



INSTITUTO SUPERIOR
TECNOLÓGICO
VICENTE LEÓN

Guía general de estudio de la asignatura

ENGLISH PROFICIENCY PROGRAM A2.1

Jenny Isabel Vega Iza



Centro de Idiomas

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ENGLISH PROFICIENCY PROGRAM A2.1

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DEVELOPMENT STUDY GUIDE

1. Informative Data

Jenny Isabel Vega Iza is an accomplished individual with an important and extensive experience in English education. She obtained her Bachelor of Science in Education with a major in English from the Technical University of Ambato in 2012, showing her commitment to academic excellence. Building upon her foundational knowledge, she furthered her education by obtaining a Master's in Pedagogy of National and Foreign Languages from the same prestigious institution in 2022. Jenny's dedication to the field is evident in her professional journey, where she has contributed significantly as an English teacher. Her valuable teaching experience includes roles at notable institutions such as FUNDEL Centro de Capacitación in Latacunga, Madison High School in Salcedo, and the Superior Technological Institute Victoria Vasconez Cuvi in Latacunga. Through her academic achievements and practical contributions, Jenny Isabel Vega Iza continues to impact English language education positively. Currently, she works as an English teacher at Superior Technological Institute Vicente León in Latacunga city.

2. Subject Presentation

The following subject, English level A2 (A2.1 and A2.2), provides students with a range of basic vocabulary, structures, and use of grammar focused on developing receptive (listening, reading) and productive (speaking, writing) English skills 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

Welcome to our English Proficiency Program A2.1 Guide, designed to provide practical support on your journey to enhance your English language skills. This carefully crafted program is intended for students seeking to strengthen their foundations and achieve proficiency, enabling effective communication in everyday situations.

In the following sections, we will explore the essential foundations of level A2.1. From building vocabulary to understanding basic grammatical structures, each step of this program is designed to guide you progressively, fostering confidence and fluency in your English interactions. Whether you are a student looking to solidify your basic English knowledge or a beginner aiming to build a strong foundation, this guide is for you. We will help you progress on your learning journey through practical exercises and clear explanations.

The guide is organized into sections covering key topics such as Simple past, Used to, Past simple vs. Used to, comparative/superlative (as... as), prepositions + -ing, obligations/prohibitions, too/enough/too much/too many, zero and first conditional. It helps introduce vocabulary to practicing grammatical structures in everyday life situations. Each section builds on the previous one, providing a coherent and effective learning experience. Expect to improve your ability to communicate in English and gain confidence in oral and written expression. With practical examples, engaging activities, and additional resources, we will support you at every step to reach your English proficiency goals. We are excited to be part of your learning journey and are confident that this guide will be your practical companion in the pursuit of continuous improvement. Let's embark on this exciting journey to English proficiency together!

4. Learning Objectives

The subject (English levels A2.1 and A2.2) allows students to comprehend sentences and commonly used expressions about highly relevant topics, such as fundamental personal and family information, shopping, local geography, and employment.

Furthermore, it enables them to communicate straightforwardly for basic and routine activities, involving simple and direct information exchanges on familiar matters. Ultimately, students gain the capacity to describe fundamental aspects of their background, immediate surroundings, and issues related to immediate needs using simple language.

5. Unit Competences

Students can talk about solutions, past experiences, advantages/disadvantages of taking a gap year, unfinished experiences, hotel reviews, the kind of child you were, childhood habits and memories, and pets; they can compare feelings about traveling, they can share travel experiences, they can make comparisons & recommendations, they can write a tweet giving an opinion about music.

6. Unit and Subunits

- 6.1. What did you use to do as a child?
 - 6.1.1. Simple past
 - 6.1.2. Used to
- 6.2. Has your taste in music changed?
 - 6.2.1. Past simple vs. Used to
- 6.3. Do you speak English as often as possible?
 - 6.3.1. Comparative / Superlative (as... as...)
- 6.4. Have you thought about moving abroad?
 - 6.4.1. Prepositions + -ing
- 6.5. What do you have to do tonight?
 - 6.5.1. Obligations / Prohibitions
- 6.6. Are you a good student?
 - 6.6.1. Too / Enough / Too Much / Too Many
- 6.7. What will you do when you pass this course?
 - 6.7.1. Zero & First Conditional

7. Learning Results

Students will talk about solutions, past experiences, advantages/disadvantages of taking a gap year, unfinished experiences, hotel reviews, the kind of child you were, childhood habits and memories, and pets; they can compare feelings about traveling, they can share travel experiences, they can make comparisons & recommendations, they can write a tweet giving an opinion about music.

8. Methodological Strategies

The course structure involves beginning each class with feedback on necessary topics, followed by a presentation emphasizing training and its relevance to work life. Essential methods include situational presentations, open discussions, and sentence-construction exercises. Problem-Based Learning (PBL) integrates professional objectives, critical thinking, creativity, and practical application of knowledge.

They employ collaborative learning to create presentations, engage in conversations or dialogues, foster interaction, and develop teamwork, communication, leadership, and conflict-resolution skills. Self-assessment is encouraged, and students perform extracurricular tasks like workshops, grammar exercises, essays, and sentence construction.

Organizational forms include lecture classes, discussions, quizzes, tests, exams, and workshop classes. Lectures focus on explaining grammar and vocabulary, while individual or group-based workshops predominantly involve grammar exercises. Periodic tests assess understanding based on the culmination of topics. During the course delivery, various means are used, such as the blackboard, projector, markers, dictionary, and books.

9. Evaluation Criteria

The criteria considered as 60% of the evaluation will be on practical work, encompassing both individual and group assignments, with consideration given to autonomous efforts. This assessment criterion includes the assessment of presentations as one of its parameters.

The allocation of 20% for lessons corresponds to the average performance across all lessons during each partial period, and these percentages are not necessarily cumulative.

The remaining 20% of the final evaluation is a comprehensive assessment, where students showcase their assimilation of knowledge acquired during the midterm by applying it in practical scenarios.

The evaluation structure involves assessing students through the completion of grammatical exercises and exercises involving both grammar and vocabulary.

10. Subunit Development

10.1. Simple Past

We use the simple past for completed actions in the past. The period is not important. Most of the time, we use it with time expressions such as:

- Last night
- Last year
- Yesterday
- Ago, etcetera...

In the simple past, there are regular verbs and irregular verbs.

Regular Verbs Rules

We must add the ending -ed to form the simple past with regular verbs. This form is the same for all subjects (I, you, he, she, it, we, you, they). Examples

want → wanted
learn → learned

Table 1

An example of the conjugation of the verb “want” in the past.

All Subjects		Verb in past
Singular	I	wanted
	You	wanted
	He	wanted
	She	wanted
	It	wanted

Plural	We	wanted
	You	wanted
	They	wanted

Note. This table shows the verb form for all the subjects; it is the same for all of them based on the Common European Framework of Reference. (CEFR)

Exceptions

1. When the verb ends in –e, we only add –d. Examples:

Change → changed
believe → believed

2. When the verb ends in a short vowel + a consonant (except “y” or “w”), we double the final consonant. Examples:

Stop → stopped
Admit → admitted

3. In cases where a verb ends with a consonant followed by “y,” we change the “y” to an “i,” and we add –ed. Examples:

Study → studied
Try → tried

Irregular Verbs

Irregular verbs do not follow a pattern. Some verbs stay the same infinitive form (for example: put → put). While others change entirely (for example: go → went)

Table 2
Conjugating the following verbs in the simple past

All Subjects	Verb to be	Verb to have	Verb to do
--------------	------------	--------------	------------

Singular	I	was	had	did
	You	were	had	did
	He	was	had	did
	She	was	had	did
	It	was	had	did
Plural	We	were	had	did
	You	were	had	did
	They	were	had	did

Note. This table shows three verbs conjugating with all the subjects; in the verb to be there are some changes in the singular and plural form; the verb “have” has the same verb form for all the subjects; the verb “do” has the same verb form for all the subjects; based on the Common European Framework of Reference. (CEFR)

Structures

Table 3
Affirmative Sentences

Subject	Verb in the past	Complement (object).
I	played	soccer.
You	played	with dolls.
He	played	with dolls.
She	played	with dolls.
It	played	with dolls.
We	played	with dolls.
You	played	with dolls.
They	played	with dolls.

Note. This table shows the verb “play” conjugation in the simple past; the conjugation is the same with all subjects based on the Common European Framework of Reference. (CEFR)

Table 4
Negative Sentences

Subject	Auxiliary	Verb in infinitive	Complement (object).
I	didn't	play	soccer.
You	didn't	play	with dolls.
He	didn't	play	tennis.
She	didn't	play	tennis.
It	didn't	play	tennis.
We	didn't	play	tennis.
You	didn't	play	tennis.
They	didn't	play	tennis.

Note. This table shows the negative form in sentences with the verb “play” conjugation in the simple past; the conjugation is the same with all subjects as the auxiliary, but the verb comes to the basic form based on the Common European Framework of Reference. (CEFR)

Table 5
Interrogative Sentences

Auxiliary	Subject	Verb in infinitive	Complement (object).	Question mark
Did	I	play	soccer.	?
Did	You	play	with dolls.	?
Did	He	play	tennis.	?
Did	She	play	...	?
Did	It	play	...	?
Did	We	play	...	?
Did	You	play	...	?
Did	They	play	...	?

Nota. This table shows the interrogative form in sentences with the verb “play”; the auxiliary form is the same with all subjects, but the verb comes to the basic form based on the CEFR.

10.2. Used To

The phrase “used to” expresses past habits, actions, or states that were true in the past but are no longer valid in the present.

Structures

Table 6

Affirmative Sentences

Subject	Used to	The base form of the verb	Complement (object).
I	used to	play	the guitar when I was younger.
She	used to	live	in London.

Note. In this table, we can see the phrase “Used to” is the same for the subjects, and the verb goes in the basic form based on CEFR.

Table 7

Negative Sentences

Subject	Used to	The base form of the verb	Complement (object).
I	didn't	play	the guitar when I was younger.
She	didn't	live	in London.

Note. In this table, the negative form comes with the auxiliary followed by not, but the phrase “used to” comes without the -d; it is like the basic form based on CEFR.

Table 8

Interrogative Sentences

Auxiliary	Subject	Use to	The base form of the verb	Complement (object).	Question mark
Did	You	use to	play	the guitar when I was younger.	?

Did	She	use to	live	in London.	?
-----	-----	--------	------	------------	---

Note. This table shows the interrogative form in sentences with the phrase “used to”; the auxiliary form is the same with all subjects, but the verb comes to the basic form based on the CEFR.

10.3. Past Simple Vs. Used To

The following table presents differences to consider when these tenses are used.

Table 9
Key important differences

SIMPLE PAST	USED TO
Type of Action Describe specific, completed actions or events in the past. Example: We visited the museum last weekend.	Type of Action Describe past habits, states, or actions that are no longer true. Example: They used to live in a small town.
Formation The simple past uses the past tense of the main verb (regular verbs: -ed, irregular verbs: varied forms). work → worked buy → bought	Formation “used to” + the base form of the verb
Time frame With specific time expressions - Last night - Last year - Yesterday - Ago, etc.	Time frame It is a general, habitual sense without specifying when.

Structure For negative and interrogative sentences, we use did or didn't.	Structure ... didn't use to + the base form of the verb ... Did ... use to + the base form of the verb ...
Examples: a) She visited Paris last summer. She didn't visit Paris last summer. Did she visit Paris last summer? b) They didn't play tennis yesterday. They played tennis yesterday. Did they play tennis yesterday?	Examples: a) She used to live in New York. She didn't use to live in New York. Did she use to live in New York? b) They used to play chess every weekend. They didn't use to play chess every weekend. Did they use to play chess every weekend?

Note. In this table, there are some main differences in the use of simple past and the use of “used to” based on the CEFR.

Comparative / Superlative (As...As...)

Comparatives

10.4. Comparatives are used to compare two things, showing the difference in degree between them.

Structure

They are formed by adding “-er” to short adjectives or using “more” with longer adjectives.

Table 10

Examples of comparatives

Adjective	Comparative
tall	taller
interesting	more interesting

Note. This table shows examples of how to form comparatives from short and long adjectives based on CEFR.

Also, after the comparative, we need the word **“than”**.

Examples:

- She is taller than her brother.
- This book is more interesting than the one I read last week.

Rules of comparatives

1. Short Adjectives (one or two syllables): Comparative Form: Add “-er” to the adjective. Example: fast → faster, tall → taller

2. Adjectives Ending in “E”: Comparative Form: Add “-r” to the adjective. Example: large → larger, late → later

3. Adjectives with consonant + vowel + consonant: Comparative Form: consonant + vowel + consonant (CVC), double the final consonant and add “-er.” Example: big → **bigger**, wet → **wetter**

4. Adjective ending in “y”: **Comparative Form:** when the adjective finishes with a consonant followed by -y, we change -y to -i; we add -er. Example: easy → easier, funny → funnier

5. Long Adjectives (more than two syllables): Comparative Form: Use “more” before the adjective. Example: beautiful → more beautiful, interesting → more interesting

6. Irregular Adjectives: Some adjectives have irregular comparative forms. Common ones include:

- good → better
- bad → worse
- far → farther or further

Superlatives

Superlatives are used to compare three or more things, indicating the highest degree.

Structure

They are formed by adding “-est” to short adjectives or using “the most” with longer adjectives.

Table 11

Examples of superlatives

Adjective	Comparative
tall	the tallest
interesting	the most interesting

Note. his table shows examples of how to form superlatives from short and long adjectives; notice the use of the word “the” and for long adjectives, the word “most” is based on CEFR.

Examples:

- She is the tallest in her family.
- This is the most exciting book I have ever read.

Rules of superlatives

1. Short Adjectives (one or two syllables): Superlative Form: Add “-est” to the adjective. Example: fast → fastest, tall → tallest

2. Adjectives Ending in “E”: Superlative Form: Add “-st” to the adjective. Example: large → largest, late → latest

3. Adjectives with consonant + vowel + consonant: Superlative Form: consonant + vowel + consonant (CVC), double the final consonant and add “-est.” Example: big → **biggest**, wet → **wettest**

4. Adjective ending in “y”: Superlative Form: when the adjective finishes with a consonant followed by -y, we change -y to -i and add -est. Example: easy → **easiest**, funny → **funniest**

5. Long Adjectives (more than two syllables): Superlative Form: Use “the most” before the adjective. Example: beautiful → the most beautiful, interesting → the most interesting

6. Irregular Adjectives: Some adjectives have irregular superlative forms. Common ones include:

good → the best

bad → the worst

far → the farthest or furthest

“As... As”

While not as common as comparatives, “as... as” can also be used with superlatives.

Examples:

– She is as tall as the tallest person in her family.

– This book is as interesting as the most exciting book I have ever read.

Common Mistakes

Be cautious not to use “as” and “than” together. Choose one based on the context.

Examples:

– She is as tall as her brother (Comparative).

– This is the most exciting book I have ever read (Superlative).

– The weather in summer is as hot as it gets (Comparative).

– He is the fastest runner on the team (Superlative).

– She is more patient than her younger sister (Comparative).

– This pizza is the tastiest of all (Superlative).

Prepositions + -ing

10.5. A verb following a preposition in its “-ing” form forms a prepositional phrase that functions as a gerund. A gerund is an ending -ing verb that works as a noun.

Examples:

- I am **interested in** learning new languages.
- She is **good at** playing the piano.

Common Prepositions Used

Some common prepositions used with “-ing” forms include

Examples:

- I look forward to meeting you.
- They are capable of understanding the situation.
- We are interested in exploring new opportunities.

This structure often expresses an action’s purpose, reason, or manner.

Examples:

- She is successful by working hard.
- He celebrated by baking a cake.

Prepositions of Time

“-ing” forms are commonly used with prepositions to express actions concerning time.

Examples:

- We often go jogging before breakfast.
- She enjoys reading during her lunch break.

Expressing Duration

This structure is also used to indicate the duration of an action.

Examples:

- He wasted hours playing video games.
- We spent the entire weekend on hiking.

Common Mistakes

Be careful with the preposition used; it depends on the verb and the intended meaning.

- Correct: She is interested in studying.
- Incorrect: She is interested on studying.

Examples:

- She is fond of listening to music.
- We are committed to improving our community.
- He succeeded by working diligently.
- They are experts at solving complex problems.

10.6. Obligations and Prohibitions

Obligations

Modal verbs are commonly used to express obligations. The primary modal verbs for obligations are “**must**” and “**have to**.”

Examples:

- You **must** submit your assignment by Friday.
- She **has to** attend the meeting tomorrow.

“Must” vs. “Have To”

“Must” is often used for personal obligations or strong recommendations, while “have to” is used for external commitments or requirements.

Examples:

- I **must** finish this report today. (Personal obligation)
- Employees **have to** clock in by 9 AM. (External requirement)

Negative Forms.

To express the lack of obligation, use “**must not**” or “**don’t have to**.”

Examples:

- You must not reveal the password.
- She doesn't have to attend the optional training.

“Need to”

Need to can also be used to express obligation.

Examples:

- We need to submit the proposal by next week.
- Do you need to leave early today?

Prohibitions

Modal verbs like “must not” and “cannot” are used to express prohibitions.

Examples:

- You must not enter without permission.
- Students cannot use phones during the exam.

“Must Not” vs. “Cannot”

“Must not” indicates a rule or prohibition, while “cannot” implies a lack of ability or permission.

Examples:

- You **must not** smoke in this area.
- He **cannot** attend the meeting due to a prior commitment.

Negative Forms.

To express the absence of a prohibition, use “**may**” or “**can**.”

Examples:

- You **may** use the conference room if it's available.
- Employees **can** bring their lunch.

“Not Allowed To”.

“Not allowed to” is another way to express a prohibition.

Examples:

- Students are **not allowed to** leave the school premises during school hours.
- Employees **must** complete the safety training.
- You **must not** share your login credentials.
- Children **have to wear** a helmet while riding a bike.
- Students **cannot** leave the exam room until the test is over.
- You **may not** take photographs in the museum.
- He is **not allowed to** access confidential information.

10.7 Too / Enough/Too Much / Too Many

The use of “Too” as an Adverb

“Too” is an adverb to indicate an excessive amount or degree.

Table 12

The Structure of too with an adjective and an adverb

too	+	adjective
too	+	adverb

Note. This table shows that after the word “too,” it can be an adjective or adverb to have the meaning of something, which is excessive based on CEFR.

Examples:

- It’s too hot to go outside. (adjective)
- She speaks too quickly. (adverb)

The use of “Enough” as an Adjective or Adverb

“Enough” indicates a satisfactory or sufficient amount or degree.

Example:

- He is old enough to drive. (adjective)

Table 13

The Structure of enough with an adjective and an adverb

adjective	+	enough
adverb	+	enough

Note. This table shows that before the word “enough,” it can be an adjective or adverb to have the meaning of something, which is sufficient based on the CEFR.

Table 14

The structure of enough with the noun

enough	+	noun
--------	---	------

Note. This table shows that after the word “enough,” it can be followed by a noun, which means sufficient based on the CEFR.

Example:

– Do you have enough time for this task?

The use of “Too Much” and “Too Many.”

“Too much” is used with uncountable nouns, indicating an excessive amount. “Too many” is used with countable nouns, indicating an excessive quantity.

Table 15

The use of too much and too many

too much	+	uncountable noun
too many	+	countable noun

Note. This table shows the kind of nouns used to give an excessive amount in meaning based on the CEFR.

Examples:

- There is **too much sugar** in the coffee.
- We have **too many assignments** to complete.

Negative meaning

Both “too much” and “too many” generally carry a negative meaning, suggesting an undesirable excess.

“Enough” vs. “Too Much/Too Many”

“Enough” implies sufficiency, while “too much” or “too many” means excessiveness.

Examples:

- There is **enough food** for everyone.
- We have **too much food** for such a small party.
- The water is **too cold** to swim in.
- Is the music **loud enough** for you?
- She has **too much** work to do this week.
- There are **too many** people in the room.
- Do you have **enough time** to finish the project?
- He has **too many** shoes in his closet.

10.8. Zero & First Conditional

The use of Zero Conditional

The Zero Conditional expresses general truths, facts, or always authentic situations. It often describes cause-and-effect relationships.

Table 16

The Structure of Zero conditional

If clause (condition)				Result
If	+	Present simple	,	Present simple

Note. This table shows the Zero conditional structure with each part tense based on the CEFR.

Example

- If it rains, the ground gets wet.

Other Conjunctions. Instead of “if,” “when” can also be used in the Zero Conditional.

Example:

– When you mix red and blue, you get purple.

The First Conditional

The First Conditional expresses real or possible future situations that depend on a specific condition being fulfilled.

Table 17

The Structure of the first conditional

If clause (condition)				Result
If	+	Present simple	,	Future simple

Note. This table shows the first conditional structure with each part tense-based on the CEFR.

Example:

– If it rains tomorrow, they will stay at home.

Table 18

The Structure of the first conditional

Result		If clause (condition)		
Future simple	+	if	+	Present simple

Note. This table shows the zero conditional structure with the result part first and the if clause (condition) in the second part; here, we do not need the comma to separate them based on the CEFR.

Example:

– We will go to the beach if the weather is nice.

Expressing Probability

The First Conditional often expresses a likely or probable outcome.

Example:

- If you study hard, you will pass the exam.

Other Modals

Instead of “will,” other modals like “can,” “may,” or “might” can be used based on the context.

- If it’s sunny tomorrow, we **can go** for a picnic.

Examples:

- If you mix the colors blue and yellow, you get the color green. (Zero Conditional)
- If you eat too much, you will feel sick. (First Conditional)
- When it rains, the plants grow. (Zero Conditional)
- If I see him, I will give him your message. (First Conditional)
- If you heat ice, it melts. (Zero Conditional)
- We will visit the museum if it opens early. (First Conditional)

11. Learning Activities

Topic 1. Simple Past

Exercise 1. Complete the sentences by using the correct verb form in the Simple Past.

- Yesterday, she (go) _____ to the market and (buy) _____ some groceries.
- They (have) _____ a great time at the party last night.
- He (study) _____ for the exam, but he (not/pass) _____ it.
- We (visit) _____ our grandparents during the last summer.
- The cat (catch) _____ two mice in the garden yesterday.

Exercise 2. Rewrite the sentences, changing them from present to past tense.

- They enjoy playing tennis. → They _____ tennis.
- She cooks dinner every day. → She _____ dinner yesterday.
- I meet my friends at the park. → I _____ my friends at the park yesterday.
- He reads a book every week. → He _____ a book last week.
- We usually go to the beach in the summer. → We _____ to the beach last summer.

Exercise 3. Choose the correct verb form (Simple Past) to complete the sentences.

- Yesterday, they (eat/ate) _____ lunch at a restaurant.
- She (see/saw) _____ a movie last night.
- We (go/went) _____ to the beach on Saturday.
- He (read/red) _____ an interesting book last month.
- They (play/played) _____ football in the park yesterday.

Exercise 4. Use the prompts to write a short story in the Simple Past tense.

Prompts:

- Last summer vacation
- Visit a new city
- Interesting people met
- Exciting activities done

Complete with the given verbs.

Last summer vacation, my family and I decided to visit a new city. We (1. explore) _____ the local markets, (2. meet) _____ exciting people, and (3. try) _____ delicious local cuisine. One day, we (4. take) _____ a boat ride along the river and (5. see) _____ breathtaking views...

Write your story

Topic 2. Used To

Exercise 1. Complete the sentences with the correct form of “used to.”

- She _____ (live) in Paris before moving to London.
- We _____ (have) a dog when we were kids.
- They _____ (travel) to the beach every summer.
- He _____ (play) the piano, but he doesn’t anymore.
- I _____ (eat) meat, but now I’m a vegetarian.

Exercise 2. Rewrite the sentences using “used to.”

- I smoked cigarettes when I was younger. → I _____ cigarettes when I was younger.
- They lived in the countryside in the past. → They _____ in the countryside in the past.
- She had long hair in her teenage years. → She _____ long hair in her teenage years.
- We played video games every weekend. → We _____ video games every weekend.
- He had a fear of heights in the past. → He _____ a fear of heights in the past.

Exercise 3. Make negative sentences using “used to.”

- She _____ (watch) TV all day.
- We _____ (go) to that restaurant regularly.
- He _____ (believe) in ghosts.
- They _____ (visit) their grandparents every month.
- I _____ (read) comic books as a child.

Exercise 4. Questions and Answers: Ask and answer questions using “used to.”

- Q: _____ you _____ (play) the guitar in a band?
A: Yes, I _____.
- Q: _____ she _____ (live) in the city before?
A: No, she _____.
- Q: _____ they _____ (eat) sushi when they were kids?
A: Yes, they _____.
- Q: _____ he _____ (travel) a lot in the past?
A: No, he _____.

–Q: _____ we _____ (have) a pet rabbit?

A: Yes, we _____.

Topic 3. Past Simple Vs. Used To

Exercise 1. Complete the sentences using either the Past Simple or Used To.

- He _____ (visit/used to visit) his grandparents every summer.
- Last year, she _____ (go/used to go) to the gym regularly.
- We _____ (have/used to have) a cat when we lived in the old house.
- They _____ (eat/used to eat) pizza every Friday night.
- My sister _____ (read/used to read) fairy tales when she was a child.

Exercise 2. Rewrite the sentences using either the Past Simple or Used To.

- We lived in the countryside in the past. → We _____ in the countryside.
- She played the piano when she was younger. → She _____ the piano when she was younger.
- They traveled to Europe every summer. → They _____ to Europe every summer.
- I read comic books as a child. → I _____ comic books as a child.
- He had a fear of heights in the past. → He _____ a fear of heights in the past.

Exercise 3. Complete the sentences by choosing the correct form (Past Simple or Used To).

- We _____ (visited/used to visit) our grandparents every Sunday.
- She _____ (went/used to go) to dance classes when she was young.
- He _____ (had/used to have) a part-time job during college.
- They _____ (played/used to play) soccer every weekend.
- I _____ (read/used to read) books by that author in my teens.

Exercise 4. Choose the correct option

Last summer vacation, we (explored/used to explore) a beautiful beach. We made/used to make new friends and (played/used to play) volleyball every afternoon. The weather was/used to be perfect, and we enjoyed/used to enjoy every moment of our time there.

Topic 4. Comparative / Superlative (As.....As....)

Exercise 1. Complete the sentences with the comparative form of the adjectives.

- She is _____ (tall) _____ her sister.
- This movie is _____ (interesting) _____ the one we saw last week.
- The weather in summer is not as _____ (hot) _____ the weather in some tropical countries.
- His car is _____ (fast) _____ mine.

Exercise 2. Complete the sentences with the superlative form of the adjectives.

- Mount Everest is _____ (high) _____ mountain in the world.
- That was the _____ (difficult) _____ exam I have ever taken.
- This is the _____ (expensive) _____ item in the store.
- She is the _____ (intelligent) _____ person in our class.

Exercise 3. Rewrite the sentences using “As... As.”

- The cat is not as fast as the dog. → The dog is _____ (fast) _____ the cat.
- The new phone is not as expensive as the old one. → The old phone is _____ (expensive) _____ the new one.
- The test was not as difficult as the previous one. → The previous test was _____ (difficult) _____ the test.
- The winter is not as warm as the summer is hot. → The summer is _____ (hot) _____ the winter is warm.

Exercise 4. Complete the sentences by choosing the correct form (comparative, superlative, or “As... As”).

- She is _____ (tall) _____ her brother, but not _____ (tall) _____ her father.
- That was _____ (interesting) _____ book I have ever read.
- This pizza is _____ (delicious) _____ the one we had last week.
- The laptop is not as _____ (expensive) _____ the one I bought two years ago.
- He is _____ (fast) _____ runner in our team.

Topic 5. Prepositions + -Ing

Exercise 1. Complete the sentences with the appropriate preposition followed by the “-ing” form of the verb.

- She is afraid _____ (swim) in deep water.
- We are interested _____ (learn) new words.
- He is good _____ (cook) delicious meals.
- They are excited _____ (visit) the museum.
- I am not familiar _____ (ski) on snow.

Exercise 2. Complete the sentences by choosing the correct preposition with the “-ing” form.

- She is fond _____ (read) books in the park.
- They are dedicated _____ (practice) English every day.
- We are capable _____ (solve) simple math problems.
- He is interested _____ (learn) how to dance.
- The children spent the day _____ (play) with their friends.

Exercise 3. Match the sentence with the correct preposition + “-ing” form combination.

- | | |
|------------------|-------------------------------|
| – ___ interested | a. in swimming. |
| – ___ good | b. at playing soccer. |
| – ___ fond | c. of listening to music. |
| – ___ dedicated | d. to improving their skills. |
| – ___ excited | e. about traveling. |

Topic 6. Obligations / Prohibitions

Exercise 1. Complete the sentences with the correct modal and verb to express obligations or prohibitions.

- You _____ (must / not) use your phone during the exam.
- We _____ (have to / not) arrive late for the meeting.
- He _____ (must / not) forget to bring his ID card.
- Students _____ (are allowed to / must not) leave the classroom without permission.
- Employees _____ (have to / are not allowed to) smoke in the office.

Exercise 2. True or False: Determine if the statements express obligations or prohibitions. Write T for True and F for False.

- Students must wear uniforms to school. ____
- You mustn't talk loudly in the library. ____
- Employees have to take a break every hour. ____
- Visitors aren't allowed to bring food into the museum. ____
- Children are allowed to watch TV until midnight. ____

Exercise 3. Choose the correct form (must, mustn't, have to, or don't have to) to complete the sentences.

- We _____ finish this project by Friday.
- You _____ forget to turn off the lights when you leave.
- Children _____ eat vegetables every day.
- Employees _____ work on Saturdays.
- Students _____ be quiet in the library.

Exercise 4. Rewrite the sentences to express the opposite (obligation to prohibition) or vice versa.

- You must arrive on time for the meeting. → You _____ (must not / don't have to) arrive late for the meeting.
- Employees have to wear a uniform. → Employees _____ (are not allowed to / must not) wear casual clothes.
- Students must complete their homework. → Students _____ (don't have to / are not allowed to) skip their homework.
- Visitors are allowed to take photographs. → Visitors _____ (must / must not) take photographs.
- We must use recyclable bags. → We _____ (must not / don't have to) use plastic bags.

Topic 7. Too / Enough / Too Much / Too Many

Exercise 1. Complete the sentences with "Too," "Enough," "Too Much," or "Too Many."

- She has _____ homework to finish tonight.
- The tea is _____ hot to drink right now.
- There are _____ people in the room for such a small space.

- I didn't have _____ time to prepare for the exam.
– He ate _____ cookies, and now he feels sick.

Exercise 2. Choose the correct option.

- There isn't _____ milk in the fridge for cereal.
a) Enough b) Too Much c) Too Many
- The backpack is _____ heavy for him to carry.
a) Enough b) Too c) Too Much
- We have _____ time to catch the train.
a) Too b) Enough c) Too Many
- There are _____ books on the shelf.
a) Too Many b) Enough c) Too
- She didn't have _____ money to buy the new phone.
a) Enough b) Too Much c) Too

Exercise 3. Change the sentences using “Too,” “Enough,” “Too Much,” or “Too Many.”

- The suitcase is very heavy. He can't lift it. → The suitcase is _____ heavy for him to lift.
- There are a lot of people at the party. It's crowded. → There are _____ people at the party. It's crowded.
- She can't finish all the work. She doesn't have sufficient time. → She doesn't have _____ time to finish all the work.
- He drank a lot of water. Now he feels sick. → He drank _____ water, and now he feels sick.

Exercise 4. Write sentences on your own experiences using “Too,” “Enough,” “Too Much,” or “Too Many.”

Example:

- There wasn't ____ (enough / too much) time to complete the assignment, so I had to finish it later.

Exercise 4. Complete the Sentences - First Conditional (if + Present Simple, Future Simple).

- If you study hard, you _____ (pass) the exam.
- If it _____ (rain) tomorrow, we _____ (stay) at home.
- If she _____ (call) me, I _____ (tell) her you're busy.
- If they _____ (not finish) on time, they _____ (miss) the bus.
- If you _____ (invite) them, they _____ (come) to the party.

12. Self-assessment

– Choose the simple past sentence

- a) I am going to the store.
- b) I will go to the store.
- c) I went to the store.
- d) I go to the store.

– What is the correct form of the verb in the Simple Past?

- a) They eats lunch.
- b) They eat lunch.
- c) They ate lunch.
- d) They eating lunch.

– Which of the following sentences is in the simple past?

- a) She was happy.
- b) She is happy.
- c) She will be happy.
- d) She be happy.

– Choose the negative sentence of "She worked hard"

- a) She don't work hard.
- b) She didn't work hard.
- c) She doesn't work hard.
- d) She work hard.

– Select the correct option:

"Last night, they _____ a movie."

- a) watched
- b) watch

–Which of the following sentences uses “Used To” correctly?

- a) I use to live in London.
- b) I used to live in London.
- c) I used to lived in London.
- d) I was used to live in London.

–Select the correct option:

“He _____ play the guitar.”

- a) used to
- b) uses to

–Select the correct option:

“She _____ waking up early.”

- a) used to
- b) is used to

–Complete the sentence correctly:

“I _____ like coffee, but now I love it.”

- a) didn’t used to
- b) didn’t use to

–What is the correct sentence?

- a) I use to go to the gym.
- b) I used to go to the gym.
- c) I will use to go to the gym.
- d) I used go to the gym.

–Which of the following sentences uses “Simple Past” correctly?

- a) We used to go to the beach every summer.
- b) We goes to the beach every summer.
- c) We was going to the beach every summer.
- d) We use to go to the beach every summer.

–Complete the sentence correctly:

“Yesterday, he _____ to the library.”

- a) went
- b) use to go

–Complete the sentence:

- My family and I _____ (go) to the beach every summer when I was a child.

- a) went
- b) was going

c) used to go

d) goes

– Choose the correct option:

“She _____ eat sushi.”

a) didn’t used to

b) didn’t use to

– Which of the following sentences uses “Past Simple” correctly?

a) I use to play tennis when I was a child.

b) I used to play tennis when I was a child.

c) I will used to play tennis when I was a child.

d) I used playing tennis when I was a child.

– What is the correct way to compare two things?

a) The mountain is taller than any mountain.

b) The mountain is as tall as any mountain.

c) The mountain is taller than any other mountain.

d) The mountain is tall as any mountain.

– Complete the sentence correctly:

“She is _____ her sister.”

a) more intelligent

b) as intelligent as

– What is the correct way to express equality in a comparison?

a) The car is faster than any car.

b) The car is as fast as any car.

c) The car is faster than any other car.

d) The car is faster as any car.

– How do you compare correctly using “Superlative”?

“The elephant is _____ animal in the zoo.”

a) big

b) the biggest

– Choose the correct option:

“This book is _____ the last one.”

a) more interesting

b) as interesting as

– Complete the sentence correctly:

“She is interested _____ new languages.”

a) to learn

b) in learning

– **What is the correct preposition?**

“He is fond _____ the piano.”

a) at playing

b) of playing

– **Choose the correct option:**

“I am not good _____.”

a) to swim

b) at swimming

– **Complete the sentence correctly**

“They are committed _____ their skills.”

a) to improve

b) to improving

– **Complete the sentence correctly**

“I look forward _____ you.”

a) to meet

b) to meeting

– **What is the correct way to express a prohibition?**

a) You mustn’t smoke in this area.

b) You can smoke in this area.

c) You might smoke in this area.

d) You shouldn’t smoke in this area.

– **Complete the sentence correctly:**

“Students _____ use their phones during the exam.”

a) must not

b) can

– **What is the correct way to express an obligation?**

a) You don’t have to finish your homework.

b) You must finish your homework.

c) You may finish your homework.

d) You should finish your homework.

– **Which of the following sentences indicates an obligation?**

a) You should clean your room.

b) You must clean your room.

c) You might clean your room.

d) You could clean your room.

– **Complete the sentence correctly:**

“Visitors _____ bring food into the museum.”

a) are allowed to

b) must not

– **Complete the sentence correctly:**

“There is _____ noise in this room.”

a) too much

b) too many

– **Choose the correct option:**

“She doesn’t have _____ money to buy the new phone.”

a) enough

b) too much

– **Which of the following sentences indicates excess?**

a) There is too many traffic.

b) There is too much traffic.

c) There is enough traffic.

d) There are too many traffic.

– **Complete the sentence correctly:**

“He ate _____ cake and felt sick.”

a) too much

b) enough

– **What is the correct way to express sufficiency?**

a) There are too many chairs.

b) There are enough chairs.

c) There are too much chairs.

d) There are many enough chairs.

– **Complete the sentence in Zero Conditional:**

“If it rains, water _____.”

a) freeze

b) freezes

– **What is the correct structure of the Zero Conditional?**

a) If + Present Simple, Future Simple.

b) If + Present Simple, Present Simple.

c) If + Past Simple, Future Simple.

d) If + Past Simple, Present Simple.

– Complete the sentence in the First Conditional:

“If it _____ tomorrow, we _____ at home.”

- a) rains / stay
- b) rain / will stay
- c) will rain / stay
- d) will rain / will stay

– What is the correct structure of the First Conditional?

- a) If + Present Simple, Future Simple.
- b) If + Present Simple, Present Simple.
- c) If + Past Simple, Future Simple.
- d) If + Present Simple, Future Continuous.

– Complete the sentence in the First Conditional:

“If they _____, they _____ the exam.”

- a) study / will pass
- b) will study / will pass
- c) study / pass
- d) will study / pass

13. Final Assessment

The final assessment will be taken through the Microsoft Teams platform. It will be a test based on the grammar learned in this guide, with 20 multiple-choice questions.

14. Self-assessment answers

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- c) I went to the store.
- d) I go to the store.

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– Complete the sentence:

- My family and I _____ (go) to the beach every summer when I was a child.

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- b) was going
- c) used to go
- d) goes

– Choose the correct option:

“She _____ eat sushi.”

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- b) must not

– Complete the sentence correctly:

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- b) too many

– Choose the correct option:

“She doesn't have _____ money to buy the new phone.”

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– Which of the following sentences indicates excess?

- a) There is too many traffic.
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"If it _____ tomorrow, we _____ at home."

- a) rains / stay
- b) rain / will stay
- c) will rain / stay
- d) will rain / will stay

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- a) If + Present Simple, Future Simple.
- b) If + Present Simple, Present Simple.
- c) If + Past Simple, Future Simple.
- d) If + Present Simple, Future Continuous.

–Complete the sentence in the First Conditional:

"If they _____, they _____ the exam."

- a) study / will pass
- b) will study / will pass
- c) study / pass
- d) will study / pass

15. Glossary

Assimilated. Fully understood and absorbed into one's knowledge or experience.

Autonomous. Independent or self-directed, especially in learning or working.

Competences. Skills, abilities, or knowledge that one possesses.

Conjugation. The variation of a verb's form to express different grammatical aspects.

Culminating. Reaching the highest or final point.

Culmination. The highest point or final stage of something.

Extracurricular. Activities outside the regular academic curriculum often involve additional learning or skills.

Gerund. It is a verb form ending –ing that works as a noun.

Meaning. The significance or sense conveyed by a word, phrase, action, or situation.

Methodological. Related to methods or approaches used in teaching.

Parameters. Limits or boundaries that establish the extent of something.

Pedagogy. The methods and practices that a person uses for teaching.

Productive. The ability to produce or express information through speaking or writing.

Prohibitions. Rules or restrictions that forbid specific actions.

Receptive. The ability to receive or comprehend information, such as through listening or reading.

Situational. It is related to a specific situation or context.

Summative. About an assessment or evaluation conducted at the end of a course or period.

Superlatives. Expressing the highest degree of something is often used in comparisons.

16. Bibliography

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Adapted to the Use of Students in Collages and the Higher Classes in Schools and Academies. Hillard and Brown.

17. Annexes or Resources

Simple Past

- <https://www.youtube.com/watch?v=wLuNOWXw96c>
- <https://www.pacho8a.com/wp-content/uploads/2023/07/Listado-Verbos.pdf>

Used To

- <https://www.youtube.com/watch?v=bcf3cEwGA2k>
- <https://www.inglespasoapasoconlucie.com/2020/09/como-usar-used-to-en-ingles/>

Simple Past Vs. Used To

- https://www.youtube.com/watch?v=1_Tba1qdne8
- <https://www.esl-lounge.com/student/grammar/3g80-intermediate-past-simple-or-used-to-gap-fill-exercise.php>

Comparative / Superlative (As... As)

- <https://www.youtube.com/watch?v=oGr7l3q7SMI>
- https://www.practisingenglish.com/english-grammar-exercises/comparatives_4.htm
- <https://agendaweb.org/exercises/grammar/comparison/comparative-forms.htm>
- <https://agendaweb.org/exercises/grammar/comparison/comparative-superlative-adjectives.htm>

Prepositions + -Ing

- <https://www.espressoenglish.net/common-adjective-preposition-combinations/>
- <https://test-english.com/explanation/b1/adjective-preposition/>

Obligations / Prohibitions

- <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/mo->

dals-permission-obligation

– <https://www.uv.mx/caausbixalapa/files/2014/07/PPP-032-Presentation-Obligations-and-prohibitions.pdf>

Too / Enough/Too Much / Too Many

–<https://www.inenglishplease.es/aprender-ingles-blog/gramatica/como-usar-too-too-much-too-many-too-few-too-little-enough-ingles-un-guia-bastante-completo/>

–<https://www.closerenglish.com.co/too-much-many-enough/>

–<https://www.engblocks.com/grammar/exercises/too-vs-enough/too-too-much-too-many-enough-exercise-2/>

Zero & First Conditional

–<https://funtalk.es/zero-and-first-conditional/>

–<https://test-english.com/grammar-points/b1-b2/zero-first-conditional-future-time-clauses/>

–<https://www.english-4u.de/en/grammar-quizzes/mixed-conditionals.htm>



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VICENTE LEÓN

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