
	<b>INSTITUCION EDUCATIVA MIGUEL DE CERVANTES          SAAVEDRA          AREA DE INGLES          MATERIAL DE TRABAJO EN CASA          CICLO IV 1 Y 2</b>	
<b>BASIC LEARNING RIGHTS</b>	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.	
<b>STANDAR</b>	I edit my writing in class, taking into account spelling rules, vocabulary adaptation and grammatical structures.	
<b>COMMUNICATIVE COMPETENCES</b>	<b>1 LINGUISTIC COMPETENCE</b> <b>2 PRAGMATIC COMPETENCE</b> <b>3 SOCIOLINGUISTIC COMPETENCE</b>	
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<b>STUDENT</b>		

### EXPLICACION

### GRAMMAR REFERENCES

**Present Simple**  
We use the present simple to talk about routines, repeated actions and general truths.

- I **get up** early.

In affirmative sentences for I, you, we, they, we use the base form of the verb.

- I **live** in a small town.
- You **have** brown eyes.
- We **go** to the movies.
- They **play** video games.

In affirmative sentences for he, she, it, we add -s or -es to the verb.

- She **eats** breakfast.
- He **does** his homework.

To make negative sentences, we use the auxiliary verb don't for I, you, we, they, or doesn't for he, she, it, and the base form of the verb.

- They **don't** play video games.
- She **doesn't** eat breakfast.

To make questions, we use the auxiliary verb do for I, you, we, they or does for he, she, it, and the base form of the verb.

- **Do** they play video games?
- **Does** she eat breakfast?

For short answers to Yes/No questions, you omit the verb and use the auxiliary verb.

- **Do** they play video games?  
Yes, they **do**. / No, they **don't**.
- **Does** she eat breakfast?  
Yes, she **does**. / No, she **doesn't**.

To ask for specific information, we use wh- words.

- **Where** do you live?
- **What** do they do?
- **What** does she eat?
- **Who** does he go to the movies with?
- **When** do we have math class?

**Adverbs of Frequency**  
We use adverbs of frequency to say how often we do an activity.

- I **always** get up early. (100%)
- He **usually** does his homework. (75%)
- We **often** go to the movies. (50%)
- They **sometimes** play video games. (25%)
- She **never** eats meat. (0%)

We usually put the adverb of frequency before the verb, but sometimes can also go at the beginning of a sentence.


- **Sometimes**, they play video games.

To ask questions, we use ever or How often. How often goes at the beginning, and ever goes before the verb.

- Do you **ever** get up late?  
No, I **never** get up late.
- **How often** do they play video games?  
They **sometimes** play video games.

**Prepositions**  
We use prepositions of time (in, at, on) to say when actions happen.

- He does his homework **in** the afternoon.
- She doesn't study **at** night.
- We go to the movies **on** Saturdays.
- They go on vacation **in** July.





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### Comparatives

We use comparatives to talk about the differences between two people, places or things.

- She is **younger than** her brother.
- L.A. is **smaller than** New York City.
- A laptop is **more expensive than** a tablet.

Short adjectives are one-syllable or two-syllable adjectives (which end in -y).

- She is **young**.
- They are **funny**.

We form the comparative of short adjectives by adding -er followed by *than*.

- She is **younger than** he is.
- They are **taller than** we are.

For short adjectives ending in a vowel + consonant, double the consonant before adding -er.

- New York City is **bigger than** L.A.

If a short adjective ends in a consonant + -y, it becomes -ier in the comparative form.

- They are **funnier than** we are.
- My room is **messier than** my brother's.

Long adjectives can have two or three syllables.

- That mall is **modern**.
- He is **serious**.
- A car is **expensive**.

We form the comparative of long adjectives by using *more* + adjective + *than*.

- That mall is **more modern than** this one.
- He is **more serious than** his sister.
- A car is **more expensive than** a bike.

Exceptions to the rules: *good* and *bad*.

- **Good** → **Better**
  - He thinks pizza is **better than** pasta.
- **Bad** → **Worse**
  - The pollution in big cities is **worse than** the pollution in small towns.

### Superlatives

We use the superlative form of an adjective when we are comparing more than two things or people.

- She is **the youngest** person in our class.
- They are **the most polite** students in our school.

We form the superlative of short adjectives by adding -est to the adjective.

- He is **the tallest** player on the team.
- That is **the cheapest** computer in the store.

For short adjectives ending in vowel + consonant, double the consonant before adding -est.

- New York City is **the biggest** city in the USA.

If a short adjective ends in a consonant + -y, it becomes -iest in the superlative form.

- They are **the funniest** students in our school.
- My room is **the messiest** in the house.

We form the superlative of long adjectives by using *most* + adjective.

- That is **the most modern** mall in this city.
- He is **the most serious** person we know.
- That car is **the most expensive** one here.

Exceptions to the rules: *good* and *bad*.

- **Good** → **The best**
  - He thinks pizza is **the best** food in the world.
- **Bad** → **The worst**
  - That city has **the worst** pollution in the country.



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### Countable and Uncountable Nouns

Countable nouns are objects we can count, such as strawberries, apples and books.

Countable nouns can be singular or plural. We use the articles *a* and *an* with countable nouns.

- I had **an apple** for lunch.
- I like **apples**.



We can't count uncountable nouns. They have no plural form, but it is possible to count them and measure them with weights or volume.

- He usually drinks **two liters of water** a day.
- The recipe calls for **a cup of sugar**.



### Quantifiers

To talk about amounts, we use quantifiers: *a little*, *a few*, *some*, *a lot (of)* and *not any*.

For countable nouns, we use *not any*, *a few*, *some*, and *a lot (of)*.

- There **aren't any** apples in the refrigerator.
- I need **a few** carrots for the soup.
- Please buy **some** onions at the store.
- The library has **a lot of** books.



For uncountable nouns, we use *not any*, *a little*, *some*, and *a lot (of)*.

- There **isn't any** flour.
- She puts **a little** sugar in her coffee.
- You need to put **some** cheese on the sandwiches.
- There's **a lot of** salt in this soup!



We use *how many* to ask about the amount of countable nouns, and *how much* to ask about the amount of uncountable nouns.

- **How many** potatoes do we need?
- **How much** salt should we put in the soup?



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### Verb be: was, were

The past form of the verb be takes two forms: was or were.

We use was with I, he, she and it.

- I **was** sad yesterday.
- He **was** five years old in this picture.
- She **was** a very serious student.
- It **was** very cold last week.

We use were with you, we and they.

- You **were** late to class last Tuesday.
- We **were** excited about the new movie.
- They **were** in the library.

To make negative sentences, we add not.

- I **was not** happy yesterday.
- They **were not** in the cafeteria.

The contractions of was not and were not are:

- **wasn't**  
I **wasn't** happy yesterday.
- **weren't**  
They **weren't** in the cafeteria.

To form Yes/No questions, we put the verb be before the subject.

- **Was** she a serious student?
- **Were** they in the library?

For short answers to Yes/No questions, we use the past simple of be.

- **Was** she a serious student?  
Yes, she **was**. / No, she **wasn't**.
- **Were** they in the library?  
Yes, they **were**. / No, they **weren't**.

To ask for information, we use wh- words.

- **Who** was last to class last Tuesday?
- **Where** were they yesterday?
- **When** were you sad?

### There was / There were

We use there was or there were to talk about what existed in the past.

We use there was with singular nouns.

- **There was** a map in the classroom.

We use there were with plural nouns.

- **There were** chairs.

To make negative sentences, we add not.

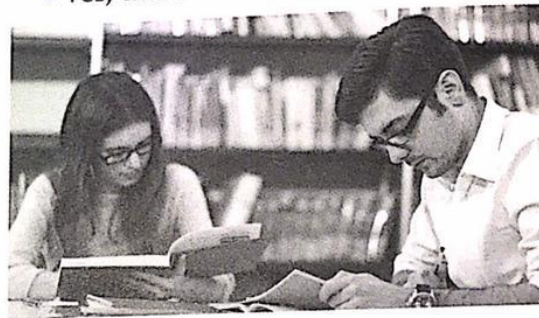
- **There was not (wasn't)** a TV in the classroom.
- **There were not (weren't)** any computers.

To form Yes/No questions, we put was or were before there.

- **Was there** a map in the classroom?
- **Were there** chairs?

For short answers, we use:

- Yes, **there was**. / No, **there wasn't**.
- Yes, **there were**. / No, **there weren't**.



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### Past Simple

We use the past simple to talk about a completed action that took place at a definite moment in the past.

- He **ainted** the walls in his room.
- We **wore** uniforms to schools.

Verbs in the past simple can be regular or irregular.

### Past Simple (Regular verbs, Affirmative)

Most regular verbs end in **-ed** in affirmative sentences in the past simple.

- I **worked** last night.
- We **asked** questions in class.

If a regular verb ends in consonant + **-y**, it changes to **-ied** in the past simple.

- She **studied** yesterday.

If it's a one-syllable verb and ends in consonant + vowel + consonant (and not in **-w** or **-y**), we double the last consonant and add **-ed**.

- They **stopped** at the store.
- She **shopped** at the mall.

### Past Simple (Irregular verbs, Affirmative)

Irregular verbs in the past simple take several different forms.

- She **did** her homework on the weekend.
- We **went** to the movies last night.

To study the irregular verb forms, use the *Verb List* on page 168.

### Past Simple (Negative)

For both regular and irregular verbs we use **did not (didn't)** and the verb in base form.

- He **didn't paint** the outside of the house.
- She **didn't do** her homework.

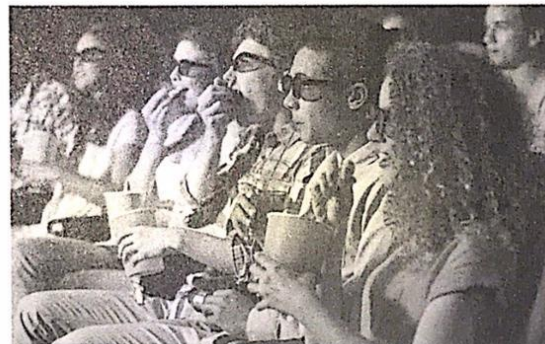
### Past Simple (Questions)

To make **Yes/No** questions we put the auxiliary **Did** before the subject. We use the base form of the verb.

- **Did he paint** the walls in his room?
- **Did she do** her homework?

To answer **Yes/No** questions, we use the auxiliary **did** or **didn't**. We don't use the verb.

- **Did he paint** the walls in his room?  
Yes, he **did**. / No, he **didn't**.
- **Did she do** her homework?  
Yes, she **did**. / No, she **didn't**.



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### Future: will

We use future simple to talk about predictions based on personal opinion.

- **I will learn** to drive next year.
- **It will rain** tomorrow.

In affirmative sentences, we use the auxiliary **will** and a verb.

- **He will help** people.
- **We will do** our homework.

To make negative sentences, we add **not** to the auxiliary **will**. **Won't** is the contraction of **will not**.

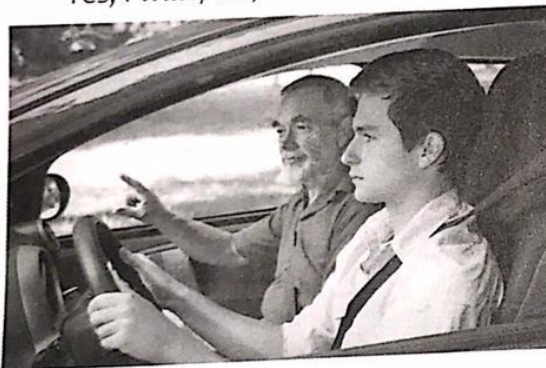
- **He will not help** people.
- **We won't do** our homework.

To ask Yes/No questions, the auxiliary **will** goes at the beginning.

- **Will it rain** tomorrow?
- **Will you learn** to drive next year?

For short answers to Yes/No questions, we use the auxiliary **will** or **won't**.

- **Will it rain** tomorrow?  
Yes, it **will**. / No, it **won't**.
- **Will you learn** to drive next year?  
Yes, I **will**. / No, I **won't**.



### Future: going to

We use **going to** to talk about plans in the future.

- **He is going to play** the guitar at the party.
- **They are going to watch** movies this weekend.

In affirmative sentences, we use **be + going to + verb**.

- **I am going to go** to the café with my friends.
- **She is going to study** in France next year.

To make negative sentences, we add **not** before **going to**.

- **I am not going to go** to the movies.
- **She is not going to study** in Spain next year.

To ask Yes/No questions, we put the verb **be** before the subject.

- **Are you going to go** to the café?
- **Is she going to study** in France next year?

For short answers to Yes/No questions, we use the verb **be** or the verb **be + not**.

- **Are you going to go** to the café?  
Yes, I **am**. / No, I **am not**.
- **Is she going to study** in France next year?  
Yes, she **is**. / No, she **isn't**.



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### Questions

We use *wh-* words to ask for information.

- *What* – to ask about an action
- *What* – to ask about an object
- *Where* – to ask about a place or location
- *When* – to ask about a time
- *Who* – to ask about a person
- *How often* – to ask about the frequency of something
- *Which* – to ask about a choice

### Present Simple

- *What do you do* after school?
- *What do you play* after school?
- *Where do you take* guitar lessons?
- *When do you have* lunch?
- *Who do you hang out* with?
- *How often do you check* your emails?
- *Which sandwich do you want*?

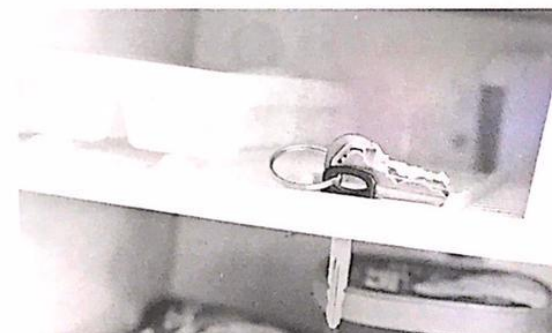
### Present Continuous

*How often* and *When* are not usually used in the present continuous.

- *What are you doing*?
- *What are you watching*?
- *Where are you going*?
- *Who are you talking to*?

### Past Simple

- *What did you do* yesterday afternoon?
- *What did you see* at the movies last Saturday?
- *Where did you find* your keys?
- *When did you get* home?
- *Who did you hang out* with last summer?
- *How often did you go* to the park?
- *Which bus did you take*?



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