



**Nombre de alumno: Darolyn Sayuri Hidalgo Méndez**

**Nombre del profesor: Lic. Ana Laura Culebro Torres**

**Nombre del trabajo: ACTIVITY # 1**

**Materia: Ingles 1**

**Grado: 1 cuatrimestre**

**Grupo: A**

# TEMA PRINCIPAL: THE VERB BE

## INTRODUCCIÓN:

### Significado del verbo to be

El verbo to be es uno de los más camaleónicos del inglés, por lo que en muchas ocasiones su significado depende del contexto en el que te lo encuentres. Sin embargo, sus significados principales son los siguientes:

#### 1. Ser

He is smart = Él es inteligente

#### 2. Estar

It is cold today = Hoy está haciendo frío

#### 3. Haber

Is there anybody inside? = ¿Hay alguien adentro?

#### 4. Poder (permiso)

Tell her she is not to open the door to strangers = Dile que no puede abrirle la puerta a extraños.

## Usos principales del verbo to be

Una vez que ya conocemos sus significados más conocidos, podemos conocer los usos más comunes de este término:

- Verbo

Sirve para mencionar una acción o estado del sujeto en cualquier tiempo.

I am Mexican = Soy mexicano.

I was a doctor = Yo era doctor.

- Verbo auxiliar

Se usa en compañía de otros verbos para dar a entender que las acciones o estados se desarrollan en el momento. Para ello se usa la conjugación –ing.

I am still working= Todavía estoy trabajando.

## Conjugación del verbo to be

Te presentamos algunos cuadros con las conjugaciones de los siguientes tiempos: presente, pasado simple, futuro simple, presente perfecto, pasado perfecto, futuro perfecto, condicional y condicional perfecto. Además, incluimos sus formas afirmativas, negativas y de pregunta.

### Presente

Afirmativo	Negativo	Pregunta
I am	I am not	Am I?
You are	You are not	Are you?
He / She / It is	He / She / It is not	Is he / she / it?
We are	We are not	Are we?
You are	You are not	Are you?
They are	They are not	Are they?

Puedes seguir leyendo la explicación en el siguiente link:

<https://www.britishcouncil.org.mx/blog/verbo-to-be>

# Ejercicios a realizar para Actividad # 1 (están marcados con una flecha roja)

## Introduction – It’s nice to meet you

### GRAMMAR FOCUS

#### The verb be

**I’m** Jennifer Miller.

**You’re** in my class.

**She’s** in our class. (**Jennifer is** in our class.)

**He’s** over there. (**Steven is** over there.)

**It’s** Miller. (**My last name is** Miller.)

**Are you** Steven Carson?

Yes, **I am**.

No, **I’m not**.

How **are you**?

**I’m** fine.

**I’m** = I am

**You’re** = You are

**He’s** = He is

**She’s** = She is

**It’s** = It is

**A** Complete the conversation with the correct words in parentheses. Then practice with a partner.

David: Hello, Jennifer. How ~~are~~ (is / are) you?

Jennifer: ~~i’m~~ (She’s / I’m) fine, thanks.

~~i’m~~ (I’m / It’s) sorry – what’s your name again?

David: ~~It’s~~ (He’s / It’s) David – David Medina.

Jennifer: That’s right! David, this ~~is~~ (is / am) Sarah Conner.

~~She’s~~ (She’s / He’s) in our math class.

David: Hi, Sarah. ~~It’s~~ (I’m / It’s) nice to meet you.

Sarah: Hi, David. I think ~~You’re~~ (you’re / I’m) in my English class, too.

David: Oh, right! Yes, I ~~i’m~~ (are / am).

### 2 The verb be

▶ In questions, the *be* verb comes before the noun or pronoun: **Is he** your teacher?

▶ Don’t use contractions in short answers with Yes: Are you in my class? Yes, **I am**. (NOT: Yes, I’m.)

Complete the conversations. Use the words in the box.

am	I’m	it’s	she’s
✓ are	I am	I’m not	you
			you’re

1. A: Excuse me. ~~Are~~ you Patty Wilson?

B: No, ~~I’m not~~ ~~She’s~~ over there.

A: OK. Thanks.

2. A: Hi. Are ~~you~~ ~~I am~~ Patty Wilson?

C: Yes, ~~I am~~.

A: Oh, good. ~~I’m~~ Sergio Baez. ~~You’re~~ in my English class.

C: Yes, I ~~am~~ ~~It’s~~ nice to meet you, Sergio.

## My, your, his, her

What's **your** name?  
What's **his** name?  
What's **her** name?

**My** name is Taylor.  
**His** name is Michael.  
**Her** name is Jennifer.

What's = What is

**A** Complete the conversations. Use *my, your, his, or her*.



1. A: Hello. What's ..... name?  
B: Hi. .... name is Antonio.  
What's ..... name?  
A: ..... name is Nicole.



2. A: What's ..... name?  
B: ..... name is Michael.  
A: And what's ..... name?  
B: ..... name is Jennifer.

### 1 My, your, his, her

► Use *his* with males and *her* with females: **His** name is David. (NOT: Her-name-is-David.) **Her** name is Maria. (NOT: His-name-is-Maria.)

Complete the conversations with *my, your, his, or her*.

1. A: Hello. .... name is Carlos.  
B: Hi, Carlos. What's ..... last name?  
A: It's Gonzales.  
B: How do you spell ..... last name? Is it G-O-N-Z-A-L-E-Z?  
A: No, it's G-O-N-Z-A-L-E-S. And what's ..... name?  
B: ..... name is Bill Powers. Nice to meet you.
2. A: What's Ms. Robinson's first name?  
B: ..... first name is Katherine. .... nickname is Katie.  
A: I'm sorry. What's ..... first name again?  
B: It's Katherine. And what's Mr. Weber's first name?  
A: ..... first name is Peter.  
B: That's right. And ..... nickname is Pete.

# TEMA PRINCIPAL: ARTICLES (A/ AN) Y DEMONSTRATIVES (THAT, THIS, THOSE, THESE) (HACER LOS EJERCICIOS QUE TIENEN FLECHAS ROJAS)

## ARTICLES Classroom objects

**A** Listen. Complete these sentences with *a* or *an*.

**articles**  
**an** + vowel sound  
**a** + consonant sound



1. This is ...a... book.



2. This is ...an... eraser.

3. This is ...an... English book.



4. This is ...a... marker.



5. This is ...a... notebook.



6. This is ...a... clock.

## GRAMMAR FOCUS

### This/these, it/they; plurals



**This is a** clock.



What's **this**?  
**It's an** earring.

**It's** = It is  
**They're** = They are



**These are** clocks.



What **are these**?  
**They're** earrings.

Complete these conversations. Then practice with a partner.



1. A: What are these ..... ?  
 B: They're keys .....



2. A: What is this ..... ?  
 B: It's a map .....



3. A: What are these ..... ?  
 B: They're backpacks .....



4. A: What is this ..... ?  
 B: It's a watch .....



5. A: What is this ..... ?  
 B: It's an umbrella .....



6. A: What is this ..... ?  
 B: It's a sunglasses .....

these

Complete the questions with this or these. Then answer the questions.



1. A: What's this ?    2. A: What's this ?    3. A: What are these ?  
 B: It's a camera .    B: It's a clock .    B: They're an earrings .



4. A: What are these ?    5. A: What are these ?    6. A: What's this ?  
 B: They're a markers .    B: They're a sunglasses .    B: It's an identification .

Complete the conversation. Use the words in the box.

<input type="checkbox"/> a	<input type="checkbox"/> 's	<input type="checkbox"/> this	<input type="checkbox"/> they	<input type="checkbox"/> you
<input type="checkbox"/> an	<input checked="" type="checkbox"/> it's	<input type="checkbox"/> these	<input type="checkbox"/> they're	<input type="checkbox"/> you're

Dana: Wow! What's this?  
 Chris: It's a purse.  
 Dana: Oh, cool. Thank you , Chris.  
 Chris: You're welcome.  
 Eva: Now open this box.  
 Dana: OK. What 's this?  
 Eva: It's a scarf.  
 Dana: Oh, thank you, Eva. And what are these ?  
 Eva: they 're earrings.  
 Dana: Thanks! They're great!  
 Amy: Open this, too!  
 Dana: Oh, it's an umbrella. Thanks, Amy!

