



INSTITUTO SUPERIOR  
TECNOLÓGICO  
VICENTE LEÓN

# Guía general de estudio de la asignatura

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ENGLISH PROFICIENCY PROGRAM A1

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Gustavo Abel Robles Arboleda

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**Centro de Idiomas**

**Asignatura:** English Proficiency Program A1

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**Nivel A1**



INSTITUTO SUPERIOR  
TECNOLÓGICO  
VICENTE LEÓN

Belisario Quevedo #501 / Latacunga – Cotopaxi  
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## ENGLISH PROFICIENCY PROGRAM A1

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EDITORIAL

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## **DEVELOPMENT STUDY GUIDE**

### **1. Informative Data**

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Magister in Pedagogy of English Language Teaching from the Pontificia Universidad Católica del Ecuador in 2021.

English teacher in the following institutions

Unidad Educativa Los Nogales - Ambato

Unidad Educativa Sagrado Corazón de Jesús - Latacunga

Sindicato de Choferes - Salcedo

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

### **2. Subject Presentation**

English levels A1 (A1.1 and A1.2) give students the specific grammar and vocabulary which help them to understand and use familiar expressions and basic phrases everyday, aimed at the satisfaction of needs of a concrete type. They also can introduce themselves and others and can ask and answer questions about personal details such as: where they live, work and study; what things they have in their class and their house or apartments and finally students can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### **3. Introduction to Topics**

Students will be able to understand vocabulary and commonly used terminology related to areas of most immediate importance (for example, very basic personal and family information, shopping, local geography, and job). Furthermore, they may communicate in simple and everyday jobs that necessitate a simple and direct flow of information on familiar and routine issues. Finally, students may communicate in simple words parts of their past, current surroundings, and immediate problems.

Students will learn a variety of basic vocabulary, structures, and grammar based on topics such as simple present using to be verb and rest of verbs that are focused on developing receptive (listening, reading) and productive (speaking, writing) English skills to help students transmit their ideas, feelings, and opinions on a basic level with the help of their tutor and classmates.

It is vital to note that the student will complete 70 hours of independent work and 74 hours of instructor reinforcement.

#### **4. Learning Objectives**

The following subject (English levels A1.1 and A1.2) provides students a range of basic vocabulary, structures and use grammar focused on developing the receptive (listening, reading) and productive (speaking, writing) English skill in order to help students transmit their ideas, feelings, and opinions in a basic level with the help of their tutor and classmates.

#### **5. Unit Competences**

Students can introduce themselves; they can identify and use in examples personal pronouns and possessive adjectives. Also, they can use simple present and adverbs of frequency in real examples.

Students can describe the weather and they can explain what are they doing these days after the school or work. They can explain using simple present vs present continuous.

Students can describe a town or neighborhood using likes and dislikes sentences stress, also they can talk about vacations, describing their perfect vacations. Students can talk about food and drinks and describe what is in the refrigerator.

Students can describe their homes and at the same can compare then and now. They describe a specific event in the past. They are in the ability of writing and understanding biography.

Students talk about personal transportation and transportation problems using correct grammar. They can make predictions. Students can describe physical appearance and talk about the parts of the body. In addition, they can make comparisons.

## **6. Unit and Subunits**

- 6.1. Where is your house?
  - 6.1.1 Prepositions of place
  - 6.1.2 Verbs + -ing
- 6.2. What do you do on vacations?
  - 6.2.1. Comparative adjectives
- 6.3. How often do you leave voice messages?
  - 6.3.1. Object pronouns
  - 6.3.2. Imperatives
- 6.4. Which is the highest mountain in the world?
  - 6.4.1. Superlatives
  - 6.4.2. As.....As

## **7. Learning Results**

Students are able to identify, characterize, and give a self-introduction. In addition, they can spell names correctly.

Students inquire for someone's contact information and explain relationships. Find out the origins of people. using nouns, possessive adjectives, and informational queries.

Students discuss destinations and provide suggestions for getting there. In addition, they discuss modes of transportation.

Students discuss the pictures of their families. Adjectives, the verbs be and have, are used to describe their appearance.

Students use place-specific prepositions while discussing occurrences. They enquire about birthdays by asking when and what time.

## **8. Methodological Strategies**

The course structure involves starting each class with feedback on essential topics, followed by topic presentations emphasizing training and motivation for work life. Key methods include situational presentations, discussions with open questions, and practical sentence-making.

Problem based learning integrates professional objectives, critical thinking, creativity, and practical application of knowledge. Collaborative learning encourages teamwork, communication, leadership and conflict resolution, allowing both individual and group work. Self-assessment and extracurricular tasks like workshops and grammar exercises re included. Organizational forms include lecture classes, discussions, quizzes, tests, exams and predominantly workshop classes for grammar exercises. Periodic tests align the topic conclusions. Tools used include a whiteboard, projector, markers, dictionary and books.

## **9. Evaluation Criteria**

The evaluation consists of three components: 60% for practical work, including both individual and group tasks, as well as autonomous work with a focus on expositions. Another 20% is based on on lesson performance throughout each partial period, and the remaining 20% is allocated to a summative evaluation assessing the practical application of knowledge acquired during the midterm. The evaluation structure involves resolving grammatical exercises and completing tasks incorporating both grammar and vocabulary.

## **10. Subunits Development**

### **– Prepositions of Place**

10.1. Prepositions of place are essential for describing the placement or position of things, persons, or events in relation to other parts in a phrase. These short words, such as “in,” “on,” “at,” “under,” “above,” and many more, aid in communication clarity and accuracy. We will look at the meanings, use,



and examples of prepositions of place in order to obtain a thorough grasp of how they work in the English language.

The prepositions of place can take different grammatical structures according to the tense but the most basic structure is the following:

Subject + be + preposition of place + complement

Subject + be + not + preposition of place + complement

Be + Subject + preposition of place + complement?

Yes, subject + be

No, subject + be + not

Wh + be + Subject + preposition of place + complement?

**Example 1:**

Juanca is in the car

He is not in the car

Is he in the car?

Yes, he is

No, he is not

Who is in the car?

Juanca is in the car

**Example 2:**

The dog is next to the door.

The dog is not next to the door

Is the dog next to the door?

Yes, it is

No, it is not

Where is the dog?

It is next to the door

Prepositions of place are words that show where something is in relation to another item. They aid in the communication of spatial connections and give critical information for determining the location of an action or condition. Place prepositions that are commonly used include “in,” “on,” “at,” “under,” “above,” “beside,” “between,” and “behind.”

**In:** This preposition denotes being inside a confined area. As an illustration, “The dog is in the box.”

**On:** When speaking of a surface, “On” is used. Suppose we say, “The book is on the table.”

**At:** The preposition “At” designates a particular place or point. Let’s say, “I’ll meet you at the theater.”

**Under:** The preposition “under” is used when something is beneath or below another item. Take the statement, “The keys are under the table.”

**Above:** This preposition indicates a position that is superior to another object. As an illustration, “The bird is flying above the trees.”

**Beside:** It refers to the placement of a thing next to another. Take the statement, “I sat beside my sister at the cinema.”

**Between:** The term “Between” describes the distance between two items. Instance: “The mouse is between the two chairs.”

**Behind:** The preposition implies a location to something’s rear. Take the statement, “The car is behind the church.”

### **Advanced Prepositions of Place**

Advanced place prepositions frequently refer to more intricate or particular spatial interactions. The following are some instances of sophisticated location prepositions and how they are used:

#### **Adjacent to:**

– The new store is adjacent to the old one.

This implies that the new store is next to or adjoining the old building.

#### **Amidst:**

– The house is located amidst the forest.

This suggests that the house is surrounded by or situated in the middle of the trees.

#### **Upon:**

– The vase is placed delicately upon the antique table.

This indicates that the vase is on top of the antique table.

#### **Beneath:**

– The hidden treasure is buried beneath the ancient ruins.

This communicates that the treasure is below or underneath the ancient ruins.

**Throughout:**

–The artwork is displayed throughout the entire gallery.

This means that the artwork is spread or distributed across the entire gallery.

**Opposite:**

–The café is situated opposite the bustling marketplace.

This denotes that the café is facing or across from the bustling marketplace.

**In the midst of:**

–We found ourselves in the midst of a crowded street.

This emphasizes being surrounded by or in the middle of a busy street.

On the periphery of:

–The house is located on the periphery of the city.

This specifies that the house is situated on the outskirts or edge of the city.

**Within:**

–The garden is within the confines of the ancient castle.

This indicates that the garden is inside or enclosed by the ancient castle.

In close proximity to:

–The airport is in close proximity to the hotel.

This expresses that the airport is very near or close to the hotel.

**Betwixt and between:**

–The village is nestled betwixt and between two mountains.

This suggests a position that is neither in one place nor the other but somewhere in between.

Amid the hustle and bustle of:

–The shop is located amid the hustle and bustle of the city center.

This emphasizes the busy and noisy environment of the city center.

**–Verbs + -ing**

10.2. Verbs like “like” and “enjoy” are frequently followed by the verb’s gerund form

(-ing). This structure is commonly used to describe preferences, hobbies, or enjoyable activities.

It is really essential to know how to structure a sentence, thus the grammatical formula is the following:

Subject + like, love, hate + verb -ing + complement

Subject + do/does + not + like, love, hate + verb -ing + complement

Does/ Do + Subject + like, love, hate + verb -ing + complement?

Yes, subject + do/does

No, subject + do/does + not

Wh + do/does + Subject + like, love, hate + verb -ing + complement?

**Example 1:**

My mom likes cooking lasagna

She does not like cooking lasagna

Does she like cooking lasagna?

Yes, she does

No, she does not

Why does she like lasagna?

Because, she loves italian food

**Example 2:**

I hate eating junk food

I do not hate eating junk food

Do you hate eating junk food?

Yes, I do

No, I don not

What do you hate eating?

Here are some examples of how to use these verbs with the “-ing” form:

**Like:**

I like swimming in the ocean.

She likes reading novels in her free time.

We like hiking in the mountains.

**Enjoy:**

He enjoys playing the guitar.

They enjoy traveling to new countries.

We always enjoy watching movies together.

**Love:**

She loves dancing to her favorite music.

We love exploring new cuisines.

They love hiking in the wilderness.

**Hate:**

He hates waiting in long lines.

I hate doing my homework at the last minute.

They hate cleaning their rooms.

**Prefer:**

She prefers studying in a quiet environment.

We prefer eating at home rather than going to restaurants.

He prefers watching documentaries over fictional movies.

**Can't Stand:**

I can't stand listening to loud music.

They can't stand waiting for too long.

She can't stand being in crowded places.

**Admit:**

He admits making a mistake.

We admit enjoying reality TV shows.

She admits liking spicy food.

**Imagine:**

I imagine traveling the world someday.

They imagine living in a beach house.

She imagines having her own business.

**Consider:**

We consider visiting the museum this weekend.

She considered moving to a different city.

They consider hiring a professional for the job.

**Keep On:**

They keep on talking about their vacation.

I keep on practicing my guitar skills.

She keeps on asking questions.

When followed by the “-ing” form, these verbs convey continuing or frequent behaviors, preferences, or states that the speaker finds delightful or

desirable. It's worth noting that not all verbs in English function this way; some may require the base form or the infinitive form.

### – Comparative Adjectives

10.2. Comparative adjectives are used to contrast the similarities and contrasts between two objects. They usually finish in “-er” or use “more” before the adjective. Understanding how to create and employ comparative adjectives is necessary for communicating comparisons in English.

The grammatical structure might vary according to the context of the speaker, but there is one which can be general in most of the cases.

Subject + be+ comparative adjective+ than + complement  
Subject + be+not+ comparative adjective+ than + complement  
Be + Subject + comparative adjective+ than + complement?  
Yes, subject + be  
No, subject+ be + not  
Wh + be + Subject + comparative adjective+ than + complement?

#### **Example 1:**

David is taller than Joaquin.  
David is not taller than Joaquin  
Is David taller than Joaquin?  
Yes, He is  
No, he is not  
Why Is David taller than Joaquin?  
Because He has a healthy diet.

#### **Example 2:**

New York is larger than Loja.  
New York is not larger than Loja  
Is New York larger than Loja?  
Yes, it is  
No, it is not

**Comparing Two Things:**

My car is faster than yours.

This book is more interesting than the one I read last week.

Using 'Than' in Comparisons:

She is smarter than her brother.

This city is more vibrant than the one I visited last year.

**Expressing Equality:**

The movie was as exciting as I expected.

This dress is as beautiful as the one she wore to the party.

Using 'The' with Comparative Adjectives:

Add "the" before the comparative adjective when specifying the noun.

He is the taller of the two brothers.

**Comparing Differences:**

The climate in this city is milder than in the northern regions.

The new smartphone is more expensive than the previous model.

Examples of Comparative Adjectives:

**Short Adjectives:**

The coffee is hotter than the tea.

This laptop is cheaper than the one I saw yesterday.

**Long Adjectives:**

The project became more complex as it progressed.

Her explanation was more confusing than the original question.

Irregular Comparative Adjectives:

This restaurant has better service than the one downtown.

The journey is farther than we thought.

**Common Mistakes:**

Using 'more' with Short Adjectives:

Incorrect: This is more better than that.

Correct: This is better than that.

Missing 'Than' in Comparisons:

Incorrect: This painting is more beautiful this one.

Correct: This painting is more beautiful than that one.

**Incorrect Use of 'The':**

Incorrect: He is the taller of two brothers.

Correct: He is the taller of the two brothers.

### **Conclusion:**

Knowing how to use comparative adjectives is essential for describing contrasts between two objects. Comparative adjectives bring accuracy and clarity to English communication when comparing sizes, attributes, or features. Practice with comparative adjectives on a regular basis can help students understand this part of English grammar.

### **–Object Pronouns**

10.3. Object pronouns are an essential aspect of English grammar because they substitute or refer to a noun in a phrase that is the object of a verb or preposition. Object pronouns make communication easier by avoiding unnecessary noun repetition and allowing for more concise and flowing discourse.

The object pronouns receive the action and go after the verb; in most cases the object pronouns could replace the complement.

The grammatical structure follows the following parameter:

Subject + verb + object pronoun

Subject + aux + not + verb + object pronoun

Aux. + Subject + verb + object pronoun?

Yes, subject + aux

No, subject + aux. + not

Wh + Aux. + Subject + verb + object pronoun?

#### **Example 1:**

Willy likes it. (pizza)

He does not like it.

Does he like it?

Yes, he does

No, he does not

What does he like it? Pizza

#### **Example 2:**

We love eating hamburgers

We do not love eating them



Do you love eating them?

Yes, we do

No, we do not

Why do you love them?

Let's look into object pronouns in more detail.

### **Personal Pronouns as Objects:**

Me: He gave the book to me.

You: I will help you with the project.

Him: We invited him to the party.

Her: The teacher praised her performance.

It: I found the lost key; I will give it to you.

Us: They shared the news with us.

You: Can I join you for lunch?

Them: I haven't seen them since the event.

### **Object Pronouns in Possessive Form:**

Mine: Is this pen yours or mine?

Yours: The decision is ultimately yours.

His: I borrowed the book from the library, not his.

Hers: The success of the project is hers.

Its: The company achieved its goals.

Ours: The victory is a result of teamwork; it's ours.

Yours: We found the lost keys; are they yours?

Theirs: The responsibility lies with the team; it's theirs.

### **Usage of Object Pronouns:**

#### **Direct Object Pronouns:**

She bought a new laptop. → She bought it.

We visited the museum. → We visited it.

He knows the answer. → He knows it.

#### **Indirect Object Pronouns:**

I sent a postcard to her. → I sent her a postcard.

He gave a gift to us. → He gave us a gift.

They offered a suggestion to him. → They offered him a suggestion.

#### **Object Pronouns with Prepositions:**

The cake is for them. → The cake is for them.

I'm going with her. → I'm going with her.

The letter is from us. → The letter is from us.

**Reflexive Object Pronouns:**

She bought a gift for herself.

They made a decision by themselves.

We need to take care of ourselves.

**Common Mistakes with Object Pronouns:**

**Misplacement of Object Pronouns:**

Incorrect: He gave the book to I.

Correct: He gave the book to me.

**Confusing Subject and Object Pronouns:**

Incorrect: Us are going to the store.

Correct: We are going to the store.

**Using Object Pronouns as Subjects:**

Incorrect: Him and her went to the store.

Correct: He and she went to the store.

In order to communicate in English effectively and clearly, object pronouns are essential. Object pronouns help provide clear and efficient expression whether they are employed as direct objects, indirect objects, or in conjunction with prepositions. Learning how to use object pronouns correctly improves language skills and guarantees grammatically correct communication.

**– Imperatives**

10.4. We use Imperatives are a significant component of English language, used to provide instructions, make requests, or make suggestions. They are intended to provide clear and succinct instructions, frequently skipping the subject because it is assumed to be the person being addressed. Imperatives play an important part in everyday communication, and learning how to use them improves language ability. Let's take a closer look at the properties, structure, and use of imperatives.

The imperatives do not have a subject, just the verb and complement, in some cases is not necessary the complement. The structure is divided into two types of sentences the positive and negative.

Positive: verb + complement

Negative: Do not + verb + complement

**Example 1:**

Run in the garden

Don't run in the garden

**Example 2:**

Go to the park

Don't go to the park!

Characteristics of Imperatives:

**Verb Form:**

Imperatives are formed using the base form of the verb. For example, "Eat your vegetables," "Close the door," or "Study for the exam."

**Subject Omission:**

The subject is often omitted in imperatives because it is understood to be the person or people being addressed. For example, "Come here," where the subject "you" is implied.

**Punctuation:**

Imperatives are typically punctuated with a period (full stop), but exclamation marks can be used for stronger emphasis in more forceful commands. For example, "Sit down." or "Be quiet!"

**Positive and Negative Forms:**

Positive imperatives instruct someone to do something, while negative imperatives instruct someone not to do something. For example, "Speak up!" (positive) and "Don't talk during the movie." (negative)

**Structure of Imperatives:**

**Positive Imperatives:**

Positive imperatives are used to give commands or make requests. They often use the base form of the verb.

**Examples:**

"Please pass me the salt."

"Clean your room before leaving."

"Let's go for a walk."

**Negative Imperatives:**

Negative imperatives are used to instruct someone not to do something. They typically use "don't" followed by the base form of the verb.

**Examples:**

“Don’t touch that!”

“Don’t forget to lock the door.”

“Don’t be late for the meeting.”

**Usage of Imperatives:**

**Giving Direct Commands:**

“Close the window.”

“Turn off the lights.”

“Finish your homework.”

**Making Requests:**

“Please bring me a glass of water.”

“Pass the salt, please.”

“Could you help me with this?”

**Offering Suggestions:**

“Let’s go to the movies tonight.”

“Why not try the new restaurant in town?”

“Consider taking a break.”

**Providing Instructions:**

“Follow the steps in the manual.”

“Read the terms and conditions carefully.”

“Sign the document at the bottom.”

**Expressing Warnings:**

“Watch your step.”

“Don’t cross the street without looking both ways.”

“Be careful with that fragile item.”

**Common Mistakes with Imperatives:**

**Omitting Necessary Details:**

Incorrect: “Read.”

Correct: “Read the instructions carefully.”

**Being Too Informal or Rude:**

Incorrect: “Give me that!”

Correct: “Could you please pass me that?”

**Using Complex Language:**

Incorrect: “Elucidate the nuances of the text.”

Correct: “Explain the details of the text.”

## **Conclusion:**

Imperatives are an essential component of clear and concise English language communication, giving instructions, requests, and recommendations in an easy-to-understand manner. To express oneself assertively yet correctly in a variety of social and professional contexts, one must master the imperative use. Knowing the intricacies of imperatives helps you communicate clearly and succinctly, whether you're asking for something, offering advice, or teaching.

## **– Superlative adjectives**

10.5. Adjectives that reflect the highest degree of excellence are categorized as superlatives and are used to compare three or more objects. They aid in communicating details on the highest degree of a specific trait within a group. Being able to use and understand superlative adjectives improves language skills and facilitates more accurate and subtle communication. Let's examine the traits, construction, and use of superlative adjectives. The grammatical structure might go in different forms according to the tense.

Subject + be + the + superlative adjective + complement

Subject + be + not + the + superlative adjective + complement

Be + Subject + the + superlative + adjective + complement?

Yes, subject + be

No, subject + be + not

Wh + be + Subject + the + superlative adjective + complement?

### **Example 1:**

Chimborazo is the highest mountain in Ecuador

Chimborazo is not the highest mountain in Ecuador

Is Chimborazo the highest mountain in Ecuador?

Yes, it is

No, it is not

Which is the highest mountain in Ecuador?

**Example 2 :**

Guayaquil is the most dangerous city.

Guayaquil is not the most dangerous city.

Is Guayaquil the most dangerous city?

Yes, it is

No, it is not

Which is the most dangerous city?

Characteristics of Superlative Adjectives:

**Comparing Three or More:**

Superlative adjectives are employed when comparing three or more items or people.

Example: "She is the smartest student in the class."

Using "The" with Superlatives:

The definite article "the" is used before superlative adjectives.

Example: "This is the most beautiful sunset I have ever seen."

Adding "est" or "Most":

For one-syllable adjectives, "est" is added to the base form. For longer adjectives, "most" is used before the adjective.

Examples: "fast" → "fastest," "interesting" → "most interesting"

**Irregular Superlatives:**

Some adjectives have irregular superlative forms, such as "best," "worst," "most," and "least."

Examples: "good" → "best," "bad" → "worst"

Formation of Superlative Adjectives:

One-Syllable Adjectives:

Add "-est" to the adjective.

**Examples:**

Fast → Fastest

Tall → Tallest

One-Syllable Adjectives Ending in "e":

Add "-st" to the adjective.

**Examples:**

Large → Largest

Fine → Finest

One-Syllable Adjectives Ending in "Consonant + Vowel + Consonant":

Double the final consonant and add "-est."

**Examples:**

Big → Biggest

Hot → Hottest

Two-Syllable Adjectives Ending in “y”:

Change the “y” to “i” and add “-est.”

**Examples:**

Happy → Happiest

Busy → Busiest

Two-Syllable or More Adjectives:

Use “most” before the adjective.

**Examples:**

Interesting → Most interesting

Beautiful → Most beautiful

Irregular Superlatives:

Memorize irregular superlative forms.

**Examples:**

Good → Best

Bad → Worst

**Usage of Superlative Adjectives:**

**Describing the Highest Quality:**

“This is the most delicious cake I’ve ever tasted.”

**Expressing Extreme Characteristics:**

“Mount Everest is the highest mountain in the world.”

**Comparing within a Group:**

“She is the tallest of all her siblings.”

**Highlighting Excellence:**

“He received the best student award.”

**Conveying Superiority:**

“This novel is the most captivating of the series.”

Common Mistakes with Superlative Adjectives:

**Misplacement of “The”:**

Incorrect: “She is most intelligent student in the class.”

Correct: “She is the most intelligent student in the class.”

**Incorrect Use of Irregular Superlatives:**

Incorrect: “This is the good book I’ve read.”

Correct: “This is the best book I’ve read.”

Using “More” with Superlatives:

Incorrect: “This is more interesting movie.”

### **Conclusion:**

Superlative adjectives enable speakers to express the maximum degree of a certain trait within a group, which improves linguistic precision and depth. The ability to use superlative adjectives effectively allows one to communicate superiority, greatness, and comparisons between a group of things or people.

### **–As.....As**

10.6. When comparing two objects that are comparable in some sense, we use as + adjective/adverb + as.

Structure

Subject + be + as + adjective + as + complement

Subject + be + not + as + adjective + as + complement

Be + Subject + as + adjective + as + complement?

Yes, subject + be

No, subject + be + not

Wh + be + Subject + as + adjective + as + complement?

### **Example 1:**

Rebeca is as intelligent as Sofia.

Rebeca is not as intelligent as Sofia

Is Rebeca as intelligent as Sofia?

Yes, she is

No, she is not

Why is Rebeca as intelligent as Sofia?

### **Example 2:**

French is as difficult as German

French is not as difficult as German

Is French as difficult as German?



Yes, it is

No, it is not

Which language is more difficult?

The world's largest bull is around the size of a small elephant.

This summer's weather is just as awful as it was last year. For weeks, it hasn't stopped pouring.

You must unwrap it as cautiously as possible. It's quite delicate.

Not as...as

We utilize not as... as to establish comparisons between unrelated things:

Tony hasn't grown as tall as Tommy yet.

She isn't singing as loudly as she might be.

They did not perform as well as they normally do.

We can change not as... as to not quite as or not quite as:

The second race was not as simple as the first. (The second race was simple, but the first was simpler.)

My new shoes aren't as comfy as my old ones. (My old shoes are far more comfy than these new ones.)

We may also use not as well... as. Not so... as is less common than not as... as: The riding was enjoyable but not as difficult as the cross-country skiing we did.

As ... as + possibility

We frequently employ terms of potential or capacity following as...as.

Can you come as soon as possible?

Visit as many sites as possible.

We arrived as quickly as we could.

as much as, as many as

When making quantitative comparisons, we use as much as with uncountable nouns and as many as with plural nouns.

Greg earns the same as Mick but not as much as Neil.

They attempt to offer them as much independence as possible.

There weren't as many people as I had anticipated.

To allude to a huge quantity of anything, we can use as much as and as many as before a number:

Scientists have found a planet that weighs up to 2,500 times that of Earth.

There were up to 50 individuals crammed into the small space. I usually go to the gym, but today I am going to the pool.

## 11. Learning Activities

### Topic 1: Prepositions of place

#### Exercise 1

Fill in the Blanks

The book is \_\_\_\_\_ the shelf.

The cat is \_\_\_\_\_ the bed.

We will meet you \_\_\_\_\_ the park.

The keys are \_\_\_\_\_ the table.

The painting is \_\_\_\_\_ the wall.

The playground is \_\_\_\_\_ the school.

The coffee shop is \_\_\_\_\_ the corner.

The school is \_\_\_\_\_ the library.

The ball is \_\_\_\_\_ the box.

#### Exercise 2

Complete each sentence by choosing the correct preposition of place.

The pen is \_\_\_\_\_ the desk.

The computer is \_\_\_\_\_ the table.

The children are playing \_\_\_\_\_ the backyard.

The restaurant is \_\_\_\_\_ the movie theater.

#### Exercise 3

Analyze each sentence and use the correct preposition.

He's swimming \_\_\_\_\_ the sea.

Where's Judith? She's \_\_\_\_\_ school.

The bottle is \_\_\_\_\_ the table.

There is an insect \_\_\_\_\_ the bath.

Please put those strawberries \_\_\_\_\_ the bowl.

Franklin is \_\_\_\_\_ holiday for two weeks.

There are three pockets \_\_\_\_\_ this backpack.

I read the story \_\_\_\_\_ the magazine.

The cat is sitting \_\_\_\_\_ the armchair.

Lucia was standing \_\_\_\_\_ the bus station.

I'll meet you \_\_\_\_\_ the theater.

He hung a photo \_\_\_\_\_ the wall.  
Diego is \_\_\_\_\_ the garden.  
There's nothing \_\_\_\_\_ TV tonight.  
Carlos stayed \_\_\_\_\_ home all weekend.  
When I called Nancy, she was \_\_\_\_\_ the bus.  
There was a butterfly \_\_\_\_\_ the ceiling.  
Unfortunately, Mr Acosta is \_\_\_\_\_ hospital.  
Don't sit \_\_\_\_\_ the table! Sit a chair.  
There are four cushions \_\_\_\_\_ the sofa.

## Topic2: Verbs + -ing

### Exercise 1

Complete the sentences by filling in the blanks with the correct form of the verbs.

Sofia \_\_\_\_\_ (love) \_\_\_\_\_ to the beach every summer.

Juan and Maria \_\_\_\_\_ (like) \_\_\_\_\_ hiking in the mountains.

Esteban \_\_\_\_\_ (hate) \_\_\_\_\_ doing his homework late at night.

They \_\_\_\_\_ (enjoy) \_\_\_\_\_ playing board games.

I \_\_\_\_\_ (can't stand) \_\_\_\_\_ waiting in long lines.

She \_\_\_\_\_ (prefer) \_\_\_\_\_ studying in a quiet library.

Peter \_\_\_\_\_ (admit) \_\_\_\_\_ making a mistake.

### Exercise 2

Create sentences using "like," "love," "hate," etc., followed by the "-ing" form of verbs

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Write the sentences using the correct form of the verb

I \_\_\_\_\_ (can't stand) \_\_\_\_\_ in traffic.

Paulina and Jimmy \_\_\_\_\_ (can't stand) \_\_\_\_\_ late for appointments.

#### Exercise 4

Underline the correct words to complete the sentences.

I don't like studing / studying math.

She loves traveleing / traveling on trains when she visits other places.

My aunt and uncle don't like driving / driveing in Quito.

She hates siting / sitting in traffic in the rush hour.

They like staing / staying in 5 star hotels when They go on vacation.

#### Exercise 5

Write sentences about what Clare likes doing. Use the words in the box and a verb + -ing.

loves likes doesn't mind doesn't like hates

Mexican food is fantastic!

Juana loves eating mexican food food.

I never listen to Mana.

---

I usually take the subway. It's OK but it's not awesome.

---

I don't want to watch the soccer – it's boring.

---

I speak good Italian – it's a beautiful language.

---

### **Topic 3: Comparative adjectives**

#### **Exercise 1**

Complete the sentences with the correct form of the short adjective in parentheses.

This puzzle is \_\_\_\_\_ (difficult) than the one we did yesterday.

The rat is \_\_\_\_\_ (small) than the dog.

Her computer is \_\_\_\_\_ (expensive) than mine.

The movie was \_\_\_\_\_ (entertaining) than I expected.

My brother is \_\_\_\_\_ (young) than I am.

#### **Exercise 2**

Use “more” and the adjective in parentheses to complete the sentences.

The plot of the book is \_\_\_\_\_ (complicated) than the movie.

The show was \_\_\_\_\_ (fascinating) than I thought.

The journey became \_\_\_\_\_ (tiring) as we continued.

#### **Exercise 3**

Select the correct form of the irregular comparative adjective.

This town is \_\_\_\_\_ (far) from ours.

His performance was \_\_\_\_\_ (good) than her.

The weather today is \_\_\_\_\_ (bad) than yesterday.

The old model is \_\_\_\_\_ (better) than the new one.

#### **Exercise 4**

Complete the sentences with the correct comparative adjective.

The lesson was \_\_\_\_\_ (difficult) than we expected.

His presentation was \_\_\_\_\_ (interesting) than the previous student's.

This new cell phone is \_\_\_\_\_ (expensive) than the one I have.

The hotel room is \_\_\_\_\_ (spacious) than the one we stayed in last month.

### Exercise 5

Fill in the blanks with the correct form of the adjective in parentheses.

The skirt is \_\_\_\_\_ (pretty) than the one she wore yesterday.

This café is \_\_\_\_\_ (busy) than the one downtown.

The weather is \_\_\_\_\_ (warm) than it was yesterday.

The new bike is \_\_\_\_\_ (fast) than the old one.

### Topic 4: Object Pronouns

#### Exercise 1

Complete the sentences with the correct direct object pronoun.

Mercy bought a new dress. I saw \_\_\_\_\_.

They finished the project. We discussed \_\_\_\_\_.

He wrote a letter. She received \_\_\_\_\_.

We visited the museum. They joined \_\_\_\_\_.

He found the keys. I helped \_\_\_\_\_.

#### Exercise 2

Fill in the blanks with the correct indirect object pronoun.

She sent a postcard to her friend. She sent \_\_\_\_\_ a postcard.

Raul gave a gift to his sister. He gave \_\_\_\_\_ a gift.

They offered a suggestion to the team. They offered \_\_\_\_\_ a suggestion.

I brought a snack for my friend. I brought \_\_\_\_\_ a snack.

#### Exercise 3

Complete the sentences with the correct object pronoun and preposition.

The cake is for them. The cake is for \_\_\_\_\_.

I am going with her. I'm going with \_\_\_\_\_.

The letter is from us. The letter is from \_\_\_\_\_.

Patricio shared the news with me. He shared the news with \_\_\_\_\_.

They are relying on him. They are relying on \_\_\_\_\_.

#### Exercise 4

Choose the correct object pronoun according to the underlined word

–The teacher usually gives the students homework.

me

them

you

–I am reading a book to my nephew.

her

us

him

–My friends are riding their bikes.

it

them

her

–My mother is writing a letter to Pilar.

me

her

him

–I don't know the answer.

she

her

it

–Josefa is going to see Paulina.

her

him

me

–Open the window, please.

it

them

us

–Can you tell the people the Street that goes to the airport, please?

you

them

us

–The books are for Pablo.

him

her

you

–Can you help my niece and me, please?

her

me

us

### Exercise 5

Fill in the gaps with me, you, him, her, it, us, you and them.

My friend Miguel lives in Cuenca. This is a packet from \_\_\_\_\_

I am sorry, I can not tell \_\_\_\_\_ what happened.

The kids are hungry. Give \_\_\_\_\_ a pear.

We're thirsty. Can you give \_\_\_\_\_ some drink?

Jason is in the garden. Bring \_\_\_\_\_ his basketball.

Andrea and Ricardo can't do their homework. Can you help \_\_\_\_\_?

I can't help \_\_\_\_\_ tomorrow. I must come by my grandpa.

These pants are for poor children. Can you take \_\_\_\_\_ to the charity event?

This pie is for Carolina and me. Please give \_\_\_\_\_ to \_\_\_\_\_

The flowers are for my wife. Please give \_\_\_\_\_ to \_\_\_\_\_

### Topic 5: Imperatives

#### Exercise 1

Complete the sentences with the appropriate positive imperative.

\_\_\_\_\_ (Clean) your room before going out.

\_\_\_\_\_ (Eat) your vegetables every day.

\_\_\_\_\_ (Turn off) the lights when you leave.

\_\_\_\_\_ (Finish) your homework before dinner.

#### Exercise 2

Complete the sentences with the correct negative imperative.

\_\_\_\_\_ (touch) the fragile items on the shelf.

\_\_\_\_\_ (forget) to lock the door behind you.

\_\_\_\_\_ (talk) during the movie.

\_\_\_\_\_ (be) late for the meeting.



### Exercise 3

Think in the correct imperative according the context

Please, \_\_\_\_ in this place.

\_\_\_\_\_ your cell phone.

\_\_\_\_\_ left.

Please, \_\_\_\_\_ in this sector.

\_\_\_\_\_ your name here.

\_\_\_\_\_ careful. The floor is wet.

\_\_\_\_\_ your hands.

\_\_\_\_\_ slowly.

\_\_\_\_\_ this water.

### Exercise 4

Write the words in brackets into the gaps.

\_\_\_\_\_ your brother. (to ask)

\_\_\_\_\_ a pen!. (not/to use)

\_\_\_\_\_ up. (to hurry)

\_\_\_\_\_ quiet. (to be)

\_\_\_\_\_ the police. (not/to call)

\_\_\_\_\_ your bed. (to make)

Please \_\_\_\_\_ the gap. (to mind)

\_\_\_\_\_ mom about my accident. (not/to tell)

Please \_\_\_\_\_ in this place. (not/to smoke)

Let's \_\_\_\_\_ her wife in kitchen. (to help)

### Exercise 5

Write the correct imperative

Please \_\_\_\_\_ in, you don't need to knock.

I don't feel likeseeing you again, \_\_\_\_\_ out of here.

What did I tell you? \_\_\_\_\_ the whiteboard.

\_\_\_\_\_ frequently if you want to become successful.

Don't \_\_\_\_\_ this carpet with your shoes on.

Hey, \_\_\_\_\_ me your book.

Don't \_\_\_\_\_ in the hall.

Let's \_\_\_\_\_ hide and seek.

I have a lot of homework to do, so don't \_\_\_\_\_ for me.

Let's \_\_\_\_\_ to a cafe and have a capuccino.

### Topic 6: Superlative

#### Exercise 1

Complete the sentences with the correct superlative form of the one-syllable adjective.

That is \_\_\_\_\_ (tall) building in the city.

Katty is \_\_\_\_\_ (smart) student in the class.

Mount Everest is \_\_\_\_\_ (high) mountain in the world.

The cheetah is \_\_\_\_\_ (fast) land animal.

It was \_\_\_\_\_ (hot) day of the year.

#### Exercise 2

Complete the sentences with the correct superlative form of the two-syllable adjective ending in "y."

The dog is \_\_\_\_\_ (happy) of all.

She is \_\_\_\_\_ (busy) person in the office.

It was \_\_\_\_\_ (noisy) place I've ever been.

This is \_\_\_\_\_ (funny) movie I've watched.

#### Exercise 3

Choose the correct form of the irregular superlative.

She is \_\_\_\_\_ (good) student in the class.

This is \_\_\_\_\_ (bad) news I've heard.

It was \_\_\_\_\_ (far) journey we've taken.

He is \_\_\_\_\_ (old) person in the group.

The movie was \_\_\_\_\_ (well) made.

#### Exercise 4

Complete the sentences with the correct superlative form of the adjective.

This is \_\_\_\_\_ (interesting) book in the series.

The sunrise at the beach is \_\_\_\_\_ (beautiful) sight.

The new employee is \_\_\_\_\_ (productive) on the team.

It was \_\_\_\_\_ (complicated) issue we faced.

The runner is \_\_\_\_\_ (talented) in the competition.

### Exercise 5

Complete the sentences with the correct superlative form of the adjective.

That was \_\_\_\_\_ (amazing) performance I've ever seen.

That is \_\_\_\_\_ (expensive) piece of jewelry in the store.

He is \_\_\_\_\_ (helpful) person I know.

It was \_\_\_\_\_ (exciting) game of the season.

### Topic 7: as.....as

#### Exercise 1

Complete with the correct form of the grammar.

That laptop is \_\_\_\_\_ expensive \_\_\_\_\_ this one.

Patty is \_\_\_\_\_ talented \_\_\_\_\_ her sister.

Diego can run \_\_\_\_\_ fast \_\_\_\_\_ a cheetah.

Your tea is \_\_\_\_\_ hot \_\_\_\_\_ mine.

#### Exercise 2

Complete with the as much as.

I do not have \_\_\_\_\_ time \_\_\_\_\_ you do to complete the assignment.

She ate \_\_\_\_\_ cake \_\_\_\_\_ her brother.

Can I have \_\_\_\_\_ information \_\_\_\_\_ possible about the project?

We need to buy \_\_\_\_\_ milk \_\_\_\_\_ bread from the store.

#### Exercise 3

Complete with the as many as

There are \_\_\_\_\_ students in this class \_\_\_\_\_ in the other one.

She has read \_\_\_\_\_ books \_\_\_\_\_ her sister.

We need to find \_\_\_\_\_ chairs \_\_\_\_\_ possible for the party.

He has \_\_\_\_\_ friends \_\_\_\_\_ I do.

#### Exercise 4

Complete with the correct grammar

The book is \_\_\_\_\_ interesting \_\_\_\_\_ the one I read last week.

I don not have \_\_\_\_\_ money \_\_\_\_\_ you think.  
She is able to speak \_\_\_\_\_ languages \_\_\_\_\_ her brother.  
The meeting lasted \_\_\_\_\_ hours \_\_\_\_\_ I expected.  
There aren't \_\_\_\_\_ people here \_\_\_\_\_ there were  
yesterday.

### Exercise 5

Complete each sentence with as \_ as

The blue car is \_\_\_\_\_ the red car. (fast)

Bryan is \_\_\_\_\_ Tony. (not/tall)

The violin is \_\_\_\_\_ the guitar. (not/low)

This copy is \_\_\_\_\_ the other one. (bad)

Olivia is \_\_\_\_\_ Maria. (optimistic)

Today it's \_\_\_\_\_ yesterday. (not/windy)

The chicken soup was \_\_\_\_\_ the mushroom soup. (delicious)

Lemonade is \_\_\_\_\_ Orange juice. (not/sweet)

Nicky is \_\_\_\_\_ Kevin. (brave)

Silver is \_\_\_\_\_ gold. (not/heavy)

## 12. Self-assessment

**Choose the correct answer for each statement.**

The notebook is \_\_\_\_\_ the shelf.

a) In

b) On

c) At

Sofia lives \_\_\_\_\_ a small town.

a) On

b) In

c) At

The keys are \_\_\_\_\_ the table.

a) In

b) On

c) At

The high school is \_\_\_\_\_ the corner.

a) On

b) In

c) At

I feel like \_\_\_\_\_ a movie tonight.

a) Watch

b) Watching

c) Watched

Pedro enjoys activities like \_\_\_\_\_.

a) Swim

b) Swimming

c) Swam

Betty acts like \_\_\_\_\_ a professional.

a) Be

b) Being

c) Been

They look like \_\_\_\_\_ a good time.

a) Have

b) Having

c) Had

Does she feel like \_\_\_\_\_ ice cream?

a) Eat

b) Eating

c) Eaten

This magazine is \_\_\_\_\_ than the one I read last week.

a) Interesting

b) More interesting

c) Most interesting

My apartment is \_\_\_\_\_ than yours.

a) Big

b) Bigger

c) Biggest

The weather today is \_\_\_\_\_ than yesterday.

a) Nice

b) Nicer

c) Nicest

He is \_\_\_\_\_ at math than her brother.

a) Good

b) Better

c) Best

This truck is \_\_\_\_\_ expensive than that one.

a) Much

b) More

c) Most

The restaurant is \_\_\_\_\_ the corner, and I feel like \_\_\_\_\_ pizza tonight.

a) On / Eat

b) At / Eating

c) In / Eaten

The hamster is \_\_\_\_\_ the sofa, looking \_\_\_\_\_ a comfortable spot.

a) In / At

b) On / For

c) At / Like

The lesson was \_\_\_\_\_ I expected, but I feel like \_\_\_\_\_ well.

a) Easier / Studying

b) More easy / Studied

c) Easiest / Study

The beach is \_\_\_\_\_ the city, and I feel like \_\_\_\_\_ a swim.

a) At / Swim

b) In / Swimming

c) On / Swam

My computer is \_\_\_\_\_ yours, and I feel like \_\_\_\_\_ a game.

a) Better / Play

b) Best / Playing

c) Good / Played

The coffee shop is \_\_\_\_\_ the street, and I feel like \_\_\_\_\_ a cup of coffee.

a) Across / Drinking

b) Over / Drank

c) On / Drink

The park is \_\_\_\_\_ our house, and I feel like \_\_\_\_\_ a picnic.

a) By / Having

b) Next to / Have

c) Beside / Had

This movie is \_\_\_\_\_ than the one we saw last week, and I feel like \_\_\_\_\_ it again.

a) More interesting / Watch

b) Interesting / Watching

c) Most interesting / Watched

The museum is \_\_\_\_\_ the city center, and I feel like \_\_\_\_\_ some art today.

a) In / Seeing

b) At / See

c) On / Seen

The hotel is \_\_\_\_\_ the beach, and I feel like \_\_\_\_\_ a sunset walk.

a) By / Take

b) Near / Taking

c) On / Took

The hill is \_\_\_\_\_ the valley, and I feel like \_\_\_\_\_ a hike.

a) Over / Going

b) Above / Gone

c) In / Go

The cake is \_\_\_\_\_ than the cookies, and I feel like \_\_\_\_\_ some dessert.

a) Sweeter / Eating

b) Sweet / Ate

c) More sweet / Eaten

The class is \_\_\_\_\_ my expectations, and I feel like \_\_\_\_\_ more.

a) Beyond / Learning

b) Below / Learn

c) Above / Learnt

The concert is \_\_\_\_\_ the stadium, and I feel like \_\_\_\_\_ the show.

a) At / Watch

b) In / Watching

c) On / Watched

The town is \_\_\_\_\_ than I thought, and I feel like \_\_\_\_\_ exploring.

a) Larger / Go

b) Biggest / Going

c) Big / Went

I gave the book to \_\_\_\_\_.

a) She

b) Her

c) Herself

We invited John and \_\_\_\_\_ to the party.

a) He

b) Him

c) Himself

The teacher explained the lesson to \_\_\_\_\_.

a) Us

b) We

c) Ourselves

Can you pass the salt to \_\_\_\_\_?

a) Me

b) I

c) Myself

They told \_\_\_\_\_ the news yesterday.

a) We

b) Us

c) Ours

\_\_\_\_\_ your homework before going out.

a) Do

b) Doing

c) Done

\_\_\_\_\_ the dishes after dinner.

a) Wash

b) Washing

c) Washed

\_\_\_\_\_ to the store and buy some milk.

a) Go

b) Going

c) Gone

\_\_\_\_\_ your room every week.



- a) Clean
- b) Cleaning
- c) Cleaned

\_\_\_\_\_ the door when you leave.

- a) Close
- b) Closing
- c) Closed

This is \_\_\_\_\_ book I've ever read.

- a) Interesting
- b) More interesting
- c) The most interesting

It was \_\_\_\_\_ movie I've seen this year.

- a) Good
- b) Better
- c) The best

She is \_\_\_\_\_ student in the class.

- a) Smart
- b) Smarter
- c) The smartest

This is \_\_\_\_\_ cake I've ever tasted.

- a) Delicious
- b) More delicious
- c) The most delicious

That was \_\_\_\_\_ concert I've been to.

- a) Exciting
- b) More exciting
- c) The most exciting

The coffee is not \_\_\_\_\_ hot \_\_\_\_\_ the tea.

- a) As / As
- b) As / Than
- c) Than / As

He is \_\_\_\_\_ interested \_\_\_\_\_ sports \_\_\_\_\_ his sister.

- a) As / As / As
- b) As / In / As
- c) More / On / Than

The car is not \_\_\_\_\_ expensive \_\_\_\_\_ the bike.

a) As / As

b) As / Than

c) Than / As

She is \_\_\_\_\_ talented \_\_\_\_\_ her brother.

a) As / Than

b) More / Than

c) As / As

### 13. Final assessment

Final evaluation 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

**Choose the correct answer for each statement.**

The notebook is \_\_\_\_\_ the shelf.

a) In

**b) On**

c) At

Sofia lives \_\_\_\_\_ a small town.

a) On

**b) In**

c) At

The keys are \_\_\_\_\_ the table.

a) In

**b) On**

c) At

The high school is \_\_\_\_\_ the corner.

a) On

b) In

**c) At**

I feel like \_\_\_\_\_ a movie tonight.

a) Watch

**b) Watching**

c) Watched

He enjoys activities like \_\_\_\_\_.

a) Swim

**b) Swimming**

c) Swam

She acts like \_\_\_\_\_ a professional.

a) Be

**b) Being**

c) Been

They look like \_\_\_\_\_ a good time.

a) Have

**b) Having**

c) Had

Do you feel like \_\_\_\_\_ ice cream?

a) Eat

**b) Eating**

c) Eaten

This book is \_\_\_\_\_ than the one I read last week.

a) Interesting

**b) More interesting**

c) Most interesting

My house is \_\_\_\_\_ than yours.

a) Big

**b) Bigger**

c) Biggest

The weather today is \_\_\_\_\_ than yesterday.

a) Nice

**b) Nicer**

c) Nicest

She is \_\_\_\_\_ at math than her brother.

a) Good

**b) Better**

c) Best

This car is \_\_\_\_\_ expensive than that one.

a) Much

**b) More**

c) Most

The restaurant is \_\_\_\_\_ the corner, and I feel like \_\_\_\_\_ pizza tonight.

a) On / Eat

**b) At / Eating**

c) In / Eaten

The cat is \_\_\_\_\_ the sofa, looking \_\_\_\_\_ a comfortable spot.

a) In / At

**b) On / For**

c) At / Like

The lesson was \_\_\_\_\_ I expected, but I feel like \_\_\_\_\_ well.

**a) Easier / Studying**

b) More easy / Studied

c) Easiest / Study

The beach is \_\_\_\_\_ the city, and I feel like \_\_\_\_\_ a swim.

a) At / Swim

**b) In / Swimming**

c) On / Swam

My computer is \_\_\_\_\_ than yours, and I feel like \_\_\_\_\_ a game.

a) Best / Play

**b) Better / Playing**

c) Good / Played

The coffee shop is \_\_\_\_\_ the street, and I feel like \_\_\_\_\_ a cup of coffee.

**a) Across / Drinking**

b) Over / Drank

c) On / Drink

The park is \_\_\_\_\_ our house, and I feel like \_\_\_\_\_ a picnic.

**a) By / Having**

b) Next to / Have

c) Beside / Had

This movie is \_\_\_\_\_ than the one we saw last week, and I feel like \_\_\_\_\_ it again.

**a) More interesting / Watching**

b) Interesting / Watched

c) Most interesting / Watched

The museum is \_\_\_\_\_ the city center, and I feel like \_\_\_\_\_ some art today.

**a) In / Seeing**

b) At / See

c) On / Seen

The hotel is \_\_\_\_\_ the beach, and I feel like \_\_\_\_\_ a sunset walk.

a) By / Take

**b) Near / Taking**

c) On / Took

The mountain is \_\_\_\_\_ the valley, and I feel like \_\_\_\_\_ a hike.

**a) Over / Going**

b) Above / Gone

c) In / Go

The cake is \_\_\_\_\_ than the cookies, and I feel like \_\_\_\_\_ some dessert.

**a) Sweeter / Eating**

b) Sweet / Ate

c) More sweet / Eaten

The class is \_\_\_\_\_ my expectations, and I feel like \_\_\_\_\_ more.

**a) Beyond / Learning**

b) Below / Learn

c) Above / Learnt

The concert is \_\_\_\_\_ the stadium, and I feel like \_\_\_\_\_ the show.

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c) On / Watched

The city is \_\_\_\_\_ than I thought, and I feel like \_\_\_\_\_ exploring.

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I gave the book to \_\_\_\_\_.

a) She

**b) Her**

c) Herself

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a) He

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c) Himself

The teacher explained the lesson to \_\_\_\_\_.

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b) We

c) Ourselves

Can you pass the salt to \_\_\_\_\_?

**a) Me**

b) I

c) Myself

They told \_\_\_\_\_ the news yesterday.

a) We

**b) Us**

c) Ours

\_\_\_\_\_ your homework before going out.

**a) Do**

b) Doing

c) Done

\_\_\_\_\_ the dishes after dinner.

**a) Wash**

b) Washing

c) Washed

\_\_\_\_\_ to the store and buy some milk.

**a) Go**

b) Going

c) Gone

\_\_\_\_\_ your room every week.

**a) Clean**

b) Cleaning

c) Cleaned

\_\_\_\_\_ the door when you leave.

**a) Close**

b) Closing

c) Closed

This is \_\_\_\_\_ book I've ever read.

a) Interesting

b) More interesting

**c) The most interesting**

It was \_\_\_\_\_ movie I've seen this year.

a) Good

b) Better

**c) The best**

She is \_\_\_\_\_ student in the class.

a) Smart

b) Smarter

**c) The smartest**

This is \_\_\_\_\_ cake I've ever tasted.

a) Delicious

b) More delicious

**c) The most delicious**

That was \_\_\_\_\_ concert I've been to.

a) Exciting

b) More exciting

**c) The most exciting**

The coffee is not \_\_\_\_\_ hot \_\_\_\_\_ the tea.

**a) As / As**

b) As / Than

c) Than / As

He is \_\_\_\_\_ interested \_\_\_\_\_ sports \_\_\_\_\_ his sister.

**a) As / As / As**

b) As / In / As

c) More / On / Than

The car is not \_\_\_\_\_ expensive \_\_\_\_\_ the bike.

**a) As / As**

b) As / Than

c) Than / As

She is \_\_\_\_\_ talented \_\_\_\_\_ her brother.

a) As / Than

b) More / Than

c) As / As.

## 15. Glossary

**Accuracy:** The attribute or condition of being exact or precise.

**Basis:** The foundation or underlying support of anything.

**Convey:** To express or articulate; to move or hold.

**Concise:** Delivering a lot of information succinctly and with clarity; thorough but quick.

**Delightful:** Extremely pleasant, delightful, or endearing.

**Designate:** To designate, suggest, or define.

**Enjoyable:** Bringing happiness or joy; being pleasant.

**Essential:** Completely crucial; exceedingly significant.

**Grasp:** To fully comprehend or understand.

**Imply:** To subtly imply or indicate; to hint.

**Intricate:** Complex or detailed; made up of several interwoven pieces.

**Succinct:** Concise: written in a clear, brief manner.

**Trait:** A unique attribute or feature, particularly pertaining to one's character.

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## 17. Annexes and resources

Interactive resources prepositions of place

<https://www.youtube.com/watch?v=IO7ZtMvPCjU>

<https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/prepositions-place>

Interactive resources verbs + -ing

<https://www.youtube.com/watch?v=oByX5MbZCQk>

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-practice/like-ing>

Interactive resources comparative adjectives

<https://www.youtube.com/watch?v=13TLUMw6og0>

<https://agendaweb.org/grammar/comparative-adjectives-exercises.html>

Interactive resource object pronouns

<https://www.youtube.com/watch?v=1vs7MQofKO8>

<https://agendaweb.org/grammar/pronouns-objects.html>

Interactive resource imperatives

<https://www.youtube.com/watch?v=O9rUZ3lbnsG>

<https://www.englisch-hilfen.de/en/exercises/various/imperative.htm>

Interactive resources superlatives

<https://www.youtube.com/watch?v=13TLUMw6og0&t=5s>

<https://test-english.com/grammar-points/a1/superlative-adjectives/>

Interactive resources as...as

<https://www.youtube.com/watch?v=9fZu7t0vxX0>

[https://www.englisch-hilfen.de/en/exercises/adjectives\\_adverbs/adjectives\\_comparison\\_as\\_as.htm](https://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adjectives_comparison_as_as.htm)



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