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TECHNICAL LANGUAGE SKILLS

TO SOLVE PROGRAMMING
ISSUES



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Technical language skills to solve programming issues

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Technical language skills to solve programming issues

Habilidades técnicas del lenguaje para resolver problemas

Habilidades de linguagem técnica para solução de problemas

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Peer Review

Este libro fue sometido a un proceso de dictaminación por académicos externos. Por lo tanto, la investigación contenida en este libro cuenta con el aval de expertos en el tema, quienes han emitido un juicio objetivo del mismo, siguiendo criterios de índole científica para valorar la solidez académica del trabajo.

This book was reviewed by an independent external reviewers. Therefore, the research contained in this book has the endorsement of experts on the subject, who have issued an objective judgment of it, following scientific criteria to assess the academic soundness of the work.

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Abstract

This book is designed to assist educators in teaching both young and adult learners, equipping them with the necessary language skills to reach a B1 level of English language sufficiency. This book aims to provide educators with a constructivist, adaptable, and student-centered approach to English language instruction. Furthermore, it will empower teachers with the tools and techniques required to create engaging and effective lessons that promote language acquisition. The guide focuses on the development of the four macro language skills: listening, speaking, reading, and writing. The activities and exercises are designed to strengthen each skill gradually in accordance to the Common European Framework of Reference for Languages (CEFR) standards. Contextual learning and exercises will facilitate the understanding and application of these elements in real-life situations, including interactive learning, group activities, discussions, and simulation exercises to enhance communication skills and boost confidence in using English.

Keywords: essential skill, English language, guide.

Resumen

Este libro está diseñado para ayudar a los educadores en la enseñanza de alumnos jóvenes y adultos, dotándoles de las destrezas lingüísticas necesarias para alcanzar un nivel B1 de suficiencia en lengua inglesa. Este libro pretende proporcionar a los educadores un enfoque constructivista, adaptable y centrado en el alumno para la enseñanza de la lengua inglesa. Además, dotará a los profesores de las herramientas y técnicas necesarias para crear lecciones atractivas y eficaces que promuevan la adquisición del idioma. La guía se centra en el desarrollo de las cuatro macrodestrezas lingüísticas: comprensión oral, expresión oral, lectura y escritura. Las actividades y ejercicios están diseñados para reforzar gradualmente cada destreza de acuerdo con las normas del Marco Común Europeo de Referencia para las Lenguas (MCER). El aprendizaje contextual y los ejercicios facilitarán la comprensión y aplicación de estos elementos en situaciones de la vida real, incluyendo aprendizaje interactivo, actividades en grupo, debates y ejercicios de simulación para mejorar las habilidades comunicativas y aumentar la confianza en el uso del inglés.

Palabras clave: destreza esencial, lengua inglesa, guía.

Resumo

Este livro foi elaborado para auxiliar os educadores no ensino de alunos jovens e adultos, equipando-os com as habilidades linguísticas necessárias para atingir um nível B1 de suficiência na língua inglesa. O objetivo deste livro é oferecer aos educadores uma abordagem construtivista, adaptável e centrada no aluno para o ensino da língua inglesa. Além disso, ele capacitará os professores com as ferramentas e técnicas necessárias para criar aulas envolventes e eficazes que promovam a aquisição do idioma. O guia se concentra no desenvolvimento das quatro macro-habilidades do idioma: ouvir, falar, ler e escrever. As atividades e os exercícios são projetados para fortalecer cada habilidade gradualmente, de acordo com os padrões do Quadro Europeu Comum de Referência para Línguas (CEFR). O aprendizado contextual e os exercícios facilitarão a compreensão e a aplicação desses elementos em situações da vida real, incluindo aprendizado interativo, atividades em grupo, discussões e exercícios de simulação para aprimorar as habilidades de comunicação e aumentar a confiança no uso do inglês.

Palavras-chave: habilidade essencial, idioma inglês, guia.

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Technical language skills to solve programming issues

Foreword

Teaching a new language is an exciting and enriching activity. This guide focuses on presenting, in a straightforward and constructivist approach, the learning of the English language. It has compiled a set of content, resources, and exercises that will help adults reach a B1 level of proficiency in English.

Recognizing that English has become an essential tool to face globalization and it is part of 21st-century skills, this guide is designed to enhance English language skills, enabling students to confidently navigate a variety of everyday and professional situations.

Furthermore, it draws on a pedagogical background built on experience in teaching English to both young and adult learners. It offers a sequentially structured content to ensure the acquisition of the necessary language skills for effective language use. The practices and arguments presented in this document are diverse and relevant, promoting the application of what is learned and thus fostering meaningful learning.

Introduction

English is an international language that is very significant in technological development. That's why English for specific purpose subject level B1.1 has the purpose of providing students the technical context to solve programming issues because of digital platform language.

Students will be able to understand technical texts, present their technical projects, and provide technical solutions in the target language according to their professional field. Also, they can use it in a personal context.

Getting the subject aims the guide presents a clear and systematic exposition of basic definitions of concepts, language features, methods, process, evaluation process, and average score. All aspects are focused on vocational training.

The contents of the subject contain some units.

Unit 1 first two-month period called "Computer Science" students will study about Theory of computation, Programming methodology and languages, and computer elements, Human-computer interaction and Computer graphics, operating systems, and a unit assessment.

Unit 2 during this period of time called "Describing and Expressing Desires" students will study about Nouns & Quantifiers, Adjectives & Adverbs; Reflexive Pronouns, Third Conditional; Mixed Conditionals, Wishes and Regrets, and final first two-month period evaluation.

Unit 3 second two-month period called “Reporting news” students will study Reported Speech, Reported Questions; Be Used To, British and American English; Future Continuous and a unit assessment.

Unit 4 second two-month period called “Formal writing and clauses” students will study about Gerund or Infinitive? Part 2, The...The Comparatives; Modals of Deduction, Despite, Although, etc.; Relative Clauses II and final second two-month period evaluation.

The principal purpose of this guide is to enhance the teaching and learning process and autonomous learning.

Students can find the guide and resources in the INT Institutional platform. The challenge is here, and you can take it.

Objectives

Demonstrate the ability to communicate effectively and confidently in a wide range of everyday and professional contexts. This includes comprehending detailed spoken and written discourse, expressing thoughts clearly in both oral and written forms, participating actively in discussions and presentations, as well as mediating between languages when necessary. Achieve proficiency in understanding and producing language related to both general and workplace situations, showcasing coherent use of grammar, vocabulary, and sociolinguistic nuances.

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De Europa, C. (2002). Marco común europeo de referencia para las lenguas. *Strasburgo: Consejo de Europa, Ministerio de Educación, Cultura y Deporte/Instituto Cervantes.*

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Basic Study Guidelines

Assessment mechanisms to measure the progress of a student using a self-study guide for A2 level English can vary and should be tailored to the individual student's needs. Here are some assessment mechanisms that can be useful:

1. **Practice Tests:** Include short quizzes or questionnaires at the end of each section of the study guide to check comprehension and retention of the material.
2. **Level Exams:** Take standardized A2 level exams such as the Cambridge English: Key (KET) or TOEFL Junior to assess English proficiency.
3. **Interactive Exercises:** Use online platforms and applications that offer interactive exercises to assess grammar, vocabulary, listening, and reading skills.
4. **Self-Assessment:** Have the student self-assess using a checklist that aligns with the A2 level learning objectives. This may include tasks such as engaging in basic conversations or writing a simple email in English.
5. **Conversations and Presentations:** Evaluate the student's oral skills through conversations with a tutor or language partner. You can also ask them to give short presentations on specific topics in English.
6. **Learning Portfolio:** Keep a record of tasks, exercises, and projects completed throughout the learning process. This may include examples of writing, recordings of conversations, and other work related to learning English.

7. **Project Submissions:** Assign A2 level-related projects, such as creating a personal introduction video in English or writing a short story, and assess the quality and application of language skills.
8. **Simulated Real-Life Situations:** Organize simulated situations where the student must use their English skills in practical contexts, such as making a hotel reservation or ordering food at a restaurant.
9. **Feedback and Comments:** Provide specific and constructive feedback on the student's work, highlighting strengths and areas for improvement.
10. **Ongoing Monitoring:** Conduct periodic assessments throughout the study period to track progress over time.

These assessment mechanisms can be used in combination or individually, depending on the goals and resources available. It's important to tailor the assessment to the student's learning level and specific goals, using it as a tool to guide and enhance their English learning process at the A2 level.

Teaching Process for Achieving Competencies.

Competencies

Produce coherent and contextually relevant texts addressing subjects of a familiar or personal interest nature.

Elaborates on experiences, events, aspirations, and goals, providing concise rationales and justifications that underpin their perspectives and plans.

Planning for student work

Instructions for Working with the B1.1 Level Achievement Guide

Welcome to the exciting journey of reaching level B1.1 in the English language according to the Common European Framework of Reference for Languages! Below, you will find detailed instructions to make the most of this study guide. Remember that dedication, consistency, and self-discipline will be your allies throughout this process.

1. Initial Preparation

- Carefully read through the study guide and understand the objectives and steps of the process.
- Research what B1 level means in the Common European Framework to have clarity about your goals.
- Perform an honest self-assessment of your current skills in the areas of listening comprehension, reading comprehension, speaking, and writing.
- Select a learning material (textbook, online resources, etc.) that suits your learning style and level.

2. Skill Development

- Dedicate daily time to language study, setting a schedule and a quiet place to concentrate.
- Use the resources provided in the guide, such as listening comprehension exercises, readings, and grammar exercises.

- Improve your listening comprehension by watching videos and listening to audios in the language. Take notes and repeat segments to enhance your pronunciation.
- Practice speaking by engaging in conversations with study partners or using language exchange applications.
- Develop writing skills by crafting short essays and emails, paying attention to coherence and grammar.

3. Reinforcement and Expansion

- Maintain your daily study routine and strive to stay motivated.
- Review exercises to reinforce learned grammar and vocabulary.
- Expand your vocabulary and cultural knowledge by reading a variety of materials such as articles, short stories, and podcasts.
- Participate in online debates or forums to practice speaking and gain exposure to different perspectives.

4. Mock Exams and Final Evaluation

- Evaluate your performance in each mock exam and note areas that need further attention.
- Review content and concepts that you still find challenging.
- Ensure you are comfortable with the time allocated for each section of the exam.

5. Self-Assessment and Ongoing Monitoring

- Conduct regular self-assessments to track your progress throughout the process.
- Compare your current skills to your initial ones by reviewing your past work.
- Adjust your study plan based on your results and identified areas for improvement.

6. Sessions with a Tutor or Teacher

- Make the most of the opportunity to receive personalized feedback through tutoring sessions.
- Ask questions about your doubts and specific areas of difficulty.
- Utilize the tutor's feedback and advice to focus your efforts and enhance your skills.

Remember that language learning is a gradual process. Celebrate your achievements at each stage and move forward with confidence! With dedication and effort, you are on your way to successfully reaching level B1 in the [specify the language] language. Stay motivated!

Evaluation System of Evaluation

Our student assessment approach integrates various evaluation methods to comprehensively gauge language proficiency and ensure continuous improvement. The evaluation system includes the following components.

- Self-evaluation: it is a part of this guide that contains a short assessment that allows teachers to identify the students' goals.
- Online evaluation: it is an evaluation that is permanent during this period
- Two-month period evaluation: teachers apply it after 8 and 16 weeks according to academic schedule, and it is part of academic scores.
- Supplementary evaluation: students take it during the 17th week, and it is according to INT internal academic regulations.
- The average grade for the two-month periods are from 5 partial scores from which a general average comes out, and it and final exam scores get together to obtain the final grade. It happens in every two months.
- The students pass the semester when they get 7/10 from the general average of two two-month periods.

Incorporating these evaluation methods ensures a comprehensive and balanced assessment of students' language proficiency, enabling educators to provide targeted support and guidance. This assessment framework empowers students to actively engage in their language learning journey while fostering continuous improvement and growth.

Chapter I

Enhancing English Language Knowledge

1. Introduction

This chapter will deal with relevant issues that will help the student to facilitate the acquisition of knowledge of the English language such as: personal pronouns, the verb be positive, negative statements, the verb be yes-no questions and short answers– Numbers from 1 to 20, Countries and nationalities numbers from 21 to 101, Vocabulary about classroom language and adjectives, Indefinite article a/an and vocabulary about personal Items, Pluralization Rules and vocabulary about colors, Capitalization Rules Vocabulary about family and friends, Possessive adjectives– Possessive pronouns–Telling the time, Demonstrative Pronouns This, That, These, Those, Places–Vocabulary about places in a town, Vocabulary about places in a town, There is -There are Affirmative, Negative, Questions and short answers.

1.2. Personal pronouns and the verb be positive and negative statements



BASIC DEFINITIONS

1.2.1. Personal Pronoun

A “**pronoun**” is a word that stands instead of a noun. According to (Chapeton, 2015) mentions that a pronoun is used to avoid repeating nouns.

Illustration 1 Personal Pronouns

	PERSONAL PRONOUNS	MEANING	PICTURE
SINGULAR	I	YO	
	YOU	USTED-TÚ	
	HE	ÉL	
	SHE	ELLA	
PLURAL	IT	ESTO-A	
	WE	NOSO-TROS-AS	
	YOU	USTEDES	
	THEY	ELLOS-AS	

1.2.2. Verb be

The “**verb be**” is a word which is equivalent in Spanish to “ser” or “estar”. According to (Richards, 2013) it is used to talk about names, age, feelings, nationalities and professions, there are two kinds of to-be verb such as: singular and plural.

Table 1. To-be verb (am, is, are).



PERSONAL PRONOUNS	TO-BE VERB	CONTRACTIONS	MEANING
I	AM	I'M	YO SOY-YO ESTOY
YOU	ARE	YOU'RE	USTED ES- USTED ESTÁ
HE	IS	HE'S	EL ES-EL ESTÁ
SHE	IS	SHE'S	ELLA ES- ELLA ESTÁ
IT	IS	IT'S	ESTO/A ES-ESTO/A ESTÁ
WE	ARE	WE'RE	NOSOTROS/AS SOMOS – NOSOTROS/AS ESTAMOS
YOU	ARE	YOU'RE	USTEDES SON- USTEDES ESTÁN
THEY	ARE	THEY'RE	ELLOS/AS SON- ELLOS/AS ESTÁN

Illustration 3. Affirmative sentences-Verb To-be

AFFIRMATIVE SENTENCES – TO BE VERB

STRUCTURE:

SUBJECT + TO BE VERB + COMPLEMENT

(PERSONAL PRONOUNS) (AM-IS-ARE)

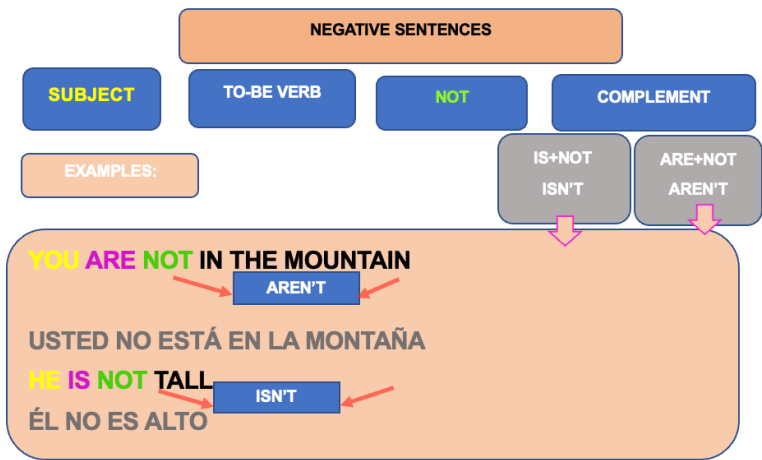
They are sad

He is a doctor

We are in the pool



Illustration 4. Negative sentences – To Be Verb



1.1.3 The verb be yes-no questions and short answers–
Numbers from 1 to 2

Table 2 Questions and Short Answers

TO-BE VERB	SUBJECT	COMPLEMENT+?	SHORT ANSWERS
Am	I	your friend?	Yes, you are No, you aren't
Are	you	from Italy?	Yes, I am No, I am not
Is	He She it	your brother? your sister? old?	Yes, he/she/it is. No, he/she/it isn't
Are	We	near the lake?	Yes, we are. No, we aren't
Are	they	In London?	Yes, they are. No, they aren't

Table 3. Numbers 1 to 20

1	2	3	4	5
one	two	three	four	five
6	7	8	9	10
six	seven	eight	nine	ten
11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen
16	17	18	19	20
sixteen	seventeen	eighteen	nineteen	twenty

1.1.4 Countries and nationalities numbers from 21 to 101

Illustration 5. Countries and nationalities

	COUNTRY	NACIONALITY
Ends in- an	Mexico	Mexican
	Colombia	Colombian
	America	American
Ends in- ese	China	Chinese
	Portugal	Portuguese
	Japan	Japanese
Ends in- ian or -ean	Italy	Italian
	Canada	Canadian
	Peru	Peruvian
	Argentina	Argentinean
	Brazil	Brazilian
Ends in- ish	Ireland	Irish
	England	English
	Spain	Spanish
	Turkey	Turkish

	COUNTRY	NACIONALITY
Irregular	Greece	Greek
	Holland	Dutch
	France	French

Table 4 .Numbers 21 to 101

20	30	40	50	60
twenty	thirty	forty	fifty	sixty
70	80	90	100	101
seventy	eighty	ninety	one hundred	one hundred-one

21	twenty-one
34	thirty-four
45	forty-five
57	fifty-seven
68	sixty-eight
76	seventy-six
89	eighty-nine
92	ninety-two
23	twenty-three

1.2.5 Vocabulary about classroom language and adjectives

Illustration 6. Classroom language

CLASSROOM LANGUAGE				
				
COME TO THE BLACKBOARD!	HOW DO YOU SAY..... IN ENGLISH?	SIT DOWN!	STAND UP!	MAY I SHARPEN MY PENCIL?
				
CLOSE THE DOOR!	LISTEN!	OPEN THE DOOR!	MAY I GO TO THE TOILET?	READ!

1.2.6 Adjectives

An adjective is a word that describes a noun or pronoun such as person, place, thing, or idea, an adjective is a word that modifies a noun.

Key considerations

Learners are generally more concerned with the meaning of specific adjectives than

with their grammar. When the grammar does cause problems, this is often related to:

- ordering two or more adjectives that occur together.
- constructing comparative and superlative forms.
- deciding what words or combinations of words we can use directly before and after adjectives (e.g. where we can and can't use very, where we can and can't follow an adjective with an infinitive such as to eat).

What are adjectives?

What do they do?

Adjectives are often called 'describing words' because they provide information about the qualities of something described in a noun, a noun phrase or a noun clause.

Noun: an **old** film

Noun phrase: an **interesting** experience for everyone

Noun clause: it's **unbelievable** that we haven't seen each other for so long

Adjectives provide much of the 'colour' in any description, as the following passage illustrates. This text introduces the classic film 'Deliverance' to television viewers. The adjectives are printed in italics.

Illustration 7. Adjectives

LIST OF ADJECTIVES		
Appearance adjectives	Color adjectives	Condition adjectives
 Adorable Beautiful Glamorous Magnificent	 Orange Yellow Green Purple White Black	 Alive Important Tender Clever Better
Feeling (Bad) adjectives	Feeling (Good) adjectives	Shape adjectives
 Embarrassed Jealous Mysterious repulsive	 Agreeable Kind Obedient Faithful delightful	 Chubby Narrow Square Curved Straight
Size adjectives	Sound adjectives	Time adjectives
 Large Massive Small Immense Tiny	 Melodic Voiceless Quiet Thundering whispering	 Ancient Modern Rapid Old-fashioned Early
Taste/Touch adjectives	Touch adjectives	Quantity adjectives

LIST OF ADJECTIVES



Delicious
Nutritious
Fresh
Bitter
Yummy



Breeze
Chilly
Boiling
Cool



Empty
Heavy
Numerous
Few

1.2.7 Indefinite article a/an and vocabulary about personal items

Indefinite Article (a-an)

It is used with singular countable nouns. It refers to a person or a thing that you are mentioning for the first time in a conversation or a piece of writing.

What are articles?

What do they do?

Like quantifiers, articles belong to the wider class of ‘determiner’, words or phrases that come at the beginning of a noun phrase and signal whether the information is new or familiar, or which tell us something about quantity. We deal with articles separately here because this is how they are normally taught in course materials.

What do they look like?

The articles are:

- indefinite article: a and an.
- definite article: the.

We can think of a and an not as two words but as two forms of one word. This is because fixed pronunciation rules determine our choice between them.

The term ‘zero article’ is sometimes used for instances where we leave articles out (see [Jon the following pages).

Alan: introducing what is new

We use a/an with singular nouns to indicate that something is not common ground, to announce that we are introducing something new, something unexpected or something that our listener/reader is unaware of.

For example, imagine we meet by chance in the street. I’m upset and I blurt out I’ve just seen an accident. I choose an (and not the) because this event is something you don’t know about. It tells you that I don’t expect you to look around you or to root around in your memory to identify which accident I’m referring to. It’s unfamiliar to you.

A/an

We use a/an with the sense of ‘every’ in expressions of time and quantity such as the following:

Forty times an hour. Thirty dirhams a kilo.

Illustration 8. Articles a-an

HOW TO USE A-AN			
USAGE	EXAMPLES		
Used before words that begin with a consonant sound			
	a man	a lamp	a cat
Used before words that begin with a vowel sound			
	an apple	an eraser	an umbrella

Illustration 9. Vocabulary about personal items

1.2.8 Pluralization Rules, 's for possession and vocabulary about colors.

Table 5 Pluralization Rules

PLURALIZATION RULES	
1. Add s to form the plural of most nouns. Example: girl girls apple apples	2. Add es to nouns that end in ch, sh, s, x or z. Example: bench benches dish dishes bus buses box boxes quiz quizzes
3. For nouns that end in y with a consonant before the y change the y to i and add es. Example: candy candies party parties baby babies country countries city cities	4. For nouns that end in y with a vowel before the y, just add s. Example: boy boys monkey monkeys toy toys day days
5. For nouns that end in f or fe and add ves. Example: leaf leaves knife knives wolf wolves life lives	6. For nouns that end with a consonant before an o add es. Example: potato potatoes tomato tomatoes
7. Some nouns, change the spelling of the singular noun. Example: child children mouse mice person people foot feet	8. Some nouns, use the same singular and plural form. Example: fish fish deer deer sheep sheep series series species species

's for possession

We use apostrophe s ('s), also called possessive 's, as a determiner to show that something belongs to someone or something.

Illustration 10 's for possession

Singular nouns: add -'s Example: boy » boy's		The boy's <u>helmet</u> is yellow It belongs to the boy.	
Plural nouns: add -s' Example: boys » boys'		The boys' <u>gloves</u> are black They belong to the boys.	
Some irregular plural nouns: add -'s Example: children » children's		The children's cars are blue They belong to the children.	

Illustration 11. Colors vocabulary

				
red	orange	blue	yellow	beige
				
brown	pink	black	green	violet
				
purple	white	gray	Sky blue	Light green

1.1.9 Capitalization rules

Capitalization or using capital letters in a sentence is essential in the English language.

They are important to distinguish the main part of the text from the ordinary. They help us to focus and read in a better way. (Martin Parrott, 2023) mentions that they keep two sentences distinct. All the special nouns like the name of a person, country, organization, etc. start with capital letters.

Certain rules in English tell us where to use and where not to use capital letters. These rules must be memorized.

All these rules with proper explanation and examples are discussed here so you can learn and write the English language in an excellent way.

Table 6. Capitalization rules

CAPITALIZATION RULES
Capitalize the First Word of a Sentence Example: Where is my book?
Capitalize Names and other Proper Nouns Example: Sara and Henry are good friends.
Capitalize the First Word of a Quote Example: Every exit is an entry somewhere else.
Capitalize Time Periods and Events (Sometimes) Example: He published his memoirs on the Second World War.
Capitalize Cities, Countries, Nationalities, and Languages Example: English, Urdu, Indian, British, America, Canada.
Capitalize Most Words in Titles Example: Mrs. Miller is very keen on art.
Capitalize Days, Months, and Holidays, But Not Seasons Example: Monday, Tuesday, Labour Day etc.

CAPITALIZATION RULES

Capitalize an Interjection
Example: Uh oh! The teacher caught him.

Opening and Closing of a Letter
Example: Dear Friend, Sincerely, etc.

Vocabulary about family and friends

Your family members are also called your **relatives**. You have an **immediate** or **nuclear** family and an **extended** family. It's important recognize each member of your family and and the role that each one plays within the family.

Illustration 12. Family tree vocabulary

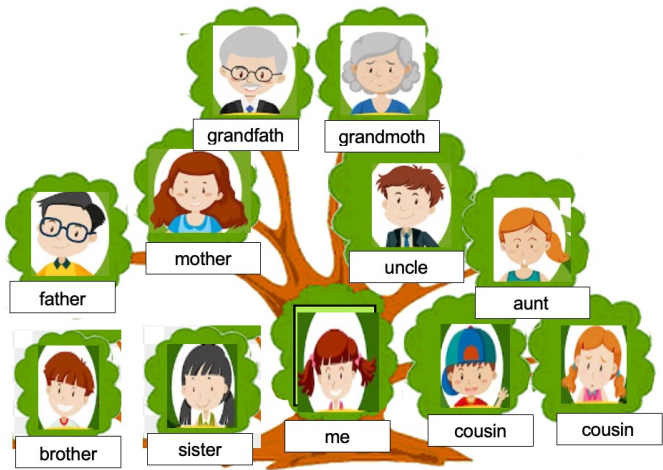


Table 7 Family members

VOCABULARY	MEANING
Wife	esposa
Husband	esposo
Brother – in-law	cuñado
Sister-in-law	cuñada
son	hijo
daughter	hija
nephew	sobrino
niece	sobrina
grandson	nieto
granddaughter	nieta
friend	Amigo/a

1.2.10. Possessive adjectives–Possessive pronouns

1.2.10.1 Possessive adjectives

They are used to show possession or ownership of something. The possessive adjective needs to agree with the possessor and not with the thing that is possessed.

Replacing nouns and noun phrases with pronouns and possessive adjectives.

According to (Kolln & Funk, 2012), We use pronouns and possessive adjectives to avoid specifying or repeating information that is already clear. Grammars don't always consider the use of pronouns as an example of substitution, but it is very closely related.

Subject pronouns: I, you, he, she, it, we, they

Object pronouns: me, you, him, her, it, us, them, one, ones

Possessive adjectives: my, your, his, her, its, our, their

Possessive pronouns: mine, yours, his, hers, its, ours, theirs

Illustration 13 Subject Pronouns

ENGLISH GRAMMAR

Possessive Pronouns

A Possessive Pronoun replaces a *possessive adjective + noun* to avoid repeating information that is already clear.

- This book is **my book**, not **your book**. (Sounds repetitive)

- This book is **mine**, not **yours**. (Sounds more natural)

POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN
MY My shirt is green.	MINE The shirt is mine .
YOUR Your book is new.	YOURS The book is yours .
HIS His pillow is soft.	HIS The pillow is his .
HER Her dog is small.	HERS The dog is hers .
ITS Its bone is old.	---- *
OUR Our bird is noisy.	OURS The bird is ours .
YOUR Your house is big.	YOURS The house is yours .
THEIR Their car is slow.	THEIRS The car is theirs .

* We don't use **its** as a possessive pronoun.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Woodward's ENGLISH

Subject Pronouns		Possessive Adjectives	
I	I play basketball.	My	This is my sister.
You	You are a student.	Your	Wash your hands.
He	He is very nice.	His	This is his car.
She	She is an engineer.	Her	The pencil is her pencil.
It	It is a cat.	Its	Its teeth are very sharp.
We	We love Spanish.	Our	We began our work at noon.
You	You are smart students.	Your	Is that your wallet?
They	They are the smartest kids here.	Their	Their house near the city.

1.2.11 Telling the time

It's important to learn, understand and say the hours.

1) Say the hour first and then the minutes. (Hour + Minutes)

- 6:25–It's six twenty-five
- 8:05–It's eight O-five (the O is said like the letter O)
- 9:11–It's nine eleven
- 2:34–It's two thirty-four

2) Say the minutes first and then the hour. (Minutes + PAST / TO + Hour)

For minutes 1-30 we use **PAST** after the minutes.

For minutes 31-59 we use **TO** after the minutes.

- 2:35–It's twenty-five **to** three
- 11:20–It's twenty **past** eleven
- 4:18–It's eighteen **past** four
- 8:51–It's nine **to** nine
- 2:59–It's one **to** three

When it is **15 minutes past** the hour we normally say: **(a) quarter past**

- 7:15–It's (a) quarter past seven

When it is **15 minutes before** the hour we normally say: **a quarter to**

- 12:45–It's (a) quarter to one

When it is **30 minutes past** the hour we normally say: **half past**

- 3:30–It's half past three (but we can also say three-thirty)

O'clock

We use **o'clock** when there are NO minutes.

- 10:00–It's ten o'clock
- 5:00–It's five o'clock
- 1:00–It's one o'clock

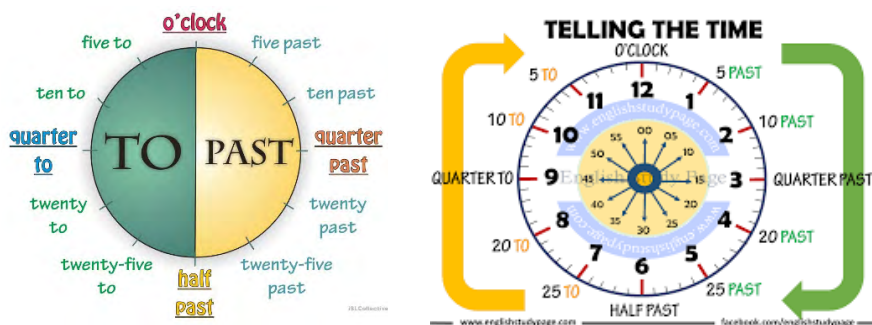
Sometimes it is written as 9 o'clock (the number + o'clock)

12:00

For 12:00 there are four expressions in English.

- twelve o'clock
- midday = noon
- midnight

Illustration 14. Telling the time

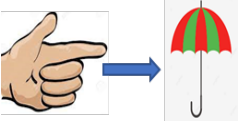
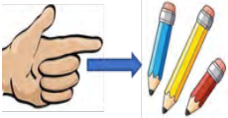


1.2.12 Demonstrative Pronouns This, That, These, Those.

A **demonstrative pronoun** represents a thing or things. (Martin Parrott, 2023) mentions that the demonstrative pronouns are used to highlight something that was mentioned or they draw attention to the thing or person that you're referring to.

- near in distance or time (**this, these**)
- far in distance or time (**that, those**)

Illustration 15. Demonstrative pronouns

	Near	Far
SINGULAR		
	THIS IS A COW	THAT IS AN UMBRELLA
PLURAL		
	THESE ARE SPIDERS	THOSE ARE PENCILS

Vocabulary about places in a town

Illustration 16. Places in a town

 **Places in the City Vocabulary**



Market



Supermarket



Bakery



Cafe



Restaurant



Clothing store



Shoe shop



Theater



Cinema



Amusement park



Sports centre



Playground



Bridge



Museum



Swimming pool

 **AplusTopper**

1.2.13. There is -There are Affirmative, Negative, Questions and short answers

We use *there* (unstressed) followed by a form of *be* (*is*, *was*, *have been*, etc.) to say that something exists. According to (Kolln & Funk, 2012). *Be* is followed by a noun phrase, and this often includes an embedded preposition phrase or relative clause which qualifies it in some way.

<i>There</i>	<i>be</i>	Noun phrase	
			Qualifying expression
<i>There</i>	<i>are</i>	<i>a number of reasons</i>	<i>for upgrading your computer.</i>
<i>There</i>	<i>has been</i>	<i>no doubt</i>	<i>in my mind.</i>

We generally teach this use of *there* in the context of describing places (e.g. *there's aTV next to the window*) at an elementary level. Meaning rarely presents a problem to learners as most languages have an equivalent (often one word). However, learners often get confused by the structure as we need to take a lot of factors into account in choosing the words (verbs and determiners) to use:

- whether the clause is a statement, a question or is negative.
- whether the noun phrase headword is singular, plural or uncountable.

	<i>There</i>	<i>be</i>	Determiner	Headword	
	<i>There</i>	<i>is</i>	<i>a</i>	<i>scratch</i>	<i>on the table.</i>
	<i>There</i>	<i>is</i>	<i>some</i>	<i>mud</i>	<i>on the table.</i>
	<i>There</i>	<i>are</i>	<i>some</i>	<i>scratches</i>	<i>on the table.</i>
<i>Are</i>	<i>there</i>		<i>any</i>	<i>scratches</i>	<i>on the table?</i>
	<i>There</i>	<i>aren't</i>	<i>any</i>	<i>scratches</i>	<i>on the table.</i>

In spoken English many people simplify the grammar and use there is instead of there are with plural headwords, and this is increasingly common in the written language.

Conclusion

In conclusion, the A1 level teaching guide will allow us to improve the skills in the English language that are important for adequate communication using and understanding basic everyday expressions of very frequent use, as well as simple phrases, as well as being able to be able to introduce yourself and others, ask for and give basic personal information about your home, your belongings and the people you know.

On the other hand, this guide will help to perfect the use and application of basic vocabulary that will allow you to understand and contextualize sentences, phrases and paragraphs that will allow proper handling of the language and application in various situations.

1.3. SELF- ASSESSMENT

Criteria	Excellent	Good	Fair	Poor
Learning Target	I achieved my goals because I know the objective and can impart it to others. Could you give me another challenge?	I am aware of and have a good understanding of the learning objective.	I think I understand the learning objective, but I still need guidance or experience.	I need your help. This was not at all my learning objective. A conference is required. Please assist me. I am a long way from achieving my learning objectives.
Meeting my goals	I can accurately apply at least 90% of the language covered in the lessons to my job and projects.	I may require some assistance if I run into trouble, but I'm almost there.	I believe that I may be stalled on one or more of my objectives. Could you please lend me a little more assistance?	AID! I'm having trouble with the vocabulary.
Vocabulary	I completed all assignments on time and never arrived late for synchronous or asynchronous sessions.	While I was sometimes late for synchronous and asynchronous meetings, I generally met deadlines.	I can accurately apply up to 75% of the vocabulary covered in the course in my work and projects, but I still need to improve my comprehension. I missed a lot of deadlines and showed up late for most (synchronous and asynchronous) meetings.	I require assistance in managing my time. I failed to fulfill any deadlines. Most synchronous and asynchronous meetings were missed by me.

1.4. Questionnaire

1. The correct meaning of the following personal pronouns:
Usted-Tù, Yo, Ellos-as, Esto-a in english is?
 - a. We, You, They, He
 - b. They, You, It, She
 - c. You, I, They, It,
 - d. You, We, She, It
2. The correct meaning of the following action verbs:
cantar, comer, nadar, volar in english is?
 - a. sing, climb, eat, fly
 - b. swim, cook, eat, write
 - c. listen, sing, listen, play
 - d. sing, eat, swim, fly
3. Order of the following negative sentence with verb to-be
is: /not/the/bank/We/are/in/
 - a. We not are in the bank
 - b. Are We not are bank in the
 - c. We are not in the bank
 - d. We not are the bank in
4. The correct order of the following question is: a/flower/
under/the/table/? /There/Is/
 - a. There is flower under a table the?
 - b. Is there flower under the table a?
 - c. Is there a flower under the table?
 - d. There a flower under the table is?

MATCH WITH THE CORRECT ANSWERS

5. Match the pictures with the personal pronouns

Nº	PICTURES	PERSONAL PRONOUNS	
1		A	I
2		B	She
3		C	It
4		D	They

- a) 1a, 2b, 3c, 4d
- b) 1c, 2d, 3b, 4a
- c) 1d, 2c, 3a, 4b
- d) 1b, 2c, 3d, 4e

6. Match with the correct verb to-be (am, is, are)

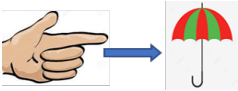
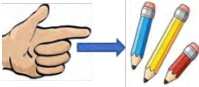
Nº	PERSONAL PRONOUNS	VERB TO-BE	
1	You	A	are
2	I	B	is
3	Jhon	C	are
4	The elephant and the lion	D	am

- a) 1a, 2b, 3c, 4d
- b) 1c, 2d, 3b, 4a
- c) 1d, 2a, 3b, 4c
- d) 1b, 2c, 3d, 4e

7. Match with the correct opposite adjectives

Nº	VERBS	OPPOSITE ADJECTIVES	
1	hot	A	slow
2	cheap	B	small
3	fast	C	cold
4	big	D	expensive

8. Match with the correct picture about demonstratives.

Nº	PICTURES	DEMONSTRATIVES	
1		A	Those
2		B	This
3		C	These
4		D	That

- a) 1a, 2b, 3c, 4d
- b) 1c, 2d, 3b, 4a
- c) 1d, 2c, 3b, 4a
- d) 1b, 2c, 3d, 4e

9. Match with the correct rules for plural nouns.

N°	VERBS		RULES SIMPLE PAST
1	monkey	A	Change (y)- by (i)+es
2	knife	B	Irregular noun- change
3	mosquito	C	Add +s
4	candy	D	Change (fe,f)-v+es
5	child	E	Add +es

a) 1d, 2a, 3b, 4c, 5e

b) 1b, 2c, 3d, 4e, 5a

c) 1c, 2d, 3e, 4a, 5b

d) 1a, 2b, 3c, 4d, 5e

10. Match with the correct hours.

N°	PICTURES		PREPOSITIONS OF PLACE
1	8:45	A	It's twenty to four
2	5:35	B	It's a quarter past two
3	3:40	C	It's twenty-five to six
4	2:15	D	It's a quarter to nine

a) 1a, 2b, 3c, 4d

b) 1c, 2d, 3b, 4a

c) 1d, 2c, 3a, 4b

d) 1b, 2c, 3d, 4e

SELECT THE CORRECT ANSWERS

11. Select the correct sentences with demonstratives.

1. Those are big boxes
2. This is three plants
3. There is a table
4. That is a watermelon
5. These are five balls
6. Those are a chair

a) 1, 2, 3

b) 1, 4, 5

c) 2, 3, 5

d) 2, 4, 4

12. Identify the correct form of the verbs and complete the blanks with the articles a-an-the.

- There is _____ apple. _____ tomatoes are big. There is _____ cucumber. _____ monkeys are very funny. There is _____ octopus in the sea. _____ boxes are very heavy.

a) a -the-an-a- an-the

b) an -a-the-an- a-an

c) a -the-the-an- a-an

d) an -the-a-the- an-the

13. Select the correct negative sentences with verb to.be.

1. She is not in the park
2. We are not engineers
3. I is not in the cinema
4. Mary is not a nurse
5. You is not a plumber
6. They are not very tall

(Continued on the next page)

- a) 1, 2, 4, 6
- b) 1, 3, 4, 5
- c) 2, 3, 4, 5
- d) 2, 5, 4, 6

COMPLETE WITH THE CORRECT WORDS

14. Identify the correct form of the sentences and complete the blanks with the verb to-be (am,is,are)

- They _____ in the museum. My cat _____ very funny. The tomatoes _____ big. I _____ very intelligent child. The monkey_____ on the tree. The boxes _____very heavy.

- a) is -are-is-am- is-are
- b) are -am-are-is- are-are
- c) are -is-are-am- is-are
- d) is -am-is-are- are-is

15. Marcia _____married last month, but She _____children.

- A. gets/have B. gets/ has
- C. got/ didn't have D. got/doesn't have

16. _____Jhon and Peter _____a big family in Australia this year?

- A. Is/having B. Do/have
- C. Do/has D. Did/have

17. Match the questions with the correct answers.

- Is Carlos Spanish? ● ● Yes, I am.
- Are you a student? ● ● No, he's Mexican.
- Is she Indian? ● ● Yes, I'm from a city called Chicago.
- Is it from Russia? ● ● Yes, it is.
- Are you Magda? ● ● Yes, she is.
- Are you American? ● ● No, I'm a teacher!

18. Find ten personal items in singular or plural.

V	S	U	N	G	L	A	S	S	E	S	T
P	E	N	N	L	D	B	T	K	L	N	B
R	G	J	Y	X	X	T	W	P	P	B	J
G	E	S	M	A	R	T	P	H	O	N	E
F	Z	X	U	L	N	H	C	V	C	A	T
C	C	A	M	E	R	A	E	P	G	X	P
B	B	T	B	O	O	K	H	V	P	M	P
L	G	Z	R	O	X	W	K	Z	Z	R	A
T	O	W	E	L	B	W	P	K	V	A	B
X	Q	D	L	O	E	A	Y	K	E	A	K
W	A	L	L	E	T	N	T	O	R	J	E
F	U	W	A	T	C	H	U	N	Q	F	Y

19. I _____ drink a glass of coconut juice, but I don't like _____ water.

A. always drinks–some **B.** drink always–any
C. always drink –any **D.** drinks always–some

20. a lot of milk on the carton but, any bananas on the table today.

A. there are/there isn't **B.** there are/there weren't
C. there is/there aren't **D.** there were/there isn't

Chapter II

Fundamental skills in English

2.1 Introduction

Many different language skills are covered in this chapter of your English guidebook. It's a thorough handbook that covers everything from talking daily living to investigating food, going back in time, and examining verb patterns. Simple Present and Past tenses, food, animal, and person-related terminology, conditional phrases, and travel language will all be covered. This chapter gives you the fundamental English abilities you need for both work and play, helping you get ready for your first exam. Prepare yourself for a fulfilling language adventure!

2.2. Building the Language Foundation for Everyday Communication

2.2.1 Simple present positive and negative statements



In the vast realm of grammar, there exists a fundamental construct known as the Present Simple tense. This tense, as elucidated by (I., I., & Tan, 2020) proves to be a source of bewilderment for many students. “Students tend to be confused with when to add ‘s’/es’ to verbs. They can hardly differentiate between present tense verbs and plural nouns” (p. 15).

To demystify this essential grammatical structure, let's delve into its core concept. In the Present Simple tense (Olivia et al., 2018) name the main uses which are represented in the next chart.

Table 8. Uses of present simple

1. For repeated and permanent actions or situations; states and verbs that refer to feelings.	She always wears a scarf in winter
2. For habits and daily routines.	I get up at 7 a.m. every day.
3. For general truths, laws of nature.	Water boils at 100 degrees Celsius at sea level.
4. For short actions that have little or no duration. For example, sports commentaries and demonstrations of different kinds (teachers, cooks, conjurors).	The chef adds salt to the dish and serves it.

Note: Differences between present simple and continuous. Created by the author referring (Olivia et al., 2018).

On the other hand, it is important to identify some grammar patterns too.

For example, applying S or ES in this tense is crucial because it is an integral part of its grammar.

Table 9. Present Simple–Third Person

“She works diligently” to denote a regular action.	(in the third person singular form of the verb, where ‘s’ or ‘es’ is added)
--	---

Note: Present simple, third person. Created by the authors.

The key to understanding this tense lies in the third person singular form of the verb, where ‘s’ or ‘es’ is added. This is where the confusion often arises, but fret not; we will unravel this mystery (Linguistic Variation 23, 2023). “The -s ending had already been firmly established in everyday usage” for that

reason it is considered as the most important grammar rule. To encourage this is important tense; is important to identify the difference between singular and plural.

When we speak in the singular form, referring to a single person or thing, like “he” or “she,” or even when describing ourselves in the first person, like “I,” we add an ‘s’ or ‘es’ to the end of the verb. This is what makes the verb in the present simple tense. For example:

- “She works.”
- “I study.”

However, when we speak in the plural form, referring to more than one person or thing, like “they,” or when we talk about ourselves in the first person plural, like “we,” we **do not** add ‘s’ or ‘es’ to the verb. The verbs remain in their basic form. For example:

- “They work.”
- “We study.”

So, in summary, remember that the present simple tense in the singular form takes that extra ‘s’ or ‘es’ in the verb, but in the plural form and in the first person, verbs stay in their base form, without any additional changes. Practice, and soon you’ll become experts in using the present simple tense!

2.2.2. Simple present – adverbs of frequency

As the quote we’ve taken from (Berghal & Tetteh, 2021)”The Adverb is one of the kinds of grammatical. An adverb refers to any element in a sentence used to modify a verb, adjective,

another adverb, or even an entire clause”. (pág. 364) This means that adverbs are like the tools that add flavor, color, and detail to our sentences. They are like painters who add nuances to a painting.

An adverb can modify different things in a sentence:

1. **A verb:** When we want to describe how an action is performed, we use adverbs to provide more information. For example, if someone runs quickly, “quickly” is an adverb that tells us how the action of running is being performed.
2. **An adjective:** Adverbs can also be used to provide more details to adjectives. If we say something is “very beautiful” or “extremely large,” the words “very” and “extremely” are adverbs that make the adjectives “beautiful” and “large” even more descriptive.
3. **Another adverb:** Yes, adverbs can even modify other adverbs. This is done when we want to specify the degree or manner in which an action is performed or something is described. For example, if we say someone speaks “very softly,” “very” modifies the adverb “softly” to indicate that they speak in a very gentle manner.
4. **An entire sentence:** Sometimes, adverbs can modify an entire sentence to indicate general circumstances. For example, “Fortunately, the day was sunny.” Here, “fortunately” modifies the entire sentence, giving us information about the circumstances in which the action occurred.

To summary, adverbs are like the tools we use to provide more details and nuances to our sentences. They can modify verbs, adjectives, other adverbs, and even entire sentences. So the next time you write or speak, remember to use adverbs to make your sentences more interesting and descriptive!

2.2.3. Simple present-questions

Imagina que eres un pedagogo y quieres explicar a tus estudiantes como crear preguntas en inglés, explícales y mantén la siguiente cita (Quinn, Jessie 2020) “English is an SVO language with a strict word order due to a weak inflectional system. The position of the subject is not flexible. This strict word order is apparent in the structures of English interrogatives. This thesis will focus mainly on the role of subject-auxiliary inversion in English main and embedded object questions with a particular focus on wh-questions.” (pag 15)

Quinn’s quote tells us that English is an SVO (Subject-Verb-Object) language with a strict word order due to a weak inflectional system. This means that the position of the subject is not flexible, and word order is important. This is also reflected in the structures of questions in English. Subject-auxiliary inversion plays a crucial role in both main and embedded object questions, particularly in wh-questions.

Now, let’s look at how to create questions in English:

1. **Yes/No Questions:** In yes/no questions, we simply invert the order of the subject and the auxiliary verb.

Example:

- Statement: She is studying.
- Question: Is she studying?

2. **Wh-Questions (Information Questions):** In wh-questions, we use interrogative words like “what,” “where,” “when,” “why,” “who,” “which,” and “how.” The structure is as follows: wh-word + auxiliary verb + subject + verb.

Example:

- Statement: He went to the park.
- Question: Where did he go?

3. **Yes/No Questions with Wh-Words (Tag Questions):** These questions combine a statement with a small question to confirm information. The basic structure is: statement + tag question.

Example:

- Statement: You like pizza.
- Question: You like pizza, don't you?

Remember that, as Quinn mentioned, subject-auxiliary inversion is crucial for creating questions in English. This is what gives rise to the characteristic structure of questions in this language.

In summary, when you want to create questions in English, remember the importance of subject-auxiliary inversion and how interrogative words (“wh-”) also play a crucial role in forming informative questions. Explore different examples and practice to perfect your skills in creating questions in English!

Figure 1. Present simple questions

PRESENT SIMPLE QUESTIONS			
test-english.com			
QUESTIONS WITH BE	QUESTION WORD	AUXILIARY BE	SUBJECT
		Is	Sharon
	How old	are	you?
	What	is	this?
	Where	are	you from?
QUESTIONS WITH DO	QUESTION WORD	AUXILIARY VERB	SUBJECT
		Do	you like pizza?
	Where	do	you work?
	What time	does	he get up?
	How often	do	they go out?
	What	do	you do?
test-english.com			

This illustration represents the questions structures in Present simple tense (test-english.com 2019)

To summarize, there Is a chart where we show how **Simple present** grammar patterns.

Table 9. Grammar patters

AFFIRMATIVE	I, you, we they = verbs base form E.g. My parents support me.
	He, she, it= verbs+ s or es E.g. My friend swim s very well. Julia washes her car every weekend.
NEGATIVE	Use auxiliary: do + not : I, we, you, and they. E.g. They do not cook well.
	Use auxiliary: does + not : he, she, and it. E.g. Mario does not spend time with his friends.
YES/NO QUESTION	Use DO-DOES auxiliaries to make yes/no questions. E.g. Does Mario spend time with his friends?
	No, he doesn't . Do your parents support you? Yes, they do.
INTERROGATIVE QUESTIONS	Use DO-DOES auxiliaries to form all kind of interrogative questions. E.g. Karla studies Software Development career.
	What does Karla study ? She studies Software Development career.

Note: Explanation simple present tense and examples. Created by the author

2.2.4. Simple present vs Present continuous

Simple present and present continuous are two verb tenses in English used to talk about actions in the present. Understanding the difference between them is crucial for accurate communication in English. As Listia & Febriyanti (2020) mentioned, “The tense in English may stand alone or may combine with other tenses(s) and with another aspect(s)” (p. 91). Now, let’s delve into these two verb forms.

I. Simple Present:

1. **Main Usage:** Simple present is used to express habitual actions, general facts, and universal truths.
 - Example: She often goes to the gym.
2. **Form:**
 - For the third person singular (he, she, it), we add “-s” to the main verb.
 - Example: He works.
3. **Common Time Signals:** It is usually combined with words or phrases that indicate frequency, such as “often,” “usually,” “always,” “every day,” etc.
 - Example: I always eat breakfast.

II. Present Continuous:

1. **Main Usage:** Present continuous is used to express actions that are happening at the present moment or during a specific period of time.
 - Example: She is reading a book right now.
2. **Form:**
 - To form present continuous, we use the verb “to be” (am, is, are) followed by the main verb in its “-ing” form.
 - Example: They are watching a movie.
3. **Common Time Signals:** Words or phrases indicating that an action is happening in the present, such as “right now,” “at the moment,” “currently,” are typically used with present continuous.
 - Example: We are currently studying for the exam.

Key Differences:

- Simple present is used for habits and general facts, while present continuous is used for ongoing actions in the present.
- Simple present is often combined with words indicating frequency, while present continuous is combined with words indicating the current time.

Table 10. Present Simple vs Present continuous

Present Simple	Present Continuous
Is used for habits and general facts.	Is used for ongoing actions in the present.
Is often combined with words indicating frequency	Is combined with words indicating the current time.

Note: Differences between present simple and continuous. Created by the author



2.2.5. AUTONOMOUS WORK ACTIVITY

“Daily English Journal”

Objective:

To promote autonomy and practical language use by practicing the use of the simple present and present continuous in everyday circumstances.

Supplies Required:

- A notepad or an app on their phones for taking notes.
- Access to the internet (for word and phrase searches, if needed).

Guidelines:

1. Set up the classroom: o Give a quick overview of the terms “simple present” and “present continuous.” Make sure students comprehend these tenses by giving them examples and allowing them to practice in class.
2. Homework Assignment: For a week, each student is to maintain a daily log of their daily activities in English.
3. Ask them to use “simple present” or “present continuous” as appropriate to compose at least one phrase for each activity.
4. A few instances of things to note are: Describe their daily schedule in the morning.

Review (in class or online):

Ask students to present their English performance in class or online after a week.

Encourage them interaction by giving them the opportunity to discuss and inquire about one other's work.

Encourage constructive criticism and peer review.

Final Reflection:

Organize a class discussion session for students to reflect on their experience of carrying out this activity.

Have them discuss the challenges they faced and how they applied the concepts learned.

Encourage them to talk about the usefulness of this practice for improving their English skills.

This activity will not only allow them to apply what they have learned in real situations but also promote autonomy and self-reflection in their English learning.

Table 11. Daily English Journal

Day of the Week	Time	Activity	Description in English
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Created by the author

Instructions:

1. Write the relevant day of the week (Monday, Tuesday, etc.) in “Day of the Week.”
2. Enter the time that you completed the task in “Time.”
3. In “Activity,” provide a brief description of the task you completed.
4. Write a line or phrase in English under “Description in English,” utilizing the “simple present” or “present continuous” tenses as necessary to explain the activity. Don’t forget to utilize the right vocabulary.



2.3. SELF-EVALUATION

Criteria	Excellent	Good	Fair	Poor
Learning Target	I achieved my goals because I know the objective and can impart it to others. Could you give me another challenge?	I am aware of and have a good understanding of the learning objective.	I think I understand the learning objective, but I still need guidance or experience.	I need your help. This was not at all my learning objective. A conference is required. Please assist me. I am a long way from achieving my learning objectives.
Meeting my goals	I can accurately apply at least 90% of the language covered in the lessons to my job and projects.	I may require some assistance if I run into trouble, but I'm almost there.	I believe that I may be stalled on one or more of my objectives. Could you please lend me a little more assistance?	AID! I'm having trouble with the vocabulary.
Vocabulary	I completed all assignments on time and never arrived late for synchronous or asynchronous sessions.	While I was sometimes late for synchronous and asynchronous meetings, I generally met deadlines.	I can accurately apply up to 75% of the vocabulary covered in the course in my work and projects, but I still need to improve my comprehension. I missed a lot of deadlines and showed up late for most (synchronous and asynchronous) meetings	I require assistance in managing my time. I failed to fulfill any deadlines. Most synchronous and asynchronous meetings were missed by me.

Thank you for completing this self-assessment! You can use this information to identify areas for improvement and plan your future English learning.

2.4. Question Bank

Fill in the blank:

1. Every morning, she _____ to the gym.

- a) go b) goes c) going d) are going

Choose the appropriate choice:

2. On Saturdays, they typically _____ football.

- a) play b) playing c) plays d) is playing

_____ he enjoy pizza? (Does/Do)

3. Put the proper word in the sentence to finish it: I _____ my homework in the evening.

- a) Do b) does c) don't d) doesn't

Choose the appropriate choice:

4. He got into an automobile.

Put the proper verb form in the sentence to finish it:

5. Every night, she _____ TV. (watch or watches)

- a) watch b) watches c) watching d) watches

6. Put this question to them: _____ they know Spanish?

- a) do b) does

7. Fill in the blank: The sun is _____ in the east. (rising or risings)

- a) rise b) rises c) rising d) risings

Choose the appropriate choice:

8. My sister _____ a teacher.

- a) am b) is c) am

Choose the appropriate verb to finish the sentence:

9. Every summer, they _____ to the beach. (Go/Goes)

- a) go b) goes c) going d) are going

10. _____ she enjoy coffee?

- a) Do b) does c) don't d) doesn't

Choose the appropriate choice:

11. Mice _____ cats.

- a) like b) likes c) isn't linking d) don't like

12. Put the proper word in the phrase to finish it: My parents _____ in the city.

- a) live b) lives c) living d) will live

13. _____ you know French?

- a) Do b) does c) don't d) doesn't

Choose the appropriate choice:

14. After school, we _____ our homework.

- a) Do b) does c) don't d) doesn't

Put the proper word in the phrase to finish it:

15. She _____ to work by bus.

- a) go b) goes c) going d) are going

Choose the appropriate choice:

16. The Earth _____ around the sun, so fill in the rest of the sentence with the appropriate verb. (move or moves)

- a) move b) moves c) moving d) moved

Choose the appropriate choice:

17. At the bank is my brother _____.

- a) work b) works c) working d) worked

18. They _____ to the beach every summer.

- a) go b) goes c) going d) went

19. _____ she like coffee?

- a) Does b) Is c) Do d) Are

20. Cats _____ mice.

- a) likes b) like c) liking d) liked

Chapter III

Various topics

3.1. Introduction

3.2. All about me

This chapter will develop the following topics: Personality adjectives, hobbies and socializing, simple present and adverbs and expressions of frequency, listening for the main idea, present continuous and present simple, and expressing reasons and results. In addition, it will cover simple past and time expressions, negative statements, questions forms, and reading strategy: approaching a text. Moreover, it will develop comparatives, superlatives, (not as...as), listening to identify key points, past continuous vs. simple past, and writing a narrative. Finally, it will develop the future will, may and might for predictions, reading strategy: skimming a text, be going to and present continuous, and speaking: telephone language.

3.2.1. Personality adjectives / Hobbies and socializing

There are adjectives to describe people's character and personality. According to (Richards et al., 2012), there are some definitions for a person, such as:

Table 12. Personality adjectives–Definitions

Character adjective	Definition
Easygoing	A person who doesn't worry much or get angry easily.
Egotistical	Someone who has a very high opinion of him- or herself.
Inflexible	A person who doesn't change easily and is stubborn.
Modest	Someone who doesn't brag about his or her accomplishments.
Sociable	A person who enjoys being with other people.
Stingy	Someone who doesn't like sharing.
Supportive	Someone who is helpful and encouraging.
Temperamental	A person who has unpredictable or irregular moods.
Unreliable	A person who doesn't do what he or she promised.
Generous	A person who likes giving others money and presents.
Shy	A person who doesn't talk to new people.
Lazy	A person who doesn't like working and enjoys watching TV all day.
Kind	A person who likes doing things to help other people.
Funny	A person who makes people laugh a lot.
Selfish	A person who usually thinks about themselves, not other people.
Outgoing	A person who is friendly and likes meeting new people.
Reliable	A person who promises to do something, he / she always does it.

Note: Definition of personality adjectives. Created by the author

For instance:

What are you like?

Graphic designers are **creative** since they propose visual communication strategies.

An administrator is **supportive** because he / she identifies business opportunities and risks.

Hobbies and socializing are activities that people carry out to have fun.

Illustration 17. Activities to have fun

Activities		
a. Kite surfing	b. Snowboarding	c. Scuba diving
		
d. Surfing	e. Rappelling	f. Rock climbing
		
g. Kayaking	h. Mountain biking	i. Hiking
		
j. Snorkeling	k. Tobogganing	l. Helicopter rides
		

Note: Amazing activities to do. Created by the authors.

3.2.2 Simple present and adverbs & expressions of frequency / Listening for the main idea

In the words of (Murphy, 2019), the *Present Simple* is used to talk about things in general, express that an activity happens all the time or repeatedly, or something is true.

For instance:

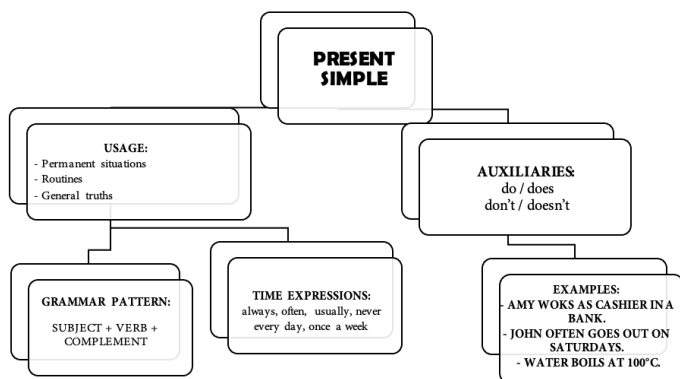
Vets **look after** sick animals in hospitals.

Graphic designers **have** knowledge of digital marketing.

The Earth **goes** round the Sun.

Administrators **generate** productive entrepreneurship initiatives.

Illustration 18. Present Simple grammar structure



Note: Explanation of grammar structure – Present Simple. Created by the author

We say:

They **drive** but he **drives**

We **wash** but she **washes**

You **study** but my brother **studies**

Third person – Spelling rules

1. It is added **-s** to the base form.

Example:

build -> **builds**

2. Verbs that end in **-sh**, **-ch**, **-x**, or **-ss**, it is added **-es**.

Example:

fix -> **fixes**

3. Verbs that end in a consonant + **y**, it is changed the **y** to **i** and it is added **-es**.

Example:

cry -> **cries**

4. The irregular verb: have.

Example:

have -> **has**

Luisa **has** three professional degrees.

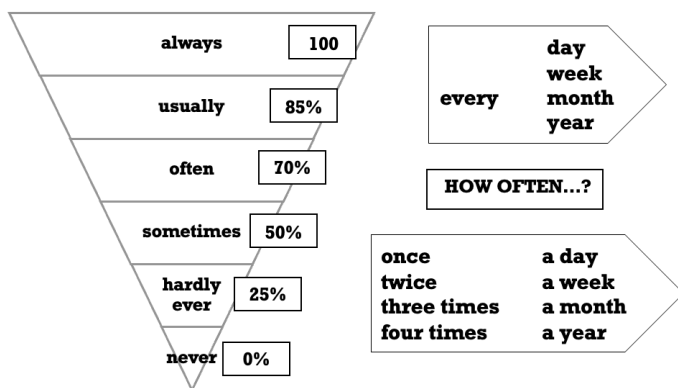
A child **does** aerobics.

Alex **tries** very hard.

Adverbs and expressions of frequency tell us how often something takes place.

As it is mentioned by (Chapeton, 2015), there are the following adverbs and expressions of frequency:

Illustration 2. Adverbs and expressions of frequency



Note: Vocabulary of adverbs – Expressions of frequency. Created by the author

Adverbs Examples

A mechanic **always** fixes cars.

Claudia and I **often** go out for a walk.

Rafael **never** spends time with his family.

Expressions of frequency Examples

Yolanda lifts weights **every day**.

They walk the dog **twice a month**.

Francisco writes a blog about different topics **four times a week**.

3.2.3. Present continuous vs. Present Simple

According to (Goldstein & Jones, 2017), we use the simple present to describe what normally happens, including routines and facts. On the other hand, we use the present continuous to describe something which is happening right now or these days.

For instance:

Table 13. Examples of Present Continuous vs. Present Simple

Present Continuous	Present Simple
I'm working right now.	Cayambe people like cold weather.
She isn't studying right now.	Teenagers don't go out a lot.
They are eating hot food these days.	It sticks to your face.
We aren't drinking coffee.	Alexandra doesn't live here.

Note: Statement using Present Continuous and Present Simple.
Created by the author

3.2.4. Expressing reasons and results

Give reasons

In the words of (Richards et al., 2012), people can explain why something is or should be, using the following words or phrases:

I like the Casa Blanca **because** it is always packed.

Since it's always so packed, there's a long wait outside the club.

It's popular **because of** the fashionable people.

The Soul Club is famous **for** its fantastic music.

Due to the crowds, the Casablanca is difficult to get in to.

The reason (**that / why**) people go there is just to be seen.

3.2.5. Simple past and time expressions

According to (Redston & Cunningham, 2014), we use the Past Simple tense to talk about activities which are completed in the past (the time is usually mentioned or implied). We know when these activities happened.

This is the same for all subjects:

I / You / He / She / It / We / They bought a laptop **yesterday**.

Regular Verbs: Spelling rules

Table 14 Spelling Rules of Regular Verbs – Past Simple

Rule	Examples
Most regular verbs: add -ed	started worked stayed finished wanted
Regular verbs ending in -e: add -d	lived hated

Rule	Examples
Regular verbs ending in consonant + y: -y → -i and add -ed	studied married
Regular verbs ending in consonant + vowel + consonant: double the last consonant	stopped

Note: Regular Verbs – Spelling rules of Past Simple. Created by the author

3.2.6. Negative statements – Past Simple

To make the Past Simple negative of **be**, we use **wasn't** or **weren't**.

Examples:

I **wasn't** born in 1987.

They **weren't** born in Italy.

To make the negative form of all other verbs, we use **didn't** + **infinitive**.

Table 15. Structure of a negative form statement – Past Simple

Subject	Auxiliary	Infinitive	Complement
I / You / He / She / It / We / They	didn't (= did not)	download	a file.

Note: Structure of a negative form statement. Created by the author

More examples:

He **didn't study** very much.

We **didn't wash** the clothes

Past time expressions

- **ago**

It's a word used in the past.

E.g. I went to Mexico three years ago. (= three years before now)

- **last**

To say the days (last Wednesday), week, month (last May), year, century and more, in the past that is nearest to now. Even with these phrases: last night, last week, last weekend, last month, last year, last century.

E.g. You heard about a plane crash **last month**.

Remember! We say last night but yesterday morning / afternoon / evening, not ~~last morning~~ or more.

E.g. My father recorded a video **yesterday evening**.

- **in**

To say years (in 2023), months (in December), decades (in the nineties) and centuries (in the twentieth century).

E.g. People didn't use social networks **in 1980**.

Remember! We use **on** with days (on Sunday).

My family had a barbecue **on Saturday**.

3.2.7 Question forms – Past Simple

When we use the past simple tense in questions, it’s important to take into account the verb be and other verbs.

For the verb **be**:

An informative question with the verb be is structured as:

Table 16. Structure of a question – Verb BE

Question word	be	Subject	
How old	was	Miley Cyrus	when she released Flowers?
How long	were	RBD singers	together?

Note: Question with BE – Structure in Past Simple. Created by the authors.

For **other verbs**:

A Yes / No question is structured as:

Table 17. Structure of a Yes / No question – Other verbs

Auxiliary	Subject	Infinitive	
Did	RBD band	make	a lot of money?
Did	they	go	to the same school?

Note: Yes / No question with other verbs – Structure in Past Simple. Created by the author

An informative question is structured as:

Table 18. Structure of an informative question – Other verbs

Question word	Auxiliary	Subject	Infinitive	
When	did	Thalia	make	her first record?
What	did	Maite Perroni	do	before he became a singer?

Note: Informative question with other verbs – Structure in Past Simple. Created by the author

3.2.8. Keep on travelling

3.2.8.1 Comparatives, superlatives (not as as)

In the words of (Wagner, 2022), we use the **comparative form** of adjectives or adverbs when we compare two people, animals, places, things or situations.

Structure

Table 19. Comparative form–Spelling rules

Type of adjective	Spelling rule	Comparative
Most 1 syllable adjectives	Add -er	smaller than older than but dry → drier than
1 syllable adjectives ending in -e	Add -r	safer than nicer than
1 syllable adjectives ending in consonant + vowel + consonant	Double the last consonant and add -er	hotter than bigger than but new → newer than

Type of adjective	Spelling rule	Comparative
2 syllable adjectives ending in -y	-y → -i and add -er	noisier than happier than
2 syllable adjectives not ending in -y	Put more before the adjective	more crowded than more common than
Adjectives with 3 syllables or more	Put more before the adjective	more expensive than more interesting than
Irregular adjectives	good bad far	better than worse than further / farther than

Note: Spelling rules of Comparative form. Created by the authors.

Remember! The opposite of **more** is **less**.

The holiday in Quito is more expensive.

The holiday in Yaznan Park is less expensive.

We use the **superlative form** of adjectives when we compare one person, animal, place, thing or situation with several of the same type, that is to say, to compare three or more things.

Table 20. Superlative form–Spelling rules

Type of adjective	Spelling rule	Comparative
Most 1 syllable adjectives	Add -est	the longest the fastest but dry → the driest
1 syllable adjectives ending in -e	Add -st	the safest the nicest
1 syllable adjectives ending in consonant + vowel + consonant	Double the last consonant and add -est	the wettest the biggest but new → the newest
2 syllable adjectives ending in -y	-y → -i and add -est	the earliest the happiest
2 syllable adjectives not ending in -y	Put more before the adjective	the most boring the most common

Type of adjective	Spelling rule	Comparative
Adjectives with 3 syllables or more	Put more before the adjective	the most expensive the most interesting
Irregular adjectives	good bad far	the best the worst the furthest / farthest

Note: Spelling rules of Superlative form. Created by the authors.

Other forms of comparison

as + adjective / adverb + as

My car is as fast as yours. = My car and your car are equally fast.

not as + adjective / adverb + as

He's not as smart as you are. = You are smarter than he is.

3.2.9. Past continuous and simple past

According to (Downie & Gray, 2019), the ***past simple*** tense is used to indicate:

- An action that is now finished, that is to say, actions that began and ended in the past.

E.g. Emily **competed** in the 2004 Paralympics in Athens.

Diana **stayed** with Karen for several weeks.

- To describe a sequence of events.

E.g. I **walked** up to the till, **paid** and then **left** the shop.

- To describe past habits or repeated actions in the past.

E.g. When I **was** eight years old, I often **went** jogging in the park.

On the other hand, the ***past continuous*** tense is used to indicate:

- Longer actions in the past.

E.g. Rafael Correa **was reading** an article about Luisa Gonzalez.

- To describe an action in progress at a certain time in the past.

E.g. I **was having** a shower at 10 o'clock last night.

Diana **was staying** with Karen last week.

- To describe activities that were happening at the same time in the past. It is used *while* or *as*.

E.g. While Margaret **was cooking**, Sebastian **was sleeping**.

- To give background information.

E.g. There were lots of people at the station. Some **were talking** on their mobiles, others **were sleeping** and a few **were walking** up and down.

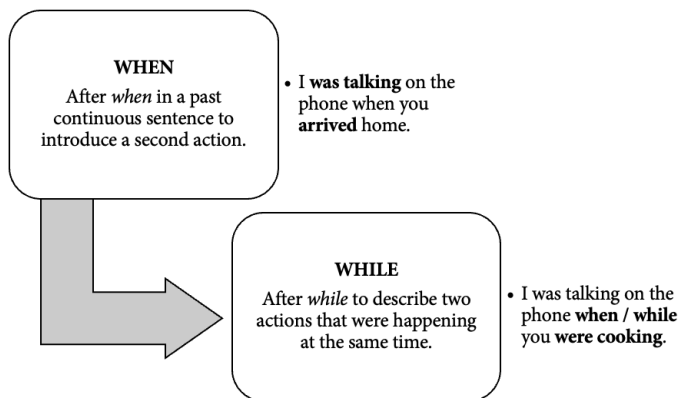
Past simple vs. Past Continuous

To describe an action which was in progress in the past when it was interrupted by another action. The action that interrupted the one in progress is in the Past Simple.

E.g. We **were having** dinner *when* the doorbell **rang**.

When / While

Illustration 19. Clauses when & while



Note: Examples with when, while. Created by the authors

3.2.10. Will, may & might for predictions

As (Humphreys et al., 2019) mention in their book, we use will / won't + infinitive to talk about:

- Future facts in general.
E.g. The financial crisis **will cause** problems for many people.
- Predictions.
E.g. I think they'**ll build** a new bridge in 2015.
- Spot decisions
E.g. We've run out of milk; I'**ll go** and buy some.
- Promises
E.g. I'**ll be** on time, don't worry!

- Offers

E.g. I'll **do** the washing-up after dinner.

- Threats

E.g. I **won't speak** to you again!

May & might

These express a more remote possibility that something could happen than *will probably*.

E.g. You'll **probably** be tired after the long journey. (a logical conclusion)

You **may / might** be tired after the journey. (not very certain at all)

- *May & might* are modal verbs, and therefore the form is the same for all subjects.

E.g. You **may / might meet** Alejandro next week.

She **may / might finish** her homework soon.

- *May & might* are always followed by the infinitive without to.

E.g. I **may / might try** something different on the menu.

Not I ~~may / might~~ to try...

> Reading strategy: Skimming a text

> Be going to and present continuous

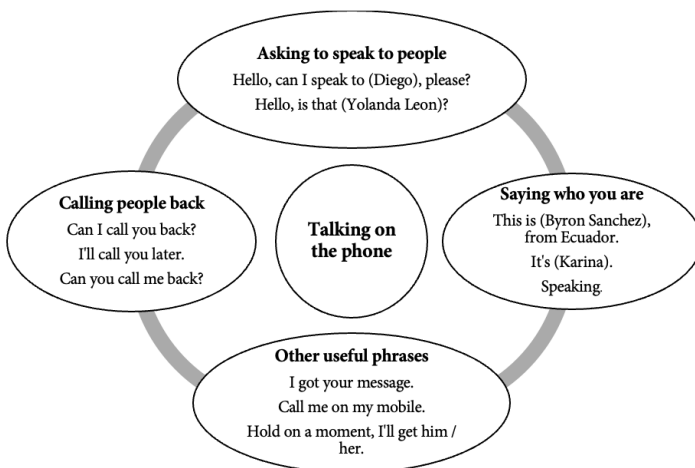
According to McCarthy et al. (2014), the future Going to is used:

- To make predictions based on evidence.
E.g. Look out! You're **going to trip** over that chair.
 Look! The sky is dark. It's **going to rain** this afternoon.
- To talk about future plans.
E.g. My brother is going to study Chemistry.

3.2.6.1 Speaking: Telephone language

In the words of (Reppen et al., 2022), it is important to acquire vocabulary when a person needs to make a call.

Illustration 20. Phrases to use in a call



Note: Telephone Language. Created by the author

Remember! We say: It's (Karina). Not ~~I'm~~ Karina.

I'll = I will



3.3 SELF-EVALUATION

This self-assessment form is designed to help you to self-assess how confident you feel about your ability in several academic areas.

Instruction: Read the questions and underline the right answer.

SELF-ASSESSMENT AREAS	Very Confident	Fairly Confident	Not Very Confident	Not At All Confident	NOTES
I possess sufficient resources for me to achieve my academic goals.					
I complete assigned work assigned work effectively and on time.					
I am able to clearly identify areas where I can improve in my studies.					
I am able to accurately describe a situation through writing.					
I am able to verbally articulate my thoughts and ideas.					
I am willing to learn from my peers.					
I clearly and respectfully convey my thoughts to others.					

SELF-ASSESSMENT AREAS	Very Confident	Fairly Confident	Not Very Confident	Not At All Confident	NOTES
I demonstrate effective listening skills.					
I am able to identify learning from critical reflection.					
I am able to think critically and objectively about any given topic or situation.					
I take initiative to discover new work challenges, and influence events leading to the organization's success.					
I am able to think critically while a lesson is being delivered.					
I am able to write a persuasive essay, including a convincing thesis, with solid evidence to support my claims.					



3.4. QUESTIONNAIRE

Choose the correct answer. Write a, b, or c in the blanks.

1 Aydin _____ in 2010 and he went to elementary school in 2015.	a was born b grew up c got born
2 I couldn't watch the TV show about snakes last night because I find them _____.	a interesting b terrifying c terrified
3 The traffic light turned red and the cars _____.	a stoped b stopped c stop
4 _____ does she remind you of?	a How b Who c Whose
5 My sister's wedding was _____ August 15th.	a at b in c on
6 My cell phone rang when I was in the theater. It was really _____.	a embarrassing b exciting c confusing
7 Pamela went to _____ and studied to be a dentist.	a high school b a career c college
8 Magda _____ her new boyfriend to the party.	a taked b taken c took
9 What _____ about the accident?	a did your mom say b said your mom c your mom did say
10 My brother started driving lessons in October. Three months _____, he bought a car.	a later b late c after
11 I always carry my keys in my pocket. That's why I never _____ them.	a miss b remember c lose

12 _____ work in an office?	a Does you b Do you c Doesn't you
13 I don't want to wait for a bus. I'm _____! I prefer to walk.	a lazy b impatient c patient
14 _____ to bring your laptop tomorrow.	a Remember b Remind c Expect
15 I _____ coffee after dinner.	a hardly ever b drink c don't hardly ever d don't hardly ever e drink
16 Many people join clubs to _____ new people.	a meet up b meet c learn
17 Megan is _____. Her profile says she's 24 and works in a bank, but she's 20 and she's a student.	a dishonest b serious c sociable
18 I'm very busy at work right now. _____ I relax at home on the weekend.	a Because b That's why c So that
19 Julia wants to be a TV host because they _____ a lot of money.	a win b earn c take
20 Tim _____ at his friend's house for two weeks.	a stays b are staying c is staying

Chapter IV

Present Perfect with yet and already Transportation

4.1. Introduction

In this first chapter, topics such as: City features, Present Perfect with yet and already Transportation / Natural features, Too / Too much / Too many / (not) enough, Food and drink Vocabulary, have to, not have to and can't, and Adjectives to describe food.

4.2. City features

The traits, qualities, and parts that characterize and set apart a city or urban region are referred to as city features. Together, these elements support the city's identity, functionality, and citizens' quality of life. The characteristics of a city might differ greatly between locations(Hart et al., 2016).

Illustration 1. City features

			
Factory	Bank	Library	School
			
Bus station	Train station	Post office	Supermarket
			
Sports centre	Cinema	Castle	Café

Created by authors.

4.2.1. Present Perfect

When describing events or circumstances that relate to the present even if they may have happened in the past, the English grammatical tense known as the present perfect is employed. It is created by combining the past participle of the main verb with the auxiliary word “have” in any of its forms..(Elliott & Thomas, 2019)

Illustration 2. Present Perfect

	Subject + have/has + verb (v3) + object He has completed the mission.
	Subject + have/has + not + verb (v3) + object He has not completed the mission.
	have/has + subject + verb (v3) + object + ? Has he completed the mission?

Source: onlymyenglish.com

The basic structure is:

[SUBJECT] + HAVE/HAS + PAST PARTICIPLE

“I have seen that movie before.”

“She has visited Paris several times.”

Key characteristics of the Present Perfect tense include:

1. Connection to the Present: The Present Perfect emphasizes the relevance or connection of the past action or event to the present moment. It often answers questions like “Have you

ever...?” or “Has he/she/it...?” to inquire about experiences or actions up to the present time.



Example:

“Have you ever traveled to Europe?” (implies that you might travel again in the future)

2. Unspecified Time: The tense does not specify exactly when the action occurred. It focuses on the fact that the action happened at some point in the past, without mentioning a specific time or date.

Example:

“I have eaten sushi.” (We don’t know when this happened, just that it’s part of your life experience.)

3. Duration or Relevance: It can be used to indicate the duration of an action or event that started in the past and continues into the present or its relevance to the present situation.



Example:

“I have lived in this city for five years.” (The action of living started in the past and continues up to the present.)

“I have lost my keys.” (The relevance is that you don’t have

your keys now, and you need them.)

Negative and Interrogative Forms: You can use the negative form by adding “not” after “have” (e.g., “haven’t” or “hasn’t”). For interrogative sentences, the auxiliary verb is often placed at the beginning of the sentence.

Negative: “She hasn’t finished her homework.”

Interrogative: “Have you met my brother?”

Contractions: Common contractions are “I’ve” for “I have” and “he’s,” “she’s,” “it’s” for “he has,” “she has,” “it has,” respectively.

The Present Perfect is a versatile tense used to describe a wide range of experiences, actions, or situations that are somehow relevant to the present, even if their exact timing is unspecified.

In the context of the Present Perfect tense, the adverbs “already,” “just,” “still,” and “yet” are used to provide more specific information about the timing and completion of actions or events. Here’s how each of these adverbs is typically used in sentences with the Present Perfect tense:

Already:

“Already” is used to indicate that an action or event has happened at some point before the present time. It suggests that the action took place sooner or earlier than expected.

Example: “I have already finished my homework.” (This means the homework is completed, possibly earlier than anticipated.)

Just:

“Just” is used to indicate that an action or event has happened very recently, typically in the immediate past, and is often used with time expressions like “a moment ago” or “recently.”

Example: “She has just left for work.” (This means she left a very short time ago.)

Still:

“Still” is used to indicate that an action or situation that started in the past is continuing up to the present moment. It suggests that the action has not yet been completed.

Example: “I have been working here for three years, and I still enjoy it.” (The enjoyment of the job continues in the present.)

Yet:

“Yet” is typically used in negative statements or questions to indicate that an action or event expected to happen in the past has not happened as of the present moment.

Example (Negative):

“They haven’t finished their meal yet.” (The meal was expected to be finished by now, but it hasn’t happened.)

Example (Question):

“Have you called your parents yet?” (The expectation is that you should have called them by now.)

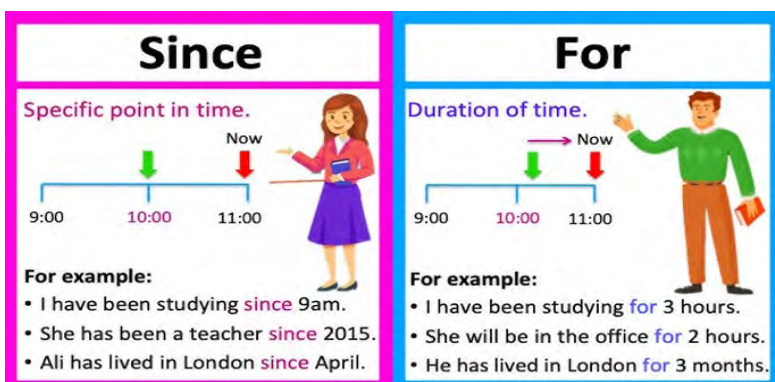
It’s important to note that the specific usage of these adverbs can vary based on the context of the sentence. They add nuances to the timing and completion of actions, helping to convey a more precise meaning in Present Perfect sentences.

4.2.2 Since and for in present perfect

In present perfect tense, “since” and “for” are used to indicate the duration or timeframe of an action or event that started in the past and has relevance to the present. (Godfrey, 2022)

They are used in slightly different ways:

Illustration 3 Since and for



Created by the author

“Since”:

“Since” is used to specify a point in time when the action or event started. It is often followed by a specific point in time, such as a date, a time, or a moment.

Example:

“I have been studying English since 2010.” (This means the person started studying English in the year 2010, and they are still studying it in the present.)

“For”:

“For” is used to indicate the duration of time that an action or event has been happening. It is followed by a period of time (e.g., minutes, hours, days, months, years).

Example:

“I have been studying English for 10 years.” (This means the person has been studying English continuously for a period of 10 years, and they are still studying it in the present.)

Here are some more examples to illustrate the use of “since” and “for” in present perfect tense:

“She has lived in New York since 2015.” (The action of living in New York started in 2015 and continues to the present.)

“They have been married for 20 years.” (They got married 20 years ago, and they are still married now.)

“I have known him since we were children.” (The knowledge of him began in childhood and continues to the present.)

“He has been working at the company for three months.” (He started working at the company three months ago, and he is still working there now.)

In summary, “since” is used to pinpoint the starting point of an action or event in present perfect, while “for” is used to indicate the duration or length of time that the action or event has been ongoing. Both words help provide a clearer understanding of the timeframe in which the action or event occurred in relation to the present moment.

4.2.3 Transportation

Transportation refers to the process of moving people, goods, or animals from one place to another. It involves the use of various modes of conveyance or vehicles, such as cars, trucks, trains, airplanes, ships, bicycles, and even walking, to enable the movement of passengers or cargo. Transportation plays a crucial role in the functioning of societies and economies by facilitating the exchange of goods and services, connecting people and communities, and supporting economic activities. (Murphy, 2019)

Illustration 4. Transportation



Source: englishan.com

There are various forms of transportation, including:

Road Transportation: This includes the use of roads and highways for vehicles like cars, buses, trucks, and motorcycles.

Rail Transportation: Trains and railways are used for the transportation of goods and passengers over land.

Air Transportation: This involves the use of airplanes to carry passengers and cargo over long distances, both domestically and internationally.

Maritime Transportation: Ships and boats are used to transport goods and people across oceans, seas, rivers, and other bodies of water.

Public Transportation: Mass transit systems like buses, subways, trams, and commuter trains are used to move large numbers of people within cities and urban areas.

Cycling and Walking: These are human-powered modes of transportation, commonly used for short distances.

Pipeline Transportation: Pipelines are used to transport liquids and gases, such as oil, natural gas, and water.

Space Transportation: Spacecraft and rockets are used to transport payloads and astronauts into space.

Efficient and reliable transportation systems are essential for the functioning of modern societies, as they support economic growth, trade, and accessibility. They also have significant environmental and social impacts, with concerns about sustainability, energy consumption, and congestion being important considerations in transportation planning and policy development.

4.2.4 Natural features

Natural features, also known as natural phenomena or natural characteristics, are elements of the Earth's physical environment that are not created or significantly altered by human activity. These features are a result of natural processes and geological forces, and they exist in various forms across the planet. Natural features are an essential part of the Earth's landscape and environment, and they play a crucial role in shaping ecosystems and influencing human activities. Here are some common examples of natural features. (Genevieve et al., 2019)

Mountains: Elevated landforms created by tectonic plate movements, volcanic activity, or erosion.

Rivers and Lakes: Bodies of water formed by geological processes, such as erosion, glaciation, or volcanic activity.

Oceans and Seas: Large bodies of saltwater that cover a significant portion of the Earth's surface.**Forests:** Dense areas covered with trees, shrubs, and other vegetation.**Deserts:** Arid regions with low precipitation and sparse vegetation.

Canyons and Valleys: Deep, narrow gorges or low-lying areas formed by erosion or tectonic forces.

Caves: Underground chambers or passages formed by geological processes, often containing unique rock formations

Waterfalls: Cascading water over a cliff or rock ledge, often created by erosion.

Coral Reefs: Underwater ecosystems formed by the accumulation of coral polyps over thousands of years.

Volcanoes: Mountains or hills formed by the eruption of molten rock, ash, and gases from the Earth's mantle.

Glaciers: Large masses of ice that flow slowly across land surfaces.

Islands: Land surrounded by water, which can be the result of volcanic activity, erosion, or tectonic processes

Natural Springs: Water sources that flow to the surface from underground aquifers.**Canyons:** Deep, steep-sided valleys with unique geological formations.

Plateaus: Elevated flat areas of land often bounded by cliffs or steep slopes.

These natural features are not only visually stunning but also serve critical ecological, geological, and environmental functions. They provide habitats for wildlife, influence climate patterns, and have shaped the development of human civilizations throughout history. Many natural features are also important for outdoor recreation and tourism, attracting visitors from around the world who want to experience and appreciate their beauty and uniqueness.

4.2.5. Too / Too much / Too many / (not) enough

“Too,” “too much,” “too many,” and “not enough” are phrases used to express different degrees of quantity or extent. They help convey whether something is excessive or lacking. (Richards et al., 2012)

Let's explore how each of these phrases is used:

Too: “Too” is used to indicate that something is excessive or more than what is desired or necessary. It can be used with both countable and uncountable nouns.

- Example with a countable noun: There are too many people in the room. (Excessive number of people)
- Example with an uncountable noun: She put too much sugar in the coffee. (Excessive amount of sugar)

Too much: “Too much” is used specifically with uncountable nouns to emphasize an excessive quantity or degree.

- Example: I ate too much pizza for dinner. (Excessive quantity of pizza)

Too many: “Too many” is used with countable nouns to emphasize an excessive number or quantity.

- Example: There are too many books on the shelf. (Excessive number of books)

Not enough: “Not enough” is used to indicate a lack or insufficiency of something, whether it’s a countable or uncountable noun.

- Example with a countable noun: There are not enough chairs for everyone. (Lack of sufficient chairs)
- Example with an uncountable noun: There wasn’t enough time to complete the task. (Lack of sufficient time)

Here are some additional examples to illustrate the use of these phrases:

The cake had too much frosting on it, making it too sweet.

There were too many errors in the report, so it had to be revised.

I have too many responsibilities at work, and I feel overwhelmed.

She didn't add enough salt to the soup, so it tasted bland.

There isn't enough space in the car for all our luggage.

You're spending too much time on your phone; you should take a break.

These phrases are important for conveying the right amount or degree in various situations, whether it's in everyday conversation or when providing information.

Sports and competitions vocabulary

Sports and competitions are activities that involve physical skill, strategy, and often, a set of rules or guidelines for participants to follow. These activities can take various forms and serve different purposes, including entertainment, recreation, physical fitness, and even professional careers. (Goldstein & Jones, 2017)

Here's an overview of sports and competitions:

Sports:

Physical Activity: Sports typically involve physical exertion and skill. They can be team-based or individual, and they often require participants to compete against one another.

Rules and Regulations: Sports are governed by specific rules and regulations that define how the game is played, scoring systems, and player conduct.

Diverse Types: There is a wide range of sports, including team sports like soccer, basketball, and football, individual sports like tennis, golf, and swimming, combat sports like boxing and martial arts, and sports with varying degrees of physical contact.

Competitions:

Structured Events: Competitions are organized events where individuals or teams compete against each other in various activities or disciplines.

Objective: The primary objective of competitions is to determine a winner based on performance, scoring, or other criteria. Winners may receive awards, medals, or prizes.

Levels: Competitions can take place at various levels, including local, regional, national, and international. They can be amateur or professional.

Examples: Competitions can encompass a wide range of activities, such as sports competitions (e.g., the Olympics, World Cup), academic competitions (e.g., spelling bees, math Olympiads), artistic competitions (e.g., music competitions, art exhibitions), and many more.

In both sports and competitions, participants often strive to improve their skills, achieve personal goals, and, in some cases, reach the pinnacle of their chosen activity. Competitions in sports and other areas can also foster camaraderie, teamwork, and a sense of achievement among participants. Additionally, they provide entertainment and enjoyment for spectators.

Sports and competitions are an integral part of human culture and have a long history dating back to ancient civilizations. They continue to play a significant role in contemporary society, serving as a source of physical activity, entertainment, and community engagement.

4.2.6. Past Perfect

Past Perfect is a grammatical tense used in English to indicate an action that was completed before another past action or point in time. It is formed by using the past participle of a verb along with the auxiliary verb “had.” (Chapeton, 2015)

The structure of a sentence in the **Past Perfect tense** is as follows:

[SUBJECT] + HAD + PAST PARTICIPLE

Here are some examples to illustrate the Past Perfect tense:

She had already eaten dinner when I arrived.

In this sentence, “had already eaten” indicates that the action of eating dinner was completed before the arrival (which is also in the past).

They had finished their homework before the teacher collected it.

“Had finished” shows that the homework was completed before the teacher collected it.

He had never traveled by plane until last year.

“Had never traveled” highlights that the action of traveling by plane did not occur before last year.

The Past Perfect tense is often used to make it clear which of two past actions occurred first or to emphasize the completion of an action before a specific point in the past. It's commonly used in conjunction with the simple past tense to create a sequence of events in the past.

Keep in mind that the Past Perfect tense is specifically for actions that occurred before another past action or point in time. If you want to describe an action that simply took place in the past without emphasizing its relationship to another past event, you would use the simple past tense. The human body is composed of various parts, each with its own specific structure and function. Here are some of the main parts of the human body:

Conclusion

In conclusion, the B1.2 level teaching guide has been a valuable tool in assessing and improving my English language skills in this first chapter. Through this guide, students have gained a deeper understanding of essential grammar concepts and rules that are fundamental for effective communication in English.

This guide has allowed students to track their progress and identify areas where they needed improvement. They have worked on various grammar topics, including verb tenses, sentence structure, articles, prepositions, and more. As a result, they feel more confident in their ability to construct grammatically correct sentences and express their selves accurately.

4.3. Self-assessment

Criteria	Excellent	Good	Fair	Poor
Learning Target	I achieved my goals because I know the objective and can impart it to others. Could you give me another challenge?	I am aware of and have a good understanding of the learning objective.	I think I understand the learning objective, but I still need guidance or experience.	I need your help. This was not at all my learning objective. A conference is required. Please assist me. I am a long way from achieving my learning objectives.
Meeting my goals	I can accurately apply at least 90% of the language covered in the lessons to my job and projects.	I may require some assistance if I run into trouble, but I'm almost there.	I believe that I may be stalled on one or more of my objectives. Could you please lend me a little more assistance?	AID! I'm having trouble with the vocabulary.
Vocabulary	I completed all assignments on time and never arrived late for synchronous or asynchronous sessions.	While I was sometimes late for synchronous and asynchronous meetings, I generally met deadlines.	I can accurately apply up to 75% of the vocabulary covered in the course in my work and projects, but I still need to improve my comprehension. I missed a lot of deadlines and showed up late for most (synchronous and asynchronous) meetings	I require assistance in managing my time. I failed to fulfill any deadlines. Most synchronous and asynchronous meetings were missed by me.

4.4. Questionnaire

Choose the best answer.

1.- *What is a bustling area in the center of a city called?*

- a. Suburb b. Downtown c. Outskirts d. Rural

2.- *Which of the following is a mode of public transportation commonly found in cities?*

- a. Tractor b. Gondola c. Subway d. Hot air balloon

3.- I _____ finished my homework, but I haven't submitted it yet.

- a. yet b. already c. just d. still

4.- Have you _____ visited the new museum downtown?

- a. yet b. already c. still d. now

5.- Which transportation mode is most commonly used in Venice?

- a. Bus b. Car c. Boat d. Bicycle

6.- What natural feature is commonly associated with coastal areas?

- a. Mountains b. Deserts c. Oceans d. Forests

7.- There is _____ traffic in the city during rush hour.

- a. too b. too much c. too many d. not enough

8.- She has _____ friends to help her move to a new apartment.

- a. too b. too much c. too many d. not enough

9.- What is a popular Italian dish consisting of thin layers of pasta, sauce, and cheese?

- a. Pizza b. Lasagna c. Sushi d. Tacos

10.- In which category does "orange juice" belong?

- a. Main course b. Dessert c. Beverage d. Appetizer

11.- We _____ wear a uniform to school.

- a. have to b. not have to c. can't d. should

12.- *You _____ talk during the exam.*

- a. have to b. not have to c. can't d. should

13.- *How would you describe a dish that is very spicy?*

- a. Bland b. Savory c. Spicy d. Sweet

14.- *What word best describes food that has a pleasant, strong aroma?*

- a. Fragrant b. Bitter c. Sour d. Tasteless

15.- *I _____ finish this report by tomorrow.*

- a. have to b. not have to c. can't d. should

16.- *Students _____ bring their textbooks to class.*

- a. have to b. not have to c. can't d. should

17.- *How would you describe a dessert that is sweet and creamy?*

- a. Tangy b. Rich c. Salty d. Chewy

18.- *What word best describes a dish that is bland and lacks flavor?*

- a. Spicy b. Tasteless c. Zesty d. Savory

19.- *Which term refers to a large public park in the center of a city?*

- a. Square b. Plaza c. Garden d. Park

20.- *What is the main purpose of a city's public transportation system?*

- a. Entertainment b. Commuting c. Shopping d. Sightseeing

4.5.1 Parts of the body

The human body is composed of various parts, each with its own specific structure and function. (Puchta & Stranks, 2016)

Here are some of the main parts of the human body:

Head:

Brain: The control center of the body, responsible for processing information, controlling bodily functions, and coordinating responses to stimuli.

Eyes: Organs of vision that allow us to see and perceive our surroundings.

Ears: Organs of hearing and balance, consisting of the outer ear, middle ear, and inner ear.

Nose: Responsible for the sense of smell and plays a role in breathing and filtering air.

Mouth: Used for eating, speaking, and breathing.

Neck: Connects the head to the body and contains the throat and neck muscles.

Chest: Contains the heart and lungs, protected by the ribcage.

Abdomen: Houses the digestive organs, including the stomach, liver, and intestines.

Back: Contains the spine (vertebral column) and back muscles.

Pelvis: The bony structure at the base of the spine that supports the trunk and contains the reproductive organs and bladder.

Upper Extremities:

Shoulders: Connect the arms to the torso.

Arms: Consist of the upper arm (between the shoulder and elbow) and the lower arm (between the elbow and wrist).

Hands: Contain the fingers, which have joints allowing for grasping and fine motor skills.

Lower Extremities:

Hips: Connect the legs to the pelvis.

Legs: Comprised the thigh (between the hip and knee) and the lower leg (between the knee and ankle).

Feet: Contain the toes, which provide balance and support for walking and standing.

Internal Organs:

Heart: Pumps blood throughout the body, supplying oxygen and nutrients.

Lungs: Responsible for breathing and oxygenating the blood.

Liver: Performs vital functions, including metabolizing nutrients and detoxifying the body.

Kidneys: Filter waste products from the blood and regulate fluid balance.

Stomach and Intestines: Digest and absorb nutrients from food.

Pancreas: Produces insulin and digestive enzymes.

Spleen: Involved in filtering blood and immune functions.

Gallbladder: Stores bile produced by the liver.

Bladder: Stores and eliminates urine.

Reproductive Organs: Include the uterus, ovaries, and fallopian tubes (in females) and the testes and prostate (in males).

Bones and Muscles: The skeletal system provides structural support, while muscles allow for movement and stability.

Skin: The body's largest organ, serving as a protective barrier and regulating temperature.

Blood and Circulatory System: Consists of blood vessels (arteries, veins, and capillaries) and the lymphatic system, which transport blood, oxygen, nutrients, and waste products throughout the body.

Nervous System: Includes the brain, spinal cord, and nerves, facilitating communication and coordination of bodily functions.

These are the major parts of the human body, but it's essential to recognize that there are many more organs, tissues, and structures that contribute to the complex functioning of the human organism. Each part plays a specific role in maintaining overall health and well-being.

4.6. Reported speech

Reported speech, also known as indirect speech, is a way of expressing what someone else has said without quoting their exact words. When you use reported speech, you convey the meaning of a speaker's statement or message while changing the wording and sometimes the tense of the original statement. Reported speech is often used in writing and conversation to report or relay information, opinions, or statements made by others. (Thacker, 2023)

Here are some key points to understand about reported speech:

Change in Pronouns and Verb Tenses: In reported speech, you typically change the pronouns and verb tenses to match the context of the reporting. For example:

Direct speech (original statement): She said, "I am going to the store."

Reported speech: She said that she was going to the store.

Reporting Verbs: Verbs like "say," "tell," "ask," "explain," and others are used to introduce reported speech. These verbs indicate that someone is conveying information or a message.

Punctuation: When reporting speech, it's common to use words like "that" to introduce the reported statement, but they are often optional in informal speech. Punctuation, such as quotation marks, is not used in reported speech.

Changes in Time and Place Expressions: When reporting statements about time, place, or other references, you may need

to adjust these expressions to fit the context of the reporting. For example:

Direct speech: He said, “I will meet you here tomorrow.”

Reported speech: He said that he would meet me there the next day.

Backshifting: In reported speech, it’s common to change the tense of the verbs when the reporting is in a different time frame from the original statement. This is known as “backshifting.” For example:

Direct speech: She said, “I like pizza.”

Reported speech (when reported later): She said that she liked pizza.

Reported speech is used in various situations, such as in news reporting, storytelling, summarizing conversations, and in academic writing when citing sources. It allows speakers and writers to convey information accurately while integrating it into their own speech or writing style. It’s important to note that the choice between direct speech (quoting the exact words) and reported speech depends on the context and the level of formality.

4.7. Household vocabulary

Household vocabulary refers to a set of words and terms related to items, objects, actions, and activities that are commonly found and used within a typical household or home environment. These words are essential for describing, discussing, and understanding various aspects of daily life within a home. (Doff & Thaine, 2022)

Household vocabulary can encompass a wide range of categories, including:

Furniture and Fixtures:

Table, chair, sofa, bed, bookshelf, wardrobe, dresser, nightstand, lamp, mirror, rug, curtains, blinds, etc.

Kitchen and Cooking:

Stove, oven, refrigerator, microwave, sink, dishwasher, cutting board, knife, pot, pan, utensils, plates, bowls, cups, saucers, etc.

Appliances:

Washing machine, dryer, dishwasher, toaster, blender, coffee maker, vacuum cleaner, iron, etc.

Rooms and Areas:

Living room, bedroom, kitchen, bathroom, dining room, hallway, basement, attic, garage, porch, etc.

Household Items:

Broom, mop, bucket, dustpan, trash can, recycling bin, broomstick, duster, vacuum cleaner, etc.

Personal Care and Hygiene:

Toothbrush, toothpaste, soap, shampoo, towel, toilet paper, razor, shower, bathtub, etc.

Family Members:

Mother, father, sister, brother, son, daughter, grandparents, etc.

Daily Activities:

Cooking, cleaning, laundry, gardening, studying, working, relaxing, watching TV, etc.

Home Maintenance:

Repairs, renovations, painting, plumbing, electrical work, etc.

Household Supplies:

Cleaning supplies, groceries, toiletries, paper towels, detergent, etc.

Pets:

Dog, cat, fish, hamster, pet food, leash, litter box, etc.

Utilities and Services:

Electricity, water, gas, internet, cable TV, garbage collection, etc.

Home Security:

Locks, keys, security system, alarm, surveillance cameras, etc.

Decor and Design:

Paintings, posters, wallpaper, furniture arrangement, interior design, etc.

Having a good grasp of household vocabulary is essential for effective communication, whether you're discussing home-related topics with family and friends, shopping for household items, or describing your living situation in writing or conversation. It allows you to express needs, preferences, and instructions related to your home and daily life.

Ing / infinitive verb patterns

The “ing” form and the infinitive form of verbs are two different ways to express actions and verb concepts in English. They are used in various sentence structures and have different purposes. (Richards, 2013)

Here’s an overview of “ing” (gerund) and infinitive verb patterns:

1. “ing” Form (Gerund):

Usage: The “ing” form of a verb is used as a noun and often represents an action, activity, or state.

Examples:

“I enjoy swimming.” (Here, “swimming” is a gerund that functions as the direct object of the verb “enjoy.”)

“She is good at dancing.” (In this sentence, “dancing” is a gerund used as the object of the preposition “at.”)

“Running is great exercise.” (In this case, “running” is the subject of the sentence.)

2. Infinitive Form:

Usage: The infinitive form of a verb is the base form of the verb (e.g., “to swim,” “to dance”) and is often used with “to” or without “to” in different sentence structures.

Examples:

“I want to swim.” (Here, “to swim” is used as the direct object of the verb “want.”)

“She can dance.” (In this sentence, “dance” is used as an

infinitive verb without “to” after the modal verb “can.”)

“To run is to exercise.” (In this case, “to run” and “to exercise” are both infinitive phrases.)

Patterns for “ing” and Infinitive Verb Forms:

Gerund as Subject:

“Swimming is my favorite sport.”

“Eating ice cream makes me happy.”

Infinitive as Subject:

“To learn a new language requires dedication.”

“To play the piano well is his dream.”

Gerund as Object of a Verb:

“I love reading books.”

“She enjoys painting landscapes.”

Infinitive as Object of a Verb:

“She wants to visit Paris.”

“He decided to quit his job.”

Gerund as Object of a Preposition:

“She is good at solving puzzles.”

“He succeeded by working hard.”

Infinitive as Object of a Preposition:

“He is interested in learning new skills.”

“They are devoted to helping others.”

Gerund or Infinitive with Modals:

“She can swim.” (Infinitive without “to”)

“He must be studying.” (Gerund)

“They should go.” (Infinitive without “to”)

It’s important to note that the choice between using the “ing” form or infinitive form of a verb depends on the specific verb, the meaning you want to convey, and the grammatical structure of the sentence. Some verbs can be followed by both gerunds and infinitives with a change in meaning (e.g., “I like to swim” vs. “I like swimming”). Mastery of these patterns is essential for accurate and effective English communication.

4.7. Words to describe materials and clothes

Adjectives are used to describe materials and clothes in English to provide more information about their characteristics, appearance, texture, or qualities. (Thacker & Wilson, 2019)

Here are some common adjectives used to describe materials and clothing:

Materials:

- Cotton: Soft, breathable, comfortable.

Example: “I prefer cotton shirts in the summer.”

- Silk: Smooth, luxurious, delicate.

Example: “Her silk dress was elegant.”

- Leather: Durable, tough, stylish.

Example: “He wore a leather jacket.”

- Wool: Warm, cozy, insulating.

Example: “I bought a wool sweater for the winter.”

- Denim: Rugged, sturdy, casual.

Example: “Jeans are typically made of denim fabric.”

- Linen: Lightweight, breathable, cool.

Example: “Linen pants are perfect for hot weather.”

- Velvet: Soft, plush, opulent.

Example: “She had a velvet evening gown.”

Clothing:

- Formal: Elegant, sophisticated, dressy.

Example: “He wore formal attire to the wedding.”

- Casual: Relaxed, comfortable, informal.

Example: “I like to wear casual clothes on weekends.”

- Sporty: Athletic, active, comfortable.

Example: “Sporty outfits are great for exercising.”

- Vintage: Retro, old-fashioned, classic.

Example: “She loves shopping for vintage clothing.”

- Trendy: Stylish, fashionable, up-to-date.

Example: “Many young people follow trendy fashion.”

- Dapper: Neat, stylish, well-dressed (often used for men).

Example: “He looked dapper in his suit and tie.”

- Bohemian: Free-spirited, unconventional, eclectic.

Example: “She has a bohemian style with flowing skirts and scarves.”

- Sleek: Smooth, polished, modern.

Example: “The new car’s design is sleek and aerodynamic.”

- Bulky: Large, heavy, oversized.

Example: “He wore a bulky sweater to stay warm.”

- Chic: Elegant, fashionable, stylish.

Example: “The boutique offers chic clothing for women.”

These adjectives help convey the qualities and characteristics of materials and clothing, making it easier to describe and discuss them in everyday conversation or in writing. The choice of adjectives can also reflect personal preferences and style.

4.8. Adjective order

Adjective order, also known as the order of adjectives, refers to the specific sequence or arrangement of multiple adjectives when they are used together to modify a noun in a sentence. In English, adjectives are typically placed before a noun they describe, and there is a customary order or hierarchy that native speakers follow to ensure clarity and natural-sounding language (Saslow & Ascher, 2015).

The general order of adjectives in English is as follows:

Determiners and Quantifiers: These are adjectives that indicate the

quantity or specificity of the noun. They come first and include words like “a,” “an,” “the,” “some,” “many,” “few,” etc.

Example: “The three big dogs.”

Observation or Opinion Adjectives: These adjectives express subjective opinions or evaluations about the noun’s qualities or characteristics. They often reflect the speaker’s or writer’s point of view.

Example: “Beautiful red roses.”

Size Adjectives: Adjectives describing the physical size of the noun come next.

Example: “Small wooden box.”

Age Adjectives: Adjectives indicating the age of the noun follow size adjectives.

Example: “Old leather chair.”

Shape Adjectives: If relevant, shape adjectives are used to describe the noun.

Example: “Round dining table.”

Color Adjectives: Adjectives specifying the color of the noun are placed after shape adjectives.

Example: “Blue silk curtains.”

Origin Adjectives: Adjectives denoting the origin or source of the noun come next.

Example: “Italian leather shoes.”

Material Adjectives: Adjectives describing the material or composition of the noun are placed at the end.

Example: “Metallic jewelry box.”

Purpose or Qualifier Adjectives: Occasionally, there are adjectives that specify the purpose or function of the noun.

Example: “Sewing machine needle.”

It’s important to note that not all adjectives will be present or relevant in every sentence, and not all categories of adjectives may apply to a given noun. The order of adjectives can vary based on context and the intended emphasis. However, following this general order helps maintain clarity and naturalness in English sentences.

For instance, you could say, “She bought a beautiful old French painting,” following the order from observation to age to origin adjectives. Rearranging the adjectives might make the sentence less clear or less idiomatic: “She bought an old beautiful French painting.”

Native English speakers often follow this order intuitively, but it’s helpful to understand the guideline when learning the language to create well-structured and grammatically correct sentences.

4.9. Relationships vocabulary

Relationships vocabulary refers to words and phrases used to describe various aspects of human connections, interactions, and bonds between individuals. Relationships can encompass family, friendships, romantic partnerships, and professional associations. (Bitterlin & Johnson, 2018)

Here's a list of vocabulary related to relationships:

Family Relationships:

Parent: A mother or father.

Child: A son or daughter.

Siblings: Brothers and sisters.

Sibling rivalry: Competition or conflict between siblings.

Extended family: Relatives beyond parents and siblings, such as grandparents, aunts, uncles, and cousins.

Nuclear family: A family consisting of parents and their children.

In-laws: The relatives of one's spouse.

Friendships: 8. Friend: A person with whom one has a close and trusting relationship.

Best friend: A very close and special friend.

Acquaintance: A person known to you but not necessarily a close friend.

BFF (Best Friends Forever): A playful term for a very close friend.

Companion: Someone you spend time with and share experiences but may not be as close as a friend.

Frenemy: Someone who pretends to be a friend but is actually a rival or adversary.

Romantic Relationships: 14. Partner: A significant other or romantic companion.

Boyfriend: A male romantic partner.

Girlfriend: A female romantic partner.

Spouse: A husband or wife.

Fiancé/Fiancée: A person engaged to be married.

Soulmate: A person ideally suited for you as a romantic partner.

Ex-partner/ex-spouse: A former romantic partner or spouse.

Breakup: The end of a romantic relationship.

Dating: Going out with someone romantically.

Love at first sight: Falling in love immediately upon meeting someone.

Commitment: Dedication and loyalty in a romantic relationship.

Professional Relationships:

Colleague: A person you work with or have a professional relationship with.

Supervisor: A person who manages and directs the work of others.

Mentor: An experienced individual who provides guidance and advice to a less experienced person.

Networking: Building and maintaining professional relationships to advance one's career.

Teamwork: Collaborative efforts with others to achieve common goals.

Co-worker: A person who works with you in the same organization.

Conflict and Resolution:

Conflict: A disagreement or dispute.

Compromise: A mutual agreement reached through concessions from both sides.

Apology: A statement expressing regret and seeking forgiveness.

Reconciliation: Restoring a positive relationship after a conflict.

Mediation: Involving a neutral third party to help resolve a dispute.

These are just a few examples of vocabulary related to various types of relationships. Effective communication and understanding the terminology associated with relationships are essential for maintaining healthy and fulfilling connections with others in different aspects of life.

4.9. Defining relative clauses

Defining relative clauses, also known as restrictive relative clauses, are a type of subordinate clause used in English grammar to provide essential information about a noun in a sentence. These clauses serve to identify or define the noun they modify and cannot be omitted without changing the meaning of the sentence (Chapetón, 2015).

Here's a breakdown of defining relative clauses:

Structure of a Defining Relative Clause:

A defining relative clause typically consists of the following elements:

Relative Pronoun: This introduces the clause and connects it to the noun it modifies. Common relative pronouns include “who,” “whom,” “whose,” “which,” and “that.”

Subject and Verb: The relative clause has its own subject and verb, which provide additional information about the noun.

Examples:

“The book that is on the shelf is mine.”

In this sentence, the relative clause “that is on the shelf” defines which book is being referred to. It tells us that the book in question is the one on the shelf.

“The person who won the race is my cousin.”

Here, the relative clause “who won the race” defines which person is being discussed. It specifies that the person is the one who won the race.

“The car which was parked outside is red.”

In this sentence, the relative clause “which was parked outside” identifies the car in question as the one that was parked outside. It provides additional information about the car.

Key Characteristics of Defining Relative Clauses:

- Essential Information: Defining relative clauses provide

necessary or essential information about the noun they modify. Removing the clause would make the sentence unclear or incomplete.

- **No Commas:** In written English, defining relative clauses are not set off by commas. This distinguishes them from non-defining relative clauses, which are enclosed in commas.
- **Can Use “That”:** In many cases, “that” can be used instead of “who,” “whom,” or “which” to introduce a defining relative clause. For example: “The person that won the race is my cousin.”
- **Can Refer to People or Things:** Defining relative clauses can modify both people and things. The choice of relative pronoun depends on the noun they describe.
- **Position:** Defining relative clauses typically follow immediately after the noun they modify.

In summary, defining relative clauses are used to specify or identify a particular noun by adding essential information to the sentence. They are an important aspect of English grammar for providing clarity and detail in descriptions and are often used in both spoken and written language.

Conclusion

In conclusion, the B1.1 level teaching guide has been a valuable tool in assessing and improving their English language skills in this second chapter. Through this guide, students have

gained a deeper understanding of essential grammar concepts and rules that are fundamental for effective communication in English.

This guide has allowed them to track my progress and identify areas where I needed improvement. I have worked on various grammar topics, including verb tenses, sentence structure, articles, prepositions, and more. As a result, they feel more confident in my ability to construct grammatically correct sentences and express their selves accurately.

Moreover, the guide has helped them recognize common errors they used to make and provided opportunities to practice and correct them. It has encouraged them to be more attentive to the details of grammar in my writing and speaking, which has undoubtedly enhanced their overall language proficiency.

4.10. Self-assessment

Criteria	Excellent	Good	Fair	Poor
Learning Target	I achieved my goals because I know the objective and can impart it to others. Could you give me another challenge?	I am aware of and have a good understanding of the learning objective.	I think I understand the learning objective, but I still need guidance or experience.	I need your help. This was not at all my learning objective. A conference is required. Please assist me. I am a long way from achieving my learning objectives.
Meeting my goals	I can accurately apply at least 90% of the language covered in the lessons to my job and projects.	I may require some assistance if I run into trouble, but I'm almost there.	I believe that I may be stalled on one or more of my objectives. Could you please lend me a little more assistance?	AID! I'm having trouble with the vocabulary.
Vocabulary	I completed all assignments on time and never arrived late for synchronous or asynchronous sessions.	While I was sometimes late for synchronous and asynchronous meetings, I generally met deadlines.	I can accurately apply up to 75% of the vocabulary covered in the course in my work and projects, but I still need to improve my comprehension. I missed a lot of deadlines and showed up late for most (synchronous and asynchronous) meetings.	I require assistance in managing my time. I failed to fulfill any deadlines. Most synchronous and asynchronous meetings were missed by me.

4.11. Questionnaire

1.- *What is the organ responsible for pumping blood throughout the body?*

- a. Brain b. Heart c. Liver d. Kidney

2.- *Which part of the body is commonly referred to as the “funny bone”?*

- a. Elbow b. Knee c. Wrist d. Ankle

Reported Speech:

3.- *Choose the correct reported speech for the sentence: “She said, ‘I will come to the party.’”*

- a. She said she will come to the party.
b. She said she comes to the party.
c. She said she came to the party.
d. She said she coming to the party.

4.- *What is the reported speech for: “Tom said, ‘I have finished my homework.’”*

- a. Tom said he finished his homework.
b. Tom said he finishes his homework.
c. Tom said he had finished his homework.
d. Tom said he is finishing his homework.

5.- *Which room in a house is typically used for cooking?*

- a. Bedroom b. Bathroom c. Kitchen d. Living room

6.- *What is the piece of furniture where you might find dishes, cups, and utensils?*

- a. Wardrobe b. Cupboard c. Bookshelf d. Dresser

7.- *I enjoy _____ novels in my free time.*

- a. reads b. reading c. to read d. read

8.- *He promised _____ me the book tomorrow.*

- a. give b. giving c. to give d. gave

9.- *What material are jeans typically made of?*

- a. Cotton b. Silk c. Wool d. Leather

10.- *Which word describes a fabric that is very soft and smooth to the touch?*

- a. Coarse b. Rough c. Velvety d. Itchy

11.- *Choose the correct order for adjectives in the sentence: "She has a _____ car."*

- a. Red Italian sports b. Italian red sports c. Sports red Italian d. Red sports Italian

12.- *What is the correct order of adjectives in the sentence: "He bought a _____ house."*

- a. Big, beautiful, old b. Beautiful, big, old c. Old, big, beautiful d. Beautiful, old, big

13.- *What do you call the sister of your father?*

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

14.- *Your parents' siblings are your _____.*

- a. Cousins b. Aunts and uncles c. Nephews and nieces
- d. Grandparents

15.- *Choose the correct relative clause: "The girl _____ won the prize is my sister."*

- a. Who b. Whose c. Which d. Where

16.- *What is the defining relative clause in the sentence: "The book _____ is on the shelf is mine."*

- a. That is b. Where is c. Who is d. Which is

17.- *Which part of the body is commonly referred to as the "peepers"?*

- a. Nose b. Eyes c. Ears d. Tongue

18.- *What is the function of the diaphragm in the body?*

- a. Breathing b. Digestion c. Circulation d. Vision

19.- *Convert the sentence "She said, 'I am going to the store.'" into reported speech.*

- a. She said she was going to the store.
- b. She said she goes to the store.
- c. She said she has gone to the store.
- d. She said she will go to the store.

20.- *What is the reported speech for: "He said, 'I will call you later.'"*

- a. He said he will call you later.
- b. He said he calls you later.
- c. He said he called you later.
- d. He said he calling you later.

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Appendices

Answer key. Chapter II

Question	Answer	Question	Answer
1	B	11	D
2	A	12	A
3	A	13	A
4	A	14	A
5	B	15	B
6	A	16	B
7	C	17	B
8	B	18	A
9	A	19	A
10	B	20	B

Answer key. Chapter III

Question	Answer	Question	Answer
1	B	11	A
2	C	12	C
3	B	13	C
4	A	14	A
5	C	15	A
6	C	16	A
7	B	17	B
8	C	18	B
9	B	19	D
10	C	20	B

Answer key. Chapter IV

Question	Answer	Question	Answer
1	B	11	B
2	A	12	A
3	A	13	A
4	C	14	B
5	C	15	A
6	B	16	A
7	B	17	B
8	C	18	A
9	A	19	A
10	C	20	A



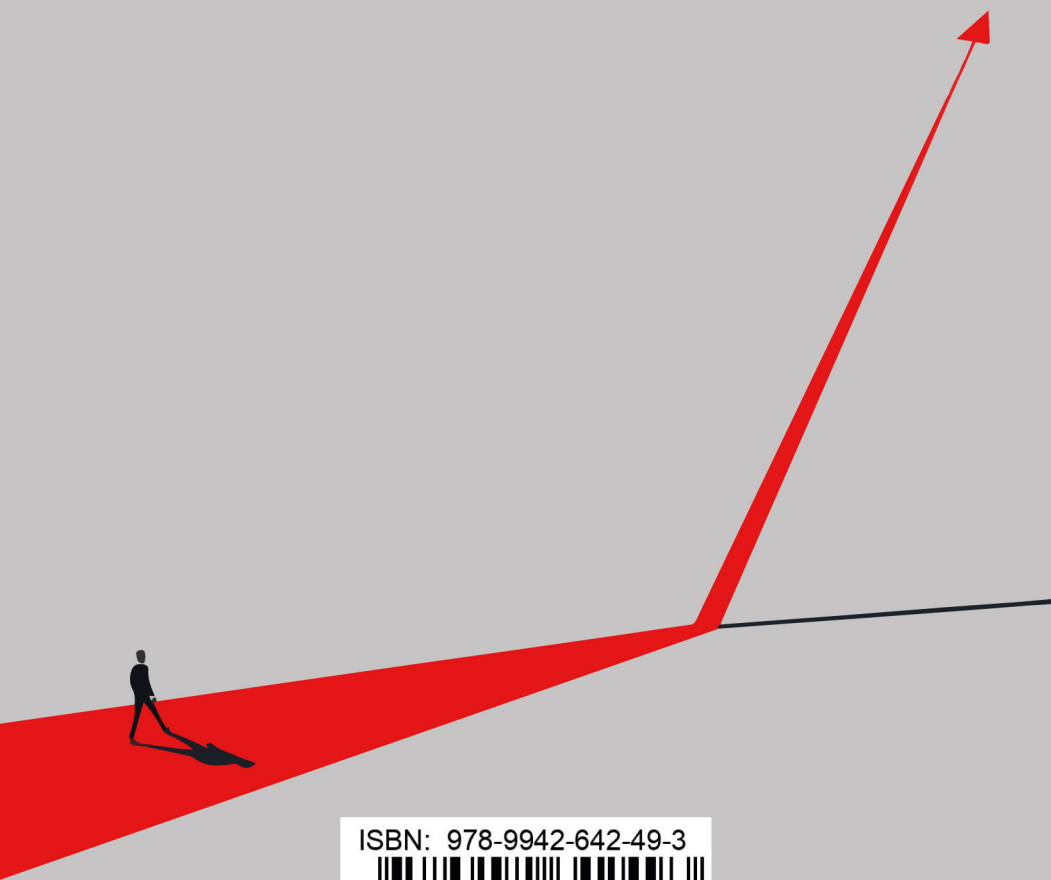
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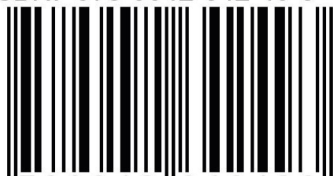


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