



INSTITUTO SUPERIOR  
TECNOLÓGICO  
VICENTE LEÓN

# Guía

general de estudio  
de la asignatura

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ENGLISH PROFICIENCY PROGRAM A2

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Mónica Fernanda Chiluisa Molina

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**Centro de Idiomas**

**Asignatura:** English Proficiency Program A2

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**Nivel A2**



INSTITUTO SUPERIOR  
TECNOLÓGICO  
VICENTE LEÓN

Belisario Quevedo #501 / Latacunga – Cotopaxi  
Campus Matriz

## **ENGLISH PROFICIENCY PROGRAM A2**

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RIMANA  
EDITORIAL

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## DESARROLLO GUÍA DE ESTUDIO

### 1. Informative Data

Mónica Fernanda Chiluisa Molina

Bachelor of Education Sciences specialization in English from the Cotopaxi Technical University in 2016.

Magister in applied linguistics to Teaching English as a foreign language from the Technical University of Cotopaxi in 2023.

English teacher in the following institutions

Pifo Educational Unit - Latacunga

Superior Technological Institute Victoria Vásconez Cuvi - Latacunga

Hermano Miguel Educational Unit - Latacunga

Nowadays, working as an English teacher at Superior Technological Institute Vicente León in Latacunga city.

### 2. Subject Presentation

English levels A2 provides students a range of basic vocabulary, structures and use of grammar focused on developing the receptive (listening, reading) and provides (speaking, writing) English skills in order to help students to transmit their ideas, feelings, and opinions in a basic level with the help of their teachers and classmates.

### 3. Introduction to Topics

Nowadays the grammar is an indispensable aspect of English language. Students will be able to ensure that communication can be accurate, clear, and real. That is why it is important to use perception words and frequently used terms relating to areas of most instantaneous significance (e.g. gerunds, infinitives, phrasal verbs, compound nouns, etc.). Lastly, learners can give in basic terms aspects of their background, current environment, and concerns of immediate necessity. Pupils are going to achieve a range of basic vocabulary, structures and use of grammar based on topics like passive voice in present and past in order to support students transmit their understanding, feelings in an elemental level with the help of their tutor and classmate.

## 4. Learning Objectives

The following subjects English A2 delivers learners understand sentences and frequently used expressions associated to areas of most immediate significance (e.g. very basic personal and family information, shopping, local geography, employment). Moreover, the students can transfer in a simple and routine task requiring a simple and direct exchange of information on familiar and routine matters. Lastly, students can explain in simple terms aspects of his/ her experience, immediate environment and matters in areas of immediate need.

## 5. Unit Competence

Students can talk about choosing a collage and career plans, class activities, rules in your life, reasons for quitting school/ a job, leisure time activities, a vacation in Florida, phobias, they can make suggestions for changes, they can compare generations, they can understand references, they can give warnings and make promises and difficult decisions they can retell a story about an extreme race, they can compare a humorous postcard about a vacation, they can replay to an invitation.

Students can learn the pronunciation (word stress) and vocabulary related to movies. They can use phrases to talk about likes and dislikes. (I'm really into.... / I'm big/huge fan of.... I'm crazy about..... I', obsessive with.... they can use any, every, no and some compound nouns and to use so and such. Students can talk about vocabulary about technological devices and appliances. They can use phrasal verbs and intonation of yes/ no vs Wh. questions. Students can learn the future forms (going to/ will/ be able to) present continuous and simple present, reduce sentences in ads, and making future predictions.

Students can use of -ing and -ed adjectives, second conditional and probability using may, might, could, must, can't + be. Students can talk about weddings, romance, and family relationship. They can practice reading for specific information, to identify reasons and to give advice. Students can learn the causes and symptoms, lifestyles, changes, money, the internet, and social media. They will use the prefixes under -/ over – and the relative pronouns who/

which/that/ students will use how-adj/adv questions and review the use of one / ones. They can describe photos, people and things; they can talk about attitudes towards learning English and discuss strategies for reading faster.

## 6. Units and subunits

- 6.1. Have you ever been to Florida?
  - 6.1.1. Gerunds (verbs -ing)
- 6.2. What do you enjoy doing on your birthday?
  - 6.2.1. Verbs + gerunds/ infinitives
- 6.3. Would you rather stay in or go out?
  - 6.3.1. Compound nouns.
  - 6.3.2. Would rather / prefer.
- 6.4. Are you crazy about movies?
  - 6.4.1. Pronouns some-, any-, every-, no-
- 6.5. What do you have a lot of at home?
  - 6.5.1. So & such
- 6.6. Who was Instagram created by?
  - 6.6.1. Present Passive voice and Past Passive voice
- 6.7. Do you ever switch off from technology?
  - 6.7.1. Phrasal verbs

## 7. Learning Results

Students will discuss about choosing a college and career plans, class activities, rules in their life reasons for quitting schools/ job, leisure time activities, vacation, phobias. They make recommendations for changes, they will compare generations, they will understand reference they will give warning and make promises and difficult decisions. Students will complete a humorous postcard about vacation and also, they will reply to an invitation.

Learners will study the pronunciation words stress and vocabulary related to movies. They will practice phrases to talk about likes and dislikes (I'm really into..., I'm a big huge fan Of ... I'm crazy about..., I'm obsessive with.) They are able to use any, every, no and some. Moreover, they use compound nouns and to use some and such. Students will talk about vocabulary about technological devices and appliances.

Also, they will use phrasal verbs and intonation of yes no vs. WH questions. The students also will learn the future forms going to will be able to present continuous and simple present tense sentences in ads and making future prediction.

Students understand the main points of clear conversation, on various topics that occur in the work study. Students produce text with coherence and cohesion on familiar topics of personal interests. Students will use of gerunds and infinitives, second conditional and probability using might, may, could, must. They will practice reading for a specific information to identify reason and to give some advice. Students will learn the causes and symptoms of stress labor, style changes, money, the Internet, and social media.

## **8. Methodological Strategies**

Problem based learning (PBL) will be employed by challenging students with objectives linked to their professional life, critical thinking, creativity, and application of understanding in concrete situation. In addition, collaborative learning will be to work individually and, in a group, coaching an interaction, in order to promote teamwork, communication, leadership and conflict resolution skills.

## **9. Evaluation Criteria**

The teacher will be evaluated through autonomous and practical work, which is related to individual and group work. They will be pondered with 60%. Other part of quantitative score is the average of all lessons given during each partial that correspond to 20%. Finally, the rest of the average is 20% is the summative final evaluation, which the students demonstrate what he or she have learned during the midterm. The structure of the evaluation is through the resolution of grammatical exercises and the completion of grammar and vocabulary.

## **10. Subunits Development**

### **Gogerunds (verb + -ing)**

10.1. We use Go + ing to explain fun leisure activities that we do in our free time. In other words, go + -ing shows the whole activity and experience, not just explained by the verb.



Remember a gerund is a verb form which functions as a noun and ends in “-ing”. For examples: skate – skating, camp – camping.

Here some examples of go + -ing.

Go **bowling**.

Go **skating**.

Go **running**.

Go **jogging**.

Go **shopping**.

Go **snowboarding**.

Go **ice skating**.

Go **snorkeling**.

Go **running**.

Go **rock climbing**.

Go **fishing**.

Go **jogging**.

Go **Paddle boarding**.

Go **Scuba diving**.

Go **roller Kayaking**.

Go **rollerblading**.

Go **hiking**.

Go **biking**.

Go **rafting**.

Go **snorkeling**.

You will notice that many of these activities are outdoor sport or activities that can be very physically demanding, although we may also do some indoor activities as well as activities that involve collecting items of hunting.

### Examples:

**Go shopping.**

**Go hunting.**

In another hand, It is possible to conjugate the verbs “go” into any verbs tense however the “-ing” form does not change. Look at this example.

**Table 1**

*Tense of verb go.*

Present	Present Continuous	Past
She <b>goes</b> skating every day.	They <b>are going</b> skating this week.	He <b>went</b> skating yesterday.

---

We <b>go hunting</b> in the forest	Fred <b>is going</b> camping tomorrow	Peter and Sofia <b>went</b> hiking last week.
---------------------------------------	---------------------------------------	--

---

*Note.* It represents some tenses of the verb go

### Gerund as a noun

In English using gerunds engage realizing their functions and roles. A gerund is the -ing form of a verb that functions as a noun.

Swimming is our least favorite sport.

See: the gerund “swimming” is the subject of the sentences.

#### Examples:

**Flying** every day makes me nervous.

**Smoking** destroys our health.

**Hunting** wild animals is dangerous.

### Verbs + gerund.

10.2. It is important to note that there are certain verbs that can only followed by gerunds.

Here we present the list of the verbs.

**Table 2**

*Verbs that followed by gerunds*

---

Enjoy	Remember	Involve	Practice
Dislike	Finish	Appreciate	Celebrate
Avoid	Imagine	Suggest	Defend
Can't help	Don't mind.	Discuss	Delay
Cant't stand	Recommend	Involve	Mention
Consider	Understand	Avoid	Support
Allow	Keep	Enjoy	Explain
Urge	Image	Permit	Feel like

---

*Note.* This represents some verbs that followed by gerund, based on CEFR.

### Examples:

Mary **considers** planning a party next week.  
The teacher **enjoys** supporting to the students every day.  
The organization will **involve** collaborating with other departments.  
My students **explain** using his technological resources.  
I can **understand** making the process.

### The gerund after preposition

Another use of gerund (-ing) form can be when a verb comes after preposition.

### Examples:

My daughter is good **at** painting.  
I'm interested **in** snowboarding.  
My father reactions **on** hearing the news.  
I am crazy **about** playing soccer.  
Thalia is famous **for** singing interesting songs.

### Verbs + infinitives

**Infinitive** is the base form of verb with the word "to". There are some certain verbs that only are followed by the infinitive with to.

### Example:

I **want to** study English abroad.  
My family **plan to** go on vacation next summer.  
The teacher **decides to** select the most intelligent student.  
She **decides to** study hard this year.  
We all **wanted to** drink soda.

**Table 3**

*Verbs followed by infinitive.*

Learn	Ask	Promise
Forget	Agree	Seem

Plan	Promise	Wait
Refuse	Expect	Mean
Choose	Want	Hope
Want	Wish	Decide
seem	need	

*Note.* This represents verbs followed by infinitive, based on CEFR.

### Verbs + gerunds of infinitives

It is possible that some verbs followed by either a gerund or an infinitive here we present some verbs.

**Table 4**

*Verbs that followed by gerunds or infinitive.*

Hate	prefer
Like	start
Love	begin
Continue	

*Note.* This table represent a list of verbs followed by gerunds or infinitives.

#### Examples:

My mom **likes** practicing soccer in the afternoon.

My mom **likes to** practice soccer in the afternoon.

I **started to** play with my dog.

I **start** playing with my dog.

My son **loves to** paint in his notebook.

My son **loves** painting in his notebook.

### Compound nouns

10.3. They are words which can be combined two or more words that can be mutually to form a new word. They often have a certain meaning that might not be immediately from individual words. That is why, it is important to understand the meaning of the compound nouns as whole.

**For example:**

The words **see** and **food** are each noun in their own right but if they have joined them together, they form a new word **seafood**.

<b>See</b>	<b>+</b>	<b>food</b>	<b>=</b>	<b>seafood</b>
<b>Moon</b>	<b>+</b>	<b>light</b>	<b>=</b>	<b>moonlight</b>

Be careful with the variation of these words they are three types of compound nouns.

**Table 5***Types of compound nouns*

Open compound nouns (with space)	Close compound nouns (without space)	Hyphenated compound nouns (with hyphens)
fish tank ice cream root beer bus stop	Policeman Butterfly Wheelchair air bags	Baby-sitter sister-in-law six-pack take-off

*Note.* This table represents the types of components based on see CEFR.

The compound nouns can be formed with different parts of speech such as:

**Table 6***Part of speech of compound nouns.*

Compound elements	Compound nouns
Noun + noun	Butter + fly = butterfly Rain + coat = raincoat
Adjectives + noun	Blue + Berry = blueberry Black + board = blackboard
Preposition + noun	Over + coat = overcoat Under + ground = and the round
Adverbs + noun	In + doors = indoors In + put = input

Noun + verb	Baby + sit = babysit Sun + set = sunset
Noun + preposition + noun	Brother-in-law. Sister-in-law
Gerung + noun	Swimming+ pool= swimming pool Dancing + shoes = dancing shoes

*Note.* This table represents the part of speech of compound nouns, based on CEFR

### Would rather

10.4. It is an expression used to talk about a preference for one thing over another. It is used following the structure:

**Positive statements:** we need to follow the next structure.

Subject + would rather + base form of the verb + complement

Sebastian + **would rather + eat** + hamburger.

My friends **would rather read** comic books.

I **would rather travel** abroad.

**Negative statements:** to make negative statements you can follow the next structure.

Subject + would rather + not + base form of the verb + complement.

Lore + would rather + not + talk about that.

### Questions

Would + subject + rather + base form of the verb + complement + ?

Would + you + rather + eat + hamburger?

Would they rather study the lesson tomorrow?

**Note:** it's possible to make contractions

would rather = 'd rather

### Examples:

I would rather / I'd rather.

You would rather / You'd rather

He would / he'd rather

She would/ she'd rather  
We would rather/ we'd rather  
They would rather / they'd rather

### **Would rather than**

Would rather is used with **“than”** with two objects or verbs when making a choice between two specific actions.

Matilde good rather play volleyball **than** ride bike.

I would rather eat pizza **than** sushi.

### **Would prefer.**

It is used to talk about specific preference. We need to follow the next structure.

Subject + would prefer + infinitive verb + complement.

I + would prefer + to study + English.

### **Example:**

My sister would prefer to have lunch in the bedroom.

Most students prefer to study math in his vacation.

### **Prefer**

It is used to express a general preference, in which is possible to use with the verb in (-ing) or with infinitive verb.

### **Example:**

I prefer walking/ I prefer to walk.

She prefers teaching English.

### **Prefer..... To**

We can utilize **“prefer”** with **“to”** in order to indicate the selection we have. The word **“to”** is a preposition, so if we use a verb after **to** it should take the -ing form.

### **Examples:**

My husband prefers **walking to driving** in the morning.

Emma prefers **listening music to reading** books.

## Pronouns **some, any, every, no**

10.5. The pronouns **some, any, every, no**, are used to denote dates to unspecific of specific quantities or to indicate absence or presence of something.

**Some:** it is used in positive statements to mention to unspecific quantity or number.

**Any:** it is employed in questions, negative statements, and situations where the quantity or number is not specified.

**Every:** it is used to mention to all individual members of a group.

**No:** it is used to indicate non-existence or negation.

It is important to mention that indefinite pronouns can be composed depending on whether we are mentioning to people, thing, or places, even also depending on the type of statements: positive, negative, or interrogative.

**Table 7**

*Indefinite pronouns*

	People	Things	Place
Some affirmative statement	somebody / someone	something	somewhere
Any negative and questions	anybody / anyone	anything	anywhere
no affirmative statements but negative meaning	Nobody / no one	nothing	nowhere
Every P	everybody / everyone	everything	everywhere

*Note.* This table shows Infinity pronouns, based on CEFR.

**For example:**

Everybody does their homework on Monday.



There isn't anything in the fridge.  
Nobody tells me the truth.  
You your wallet could be somewhere.

### So & such

10.6. There are usually used as intensifiers here are some guidelines to use them correctly.

**“So”** is often used as an adverb to highlight an adjective or adverbs.

#### Examples:

Elena is **so** beautiful.  
My husband runs **so** fast.  
In addition, **“so”** is used to express a results or consequence.

#### Examples:

it is raining, **so** I take an umbrella.  
Sophie studies hard, so she passed the exam.

**“Such”** is used to express a specific type or kind of something before a noun to emphasize the quality or degree of something.

#### Example:

My mom is **such** a talented cooker.  
I have **such** a good father.

### Passive voice

10.7. It is a grammatical structure in which the subject of the sentence is the recipient of the actions rather than the doer of the action. In the passive voice the importance is often on the action itself rather than the person or thing performing the action. Moreover, the construction of a passive voice sentences typically includes the use of the form “be” (am, is, are) along with the past participle of the main verb.

**Example:**

**Active voice:** the lion changed the snake.

**Passive voice:** the snake was chased by the lion.

Here, the snake becomes the subject and was chased is the passive construction with the past participle chased. The doer of the action the lion is mentioned at the end of the sentences.

**Note:** It is important to mention that in passive voice we need to use the verbs in past participle.

There are some important points to consider when we are making simple passive voice.

**Subject:** it is who received the action in the passive voice.

**Auxiliar verb:** it is “to be” and various on the subject: for singular subject (he, she, it) we use “is” for plural subjects (we, you, they) we use “are” and in the first person (I) we use “am”.

**Past participle:** the main verb is change in past participle form. It also depends on if the verb is regular add “-ed” to the base form of the verb or if the verb is irregular, they have his proper form.

**By+ agent (optional):** the agent is who do the action. It can be proposed by the proposition “by”. Nevertheless, the agent is not always an obligation included in passive voice sentences.

### **Present simple tense passive voice**

To remember present simple is used to express habits hobbies daily routines and events that happen regularly. The structure for present simple tense passive voice is the following:

**Subject** + auxiliar verb to “be” (**am, is, are**) + **past participle** of the main verb + “**by**” and the agent of the action (optional)

– **Active voice**

Louder **speaks** Chinese language every day.

The principal **makes** rules to keep us safe.

– **Passive voice**

Chinese language **is spoken** every day by Laura.

Rules **are made** by the principal to keep us safe.

**Negative statement**

we follow the next structure:

**Subject** + auxiliar verb to “be” (**am, is, are**) + negative word (**not**) + **past participle of the main verb** + “**by**” + **agent** (optional)

– **Active voice**

My father doesn’t fix the computer.

We do not play video games.

– **Passive voice**

The computer is not fixed by my father.

Video games are not played.

Interrogative statement

Auxiliar verb of to “be” (**am, is, are**) + **subject** + **past participle** of the main verb + “**by**” + **agent** (optional)

– **Active voice**

Do you kick the ball?

Does my mom clean the house?

– **Passive voice**

Is the ball kicked? / Is the ball kicked by you?

Is the house cleaned by my mom?

**Past simple tense passive voice**

It has the same structure of the present tense passive voice but in past tense, it is structures by using past tense of “be” verb (**was** and **were**) and past participle of main verbs.

### **Positive statement**

**Subject** + auxiliary verb “be” in past (**was, were**) + **past participle of the main verb** + “**by**” + **agent** (optional)

#### **– Active voice**

Pablo **bought** some apples.

The children **painted** pictures.

#### **– Passive voice**

Some apples **were bought** by Pablo.

Pictures **were painted**.

### **Negative statements**

**Subjects** + auxiliary verb to “be” in past (**was, were**) + **not** + past participle of the main verbs + “**by**” + **agent** (optional)

#### **– Active voice**

Gilmar did not catch the ball.

Gilmar didn’t catch the ball.

My father didn’t take the bus.

#### **– Passive voice**

The ball was not caught by Gilma.

The ball wasn’t caught by Gilma.

The bus was not taken.

### **Interrogative statements.**

Auxiliary verbs to “be” verb in past tense (was, were) + subject + by + agent (optional)

#### **– Active voice**

Did the lady sell candies?

Did my son eat an apple?

#### **– Passive voice**

Were all by the lady?

Was an apple eaten by my son?

## Phrasal verbs

10.8. Phrasal verbs are combined of a main verb and one or more prepositions or adverbs. In addition, the meaning of the combination is generally different from the meaning of individual words.

Some common propositions or adverbs are; up, in, out, on, off, away, over, under down, back, etc.

It's important to mention that some phrasal verbs might be considered informal and arduous in everyday context. So. In formal writing is better to use their formal similarity.

### Example:

Phrasal verbs	Meaning	Example
Look at	Mirar	Hey, look at those animals.
Sit down.	Tomar asiento	You need to sit down.
Turn on.	encender	Maty turns on the lights.
Look for	buscar	My pet is looking for his bone.

There are some types of phrasal verbs:

– **Intransitive phrasal verbs:** they do not need an object.

### Example:

My son **grows up** so fast.

Peter is **looking for** the kiss.

– **Transitive phrasal verb:** They need an object, and they are in two groups.

**Inseparable:** When the verb and the participant must stay together.

**Put on:** I put on my pajamas each evening.

**Separable:** when the verb and participle can be separate.

**Fix up:** My teacher plans to **fix up** the computer before to sell it.

My teacher plans to **fix** the computer **up** before to sell it.

## 11. Learning Activities

### Topic 1 go + gerunds (go +-ing)

#### Exercise 1

Create your own sentences using (go + -ing) with the following words:

Boating, bowling, bungee jumping, camping, dancing, fishing, hunting

sailing.

Sentences:

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#### Exercise 2

Complete the sentences with the correct tense of the verbs.

Mary \_\_\_\_\_ camping last vacation.

We \_\_\_\_\_ Running for exercise.

The children \_\_\_\_\_ Shopping with their teacher next weekend.

Ellie \_\_\_\_\_ Surfing with my friend toni

Would you like to \_\_\_\_\_ parachuting this weekend?

\_\_\_\_\_ you \_\_\_\_\_ swimming yesterday?

Talia \_\_\_\_\_ skateboarding last night.

She is going to \_\_\_\_\_ to running this Saturday.

#### Exercise 3

Working by finish the sentences and questions below.

She wants to go \_\_\_\_\_

Let's go \_\_\_\_\_

Would you like to go \_\_\_\_\_ with hers?

My friend went \_\_\_\_\_ Yesterday.

He never wants to go \_\_\_\_\_  
Where did you go \_\_\_\_\_?  
I will go \_\_\_\_\_ Next vacation.  
She always goes \_\_\_\_\_ in the afternoon.

#### Exercises 4

Write true (T) if the sentences is correct and write false (F) if the sentences is wrong. And then write the wrong sentences in correct way.

Klever likes shopping. \_\_\_\_\_  
We want to running this afternoon. \_\_\_\_\_  
Elsa went to bowling last evening. \_\_\_\_\_  
He is going to go jogging this weekend. \_\_\_\_\_  
Elena go to Rock climbing on Sunday. \_\_\_\_\_

### Topic 2. Verbs + infinitive/ gerund

#### Exercise 1

Choose the correct word to complete the sentence.

Byron hope **to go / going** a car next year.

Michaela enjoys **to work / working** in the  
my brother and I want **to study / studying** soccer.

**Sophia and Paulina don't feel like to cook / cooking tonight.**

#### Exercise 2

Complete the sentences using the correct verb form.

Make    do    write    move    change    laugh    buy  
Travel    be    watch

Sorry, my sister can't help \_\_\_\_\_  
Santiago recommends \_\_\_\_\_ some money before we enter.  
Monica decided \_\_\_\_\_ a new sweater.  
My aunt avoids \_\_\_\_\_ silly mistakes.

My boss seems \_\_\_\_\_ in a good mood.  
 My mom is planning \_\_\_\_\_ to Spain.  
 Lorena refused \_\_\_\_\_ her car.  
 My father remained me \_\_\_\_\_ my homework.  
 They spent \_\_\_\_\_ TV.

### Exercise 3

Complete the paragraph using the verb brackets in the correct gerunds or infinitive forms.

Lea decides that she wanted **(travel)** \_\_\_\_\_ abroad.  
 She needs **(achieve)** \_\_\_\_\_ her goal. Firstly, she needs **(improve)** \_\_\_\_\_ her English language as much as she can.  
 Sadly, Leah dislike **(learn)** \_\_\_\_\_. She thinks it is boring. Her best friend recommends **(take)** \_\_\_\_\_ prepaid classes. Because he thinks it is the simplest wait **(have)** \_\_\_\_\_ fun and practice English. So, she expects **(get)** \_\_\_\_\_ go to scores and pass the English test.

### Exercise 4

Write 2 sentences using the verbs love, like, hate, prefer, continue for each one.

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### Topic 3 Compound Nouns

Blue	cry	paper	board	wheel	work	back	check	father
door	eye	rain	out	belt	brown	chair	sheat	
Berry	grand	news						

1 _____	2 _____	3 _____
4 _____	5 _____	6 _____
7 _____	8 _____	9 _____
10 _____		



## Exercise 2

Circle the correct compound noun.

- |                   |                 |                    |
|-------------------|-----------------|--------------------|
| a) Checkout       | check out       | ckeck- out.        |
| b) Hot dog        | hotdog          | hot-dog            |
| c) Football       | foot-ball       | foot ball          |
| d) Washingmachine | washing machine | washing - machine. |
| e) Breakfast      | break- fast     | breakfast          |

## Exercise 3

Suggest an example for each form of compound word.

Compound nouns	Example
Noun+ noun	
Adjectives +noun	
Preposition + noun	
Adverb + noun	
Noun + verb	
Noun + preposition + noun	
Gerund + noun	

## Topic 4 Would rather / prefer.

### Exercise 1

Choose the correct word for each sentence.

- My mom prefers brown sugar \_\_\_\_\_ white sugar.
- He doesn't want to travel. He would rather \_\_\_\_\_ home.
 

a) To stay	b) staying	c) stay
------------	------------	---------
- She likes climbing in the mountain, but I prefer \_\_\_\_\_ on the beach.
 

a) Lie	b) lying	c) to lie.
--------	----------	------------
- My son prefers travelling by bus \_\_\_\_\_ by train.
 

a) Than	b) to	c) that
---------	-------	---------
- Jess usually has a tea but today she'd prefer \_\_\_\_\_ coffee.
 

a) Having	b) to have	c) have.
-----------	------------	----------
- My mother \_\_\_\_\_ to stay in a hotel.
 

a) Would prefer	b) would rather	c) rather.
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## Exercise 2

Write 5 sentences using would rather and prefer.

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

## Exercise 3

Complete the sentences with the correct word.

I would \_\_\_\_\_ To stay with my mom rather \_\_\_\_\_  
stay with my father.

She would \_\_\_\_\_ talk to him in private.

They prefer camping \_\_\_\_\_ fishing.

Criss would \_\_\_\_\_ To drink soda \_\_\_\_\_ wine

You'd \_\_\_\_\_ practice chess with my mom.

## Exercise 4

Complete the sentences with would rather and the best option of the verb from the list.

Buy eat listen drink not plant go stay sleep take

Elias \_\_\_\_\_ his favorite dessert.

The children \_\_\_\_\_ any trees in their garden

My boyfriend \_\_\_\_\_ classical music instead of salsa.

I \_\_\_\_\_ Something special for your birthday.

My son \_\_\_\_\_ in bed all day.

The guys \_\_\_\_\_ alcohol.

Peter \_\_\_\_\_ a taxi.

Kike \_\_\_\_\_ to the office on foot.

## Topic 5 pronouns some-, any-, every-, no-.

### Exercise 1

With the prompts make sentences.

– (something)

– (anything)

– (Nothing)

– (anywhere)

– (somewhere)

– (somebody)

– (Everywhere)

– (anybody)

## Exercise 2

Rewrite correctly the next sentences

She was bored because there was anything to do.

There isn't nobody at the restaurant.

The is somewhere at the door.

Does she live somewhere near Manabi?

My dad asked me anything.

Anyone wants to visit you.

Anything say that Ecuador is wonderful.

Do you have something to eat?

### Exercise 3

Choose the best option to complete the sentences.

I can't lift suitcase because there is \_\_\_\_\_ Important in it.

a) Anything                      b) something                      c) everything

The concert was full. There was \_\_\_\_\_ to sit.

a) Nowhere                      b) somewhere                      c) anywhere

Do you know \_\_\_\_\_ to camp these vacation?

a) Anywhere                      b) somewhere                      c) nowhere

There isn't \_\_\_\_\_ who could teach English.

a) No one                      b) some one                      c) anyone

In my house there is \_\_\_\_\_ to do.

a) Nothing                      b) everything                      c) anything

### Topic 6 So & Such

#### Exercise 1

Complete the text with so and such.

Ecuador is \_\_\_\_\_. A wonderful place to go n vacation. There are many \_\_\_\_\_ interesting places. You can go skating, skiing or campig. Also, you can find \_\_\_\_\_ a lovely hotel and \_\_\_\_\_ A cheap one. In addition, you can see \_\_\_\_\_ beautiful and unique flora and you have \_\_\_\_\_. A great time there. It \_\_\_\_\_ attractive to come there every vacation.

#### Exercise 2

Complete the sentences with the word so and such.

Peter worked \_\_\_\_\_ hard on this factory.

It is \_\_\_\_\_ a nice country in the world.

My dad is \_\_\_\_\_ late today.

The train arrived \_\_\_\_\_ late.

Today the weather is \_\_\_\_\_ hot. I need drink water.

My daughter couldn't sleep because she was \_\_\_\_\_ tired.

It was \_\_\_\_\_ a hot day.

Mary, what happened? you look \_\_\_\_\_ bad.

Lily puts \_\_\_\_\_ sugar in the coffee that we couldn't drink.

### Exercise 3

Create 5 sentences using So and Such,

—  
—  
—  
—  
—

### Topic 7 Passive voice

#### Exercise 1

Write the following sentences in present simple passive voice.

Paul and I set the table. \_\_\_\_\_  
My son draws a beautiful picture. \_\_\_\_\_  
Mary buys a lot of sweaters \_\_\_\_\_  
The policeman drives the car \_\_\_\_\_  
Does the teacher write some letter? \_\_\_\_\_  
My mom cleans the kitchen every day. \_\_\_\_\_  
Peter feeds the dog every day. \_\_\_\_\_  
The boys prepare cakes. \_\_\_\_\_  
The child waters the plants \_\_\_\_\_  
My students do the homework. \_\_\_\_\_

#### Exercise 2

For each sentences write the correct type of sentences. If it is active (A) or if it is passive (P)

The secretary talked to hers. \_\_\_\_\_  
Monalisa was painted by someone. \_\_\_\_\_  
The motorcycle was repaired by my dad. \_\_\_\_\_  
My boyfriend gives me a beautiful present. \_\_\_\_\_  
The boy takes pictures. \_\_\_\_\_  
Jury reads some comic books. \_\_\_\_\_  
My cousins were swimming easily to the boat. \_\_\_\_\_  
The match was canceled by the coach. \_\_\_\_\_  
The thief is catch by the policeman. \_\_\_\_\_  
Most of young people drink alcohol. \_\_\_\_\_

### Exercise 3

Write sentences in past simple passive voice using the following verbs.

Write pay make employ translate buy give take

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### Topic 8 Phrasal Verbs.

#### Exercise 1

Write phrasal verbs using the next words.

Verbs: get look put turn try switch fill try believe

Preposition: for in off on away out down

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---

#### Exercise 2

Complete the sentences with correct phrasal verbs.

Fill in give away give up called off hung up clean up take off

Never \_\_\_\_\_ on your goals.

\_\_\_\_\_ your bedroom before you go out.

The receptionist \_\_\_\_\_ on me.

The party was \_\_\_\_\_ due to the weather.  
My son \_\_\_\_\_ his sweater before he enters the class.  
My mom \_\_\_\_\_ some old clothes  
Please \_\_\_\_\_ the survey quickly.

### Exercise 3

**Write 5 phrasal verbs and for each one writes a sentence.**

- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_

## 12. Self-Assessment

Choose the correct answer for each statement.

- Marta enjoys \_\_\_\_\_ in the park  
a) To run                      b) running                      c) run
- I decide \_\_\_\_\_ a new business  
a) Starts                      b) to start                      c) starting
- My brother avoids \_\_\_\_\_ in crowded places.  
a) To dance                      b) dancing                      c) dance
- I then wants \_\_\_\_\_ English in the afternoon  
a) Practicing                      b) to practice                      c) practices
- My boss hopes \_\_\_\_\_ much money.  
a) Win                      b) to win                      c) wining
- She doesn't mind \_\_\_\_\_ healthy food.  
a) To eat                      b) eating                      c) eats.
- I likes to \_\_\_\_\_ in the park with my friends  
a) going camp                      b) go camping                      c) going camping
- My mom never \_\_\_\_\_ her goals  
a) gives up                      b) takes off                      c) gives away
- We \_\_\_\_\_ shopping last vacation.  
a) go shooping                      b) will go shopping                      c) went shopping
- He decided \_\_\_\_\_ a new computer  
a) to buy                      b) buying                      c) to buying

- He always enjoys \_\_\_\_\_ In the pool with his friends  
 a) swim                                      b) to swim                                      c) swimming
- I plan \_\_\_\_\_ next year  
 a) graduate                                      b) to graduate                                      c) graduating
- She'd like \_\_\_\_\_ an helicopter  
 a) flying                                      b) to fly                                      c) fly
- We expected \_\_\_\_\_ a new computer, but it is too expensive.  
 a) to buy                                      b) buy                                      c) buying
- The goldfish live in a \_\_\_\_\_  
 a) cereal bowl                                      b) fish bowl                                      c) tank bowl
- In winter is common to see a  
 a) snowman                                      b) snowford                                      c) mansnow
- This fruit is refreshing and juicy red fruit. I like it  
 a) watermelon                                      b) water melon                                      c) redmelon
- Look at! It is colored and beautiful  
 a) bow rain                                      b) rain-bow                                      c) rainbow
- I would rather \_\_\_\_\_ on May than in June  
 a) to go                                      b) going                                      c) go
- He don't want to travel. He would rather \_\_\_\_\_ home.  
 a) to stay                                      b) staying                                      c) stay
- She likes climbing in the mountains but I prefer \_\_\_\_\_ on a beach.  
 a) lie                                      b) lying                                      c) to lie
- My son prefers travelling by bus \_\_\_\_\_ by train.  
 a) than                                      b) to                                      c) that
- Jess usually has tea but today she'd prefer \_\_\_\_\_ coffee.  
 a) having                                      b) to have                                      c) have
- I can't lift this suitcase because there is \_\_\_\_\_ important in it  
 a) anything                                      b) something                                      c) everything
- The concert was full. There was \_\_\_\_\_ to sit.  
 a) Nowhere                                      b) somewhere                                      c) anywhere
- Do you know \_\_\_\_\_ to camp these vacations?  
 a) Anywhere                                      b) somewhere                                      c) nowhere
- There isn't \_\_\_\_\_ who could teach English.  
 a) No one                                      b) someone                                      c) any one
- In my house there is \_\_\_\_\_ to do.  
 a) Nothing                                      b) everything                                      c) anything



–María saw \_\_\_\_\_ an interesting movie.

- a) so    b) such

–The weather is cold. I need a coat.

- a) so                                  b) such

–Our last vacation was \_\_\_\_\_ great. We had \_\_\_\_\_ a awesome time that it impossible to forget.

- a) so/such                      b) so /so                      c) such/so

–Mark is bored in the disco

- a) so    b) such

—It is a lovely morning.

- a) so                      b) such

—Lorena is patient to be a teacher.

- a) such \_\_\_\_\_ b) so \_\_\_\_\_

—My friends and I never seen a strange thing

- a) such                      b) so

–Abel is good friend.

- a) so                      b) such

—Everything is expensive here, isn't it?

- a) so                      b) such

–Fruits in the market

- a) are sold                      b) sell                      c) is sold

–A letter Every Saturday by me

- a) writes                      b) is written                      c) are written

–Milk in the morning

- a) are delivered      b) is delivered      c) delivered

–English in many countries around the world.

- a) was spoken      b) is spoken      c) were spoken

-Some cars                      Last night.

- a) is crashed                      b) were crashed                      c) was crashed

–Pizza with salami and cheese by Thomas yesterday.

- a) was made                      b) is made                      c) made

–The ball \_\_\_\_\_ by the dog in the park last day

- a) was caught                      b) were caught                      c) is caught

- many computers by students than professionals

- a) was bought                      b) are bought                      c) is bought.

–my father is so tired because her son As equals

- a) didn't treat                      b) isn't treated                      c) aren't treat  
– Anybody \_\_\_\_\_ about the modification of the plan.  
a) weren't informed              b) aren't informed              c) isn't informed  
– Nobody \_\_\_\_\_ about the accidents yesterday  
a) is informed                      b) are informed                      c) was informed  
– Mary's sister \_\_\_\_\_ by the company last year  
a) was hired                      b) is hired                      c) were hired  
– Daniel puts \_\_\_\_\_ the phone and pay me attention.  
a) away                      b) out                      c) on

### 13. Final Assessment

The final evaluation will be taking through Microsoft team platform, it will be a test based on the grammar learned in this guide and it will have 50 multiple choice questions.

### 14. Self-Assessment answers

Choose the correct answer for each statement.

- Marta enjoys \_\_\_\_\_ in the park  
a) To run                      b) running                      c) run  
– I decide \_\_\_\_\_ a new business  
a) Starts                      b) to start                      c) starting  
– My brother avoids \_\_\_\_\_ in crowded places.  
a) To dance                      b) dancing                      c) dance  
– I than wants \_\_\_\_\_ English in the afternoon  
a) Practicing                      b) to practice                      c) practices  
– My boss hopes \_\_\_\_\_ much money.  
a) Win                      b) to win                      c) wining  
– She doesn't mind \_\_\_\_\_ healthy food.  
a) To eat                      b) eating                      c) eats.  
– I likes to \_\_\_\_\_ in the park with my friends.  
a) going camp                      b) go camping                      c) going camping  
– My mom never \_\_\_\_\_ her goals  
a) gives up                      b) takes off                      c) gives away  
– We \_\_\_\_\_ shopping last vacation.

- a) go shopping                      b) will go shopping                      c) went shopping  
 – He decided \_\_\_\_\_ a new computer  
 a) to buy                              b) buying                              c) to buying  
 – He always enjoys \_\_\_\_\_ in the pool with his friends  
 a) swim                              b) to swim                              c) swimming  
 – I plan ..... next year  
 a) graduate                              b) to graduate                              c) graduating  
 – She'd like \_\_\_\_\_ an helicopter  
 a) flying                              b) to fly                              c) fly  
 – We expected \_\_\_\_\_ a new computer, but it is too expensive.  
 a) to buy                              b) buy                              c) buying  
 – The goldfish live in a \_\_\_\_\_  
 a) cereal bowl                              b) fish bowl                              c) tank bowl  
 – In winter is common to see a \_\_\_\_\_  
 a) snowman                              b) snowford                              c) mansnow  
 – This fruit is refreshing and juicy red fruit. I like it  
 a) watermelon                              b) water melon                              c) redmelon  
 – Look at! It is colored and beautiful  
 a) bow rain                              b) rain-bow                              c) rainbow  
 – I would rather \_\_\_\_\_ on May than in June  
 a) to go                              b) going                              c) go  
 – He don't want to travel. He would rather \_\_\_\_\_ home.  
 a) to stay                              b) staying                              c) stay  
 – She likes climbing in the mountains but I prefer \_\_\_\_\_ on a beach.  
 a) lie                              b) lying                              c) to lie  
 – My son prefers travelling by bus \_\_\_\_\_ by train  
 a) than                              b) to                              c) that  
 – Jess usually has tea but today she'd prefer \_\_\_\_\_ coffee.  
 a) having                              b) to have                              c) have  
 – I can't lift this suitcase because there is \_\_\_\_\_ important in it  
 a) anything                              b) something                              c) everything  
 – The concert was full. There was \_\_\_\_\_ to sit.  
 a) Nowhere                              b) somewhere                              c) anywhere  
 – Do you know \_\_\_\_\_ to camp these vacations?  
 a) Anywhere                              b) somewhere                              c) nowhere  
 – There isn't \_\_\_\_\_ who could teach English.

- a) No one                                      b) someone                                      c) anyone  
 – In my house there is \_\_\_\_\_ to do.
- a) Nothing                                      b) everything                                      c) anything  
 – María saw \_\_\_\_\_ an interesting movie.
- a) so    b) such  
 – The weather is \_\_\_\_\_ cold. I need a coat.
- a) so    b) such  
 – Our last vacation was \_\_\_\_\_ great. We had \_\_\_\_\_ a awesome time that it impossible to forget.
- a) so/such                                      b) so / so                                      c) such/ so  
 – Mark is \_\_\_\_\_ bored in the disco
- a) so    b) such  
 – It is \_\_\_\_\_ a lovely morning
- a) so    b) such  
 – Lorena is \_\_\_\_\_ patient to be a teacher
- a) such    b) so  
 – My friends and I never seen \_\_\_\_\_ a strange thing
- a) such    b) so  
 – Abel is \_\_\_\_\_ good friend
- a) so    b) such  
 – Everything is \_\_\_\_\_ expensive here, isn't it?
- a) so    c) such  
 – Fruits \_\_\_\_\_ in the market
- a) are sold                                      b) sell                                      c) is sold  
 – A letter \_\_\_\_\_ Every Saturday by me
- a) writes    b) is written                                      c) are written  
 – Milk \_\_\_\_\_ in the morning
- a) are delivered                                      b) is delivered                                      c) delivered  
 – English \_\_\_\_\_ in many countries around the world.
- a) was spoken                                      b) is spoken                                      c) were spoken  
 – Some cars \_\_\_\_\_ Last night.
- a) is crashed                                      b) were crashed                                      c) was crashed  
 – Pizza \_\_\_\_\_ with salami and cheese by Thomas yesterday.
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 – The ball \_\_\_\_\_ by the dog in the park last day
- a) was caught                                      b) were caught                                      c) is caught

- Many computers \_\_\_\_\_ by students than professionals  
a) was bought                      b) are bought                      c) is bought.
- My father is so tired because her son \_\_\_\_\_ As equals  
a) didn't treat                      b) isn't treated                      c) aren't treat
- Anybody \_\_\_\_\_ about the modification of the plan.  
a) weren't informed                      b) aren't informed                      c) isn't informed
- Nobody \_\_\_\_\_ about the accidents yesterday  
a) is informed                      b) are informed                      c) was informed
- Mary's sister \_\_\_\_\_ by the company last year  
a) was hired                      b) is hired                      c) were hired
- Daniel puts \_\_\_\_\_ the phone and pay me attention.  
a) away                      b) out                      c) on

## 15. Glossary

**Active voice:** it happened when the subject is doing the action.

**Agent:** a person or things that provoke or execute the action.

**Anybody/anyone:** it's mentioned to any person or any people.

**Auxiliar verb:** verbs that are used collectively with a main verb, to form a negative or question.

**Compound noun:** They are words that are formed of two or more words. And they have dissimilar meaning that the two separate words.

**Delay:** the action of happened something more slowly than normal.

**Everything:** it refers to all things that exist in a place.

**Gerund:** a way that is derived from a verb but also function as a noun.

**Infinitive:** no personal form of a verb that follow "to"

**Noun:** a word used to name a person, animal, things, or place.

**Noun phrase:** a word or a group of words that work like a noun in a sentence.

**Nobody/no one:** it refers to no person.

**Passive voice:** as sentences were the object followed by a verb and a subject.

**Phrasal verbs:** words formed by one verb and another element.

**Prefer:** To decide someone or something more than another person or thing.

**Preposition:** word that preceding a noun or pronouns to indicate relationship between them.

**Skills:** an ability to make an activity or job and which involves special training or knowledge

**So:** emphasized something that is being said.

**Somebody/ someone:** in Infinity pronounces that refers human being.

**Statement:** sentences that express an opinion, idea, or fact.

**Structure:** the mouse in which the parts of a sentences are organized to have complete sense.

**Suggest:** propose something for consideration

**Tense:** a form of a verb that permits to express time.

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- <https://www.really-learn-english.com/gerunds-and-infinitives-es.html>.
- [https://www.englishpage.com/gerunds/go\\_gerunds.htm](https://www.englishpage.com/gerunds/go_gerunds.htm)

Interactive verbs + gerunds/ infinitives

- <https://www.perfect-english-grammar.com/gerunds-and-infinitives.html>
- [https://www.youtube.com/watch?v=B\\_rxDRfbkQg](https://www.youtube.com/watch?v=B_rxDRfbkQg)
- <https://www.youtube.com/watch?v=Ulay6SRJKQA>

Interactive resources compound nouns

- <https://www.youtube.com/watch?v=RB822HdHqko>
- <https://www.youtube.com/watch=tQAxlqtjclU>

Interactive ressource would rather/ prefer

- <https://englisgaction.cl/diferencias-prefer-would-rather/>
- <https://www.youtube.com/watch?v=BNhukWtYy60>

Interactive resource indefinite pronouns

- <https://www.abenglish.com/es/gramatica-ingles/pronombres/indefinidos/>
- <https://www.youtube.com/watch?v=1VaoDZpzWTw>

Interactive resources so& such

- <https://agendaweb.org/exercises/grammar/so-such/exercise-1.htm>
- <https://www.youtube.com/watch=I7K6x3xzQwE>

Interactive resources present passive voice

- <https://grammartop.com/category/passive-voice/>
- <https://www.ef.com/wwes/recursos-aprender-ingles/gramaticainglesa/voz-pasiva/>



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