we can use progressive verb forms in conjunction with that quality.

Two plus two equals four. *Equals* is inert, stative, and cannot take the progressive; there is no choice, no volition in the matter. (We would not say, "Two plus two is equaling four.") In the same way, nouns and pronouns can be said to exhibit willed and unwilled characteristics. Thus, "She is being a good worker" (because she chooses to be so), but we would say "She is (not *is being*) an Olympic athlete" (because once she becomes an athlete she no longer "wills it")

## The Verb To Be

Probably the best known verb in the world: "To be or not to be..."



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Forms of To Be				
	Present	Past	Perfect Form	Continuous Form
I	am	was	have / had been	am / was being
he / she / it	is	was	has / had been	is / was being
you / we / they	are	were	have / had been	are / were being

Normally we use the verb to be to show the status or characteristics of something or someone (as a **stative verb**). It says what I **am**, what you **are** or what something **is**.

PRESENT SIMPLE (STATIVE)					
I <b>am</b> a teacher.	You <b>are</b> a student.	He /She <b>is</b> a student.	It <b>is</b> a car.	We <b>are</b> all teachers.	They <b>are</b> students.
PAST SIMPLE (STATIVE)					
I <b>was</b> a student.	You <b>were</b> a student.	He /She <b>was</b> a student.	It <b>was</b> a nice day yesterday.	We <b>were</b> all students once.	They <b>were</b> students.
FUTURE SIMPLE (STATIVE)					
I <b>will be</b> a student.	You <b>will be</b> a teacher.	He / She <b>will be</b> a teacher.	It <b>will be</b> nice later.	We <b>will be</b> teachers.	They <b>will be</b> students.

When used with the **present participle** of other verbs it describes actions that are or were still continuing - **auxiliary verb be [+ ing form of the main verb]**.

PRESENT CONTINUOUS (ACTIVE)					
I <b>am being</b> silly.	You <b>are being</b> silly.	He /She <b>is being</b> silly.	It <b>is being</b> silly.	We <b>are being</b> silly.	They <b>are being</b> silly.
PAST CONTINUOUS (ACTIVE)					
I <b>was being</b> silly.	You <b>were being</b> silly.	He /She <b>was being</b> silly.	It <b>was being</b> silly.	We <b>were being</b> silly.	They <b>were being</b> silly.

**Am/Is/Are**

The verb to be is used to create simple yes/no questions by simply inverting the order of subject and the "To be" verb.

For example:-

I am a teacher. (Statement)

Am I a teacher? (Question)



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Question	Positive Statement	Negative Statement (possible short forms)
<b>Singular</b>		
Am I ...?	I am ... (I'm ...)	I am not ... (I'm not ...)
Is he / she / it ...?	He / She / It is ... ...(He's/She's/It's ...)	He / She / It is not (He / She / It isn't... // He's / She's / It's not ...)
Are you ...?	You are ... (You're...)	You are not (You're not ...// You aren't...)
Am I being ...?	I am being ...	I am not being ... (I'm not being...)
Is he / she / it being...?	He / She / It is being ... (He's/She's/It's being ...)	He / She / It is not being ... (He / She / It isn't being...// He/she/it's not being...)
Are you being ...?	You are being ... (You're being ...)	You are not being ... (You're not being ... // You aren't being...)
Was I ...?	I was ...	I was not. ..
Was he / she / it ...?	He / She / It was ...	He / She / It was not ... (He / She / It wasn't)
Were you ...?	You were ...	You were not ... (You weren't ...)
Was I being ...?	I was being ...	I was not being (I wasn't being...)
Was he / she / it being...?	He / She / It was being ...	He / She / It was not being ... (He / She / It wasn't being... )
Were you being ...?	You were being ...	You were not being ... (You weren't being ...)
Will I be ...?	I will be ... (I'll be ...)	I will not be ... (I'll not be ...)
Will he / she / it be ...?	He / She / It will be ... (He'll / She'll / It'll be ...)	He / She / It will not be (He / She / It won't be ... // He'll not be / She'll not be / It'll not be ...)
Will you be ...?	You will be ... (You'll be ...)	You will not be (You won't be ... // You'll not be ...)
<b>Plural</b>		
Are we / you / they?	We / You / They are (We're / You're / They're)	We / You / They are not (We're / You're / They're not // We / You / They aren't)
Are we / you / they being ...?	We / You / They are being ... (We're / You're / They're)	We / You / They are not being (We're / You're / They're not being // We / You / They aren't being)
Were we / you / they ...?	We / You / They were ...	We / You / They were not ... (We / You / They weren't ...)
Were we / you / they being ...?	We / You / They were being ...	We / You / They were not being ... (We / You / They weren't being ...)
Will we / you / they be ...?	We / You / They will be ... (We'll / You'll They'll be ...)	We / You / They will not be (We / You / They won't be ... // We'll / You'll They'll not be ...)

**Examples**

<b>Question - ?</b>	"Am I disturbing you?"	"Is this your coat?"
<b>Positive Answer - Yes</b>	"Yes you are."	"Yes it is"
<b>Negative Answer - No</b>	"No you're not."	"No it isn't"
	<b>Was / Were</b>	<b>Was</b>
<b>Question - ?</b>	"Was I disturbing you?"	"Was that your old house?"
<b>Positive Answer - Yes</b>	"Yes you were ."	"Yes it was "
<b>Negative Answer - No</b>	"No you weren't."	"No it wasn't."

!Note - The verb *to be* is also used when forming the [passive voice](#).

**Prepositions Time and Place:**

In grammar, a preposition is a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word. In the sentences:



- "We jumped **in** the lake"
- "Many shops don't open **on** Sundays."

"in" and "on" are prepositions

Generally speaking one can classify prepositions in three groups: prepositions of time, prepositions of place and other types of prepositions. Visit the pages below to study each type. We provide explanations along with some examples.

- prepositions of time
- prepositions of place
- other kinds of prepositions.

The following table includes the prepositions of time.



## Prepositions of time

Preposition of time	Explanations	Example
on	<ul style="list-style-type: none"><li>• days</li><li>• weekend (American English)</li></ul>	<ul style="list-style-type: none"><li>• Many shops don't open <b>on</b> Sundays.</li><li>• What did you do <b>on</b> the weekend?</li></ul>
in	<ul style="list-style-type: none"><li>• months / seasons / year</li><li>• morning / evening / afternoon</li><li>• period of time</li></ul>	<ul style="list-style-type: none"><li>• I visited Italy <b>in</b> July, <b>in</b> spring, <b>in</b> 1994</li><li>• <b>In</b> the evenings, I like to relax.</li><li>• This is the first cigarette I've had <b>in</b> three years.</li></ul>
at	<ul style="list-style-type: none"><li>• night</li><li>• weekend (British English)</li><li>• used to show an exact or a particular time:</li></ul>	<ul style="list-style-type: none"><li>• It gets cold <b>at</b> night.</li><li>• What did you do <b>at</b> the weekend?</li><li>• There's a meeting <b>at</b> 2.30 this afternoon / <b>at</b> lunch time.</li></ul>



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since	<ul style="list-style-type: none"><li>from a particular time in the past until a later time, or until now</li></ul>	<ul style="list-style-type: none"><li>England have not won the World Cup in football <b>since</b> 1966</li></ul>
for	<ul style="list-style-type: none"><li>used to show an amount of time.</li></ul>	<ul style="list-style-type: none"><li>I'm just going to bed <b>for</b> an hour or so.</li></ul>
ago	<ul style="list-style-type: none"><li>back in the past; back in time from the present:</li></ul>	<ul style="list-style-type: none"><li>The dinosaurs died out 65 million years <b>ago</b>.</li></ul>
before	<ul style="list-style-type: none"><li>at or during a time earlier than</li></ul>	<ul style="list-style-type: none"><li>She's always up <b>before</b> dawn.</li></ul>
to	<ul style="list-style-type: none"><li>used when saying the time, to mean before the stated hour</li></ul>	<ul style="list-style-type: none"><li>It's twenty <b>to</b> six.</li></ul>
past	<ul style="list-style-type: none"><li>telling the time</li></ul>	<ul style="list-style-type: none"><li>five <b>past</b> ten</li></ul>
to	<ul style="list-style-type: none"><li>until a particular time, marking end of a period of time</li></ul>	<ul style="list-style-type: none"><li>It's only two weeks to Christmas.</li></ul>
from	<ul style="list-style-type: none"><li>used to show the time when something starts</li></ul>	<ul style="list-style-type: none"><li>The museum is open <b>from</b> 9.30 to 6.00 Tuesday to Sunday.</li></ul>
till / until	<ul style="list-style-type: none"><li>up to (the time that)</li></ul>	<ul style="list-style-type: none"><li>We waited <b>till / until</b> half past six for you.</li></ul>
by	<ul style="list-style-type: none"><li>not later than; at or before</li></ul>	<ul style="list-style-type: none"><li>She had promised to be back <b>by</b> five o'clock.</li></ul>

The following table includes prepositions of place.



**Prepositions of place**



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Preposition of place	Explanation	Example
in	<ul style="list-style-type: none"> <li>inside</li> </ul>	<ul style="list-style-type: none"> <li>I watch TV <b>in</b> the living-room</li> <li>I live <b>in</b> New York</li> <li>Look at the picture <b>in</b> the book</li> <li>She looks at herself <b>in</b> the mirror.</li> <li>She is <b>in</b> the car.</li> <li>Look at the girl <b>in</b> the picture</li> <li>This is the best team <b>in</b> the world</li> </ul>
at	<ul style="list-style-type: none"> <li>used to show an exact position or particular place</li> <li>table</li> <li>events</li> <li>place where you are to do something typical (watch a film, study, work)</li> </ul>	<ul style="list-style-type: none"> <li>I met her <b>at</b> the entrance, <b>at</b> the bus stop</li> <li>She sat <b>at</b> the table</li> <li><b>at</b> a concert, <b>at</b> the party</li> <li><b>at</b> the movies, <b>at</b> university, <b>at</b> work</li> </ul>
on	<ul style="list-style-type: none"> <li>attached</li> <li>next to or along the side of (river)</li> <li>used to show that something is in a position above something else and touching it.</li> <li>left, right</li> <li>a floor in a house</li> <li>used for showing some methods of traveling</li> <li>television, radio</li> </ul>	<ul style="list-style-type: none"> <li>Look at the picture <b>on</b> the wall</li> <li>Cambridge is <b>on</b> the River Cam.</li> <li>The book is <b>on</b> the desk</li> <li>A smile <b>on</b> his face</li> <li>The shop is <b>on</b> the left</li> <li>My apartment is <b>on</b> the first floor</li> <li>I love traveling <b>on</b> trains / <b>on</b> the bus / <b>on</b> a plane</li> <li>My favorite program <b>on</b> TV, <b>on</b> the radio</li> </ul>
by, next to, beside, near	<ul style="list-style-type: none"> <li>not far away in distance</li> </ul>	<ul style="list-style-type: none"> <li>The girl who is <b>by</b> / <b>next to</b> / <b>beside</b> the house.</li> </ul>
between	<ul style="list-style-type: none"> <li>in or into the space which separates two places, people or objects</li> </ul>	<ul style="list-style-type: none"> <li>The town lies halfway <b>between</b> Rome and Florence.</li> </ul>
behind	<ul style="list-style-type: none"> <li>at the back (of)</li> </ul>	<ul style="list-style-type: none"> <li>I hung my coat <b>behind</b> the door.</li> </ul>
in front of	<ul style="list-style-type: none"> <li>further forward than someone or something else</li> </ul>	<ul style="list-style-type: none"> <li>She started talking to the man <b>in front of</b> her</li> </ul>
under	<ul style="list-style-type: none"> <li>lower than (or covered by) something else</li> </ul>	<ul style="list-style-type: none"> <li>the cat is <b>under</b> the chair.</li> </ul>





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below	<ul style="list-style-type: none"> <li>lower than something else.</li> </ul>	<ul style="list-style-type: none"> <li>the plane is just <b>below</b> the the cloud</li> </ul>
over	<ul style="list-style-type: none"> <li>above or higher than something else, sometimes so that one thing covers the other.</li> <li>more than.</li> <li>across from one side to the other.</li> <li>overcoming an obstacle</li> </ul>	<ul style="list-style-type: none"> <li>She held the umbrella <b>over</b> both of us.</li> <li>Most of the carpets are <b>over</b> \$100.</li> <li>I walked <b>over</b> the bridge</li> <li>She jumped <b>over</b> the gate</li> </ul>
above	<ul style="list-style-type: none"> <li>higher than something else, but not directly over it</li> </ul>	<ul style="list-style-type: none"> <li>a path <b>above</b> the lake</li> </ul>
across	<ul style="list-style-type: none"> <li>from one side to the other of something with clear limits / getting to the other side</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>She walked <b>across</b> the field/road.</li> <li>He sailed <b>across</b> the Atlantic</li> </ul>
through	<ul style="list-style-type: none"> <li>from one end or side of something to the other</li> </ul>	<ul style="list-style-type: none"> <li>They walked slowly <b>through</b> the woods.</li> </ul>
to	<ul style="list-style-type: none"> <li>in the direction of</li> <li>bed</li> </ul>	<ul style="list-style-type: none"> <li>We went <b>to</b> Prague last year.</li> <li>I go <b>to</b> bed at ten.</li> </ul>
into	<ul style="list-style-type: none"> <li>towards the inside or middle of something and about to be contained, surrounded or enclosed by it</li> </ul>	<ul style="list-style-type: none"> <li>Shall we go <b>into</b> the garden?</li> </ul>
towards	<ul style="list-style-type: none"> <li>in the direction of, or closer to someone or something</li> </ul>	<ul style="list-style-type: none"> <li>She stood up and walked <b>towards</b> him.</li> </ul>
onto	<ul style="list-style-type: none"> <li>used to show movement into or on a particular place</li> </ul>	<ul style="list-style-type: none"> <li>I slipped as I stepped <b>onto</b> the platform.</li> </ul>
from	<ul style="list-style-type: none"> <li>used to show the place where someone or something starts:</li> </ul>	<ul style="list-style-type: none"> <li>What time does the flight <b>from</b> Amsterdam arrive?</li> </ul>

**Prepositions of place: at, in and on**



## At, in and on

The prepositions at in and on can be confusing sometimes. The following is an explanation of how to use these prepositions.

### At

At is used to locate something at a certain **point**:

Examples:

- at the bus station
- at the entrance
- at the crossroads
- at the junction
- at the top of the mountain
- at John's house

*We were waiting **at** the bus stop when it started to rain.*  
*He was **at** the entrance of the theater when he heard the noise.*

### In

In is used to locate something **enclosed in a space**:

Examples:

- In a box
- In a car
- In a building
- In my pocket
- In my bag
- In New York
- In Spain

*They found a lot of money **in** his pocket*  
*I 've lived **in** London for two years*

### On

On is used to indicate position above and in contact with the **surface** of something:

Examples:

- On the wall
- On the door



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- On the table
- On the ceiling
- On the carpet
- On the page
- On the cover

*The picture on the wall is fantastic.*

**Choose the correct preposition**

1. Do you think it is a good idea to ban smoking  public places?
2. Look at the picture  the wall.
3. My house is  the end of the street.
4. I stopped  Nancy's house.
5. Do you like walking  the garden?
6. I found my keys  the desk.
7. I met him  Paris.
8. He was crying  the back of the classroom.
9. I saw the film  TV.
10. These people live  my hometown.

**Choose the correct preposition ANSWER KEY**

1. Do you think it is a good idea to ban smoking **in** ✓ public places?
2. Look at the picture **on** ✓ the wall.
3. My house is **at** ✓ the end of the street.
4. I stopped **at** ✓ Nancy's house.
5. Do you like walking **in** ✓ the garden?
6. I found my keys **on** ✓ the desk.
7. I met him **in** ✓ Paris.
8. He was crying **at** ✓ the back of the classroom.
9. I saw the film **on** ✓ TV.
10. These people live **in** ✓ my hometown.

PRESENT TENSE:

## Simple Present



Grammarly

#### BASICS

The simple present is a **verb tense** with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

I feel great! Pauline loves pie. I'm sorry to hear that you're sick.

The other is to talk about habitual actions or occurrences.

Pauline practices the piano every day. Ms. Jackson travels during the summer. Hamsters run all night.

Typically, when we want to describe a temporary action that is currently in progress, we use the **present continuous**: Pauline can't come to the phone right now because she **is brushing** her teeth.

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## How to Form the Simple Present



In the simple present, most regular verbs use the root form, except in the third-person singular (which ends in **-s**).

**First-person singular:** *I write*

**Second-person singular:** *You write*

**Third-person singular:** *He/she/it writes* (note the **-s**)

**First-person plural:** *We write*

**Second-person plural:** *You write*

**Third-person plural:** *They write*

For a few verbs, the third-person singular ends with **-es** instead of **-s**. Typically, these are verbs whose root form ends in **o, ch, sh, th, ss, gh, or z**.

**First-person singular:** *I go*

**Second-person singular:** *You go*

**Third-person singular:** *He/she/it goes* (note the **-es**)

**First-person plural:** *We go*

**Second-person plural:** *You go*

**Third-person plural:** *They go*

For most regular verbs, you put the negation of the verb before the verb, e.g. “She won’t go” or “I don’t smell anything.”

The verb **to be** is irregular:



**First-person singular:** *I am*

**Second-person singular:** *You are*

**Third-person singular:** *He/she/it is*

**First-person plural:** *We are*

**Second-person plural:** *You are*

**Third-person plural:** *They are*

## How to Make the Simple Present Negative

The formula for making a simple present verb negative is **do/does + not + [root form of verb]**. You can also use the contraction **don't** or **doesn't** instead of **do not** or **does not**.

Pauline does not want to share the pie. She doesn't think there is enough to go around. Her friends do not agree. I don't want pie anyway.

To make the verb **to be** negative, the formula is **[to be] + not**.

I am not a pie lover, but Pauline sure is. You aren't ready for such delicious pie.

## How to Ask a Question

The formula for asking a question in the simple present is **do/does + [subject] + [root form of verb]**.

Do you know how to bake a pie? How much does Pauline love pie?



## Common Verbs in the Simple Present

### Infinitive I, You, We, They He, She, It

to ask	ask / do not ask	asks / does not ask
to work	work / do not work	works / does not work
to call	call / do not call	calls / does not call
to use	use / do not use	uses / does not use
to have	have / do not have	has / does not have

## The Verb *to Be* in the Simple Present

### Infinitive I You, We, They He, She, It

to be	am / am not	are / are not	is / is not
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# Simple Present Tense and Present Progressive Tense

Awesome

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kay

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reat

wesome

Average: 4.3 (33 votes)

Wed, 03/26/2014 - 07:55 — Chris McCarthy

• Grammar

• Vocabulary



## Simple Present Tense for Habitual Actions

The simple present is the tense you use for any habitual action. Use it for things that you always do, are regular or true.

*Lisa likes football.*

*Water boils at 100 °C.*

*I don't eat meat.*

*I clean my room every day.*

## Present Progressive Tense for Current Action

The present progressive tense is for anything that is happening right now. Progressive tense verbs end with "-ing" and have a helping verb ("to be" verb, in the present tense). We can also use it to talk about temporary actions, trends and things that are happening these days.

*She is reading a newspaper.*

*People are using social media more than ever.*

*They are all playing in the garden.*

*I am watching a great TV series.*

**Now complete these sentences using the correct tense:**

- **1) She never \_\_\_\_ alcohol.**

- is drinking
- drinks

- **2) Tom is \_\_\_\_ his dog.**

- walking
- walks

- **3) We \_\_\_\_ to the store soon.**

- go
- are going





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• 4) Are you still \_\_\_ in Manchester?

- living
- live

• 5) The bus \_\_\_ every evening at 9 PM.

- is leaving
- leaves

• 6) Dogs \_\_\_ meat.

- love
- are loving

• 7) We hardly ever \_\_\_ TV.

- are watching
- watch

• 8) I \_\_\_ at my friend's house at the moment.

- stay
- am staying

• 9) Does she \_\_\_ English?

- speaking
- speak

• 10) Please be quiet, the baby \_\_\_.



- sleeps
- is sleeping

# The Present Progressive Tense

## Spelling Tip

Verbing (Present Participle)

- Add **ing** to most verbs. Ex. play > **playing**, cry > **crying**, bark > **barking**
- For verbs that end in **e**, remove the **e** and add **ing**. Ex: slide > **sliding**, ride > **riding**
- For verbs that end in **ie**, change the **ie** to **y** and add **ing**. Ex: die > **dying**, tie > **tying**
- For a verb whose last syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding **ing**. Ex: beg > **begging**, begin > **beginning**. However: enter > **entering** (last syllable is not stressed)

The present progressive tense is often overused by non-native speakers of English. It should only be used in the following contexts:

To describe an incomplete action which is in progress at the moment of speaking; usually with time expressions such as: now, at the moment, right now.

1. (During a phone call or in an e-mail) We **are discussing** the project at the moment.

To describe a plan or arrangement in the near future; usually with time expressions such as: tonight, tomorrow, this week, this Monday.

1. Jim's **leaving** for Brussels this evening.

To express actions that are repeated regularly; usually with a negative meaning and with the time expressions: always or forever.

1. Her husband **is** always **complaining** about his health.

Note: A common mistake is using this form to describe what a company sells or produces. In general, a company sells something on a regular basis, so you need to use the present simple tense and not the present progressive.

- Incorrect: We are producing high-end plastic pipes.
- Correct: We produce high-end plastic pipes.
- Correct: That company is always selling some cheap gadget. (negative meaning)

The present progressive (continuous) is formed using **am, is** or **are** together with the **ing** (present participle) form of the verb.



Subject	A form of be + Verbing (Present Participle)	Rest of Sentence
I	am taking	my final exam tomorrow
He / She / It	is sweeping	the floor at the moment
You / We / They	are giving	me a headache

## Contractions in the Present Progressive (Continuous)

In general we contract (or shorten) the subject (the person or thing doing the action), and form of be:

1. I am > I'm – I'm going to the store in about ten minutes.
2. He is > **He's**, She is > **She's**, It is > **It's** – It's raining cats and dogs.
3. We are > **We're**, You are > **You're**, They are > **They're** – **We're** catching the 9:00 flight.

Save the long forms for when you want to create emphasis.

1. You **are not** going out tonight!

When speaking, you should stress the not.

## Negatives in the Present Progressive (Continuous)

### Spelling Tip

When shortening a form of be and negative, just remove the o in not and add an apostrophe (')

is not > **isn't**

are not > **aren't**

The negative in the present progressive tense is created using am not, is not or are not together with the ing form (present participle) of the verb.



Subject	A form of be + Verbing	Rest of Sentence
I	am not working	on that project now
He / She / It	isn't sleeping	at the moment
You / We / They	aren't running	in the marathon tomorrow

Note: In general, use these contractions in the negative: isn't, aren't. Am not cannot be shortened, but you can say **I'm not**. Save the long forms for when you want to create emphasis.

1. **I'm not** listening to you.
2. Roger **isn't** eating with us tonight.
3. The Smiths **aren't** going to France this year. They're going to Thailand.
4. He **is not** coming with me dressed like that!

## Yes/No Questions in the Present Progressive (Continuous)

To ask a question that will be answered with either a yes or no, start with Am, Is or Are, then choose your subject (the person or thing doing the action), followed by the **ing** (present participle) form of the verb and then the rest of your question.

A Form of be	Subject	Verbing	Rest of Sentence
Am	I	making	myself clear
Is	he / she / it	shaking	right now



A Form of be	Subject	Verbing	Rest of Sentence
Are	you / we / they	buying	steaks for dinner tomorrow

1. **Am** I **talking** too much?
2. **Is** that your dog **barking**?
3. **Are** you **participating** in the competition next week?

## Wh-Questions in the Present Progressive

Wh- questions are questions that require more information in their answers. Typical wh- words are what, where, when, which, why, who, how, how many, how much.

To create a wh-question, start with the wh-word, then add am, is or are, then the subject (a person or thing that is doing the action), followed by the ing ( present participle) form of the verb and only then add the rest of the sentence.

Wh Word	A form of be	Subject	Verbing	Rest of Sentence
Who	am	I	meeting	with today
What	is	he / she / it	doing	right now
When	are	you / we / they	choosing	the colors for the room

1. Which route **are** you **taking** to the conference this week?
2. Why **is** she **bleeding**?
3. Who **am** I **sending** to the meeting?

## Tag Questions in the Present Progressive



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Tag questions are those short questions that are tagged onto the end of a sentence. They are used just to make sure the person you're talking to understood what you meant or to emphasize what you said.

They're formed by using a positive sentence in the present progressive and adding **isn't** or **aren't** and a pronoun (I, you, we, they, he, she, it) and a question mark. For sentences in the first person (I), use the tag **aren't I?**

1. Terry **is** driving to the post office, **isn't she?**
2. All the kids in the class **are** going on the field trip, **aren't they?**
3. I'm buying tickets for everyone, **aren't I?**

You may also add a positive tag when you're using a negative sentence.

1. Latika's **not** working at IBM anymore, **is she?**
2. Tomer and Guy **aren't** going on the trek to South America, **are they?**

As a rule: When the sentence is positive, the tag is negative.

When the sentence is negative, the tag is positive.

## Exercises for Present Progressive

Fill in the correct form of the Present Progressive as in the examples.

1. The runners are approaching the finish line. (approach)
2. Are you preparing the contract for the client? (prepare)
3. Joyce isn't playing in today's tournament. (not play)
  
1. The team members \_\_\_\_\_ late to finish the bid. (stay)
2. What \_\_\_\_\_ Arnie \_\_\_\_\_ over there? (do)
3. \_\_\_\_\_ you \_\_\_\_\_ a big wedding? (plan)
4. Tim is helping you put the lights up, \_\_\_\_\_?
5. The computers \_\_\_\_\_ finally \_\_\_\_\_ like they're supposed to. (run)
6. \_\_\_\_\_ Ann \_\_\_\_\_ in from New York tonight? (fly)
7. The customers aren't getting the price quote this week, \_\_\_\_\_?
8. I \_\_\_\_\_ Peter for a drink later. (meet)
9. How much money \_\_\_\_\_ they \_\_\_\_\_ in the company?(invest)
10. He \_\_\_\_\_ to you. (not lie) He \_\_\_\_\_ the truth. (tell)



Answers:

1. are staying
2. is/doing
3. Are/planning
4. isn't he
5. are/running
6. Is/flying
7. are they
8. am meeting
9. are/investing
10. isn't lying/is telling

## Examples – Present Progressive (Continuous)

### Positive

1. We are discussing the project at the moment.
2. Jim's leaving for Brussels this evening.
3. Her husband is always complaining about his health.

### Contractions

1. I'm going to the store in about ten minutes.
2. It's raining cats and dogs.
3. We're catching the 9:00 flight.

### Negatives

1. I'm not listening to you.
2. Roger isn't eating with us tonight.
3. The Smiths aren't going to France this year. They're going to Thailand.
4. He is not coming with me dressed like that!

### Yes/No Questions

1. Am I talking too much?



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2. Is that your dog barking?
3. Are you participating in the competition next week?

**Wh-Questions**

1. Which route are you taking to the conference this week?
2. Why is she bleeding?
3. Who am I sending to the meeting?

**Tag Questions**

1. Terry is driving to the post office, isn't she?
2. All the kids in the class are going on the field trip, aren't they?
3. I'm buying tickets for everyone, aren't I?
4. Latika's not working at IBM anymore, is she?
5. Tomer and Guy aren't going on the trek to South America, are they?

MODALS

**Modal verbs and their meaning**

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**What are modal verbs?**





Modals (also called **modal verbs**, **modal auxiliary verbs**, **modal auxiliaries**) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the *function* of the main verb that follows it. They have a great variety of *communicative functions*.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

**YOU**  
**should**  
**work**  
**hard**

### List of modal verbs

Here is a list of modal verbs:

***can, could, may, might, will, would, shall, should, must***

The verbs or expressions ***dare, ought to, had better***, and ***need not*** behave like modal auxiliaries to a large extent and may be added to the above list

### Use of modal verbs:

Modal verbs are used to express functions such as:

1. Permission
2. Ability
3. Obligation
4. Prohibition
5. Lack of necessity
6. Advice
7. possibility
8. probability

### Examples of modal verbs

Here is a list of modals with examples:

Modal Verb	Expressing	Example
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must	Strong obligation	You must stop when the traffic lights turn red.
	logical conclusion / Certainty	He must be very tired. He's been working all day long.
must not	prohibition	You must not smoke in the hospital.
can	ability	I can swim.
	permission	Can I use your phone please?
	possibility	Smoking can cause cancer.
could	ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	possibility	It could rain tomorrow!
may	permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!
might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
need not	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
should/ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
had better	advice	You 'd better revise your lessons

## Remember

Modal verbs are followed by an infinitive without "to", also called the bare infinitive.

### Examples:

- You **must** stop when the traffic lights turn red.
- You **should** see to the doctor.
- There are a lot of tomatoes in the fridge. You **need not** buy any.

### Choose the right modal verb

1. There are plenty of tomatoes in the fridge. You  buy any.
2. It's a hospital. You  smoke.



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3. He had been working for more than 11 hours. He  be tired after such hard work. He  prefer to get some rest.
4. I  speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I  just say a few things in the language.
5. The teacher said we  read this book for our own pleasure as it is optional. But we  read it if we don't want to.
6.  you stand on your head for more than a minute? No, I .
7. If you want to learn to speak English fluently, you  to work hard.
8. Take an umbrella. It  rain later.
9. You  leave small objects lying around. Such objects  be swallowed by children.
10. People  walk on grass.
11. Drivers  stop when the traffic lights are red.
12.  I ask a question? Yes, of course.
13. You  take your umbrella. It is not raining.
14.  you speak Italian? No, I .

Choose the right modal verb ANSWER KEY

1. There are plenty of tomatoes in the fridge. You **needn't** ✓ buy any.
2. It's a hospital. You **mustn't** ✓ smoke.
3. He had been working for more than 11 hours. He **must** ✓ be tired after such hard work. He **may** ✓ prefer to get some rest.
4. I **could** ✓ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I **can** ✓ just say a few things in the language.
5. The teacher said we **can** ✓ read this book for our own pleasure as it is optional. But we **needn't** ✓ read it if we don't want to.
6. **Can** ✓ you stand on your head for more than a minute? No, I **can't** ✓.
7. If you want to learn to speak English fluently, you **need** ✓ to work hard. .
8. Take an umbrella. It **might** ✓ rain later.
9. You **shouldn't** ✓ leave small objects lying around. Such objects **may** ✓ be swallowed by children.
10. People **mustn't** ✓ walk on grass.



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11. Drivers **must** stop when the traffic lights are red.
12. **May** I ask a question? Yes, of course.
13. You **needn't** take your umbrella. It is not raining.
14. **Can** you speak Italian? No, I **can't**.

*Choose the correct answer about the meaning of the modal forms in the following sentences*

1. May I use your mobile phone?
2. May I help you?
3. You mustn't walk on grass.
4. What do you think I should do?
5. Can you help me with this exercise?
6. I can speak Arabic.
7. I think you should see a doctor.
8. You must stop when the traffic lights are red.
9. You needn't take your umbrella. It isn't raining.
10. You may pass the exam. It is not very difficult. You only have to work harder.

*Choose the correct answer about the meaning of the modal forms in the following sentences*      **ANSWER KEY**

1. May I use your mobile phone? **Asking for permission**
2. May I help you? **Making an offer**
3. You mustn't walk on grass. **Expressing prohibition**
4. What do you think I should do? **Asking for advice**
5. Can you help me with this exercise? **Making a request**
6. I can speak Arabic. **Expressing ability**
7. I think you should see a doctor. **Giving advice**
8. You must stop when the traffic lights are red. **Expressing obligation**
9. You needn't take your umbrella. It isn't raining. **Expressing lack of necessity**
10. You may pass the exam. It is not very difficult. You only have to work harder. **Expressing possibility**

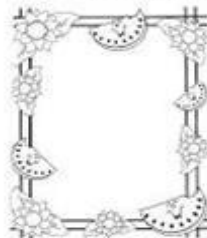
# Verb To Be

1. Complete. Use am, is, are.



My name.... Timmy.  
 I.....10 years old  
 I.....a clown.  
 My best friends.....  
 Jack and Sue.  
 They.....rock stars.

2. Draw and complete for you and two friends.



My name.....  
 I.....years  
 old. My best friends  
 .....  
 They.....  
 .....years old.

3. Write true answers.

- Are you a student?
- Are you from the USA?
- Where are you from?
- Are you twelve?
- How old are you?
- Is your friend from Rome?
- Where is your friend from?

4. Write the plural

- She is a girl.
- He is a teacher.
- It is a deer.
- I am a boy.
- You are a child.
- I am a banker.
- It is a box.



5. Correct the mistakes.

- Sarah and I am sisters.
- Ben and Tim is at school.
- Horses and cows is animals.
- England are a country.
- Tim are from America.

6. Read the information and write a short text about this person.



Name: Lucy Surname: Pitt  
 Age: 13  
 Job: Student  
 Nationality: French

7. Read and complete.

- .....she a dancer? No,.....
- .....they from Japan? Yes,.....
- .....he a bus driver? No,.....
- .....it a pet? No,.....
- .....they dirty? Yes,.....
- .....Mary from Italy? No,.....
- .....Mr Dane a doctor? Yes,.....
- .....that Kim? No,.....
- .....you a pilot? No,.....
- .....they penguins? Yes,.....
- .....you dancers? Yes,.....
- .....they brown? No,.....

8. Turn these sentences into negative.

- She is a young girl.
- I am a detective.
- They are ugly cats.
- We are strong girls.
- Steven is from England.
- You are a nurse.
- He's a basketball player.
- They are bottles.
- That is a fish.
- The black cat is small.
- This boy is lazy.

9. Write questions using the verb to be and some of these words.





# TO BE: PRESENT SIMPLE

## FORM:



### AFFIRMATIVE

I **am**  
 You **are**  
 He/She/It **is**  
 We/You/They **are**

### NEGATIVE

I **am not**  
 You **aren't**  
 He/She/It **isn't**  
 We/You/They **aren't**

### INTERROGATIVE

**Am** I?  
**Are** you?  
**Is** he/she/it?  
**Are** we/you/they?

### A. Complete the description of this girl. Use verb *to be*.



Hello! I ..... Maria and I ..... from Madrid in Spain. I ..... 11 years old and I love music. I've got two sisters and one brother. My brother ..... Alberto, he ..... tall and thin and he loves computer games. My two sisters ..... younger than me and my brother. I ..... the oldest of my sisters. My sisters ..... 3 and 4 years old. They like playing with dolls. I ..... very funny, I usually go out with my friends Marta and Noelia on Saturdays. They ..... 11 and 12 years old. My mum loves cinema and my dad loves sport and nature. I ..... very happy!

### B. Complete the sentences. Use verb *to be*.

0. My teacher ..... American.
1. We ..... at school.
2. Where ..... my dictionary?
3. What ..... it?
4. I ..... eleven years old.
5. .... you OK?
6. We ..... students.
7. Murray ..... my brother.
8. Susan and Sarah ..... my friends.
9. I ..... from Spain.
10. John ..... English.
11. They ..... friends



How are you?

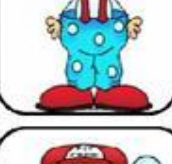
I'm fine



# Present to Past Tense



Write the past tense of the underlined verb in the space provided, as shown in the example. Then match each picture with the correct sentence.



1. The doctor <u>examines</u> his patients.	examined
2. The pilot often <u>travels</u> to Miami Florida.	
3. The lifeguard <u>rescues</u> drowning people.	
4. Sherlock Holmes <u>investigates</u> the crime.	
5. Mark <u>delivers</u> the package to my front door.	
6. The usher <u>seats</u> guests at the theatre.	
7. We <u>construct</u> a new wall around the garden.	
8. The students <u>listen</u> quietly to the story.	
9. Mike <u>saws</u> wood for a fireplace.	
10. Dr. Charles <u>practices</u> dentistry in the USA.	
11. Maggie <u>surfs</u> the internet while at work.	
12. Tom <u>pounds</u> loudly on his new drum set.	
13. Marco's pizza taste delicious!	
14. Fran <u>stars</u> in a popular television show.	
15. Clowns <u>attend</u> many birthday parties.	
16. Mr. James <u>paints</u> his house red and white.	
17. 'Go Team', <u>shouts</u> the cheerleaders.	
18. Jan <u>pours</u> herbal tea into the fine china.	
19. Neil Armstrong <u>explores</u> outer space.	
20. Mom <u>cooks</u> eggs and waffles for breakfast.	
21. The cleaner <u>vacuums</u> on Wednesdays.	
22. In spring the farmer <u>plants</u> corn.	
23. The artist's work <u>shows</u> his creativity.	
24. Mike <u>repairs</u> cars for a living.	

# Present Simple Tense

## MULTIPLE CHOICE

<p>1) She _____ everything on a yard sale.            a - sells            b - selles            c - sell</p> 	<p>2) Paul _____ of Daisy on Maths lesson.            a - thinks            b - thinkes            c - think</p> 	<p>3) Tim _____ the table.            a - sets            b - settes            c - set</p> 	<p>4) The baby _____ to reach its toes.            a - try            b - trys            c - tries</p> 	<p>5) Mum _____ a fairy tale to her son.            a - tell            b - tells            c - telles</p> 
<p>6) Tim and Kim never _____ a contest.            a - wins            b - win            c - wines</p> 	<p>7) Bobby _____ a bath.            a - haves            b - has            c - have</p> 	<p>8) The boys always _____            a - fights            b - fight            c - fightes</p> 	<p>9) Lindsay _____ a song on a school contest.            a - sings            b - sing            c - sings</p> 	<p>10) Martha _____ fast.            a - runs            b - runes            c - run</p> 
<p>11) Lindsey _____ herself in the mirror.            a - looks            b - look            c - lookes</p> 	<p>12) Mindy _____ the flowers twice a week.            a - water            b - wateres            c - waters</p> 	<p>13) Nina _____ happy.            a - am            b - is            c - are</p> 	<p>14) The boy _____ in the bed.            a - sleeps            b - sleep            c - sleepes</p> 	<p>15) The boy _____ with his car.            a - plays            b - playes            c - play</p> 
<p>16) The telephone _____ twice the day.            a - ringes            b - ring            c - rings</p> 	<p>17) Mindy _____ her books in the bag.            a - puts            b - putes            c - put</p> 	<p>18) Greg often _____ a cold.            a - catch            b - catches            c - catches</p> 	<p>19) Martin _____ the homework.            a - do            b - dos            c - does</p> 	<p>20) Mrs Maine _____ Paul.            a - teach            b - teaches            c - teaches</p> 
<p>21) They _____ well.            a - dances            b - dance            c - can dances</p> 	<p>22) Trina _____ tea for her doll and herself.            a - make            b - makes            c - modes</p> 	<p>23) Tim _____ Martha.            a - kiss            b - kisses            c - kises</p> 	<p>24) The students _____ learn at school.            a - learn            b - learms            c - learns</p> 	<p>25) The alarm clock _____ Lyle up.            a - wake            b - wakes            c - wokes</p> 
<p>26) John _____ people's hair.            a - cuts            b - cutes            c - cut</p> 	<p>27) I _____ with my credit card in the shop.            a - pay            b - payes            c - pays</p> 	<p>28) Bob _____ in the river.            a - swim            b - swims            c - swimes</p> 	<p>29) Bruno _____ wonderful photos.            a - takes            b - takes            c - take</p> 	<p>30) Grandpa and granny _____ TV.            a - watches            b - watch            c - watches</p> 
<p>31) We _____ paintings in the museum.            a - see            b - sees            c - sea</p> 	<p>32) This _____ a postcard for Santa Claus.            a - am            b - are            c - is</p> 	<p>33) They _____ their grandpa.            a - love            b - loves            c - likes</p> 	<p>34) Lisa _____ a letter to her penfriend.            a - writes            b - write            c - writs</p> 	<p>35) Mr Kincaid _____ reading interesting books.            a - likes            b - like            c - likes</p> 
<p>36) She _____ up.            a - wash            b - washes            c - washs</p> 	<p>37) Mark always _____            a - cry            b - crys            c - cries</p> 			

<http://www.phillipmartin.com/>





## Pandas: Cuddliest of all Bears

Beware: Dangerously Cute Exercise



What do you know about giant pandas? Read and complete the article to find out more about these cuddly black and white bears. Circle the correct words. Underline words you don't know.



### Introduction

The giant panda has a distinctive (a) *black*/ (b) *white* head with (a) *black*/ (b) *white* eye patches, ears and shoulders. Unlike other bear species, giant pandas are (a) *carnivorous*/ (b) *herbivorous* spending up to 12 hours a day chewing bamboo shoots and roots. Because of poaching and habitat loss, they are extremely (a) *common*/ (b) *extinct*/ (c) *rare*, occurring in small populations in the bamboo forests of China. Despite being the subject of major international conservation efforts, wild populations of giant pandas (a) *can*/ (b) *may*/ (c) *must* not be enough to save this species.

### Panda's Territory: Where do pandas come from?

Giant pandas (a) *live*/ (b) *are living*/ (c) *have lived* in the bamboo forests of China for millions of years and have been honored by the Chinese for a very long time. In fact, giant pandas (a) *appear*/ (b) *are appearing*/ (c) *have appeared* in Chinese art for thousands of years. Because the giant panda is considered a national treasure in China, it is protected by law so that it (a) *becomes*/ (b) *becomes not*/ (c) *does not become* extinct.

Although giant pandas have long been known to the Chinese, they (a) *are*/ (b) *do*/ (c) *have* a recent discovery for people living outside of China. The first westerner to observe a live giant panda in the wild (a) *is*/ (b) *was*/ (c) *had been* a German zoologist named Hugo Weigold. In 1916, he (a) *bought*/ (b) *has bought*/ (c) *had bought* a cub while he was on expedition.



### At Panda's Place: Where do pandas live?

There is only one place where giant pandas (a) *live*/ (b) *lived*/ (c) *were living* in the wild: high in the mountains of central China. There, they (a) *live*/ (b) *are living*/ (c) *have lived* in cold and rainy bamboo forests that are often misty and shrouded in heavy clouds. Once upon a time, giant pandas (a) *lived*/ (b) *have lived*/ (c) *had lived* in lowland areas. However, as people (a) *builded*/ (b) *built*/ (c) *had built* more and more farms and cities on that land, the giant pandas were forced up into the mountains. Today, they (a) *live*/ (b) *lived*/ (c) *have lived* at elevations of 5,000 to 10,000 feet.



# PREPOSITIONS of TIME and PLACE

- A **preposition** is a word that describes **WHERE** someone or something is.
- Common prepositions can be words like *over, under, between, after, during, behind, on, off*, etc.
- There are naturally standard expressions being used, but this will only deal with these prepositions in general.

	TIME	PLACE
<b>A T</b>	We use <b>AT</b> for a <b>PRECISE TIME</b>	We use <b>AT</b> for a <b>POINT</b> and <b>INSTITUTIONS</b>
	<ul style="list-style-type: none"><li>&gt; at 7 o'clock</li><li>&gt; at 10.45 am</li><li>&gt; at noon</li><li>&gt; at dinnertime</li><li>&gt; at bedtime</li><li>&gt; at sunrise</li><li>&gt; at sunset</li><li>&gt; at the moment</li></ul>	<ul style="list-style-type: none"><li>&gt; at the corner</li><li>&gt; at the bus stop</li><li>&gt; at the door</li><li>&gt; at the bottom of the page</li><li>&gt; at the end of the road</li><li>&gt; at the entrance</li><li>&gt; at the crossroads</li><li>&gt; at the front desk</li></ul>
<b>I N</b>	We use <b>IN</b> for <b>MONTHS, YEARS, CENTURIES</b> and <b>LONG PERIODS</b>	We use <b>IN</b> for an <b>ENCLOSED SPACE</b> and <b>GEOGRAPHICAL REGIONS</b>
	<ul style="list-style-type: none"><li>&gt; in July</li><li>&gt; in winter</li><li>&gt; in the summer</li><li>&gt; in 2013</li><li>&gt; in the 1980s</li><li>&gt; in the next century</li><li>&gt; in the Stone Age</li><li>&gt; in the past / future</li></ul>	<ul style="list-style-type: none"><li>&gt; in the garden</li><li>&gt; in Manchester</li><li>&gt; in England</li><li>&gt; in a box</li><li>&gt; in my pocket</li><li>&gt; in my wallet</li><li>&gt; in a building</li><li>&gt; in a car</li></ul>
<b>O N</b>	We use <b>ON</b> for <b>DAYS</b> and <b>DATES</b>	We use <b>ON</b> for a <b>SURFACE</b> and <b>PUBLIC TRANSPORT</b>
	<ul style="list-style-type: none"><li>&gt; on Saturday</li><li>&gt; on Mondays</li><li>&gt; on 11 July</li><li>&gt; on 23 March 2013</li><li>&gt; on Christmas Day</li><li>&gt; on my birthday</li><li>&gt; on Independence Day</li><li>&gt; on New Year's Eve</li></ul>	<ul style="list-style-type: none"><li>&gt; on the wall</li><li>&gt; on the ceiling</li><li>&gt; on the door</li><li>&gt; on the cover</li><li>&gt; on the floor</li><li>&gt; on the carpet</li><li>&gt; on the menu</li><li>&gt; on a page</li></ul>

Theory and examples borrowed from <http://www.englishclub.com/grammar/prepositions.htm>

# Present Continuous - multiple choice

<p>1. I...football now.</p> <p>a. am playing b. am play c. play d. playing</p> 	<p>2. He...a car now.</p> <p>a. is drive b. driving c. drives d. is driving</p> 	<p>3. They...TV.</p> <p>a. is watching b. are watching c. are watch d. watches</p> 	<p>4. We...a picnic at the moment.</p> <p>a. are having b. are have c. having d. has</p> 	<p>5. She...a book now.</p> <p>a. reads b. am reading c. is reading d. is read</p> 
<p>6. It...</p> <p>a. am rain b. is raining c. rain d. is rains</p> 	<p>7. You...a kite in the park.</p> <p>a. am flying b. are fly c. are flying d. is fly</p> 	<p>8. Jane...her homework at the moment.</p> <p>a. is does b. are doing c. does d. is doing</p> 	<p>9. I...my homework at the moment.</p> <p>a. am doing b. do c. am do d. is doing</p> 	<p>10. They...fun.</p> <p>a. have b. are have c. is having d. are having</p> 
<p>11. My Granny and I ... the dinner.</p> <p>a. am preparing b. are preparing c. preparing d. prepares</p> 	<p>12. I...this morning.</p> <p>a. am running b. are running c. run d. am run</p> 	<p>13. Tim and Tina... about going on holiday.</p> <p>a. is dreaming b. dreaming c. are dream d. are dreaming</p> 	<p>14. She...tennis now.</p> <p>a. am playing b. are playing c. is playing d. plays</p> 	<p>15. John...the piano.</p> <p>a. is practising b. am practising c. practising d. practise</p> 
<p>16. Ssh! Mary....</p> <p>a. is sleeping b. are sleeping c. sleeping d. is sleep</p> 	<p>17. They...for the bus.</p> <p>a. waiting b. am waiting c. are wait d. are waiting</p> 	<p>18. Mandy....on the board.</p> <p>a. am writing b. is write c. write d. is writing</p> 	<p>19. I...the carpets now.</p> <p>a. am Hoover b. are hoovering c. am hoovering d. hoovering</p> 	<p>20. Jack...his lunch at now.</p> <p>a. is have b. is having c. am having d. have</p> 
<p>21. Betty...her bike today.</p> <p>a. riding b. are riding c. is ride d. is riding</p> 	<p>22. The sun...now.</p> <p>a. is shining b. am shining c. shine d. shining</p> 	<p>23. He...golf today.</p> <p>a. playing b. are playing c. is play d. is playing</p> 	<p>24. They...now.</p> <p>a. am swimming b. are swim c. are swimming d. swims</p> 	<p>25. Kate...to music at the moment.</p> <p>a. is listening b. are listening c. listening d. listens</p> 
<p>26. We...now.</p> <p>a. is singing b. sing c. singing d. are singing</p> 	<p>27. She...at the moment.</p> <p>a. phoning b. is phone c. is phoning d. phone</p> 	<p>28. Jim...a banana now.</p> <p>a. are eating b. is eating c. eating d. is eat</p> 	<p>29. They...today.</p> <p>a. are skiing b. is skiing c. sky d. ski</p> 	<p>30. I...volleyball now.</p> <p>a. am play b. am playing c. play d. playing</p> 



# Practise your Modal Verbs

Look at these signs and write down the rules, regulation or advice they give. Use your modal verbs!

Can - Could - May - Might - Must - Ought to - Shall - Should - Will - Would

**CAUTION**  
CHEMICAL  
GOGGLES  
REQUIRED IN THIS AREA

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DANGER**  
FALLING  
MATERIAL

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SAFETY  
FIRST**  
NO LOITERING  
IN THIS AREA

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CAUTION**  
SLIPPERY  
FLOOR

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THINK**  
BUCKLE UP  
FOR SAFETY

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NOTICE**  
"RIGHT TO KNOW"  
INFORMATION AVAILABLE  
IN THIS OFFICE

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DESIGNATED  
SMOKING AREA**  
AREA  
ASIGNADANO  
PARA FUMAR

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DANGER**  
DO NOT  
ENTER  
AUTHORIZED  
PERSONNEL ONLY

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PRIVATE  
PROPERTY**  
NO  
TRESPASSING

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PLEASE**  
SAVE ENERGY  
CLOSE DOORS  
WHEN NOT IN USE

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EXIT  
ONLY**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SAFETY  
FIRST**  
BEND KNEES  
WHILE LIFTING

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Grammar: CAN / CAN'T: expressing ability

**A.** Look at the pictures and write sentences about what these people CAN or CAN'T do.  
 Use these verbs:

- dance     swim     sing     cook     drive  
 run     ski     play the piano     ride a horse     paint



- |                        |                            |
|------------------------|----------------------------|
| 1. Sarah and Tom _____ | 2. Mary _____              |
| 3. Tony _____          | 4. That man _____          |
| 5. Granny _____        | 6. She _____ the marathon. |
| 7. They _____          | 8. Tina _____              |
| 9. He _____            | 10. Mr Smith _____         |

**B.** And you? Can you do these things?  
 Write short answers.

- Can you speak French? \_\_\_\_\_
- Can you ride a bike? \_\_\_\_\_
- Can you play chess? \_\_\_\_\_
- Can you bake a cake? \_\_\_\_\_
- Can you whistle? \_\_\_\_\_
- Can you dive? \_\_\_\_\_





#### 4.- ESTRATEGIAS DE APRENDIZAJE

<b>ESTRATEGIA DE APRENDIZAJE 1: Análisis y Planeación</b>
<b>Descripción:</b> 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.
<b>Ambiente(s) requerido:</b> Aula amplia con buena iluminación.
<b>Material (es) requerido:</b> Infocus.
<b>Docente:</b> 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

<b>Tipo de Evidencia</b>	<b>Descripción ( de la evidencia)</b>
De conocimiento:	Portfolio Evaluation: oral and written form.
Desempeño:	Trabajo grupal presentación del trabajo sobre temas de la vida real para ser aplicados en la carrera de Informática.
De Producto:	Trabajo de realizado



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	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.

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