



INSTITUTO SUPERIOR
TECNOLÓGICO
VICENTE LEÓN

Guía

general de estudio
de la asignatura

ENGLISH PROFICIENCY PROGRAM B1

Luis Miguel Yanchatipan Molina



Centro de Idiomas

Asignatura: English Proficiency Program B1

Código de la asignatura: PEIN 05-06

Nivel B1



INSTITUTO SUPERIOR
TECNOLÓGICO
VICENTE LEÓN

Belisario Quevedo #501 / Latacunga / Cotopaxi
Campus Matriz

ENGLISH PROFICIENCY PROGRAM B1

Autor: Luis Miguel Yanchatipan Molina

MSc. Ángel Velásquez Cajas Editor

Directorio editorial institucional

Mg. Omar Sánchez Andrade Rector

Mg. Fabricio Quimba Herrera Vicerrector

Mg. Milton Hidalgo Achig Coordinador de la Unidad de Investigación

Diseño y diagramación

Mg. Alex Zapata Álvarez

Mtr. Leonardo López Lidioma

Revisión técnica de pares académicos

– Santiago Gabriel Ramon Amores

Universidad Técnica de Cotopaxi

santiago.ramon@utc.edu.ec

– Estuardo Vladimir Sandoval Vizuet

Universidad Técnica de Cotopaxi

estuardo.sandoval@utc.edu.ec

ISBN: 978-9942-676-81-8

Primera edición

Agosto 2024

Usted es libre de compartir, copiar la presente guía en cualquier medio o formato, citando la fuente, bajo los siguientes términos: Debe dar crédito de manera adecuada, bajo normas APA vigentes, fecha, página/s. Puede hacerlo en cualquier forma razonable, pero no de forma arbitraria sin hacer uso de fines de lucro o propósitos comerciales; debe distribuir su contribución bajo la misma licencia del original. No puede aplicar restricciones digitales que limiten legalmente a otras a hacer cualquier uso permitido por la licencia.



RIMANA
EDITORIAL

| | |
|------------------------------|----|
| DESARROLLO GUÍA DE ESTUDIO | 5 |
| 1. Informative Data | 5 |
| 2. Subject Presentation | 5 |
| 3. Introduction to Topics | 5 |
| 4. Learning Objectives | 6 |
| 5. Unit Competenses | 6 |
| 6. Unit and Subunits | 7 |
| 7. Learning results. | 7 |
| 8. Methodological Strategies | 8 |
| 9. Evaluation Criteria | 8 |
| 10. Subunits Development | 9 |
| 11. Learning Activities | 27 |
| 12. Self-assessment | 38 |
| 13. Final assessment | 40 |
| 14. Self-assessment answers | 40 |
| 15. Glossary | 41 |
| 16. Bibliography | 42 |
| 17. Annexes and resources | 44 |

DESARROLLO GUÍA DE ESTUDIO

1. Informative Data

Luis Miguel Yanchatipan.

Bachelor of Education Sciences specialization in English from the Cotopaxi Technical University in 2013.

Master Degree In Applied Linguistics.

English teacher in the following institutions.

Cacique Tumbalá Educative Unit- Zumbahua as an English teacher for 2 years.

Francesco Bernardone Educational Unit – Latacunga as an English teacher for 8 years.

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

2. Subject Presentation

At level B1 students are able to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. They can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production.

3. Introduction to Topics

In B1 English level, students will be able to use the vocabulary associated with topics of immediate relevance. They will be able to understand

and use words and phrases related to essential areas such as personal and family information, navigating everyday situations like shopping, discussing local geography, and addressing employment-related matters. In addition, they will develop the ability to communicate effectively in simple and routine tasks, enabling students to convey information on familiar subjects with ease.

In B1 English level, students will be able to use the vocabulary associated with topics of immediate relevance. They will be able to understand and use words and phrases related to essential areas such as personal and family information, navigating everyday situations like shopping, discussing local geography, and addressing employment-related matters. In addition, they will develop the ability to communicate effectively in simple and routine tasks, enabling students to convey information on familiar subjects with ease.

As students' goal, they will gain confidence in progressing key aspects of their background, describing their current environment and talking concerns of immediate necessity using basic language skills.

4. Learning Objectives

The following subject B1 provides the ability to cope flexibly with problem in every life, for example coping with less outline situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling, entering unprepared into conversations on familiar topics.

5. Unit Competenses

Students can review and learn present tenses and question formation through the contexts of meeting new people and social media. Through the contexts of the environment natural disasters, advertisements, and threatened species, students can review and learn present perfect simple/continuous vs. simple past using phrases for encouraging and discouraging.

Students can learn past perfect and past perfect continuous in the contexts of getting to know new places and cultures, discussing urban problems,

and understanding, explaining and questioning rules. Also, students can learn should + have + past participle construction and first and, second conditionals in the contexts of education systems, school and college life, and ambitions.

Students can learn and practice the third conditional and modals verbs to talk about possibilities, and express uncertainty via the context of money and shopping. Students can study restrictive and nonrestrictive relative clauses in the contexts of TV, movies and videos. Students can also watch How-to video on how to make a movie and write own tip using imperatives.

6. Unit and Subunits

- 6.1 Which city would you most like to visit?
 - 6.1.1 Past perfect continuous
- 6.2 Does your school system work well?
 - 6.2.1 Too and enough.
 - 6.2.2 Should have
 - 6.2.3 First and second conditional
- 6.3 Are you a Shopaholic?
 - 6.3.1 Third conditional
 - 6.3.2 Modals of Possibility and probability
 - 6.3.3 Adjective Order.
- 6.4 What are you watching these days?
 - 6.4.1 Restrictive relative clauses
 - 6.4.2 Non-restrictive relative clauses

7. Learning results.

Students will review and learn present tenses and question formation through the contexts of meeting new people and social media. Through the contexts of the environment natural disasters, advertisements and threatened species, students will review and learn present simple/continuous vs simple past using phrases for encouraging and discouraging.

Students will learn part perfect and past perfect continuous in the contexts of getting to know new places and cultures, discussing urban problems,

and understanding, explaining, and questioning rules. Also, students will learn should+ have+ past participle construction and first and second conditionals in the contexts of education systems, school and college life, and ambitions.

Students will learn and practice the third conditional and modal verbs to talk about possibilities and express uncertainty via the contexts of money and shopping. Students will study restrictive and nonrestrictive clauses in the contexts of TV, movies and videos. Students will also watch How-to video on how to make a movie and write own tip using imperatives.

8. Methodological Strategies

Problem-based learning (PBL) Will be applied by confronting students with objectives linked to their professional life, critical thinking, creativity and application of knowledge in concrete situations. Collaborative learning will also be applied in the creation of presentations, conversations or dialogues, being able to work individually and in groups, originating an interaction. It also promotes teamwork, communication, leadership and conflict resolution skills.

9. Evaluation Criteria

A 60% will be evaluated through practical work: These correspond to individual and group work. Autonomous work will also be considered in this point. One of the parameters that are evaluated in this criterion is the expositions. 20% of lessons: This corresponds to the average of all the lessons given during each partial period. The lessons are not necessarily cumulative. 20% of the final evaluation: Corresponds to a summative evaluation where the student demonstrates what he/she has learned and assimilated during the midterm by putting his/her knowledge into practice.

STRUCTURE: The student will be evaluated through the resolution of grammatical exercises and the completion of exercises that have grammar and vocabulary.

10. Subunits Development

10.1 PAST PERFECT IN ENGLISH.

The past perfect tense in English is used to indicate that an action or event was completed before another action or events took place in the past.

It is formed by using the past tense of the auxiliar verb “have” (had) followed by the past participle of the main verb.

Tabla 1

The structure of the past perfect tense

| SUBJECT | HAD | PAST PARTICIPLE | COMPLEMENT |
|---|------------------|-----------------|--------------|
| I You He She It We They | Had/'d | traveled | To Guaranda. |
| SUBJECT | HAD NOT | PAST PARTICIPLE | COMPLEMENT |
| I You He She It We They | Had not / hadn't | Traveled | To Guaranda. |

Nota. This table is about the past perfect, Based on CEFR

Example 1:

She had already eaten when I arrived.

In this sentence, the action of eating (had eaten) was completed before the action of arriving.

Example 2:

By the time we got to the cinema, the movie had started.

Here, the action of the movie starting (had started) was completed before the action of getting to the cinema.

Example 3:

They had finished their homework before going out to play.

The completion of the homework (had finished) occurred before the action of going out to play.

The past perfect tense helps to establish the chronological order of events in the past and is often used in conjunction with another past tense, such as simple past, to make clear which action happened first.

10.2 PAST PERFECT CONTINUOUS

The past perfect continuous also known as the past perfect progressive, is a verb tense that is used to express an action that was ongoing and had been happening continuously in the past before another action or point in time. It is formed by using the past perfect of the auxiliary verb “have” (had) and the verb in present (base form + ing) of the main verb.

The structure of the past perfect continuous tense is as follow.

Tabla 2

Criterios de Evaluación

| | | | |
|---------|----------------|---------------|---------------------|
| SUBJECT | HAD | BEEN | VERB+ING |
| She | had | been | Playing |
| SUBJECT | HAD NOT | BEEN | VERB-ING |
| She | Had not/hadn't | Been | Playing basketball. |
| HAD | SUBJECT | BEEN-VERB-ING | COMPLEMENT? |
| Had | She | Been playing | Basketball? |

Nota. This table is about the past perfect continuous, based on CEFR

Example 1:

She had been studying for hours before the exams.

In this sentence, the past perfect continuous tense indicates the continuous nature of the studying action that occurred the exams.

Example 2:

They had been working on the project for several before it was completed.

Here, the past perfect continuous tense emphasized the ongoing and continuous nature of the work on the project before its completion.

Example 3:

Lucas had been studying on his thesis presentation for 3 weeks.

They had been preparing the trip since July.

10.3 USE OF TOO AND ENOUGH

Too

“Too” is a versatile word in English that can serve various purposes. Here are some common uses:

Tabla 3

Use of Too

| | |
|--|--|
| “Too” as an adverb. | Used to indicate excess or addiction. Examples: The coffee is too hot to drink. She ate too much at the buffet. |
| “Too” as a Synonym for “also” or “As well” | Used to include or add something. Example: I want to go to the concert too. He likes pizza, and I do too. |

| | |
|--|--|
| “Too” to express agreement. | Used to express agreement or affirmation. Example: You think it is a good idea? I do too. |
| “Too” in negative sentences. | Used to emphasize a negative condition or outcome. Example: I am too tired to go out tonight. |
| “Too” to modify adjectives or adverbs. | Used to intensify the meaning of an adjective or adverb. Examples: She is too kind. He runs too quickly. |
| “Too” in excess or beyond a limit | Used to indicate surpassing a certain limit or boundary. Example: The car was driving too fast. The music was too loud. |

Nota. This table is about the use of Too, based on CEFR

Remember that the meaning of “Too” can be context-dependent, so its usage may vary based on the specific situation in which it is employed.

ENOUGH

The word “enough” is an adverb or determiner that indicates an adequate quantity or degree.

It is used to convey sufficiency or satisfaction in various context. Here are some common ways in which “enough” is used:

Tabla 4

Usage of enough:

| | |
|--------|--|
| ADVERB | Example 1: She didn’t study enough for the exam. Example 2: He runs fast enough to compete at the national level. |
|--------|--|

| | |
|-------------------------|--|
| DETERMINER | <p>Example 1: Have you had enough water today?</p> <p>Example 2: There is enough food for everyone at the party.</p> |
| ADJECTIVE | <p>Examples 1: The cake is sweet enough; you don't need to add more sugar.</p> <p>Example 2: The coffee strong enough for you?</p> |
| NOUN PHRASE MODIFIER | <p>Example 1: We have enough time to finish the project.</p> <p>Example 2: There are enough resources to complete the task.</p> |

Nota. This table refers the use of enough, based on CEFR.

In these examples, “enough” is used to convey the idea of an adequate or satisfactory amount, degree, or quantity. It helps to express that a particular condition or requirement has been met or that there is a satisfactory amount of something. The context in which “enough” is used determines its specific meaning in a sentence.

10.4 Should Have

“Should have” is a modal verb phrase that is used to express regret, criticism, or the idea that something was a good idea in the past. It is often used to talk about actions that did not happen but were desirable or advisable at a certain point in the past.

Tabla 5

Examples to illustrate the use of “should have”

| | |
|-----------|---|
| REGRET | I should have studied for the exam. (I regret not studying more in the past). |
| CRITICISM | You should have told me about the meeting earlier. (I am criticizing you for not informing me earlier). |

| | |
|----------------------------|---|
| ADVICE OR SUGGESTION | She should have taken the bus instead of walking in the rain. (It would have been a better idea for her to take the bus). |
| ASSUMPTION OR EXPECTATION. | They should have arrived by now. (I expect that they have already arrived based on the circumstances). |

Nota. This table is about the should have use, based on CEFR

10.5 CONDITIONALS. (Zero, first and second conditional)

Conditional sentences in English are used to express hypothetical situations, dependencies, or cause-and-effect relationship. There are three main types of conditional sentences: zero conditional, first conditional, and second conditional. Additionally, there are mixed conditionals that combine elements of different types.

Tabla 6

Conditionals structure

| | | |
|---|--|--|
| ZERO CONDITIONAL | Form: If + present simple, present simple | Usage: describes general truths, scientific facts, or situations that are always true. |
| Example: if you heat water to 100 degrees Celsius, it boils | | |
| FIRST CONDITIONAL | Form: If + present simple, will +base form | Usage: describes a possible future condition and its likely result. |
| Example: If it rains, I will stay at home. | | |
| SECOND CONDITIONAL | Form: If +past simple, would +base form. | Usage: describes an unlikely or unreal conditions |
| Example: If I won the lottery, I would travel around the world. | | |
| MIXED CONDITIONALS | Combine elements of the first and second conditionals. | Examples: If I had studied harder, I would be in a better university now. (the unreal condition is in past, and its effect is in the present). |
| THIRD CONDITIONAL | Form: If + past perfect, would have + past participle. | Usage: describes a condition in the past that did not happen and its imagined result. |

Example: I had known you were coming; I would have baked a cake.

| | | |
|--|--|--|
| MIXED CONDITIONALS (Type 2 and 3). | Combine elements of the second and third conditionals. | Example: if I had taken the earlier train, I wouldn't have missed the meeting. |
|--|--|--|

Note. This table refers about the types of conditionals structure, based on CEFR

It's important to note that conditionals allow us to talk about situations that may or may not happen, and the choice of conditional depends on the likelihood or reality of the condition and its result.

THE ZERO CONDITIONAL

The zero conditional is a type of conditional sentence that expresses a general truth, or something that is always true.

It is called "zero" conditional because it does not involve any hypothetical or unreal situations.

The structure of a zero conditional sentence typically consists of two clauses:

The "if clause" (conditional clause) and the "main clause".

The general form of a zero conditional is the next:

Tabla 7

Zero conditional structure

If + simple present, simple present

If it rains, the streets get wet.

You get purple if you mix red and blue.

If + S+ do not/does not + v1, S+do not/does not+v1+c

If doesn't rain, the streets don't get wet.

Note. This table is about Zero conditional structure, based on CEFR.

Example:

Tabla 8

Express a scientific fact

If you heat water to 100 degrees Celsius, it boils

In this example, the zero conditional is used to express a scientific fact.

Nota. Based on CEFR

Tabla 9

General truth

If it rains, the ground get wet.

This sentence expresses a general truth. Whenever it rains, the result is that the ground becomes wet.

Nota. Based on CEFR

In both cases, the conditions stated are always true, and there is a direct cause-and-effect relationship between the condition in the “if clause” and the result in the main clause.

FIRST CONDITIONAL.

The first conditional, also known as the zero conditional, is a type of conditional sentence used to express general truth, facts, or situations that are always true or likely to happen in the present or future. It is typically structured with an “if clause” in the simple present tense the main clause with “will + infinitive”.

Examples:

- If it rains, you won’t go to the party.
- If Luis buys a car, he will be on time.
- If they feel better, they will study for the test.

In these examples, the “if clause” presents a condition and the main clause indicates the result or consequence of that condition. The first conditional

is not used for hypothetical or unlikely situations; it deals with real and probable events.

SECOND CONDITIONAL.

The second conditional, also known as the “past unreal” or “unreal present” conditional, is grammatically structure used to talk about hypothetical or unreal situations in the present or future. It is often formed using the simple past tense in the “if clause” (conditional clause) and the modal verb “would” + base form of the verb in the “main clause” (result clause).

Tabla 10

General structure

If + simple past (conditional clause), would + base form of the verb (main clause).
If she studied harder, she would get good scores.

Nota. This table is about the second conditional structure, based on CEFR

Some Examples:

– If I had more time, I would travel around the world.

(This implies that I don't have enough time now, but if I did, I would travel.)

– If it rained, we would stay indoors.

(This suggests a hypothetical situation.)

– If she studied harder, she would pass the exam,

(This indicates a hypothetical situation in the present or future where she is not studying hard enough, and if she did, she would pass the exam.)

It is important to note that the second conditional is used to talk about unreal or unlikely situations and is typically associated with the simple past tense in the conditional clause.

10.6 THIRD CONDITIONAL

The third conditional, you are ready to learn the third and the final conditional when you have studied the first, the second and the zero and feel comfortable utilizing them. You will sound much more natural when you can employ the third conditional. So continue reading to learn how and when to use it.

When should the third conditional be applied?

The third conditional is employed to convey the outcome of an impractical action or circumstance in the past.

The third conditional typically follows this structure.

Tabla 11

Third conditional structure

“If + past perfect (had + past participle), would + have + past participle.”
If I had studied harder, I would have gotten good scores
If + past perfect (had + not + past participle), S + would + not have + past participle.
If I had not studied harder, I would not have gotten good scores.

Nota. This table is about third conditional structure, based on CEFR

Examples:

If I had studied harder, I would have passed the exam.

In this sentence notice that:

Tabla 12

Explanation about this condition

The condition in the past is “If I had studied harder.”
The result that didn’t happen is “I would have passed the exam”.

Nota. Based on CEFR

This type of conditional is used to talk about situations that are contrary

to what actually occurred in the past, it emphasizes the unreal or hypothetical nature of the condition and its potential outcome.

10.7 MODALS OF POSSIBILITY AND PROBABILITY

Modal verbs convey necessity, intent, capability, or potential. Modal verbs such as *can*, *should*, and *must* are frequently used. They are employed with the infinitive form of the main verb in a phrase because they are a kind of auxiliary verbs, also known as a helper verb.

Also, modal verbs can be used to indicate request, advisability, capabilities, and other hypothetical situations (a comprehensive list provided in the following section). They are added to a main verb to further emphasize its meaning.

Think about how these two instances differ from one another:

- I go swimming every Sunday.
- I can go swimming every Sunday.

The first example is a straightforward assertion of fact. Every Sunday, the speaker takes part in a swimming activity.

The modal verb “*can*”, is used in the second case. Observe how the meaning somewhat shifts. The speaker is stating that they are capable of swimming every Sunday or that there is a chance they may swim every Sunday, not that they swim every Sunday. It is speculative.

MODAL VERBS OF POSSIBILITY

THEY ARE AUXILIARY VERBS USED TO EXPRESS the likelihood or possibility of an action or event happening.

Some common modals of possibility include.

CAN.

Tabla 13

General ability or possibility

Example: She can speak Spanish fluently.

Note: "Can" is often used for general ability or possibility.

Nota. Based on CEFR

COULD.

Tabla 14

Past ability or polite way

Example: I could help you with your homework.

Note: "could" is also used for past ability or as a polite way to offer help.

Nota. Based on CEFR

MAY.

Tabla 15

Possibility

Example: it may rain later, so bring an umbrella.

Note: "May" suggests a possibility or likelihood.

Nota. Based on CEFR

MIGHT

Tabla 16

Less certain possibility

Example: She might come to the party if she finishes work on time.

Note: "Might" is similar to "may" and is used to express a less certain possibility.

Nota. Based on CEFR

SHALL

Tabla 17

Likelihood or recommendation

Example: We shall meet at the usual place.

Note: "Shall" indicates a high likelihood or a recommendation.

Nota. Based on CEFR

MUST

Tabla 18

Likelihood based on evidence

Example: it must be cold outside; everyone is wearing jackets.

Note: “Must” can indicate a strong likelihood based on evidence.

Nota. Based on CEFR

These modals help convey varying degrees of possibility, from certainty to uncertainty, in both present a future situation.

The choice of modal depends on the context and the speaker’s assessment of the likelihood of the action or event occurring.

10.8 ADJECTIVES ORDER

Adjectives are words that describe or modify nouns or pronouns.

They add details and information to a sentence by providing more about the qualities, characteristics, or attributes of the noun or pronoun they are modifying.

Here are some key points about adjectives:

Types of adjectives:

Descriptive adjectives: these adjectives describe the physical or qualitative aspects of a noun. for example: blue sky, happy child, or tall building.

Quantitative adjectives:

These adjectives provide information about the quality of a noun. For example: many books, few opportunities or three apples.

Demonstrative adjectives:

These adjectives indicate or point to a specific noun.

For example: this car, those flowers, or such weather.

Possessive adjectives:

These adjectives show ownership or possession. Examples: my book, his hat, or their car.

Degree of comparison

Tabla 19

Adjectives on the degree of comparison

| | |
|---------------------|---|
| POSITIVE DEGREE | Describes a noun without making any comparison Examples: Happy, Fun. |
| COMPARATIVE DEGREE | Compares two things Example: happier, funnier. |
| SUPERLATIVE DEGREE: | Indicates the highest degree of comparison among three or more things. Examples: happiest, funniest. |

Nota. This table is about the adjectives and its types, based on CEFR

Order of the adjectives:

When using multiple adjectives to describe a noun, there is a customary order in English.

The order is generally: quantity, quality, size, age, shape, color, proper adjectives (often nationality, other places of origin, or material), purpose or qualifier.

For example: “She wore a beautiful long red Italian silk dress”.

Articles

Articles (a, an, the) are often considered a type of adjective. “a” and “an” are indefinite articles, while “the” is a definite article.

Function in a sentence

Adjectives can be used attributively (before a noun) or predicatively “after a linking verb”. For example:

| | |
|-------------|------------------------------|
| ATTRIBUTIVE | The green apple is delicious |
| PREDICATIVE | The apple is green |

Understanding and using adjectives correctly can enhance the richness and precision of your language, allowing you to convey more detailed and nuanced information.

Adjective order refers to the specific sequence in which adjectives are placed before a noun to provide more information about it.

Tabla 20

Adjective Order

| | |
|-----------------------------------|------------------------|
| 1.- Quantity or number | Three, many |
| 2.- Quality or opinion | Beautiful, interesting |
| 3.- Size | Small, large |
| 4.- Age | Old, young |
| 5.- Shape | Round, square |
| 6.- Color | Red, blue |
| 7.- Proper adjectives | Chinese, wooden |
| 8.- Purpose or qualifier | Cleaning, running |
| 9.- Noun that adjective describes | Book, car... |

Nota. This table contains the adjective order, based on CEFR.

Examples:

The room was decorated with **blue silk curtains**.

Rita bought a pair of **Italian leather shoes**.

She placed the flowers in a **rectangular glass vase**.

My living room is adorned with an **antique ceramic chest**.

10.9 Restrictive relative clauses.

A restrictive relative clause is a type of subordinate clause that provides essential information about a noun.

It is called “restrictive” because it narrows down or restricts the meaning of the noun it modifies.

These clauses are often introduced by relative pronouns such as “who, whom, whose, which, or that”. Understanding how to use restrictive clauses effectively is crucial for clear and precise communication in writing. In this part it will be explored the characteristics of restrictive relative clauses, their functions, and provide examples to illustrate their usage.

Firstly, restrictive relative clauses serve the primary function of identifying or specifying a particular noun in a sentence. Unlike non restrictive relative clauses, which provide additional, non-essential information and are set off by commas, restrictive clauses are integral to the meaning of the sentence and they are not separated by punctuation.

For example:

The students who won the science competition is my neighbor.

The book that you recommended is fascinating.

–In these examples, the restrictive relative clauses (who won the science competition and that you recommended) are crucial for understanding which student and which book are being referred to. Omitting these clauses would leave the sentences ambiguous.

Another key characteristic of restrictive relative clauses is that they cannot be easily removed from the sentence without affecting its meaning. Attempting to remove a restrictive relative clause often results in incomplete or unclear statements.

Consider the following examples:

The girl who is wearing a red dress is my sister.

(Without the restrictive clause: the girl is my sister.)

The car that was parked in front of the house belongs to my friend.

(With the restrictive clause: the car belongs to my friend.)

In both cases, removing the restrictive clause leaves an incomplete thought, and the meaning becomes ambiguous.

Moreover, restrictive relative clauses are commonly used to provide essential information about people, things, or concepts in a concise manner. They allow writers to convey precise details without the need for separate sentences or additional explanations.

For example:

The company that manufactures eco-friendly products is gaining popularity.

The professor who teaches advanced mathematics is highly respected.

– In these examples, the restrictive relative clauses specify the type of products and the subject matter of the professor's teaching, adding valuable details to the sentences.

In conclusion, mastering the use of restrictive relative clauses is essential for effective and precise communication in writing. These clauses play a crucial role in specifying and identifying nouns, providing essential information for readers. Writers should be attentive to the placement of restrictive clauses in their sentences and ensure that their removal would result in a loss of crucial meanings. By incorporating restrictive relative clauses skillfully, writers can enhance the clarity and coherence of their writing, facilitating a deeper understanding of the intended message.

Certainly! Restrictive relative clauses are used to provide essential information about a noun, and they cannot be omitted without changing the meaning of the sentences.

Examples:

The woman who is wearing a red hat is my aunt.

– In this sentence, the restrictive relative clause “who is wearing a red hat” specifies which woman is being referring to. Without this clause, the sentence would be unclear.

I need the book that is on the top shelf.

– The restrictive relative clause “that is on the top shelf” specifies which book is needed. Without this information the sentence lacks precision.

The car that was parked in the driveway belongs to my neighbor.

– The restrictive relative clause “that was parked in the driveway” identifies the specific car being discussed.

He student who scores the highest on the test will receive a scholarship.

– Here, the restrictive relative clause “who scored the highest on the test” pinpoints the particular student in consideration.

The house that was built in the 20th century has historical significance.

The restrictive relative clauses “that was built in the 20th century” provides essential information about the house in question. Without this clause, the sentence loses its temporal specification

10.10 Non-restrictive relative clauses

Non- restrictive relative clauses, also known as non-defining clauses, are subordinate clauses that provide additional, non- essential information about a noun. Unlike restrictive relative clauses, non- restrictive relative clauses are set off by commas and can be removed from the sentence with out altering the overall meaning.

Firstly, non- restrictive clauses serve the primary function of adding supplementary details to a sentence. They provide extra information about a noun but are not crucial for identifying or specifying it.

Examples:

My friend, who enjoys hiking, invited me on a weekend trip.

– The commas around “who enjoys hiking” indicate that this information is extra and can be omitted without affecting the core meaning of the sentence.

The new employee, whose office is next to mine, is very friendly.

– The non- relative clause “whose office is next to mine” is separate by commas, denoting that it provides supplementary details.

11. Learning Activities

Topic 1: Past perfect

We had already eaten when Luis.....(come) home.

Last year Juana(pass) all her tests.

When I(get) to the airport, I discovered I had lost the passport.

I went to the store(buy) some soda and went home.

I opened my handbag to find that I(forgot) my ID card.

When we(arrive) at the bus station, the bus had already left.

They got home to find that somebody.....(break) into the office.

I opened the fridge to find someone(eat) all my chocolate.

I had known my wife for three years when we(get) married.

Julio was very pleased to see that Mary(clean) the house.

It.....(not / rain) all spring, so the grass was completely dead.

When she(arrive) at the party, Carlos had just left.

After arriving home, I realized I(not/ buy) any sugar.

The laundry was wet. It(rain) while I was out.

Wilson felt ill last night because He(eat) too many cakes.

Rosario(meet) Ruben last September.

First, I tidied the flat, then I(sit) down and had a cup of Te.

Juan(play) the guitar when he was a child, but he does not play now.

When Karla got home from her holiday, her flat was a mess. Alejandro.....(have) a party.

Topic 2: Past perfect and past perfect continuous.

Choose the past perfect, or the past perfect continuous.

When we arrived the film(start).

She(work) in that company for twenty years when she was made redundant.

I felt ill because I(drink) ten glasses of soda.

I(study) all day, so I was tired.

How long(you/ live) in London when your daughter was born?

When I arrived at the bus station , I realized I(forget) my wallet.

I(break) my ankle, so I could not go skiing last year.

She(study) English for three years when she took the test.

I did not go to the class because I(not/ do) my homework.

Topic 3: TOO AND ENOUGH

Fill in the blanks using too or enough

I can't carry this suitcase. It'sheavy.
This bag isn't bigI can't put all my possessions in it.
Is your meal warm? if not, I'll put it in the microwave.
Dad wasworried to go to sleep, so he stayed up all night.
I do not like this fizzy drink. It is muchsweet.
I'll ring you up later. I have not gottime at the moment.
She'syoung to drink alcohol. She's not even 14 yet.
We were not able to buy tickets for both games because we did not havemoney.
I couldn't see her anywhere because it was gettingfoggy.
You can't play in our first team. You're not good.
You still makemany mistakes. You have to practice harder.
If you do not getsleep your overall health will suffer.
I can't tell you what the situation is at the moment because I have not gotinformation.
He can't be a good basketball player. He isn't tall.....
This isgood to be true!
I have notclothes for such a long trip. I'll have to get some more.
I couldn't finish the test because there weremany questions and nottime left.
My sister couldn't concentrate because the workers were makingmuch noise.
I didn't havetime to visit the museums and it wascrowded as well.
The sea is not warmto go swimming. The water is muchcold.

Topic 4: Should have

Complete the sentences. Use should have or shouldn't have + past participles.

We got lost in Italy. We (take)a map.

My uncle is in jail. He (rob)a bank.
The flowers died. I (water)them more often.
I'm really hungry. I (eat)a bigger breakfast.
I fell into the water. I (be)more careful.
Juan's father got angry. Juan (tell)him a lie.
I'm broke. I (buy)a new car last week.
This hotel is terrible. I (stay)at another one.
It's getting cold. We (bring)our jackets.
The movie was boring. We (watch)it.
I do not like geography. I (study)math.
The kitchen is a mess! Hugo (clean)it.
Timmy is not happy. I (laugh)at him.
It's too cold in here. You (open)the window.
Chocolate is better. I (choose)strawberry.

Topic 5: Conditionals

Zero conditional

Make sentences with the zero conditional.

(Camila/ sing/she/lost the bus)

.....
(my husband / cook / He / burn the food)

.....
(Julio / not wear a hat / he / get sunstroke)

.....
(children / not eat well / they / not be healthy)

.....
(you / mix water and electricity / you / get a shock)

.....
(people / eat / too many sweets / they / get fat)

.....
(you / smoke / you / get yellow fingers)

.....
(children / play outside / They / not get overweight)

(you / heat ice/ it / melt)

(I / speak to Diego / he / get annoyed)

(I / feel good the next day / I / go to bed early)

(lots of people / come / Fanny / have a party)

(she / Buy expensive clothes / she / go shopping)

(my daughter / pass Her exams / she / work hard)

(Diego / be sick / he / drink soda)

(The river / freeze / it / be very cold)

(I / like to visit the museums / I / be in a new city)

(I / cycle to work / the weather / be fine)

(My flat mate / clean it really well / she / clean the house)

(everyone / be grumpy / it / rain a lot)

FIRST CONDITIONAL

Put the verb into the correct first conditional form.

If I(go) out tonight, I(go) to the cinema.

If you(get) back late, I
(be) angry.

If we(not / see) each other tomorrow, we
..... (see) each other next week.

If he(come), I(be) surprised.

If we(wait) here, we(be) late.

If we(go) on holiday this summer, we
.....(go) to France.

If the weather(not / improve), we
(not / have) a picnic.
If I(not / go) to bed early, I(be) tired tomorrow.
If we(eat) all this cake, wefeel sick.
If you(not / want) to go out, I
(cook) dinner at home.
I(come) early if you(want).
They(go) to the party if they(be) invited.
She(stay) in London if she(get) a job.
He(not / get) a better job if he(not / pass) that test.
I(buy) a new dress if I(have) enough money.
She(cook) dinner if you(go) to the supermarket.
They(go) on holiday if they(have) time.
We(be) late if we(not / hurry).
She(take) a taxi if it(rain).
I(not / go) if you(not / come) with me.

SECOND CONDITIONAL

Put the verb into the correct tense to make the second conditional.

If I(be) you, I(get) a new job.
If he(be) younger, he(travel) more.
If we(not / be) friends, I(be) angry with you.
If I(have) enough money, I(buy) a big house.
If she(not / be) always so late, she(be) promoted.
If we(win) the lottery, we(travel) the world.
If you(have) a better job, we(be) able to buy a new house.
If I(speak) perfect English, I(have) a good job.
If we(live) in Ecuador, I(speak) Spanish.
If she(pass) the test, she(be) able to

enter university.

She(be) happier if she(have) more friends.

We(buy) a house if we(decide) to stay here.

They(have) more money if they..... (not/ buy) so many clothes.

We(come) to dinner if we(have) time.

She(call) him if she(know) his number.

They(go) to Paris on holiday if they(like) hot weather.

She(pass) the exam is she(study) more.

I(marry) somebody famous if I(be) a movie star,

We never(be) late again if we(buy) a new car.

You(lose) weight if you(eat) less.

Topic 6: Third conditional

Put in the correct third conditional verb form.

If you(not / be) late, we(not / miss) the bus.

If she(study) , she(pass) the test.

If we.....(arrive) earlier, we(see) Mary.

If they(go) to bed early, they(not/ wake) up late.

If he(become) a musician, he(record) a CD.

If she(go) to art school, she(become) to painter.

If I(be) born in different country, I(learn) to speak different language.

If she(go) to university, she(study) Spanish.

If we(not/ go) to the party, we(not/ meet) them.

If he(take) the job, he(not/ go) travelling.

He(be) happier if he(stay) at home.

She(pass) the test if she(study) harder.

We(not/ get) married if we(not/ go) to the same university.

They(be) late if they(not/ take) a taxi.

She(not/ meet) him if she(not/ come) to Ecuador.

He(take) a taxi if he(have) enough money.

I(call) you if I(not/ forget) my phone.

We(come) if we(be) invited.

She(not/ do) it if she(know) you were ill.

He(be) on time if he(leave) earlier.

Topic 7: Modal verbs

Complete the sentences with a modal verb from the box bellow. More than one answer is possible.

CAN'T - CAN'T HAVE – COULD - DON'T NEED TO - MIGHT - MIGHT NOT - MUST - MUST HAVE – MUSTN'T – SHOULD - SHOULDN'T

The pizza was gigantic. I am sure Marthaeaten it all.

No one was able to tell the police who that man was, so he be somebody from here.

Be careful when you walk across that old wooden bridge. Itbe very safe.

I see you have not finished your homework yet. Itbe very difficult, then.

Youtouch the oven. It is very hot and youhurt yourself.

They are putting the suspect into the police car. The policearrested him.

I do not know where he is. Take a look in the garage. Hebe there.

Youdo any more training today. You look so tired . take a break!

I can't see very well but thatbe Clara over there. At last, she looks like Clara.

Everybody scored over 95 percent in the first exam, so itbeen so difficult.

Youdrive me to the airport. I can take the bus.
Youalways wear suitable clothes when you go skiing.
Pupilsgo out between the various parts of the test.
It's against the school rules.
Danielswim when he was four. Now he's part of the town's swimming team.
Youbuy any food. Fridge is full.
Juantaken a wrong turn somewhere. otherwise, he'd be here by now.
There are signs all over the area, so youhave any trouble getting there.
Thisbe the house they advertised in the newspaper. It's much too big.
Miguel left the house. His cell phone is still here, and he never leaves without it.
Leaving the house today without an umbrellabe such a good idea. It looks like it's going to rain in the afternoon.

Topic 8: Adjective uses

Fill in the blanks to complete the sentences. Use the adjectives in the box.

| ADJECTIVES | OPPOSITE |
|------------|--------------|
| CAREFUL | CAREFULNESS |
| FAT | THIN |
| FRIENDLY | UNFRIENDLY |
| FUNNY | SERIOUS |
| HAPPY | SAD |
| HEALTHY | SICK |
| LAZY | HARD-WORKING |
| OLD | YOUNG |
| POLITE | IMPOLITE |
| RICH | POOR |
| SHY | OUTGOING |
| SMART | STUPID |
| SPECIAL | ORDINARY |

| | |
|--------|-------|
| STRONG | WEAK |
| TALL | SHORT |

Nota. BASED ON CEFR.

My friend likes to exercise and eat fruits and vegetables, so he is.....

A: Are you a lazy person? B: No, in fact. I am very

My son Thomas is veryHe is only five years old.

He should play basketball he is He is not short.

My sister is not veryShe is shy and does not like to meet new people.

He worked very hard his whole life and saved lots of money. He is

I went on a diet last year and lost ten kilograms, so now I am

Sara always says, "thank you" . She is apeople.

Of course, I am very.....! I got an A+ on all of my tests.

My uncle loves to tell jokes to make them laugh. He is

My friends can lift 100 kilograms, so they are really quite

Mary and Marcos always look left and right before they cross a busy street . they arewhen they cross a busy street.

My classmate always smiles and has many friends . he is

Nothing seems to make my grand father sad. He is aperson.

Lorena can make many animal sounds. Most people can't do that . She is

Topic 9: Restrictive relative clauses

That is the man. I spoke to him the other day.

They elected a new mayor. His aim is to help the poor.

I really like the car. I bought it last year.

Mr. Black took over the company. His wife died last year.

The restaurant is the best in the town. We usually eat there.

The film is about a woman. Her son mysteriously disappears.

That is the place. I grew up there.

I met a woman. Her husband is a famous producer.

The man was arrested yesterday. He escaped from prison a week ago.

The bag is heavy. It contains a lot of presents.

The Marybelle Hote is opening up again. I stayed there a few years ago.

My friend's father gave us the tickets. He owns a travel agency.

Mr. Honeywell is a good teacher. Everyone likes him.

The exercise was very complicated. Nobody could do it.

That's the producer. His films are always a great success.

Topic 10: Non-defining relative clauses

Sucumbios is a great place. Sucumbios is located in Ecuador.

Marco is living in Salcedo now. Marco got divorced last year.

Clara is a good teacher. I don't like Clara very much.

My neighbor stinks of after-shave. My neighbor is a busy bus driver.

Esmeraldas is very hot. The beaches of Esmeraldas are wonderful.

The school was built in 1990. The school has about 600 students.

The government handle the diplomatic crisis badly. The government is facing corruption crisis.

The San Francisco square is near the cathedral. They hold a market in The San Francisco square every Sunday.

Juana is coming to the party. Juana’s mayoress of this town.

12. Self-assessment

Complete the sentences with a verb in the correct form of the conditional use.

(first conditional) if we(not/work) harder, we(not pass) the exam.

(third conditional) if the students(not / be) late for the exam, they(pass).

(third conditional) if the weather(not be) so cold, we(go) to the beach.

(second conditional) If she(have) her laptop with her, she(email) me.

(first conditional) I he(not go) to the meeting, I(not go) either.

(third conditional) If the baby(sleep) better last night, I(not be) so tired.

(first conditional) If the teacher(give) us lots homework this Sunday, I(no be) happy.

(second conditional) If Beatriz(have) enough time, she(travel) more.

(first conditional) If the children(not eat) soon, they(be) grumpy.

(first conditional) If I(not go) to bed soon, I(be) tired in the morning.

(second conditional) If I(want) a new car, I(buy) one.

(second conditional) If Juan(not speak) good

English, he(not move) to London.
(first conditional) If he(drink) to much
soda, he(get) ill.
(Third conditional) If they
.....(tidy) their flat, we(not lose)
their key.
(Third conditional) If Luis
(not send) flowers to his father, he
.....(not be) happy.
(second conditional) If the children(be)
in bed, I(be able to)
have a bath.
(second conditional) if you(not be) so
stubborn, we(not have) so many arguments.
(Third conditional) If Julia(not go)
to London. She(go) to Paris.
(first conditional) if she(go) to library,
she(study) more.
(Third conditional) If we(not have) an
argument, we(not be) late.
(second conditional) if you(arrive) early.
It(be) less stressful.
(Third conditional) If I(not go) to the party,
I(not meet) Maria.
(second conditional) If Pablo(like) chocolate,
I(give) his some.
(second conditional) If Laura(live) in UK,
I(see) her more often.
(Third conditional) If the boys(not eat) all that
chocolate, they(feel) sick.
(first conditional) If you
.....(not/ arrive) soon, we
.....(be) late.
(Third conditional) If she(study) French,
she(go) to Paris.
(second conditional) If we(not be) so

tired, we(go) out.
(first conditional) If you(buy) the gift,
I(wrap) it up.
(first conditional) If Luis(not quit) his job soon,
she(go) crazy.

13. Final assessment

Final test Will be taken through Microsoft teams platform, it will be a test based on the grammar learnt in this guide and it will have 50 multiple choice questions.

14. Self-assessment answers

Answers:

If we do not work harder, we won't pass the exam.
If the students had not been late for the exam, they would have passed.
If the weather had not been so cold, would have gone to the beach.
If she had her laptop with her, would email me.
If she does not go to the meeting, I won't go either.
If the baby had slept better last night, I would not have been so tired.
If the teacher gives us lots of homework this weekend, I won't be happy.
If Luis has enough time, he would travel more.
If the children do not eat soon, they will be grumpy.
If I do not go to bed soon, I will be tired in the morning.
If I wanted a new car, I would buy one.
If Juan did not speak good English, he would not move to London.
If he drinks too much soda, he will get ill.
If they had tidied their flat, we would not have lost their keys.
If Laura had not sent flowers to her father, he would not have been happy.
If the children were in bed, I would be able to have a bath.
If you were not so stubborn, we would not have so many arguments.
If Julia had not gone to London, she would have gone to Paris.
If she goes to the library, she will study more.
If we had not had an argument, would not have been late.
If you arrived early, it would be less stressful.
If I had not gone to the party, I would have met Maria.

If Julia liked chocolate, I would give her some.

If Luis lived in the UK, I would see him more often.

If the children had not eaten all that chocolate, they would have felt sick.

If they do not arrive soon, we will be late.

If she had studied English, she would have gone to London.

If we were not so tired, we would go out.

If you buy the gift, I will wrap it up.

If Luis does not quit her job soon, she will go crazy.

15. Glossary

Adjective:

An adjective is a descriptive word that modifies (describes) a noun. An adjective answers one of these three questions: What kind is it? How many are there? Which one is it?

An irregular verb is defined as “a verb that does not follow the usual rules of grammar.

For example, ‘eat’ is an irregular verb because its past tense is ‘ate’ and its past participle is ‘eaten’, not ‘eated’,”

Complement:

Definition of subjects in English language. In English grammar, we use the word ‘subject’ to talk about the person or thing (a noun or pronoun) that does the ‘action.’ Usually, that means that the subject comes before the verb.

In English grammar, the past participle refers to an action that was started and completed entirely in the past.

It is the third principal part of a verb, created by adding -ed, -d, or -t to the base form of a regular verb.

In grammar, a complement is a word, phrase, or clause that is necessary to complete the meaning of a given expression. Complements are often also arguments (expressions that help complete the meaning of a predicate).

Irregular verbs:

Noun

Noun is a word that represents a person, thing, concept, or place (e.g., “John,” “house,” “affinity,” “river”). Most sentences contain at least one noun or pronoun. Nouns are often, but not always, preceded by an article (“the,” “a,” or “an”) and/or another determiner such as an adjective.

Past participle.

Past perfect

Regular verbs are verbs whose past tense versions are formed by adding an -ed to the end, such as ‘walk,’ ‘climb,’ ‘decide,’ ‘describe,’ ‘drop,’ ‘want,’ ‘call,’ and ‘beg.’ A simple past sentence contains only the past tense verb, as in ‘She walked to school.’

Regular verbs:

Subject

Verb:

Verbs are words that show an action (sing), occurrence (develop), or state of being (exist). Almost every sentence requires a verb. The basic form of a verb is known as its infinitive. The forms call, love, break, and go are all infinitives. Almost all verbs have two other important forms called participles.

We use the past perfect simple (had + past participle) to talk about time up to a certain point in the past. She’d published her first poem by the time she was eight. We’d finished all the water before we were halfway up the mountain. Had the parcel arrived when you called yesterday?

16. Bibliography

–Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education*, 16(4), 28-37.

–Calderero, J. F., Aguirre, A. M., Castellanos, A., Peris, R. M. & Perochena, P. (2014). Una nueva aproximación al concepto de educación personalizada y su relación con las TIC. *TESI, Teoría de la Educación en la Sociedad de la Información*, 15 (2), 131-151.

classroom y blended learning. UNED Disponible en: <http://espacio.uned.es/>
COLLIS, Betty; MOONEN, Jef (2006). "Tecnología de la información en la educación superior: paradigmas emergentes" [mesa redonda en línea]. Revista de Universidad y Sociedad del Conocimiento (RUSC). Vol. 2, n. 2. UOC. [Fecha de consulta: 10/01/2014]. <http://www.uoc.edu/rusc/2/2/dt/esp/collis.pdf>
ISSN 1698-580X

– Connecticut State University 489-495. Disponible en: <http://cvc.cervantes.es> 15 de mayo de 2017

– Disponible en: <http://www.edutec.es> 15 de mayo de 2017

– Duzert J. (2002). Les technologies d'information et de communication en formation: Une révolution stratégique. París: Editions Economice.

– Educación Primaria. EDUTEC, Revista Electrónica de Tecnología Educativa, 56. Goodyear, P. (2000). Towards the virtual classroom? Strategies for eLearning. <http://www.csalt.lancs.ac.uk/Goodyear/ehr/materi~1.htm>

– Graham D. (2007). PESTE Factors in Developing a Framework for E-learning, ELearning and Digital Media, 4(2), 194-201. Recuperado 07/12/2012 <http://dx.doi.org/10.2304/elea.2007.4.2.194>

– Hao, Y. (2016). Middle school students' flipped learning readiness in foreign language classrooms: Exploring its relationship with personal characteristics and individual circumstances. Computers in Human Behavior, 59, 295-303. <https://www.easy-lms.com/es/centro-de-conocimiento/acerca-de-aula-invertida/aula-invertida-ventajas-desventajas/item10610>

La Puerta. P. (2016) El modelo flip aplicado a la enseñanza de las lenguas. Central MARTÍNEZ, J. (2012). Impact of the proliferation of information and technology in Higher Education. Aula abierta, 40(3), 97-106.

– Monino, A. (2015) Comprensión Escrita en Lengua Inglesa en la Era Digital: flipped

– Nichols, D. (2012, September 18). Flip Classroom Instruction: How to Guide Part 1- Educational technology tips. Educational Technology Tips.

– Núñez, A. & Gutiérrez, I. (2016). Flipped learning para el aprendizaje del inglés en PICCIANO, A. G., DZIUBAN, C. D., GRAHAM, C. R. (Eds.). (2014). Blended learning: Research perspectives. (Vol. 2). New York. Routledge.

– R.M. Felder & R. Brent. (2003). "Learning by Doing." Chem. Engr. Education, 37(4), 282–283. The philosophy and strategies of active learning

– Radhika Kapur (2020) "Self-Discipline: An Important Concept, Advantageous to the Individuals in all Communities" p11.

–Staker, H., & Horn, M. B. (2012). *Classifying K-12 Blended Learning*. San Mateo: Innosight Institute, Inc. Inicia texto, normas APA 7ma. edición.

17. Annexes and resources

–Kenneth Beare (2019, 23 febrero). *Emphatic Expressions-Strong Collocations*. ThoughtCo. [Thoughtco.com/emphatic-expressions-strong-collocations-1210018](https://www.thoughtco.com/emphatic-expressions-strong-collocations-1210018)

–Francisco Ochoa Inglés Fácil. (2017, julio 23). *Estructura gramatical Presente perfecto progresivo* [Vídeo]. YouTube. [Youtube.com/watch?v=utkyo3RtD-jE&t=48s](https://www.youtube.com/watch?v=utkyo3RtD-jE&t=48s)

–English Club.com. (2012). *Present perfect continuous[exercises]*. [englishclub.com/grammar/verb-tenses_present-perfect-continous.php](https://www.englishclub.com/grammar/verb-tenses_present-perfect-continous.php)

English Tests Online. (2018, 10 agosto). *Present Perfect Continuous*. [English-testsonline.com/present-perfect-continuous-test-a2-b1-grammar-exercises/](https://www.english-testsonline.com/present-perfect-continuous-test-a2-b1-grammar-exercises/)

– Perfect English Grammar - exercises. (2007). *Exercises*. [perfect-english-grammar.com/about.html](https://www.perfect-english-grammar.com/about.html)

–British Council. (2021, marzo 18). *¿Se te dificulta el present perfect continous? Conoce aquí las bases para perfeccionarlos* [exercises]. [Britishcouncil.org.mx/blog/present-perfect-continous](https://www.britishcouncil.org.mx/blog/present-perfect-continous)

– Review of modal verbs: . Vy Phan. (2012). *Academia.edu* <https://www.academia.edu>

– Possibility or probability: EmilyJKS. (2019, 22 agosto). *ISL COLLECTIVE*. [islcollective.com/english-esl-worksheets/grammar-practice/general-grammar-practice/present-perfect-simple-tense/present-simple-continuous-present-perfect-past-simple/117984](https://www.islcollective.com/english-esl-worksheets/grammar-practice/general-grammar-practice/present-perfect-simple-tense/present-simple-continuous-present-perfect-past-simple/117984)

–Seonaid. (2007). *Subject questions* [exercises]. *Perfect English Grammar*. <https://www.perfect-english-grammar.com/subject-questions-exercise-1.html>

–Random Idea English (2012, 16 mayo). *Adjective order Galesl*. [weebly.com/uploads/4/8/1/9/4819214/random_idea_english_emphatic_do_does_did_and_other_auxiliaries.pdf](https://www.weebly.com/uploads/4/8/1/9/4819214/random_idea_english_emphatic_do_does_did_and_other_auxiliaries.pdf)

–Liveworksheets. (2019, 6 agosto). *Exercises of present perfect vs present continuous,vocabulary about people*. [Liveworksheets.com/es/w/en/English-second-language-esl/52608](https://www.liveworksheets.com/es/w/en/English-second-language-esl/52608)

–Passport to english (2021, 14 abril). [Vídeo]. YouTube. <https://www.youtube.com/watch?v=utkyo3RtD-jE&t=48s>

com/watch?v=TcN7ynsdHyA&t=266s

– Learn English. (2014, 18 abril). [exercises]. ToLearnEnglish.com. <https://www.passporttoenglish.com/Advanced-English/Lesson14/Grammar.html>

– Francisco Ochoa. Inglés Fácil. (2017, 15 septiembre). Así se utiliza el pasado perfecto continuous <https://www.youtube.com/watch?v=utkyo3RtDjE>

– Woodward, W. R. [Woodward English]. (2019, 25 mayo). Países y nacionalidades en inglés [Vídeo]. YouTube. <https://www.youtube.com/watch?v=ZwSmUux1ZSg>

– LearnAmericanEnglishOnline. (2023, 5 febrero). Should have [Vídeo]. YouTube. <https://www.youtube.com/watch?v=YHT9AcITLA>

– Cambridge Assessment English. (2009, 12 enero). Cambridge English. <https://www.cambridgeenglish.org/>



INSTITUTO SUPERIOR
TECNOLÓGICO
VICENTE LEÓN

Guía

general de estudio
de la **asignatura**

Agosto 2024

ISBN: 978-9942-676-81-8



9 789942 676818