



PREPARATORIA 22

# \*PORTAFOLIO DE\*

# EVIDENCIAS

## OPORTUNIDADES EXTRAORDINARIAS

### VIDA COTIDIANA EN OTRO IDIOMA I



Nombre del estudiante: \_\_\_\_\_

Matrícula: \_\_\_\_\_ Fecha: \_\_\_\_\_

Docente : \_\_\_\_\_

Señala la oportunidad correspondiente

☐ 3° ☐ 4° ☐ 5° ☐ 6°

Es requisito para presentar el realizar por lo menos 2 conferencias, es necesario para tu formación integral y se refleja en tu proceso de aprendizaje para las Unidades de Aprendizaje:

El presente portafolio forma parte del 50% de tu calificación y debe cumplir con lo siguiente:

1. Escribe tus datos de identificación completos
2. Adjunta el portafolio en MS Teams en formato PDF, el día y hora que el maestro lo señale, en el apartado de Tareas del equipo correspondiente a la materia (No olvides agregar tu nombre completo en cada hoja)
3. Verifica el envío correcto del portafolio.

Departamento de Tutorías  
"Registro de participación en  
Talleres de Formación Integral"

3° y 5° Regulación emocional 19 al 29 de febrero	3° y 5° Autorrealización 19 al 29 de febrero
4° y 6° Solución de Problemas Escolares 29 de abril al 8 de mayo	4° y 6° Trabajo Colaborativo 29 de abril al 8 de mayo

SIGUE LAS INSTRUCCIONES BRINDADAS POR TU MAESTRO PARA EL LLENADO DE ESTE PORTAFOLIO.



ADVERTENCIA



El plagio y comercio de material académico contenido en este portafolio será sancionado en los términos de la Legislación Universitaria



La excelencia por principio la educación como instrumento

## **Portafolio de oportunidades extraordinarias**

### **Vida Cotidiana en Otro idioma 1**

#### **Lineamientos de llenado y entrega del Portafolio:**

- 1. Impresión del documento.**
- 2. Contestar a mano con tinta azul y buena letra.**
- 3. En caso de algún error utilizar corrector no se acepta con borrones ni rayones.**
- 4. Escribir iniciales del estudiante en todas las hojas en la esquina superior derecha.**
- 5. Se entrega completo y en la fecha indicada por el docente.**

## **Etapa 1: Conociendo a mis compañeros en el aula.**

**Propósito formativo:** Emplea presentaciones personales para comunicar información personal y básica en el aula.

**Competencias disciplinares básicas:**

**10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.**

**Elementos de competencia:**

- **Utiliza las frases básicas para interpretar y comunicar información en el aula.**
- **Emplea el vocabulario correspondiente para interpretar y comunicar información personal básica.**
- **Aplica las estructuras lingüísticas necesarias para solicitar o dar información personal básica e interpretar y comunicar información en el aula.**

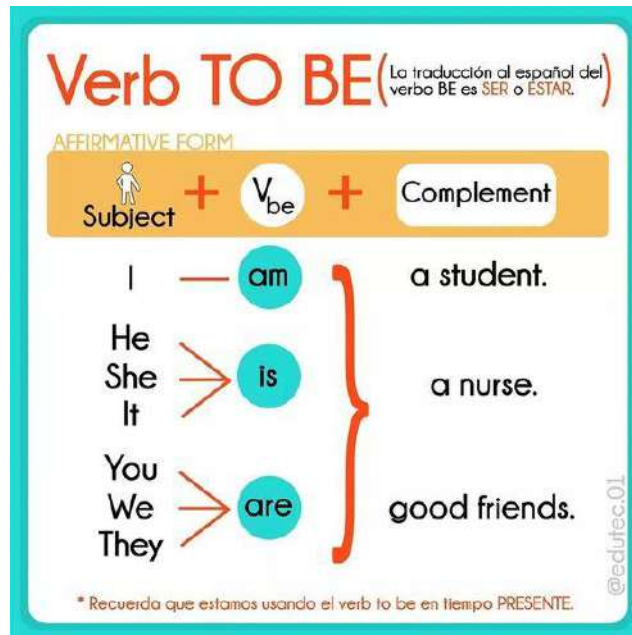
**Contenido conceptual:**

- **Vocabulario relacionado con: Números cardinales y ordinales, días de la semana, nacionalidades.**
- **Estructuras Lingüísticas: Presente simple del verbo to be (en forma afirmativa, negativa e interrogativa), pronombres personales, imperativos y presente continuo.**

## Dimensión 2

### Vida Cotidiana en Otro idioma 1

#### Verb to be



#### I. Read carefully and complete the blanks using verb to be

1 Susan \_\_\_\_ my new friend. I knew her since we were kids.

- a) am
- b) aren't
- c) are.
- d) Isn't

2 My mom \_\_\_\_ a very good driver. She always gets nervous while driving.

- a) are
- b) am
- c) isn't
- d) aren't

3 My neighbors \_\_\_\_ very noisy. They have parties every weekend.

- a) are
- b) is
- c) isn't
- d) am not

4 Your black cat \_\_\_\_ in the garden. Look it is next to the tree.

- a) are
- b) is
- c) am
- d) aren't

5 Susan and Mike \_\_\_\_ my parents. They are my grandparents.

- a) am not
- b) is
- c) isn't
- d) aren't

**II. Complete the following chart in English**

Spanish	English
Lunes	
Martes	
Miercoles	
Jueves	
Viernes	
Sabado	
Domingo	

What day is before Friday? \_\_\_\_\_

What day is today? \_\_\_\_\_

What day was yesterday? \_\_\_\_\_

### III. Complete the chart with cardinal and ordinal numbers

Number	Cardinal	Ordinal
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
20		
21		
22		
23		
24		
30		
40		
50		
80		
100		
101		
102		
103		
300		
500		
1,000		

#### Imperatives

Examples

**Open** your books.

**Don't play** inside the house!

### IV. Unscramble the following words to form correct imperatives.

1. speaking/hand/Raise/before/your

\_\_\_\_\_

2. to /classmates/ Be/ your/courteous

\_\_\_\_\_

3. the/Bring /please /pencils /me

---

4. tomorrow/Don't /bring/to/homework/forget/your

---

5. much/noise/Don't/so/make

---

### Dimensión 3

#### Present Continuous

Present continuous		
I	am/am not	
You/We/They	are/aren't	wearing trainers.
He/She/It	is/isn't	
Am	I	
Are	we/you/they	wearing trainers?
Is	he/she/it	
Yes/No,	I	am/am not.
	we/you/they	are/aren't.
	he/she/it	is/isn't.

We use the present continuous to describe actions that are happening at the moment.

[Esta foto](#) de Autor desconocido está bajo licencia [CC BY-SA-NC](#)

#### I. Complete the sentences using Present Continuous

My sister is watching (watch) TV right now.

The boys \_\_\_\_\_ (not play) tennis today.

The women \_\_\_\_\_ (sit) in the park now

Dad \_\_\_\_\_ (not wash) his car today.

They \_\_\_\_\_ (drive) to work right now.

Jason \_\_\_\_\_ (study) music this year.

The children \_\_\_\_\_ (not swim) at the moment.

**II. Do questions correctly in present continuous**

My mom/ cook/dinner / in this moment? Is my mom cooking dinner in this moment?

1. Your dad / work / today /? \_\_\_\_\_
2. You / have a good time / on holiday / ? \_\_\_\_\_
3. Your friends / play football / ? \_\_\_\_\_
4. Your dog / eat its food / now / ? \_\_\_\_\_

**III. Match the flag with the country.**

**France**

**China**

**Greece**

**The United States of America**

**Italy**

**Great Britain**

**Australia**

**Germany**

**Turkey**

**Spain**



IV. Match the character with its nationality

**American**

**French**

**Australian**

**Greek**

**Turkish**

**German**

**Italian**

**Japanese**

**British**

**Chinese**



**What is your nationality?.....**

### Autoevaluación Etapa 1

Elementos a evaluar	Si	No
Se entendió el tema Vocabulario relacionado con: Números cardinales y ordinales, días de la semana, nacionalidades.		
Se entendió el tema de presente simple		
Se entendió el tema de imperativos		
Se entendió el tema de presente continuo		
Respuestas completas y correctas		

## **Etapa 2: Presentando a mi familia.**

**Propósito formativo:** Relata de manera oral y escrita información personal básica de su familia para expresar hechos cotidianos en su vida.

**Competencias disciplinares básicas:**

**10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.**

**Elementos de competencia:**

- **Utiliza las estructuras lingüísticas necesarias para solicitar o dar información personal básica y de la familia e interpretarla y comunicarla.**

**Contenido conceptual:**

- **Vocabulario relacionado con: El cuerpo humano y familia,**
- **Estructuras Lingüísticas: Adjetivos demostrativos y posesivos, Preguntas –Si/No, pronombres personales, adjetivos calificativos, verbo ser o estar (to be) con preguntas Wh, posesivo (’s).**

## Adjectives are describing words.

Adjectives help us to create vivid images about people, places, or things.



## ORDER OF ADJECTIVES




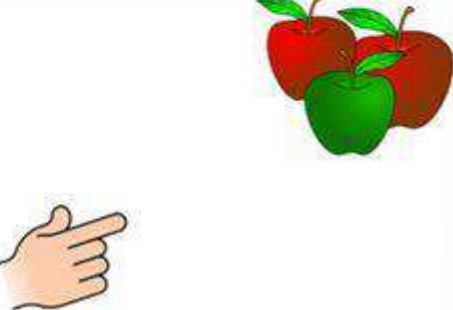


I. Identify and write the adjective and type for each sentence

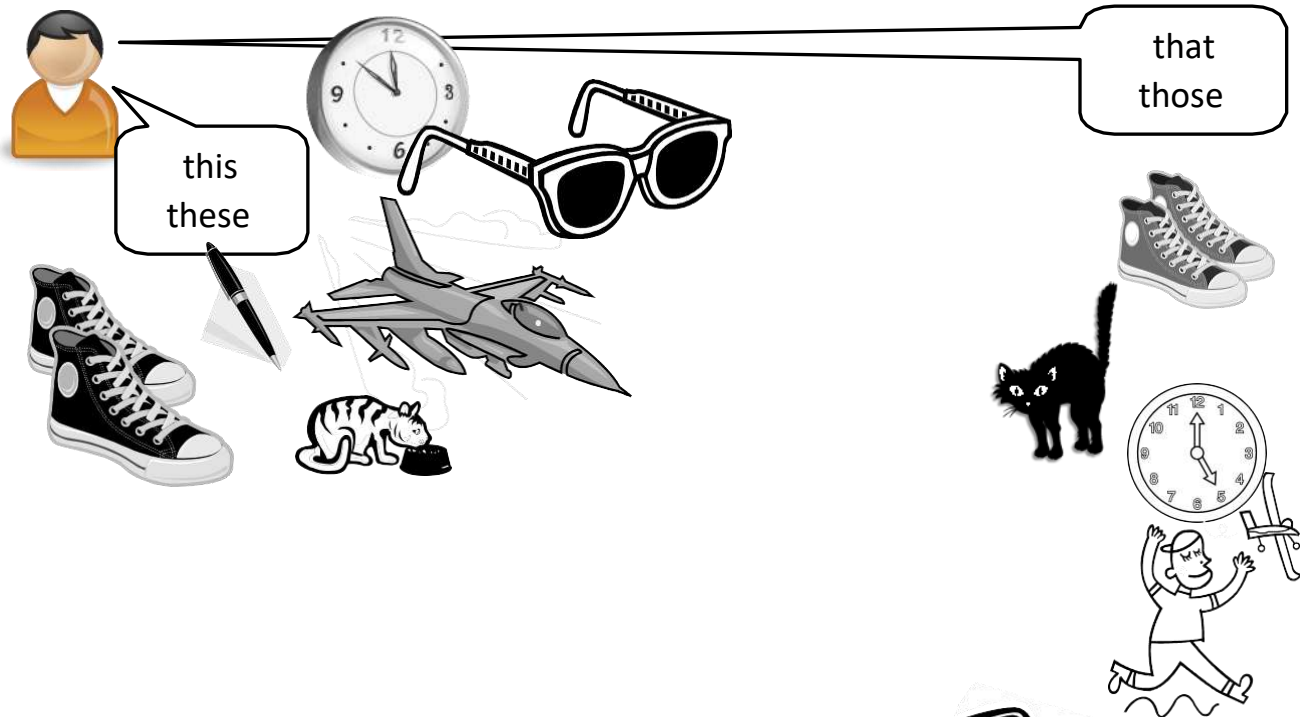
1. They live in a **beautiful** house beautiful-opinion
2. Ben is an **adorable** baby. \_\_\_\_\_
3. Linda's hair is **gorgeous**. \_\_\_\_\_
4. My **pretty** friend. \_\_\_\_\_
5. I met a **handsome** man in New York. \_\_\_\_\_
6. A **wooden** boat. \_\_\_\_\_
7. She is an **American** woman. \_\_\_\_\_
8. My mom is **old**. \_\_\_\_\_
9. My sister has a **white** bulldog. \_\_\_\_\_
10. A **square** box. \_\_\_\_\_

Dimensión 3

Demonstrative Adjectives

Singular	 <b><u>This</u> is an apple.</b>	 <b><u>That</u> is an apple.</b>
	 <b><u>These</u> are apples.</b>	 <b><u>Those</u> are apples.</b>

## Exercise



**II. Pay attention of these pictures and complete the sentences below with: this, these, that or those**

- a. \_\_\_\_\_ shoes are black.
- b. \_\_\_\_\_ shoes are gray.
- c. \_\_\_\_\_ pen is small.
- d. \_\_\_\_\_ pen is very large.
- e. The time on \_\_\_\_\_ clock is 5:00.
- f. The time on \_\_\_\_\_ clock is 11:50.
- g. \_\_\_\_\_ plane is a toy.
- h. \_\_\_\_\_ plane isn't a toy.
- i. \_\_\_\_\_ cat is eating
- j. \_\_\_\_\_ cat isn't eating.



## POSSESSIVE ADJECTIVES

**modify the noun following it, in order to show possession.**

Personal pronouns	
SUBJECT	POSSESSIVE ADJECTIVE
<b>I</b>	<b>MY</b>
<b>SHE</b>	<b>HER</b>
<b>HE</b>	<b>HIS</b>
<b>IT</b>	<b>ITS</b>
<b>YOU</b>	<b>YOUR</b>
<b>THEY</b>	<b>THEIR</b>
<b>WE</b>	<b>OUR</b>

### III. Write the correct possessive adjective in the blanks

1. Where is our classroom? We can't find it.
2. Susan, is that \_\_\_\_\_ pen on the table?
3. A: What is \_\_\_\_\_ name? B: My name is Thomas.
4. I think this is \_\_\_\_\_ book. She dropped it on the floor.
5. \_\_\_\_\_ names are Kevin and Stewart. They are my friends.
6. He forgot to write \_\_\_\_\_ name on the test!
7. A: What is your phone number? B: \_\_\_\_\_ phone number is 555-9826.
8. Did the cat eat all of \_\_\_\_\_ food?
9. The children are crying because they can't find \_\_\_\_\_ toys.
10. Mariam and Jennifer like \_\_\_\_\_ new teacher.

## Possessive case

The Possessive case is used to express that something belongs to someone or to show a relationship between two or more people. We show this ownership by adding an **apostrophe** and an **s** to the noun if the noun is a person or an animal.

Singular: 's

This is Tom's bike.

This is Kathy's mother.

Plural: s'

These are the boys' bikes.

This is the girls' mum

Exercise

### IV. Write the correct possessive adjective in the blanks.

The computer of the teacher: The computer's teacher

The camera of Tom. \_\_\_\_\_

The eyes of the cat. \_\_\_\_\_

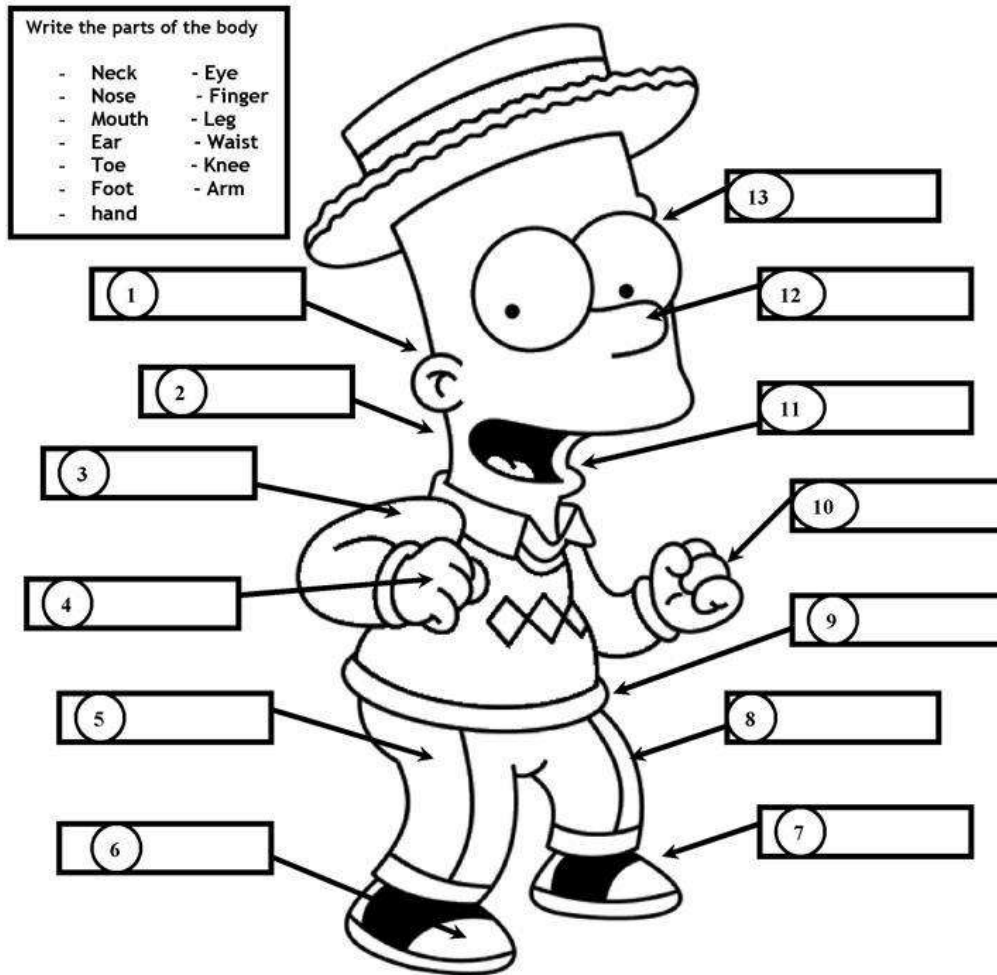
The top of the page. \_\_\_\_\_

The daughter of Mr. Smith. \_\_\_\_\_

The toys of the children. \_\_\_\_\_

V. Choose and write the correct body part in each blanks

# BODY PARTS

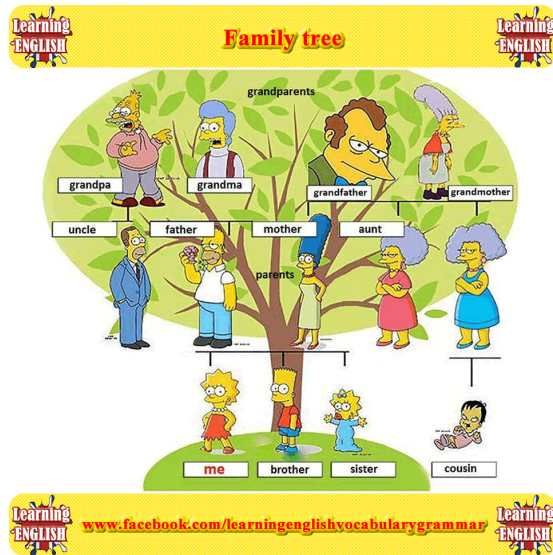


Colour Bart's body as indicated:

Eye	👁️	Nose	👃
Hand	👋	Foot	👣
Ear	👂	Arm	👊
Waist	👙	Neck	👤

iSLCollective.com

VI. Write the correct family member in each blank.



**Worksheets PDF**  
Teaching Resources

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Family Members

Tom Parker Amy Parker

Frank Linda John

Linda Andrew Emma

**Write the family relationships:**

Amy / Linda	Amy is Linda's mother
Linda / Frank	_____
Andrew / Emma	_____
Tom / Amy	_____
John / Linda	_____
Emma / Tom	_____
Linda / John	_____
Andrew / Linda	_____
Frank / John	_____

WorksheetsPDF.com

## Yes-No questions

### Examples

Do penguins live at the North Pole?

Are Shelly and Thomas tired?

Can I go to the bathroom?


### Exercise

#### VII. Order the following using yes- no questions

I -bathroom- go the- to - Can? Can I go to the bathroom?

1. ready -Is -dinner? \_\_\_\_\_
2. like-read - Do- you-to? \_\_\_\_\_
3. your- drive-Can- mom? \_\_\_\_\_
4. your-work-father -everyday-Does? \_\_\_\_\_
5. New - they -Are -from Zealand? \_\_\_\_\_


## Wh- questions



# WH QUESTIONS

Las WH QUESTIONS sirven para preguntar información específica.

<b>WHEN?</b>	<b>Cuándo</b> When is your class? / ¿Cuándo es tu clase?
<b>WHAT?</b>	<b>Qué / Cuál</b> What is this? / ¿Qué es esto?
<b>WHO?</b>	<b>Quién</b> Who are you? / ¿Quién eres?
<b>WHERE?</b>	<b>Dónde</b> Where is Danna? / ¿Dónde está Danna?
<b>WHY?</b>	<b>Por qué</b> Why are you sad? / ¿Por qué estás triste?
<b>HOW?</b>	<b>Cómo</b> How are you? / ¿Cómo estás?

 Puedes ver la lección completa con ejercicios en:  
**[www.AprenderInglesRapidoYFacil.com](http://www.AprenderInglesRapidoYFacil.com)**

# GRAMMAR QUIZ

## 'W/H' QUESTIONS (present simple)

- Complete these sixteen sentences to score your knowledge of 'W / H' Questions.

- (A) ... do you live?  
(B) I live in Mexico City.  
a) How  
b) Where  
c) Who
- (A) ... does Michael get to work?  
(B) He drives to work.  
a) Who  
b) Where  
c) How
- (A) ... old are you?  
(B) I'm twenty-three.  
a) Why  
b) What  
c) How
- (A) ... is that?  
(B) It's a butterfly.  
a) What  
b) Where  
c) Who
- (A) ... is my cell phone?  
(B) I think I saw it on the table.  
a) Where  
b) What  
c) When
- (A) ... do cows eat?  
(B) They eat grass.  
a) How  
b) What  
c) When
- (A) ... is your best friend?  
(B) Sofia is my best friend.  
a) What  
b) Who  
c) Why
- (A) ... do you usually get up?  
(B) I usually get up at six o'clock.  
a) When  
b) Why  
c) Who
- (A) ... is your name?  
(B) My name is Stewart.  
a) What  
b) Who  
c) How
- (A) ... did you stay home?  
(B) I felt sick.  
a) Where  
b) Who  
c) Why
- (A) ... day is it?  
(B) It's Monday.  
a) When  
b) What  
c) Who
- (A) ... can I start work?  
(B) You can start now!  
a) What  
b) When  
c) Who
- (A) ... time is it?  
(B) It's ten o'clock.  
a) How  
b) When  
c) What
- (A) ... are you late?  
(B) My car is broken down.  
a) Why  
b) Who  
c) Where
- (A) ... are your bags?  
(B) They are over there.  
a) Where  
b) Why  
c) How
- (A) ... are you today?  
(B) I'm fine, thanks.  
a) How  
b) Who  
c) Where

15 – 16 = Excellent

13 – 14 = Good

12 or Less = Study More!

## Autoevaluación Etapa 2

Elementos a evaluar	Si	No
Se entendió el tema de f Adjetivos demostrativos y posesivos		
Se entendió el tema de Preguntas –Si/No		
Se entendió el tema de adjetivos calificativos,		
Se entendió el tema verbo ser o estar (to be) con preguntas Wh,		
Se entendió el tema de posesivo (´s).		
Respuestas completas y correctas		

## **Etapas 3: Mi vida diaria.**

**Propósito formativo:** Construye una rutina personal basada en acciones cotidianas con el vocabulario y las estructuras lingüísticas correspondientes.

**Competencias disciplinares básicas:**

**10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.**

**Elementos de competencia:**

- Emplea las frases básicas para interpretar y comunicar información en el aula.
- Aplica el vocabulario correspondiente para interpretar y comunicar información de acciones cotidianas.
- Utiliza las estructuras lingüísticas necesarias para solicitar o dar información sobre actividades diarias propias y de terceros.

**Contenido conceptual:**

- Estructuras Lingüísticas: Presente simple (afirmación, negación e interrogación), preposiciones de tiempo (on, at, in), preposiciones de lugar, there is, there are.

## Simple Present Tense

Affirmative	Interrogative	Negative
I work	Do I work?	I <b>don't</b> work
You work	Do you work?	You <b>don't</b> work
He works	Does he work?	He <b>doesn't</b> work
She works	Does she work?	She <b>doesn't</b> work
It Works	Does it Work?	It <b>doesn't</b> work
We work	Do we work?	We <b>don't</b> work
You work	Do you work?	You <b>don't</b> work
They work	Do they work?	They <b>don't</b> work

### I. Complete the sentences using Simple Present

- Peter and his friends \_\_\_\_\_ go \_\_\_\_\_ to school by bus. (go)
- Elephants \_\_\_\_\_ leaves and grass. (eat)
- David's father \_\_\_\_\_ in a hospital. (work)
- The bank opens at 9.30 and \_\_\_\_\_ at 4.30. (close)
- Tom and Jim \_\_\_\_\_ football every day after school. (play)
- My sister \_\_\_\_\_ in the park every day (run)

### II. Change these affirmative sentences to negative using simple present

- Peter woke up at seven. Peter doesn't wake up at seven
- The children run home. \_\_\_\_\_
- I take the book with me. \_\_\_\_\_
- We turn off the computer. \_\_\_\_\_

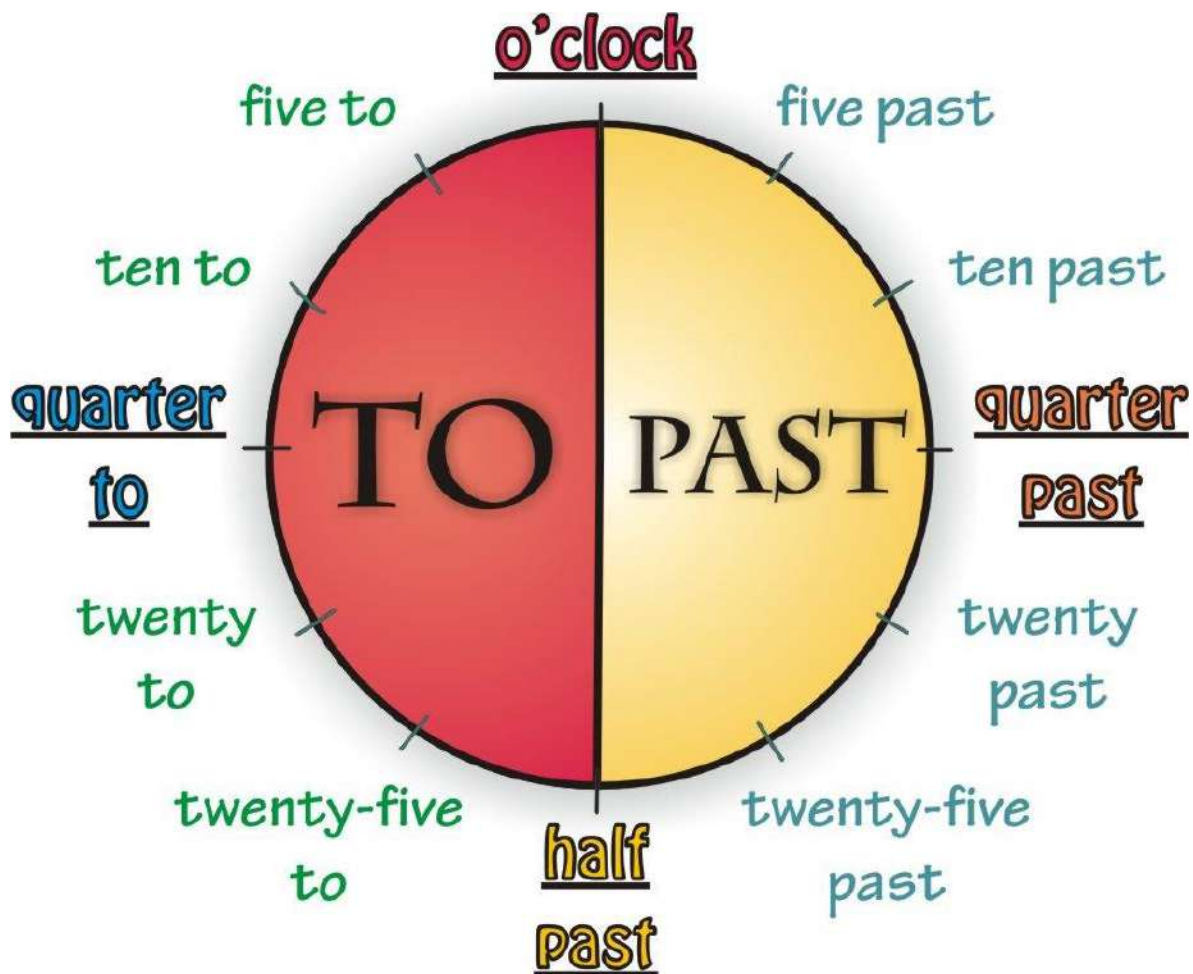
5. My friend studies at the afternoons. \_\_\_\_\_
6. It snows in winter. \_\_\_\_\_

### III. Complete the questions with Do or Does.

1. Does she take her dog for a walk in the morning?
2. \_\_\_\_\_ your friend Paul work in the shop over there?
3. \_\_\_\_\_ they know the answers to the exam?
4. \_\_\_\_\_ your parents know that you smoke?
5. \_\_\_\_\_ Bill teach Math?
6. Where \_\_\_\_\_ your sister live?
7. What time \_\_\_\_\_ the lessons finish?
8. \_\_\_\_\_ you go to the coast in summer?

### Dimensión 3

#### The time



## Examples

05:00. It is five o'clock

05:15 It's a quarter **past** five

05:30 It's half **past** five

05:45 It's a quarter **to** six

## Exercise

I. Write the time using "past" and "to" like the examples :

06:00 \_\_\_\_\_

06:10 \_\_\_\_\_

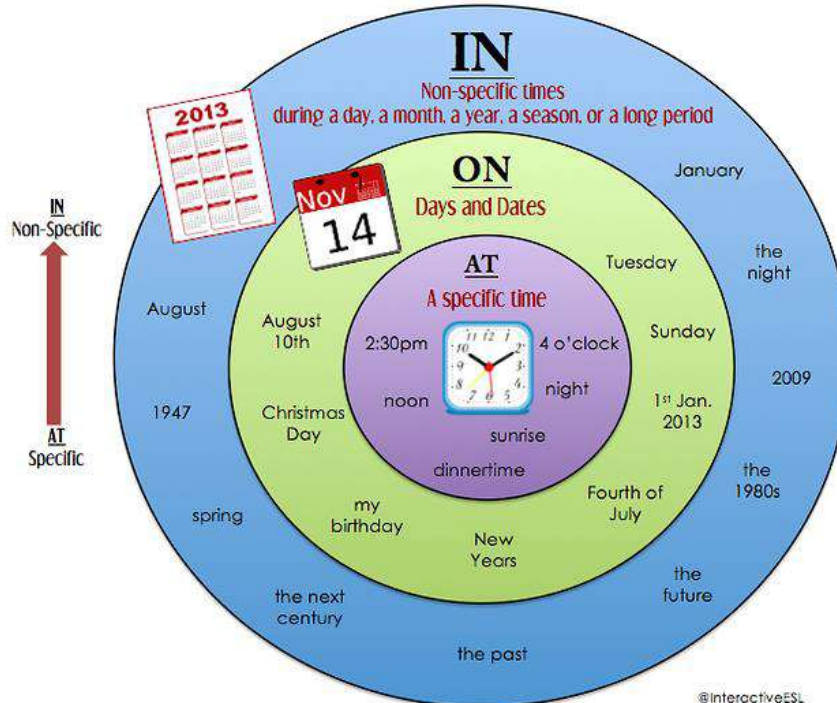
06:15 \_\_\_\_\_

06:30 \_\_\_\_\_

06:45 \_\_\_\_\_

06:50 \_\_\_\_\_

## Preposition of time



# GRAMMAR WORKSHEET

## PREPOSITIONS of TIME

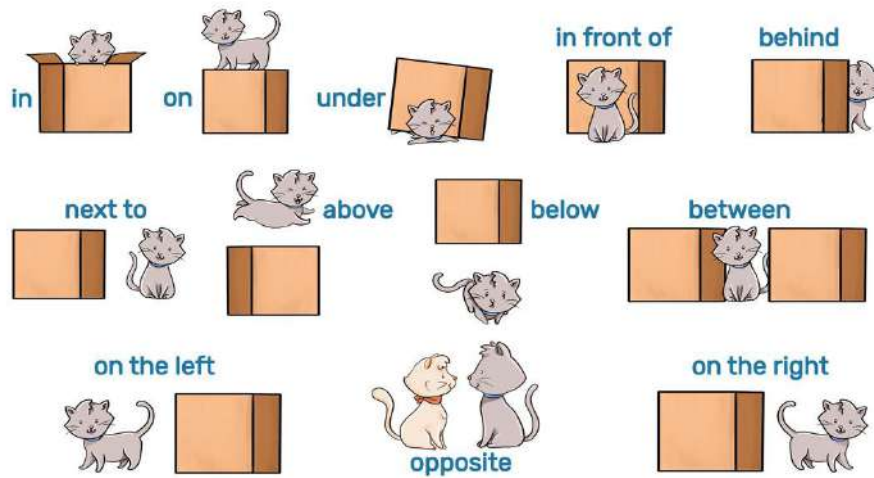


AT	IN	ON
<ul style="list-style-type: none"> <li>• night</li> <li>• 10:30</li> <li>• noon / midday</li> <li>• midnight</li> <li>• bedtime</li> <li>• sunrise</li> <li>• sunset</li> <li>• the weekend (U.K.)</li> </ul>	<ul style="list-style-type: none"> <li>• the morning</li> <li>• the afternoon</li> <li>• the evening</li> <li>• February</li> <li>• (the) spring</li> <li>• (the summer)</li> <li>• (the) fall / autumn</li> <li>• (the) winter</li> <li>• 2013</li> <li>• the 1990s</li> <li>• a (few) minute(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Sunday</li> <li>• Monday morning</li> <li>• Tuesday afternoon</li> <li>• Wednesday evening</li> <li>• my birthday</li> <li>• a holiday</li> <li>• Christmas day</li> <li>• May 5</li> <li>• a weekday</li> <li>• time</li> <li>• the weekend (U.S.)</li> </ul>

- Fill in the blanks below with the correct prepositions of time.

1. My brother has a new job. He works in the evening.
2. We're going to have a picnic \_\_\_\_\_ Saturday afternoon. Would you like to come?
3. I'll be finished my work \_\_\_\_\_ an hour. Then, I can go home.
4. When is the meeting? Is it \_\_\_\_\_ 2:00?
5. I like to get up really early, \_\_\_\_\_ sunrise, when the birds start to sing.
6. Tom's birthday is next week, \_\_\_\_\_ January 14.
7. My grandfather was born \_\_\_\_\_ the 1950s.
8. Will we be \_\_\_\_\_ time, or will we miss our flight?
9. My family and I like to ski \_\_\_\_\_ winter.
10. Are there any holidays \_\_\_\_\_ October?
11. Our school cafeteria opens for lunch \_\_\_\_\_ noon.
12. What time does your son go to bed \_\_\_\_\_ night?
13. We moved to this city \_\_\_\_\_ 2012.
14. Are you going to do anything special \_\_\_\_\_ your birthday?
15. I'm not going to watch that TV show. It starts \_\_\_\_\_ midnight!

## Preposition of place



## Prepositions of Place



Complete the sentences with the prepositions in the box.

behind next to in front of over  
in on between under

- 1- There is some pizza \_\_\_\_\_ the box.
- 2- There is a guitar \_\_\_\_\_ the lamp and the plant.
- 3- There are two dogs \_\_\_\_\_ the table.
- 4- There is a window \_\_\_\_\_ the sofa.
- 6- There is a racket \_\_\_\_\_ the bag.
- 7- There is some cheese \_\_\_\_\_ the plate.
- 5- There is a rug \_\_\_\_\_ the sofa.
- 8- There is a lamp \_\_\_\_\_ the shelf.
- 9- There is a trophy \_\_\_\_\_ the books.
- 10- There is a picture \_\_\_\_\_ the wall.
- 11- There is a bird flying \_\_\_\_\_ the trees.
- 12- There are two fish \_\_\_\_\_ the bowl.

Martinela

# GRAMMAR WORKSHEET

## THERE IS / THERE ARE



There is	a	pen on the table.	OR	There aren't <u>any</u> pens on the table.
There are	(two)	pens on the table		There aren't (two) pens on the table. There are (three) pens on the table.
Is there	a	pen on the table?		Yes, <b>there is.</b> / No, <b>there isn't.</b>
Are there	(two)	pens on the table?		Yes, <b>there are.</b> / No, <b>there aren't.</b>

*There is = There's*

*There are → "There are" does not have a contraction form*

- *Fill in the blanks below to complete the sentences.*

1. There is a library next to the park.
2. All the students went home. There aren't any students in the classroom.
3. \_\_\_\_\_ 50 states in the United States.
4. No, \_\_\_\_\_ polar bears at the South Pole.
5. A: \_\_\_\_\_ a message for me? B: No, \_\_\_\_\_.
6. Why \_\_\_\_\_ so many cars in the parking lot?
7. A: I'm hungry. B: \_\_\_\_\_ a restaurant across the street.
8. How many days \_\_\_\_\_ in March, thirty or thirty-one?
9. \_\_\_\_\_ a few things I have to do this afternoon.
10. A: \_\_\_\_\_ a post office nearby? B: I'm sorry, I don't know.
11. \_\_\_\_\_ something I can help you with?
12. No, \_\_\_\_\_ public holidays next month.
13. How many countries \_\_\_\_\_ in the world?
14. \_\_\_\_\_ a woman in the picture. She is smiling.
15. \_\_\_\_\_ only three more days before the exam. Let's study!

### Autoevaluación Etapa 3

Elementos a evaluar	Si	No
Se entendió el tema de preposiciones de tiempo (on, at, in)		
Se entendió el tema de presente simple		
Se entendió el tema de preposiciones de lugar		
Se entendió el tema, there is, there are		
Respuestas completas y correctas		

## **Etapa 4: Yo soy el mejor de la clase**

**Propósito formativo:** Compara cualidades entre personas, objetos, lugares y animales para expresar hechos y opiniones personales.

**Competencias disciplinares básicas:**

**10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.**

**Elementos de competencia:**

- **Aplica el vocabulario correspondiente para interpretar y comunicar información de las posesiones físicas de una tercera persona.**
- **Emplea las estructuras lingüísticas necesarias para comparar personas y objetos.**

**Contenido conceptual:**

- **Estructuras Lingüísticas: Verbo "to have", uso de comparativos (er, more y as...as) y superlativos (est, the most), uso del verbo modal "can/can't".**

ENGLISH  
GRAMMAR

# COMPARATIVES - SUPERLATIVES



The dog is **faster** than the elephant.

The horse is **the fastest**.

The horse is **bigger** than the dog.

The elephant is **the heaviest**.

The dog is **more energetic** than the elephant.



	ADJECTIVE	COMPARATIVE	SUPERLATIVE
ONE syllable	fast young	-ER faster younger	-EST the fastest the youngest
ONE syllable Ending in -E	nice strange	-R nicer stranger	-ST the nicest the strangest
ONE syllable Consonant + Short Vowel + Consonant	big hot	Double the last consonant and add -ER bigger hotter	-EST the biggest the hottest
TWO syllables Ending in -Y	happy crazy	Remove the -Y and add -IER happier crazier	-IEST the happiest the craziest
TWO or MORE syllables	famous beautiful	MORE + more famous more beautiful	THE MOST + the most famous the most beautiful
Common Exceptions	good bad	better worse	the best the worst
<a href="http://www.grammar.cl">www.grammar.cl</a> <a href="http://www.woodwardenglish.com">www.woodwardenglish.com</a> <a href="http://www.vocabulary.cl">www.vocabulary.cl</a>			

## Irregular Comparatives and Superlatives

Adjective	Comparative	Superlative
good	better	(the) best
bad	worse	(the) worst
little	less	(the) least
much	more	(the) most
far	further / farther	(the) furthest / farthest



<http://www.learnbritishenglish.co.uk/>



### II. Write comparative sentences using the adjectives in the parenthesis

1. My house is (big) bigger than yours.
2. This flower is (beautiful) \_\_\_\_\_ than that one.
3. A holiday by the sea is (good) \_\_\_\_\_ than a holiday in the mountains.
4. The weather this summer is even (bad) \_\_\_\_\_ than last summer.
5. I think mathematics is (difficult) \_\_\_\_\_ than English.

### III. Write superlative sentences using the adjectives in the parenthesis

1. London is .....the largest ..... (large) city in England.
2. Cheetahs are ..... (fast) animals in the world.
3. Whales are ..... (big) animals.
4. San Francisco is ..... (beautiful) city in the United States.
5. Summer is .....(good) season of the year.

**IV. Complete the exercise using the correct comparative or superlative.**

1) Canada is bigger than China but Russia is the biggest country.

a) big    b) bigger    c) biggest

2) Monkeys are \_\_\_\_\_ but ants are \_\_\_\_\_.

a) small    b) smaller    c) smallest

3) Giraffes are the \_\_\_\_\_ land animal.

a) tall    b) taller    c) tallest

4) Boys usually have \_\_\_\_\_ hair than girls.

a) short    b) shorter    c) shortest

5) Lamps are \_\_\_\_\_ but the sun is \_\_\_\_\_.

a) bright    b) brighter    c) brightest

6) Mars is \_\_\_\_\_ from Earth but Neptune is \_\_\_\_\_.

a) far    b) farther    c) farthest

7) Emma is \_\_\_\_\_ but Stephen is \_\_\_\_\_.

a) happy    b) happier    c) happiest

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## GRAMMAR WORKSHEET

# HAVE



I	have		I	don't		
You	have		You	don't		
He	has		He	doesn't		
She	has		She	doesn't		
It	has		It	doesn't		
We	have		We	don't		
They	have		They	don't		

Do	I		Yes,	No,
Do	you		I do.	I don't.
Does	he		you do.	you don't.
Does	she		he does.	he doesn't.
Does	it		she does.	she doesn't.
Do	we		it does.	it doesn't.
Do	they		we do.	we don't.
			they do.	they don't.

- Fill in the blanks below to complete the sentences. Use the words in the above boxes.

- I'm very busy today. I have lots of work to do.
- A: \_\_\_\_\_ your classmate \_\_\_\_\_ a car? B: No, he \_\_\_\_\_.
- My sister \_\_\_\_\_ a new job in an office.
- Can I borrow your pen? I \_\_\_\_\_ a pen.
- Why \_\_\_\_\_ you \_\_\_\_\_ an umbrella?
- They are very busy today. They \_\_\_\_\_ many things to do.
- A: \_\_\_\_\_ you \_\_\_\_\_ a bicycle? B: Yes, I \_\_\_\_\_.
- Tom and Carlos \_\_\_\_\_ lots of math homework.
- How many cookies do you \_\_\_\_\_?
- Maria \_\_\_\_\_ a pet cat, but she \_\_\_\_\_ a pet dog.
- \_\_\_\_\_ we \_\_\_\_\_ enough time to eat lunch?
- Steven \_\_\_\_\_ a pen, but I \_\_\_\_\_.
- December \_\_\_\_\_ thirty-one days, but November \_\_\_\_\_.
- Who \_\_\_\_\_ a birthday in October?
- I \_\_\_\_\_ a car, but Stewart \_\_\_\_\_.

## Can

Affirmative	Negative		Interrogative
	Long Form	Short Form	
I can	I cannot	I can't	Can I?
You can	You cannot	You can't	Can you?
He can	He cannot	He can't	Can he?
She can	She cannot	She can't	Can she?
It can	It cannot	It can't	Can it?
We can	We cannot	We can't	Can we?
You can	You cannot	You can't	Can you?
They can	They cannot	They can't	Can they?

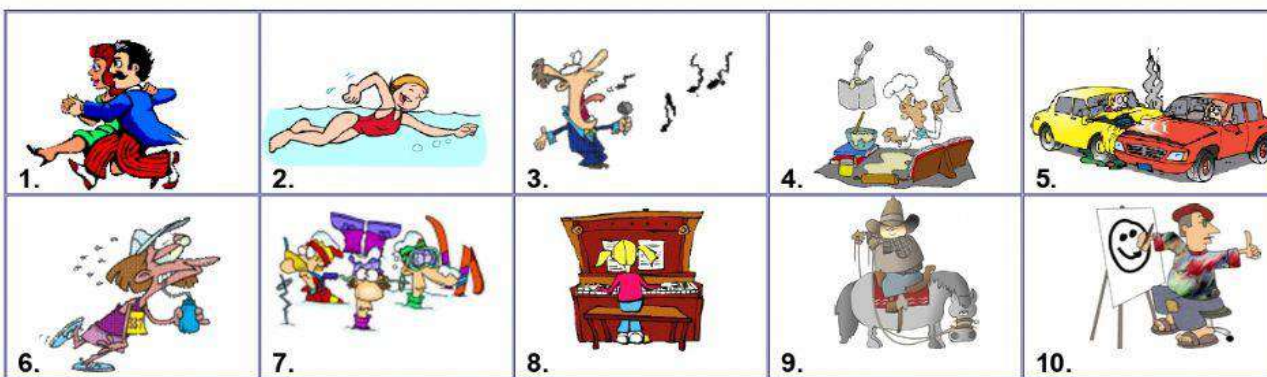
  

<b>Short answers</b>	Can you dance?	Yes, I can./No, I can't.
----------------------	----------------	--------------------------

# Grammar: CAN / CAN'T: expressing ability

**A. Look at the pictures and write sentences about what these people CAN or CAN'T do.**  
Use these verbs:

dance swim sing cook drive  
run ski play the piano ride a horse paint



- |                                      |                              |
|--------------------------------------|------------------------------|
| 1. Sarah and Tom <u>can dance.</u> ☺ | 2. Mary _____ ☺              |
| 3. Tony <u>can't sing.</u> ☹         | 4. That man _____ ☹          |
| 5. Granny _____ ☹                    | 6. She _____ the marathon. ☹ |
| 7. They _____ ☹                      | 8. Tina _____ ☺              |
| 9. He _____ ☹                        | 10. Mr Smith _____ ☹         |

**B. And you? Can you do these things?**  
Write short answers.

- Can you speak French? ⇒ **No, I can't.**
- Can you ride a bike? ⇒ **Yes, I can.**
- Can you play chess? \_\_\_\_\_
- Can you bake a cake? \_\_\_\_\_
- Can you whistle? \_\_\_\_\_
- Can you dive? \_\_\_\_\_



# SCHOOL



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Number: \_\_\_\_\_

1 - Look at the pictures.



HELEN



KATE



JOHN



ALICE



TOM AND JIM



BEN



PETER



JOE AND MEG

1.1- Write what people can or can't do.

PLAY FOOTBALL- SWIM- RUN FAST - ROLLERSKATE  
PLAY CHESS -PLAY THE GUITAR - DRAW -- RIDE A BIKE

- a) Helen can play football. (Helen)
- b) \_\_\_\_\_ (Kate)
- c) \_\_\_\_\_ (John)
- d) \_\_\_\_\_ (Alice)
- e) \_\_\_\_\_ (Tom and Jim)
- f) \_\_\_\_\_ (Ben)
- g) \_\_\_\_\_ (Peter)
- h) \_\_\_\_\_ (Joe and Meg)

Estructuras Lingüísticas: Verbo "to have", uso de comparativos (er, more y as...as) y superlativos (est, the most), uso del verbo modal "can/can't".

## Autoevaluación Etapa 4

Elementos a evaluar	Si	No
Se entendió el tema de Verbo "to have"		
Se entendió el tema de ", uso de comparativos (er, more y as...as) y superlativos		
Se entendió el tema de uso del verbo modal "can/can't"		
Respuestas completas y correctas		

**Realizó: M.F. Yesika Atenea Rosas Sandoval (Coordinadora de Academia)**

**Aprobó: Miembros de Academia de Inglés**

**Verificó: Lic. Alondra Abigail Rodríguez Ambriz (Apoyo y Desarrollo de Clase)**

**Validó: M.E. Nancy Elvira Tenorio Garza (Secretaria Académica)**