



# Mi Universidad

## Unit Activity #1 – U3

*Nombre del Alumno: Mayte Alejandra Hernández García*

*Nombre del tema: Unit III*

*Parcial: Third*

*Nombre de la Materia: English I*

*Nombre del profesor: Juan Manuel Jaime Díaz*

*Nombre de la Licenciatura: Psychology*

*Cuatrimestre: First*

Comitán de Domínguez Chiapas a 27 de octubre de 2024.

## VOCABULARY - Clothes

### CLOTHES FOR WORK



### CLOTHES FOR LEISURE



**Exercise 1.** Translate to spanish the vocabulary above – Traduce al español el vocabulario de arriba.

1. Camisa
2. Corbata
3. Cinturón
4. Chaqueta
5. Abrigo
6. Pantalones
7. Zapatos
8. Impermeable
9. Mascada
10. Blusa
11. Falda
12. Vestido

1. Gorro
2. Sueter
3. Guantes
4. Botas
5. Pijama
6. Gorra
7. Camiseta
8. Shorts
9. Calcetas
10. Tennis
11. Traje de baño

**Exercise 2.** Complete the chart with the vocabulary above – Completa la tabla con el vocabulario de arriba.

Clothes for warm weather (Ropa para clima calido)	Clothes for warm weather (Ropa para clima frio)
Dress, ....	Hat, ....
<b>Shorts</b>	<b>Coat</b>
<b>T-shirt</b>	<b>Jacket</b>
<b>skirt</b>	<b>Sweater</b>
<b>Swimsuits</b>	<b>Boots</b>
<b>Cap</b>	<b>Gloves</b>

## Colors

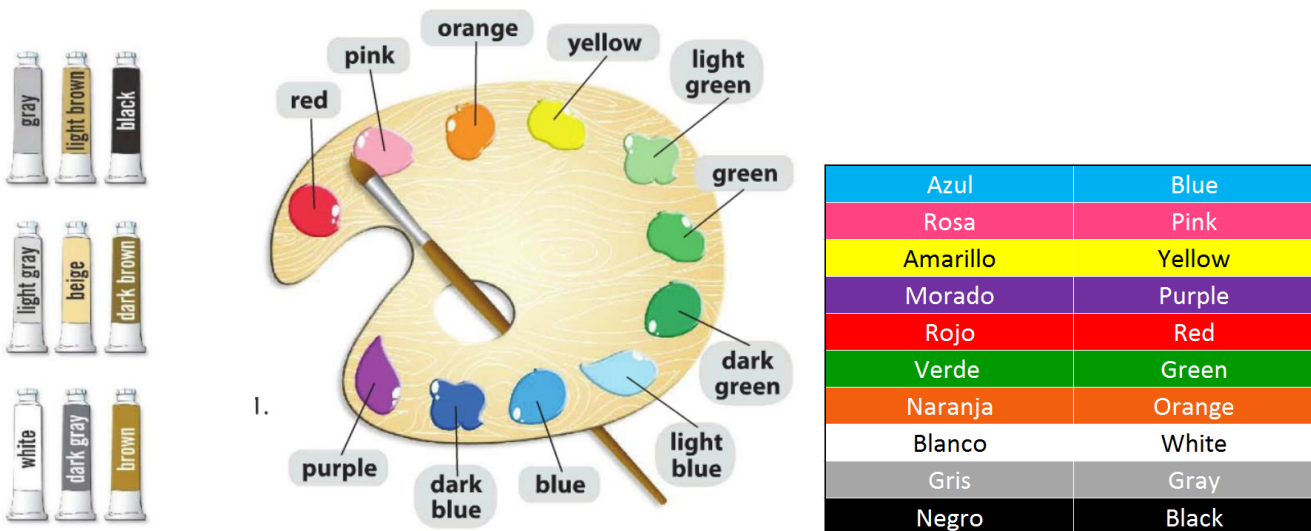
Los colores /The colors son parte fundamental del vocabulario en inglés porque nos permiten describir todo lo que vemos, como el cielo o un delicioso helado.

### ¿Cómo nombrar las tonalidades en los colores?

Cada vez que hagas referencia a un tono claro sobre algún color, puedes hacer uso de la palabra light, que significa claro, en español. Por ejemplo:

My favorite color is light blue, like the sky in the morning.

Mi color favorito es el azul claro, como el cielo en la mañana.



## Grammar – Possessives

### Possessives

#### Adjectives

**my**  
**your**  
 These are **his** socks.  
**her**  
**our**  
**their**

#### Pronouns

**mine**  
**yours**  
 These socks are **his**.  
**hers**  
**ours**  
**theirs**

#### Names

**Pat's** blouse /s/  
**Julie's** jeans /z/  
**Rex's** T-shirt /tʃ/  
**Whose** blouse is this? It's **Pat's**.  
**Whose** jeans are these? They're **Julie's**.

Los posesivos se clasifican en dos tipos según su función en la oración.

### 1. Possessive Adjectives

Gramaticalmente funciona como un artículo determinativo del sustantivo al que acompaña, por lo tanto, siempre va antes del objeto.

Ejemplos:

**My** car is blue. (Mi coche es azul.)

**His** house is big. (Su casa es grande.)

Possessive Adjectives (En función de artículo determinativo del sujeto)	Ejemplo
<b>my</b> <i>mi(s)</i>	This is <b>my</b> house. - <i>Ésta es mi casa.</i>
<b>your</b> <i>tu(s), de ti / su(s), de usted</i>	This is <b>your</b> book. - <i>Éste es tu libro. / Éste es su libro.</i>
<b>his</b> <i>su(s), de él</i>	This is <b>his</b> bicycle. - <i>Ésta es su bicicleta.</i>
<b>her</b> <i>su(s), de ella</i>	This is <b>her</b> dress. - <i>Éste es su vestido.</i>
<b>its</b> <i>su(s)</i>	The dog doesn't like to be on <b>its</b> own. - <i>El perro no le gusta estar solo.</i>
<b>our</b> <i>nuestro(s), de nosotros</i>	These are <b>our</b> suitcases. - <i>Éstas son nuestras maletas.</i>
<b>your</b> <i>vuestro(s) / su(s), de ustedes</i>	These are <b>your</b> seats. - <i>Éstos son vuestros asientos. / Éstos son sus asientos.</i>
<b>their</b> <i>su(s), de ellos</i>	These are <b>their</b> books. - <i>Éstos son sus libros.</i>

**Nota:** Sólo utilizamos el pronombre posesivo "its" con el adjetivo "own".

## 1. Possessive Pronoun

Gramaticalmente funciona como un pronombre en función de complemento directo. Siempre va al final de la oración.

Ejemplos:

The blue car is **mine**. (El coche azul es mío.)

The big house is **his**. (La casa grande es suya.)

Pronombres posesivos (en función de pronombre)	Ejemplo
<b>mine</b> <i>mío(s)</i>	<b>This book is mine.</b> <i>Este libro es mío.</i>
<b>yours</b> <i>tuyo(s) / suyo(s)</i>	<b>Is this book yours?</b> <i>¿Este libro es tuyo? / ¿Este libro es suyo?</i>
<b>his</b> <i>suyo(s)</i>	<b>This bicycle is his.</b> <i>Esta bicicleta es de él.</i>
<b>hers</b> <i>suyo(s)</i>	<b>The dress is hers.</b> <i>El vestido es de ella.</i>
<b>its</b> <i>su(s)</i>	<b>The house is its (the cat's).</b> <i>La casa es suya (del gato).</i>
<b>ours</b> <i>nuestro(s)</i>	<b>The suitcases are ours.</b> <i>Las maletas son nuestras.</i>
<b>yours</b> <i>vuestro(s) / suyo(s)</i>	<b>These seats are yours.</b> <i>Estos asientos son vuestros. / Estos asientos son suyos.</i>
<b>theirs</b> <i>suyo(s)</i>	<b>This pencil is theirs.</b> <i>Este lápiz es de ellos.</i>

**Exercise 2.** Complete the conversation – Completa la conversación, revisa el ejemplo.

### 1 Possessives

- ▶ The noun comes after a possessive adjective: This is **my** T-shirt.
- ▶ Don't include the noun after a possessive pronoun: This T-shirt is **mine**.
- ▶ *Whose* can be used with singular and plural nouns: **Whose** bag is this? **Whose** keys are these?

Complete the conversations. Use the words in the boxes. There are two extra words in each box.

his   mine   my   your   yours   ✓ whose

1. A: ..... *Whose* ..... jacket is this? Is it ..... **yours** ..... , Phil?  
B: No, it's not ..... **mine** ..... . Ask Nick. I think it's ..... **his** ..... .

her   our   ours   your   yours

2. A: These aren't ..... **our** ..... books. Are they ..... **yours** ..... ?  
B: No, they're not ..... **ours** ..... . Maybe they're Young-min's.

her   hers   their   theirs   whose

3. A: ..... **whose** ..... sweaters are these? Are they Julie's?  
B: No, they're not ..... **her** ..... sweaters. But these shorts are ..... **hers** ..... .

**Exercise 3.** Complete the conversation – Completa la conversación, revisa el ejemplo.

1. A: Hey! These aren't ..... *our* ..... (our / ours) clothes!  
B: You're right. ..... **ours** ..... (Our / Ours) are over there.
2. A: These aren't ..... **my** ..... (my / mine) gloves. Are they ..... **yours** ..... (your / yours)?  
B: No, they're not ..... **mine** ..... (my / mine). Ask Sally. Maybe they're ..... **hers** ..... (her / hers).
3. A: **Whose** ..... (Whose / Yours) T-shirts are these? Are they Julie's and Pat's?  
B: No, they're not **Their** ..... (their / theirs) T-shirts. But these socks are **Theirs** ..... (their / theirs). And these shorts are **yours** ..... (your / yours).

**Exercise 4.** Select the correct answer.

This car is \_\_\_\_ car. This car is his.

- a) he
- b) her
- c) his
- d) hers

This house is our house. This house is \_\_\_\_.

- a) our
- b) ours
- c) we
- d) its

This hat is my hat. This hat is \_\_\_\_.

- a) I
- b) me
- c) mine
- d) its

This is your bike. This bike is \_\_\_\_.

- a) you
- b) your
- c) yours
- d) yours

This is \_\_\_\_ dog. This dog is hers.

- a) her
- b) his
- c) hers
- d) she

These are \_\_\_\_ children. These children are theirs.

- a) theirs
- b) them
- c) they
- d) their



Grammar – Present continuos and conjunctions

**Present continuous statements; conjunctions**

<b>I'm</b>	<b>I'm not</b>	OR:
<b>You're</b>	<b>You're not</b>	<b>You aren't</b>
She's <b>wearing</b> shoes.	She's <b>not</b>	She <b>isn't wearing</b> boots.
<b>We're</b>	<b>We're not</b>	<b>We aren't</b>
<b>They're</b>	<b>They're not</b>	<b>They aren't</b>
It's <b>snowing</b> .	It's <b>not</b>	It <b>isn't raining</b> .

**Conjunctions**

It's snowing,  
**and** it's windy.

It's sunny,  
**but** it's cold.

It's windy,  
**so** it's very cold.

Contractios.

I am	I'm	Yo soy/estoy
You are	You're	Tu eres/estas
He is	He's	El es/esta
She is	She's	Ella es/esta
It is	It's	Esto es/esta
We are	We're	Nosotros somos/estamos
You are	You're	Ustedes son/están
They are	They're	Ellos son/están

I am not	I'm not		Yo no soy/estoy
You are not	You're not	You aren't	Tu no eres/estas
He is not	He's not	He isn't	El no es/esta
She is not	She's not	She isn't	Ella no es/esta
It is not	It's not	It isn't	Esto no es/esta
We are not	We're not	We aren't	Nosotros no somos/estamos
You are not	You're not	You aren't	Ustedes no son/están
They are not	They're not	They aren't	Ellos no son/están



## Grammar - Conjunctions “and”, “but” & “so”

Conjunctions are words which connect sentences or groups of words. Some learners know them as connectors or joining words.

One type of conjunction is the coordinating conjunction, which gives equal importance to the words or sentences that it connects.

### Functions of coordinating conjunctions

**and** – the same, similar or equal; without contrast

His favorite snacks are cakes **and** biscuits.

**so** – for showing the consequence of something

He was very hungry, **so** he ate all the cake.

**but** – for contrast

I eat cake, **but** I never eat biscuits; I don't like them.

**for** – for explaining why [more formal and less common than because]

He's overweight, **for** he eats too many cakes and biscuits.

**and** – the same, similar or equal; without contrast

His favourite snacks **are** cakes and biscuits.

**nor** – for two non-contrasting grammatically negative items (not + not)

He doesn't eat cake, **nor** does he eat biscuits.

[= He doesn't eat cake and he doesn't eat biscuits.]

**or** – before an alternative

Would you like cake **or** biscuits with your coffee?

**yet** – contrast, despite something [synonyms = nevertheless, but, still]

He's overweight and feels terrible, **yet** he continues to eat lots of cakes and biscuits.

[He's overweight, but still he continues to eat lots of cakes and biscuits.]

**Exercise 1.** Complete these sentences with the conjunctions "and", "but" or "so". Completa las oraciones usando la conjunción "and", "but" ó "so"

1. He's wearing jeans and sneakers, **and** he's wearing a T-shirt.
2. It's very cold outside, **but** I'm not wearing a coat.
3. Her skirt is blue, **and** her blouse is blue, too.
4. It's raining, **so** I need an umbrella.
5. He's wearing an expensive suit, **but** he's wearing sneakers.
6. It's summer and it's very sunny, **so** it's hot.

## Gramar - Present continuos.

Para formar el presente continuo se utiliza el verbo auxiliar "to be" y el verbo + ing.

Sujeto	Auxiliar (to be)	Verbo+ing
I	<b>Am</b>	talking, eating, learning, doing, going...
he, she, it	<b>is</b>	talking, eating, learning, doing, going...
you, we, they	<b>are</b>	talking , eating, learning, doing, going...

## Structure (Estructura)

### 1. Affirmative Sentences (Frases afirmativas)

**Sujeto + verbo auxiliar (to be) + verbo+ing.**

Ejemplos:

I'm talking.(Estoy hablando.)

He's eating.(Está comiendo.)

They're learning.(Están aprendiendo.)

### 2. Negative Sentences (Frases negativas)

**Sujeto + verbo auxiliar (to be) + auxiliar negativo (not) + verbo+ing.**

Ejemplos:

I'm not talking.(No estoy hablando.)

He's not [He isn't] eating.(No está comiendo.)

### 3. Interrogative Sentences (Frases interrogativas)

**Verbo auxiliar (to be) + sujeto + verbo+ing?**

Ejemplos:

Are you talking?(¿Estás hablando?)

Is he eating?(¿Está comiendo?)

Are they learning?(¿Están aprendiendo?)

## Uses (Usos)

1. El presente continuo se utiliza para hablar sobre algo que está pasando en el momento en el que hablamos.

Ejemplos:

I'm studying now.(Estoy estudiando ahora.)

He's eating at the moment.(Está comiendo en este momento.)

Is it raining?(¿Está lloviendo?)

2. También lo usamos para hablar de algo que está sucediendo en la actualidad pero no necesariamente cuando hablamos. En este caso, se utilizan expresiones de tiempo como "currently", "lately" o "these days".

Ejemplos:

They're learning English.(Están aprendiendo inglés.)

She's currently looking for a job.(Actualmente está buscando un trabajo.)

Are you working much lately?(¿Estás trabajando mucho últimamente?)

3. Usamos el presente continuo para hablar de algo que está ya decidido que se hará en el futuro próximo. Su uso indica que es bastante seguro que lo planificado sucederá.

Ejemplos:

I'm going to the party tonight.(Voy a la fiesta esta noche.)

He's not [He isn't] coming to class tomorrow.(No viene a la clase mañana.)

Are you working next week?(¿Trabajas la semana que viene?)

▶ The present continuous is the present of *be + verb + -ing*: **It's raining.**  
**She's wearing** shoes.

▶ The two negative contractions mean the same: **He's not/He isn't** wearing a coat. **We're not/We aren't** wearing gloves.

**Exercise 2.** Cambia las oraciones afirmativas a negativas y las oraciones negativas a afirmativas.

Change the affirmative sentences to negative sentences. Change the negative sentences to affirmative sentences.

1. Mr. and Mrs. Lee are wearing hats. *Mr. and Mrs. Lee aren't wearing hats.*
2. It isn't raining. **It is raining**
3. I'm wearing sunglasses. **I'm not wearing sunglasses**
4. You're wearing a new suit. **You're not wearing a new suit**
5. Michiko isn't wearing gloves. **Michiko is wearing gloves**

**Exercise 3.** Escribe las oraciones usando las palabras en paréntesis.



1. Hugo is wearing a tie. (tie)
2. Todd and Alicia are wearing boots. (boots)
3. Chul-woo is wearing a T-shirt (T-shirt)
4. Maggie is wearing a skirt (skirt)
5. Maya is wearing a dress (dress)
6. Maggie is wearing sneakers (sneakers)
7. Todd is wearing a scarf (scarf)
8. Tod and Hugo are wearing hats (hats)



# GRAMMAR FOCUS Present continuous Wh-questions



Los Angeles 4:00 A.M.

**What's Victoria doing?**  
She's **sleeping** right now.



Mexico City 6:00 A.M.

**What's Marcos doing?**  
It's 6:00 A.M., so he's **getting up**.



New York City 7:00 A.M.

**What are Sue and Tom doing?**  
They're **having** breakfast.



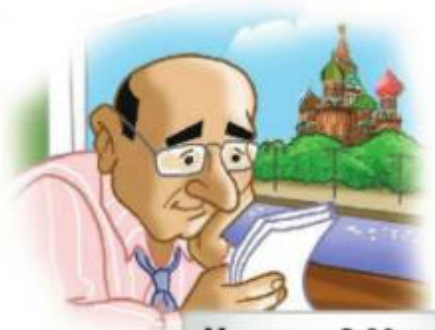
Brasília 9:00 A.M.

**What's Célia doing?**  
She's **going** to work.



London 12:00 noon

**What are Jim and Ann doing?**  
It's noon, so they're **eating** lunch.



Moscow 3:00 P.M.

**What's Andrei doing?**  
He's **working**.



Bangkok 7:00 P.M.

**What's Permsak doing?**  
He's **eating** dinner right now.



Tokyo 9:00 P.M.

**What's Hiroshi doing?**  
He's **checking** his email.



Your city 00:00

**What are you doing?**  
It's . . . I'm . . .

## 2 Present continuous Wh-questions

- ▶ Use the present continuous to talk about actions that are happening right now: What **are** you **doing**? I'm **talking** to you!
- ▶ In questions, the *be* verb comes before the subject: What **are** you doing?
- ▶ To form the continuous of verbs ending in *-e*, drop the *e* and add *-ing*:  
have → having.
- ▶ For verbs ending in vowel + consonant, double the consonant and add *-ing*:  
get → getting.

**Exercise 4.** Escribe una conversación escribiendo que están haciendo las personas usando las palabras en paréntesis.

What are the people doing? Write conversations. Use the words in parentheses.

- A: *What's Steve doing?*..... (Steve)  
B: *He's watching TV.*..... (watch TV)
- A: **What are Jon and Megan doing?**..... (Jon and Megan)  
B: **They are taking a walk**..... (take a walk)
- A: **What are you doing?**..... (you)  
B: **I'm writing conversations**..... (write conversations)
- A: **What's Chris doing?**..... (Chris)  
B: **He is calling Ashley**..... (call Ashley)
- A: **What are you and Taylor doing?**..... (you and Taylor)  
B: **We are shopping**..... (shop)
- A: **What is Sara doing?**..... (Sara)  
B: **She having a dinner**..... (have dinner)
- A: **What are Victor and Sam doing?**..... (Victor and Sam)  
B: **They are running in the park**..... (run in the park)
- A: **What are you and Paulo doing?**..... (you and Paulo)  
B: **We are chatting online**..... (chat online)



## Weather and Seasons Around the World

 <p><b>It's spring in Brazil.</b></p>  <p><b>It's warm. It's very sunny.</b></p> 	 <p><b>It's summer in South Korea.</b></p>  <p><b>It's raining. It's hot and humid.</b></p> 
 <p><b>It's fall in the U.S.</b></p>  <p><b>It's cool. It's cloudy and windy.</b></p> 	 <p><b>It's winter in Russia.</b></p>  <p><b>It's snowing. It's very cold.</b></p> 

Source: Yahoo! Travel

What season is it now?  
What's the weather like today?  
What's your favorite season?

<p><b>El invierno — Winter</b></p> 	<p><b>La primavera — Spring</b></p> 
<p><b>El verano — Summer</b></p> 	<p><b>El otoño — Autumn/Fall</b></p> 

# SEASONS AND WEATHER

It is winter



It is spring



It is summer



It is autumn



DECEMBER  
JANUARY  
FEBRUARY

MARCH  
APRIL  
MAY

JUNE  
JULY  
AUGUST

SEPTEMBER  
OCTOBER  
NOVEMBER



**sun - sunny**  
The sun is shining brightly. It is sunny.

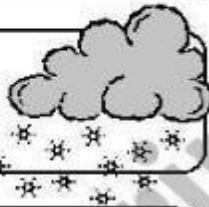


**cloud - cloudy**  
There are clouds in the sky. It is cloudy. It is partly cloudy.

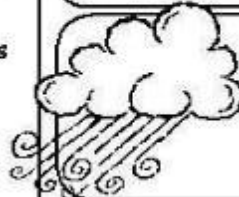
**rain - rainy**  
It is raining. It is rainy.



**snow - snowy**  
It is snowing. It is snowy.



**wind - windy**  
The wind is blowing. It is windy.



**storm - stormy**  
It is storming. It is stormy.



**fog - foggy**  
There is a fog. It is foggy.



**ld**  
The weather is cold. It is cold.



**ot**  
The weather is hot. It is hot.



**arm**  
The weather is warm. It is warm.



WINTER

Children skate and ski. They play snowballs and make a snowman. It is very cold

Summer holidays are over. Children go to school. The sky is grey. It is rainy.

SPRING

Children sail toy-boats. Trees and grass are green. The sky is blue. It is sunny.

Children swim in the river. Trees and grass are green. There are many beautiful flowers

AUTUMN

SUMMER

**Exercise 1.** What season is it? How is the weather? Write two sentences about each picture.

¿Qué estación es? ¿Como está el clima? Escribe dos oraciones acerca de cada figura.



1. It's winter.  
It's very cold.

2. It's autumn  
It's rainy



3. It's summer  
It's sunny

4. It's autumn  
It's windy



5. It's summer  
It's hot

6. It's winter  
It's cold