



**UTEQ**

UNIVERSIDAD TÉCNICA ESTATAL DE  
**QUEVEDO**

**04**

# English *in action*







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*in action*

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# PROLOGUE

It is an honor to present a collection of books for the English area, carefully selected and designed to strengthen the knowledge and professional skills of our students. These works represent a valuable academic resource, oriented towards academic excellence, the comprehensive development of the student community preparing them to successfully face the challenges of today's world.

The English in Action books are an academic resource specifically designed to strengthen the communication skills in English of our students. This material, organized in eight units with three lessons each, offers a clear and didactic approach to the essential elements of grammar and vocabulary. Through relevant topics and practical exercises, students have the opportunity to develop and consolidate their language skills, preparing them for both social and professional environments.

Each section of the content has been carefully structured to ensure that students acquire a solid foundation in the language, providing them with practical tools that will allow them to apply their knowledge in real situations. This book not only favors the understanding of English, but also encourages the development of fluency, which is the key to an effective and lasting learning.

We fully trust that this new resource will be of great value to our students, allowing them to advance safely on their path to mastery of English and contributing significantly to their academic and professional success.

I invite you to study to become professionals in a career to serve humanity and to become fully educated by broadening new horizons to new thoughts and new knowledge.



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## Prologue Introduction

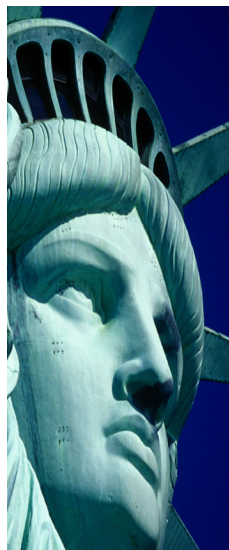
### Unit 1. He's Very Tall

Pages	Lessons	Content	Grammar	Vocabulary
14	1A Descriptions	Physical appearance accessories	Questions and answers about people's descriptions	Hair, hair color, eye colors, height, age.
18	1B He's the one on the sofa	Identifying people	Present participles and prepositions to describe people	Verbs, clothes, accessories.
20	1C Online dating	Advantages and disadvantages of online dating	The simple present tense; can for possibility.	Words about relationships



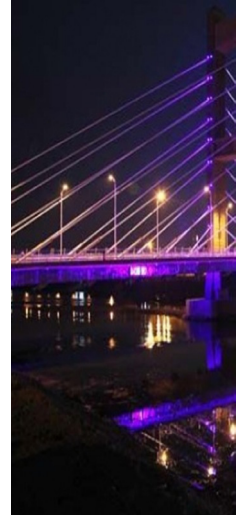
### Unit 2. I Love New York!

Pages	Lessons	Content	Grammar	Vocabulary
26	2A Have you been there?	Past experiences	The present perfect tense	words to describe experiences
33	2B I've already tried it.	Recent experiences	yet & already; for & since	experiences
40	2C Experiences	Culinary experiences	The simple present, the simple past	Traditional food and landmarks in New York City



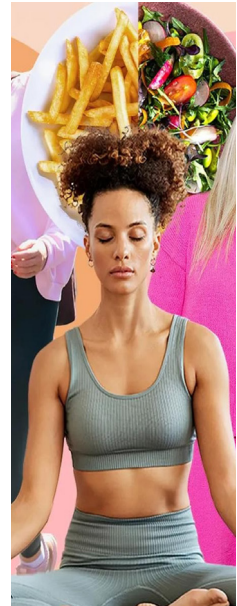
## Unit 3. It's a pretty expensive city

Pages	Lessons	Content	Grammar	Vocabulary
45	3A It's a nice city, but ...	Home-towns, cities, and countries	Adverbs modifying adjectives	Words to describe cities
51	3B You should visit <i>El Panecillo</i>	Recommendations on places to visit	Modal verbs can and should	Common places to visit
54	3C It's a wonderful world	The allure of travel	The simple present, present perfect, gerunds.	Words about travel



## Unit 4. It's vital to choose wellness

Pages	Lessons	Content	Grammar	Vocabulary
58	4A Time to get some rest	Common health problems; advice.	Adjective + (noun) + infinitive	Common health problems
63	4B Do you have any recommendations?	Suggestions	Modal verbs <i>may, could, can, and should.</i>	Health products
67	4C Giving advice	Stress management	Simple present and modal verbs.	Expressions about dealing with stress





## Unit 5. Food preferences

Pages	Lessons	Content	Grammar	Vocabulary
74	5A What would you like to eat?	Food preferences	So, too, either, and neither.	Words to describe food
79	5B At a restaurant	Ordering food in a restaurant	Modal verbs <i>would</i> and <i>will</i>	Menu items
92	5C A restaurant review	Restaurant reviews	Simple past	Words to review restaurants



## Unit 6. It's the highest mountain

Pages	Lessons	Content	Grammar	Vocabulary
98	6A Geographical features	Facts about the world	Comparative and superlative adjectives	Landforms
103	6B Interesting facts	Facts about Ecuador	Comparative and superlative adjectives	Words to describe ecosystems
107	6C How high is it?	Data on natural features, cities, and countries	Questions beginning with How.	Measures



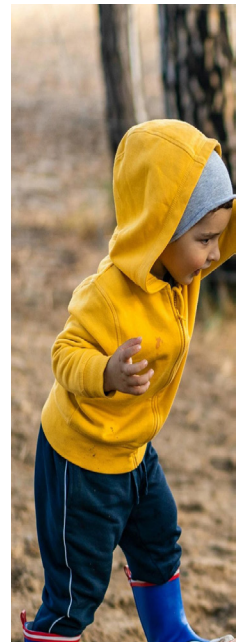
## Unit 7. Plans

Pages	Lessons	Content	Grammar	Vocabulary
113	7A What are you doing this weekend?	Plans and invitations	Present continuous for the future; be going to + verb	Plans, social activities
123	7B Can I speak to ...?	Phone conversations	Leaving and taking phone messages	Expressions to talk on the phone
128	7C I don't have time	Time management	Imperatives, modal verbs, superlatives	Time management tips



## Unit 8. Changing is part of growing!

Pages	Lessons	Content	Grammar	Vocabulary
134	8A I haven't seen you in ages!	Life changes	Simple present, simple past, present perfect, comparatives	Verbs and nouns to describe changes
143	8B Planning your future	Future plans	Verb + to + verb	Verbs and nouns to describe plans
147	8C Our possible future	Important changes in people's lives in the U.S.	Simple present, simple past, present perfect, comparatives	Milestones



## References

# INTRODUCTION

The Technical State University of Quevedo started its activities on January 22, 1976, as an Extension of the “Luis Vargas Torres” University of Esmeraldas, opening its doors to science and knowledge with the courses of Forestry Engineering and Zootechnical Engineering.

After multiple efforts by the Quevedo community, the National Congress finally created the Technical State University of Quevedo – UTEQ, through the Republic Law of January 26, 1984, published in Official Registry No. 674 on February 1, 1984.

This higher education institution started its activities as UTEQ with the Faculty of Agricultural Sciences, later renamed the Faculty of Agricultural Sciences (FCA). Subsequently, the Faculties of Animal Sciences (FCP), Business Sciences (FCE), Environmental Sciences (FCAMB), Engineering Sciences (FCI), and the Distance Studies Unit (UED) were created, offering programs in line with the demands of the environment and student demand.

The university also has the Postgraduate Unit, where recognized and approved Master programs are carried out by the Higher Education Council (CES), contributing to the strengthening of a postgraduate culture that meets the needs for advanced education of the institutional, local, regional, and national professional population.

The Technical State University of Quevedo is a university accredited by the Council for Evaluation, Accreditation, and Assurance of the Quality of Higher Education (CACES).

Currently, UTEQ is a pioneering university in the training of professionals, ready to serve our country, leaders, competitive, with critical thinking, and with human values, committed to the development of a just, equitable, and solidarity society, to contribute to improving the quality of life and promoting sustainable development in Ecuador.

The UTEQ trains professionals with a general and comprehensive culture, in various areas of knowledge committed to the development of the territory and the country. As a way to achieve this goal, on this occasion the University presents this series of books for teaching English as a second language.

These books are a beginner’s guide to learning English, focusing on the development of essential communication skills through

structured lessons on grammar and vocabulary relevant to the profession and daily life.

**The Authors**



# UNIT 01

## HE'S VERY TALL

### BY THE END OF THIS UNIT YOU WILL BE ABLE TO:

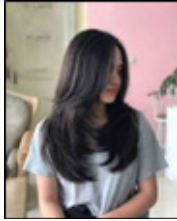
- » Talk about people's appearance.
- » Describe people by the clothes they're wearing and the activities they're doing.

# Lesson A:

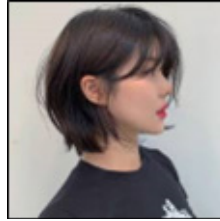
## Descriptions

### Warm-up

#### 1. Vocabulary: Physical appearance.



Long hair



short hair



blond hair



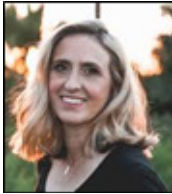
bald



a mustache  
and a beard



elderly



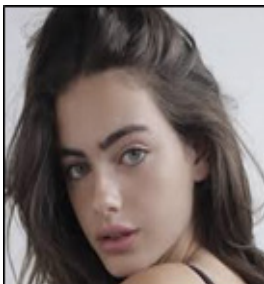
middle-aged



young



handsome



beautiful



tall short



## 2. Say more words to describe someone's physical appearance.

*"Attractive, thin, and pretty."*

### **Conversation: Where's the teacher?**

**Larry:** Hello, Karla. Where are you going?

**Karla:** I'm looking for Mrs. Rubio. She's the new English language teacher.

**Larry:** What does she look like?

**Karla:** She's middle-aged and pretty tall.

**Larry:** What color is her hair?

**Karla:** She has curly brown hair.

**Larry:** Does she wear glasses?

**Karla:** Yes, she does.

**Larry:** I think she's in the cafeteria.

**Karla:** Thanks a lot, Larry.

**Larry:** You're welcome.



cafeteria



## Grammar: Descriptions

Asking and answering questions about people's descriptions	
<b>What does she look like?</b>	<b>What's she like?</b>
She's middle-aged and pretty tall.	She's very strict.
<b>How tall is he?</b>	<b>How old is he?</b>
He's pretty short.	He's forty-five (years old).
<b>What color is her hair?</b>	<b>Does she wear glasses?</b>
She has long brown hair.	Yes, she does.

Exercise

### 1. Read the answer and complete the questions.

1. **A:** \_\_\_\_\_ ?

**B:** The teacher has brown hair.

2. **A:** \_\_\_\_\_ ?

**B:** My sister is quite short.

3. **A:** \_\_\_\_\_ ?

**B:** My grandfather is eighty-two years old.

4. **A:** \_\_\_\_\_ ?

**B:** Yes, he wears blue glasses.

5. **A:** \_\_\_\_\_ ?

**B:** The new student is quiet and shy.

6. **A:** \_\_\_\_\_ ?

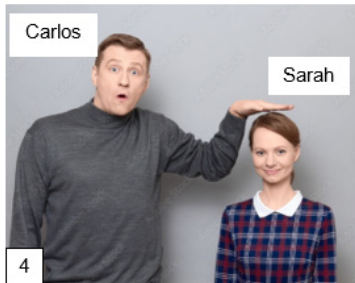
**B:** She has very short hair.





## Speaking

### 1. Describe the people in the pictures.



### 2. Ask and answer these questions. Take notes. Then change roles.

1. What's your best friend's name?
2. What's your best friend like?
3. How old is your best friend?
4. How tall is your best friend?
5. How long is your best friend's hair?
6. What color is your best friend's hair?
7. What's your best friend like?

### 3. Choose another partner. Tell your new partner about your previous partner's best friend.

*“José's best friend is Iván. He's friendly and funny. He's twenty-two years old. He ...”*

## Wrap-up

1. What questions do you ask when you want to know someone's general physical appearance?
2. Ask a question about someone's age?
3. Ask a question about someone's hair color?
4. What questions do you ask when you want to know someone's personality?



## Lesson B:

### *He's the one on the sofa.*

#### Warm-up

**Brainstorm different types of clothes and accessories.**

*"A jacket, a hat, shoes, ..."*

**Conversation: Which one is your cousin?**

**Kim:** Hi, Adam! Happy birthday!

**Adam:** Hello, guys! Thank you for coming. Come on in!



**Once inside:**

**Adam:**

**Kim:** Adam, which one is your cousin? Is he the one talking with Robert?

**Adam:** No, he's not. He's the one sitting on the sofa.

**Kim:** Is he the one with a red cap?

**Adam:** No, he's the one in a yellow T-shirt.

**Kim:** Oh! I think I know him. We went to elementary school together!

Present participle and prepositions to identify people

**Which one is** your cousin? (= Who's your cousin?)

He's **the one sitting** on the sofa.

He's **the one in** a yellow T-shirt.

**Which ones are** the Robinsons? (= Who are the Robinsons?)

They're **the ones talking** to Paul.

They're **the ones next** to the door.



## Exercise

Circle the correct words to answer the questions.

1.	<b>A:</b>	Which <b>ones/one</b> is Miguel?
	<b>B:</b>	He's the <b>one/ones wears/wearing</b> green pants.
2.	<b>A:</b>	Which ones <b>is/are</b> your parents?
	<b>B:</b>	They're the <b>one/ones talking/talk</b> to Brian and Linda.
3.	<b>A:</b>	Which <b>one/ones</b> is Vicky?
	<b>B:</b>	She's tall <b>one/ones with/in</b> blond hair.
4.	<b>A:</b>	Which ones <b>is/are</b> your cousins?
	<b>B:</b>	They're the young <b>one/ones on/wearing</b> the chairs.
5.	<b>A:</b>	Which ones/one <b>is/are</b> Sandra and Jorge?
	<b>B:</b>	Sandra is the <b>one/ones in/on</b> a red dress, and Jorge is the <b>one/ones with/on</b> sunglasses.

## Speaking

Pair work. Ask and answer questions about the people in your classroom.

Example:

**A:** "Which one is Juan?"

**B:** "He's the one wearing a black sweater."

## Wrap-up

What questions can you ask when you want to identify someone?

Give an example of a present participle?

Name five prepositions.

When do we use the preposition in to describe someone?

When do we use the preposition with to describe someone?



## Lesson C:

### *Online dating*

#### Reading

1. Do you prefer to date online or in person? Why?
2. Read the article and answer the questions.

### Online Dating: Advantages and Disadvantages

#### Introduction

Many people use online dating platforms today. These platforms help people find friends, relationships, and even love. Online dating has both advantages and disadvantages. Let's look at some of the most important points.

#### Advantages of Online Dating

##### 1. Easy to Meet New People

Online dating makes it easy to meet many new people. You can talk to people from different cities and even countries. It helps people who live in small towns or busy cities where it is hard to meet others in person.

##### 2. Convenience

You can use dating apps or websites any time you want. You don't have to go to parties, bars, or other events to meet people. You can date from your phone or computer at home, during lunch, or when you have free time.

##### 3. More Options

Online dating gives you many choices. You can search for people who share your interests, hobbies, or goals. You can find people who want the same type of relationship as you do.



## 4. Confidence

For shy people, online dating can be less scary. You don't have to talk face-to-face right away. You can send messages and get to know someone before meeting them in person.

## Disadvantages of Online Dating

### 1. Safety Concerns

One of the biggest problems with online dating is safety. Sometimes, people lie about who they are. They may use fake pictures or give false information. You must be careful when meeting someone from an online platform.

### 2. Lack of Real Connection

Talking online is different from talking in person. You may like someone online, but when you meet them, you don't feel the same. Online chats can miss the real connection that face-to-face conversations give.

### 3. Time-Consuming

Online dating can take a lot of time. You need to message many people, and sometimes they don't reply. It can be tiring to search through many profiles to find someone who is a good match.

### 4. Too Much Choice

Sometimes, having many options is not a good thing. It can make it harder to choose someone. You might always feel that there is someone better out there and never settle down with one person.

## Conclusion

Online dating has many advantages. It is easy, convenient, and gives more options. But it also has disadvantages like safety risks and too much choice. It is important to be careful and patient when using these platforms.



## Answer the questions.

### 1. What is one advantage of online dating?

- a) It is always safe.
- b) It is convenient.
- c) It is expensive.
- d) It always leads to love.

### 2. What can you do through online dating?

- a) Meet people only from your city.
- b) Find friends and relationships.
- c) Only talk to people in person.
- d) Find a job.

### 3. What is one reason online dating is good for shy people?

- a) They can see the person's house first.
- b) They can get to know someone before meeting.
- c) They never have to meet the person.
- d) They don't have to be honest.

### 4. What is a disadvantage of online dating?

- a) It is too fast.
- b) It is always safe.
- c) People may lie about who they are.
- d) It never works.

### 5. Why can online dating be time-consuming?

- a) You need to message many people.
- b) You can meet people in real life too fast.
- c) It is easy to find a perfect match.
- d) It always takes months to find someone.



## **6. What can happen when there are too many options on a dating app?**

- a) You find love quickly.
- b) It is easier to make decisions.
- c) You may never choose one person.
- d) You stop dating.

## **7. What do people risk when using online dating platforms?**

- a) They lose their money every time.
- b) They always get married quickly.
- c) They may talk to fake people.
- d) They never meet anyone.

## **8. Why is convenience an advantage of online dating?**

- a) You can meet people whenever you have time.
- b) You only meet people from your neighborhood.
- c) You have to go to parties to meet people.
- d) It is not easy to use.

## **9. What is a problem with talking only online?**

- a) You never know their real name.
- b) You might not feel a real connection when you meet.
- c) You will always like the person more in real life.
- d) It is too easy to fall in love.

## **10. What should you do when using online dating platforms?**

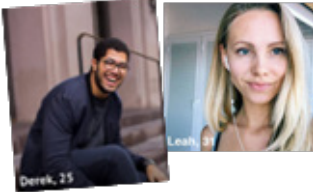
- a) Be patient and careful.
- b) Always meet people immediately.
- c) Trust every person you meet.
- d) Stop messaging if they don't reply once.



## Writing

1. Imagine you want to make a profile for an online app. Do not write your name. Describe your physical appearance, your personality, your hobbies, likes, and dislikes.

*“I’m 21 years old. I am 160 cm tall. I have brown hair and brown eyes. I am ...”*



2. Put your papers facedown on a table. Choose a paper and read the description. Your class guesses who it is. Take turns.

**A:** *“This person has short brown hair. He or she likes horror movies.”*

**B:** *“I think it’s David.”*

## Wrap-up

**Are you similar to any of your classmates? Who?**

*“Alejandra and I are similar. We are tall and have long hair.”*







## **I LOVE NEW YORK!**

### **BY THE END OF THIS UNIT YOU WILL BE ABLE TO:**

- » Describe recent events.
- » Describe experiences from the recent and distant past.

## Lesson A:

### *Have you been there?*

#### Warm-up

#### Things to Do in New York City



see the Chrysler Building



visit Central Park



visit Times Square



visit The Statue of Liberty



try bagel

#### What things can you do in New York city?

You can ...

#### Conversation

##### 1. Listen to the conversation.

Carlos: Hello.

**Ingrid:** Hello, Carlos. How are you?

**Carlos:** Hello, Ingrid. I'm great. How about you?

**Ingrid:** I'm great, too. I hear you went to New York on vacation.

**Carlos:** Yeah, that's right. I've been here for five days.

**Ingrid:** Have you seen the Statue of Liberty yet?

**Carlos:** Yes, I've already seen the Statue of Liberty and The Empire State Building.



**Ingrid:** Have you visited Times Square?

**Carlos:** No, I haven't yet. But I've already been to Central Park. It's amazing!

**Ingrid:** Have you tried any traditional dish?

**Carlos:** Yes, I have. I tried bagel. I was delicious.

**Ingrid:** Have you bought me a souvenir?

**Carlos:** Uh. Yes, I've already done it.

**Ingrid:** What is it? Hmm. Let me guess. Is it a figurine of the Statue of Liberty?

**Carlos:** How did you know!?



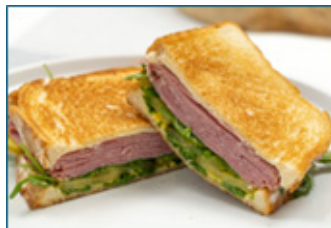
## Grammar: The Present Perfect

### 1. Form

Subject + **have** + **past participle**.



I **have tried** bagel with cheese cream.



I **have eaten** a pastrami sandwich.



## 2. The past participle: regular verbs and irregular verbs

Past participles			
Regular verbs		Irregular verbs	
visit	Visited	be	been
exercise	Exercised	do	done
try	tried	eat	eaten
stay	stay <del>ed</del>	go	gone
shop	shopped	see	seen

### Exercise.

Write the past participle of the verbs.

- |         |       |         |       |
|---------|-------|---------|-------|
| 5. try  | _____ | 1. have | _____ |
| 6. stop | _____ | 2. see  | _____ |
| 7. be   | _____ | 3. go   | _____ |
| 8. eat  | _____ | 4. do   | _____ |

## 3. The Present Perfect: Use



- We use the present perfect to say that an action happened at an unspecified time before now.
- The exact time is not important.

### Which statement is true? Circle the correct letter.

We use the present perfect ...

- ...to talk about past events when the specific time is important.
- ... to talk about recent events and distant events in the past when the specific time is important.
- ... to talk about recent events and distant events in the past when the specific time is not important.



#### 4. The Present Perfect: affirmative statements.

Present perfect: affirmative statements	
	Contractions
I <b>have been</b> to New York.	I have = I've
You <b>have tried</b> bagel.	You have = You've
We <b>have seen</b> Times Square.	We have = We've
They <b>have traveled</b> abroad.	They have = They've
He <b>has visited</b> Central Park.	He has = He's
She <b>has shopped</b> for clothes.	She has = She's
It <b>has been</b> a great experience.	It has = It's

#### Exercise

Use the present perfect to complete the sentences. Use the verbs in parentheses.

- I \_\_\_\_\_ (be) to New York.
- He \_\_\_\_\_ (visit) the Metropolitan Museum of Art.
- My husband and I \_\_\_\_\_ (eat) sushi before.
- My boss \_\_\_\_\_ (go) to Paris three times.
- We \_\_\_\_\_ (try) the new restaurant.
- They \_\_\_\_\_ (see) the Statue of Liberty.



#### 5. The Present Perfect: negative statements.

Present perfect: negative statements	
	Contractions
I <b>have not been</b> to New York.	have not = haven't
You <b>have not tried</b> bagel.	has not = hasn't
We <b>have not seen</b> Times Square.	
They <b>have not traveled</b> abroad.	
He <b>has not visited</b> Central Park.	
She <b>has not shopped</b> for clothes.	
It <b>has not been</b> a great experience.	



## Exercise

### Rewrite the sentences to make them negative.

1. They have ridden a horse. \_\_\_\_\_.
2. Alex has been to Japan. \_\_\_\_\_.
3. I have worked since 6 a.m. \_\_\_\_\_.
4. He has seen an iguana. \_\_\_\_\_.
5. We have traveled to Mexico. \_\_\_\_\_.
6. She has tried caviar. \_\_\_\_\_.

### 6. The Present Perfect: yes-no questions.

**Have** you ever **been** to Times Square?

Yes, I **have**. / No, I **haven't**.

**Has** she ever **visited** Central Park?

Yes, she **has**. / No, she **hasn't**.



Times Square

## Exercise.

### Make a question with the words.

1. seen / ever / you / have / an alligator  
\_\_\_\_\_?
2. food / your / ever / an / wife / has / exotic / tried  
\_\_\_\_\_?
3. arrived / your friends / have  
\_\_\_\_\_?
4. been / has / to Miami / he  
\_\_\_\_\_?
5. have / visited / Times Square / they  
\_\_\_\_\_?



Exercise.

Complete these conversations using the present perfect.

1. **A:** \_\_\_\_\_ you \_\_\_\_\_ (go) to a party recently?  
**B:** No, \_\_\_\_\_. I \_\_\_\_\_ (been) busy at work.
2. **A:** \_\_\_\_\_ you \_\_\_\_\_ (do) exercise this week?  
**B:** Yes, \_\_\_\_\_. I \_\_\_\_\_ (play) soccer three times this week.
3. **A:** \_\_\_\_\_ you \_\_\_\_\_ (see) any interesting movies this month?  
**B:** No, \_\_\_\_\_. I \_\_\_\_\_ (not go) to the movies for quite a while.
4. **A:** How many times \_\_\_\_\_ your sister \_\_\_\_\_ (go) to the gym this week?  
**B:** She \_\_\_\_\_ (not go) to the gym. She has a terrible cold.
5. **A:** \_\_\_\_\_ your mother \_\_\_\_\_ (cook) any interesting food these days?  
**B:** Yes, \_\_\_\_\_. She \_\_\_\_\_ (make) lasagna.
6. **A:** How many times \_\_\_\_\_ you and your family \_\_\_\_\_ (travel) abroad?  
**B:** We \_\_\_\_\_ (been) to the U.S. four times.

## Speaking

### 1. Complete the questions with your own ideas.

1. Have you ever been to \_\_\_\_\_?
2. Have you ever eaten \_\_\_\_\_?
3. Have you ever seen \_\_\_\_\_?
4. Have you ever had \_\_\_\_\_?
5. Have you ever \_\_\_\_\_?



## 2. Answer the questions with your own information.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 3. Ask your partner the questions and write down the answers.

My partner's name: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 4. Tell the class your partner's answers.

*“José has been to Colombia. He hasn't eaten cuy. He ...”*

## Wrap-up

1. When do we use the present perfect?
2. What is the past participle of the verb try?
3. What is the past participle of the verb go?
4. Make an affirmative sentence in the present perfect.
5. Make an affirmative sentence with the subject she in the present perfect.



6. Make two negative sentences: one with the subject we and other with the subject he.





## Lesson B:

### *I've already tried it.*

#### Warm-up

What's your favorite movie?

My favorite movie is \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.



#### Conversation.

##### 1. Listen to the conversation.

**Martha:** What are we going to watch tonight?

**Joseph:** I don't know. Have you seen the new Godzilla vs Kong yet?

**Martha:** Yes, I've already seen it. It was amazing.

Have you seen Despicable Me 4 yet?

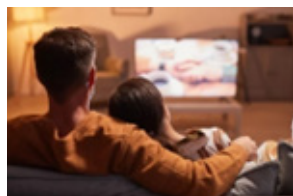
**Joseph:** No, I haven't seen it yet.

**Martha:** I haven't either.

**Joseph:** Would you like to see it?

**Martha:** Sure.

**Joseph:** Great. I'll make some popcorn.



## 2. Practice the conversation with a classmate.

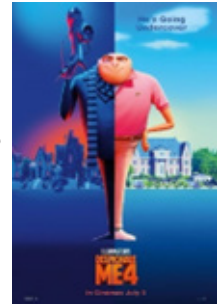
### Grammar.

#### 1. Already and yet.

**A:** Have you seen the movie Despicable Me 4 yet?

**B:** Yes, I've already seen it.

No, I haven't seen it yet.



### Speaking.

#### 1. Complete the question with your own idea. Then answer the question with already or yet.

**A:** Have you seen the movie \_\_\_\_\_?

**B:** \_\_\_\_\_.

#### 2. Ask your partner the question and write down his or her answer.

#### 3. Tell the class your classmate's answer.

### Vocabulary: Fun things to do

Match the pictures with the phrases in the box.

a. go to a spa	c. try an exotic food	e. climb a mountain
b. ride a roller coaster	d. go camping	f. try an extreme sport





## Conversation

### 1. Listen to the conversation.

**Carmen:** Wow. This place is nice!

**Leonela:** Have you ever eaten in a fancy restaurant before?

**Carmen:** Yes, I have. I've eaten in a few expensive restaurants, but this place is amazing.

You can try a lot of exotic food here, and all of their dishes are excellent. Oh, look. Tonight's special is frog legs.

**Leonela:**

**Carmen:** Frog legs? Umm, I don't know ...

**Leonela:** Have you ever tried them?

**Carmen:** No, I haven't. But my brother tried them once a few years ago.

**Leonela:** Did he like them?

**Carmen:** I don't think so. He got sick later that night.

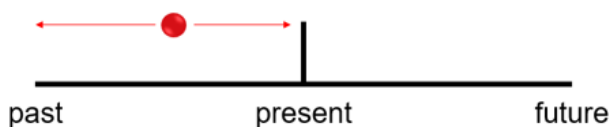


## 2. Practice the conversation with a classmate.

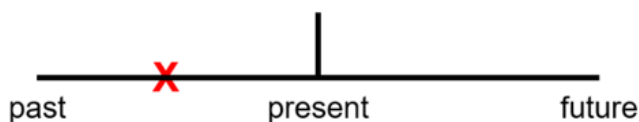
### Grammar

#### 1. Present perfect vs simple past: use

Use the present perfect to say that an action happened at an **unspecified** time in the past.



Use the simple past to say that an action happened at a **specific** time in the past (last week, two years ago, when I was a kid, etc.) or when we mention a specific event.



#### Test your knowledge: Match the tense with the correct use.

1. We use the simple past ...
  - a. ... to describe events that happened at a specific time or event in the past.
2. We use the present perfect...
  - b. ... to describe recent or distant events in the past that happened at an unspecified time.

#### 2. Present perfect vs simple past: affirmative statements

Present Perfect		
I/We/You/They	have	been to New York.
He/She/It	has	
Simple past		
I/We/You/They		went to New York.
He/She/It		



### 3. Present perfect vs simple past: negative statements

Present Perfect		
I/We/You/They	haven't	been to New York.
He/She/It	hasn't	
Simple past		
I/We/You/They	didn't	go to New York.
He/She/It		

Present Perfect		
Have	I/we/you/they	been to New York?
Has	he/she/it	
Simple past		
Did	I/we/you/they	go to New York?
	he/she/it	

#### Short answers.

Present Perfect		
Yes,	I/we/you/they	have.
No,	he/she/it	haven't.
Simple past		
Yes,	I/we/you/they	did.
No,	he/she/it	

#### Exercises

#### 1. Complete these conversations. Use the present perfect or the simple past of the verbs in parenthesis.

- A:** \_\_\_\_\_ ever \_\_\_\_\_ (try) caviar?

**B:** Yes, \_\_\_\_\_. I \_\_\_\_\_ (try) it when I was in the US.
- A:** \_\_\_\_\_ ever \_\_\_\_\_ (ride) on a roller coaster?



- B:** No, \_\_\_\_\_ . But my cousins \_\_\_\_\_ (ride) one when they went to Orlando.
3. **A:** \_\_\_\_\_ ever \_\_\_\_\_ (go) to a spa?  
**B:** No, \_\_\_\_\_ . But my mother \_\_\_\_\_ (go) to one last month.
4. **A:** \_\_\_\_\_ ever \_\_\_\_\_ (break) bone?  
**B:** Yes, \_\_\_\_\_ . I \_\_\_\_\_ (break) my arm in elementary school.
5. **A:** \_\_\_\_\_ ever \_\_\_\_\_ (see) a snake?  
**B:** No, \_\_\_\_\_ . But my cousin Lisa \_\_\_\_\_ (see) one when she was a child.
6. **A:** \_\_\_\_\_ ever \_\_\_\_\_ (eat) an exotic food?  
**B:** Yes, \_\_\_\_\_ . My husband and I \_\_\_\_\_ (eat) frog legs in our honeymoon.

## Grammar: For vs since

For and since	
How long <b>did</b> you <b>live</b> in New York?	(=you know the person no longer lives there)
I <b>lived</b> there <b>for</b> six years.	(=the person no longer lives there)
How long <b>have</b> you <b>lived</b> in New York?	(=you know the person still lives there)
I <b>ve lived</b> here <b>for</b> three years.	(=the person still lives there)
I <b>ve worked</b> at the restaurant <b>since</b> June.	(=the person still works there)

for + period of time	since + a point in the past
for three days	2020
for several months	8:00 a.m.
for a few weeks	high school
for a long time	last weekend



## Exercise

Complete the sentences with *for* or *since*.

for + period of time

since + a point or moment in the past

1. Beatriz was in Mexico \_\_\_\_\_ two weeks last month.
2. I've been a college student \_\_\_\_\_ two months last year.
3. Alexander has been at work \_\_\_\_\_ 7:00 a.m.
4. My brother hasn't gone to a party \_\_\_\_\_ a long time.
5. Andrés lived in Argentina \_\_\_\_\_ five years.
6. José and Miguel have been friends \_\_\_\_\_ elementary school.
7. My parents have been on vacation \_\_\_\_\_ Thursday.

## Wrap-up

1. When do we use the present perfect and the simple past?
2. Tell the class about an important thing you have accomplished.
3. Tell the class something you did on your last vacation.
4. How long have you lived in Quevedo?



Quevedo city



## Lesson C:

### *Experiences*

#### **Pronunciation: Linked sounds**

Notice how final consonant sounds in words are linked to the vowels that follow them.



A: Have you ever tried a pastrami sandwich?

B: Yes, I have already tried it.

### **Reading**

**Read the article. Then answer the questions.**

#### **Traditional Foods and Landmarks in New York City**

New York City (NYC) is one of the most famous cities in the world. It is known for its culture, landmarks, and delicious food. If you visit NYC, there are some special things you must try and see. Let's talk about two traditional foods and two famous landmarks in NYC.

#### **Traditional Foods**

##### **1. New York Pizza**



New York pizza is one of the most famous foods in the city. It is a large, thin pizza that is usually sold by the slice. The crust is crispy, and the slices are often folded when eaten. The pizza usually has tomato sauce and cheese on top, but you can also find many different toppings like pepperoni, mushrooms, and vegetables. People say that the secret to New York pizza is in the water used to make the dough. If you visit NYC, you must try a slice of pizza from a local pizzeria.





## 2. Bagels with Cream Cheese



Another famous food in NYC is the bagel. A bagel is a round bread with a hole in the middle. It is boiled before it is baked, which gives it a chewy texture. Bagels come in many flavors, like plain, sesame, or poppy seed. One of the most popular ways to eat a bagel in New York is with cream cheese. Some people also add smoked salmon, which is called “lox.” Bagels are often eaten for breakfast, but people enjoy them any time of day.

## Landmarks

### 1. Statue of Liberty



The Statue of Liberty is one of the most famous landmarks in the United States. It was a gift from France in 1886 to celebrate the friendship between the two countries. The statue stands on Liberty Island, near Manhattan, and it is a symbol of freedom and hope. Visitors can take a ferry to the island and see the statue up close. Some people even climb up to the crown to get a great view of the city.

### 2. Central Park



New York City has many wonderful foods and landmarks. If you visit, make sure to try a slice of New York pizza and a bagel with cream cheese. Also, don't forget to see the Statue of Liberty and take a walk in Central Park. These are just a few things that make NYC special and unforgettable.



## Answer the questions.

1. What is New York pizza known for?

- a) Its small size
- b) Its thick crust
- c) Its thin crust and large slices
- d) Its square shape

2. How do many people eat New York pizza?

- a) By using a fork and knife
- b) By folding the slice
- c) By cutting it into small pieces
- d) By eating it with soup

3. What is a bagel?

- a) A type of cake
- b) A round bread with a hole in the middle
- c) A fried snack
- d) A kind of pizza

4. How is a New York bagel prepared?

- a) It is fried and then baked
- b) It is boiled and then baked
- c) It is only boiled
- d) It is only baked

5. What is often added to a bagel with cream cheese in NYC?

- a) Tomato
- b) Ham
- c) Lox (smoked salmon)
- d) Jelly

6. Where is the Statue of Liberty located?

- a) In Central Park
- b) On Liberty Island
- c) On Ellis Island
- d) In Times Square

7. What does the Statue of Liberty symbolize?

- a) Wealth
- b) Education
- c) Freedom and hope
- d) Strength

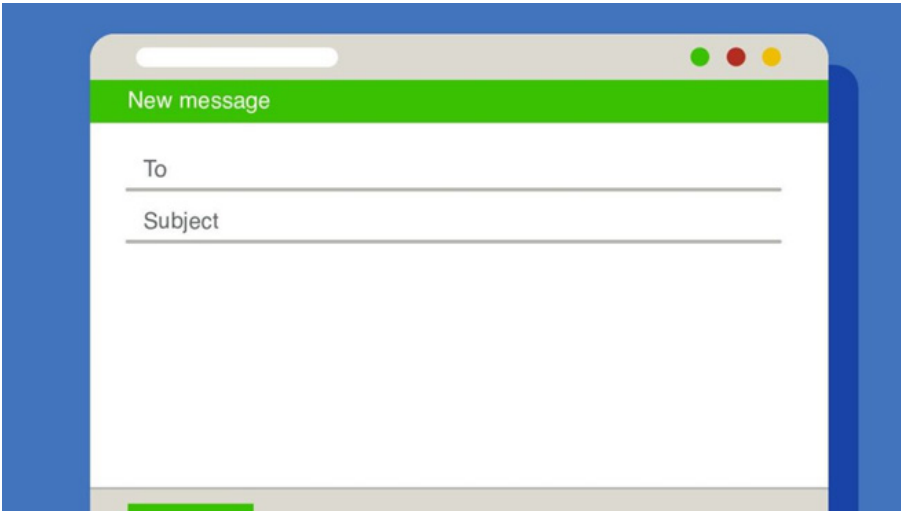
8. What can visitors do when they visit the Statue of Liberty?

- a) Ride a bicycle around the statue
- b) Swim around the island
- c) Climb to the crown for a view
- d) Drive up to the statue



## Writing

Imagine you are visiting New York City. Write an email to a friend and tell them three things you have done since you arrived there.



## Wrap-up

Tell the class about an interesting or curious experience you have had.



# UNIT 03



## **IT´S A PRETTY EXPENSIVE CITY**

### **BY THE END OF THIS UNIT YOU WILL BE ABLE TO:**

- » Describe cities and countries.
- » Make suggestions about cities.

## LESSON A:

### *It's a nice city, but ...*

#### Warm-up

#### 1. Read the article

##### Getting to know you

Daniel Radcliff is an English actor. He is *Harry Potter* in the Harry Potter series, which made him a Hollywood star.

In the films, Harry does amazing things easily. He can fly on a broom very fast, he can talk with snakes well and do magic tricks successfully.

In reality, of course, Daniel can't fly or do magic tricks. But he can do other things. He can speak Spanish fluently and he can learn to play the guitar quickly. He can also write beautiful poems. When Daniel acts in films he always works hard.



#### Discussion:

1. Which other actors do you know?
2. Have you watched Harry Potter series?
3. What other characteristics do you know about Harry Potter?
4. Can you recognize what are the adjectives (characteristics) in the reading section?

#### 2. Write a short paragraph about your favorite actor.

##### Example:

“Liam Neeson began pursuing an acting career in the mid-1970s. His breakout role came with the Holocaust drama Schindler’s List, for which he garnered an Academy Award nomination.



Neeson also starred in Star Wars: Episode I and Kinsey, before claiming a string of action-hero roles in flicks like Taken.“

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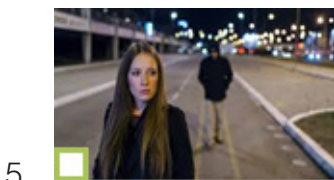
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## Vocabulary

**Adjectives to describe cities and towns.**

**1. Match the pictures with the adjectives in the box.**

- |           |              |              |
|-----------|--------------|--------------|
| a. modern | c. dangerous | e. beautiful |
| b. dirty  | d. stressful | f. polluted  |



## Grammar

### 1. Adverbs that modify adjectives.

Intensity	Adverb	Adjective
	too extremely really/very pretty fairly/somewhat	expensive



New York is a **fairly expensive** destination.



Villa Leyva is not a **very big** city.



Salinas Beach is a **really nice** place.

### Exercise

#### 1. Unscramble the words.

- beach / noisy / Salinas / really / a / at night \_\_\_\_\_.
- not / city / a / expensive / Loja / very \_\_\_\_\_.
- is / fairly / quiet / Riobamba \_\_\_\_\_.
- city / dangerous / is / extremely / Durán / an \_\_\_\_\_.
- crowded / too / Ambato / in / Carnival / is \_\_\_\_\_.



## 2. Online activities

Find new challenges for your own learning.

- » <https://wordwall.net/resource/14723615/adverbs/adverbs-of-coment>
- » <https://wordwall.net/resource/10914795/adverbs-of-manner>
- » <https://wordwall.net/resource/35119720/describing-people>



## 3. Match de questions with the answer. Then practice the conversation with a partner.

- |  |  |
|--|--|
| 1. What's the weather like in Miami in the summer? | a. Yes, I have. The weather is nice, and it has a beautiful beach. |
| 2. What's New York like?                           | b. I'm from a pretty small town. It's really quiet.                |
| 3. Have you ever been to Los Angeles?              | c. It's a very big city. It has very tall buildings.               |
| 4. What's your hometown like?                      | d. I don't like it very much in the winter. It's too cold for me.  |
| 5. Do you like San Francisco?                      | e. It's too hot in the summer.                                     |

## 4. Conjunctions and, but, though, and however.

- Use and for additional information:

- The food is delicious, and it's not expensive.

- Use but, though, and however for contrasting information:

- The food is delicious, but it's very expensive.
- The food is delicious. It's expensive, though/however.





## Exercise

### 1. Choose the correct answer.

**1. Tokyo has many modern skyscrapers, \_\_\_ Kyoto is famous for its ancient temples.**

- a) though
- b) but
- c) however

**2. Paris has many famous restaurants, \_\_\_ it can be quite expensive to dine out.**

- a) and
- b) but
- c) though

**3. The weather in Los Angeles is usually sunny. San Francisco is known for its fog, \_\_\_.**

- a) but
- b) though
- c) and

**4. New York has excellent shopping options. The malls in Miami are much larger, \_\_\_.**

- a) though
- b) but
- c) and

**5. London has many famous museums, \_\_\_ they are not crowded.**

- a) though
- b) but
- c) and



7. Toronto has cold winters, \_\_\_ the summers are very pleasant.

- a) and
- b) but
- c) however

8. Salinas beach is very exciting, \_\_\_ it there are very nice restaurants.

- a) though
- b) but
- c) and

## 2. Online activities

Find new challenges for your own learning.

- » <https://www.liveworksheets.com/w/en/english-second-language-esl/258582>
- » <https://www.liveworksheets.com/w/en/english-second-language-esl/719905>
- » <https://www.liveworksheets.com/w/en/english-second-language-esl/1325313>



## Wrap-up

### Test your knowledge

- When do we use adverbs and adjectives?
- What is the purpose of the use of conjunctions?
- Make a sentence in the present tense using an adverb.



## LESSON B:

### *You should visit El Panecillo.*

#### Warm-up

What countries would you like to visit and why?



#### Conversation

**Dae-hyun:** Hello, Jessica!

**Jessica:** Hello, Dae-hyun!

**Dae-hyun:** Listen. I plan to visit Ecuador in a month!

**Jessica:** That's wonderful!

**Dae-hyun:** And I need your help. What can you do in Ecuador?

**Jessica:** You can do a lot of things! You can visit the Galapagos Islands, for example.

**Dae-hyun:** Actually, I would like to visit historical places. What places should I visit?

**Jessica:** You should definitely visit Cuenca city. You can see historical buildings and churches from the colonial times.

**Dae-hyun:** That sounds interesting. Please, tell me more places to visit.

**Jessica:** Sure, you should visit ...



## Traveling abroad

- When you want to travel, can you decide easily?
- What are the items you always carry with you when you travel?
- What would be your dreamed place to travel to?



## Grammar: Modal verbs can and should

Can	Should
Use can to talk about the activities that are possible to do in a place.	Use can to give or ask for recommendations.
What can you do in Ecuador?	What places should I visit?
You can visit the Galápagos Islands.	You should definitely visit Cuenca city.
You can't visit all the islands in one day.	You shouldn't miss the Inmaculada Concepción cathedral.
Can you rent a car in Cuenca?	Should I rent a car or take a taxi?
Yes, you can.	You should rent a car.



## Exercise

### 1. Complete the conversations with can, can't, should, or shouldn't.

- A:** \_\_\_\_\_ I walk alone at night in Guayaquil?  
**B:** No, you \_\_\_\_\_ .
- A:** \_\_\_\_\_ you visit museums in Quito?  
**B:** Yes, you \_\_\_\_\_. You \_\_\_\_\_ miss La Capilla del Hombre.
- A:** I'm planning to visit the Ecuadorian beaches. Where \_\_\_\_\_ I go first?  
**B:** You \_\_\_\_\_ visit Salinas first.
- A:** \_\_\_\_\_ I visit the Galapagos Islands on my own sailboat?  
**B:** Yes, you \_\_\_\_\_. But you \_\_\_\_\_ visit the National Parks because you have to pay a fee first.

### 2. What can you do in....?



“You can see beautiful beaches in the coast region, specifically in Manta city.”



## LESSON C:

### It's a wonderful world

#### Reading

Read the article. Then answer the questions.

#### A World of Wonders: The Allure of Travel

Have you ever gazed at a map, your finger tracing imaginary paths across continents? Or perhaps you've watched travel documentaries, marveling at the diverse cultures and breathtaking landscapes that our planet has to offer. The allure of travel lies in its ability to broaden our horizons, challenge our perspectives, and create memories that will last a lifetime. Traveling to a foreign country is like stepping into a time machine. You can visit ancient ruins that have stood for centuries, explore bustling metropolises that are constantly evolving, or immerse yourself in the simple beauty of rural life. Each destination offers a unique blend of history, culture, and natural wonders. But travel is more than just sightseeing.

It's about connecting with people from different backgrounds, learning new languages, and experiencing the world through a different lens. Whether you're trekking through the Himalayas, diving into the Great Barrier Reef, or simply wandering through a foreign city, you'll encounter countless opportunities for personal growth and self-discovery. Of course, planning a trip can be overwhelming. There are countless details to consider, from flights and accommodations to visas and vaccinations. However, with a little preparation and a sense of adventure, you can create a truly unforgettable experience.

*What is the main appeal of traveling to a foreign country?*

- To relax and escape from everyday life.
- To learn about different cultures and broaden horizons.
- To take great photos for social media.
- To visit famous landmarks and tourist attractions.



## Why is travel compared to a time machine?

- a. Because travelers can visit ancient ruins.
- b. Because travelers can experience different time zones.
- c. Because travelers can relive past experiences.
- d. Because travelers can feel like they are living in a different era.

## What are some benefits of connecting with people from different cultures?

- a. Learning new languages and customs.
- b. Gaining a deeper understanding of the world.
- c. Making lifelong friends.
- d. All of the above

## What is the importance of planning before a trip?

- a. To avoid surprises and potential problems.
- b. To ensure a comfortable and enjoyable journey.
- c. To make the most of your time and money.
- d. All of the above.



## Match problems with advice and write a summary using this information

- |                           |  |
|---------------------------|--|
| 1. The soil is dry.       | a. You shouldn't plant a sunflower here. |
| 2. This is a dark corner. | b. You should clean it.                  |
| 3. This pot is dirty.     | c. You should buy a different plant.     |



4. This pot is small.

d. You should water your plants.

5. This plant has yellow leaves.

e. You should choose a big pot.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Tell the class about the abilities of your favorite superhero.



## Wrap-up

### Test your knowledge

- When do we use *can*?
- When do we use *should*?
- Tell the class something you can do in your hometown.
- Give a recommendation on a place to visit in your hometown.







# UNIT 04

## **IT'S VITAL TO CHOOSE WELLNESS**

### **BY THE END OF THIS UNIT YOU WILL BE ABLE TO:**

- » Discuss common health problems.
- » Give advice on common health problems.
- » Ask for advice on common health products.
- » Give suggestions on common health products.

## Lesson A:

### *Time to get some rest*

#### Warm-up:

#### 1. Typical Health Issues

			
A headache	A cough	An earache	A sore throat
			
Fever	The flu/ a cold	A toothache	A stomachache

#### 2. Conversation

**Ammy:** Are you okay, Leo?

**Leo:** Not really. I'm feeling under the weather. I have a terrible headache.

**Ammy:** Oh no! You shouldn't be working on the computer then.

**Leo:** Yeah, I know. But I have to finish this project by tonight.

**Ammy:** Not now, Leo! It's really important to take a break and rest.

**Leo:** You're right. I should take it easy.



**Ammy:** Exactly! And have you tried anything for your headache?

**Leo:** No, I haven't. What do you recommend?

**Ammy:** Well, you know, painkillers, lots of water. Sometimes it helps to drink some peppermint tea. Just brew some peppermint leaves and add a bit of honey. Give it a try! It really works!

**Leo:** Ugh! I don't know about that, but I'll try it.



## Grammar: Adjective + Infinitive

Form

Adjective + Infinitive



Infinitive = to + verb



I am **happy to feel** better now.





He is **sad to have** a fever.



### 3. Grammar: Noun + Infinitive

#### Form

#### Noun + Infinitive

	
She does <b>exercise</b> <b>to get</b> stronger.	He made an <b>appointment</b> <b>to see</b> a doctor

### 4. Grammar: Adjective + Infinitive; Noun + Infinitive

#### Don't forget

- Nouns followed by infinitives are used to express the function or purpose of something.
- Adjectives followed by infinitives are used to express feelings, emotions, or attitudes toward an action.



**Infinitive = to + verb**



## Exercises

### a. Choose the correct adjective to complete each sentence:

- It is [important / unimportant] to exercise regularly for a healthy lifestyle.
- Eating a balanced diet is [difficult / easy] to maintain.
- Smoking is [hard / simple] to quit, but it is [essential/optional] to do so for your health.
- Getting enough sleep is [crucial / unnecessary] to allow your body to rest and recover.
- Drinking plenty of water is [vital / trivial] to stay hydrated and support bodily functions.

### b. Choose the correct noun to complete each sentence:

- A [habit / choice] to eat more fruits and vegetables can improve your overall health.
- Developing a [routine / plan] to manage stress is beneficial for mental well-being.
- Regular [checkups / tests] to monitor your health are recommended by healthcare professionals.
- Practicing [meditation / exercise] to reduce anxiety and promote relaxation is a healthy habit.
- A [decision / action] to quit smoking can have a positive impact on your health and those around you.

## Exercises

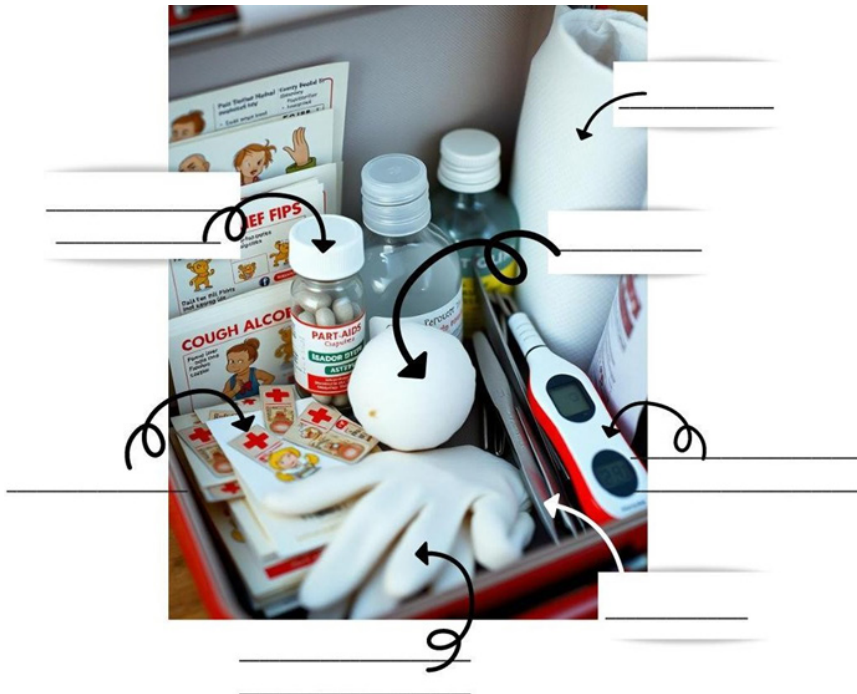
- How do you form the infinitive?
- What is the infinitive of the verb study?
- What is the infinitive of the verb go?
- Make a sentence using adjective + infinitive
- Make a sentence using noun + infinitive



## 5. Vocabulary



## 6. Practice Time



## Lesson B:

### *Do You Have Any Recommendations?*

#### 1. Conversation: At the doctor's office



- Doctor:** Good afternoon. How can I help you today?
- Sam:** Good afternoon, Doctor. I've been feeling really tired lately. Could you suggest anything?
- Doctor:** It might be a good idea to take some multivitamins. Can I ask if you've been sleeping well?
- Sam:** Not really. I often wake up in the middle of the night.
- Doctor:** In that case, you may want to try some herbal sleep aids. They could help improve your sleep quality.
- Sam:** That sounds good. I'll try them. Also, my daughter has been sneezing a lot. Could it be an allergy?
- Doctor:** It could be. You can give her some antihistamines to relieve her symptoms.
- Sam:** Thank you, Doctor! I appreciate your help.
- Doctor:** You're welcome. May I suggest you follow up if the symptoms persist?
- Sam:** Sure doc, thanks!



## Grammar

### 2. Modal Verbs: Can, Could and May (For request and Suggestions)

#### Can



##### Requests:

- Can you open the door?
- Can I help you?

##### Ability:

- I can play the guitar



**Can: requests and ability**  
\* informal

#### Could

##### Requests:

- Could I get a pill for my headache?
- Could I take a break?

##### Suggestions:

- You don't look good.
- You could take a nap.



**Could: requests and suggestions**  
\* + formal

#### May



##### Requests:

- May I get a pill for my headache?
- May I help you?
- May I go to the doctor?



**May: requests**  
\* ++ formal





### 3. Complete the conversation: Choose the correct option

**Tina:** Hi! I don't feel well. Can/ Do help me?

**Fred:** Of course! What's wrong?

**Tina:** I have a headache and a sore throat. What can/ may I do?

**Fred:** You could/try drink some warm tea. That will help your throat.

**Tina:** That sounds good! May/ Can I have some warm tea, please?

**Fred:** Yes, sure! I'll make it for you!

**Tina:** Thank you! Could/May you also bring me some medicine?

**Fred:** Yeah! I can/ should do that. Please, rest after you drink the tea.

**Tina:** That's a good idea!. Could/ Do turn off the lights? They're too bright.

**Fred:** Of course! How do you feel now?

**Tina:** Better, thank you!

**Fred:** Anytime, take care!



• **Choose the right answer**

**What is the correct way to ask a friend for help with homework?**

- a) You help me with my homework this evening.
- b) Can you help me with my homework this evening?
- c) Could you help me with my homework this evening?
- d) May you help me with my homework this evening?

**What is the most polite way to ask for the salt at dinner?**

- a) Pass me the salt during dinner.
- b) You pass me the salt during dinner.
- c) Can you pass me the salt during dinner?
- d) Could you please pass me the salt during dinner?

**What is the most polite way to ask to borrow a book for a week?**

- a) I borrow your book for a week?
- b) You may borrow my book for a week.
- c) May I borrow your book for a week?
- d) Can I borrow your book for a week?

**4. Wrap-up:**

1. What's the most informal modal we learnt?
2. What is the most formal modal we learnt?
3. When do we use "can"?
4. When do we use "could"?
5. When do we use "may"?
6. Make a request using "can"



## Lesson C:

### Giving advice

#### 1. Pronunciation: Reduction of “to”

- Listen and practice. In conversation, **to** is often reduced to /tə/



A: What should you do for a toothache?

B: It's sometimes helpful to take some pain

medicine. And it's important to see a dentist.

#### 2. Listening

- Listen to four people talking about problems and giving advice. Write the problem and the advice.

PROBLEM	ADVICE
---------	--------

Joshua

Carla

Derek

Michael

#### 3. Reading

- Read the article and answer the questions

##### How to Manage Stress

Stress is a normal part of life. Everyone feels stress sometimes, and it can come from many things like work, school, or problems with friends. While some stress is natural, too much stress can hurt your body and mind. That's why it is important to learn how to manage stress. Here are some easy ways you can reduce stress in your daily life.



## **1. Stay Active**

Exercise is a great way to lower stress. When you move your body, it releases chemicals that make you feel good. You don't need to go to the gym. You could take a walk, ride a bike, or dance to your favorite song. Physical activity helps clear your mind and gives you more energy. So, stay active!

## **2. Eat Healthy Food**

You should eat good, healthy food. Fresh fruits, vegetables, and whole grains give your body the fuel it needs to handle stress. Junk food like chips and sweets might taste good, but they can make you feel tired and low. Drink enough water and avoid too much coffee or soda. Eating the right foods helps your body stay strong and calm.

## **3. Get Enough Sleep**

Sleep is very important for managing stress. You should sleep for at least 7-8 hours each night. A good night's rest helps your body recover and your mind stay focused. If you don't sleep enough, you could feel more stressed and find it hard to think clearly. So, go to bed early and try to wake up at the same time every day.

## **4. Breathe Deeply**

When you feel stressed, stop for a moment and take deep breaths. Deep breathing relaxes your muscles and calms your mind. Close your eyes, breathe in slowly through your nose, and let the air out through your mouth. Do this for a few minutes and feel the stress leave your body. You should breathe deeply whenever you feel tense.

## **5. Do Something You Enjoy**

Take time to do things that make you happy. You could listen to music, read a book, or play a game. Doing something fun helps you forget about your problems for a while. It gives your mind a break and makes you feel refreshed. Find time for hobbies or relaxing activities every day.



## 6. Stay Positive

You should try to keep a positive attitude even when things are hard. Life has challenges, but thinking positively can help you handle them better. Focus on the good things in your life and be thankful for what you have. A positive mind helps reduce stress and makes you stronger.

## Conclusion

Stress is part of life, but you can control how it affects you. Stay active, eat healthy, and get enough sleep. Take deep breaths, talk to someone, and do things you enjoy. By following these simple steps, you should feel calmer and more in control of your stress.

### 1. What is one way to reduce stress?

- A) Watching TV all day
- B) Doing some physical activity
- C) Skipping meals
- D) Drinking a lot of coffee

### 2. What kind of food should you eat to manage stress?

- A) Junk food like chips
- B) Fresh fruits and vegetables
- C) Only sweets
- D) Spicy food

### 3. How many hours of sleep should you get each night to manage stress?

- A) 4-5 hours
- B) 6 hours
- C) 7-8 hours
- D) 9-10 hours



#### **4. What could you do if you feel stressed at school?**

- A) Take deep breaths
- B) Skip class
- C) Eat junk food
- D) Complain a lot

#### **5. Who should you talk to if stress feels too heavy?**

- A) A stranger
- B) Someone you trust, like a friend
- C) No one, keep it to yourself
- D) Your pet

#### **6. What happens when you don't get enough sleep?**

- A) You feel less stressed
- B) You feel more stressed
- C) You think clearly
- D) You feel more energetic

#### **7. Why should you stay active?**

- A) It makes you feel more tired
- B) It helps reduce stress
- C) It wastes time
- D) It causes stress



## 8. What could happen if you eat too much junk food?

- A) You feel strong
- B) You feel calm
- C) You feel tired and low
- D) You feel happy all the time

## 9. What should you focus on to stay positive?

- A) The problems in your life
- B) The negative things around you
- C) The good things in your life
- D) The things you cannot control

## 10. What should you do every day to manage stress?

- A) Avoid doing anything fun
- B) Do something you enjoy
- C) Work all day without breaks
- D) Think about your problems all the time

## 4. Writing

• Read this health and fitness blog post on how to avoid stress. Then, imagine you have your own blog. Write a post with your ideas on how to reduce stress and have a relaxing life.

Four horizontal light green bars provided for writing the response.



## 5. Wrap-up:

- Give suggestions about healthy habits that each of us should practice in our daily lives.

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# UNIT

# 05



## **FOOD PREFERENCES**

**BY THE END OF THIS UNIT YOU WILL BE ABLE TO:**

- » Show agreement about food preferences.
- » Show disagreement about food preferences.
- » Order food in a restaurant.









## Lesson A:

### *What would you like to eat?*

#### Warm-up:

#### 1. Vocabulary

-Where are these items from? Choose the correct country from the box.

			
Apple Pie	Sushi	Pizza	Chocolate
			
Pasta	Rice	Hamburger	French Fries

Europe Japan Italy Mexico Italy China USA Belgium

#### 2. Conversation

#### Listen and practice.

I'm tired of playing soccer.

**John:** Hi Ashley, do you want to drink soda?

**Ashley:** Sure, I'm tired of playing soccer.

**John:** So am I, what kind of soda would you like? A coke or a Pepsi?

**Ashley:** I love Pepsi, but I am not in the mood for it right now. I'd prefer a Gatorade, because it's a sport drink.

**John:** Cool, I am not either. Sodas are too sugary for our health.



**Ashley:** What about a snack?  
**John:** Yeah, I'd love dried fruits.  
**Ashley:** So do I. There is a Snack Bar on the corner.  
**John:** Great. Let's go get some snacks.

**3. Read the conversation, then answer the following questions.**

1. What's the conversation about?

2. Who is playing soccer?

3. Why does Ashley prefer a Gatorade?

4. What does John say about sodas?

5. What snacks does Ashley like?

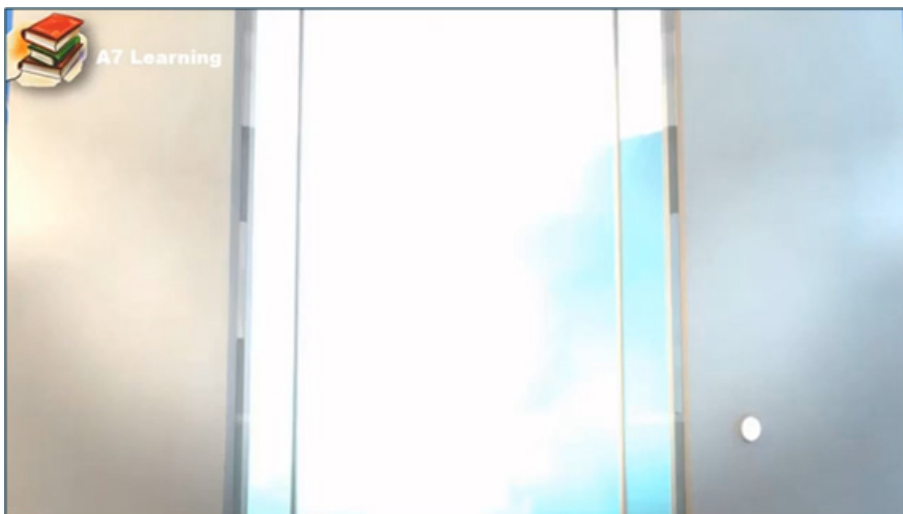


**4. Agreement**

**Video: so, too, neither, not either**

-Watch this video about Agreeing and Disagreeing: So / Too / Either / Neither.





## 5. Grammar: so, too, neither and not either

### To agree with an affirmative statement:

So + Auxiliary + P.Pronoun/Subject          So do I.

P.Pronoun/Subject + Auxiliary , + too          I do, too.

Statement	Agree
I love traveling.	So do I. / I do, too.
I hate working on weekends.	So do I. / I do, too.
I am good at using a computer.	So am I. / I am, too.
I am tired of shopping.	So am I. / I am, too.
I can buy you a coffee tomorrow.	So can U. / I can, too.
I can play the guitar.	So can I. / I can too.



## To agree with a negative statement

Neither + Auxiliary + P.Pronoun/Subject.      Neither do I.

P.Pronoun + Auxiliary + not either.              I don't either.

Statement	Agree
I don't like shopping.	Neither do I. / I don't either.
I don't enjoy watching sad movies	Neither do I. / I don't either.
I am not good at playing chess.	Neither am I. / I'm not either.
I am not feeling well.	Neither am I. / I'm not either.
I can't stand waking up early	Neither can I. / I can't either.
I can't play the guitar.	Neither can I. / I can't either.
I never eat fast food	Neither do I. / I don't either.



## To disagree: use the opposite auxiliary

Statement	Disagree
I don't like shopping.	I do.
I don't enjoy watching sad movies	I do.
I am not good at playing chess.	I am.
I am tired of shopping.	I am not.
I can't stand waking up early	I can.
I can play the guitar.	I can't.
I never eat fast food	I do.



## 6. Exercises: so, too, neither and not either

- Choose the correct forms with **so, neither, too, either** to complete the sentences below. Follow the link.



<https://test-english.com/grammar-points/a2/so-neither/>

## 7. Pronunciation: Stress in responses



Notice how the last word of each response is stressed.

I do, too.	So do I.	I don't either.	Neither do I.
I am, too.	So am I.	I'm not either.	Neither am I.
I can, too.	So can I.	I can't either.	Neither can I.

## 8. Summary

**Use *so* or *too* after an affirmative statement:**

- I'm crazy about sushi. So am I ./I am, too.

**Use *neither* or *not either* after a negative statement:**

- I don't like fast food. Neither do I ./I don't either.

**With *so* and *neither*, the verb comes before the subject:**

- So am I. (NOT: So-I-am.) Neither do I. (NOT: Neither-I-do.)

## 9. Wrap-up

How do you agree to an affirmative statement?

When do we use each response?

- So am I.
- So can I.
- So do I.

How do you agree to a negative statement?

How do you disagree to a negative statement?

How do you disagree to an affirmative statement?





## Lesson B:

### AT A RESTAURANT

#### Warm-up:

#### 1. Vocabulary

#### -Favorite food



Fish



Rice

#### What's your favorite food?

My favorite food is

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## -Food Categories







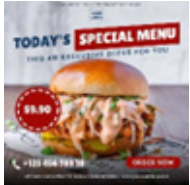
<b>FIVE FOOD GROUPS</b>		
<b>Dairy</b>		
		
Milk	Cheese	Yogurt
<b>Vegetables</b>		
		
Broccoli	Bell Peppers	Spinach
<b>Fruits</b>		
		
Apple	Bananas	Orange
<b>Grains</b>		
		
Bread	Cereal	Pasta





Protein		
		
Beans	Meat	Nuts

**-Vocabulary for eating out**

Starter	Main course	Side dish	Dessert
			
Booking	Tip	Set menu	Today's special
			

**2. Conversation Practice**

**At a Restaurant (Ordering Food)**

**-Watch this video about ordering food at a restaurant.**



## -Discussion of the video.

Ordering food and drinks	
<b>Waiter:</b>	May I get you anything to drink?
<b>Customer:</b>	Yes, please. May I get a glass of lemonade?
<b>Waiter :</b>	Would you like an appetizer?
<b>Customer :</b>	May I get an order of barbeque wings?
<b>Waiter :</b>	Sure, would you like anything else?
<b>Customer :</b>	That'll be fine for now, thank you.
<b>Waiter :</b>	Tell me when you want to order the rest of your food.
<b>Customer :</b>	Excuse me. I'm ready to order.
<b>Waiter :</b>	What would you like?
<b>Customer :</b>	Let me have the baby-back ribs.
<b>Waiter :</b>	Sure, will there be anything else that I can get you?
<b>Customer :</b>	That will be it for now.



### 3. Modal verbs *would* and *will* for request

We can order in a restaurant with

I'd like... or

I'll have...

I'd = I would

I'll = I will



What would you like?	- I'd like the fried chicken. - I'll have a tuna salad.
What kind of soup would you like?	- I'd like chicken soup, please. - I'll have the minestrone soup.
What would you like to drink?	- I'd like a soft drink. - I'll have a large iced tea.
Would you like anything else?	- Yes, please. I'd like some coffee. - That's all, thanks.

### Structure

The structure for making **Wh-** and **yes/no** questions with **would**:

**Wh-word + would + subject + verb?      Would + subject + verb?**

- What would you like?
- What kind of soup would you like
- What would you like to drink?
- Would you like anything else?
- Would you like a cup of coffee?
- Would you like anything to drink?

#### Remember:

**Yes/No** question are questions that can be answered with **yes** or **no**.

**They normally begin with an auxiliary verb or a modal verb.**

**Wh-** questions are questions that use specific words starting with the letters "wh-," like "who," "when," and "what."

**These words are often used when we want to request information from someone.**

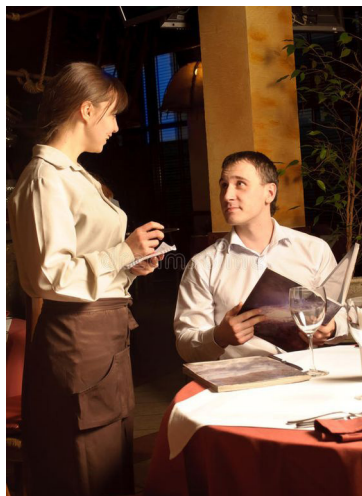


## - How to make offers in English

Here are a few phrases you can use.

Offers often begin with... Would you like...?

- Would you like some coffee?
- Would you like something to drink?
- Would you like more cherries?
- Would you like another cake?



## - How to answer the offers in English

Phrases to accept or reject them



### ACCEPT

- That would be very kind of you.
- Yes, please. I'd like to.
- Yes, please. That would be nice/lovely
- Thank you. That would be great.

### REJECT

- No, thank you.
- No, thanks.
- It's OK. I can do it myself.
- Don't worry, I'll do it myself.



- **Exercise:** In pairs, ask and answer making offers phrases

#### 4. Vocabulary: Useful Expressions

##### Arriving at a restaurant

- If you have booked a table  
Hello, I've booked a table for...
- If you have not booked a table  
Hello, do you have a table for....?

##### Ordering Food

- Could I see the menu, please?
- Could I see the drinks menu, please?
- What's today's special?
- Would you like an appetizer?



# TODAY'S LUNCH SPECIAL

UTEQ Restaurant

## MAIN COURSE

BBQ pulled pork sandwich	\$8
Spicy shrimp and rice	\$15
Chicken salad sandwich	\$7
Vegetarian pizza and salad	\$10
Spaghetti & meatballs	\$12



## DESSERTS

Chocolate cake	\$3
Ice Cream	\$2
Lemon Pie	\$2
Tiramisu	\$5
Fresh Fruit Salad	\$7

## DRINKS

Coffee	\$3
Soda	\$2
Tea	\$4
Fresh Juice	\$7
Margarita	\$5



📞 123-456-7890

📍 123 Anywhere UTEQ City



## - Choosing what to eat

- We're not ready to order yet.
- Could you give me a few more minutes, please?
- We're ready to order now.
- I'll have...
- I'd like...



## - Placing your order

- Could I have ...? (Say what you want to eat.)
- I would like (Say what you would like to eat.)
- I will have a glass of water, please.



\*Don't confuse **like** and **would like**. **Would like** means "want".

## - Paying your meal

- Could I have the bill/check, please?
- Can I pay by (credit)card?
- Keep the change.



## 5. Exercises

### 1. Buying food at a restaurant.

- Develop a conversation (ordering food) in a restaurant. One person will act as the waiter and the others as costumers. Each member will participate at least twice.

- **Act out the conversation.**





**2. Complete this conversation. Then practice with a partner.**

**Server:** What \_\_\_\_\_ you like to order?

**Customer:** I have the fried chicken.

**Server:** \_\_\_\_\_ you like salad or potatoes?

**Customer:** I \_\_\_\_\_ like a Caesar salad, please.

**Server:** OK. And \_\_\_\_\_ you like anything to drink?

**Customer:** I just have a glass of water.

**Server:** Would you \_\_\_\_\_ anything else?

**Customer:** No, that's all for now, thanks.

Later

**Server:** Would you \_\_\_\_\_ dessert?

**Customer:** Yes, I like a cake.

**Server:** What flavor \_\_\_\_\_ you like?

**Customer:** Hmm. I have chocolate cake, please.





**3. Watch the video, then answer the questions.**



**4. Answer the questions from the video.**

**1. The woman orders Soup of the Day for her starter**

- a. True
- b. False

**2. The woman orders chicken and rice for her main course.**

- a. True
- b. False

**3. The man orders a burger with bacon and cheese**

- a. True
- b. False

**4. The woman orders wine and the man orders beer**

- a. True
- b. False

**5. The man chooses apple pie and cream for dessert.**

- a. True
- b. False

**6. The woman chooses white chocolate cake for dessert.**

- a. True
- b. False



**5. Choose the correct response to show that B agrees with A.**

1. A: I'm in the mood for something salty.

B: I am, too./ I do, too.

2. A: I can't stand fast food.

B: Neither do I. / I can't either.

3. A: I really like Korean food.

B: So do I. / I am, too.

4. A: I don't eat French food very often.

B: I do, too. / I don't either.

5. A: I'm not crazy about chocolate.

B: I am, too. / Neither am I.



**6. Write responses to show agreement with these statements.**

**1. A: I'm not a very good cook.**

**B:** \_\_\_\_\_

**2. A: I love French fries.**

**B:** \_\_\_\_\_

**3. A: I can't eat very spicy food.**

**B:** \_\_\_\_\_

**4. A: I never eat bland food.**

**B:** \_\_\_\_\_

**5. A: I can make delicious desserts.**

**B:** \_\_\_\_\_



## 7. Complete the conversation with would, I'd, or I'll.

A: Would you like to order now?

B: Yes, please. \_\_\_\_\_ have the shrimp curry.

A: \_\_\_\_\_ you like noodles or rice with that?

B: Hmm, \_\_\_\_\_ have rice.

A: And \_\_\_\_\_ you like a salad, too?

B: No, thanks.

A: \_\_\_\_\_ you like anything else?

B: Yes, \_\_\_\_\_ like a cup of green tea.



## 6. Wrap-Up

- Tell the class about an interesting dish you have tried. Name the ingredients and say when, and where you tried it. How often do you eat it? How healthy is it? Why?





**Carly Chaikin**

Went to this place recently and I must say I'm so happy with everything. They serve delicious food.



**RESPONSE POSTED ON GOOGLE**

Hi Carly,

Thank you very much for such a great review, We work really hard to offer the best meal in the best possible ambience. Hope to see you again!- Mandira

**POSITIVE  
REVIEWS**

## Lesson C:

### ***A RESTAURANT REVIEW***

#### **1. Reading**

**-Read the article and answer the questions.**

#### **RESTAURANT REVIEWS**

**Sarah**

I had an amazing time at Sunny Café! The food is always fresh, and I love the way they prepare their dishes. The pasta I ordered was cooked just right, and the sauce was rich and flavorful. The portion sizes are perfect, not too much or too little. The staff were incredibly friendly, and they made sure I had everything I needed. The restaurant was clean, and I enjoyed the cozy atmosphere. It's a great place to relax and have a good meal. I would absolutely recommend Sunny Café to anyone looking for a delicious and satisfying dining experience.



**Tom**

I had a terrible experience at Joe's Diner. The food was really bad. My burger came out cold, and the fries were soggy and greasy. It was clear the food had been sitting out for a while. The wait for my meal was way too long, and the service wasn't friendly at all. The staff didn't seem to care that I wasn't happy with my meal. The restaurant was also very noisy and uncomfortable. I left the diner feeling disappointed and unsatisfied. I don't recommend Joe's Diner to anyone. There are much better places to eat in the area.

**Ana**

Bella's Pizza was a mixed experience. I ordered a pizza, and it was hot, cheesy, and delicious. However, the salad I got was disappointing. It was very small, and the vegetables didn't seem fresh. The service was fine; the staff were nice and helpful, but the restaurant was very loud, which made it hard to enjoy my meal. The prices were reasonable, but I expected a little better quality for the salad. I would probably come back for the pizza, but I wouldn't order the salad again. If you want pizza, I would recommend Bella's, but not for anything else.

**1. Where did Sarah have a good experience?**

- a) Bella's Pizza
- b) Joe's Diner
- c) Sunny Café
- d) Joe's Pizza

**2. What was the best part of Ana's meal at \*Bella's Pizza\*?**

- a) Salad
- b) Soup
- c) Pizza
- d) Dessert

**3. How did Tom feel about the service at \*Joe's Diner\*?**

- a) Fast
- b) Friendly
- c) Rude
- d) Slow



**4. What was Sarah's favorite dish at \*Sunny Café\*?**

- a) Pizza
- b) Salad
- c) Pasta
- d) Burger

**5. What did Tom say about the fries at \*Joe's Diner\*?**

- a) Crunchy
- b) Soggy
- c) Hot
- d) Sweet

**6. What did Ana think about the restaurant's atmosphere at \*Bella's Pizza\*?**

- a) Calm
- b) Loud
- c) Relaxing
- d) Fun

**7. Who would not recommend their restaurant?**

- a) Sarah
- b) Tom
- c) Ana
- d) Sarah and Ana



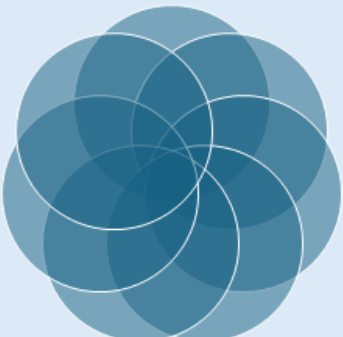
## 8. What did Sarah like about the staff at \*Sunny Café\*?

- a) They were fast
- b) They were friendly
- c) They were rude
- d) They were loud

## 2. Writing

- Write a review of a restaurant, café, or food truck that you have visited recently.

**Choose at least five questions from the list.  
Answer these questions and add ideas of your own.**



**What did you have to drink?**

**What's the name of the place?**

**What did you have to eat?**

**When did you go there?**

**Who did you go with?**

**What time did you go?**



### Example:

Last week, I went with my friend John to a Chinese restaurant in Quito. We ordered a Cheese Baked Rice and a Red Braised Pork. We also bought French Fries and a jar of lemonade. The food was really delicious. The fries were hot and crispy, but a little salty. For dessert, I had a chocolate cake and John drank a glass of wine. The waiter was very friendly, even though his Spanish was not very fluent. We enjoyed eating there.

**EMMY.**

### REVIEW

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- **You can write a restaurant review.**
- **You can make inferences from context in a reading about tipping in the United States.**







# UNIT 06

## **IT'S THE HIGHEST MOUNTAIN**

### **BY THE END OF THIS UNIT YOU WILL BE ABLE TO:**

- » Compare places in the world.
- » Say different types of measures to describe places.



## Lesson A:

### **GEOGRAPHICAL FEATURES**

Landforms: Find the match



island	valley	ocean	mountain
hill	volcano	river	lake

<https://wordwall.net/resource/9297466/geography/landforms-find-the-match>



1. Landforms: Write an example of each item

**Example:**  
San Mateo beach

1. Beach \_\_\_\_\_
2. Desert \_\_\_\_\_
3. Forest \_\_\_\_\_
4. Hill \_\_\_\_\_
5. Island \_\_\_\_\_
6. Lake \_\_\_\_\_
7. Mountain \_\_\_\_\_
8. Ocean \_\_\_\_\_
9. River \_\_\_\_\_
10. Valley \_\_\_\_\_
11. Volcano \_\_\_\_\_
12. Waterfall \_\_\_\_\_



## 2. onversation

**Lucas:** I found this cool geography trivia game online! Want to give it a try?

**Emma:** Sure! I love geography quizzes. Go ahead and ask me the questions.

**Lucas:** First question: Which mountain is higher, Mount Everest or K2?

**Emma:** That's an easy one. Mount Everest is higher than K2.

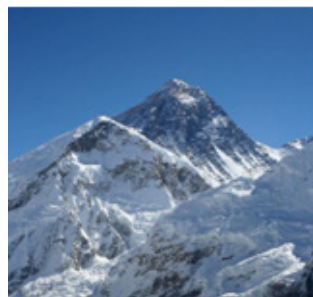
**Lucas:** Great! Next question: Which desert is bigger, the Sahara or the Gobi?

**Emma:** Hmm, I think the Sahara is much bigger than the Gobi.

**Lucas:** You're right! Now for a tricky one. Which ocean is deeper, the Atlantic or the Pacific?

**Emma:** I'm pretty sure the Pacific is deeper than the Atlantic.

**Lucas:** Correct! Last one: Which continent is the coldest – Antarctica,



Europe, or Asia?

**Emma:** Definitely Antarctica. It's the coldest continent in the world!

**- Listen to the conversation and answer:**

**1. Which mountain is higher, Mount Everest or K2?**

- a. Mount Everest
- b. K2
- c. Kilimanjaro
- d. Fuji

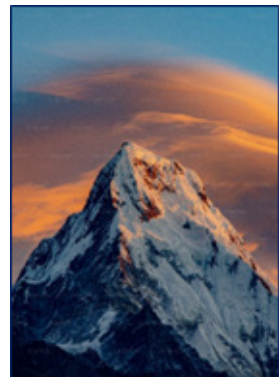
**2. Which ocean is deeper, the Atlantic or the Pacific?**

- a. Indian
- b. Atlantic
- c. Pacific
- d. Artic



**- Comparisons**

Comparisons with adjectives
Which mountain is higher, Mount Everest or K2?
Mount Everest is higher than K2?
Which continent is the coldest- Antarctica, Europe, or Asia?
Antarctica is the coldest continent in the world.



**3. Grammar: Comparatives and superlatives.**

Adjectives	Comparative form	Superlative form
high	higher	the highest
nice	nicer	the nicest
dry	drier	the driest



hot	hotter	the hottest
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst

- **Group work: Complete the worksheet with the comparative and superlative forms of the adjectives in the list.**

COMPARATIVE AND SUPERLATIVE		
ADJECTIVE	COMPARATIVE	SUPERLATIVE
TALL	TALLER	THE TALLEST
INTERESTING		
BIG		
HAPPY		
SMALL		
EXPENSIVE		
THIN		
SHORT		



<https://www.liveworksheets.com/es/w/en/english-second-language-esl/45216>

- **Group work: Choose the correct comparative and superlative adjective to complete the sentences**

0:03 ✓

New York is ..... London.



A  
modern

B  
more modern

C  
more modern than

◀ 1 de 20 ▶ 🔊



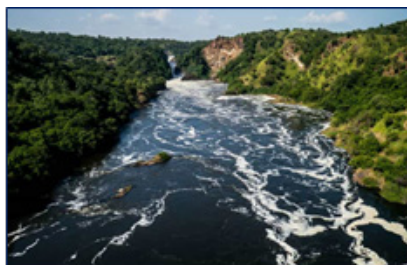
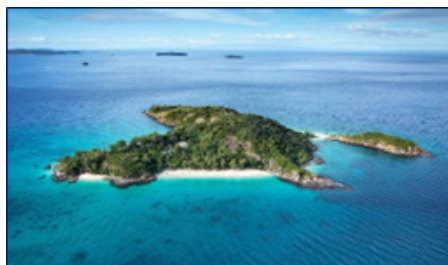
<https://wordwall.net/es/resource/6702320/comparative-and-superlative-adjectives>

- **Group work: Complete the questions with the correct form of the adjectives in parentheses**

1. Which island is \_\_\_\_\_, Greenland or Madagascar? (large)
2. Which canyon is \_\_\_\_\_, the Grand Canyon or the Colca Canyon? (deep)



3. Which desert is \_\_\_\_\_, the Sahara or the Arabian Desert? (hot)
4. Which river is \_\_\_\_\_, the Nile or the Yangtze? (long)
5. What is \_\_\_\_\_ lake in Africa: Lake Victoria, Lake Tanganyika, or Lake Malawi? (large)
6. Which country is \_\_\_\_\_: Russia, Canada, or Norway? (cold)



### - Group work: Writing and Speaking

1. Create a trivia with four questions about Ecuador (Use comparatives and superlatives)
2. Ask your partners the questions
3. Change roles and answer your partner's questions.



#### Example:

**A:** Which is **the highest** volcano in Ecuador, the Cotopaxi, the Sangay, or the Pichincha?

**B:** The Cotopaxi volcano is **the highest**.

**A:** Correct!



## Lesson B:

### Interesting Facts

#### 1. Warm-up

- Answer the following questions

#### QUIZ TIME



-Which country has the most bird species?

\_\_\_\_\_

-What is the world's highest capital city?

\_\_\_\_\_

#### 2. Reading

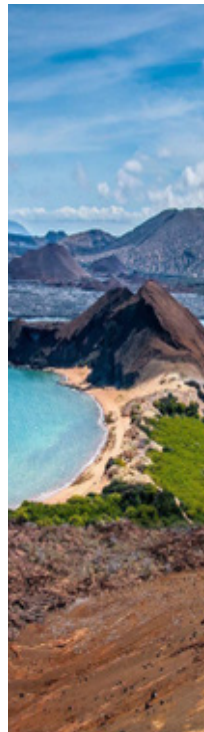
##### Surprising Facts About Ecuador

Ecuador may be a small country, but it is one of the most diverse in the world. It has some of the highest biodiversity per square kilometer on the planet. The Galápagos Islands, which are part of Ecuador, are more famous than almost any other islands for their unique wildlife. Did you know that

Ecuador is home to the world's highest capital city? Quito, the capital, sits at 2,850 meters above sea level, which is even higher than La Paz in Bolivia.

The country is also known for having one of the most active volcanoes in the world, Cotopaxi, which is taller than Mount Fuji in Japan. Despite its size, Ecuador has more bird species than the entire United States!

Ecuador truly offers some of the most surprising natural wonders in the world.



- Read “Surprising Facts About Ecuador” and write (4) true or false statements using comparatives and superlatives.

**Example:**

1. Ecuador it is one of **the least** diverse countries in the world.  
(True / False)

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

- Share your statements in the SGA CHAT to test your partners
- Check if the statements are True or False
- Correct the false statements



**Example:**

- Ecuador it is one of the least diverse countries in the world.  
(True / **False**)

Ecuador is one of the most diverse countries in the world





### 3. Listening Superlatives

Listen to ten statements using the superlative form of adjectives. Are the statements true or false?



- Listen and answer.



• **What is the biggest city in Japan?**

a) Tokyo      b) Osaka

• **What is the coldest place in the world?**

a) Antarctica    b) Alaska

• **When was the youngest person born?**

a) Just now    b) Last week

• **What is the largest land animal in the world?**

a) Hippo      b) Elephant

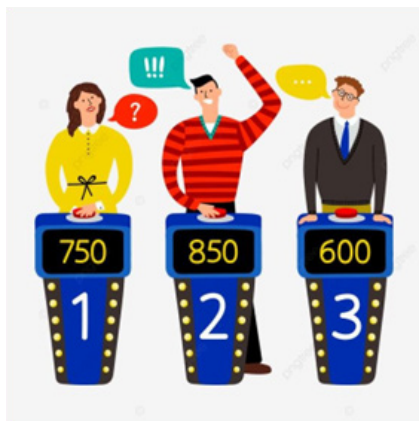
<https://www.soundgrammar.com/learn/L3-CEFR-A2/L3-10->



## 4. Speaking

### Quiz Show!

- Write three questions in each category using comparative and superlatives.
- Give one question 25 points, one question 50 points and one question 75 points.



<b>Mountains</b>	<b>Islands</b>
.....	.....
.....	.....
<b>Rivers</b>	<b>Cities</b>
.....	.....
.....	.....

- Group A: Choose one student to be the host
- Group B: Take turns choosing a category for 25, 50 or 75 points. Then answer the host's question. Play for five minutes.

Begin your conversation like this:

A: Are you ready?

B: Yes. I'll try (name of category) for 25 points.

A: Ok (Asks question)

B: (Answers question)

A: That's right! Or Sorry, that's not correct.

- Now change roles. Group B should choose a host and Group A should answer the questions. Play for five minutes. Which group wins the game?





## Lesson C:

### *How high is it?*

#### 1. Vocabulary: Numbers in English

0:00

416	59	15	13	42	80
273	1000	24	18	100	559
61	79	30	3		

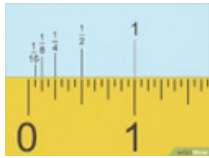
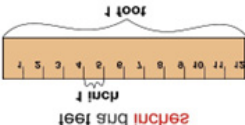
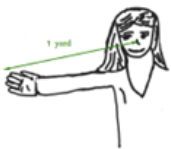

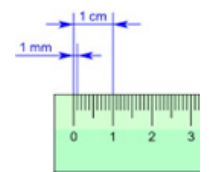
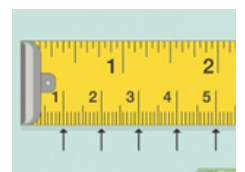
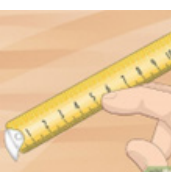

<input type="text"/>	eighteen	<input type="text"/>	five hundred and fifty-nine	<input type="text"/>	thirteen
<input type="text"/>	four hundred and sixteen	<input type="text"/>	eighty	<input type="text"/>	one thousand
<input type="text"/>	one hundred	<input type="text"/>	forty-two	<input type="text"/>	fifty-nine
<input type="text"/>	sixty-one	<input type="text"/>	two hundred and seventy-three	<input type="text"/>	fifteen
<input type="text"/>	twenty-four	<input type="text"/>	three		
<input type="text"/>	seventy-nine	<input type="text"/>	thirty		

Enviar respuestas

<https://wordwall.net/es/resource/30322627/numbers- from-1-to-1000>



## - Vocabulary: Measurement

Inch	Foot	Yard	Mile
			
Millimeter	Centimeter	Meter	Kilometer
			

## 2. Conversation

**Carla:** Hey, Diego! I heard you went to the Galápagos Islands last year. What was it like?

**Diego:** It was amazing! The islands are incredible, but the trip was pretty long. It's about 1,000 kilometers from the mainland, so it takes a while to get there.

**Carla:** Wow, that's far! I've always wanted to visit. How's the weather there?

**Diego:** The temperature stays pretty warm all year, usually around 25°C to 30°C. That's like 77°F to 86°F. It's much hotter than the mountains in Quito.

**Carla:** I can imagine! Quito is so high up. What's the altitude there again?

**Diego:** Quito is at 2,850 meters above sea level—about 9,350 feet. It's one of the highest capital cities in the world.

**Carla:** That's impressive. It's way higher than Guayaquil, which is almost at sea level.

**Diego:** Definitely. That's why Quito is cooler. The average temperature is around 15°C (59°F), which feels much colder, especially compared to the coast.

**Carla:** True. I prefer the coast, but it's interesting how the temperatures and altitudes vary so much across Ecuador, even though it's a small country.





### 3. Grammar: Questions with HOW

- Match the questions with the answers

- How far is the Galápagos Islands from the mainland? ( )
- How high is Quito? ( )
- How warm is the Galápagos Islands? ( )
- How high is Guayaquil? ( )
- How cool is the temperature in Quito? ( )



- a. It's around 25°C to 30°C.
- b. It's almost at sea level.
- c. It's about 1,000 kilometers.
- d. It's around 15°C.
- e. It's 2,850 meters above sea level.



- Complete the questions with the phrases in the box

How tall	How deep	How deep	How long	How far
----------	----------	----------	----------	---------

1. \_\_\_\_\_ is the Burj Khalifa in Dubai?

It's 828 meters tall.

2. \_\_\_\_\_ is the Great Wall of China?

It's over 8,800 kilometers long.



3. \_\_\_\_\_ is the Dead Sea below sea level?

It's 430 meters below sea level.

4. \_\_\_\_\_ is the distance between New York and London?

It's 11,000 kilometers.

5. \_\_\_\_\_ is Lake Baikal in Russia?

It's 1,410 meters deep.

- **Write the questions to these answers**

1. \_\_\_\_\_?

The Eiffel Tower is 330 meters tall.

2. \_\_\_\_\_?

The Amazon River is 7,000 kilometers long.

3. \_\_\_\_\_?

Mount Kilimanjaro is 5,895 meters high.

4. \_\_\_\_\_?

The distance from London to Sydney is 17,000 kilometers.



5. \_\_\_\_\_?

The Mariana Trench is 11,034 meters deep.

**1. Write an article about a place in your country or in another country that you think tourists would like to visit. Describe a place from the list.**

A beach	A desert	An island	A lake
			



A mountain	A river	A volcano	A waterfall
			

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## 2. Wrap-up

- What do you think is the cleanest place in your country?

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- Why is it so clean?

---

- How would you describe it to a friend?

---



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# UNIT

# 07



## PLANS

**BY THE END OF THIS UNIT YOU WILL BE ABLE TO:**

- » Talk about plans.
- » Leave phone messages.
- » Take phone messages.





## Lesson A:

### *What are you doing this weekend?*

#### 1. Warm-up:



What are your plans for the weekend?



-Which activities do you usually do and which ones would you like to try?

I usually \_\_\_\_\_

I would like to \_\_\_\_\_

## 2. Conversation

### - Listen and Practice

**Miah:** Hi, Tom! What are you doing this weekend?

**Tom:** Hi, Miah! I'm going to visit my grandparents on Saturday. How about you?

**Miah:** I'm meeting some friends at the park on Sunday. We're going to have a picnic and play some games.

**Tom:** That sounds fun! Are you bringing anything special for the picnic?

**Miah:** Yes, I'm baking a cake tomorrow. I found this new recipe online, and I can't wait to try it out. What time are you leaving for your grandparents?

**Tom:** I'm leaving early in the morning, around 7 AM, so we can spend the whole day together. We're planning to go hiking and maybe have lunch at their favorite restaurant.

**Miah:** That sounds like a perfect day! What else are you doing this weekend?

**Tom:** On Sunday, I'm going to catch up on some work. I have a few reports to finish. But in the evening, I'm planning to relax and maybe watch a movie. What about you?

**Miah:** I might go shopping on Saturday. I need to buy a gift for my sister's birthday next week. And if I have time, I'm thinking of playing the piano for an hour or two.

**- Listen again and answer. What are Sarah and Tom's plans for the weekend? Which expressions did they use to talk about their future activities?**



### 3. Grammar: Discussing future Activities and Plans



I **am meeting** some friends at the park.



I **am going** to visit my grandparents.

STRUCTURE	USAGE
Present Continuous	For planned or arranged events in the near future.
Be Going to+ Verb	For future intentions or plans.

Time Expressions
Tonight
Tomorrow
Next Week
On Saturday



**- Which statement is true?**

- We use present continuous and be going to
- A. To talk about past events.
- B. To talk about recent events in the present.
- C. To discuss future activities and plans.

## - Affirmative Statements

Subject + **am /is/are** + **verb + ing.**

Verb To Be	Contractions
I <b>am</b>	I'm
You <b>are</b>	You're
He <b>is</b>	He's
She <b>is</b>	She's
It <b>is</b>	It's
We <b>are</b>	We're
They <b>are</b>	They're

I'm <b>having</b> sushi for lunch.
You're <b>traveling</b> tomorrow morning.
She's <b>flying</b> to Galapagos next July.
He's <b>watching</b> the game on Friday.
She's <b>visiting</b> her parents next month.

## - Use the present continuous to complete the sentences.

1. My husband and I \_\_\_\_\_ to New York next week. (travel)
2. My boss \_\_\_\_\_ to Paris for a business meeting tomorrow. (go)



## - Negative Statements

Subject + **am /is/are** + **not +verb + ing.**

Verb To Be	Contractions
I <b>not am</b>	I'm <b>not</b>
You <b>not are</b>	You <b>aren't</b>
He <b>not is</b>	He <b>isn't</b>
She <b>not is</b>	She <b>isn't</b>
It <b>not is</b>	It <b>isn't</b>
We <b>not are</b>	We <b>aren't</b>
They <b>not are</b>	They <b>aren't</b>



I'm not **having** sushi for lunch.

You aren't **traveling** tomorrow morning.

She's not **flying** to Galapagos next July.

He's not **watching** the game on Friday.

She isn't **visiting** her parents next month.

### - Unscramble the negative sentences

1. is/ not/ seeing/ tomorrow/ the doctor/ John

---

2. Japan/ are not/ traveling/ to/ They/ next week.

---



### - Yes/ No Questions

Question	Short Answer
Are you visiting your grandparents next month?	Yes, I am. No, I am not.
Is she playing football on Friday?	Yes, she is. No, she isn't.
Is he hiking this weekend?	Yes, he is. No, he isn't.



- In pairs, look at Marvin's weekly planner. Then ask and answer the questions.



• What is he doing on Sunday?

---

• What is he doing on Tuesday?

---

#### 4. Grammar: Be going to for the future

##### - Affirmative Statements

Subject + **am is/are** + **going to** + **verb**.

I'm going to <b>have</b> sushi for lunch.
You <b>are going to travel</b> tomorrow morning.
They <b>are going to fly</b> to Galapagos next July.
He <b>is going to watch</b> the game on Friday.
She <b>is going to visit</b> her parents next month.



**- Use “be going to” to complete de sentences**

1. I’m going to \_\_\_\_\_my grandparents next weekend. (visit)
2. He is going to \_\_\_\_\_a new job soon. (start)



**- Negative Statements**

Subject + **am /is/are** + **not going to** + **verb**.

I’m <b>not going to have</b> sushi for lunch.
You <b>are not going to travel</b> tomorrow morning.
They <b>are not going to fly</b> to Galapagos next July.
He <b>is not going to watch</b> the game on Friday.
She <b>is not going to visit</b> her parents next month.

**- Unscramble the negative sentences**

3. I/ not/ going to/ tomorrow/ work / am/ work in the computer

---

4. hike/ are not/ in the mountain/ We/ going to.

---

**- Yes/ No Questions**

Question	Short Answer
Are you going to visit your grandparents next month?	Yes, I am. No, I am not.
Is she going to play football on Friday?	Yes, she is. No, she isn’t.
Is he going to hike this weekend?	Yes, he is. No, he isn’t.

- Match the questions in Column A with the appropriate answers in Column B.

1. Are you going to watch the game tonight?
2. Is he going travel next week?
3. Are they going to move to a new city?
4. Is she going to cook dinner tonight?
5. Are we going to have a meeting tomorrow?

- a. No, she isn't. She is going to rest.
- b. Yes, I am.
- c. Yes, he is. He's visiting New York.
- d. No, we aren't. It was postponed.
- e. Yes, they are. They're moving to Chicago.

## More exercises

• Let's practice present continuous.

<https://wordwall.net/play/35638/312/503>



- Use the words to write arrangements in the future. Use Present Continuous.

- Andrew — go to the dentist — on Thursday

**Andrew is going to the dentist on Thursday**

- They — meet their friends — tonight

\_\_\_\_\_

- My brother — get married — next March

\_\_\_\_\_

- Matthew and Sam — play tennis — this afternoon

\_\_\_\_\_

- We — go out — this evening

\_\_\_\_\_

- Emma — fly to Italy — on Monday

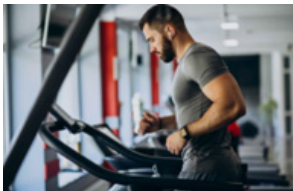
\_\_\_\_\_





• Let's practice with "be going to".

<https://wordwall.net/es/resource/35807>



- Complete the sentences using the correct form of "be going to":

- I \_\_\_\_\_ (go) to the gym after work.
- They \_\_\_\_\_ (not/ attend) the concert next week.
- \_\_\_\_\_ (you visit) your parents this weekend?
- She \_\_\_\_\_ (buy) a new car soon.
- We \_\_\_\_\_ (not take) a vacation this year.

• Pair work: Let's practice with a friend. Click the link to spin the

<https://wordwall.net/play/35013/079/425>



## 5. Wrap-up:

- When do we use present simple and be going to?

**Tell the class :**

1. What are you going to do after class?

---

---

2. Do you have any plans for tonight?

---

---

3. What are you doing this weekend?

---

---

4. Are you going to travel anywhere this year?

---

---





## Lesson B:

### *Can I speak to ...?*

#### 1. Warm-up:

#### Taking Messages



- Have you ever taken a message? Who for?

- What information did you get?

#### 2. Conversation

##### • Listen and Practice



**Omar:** Hi, Leyla! Do you have a minute? I need a favor.

**Leyla:** Sure, Omar. What's up?



**Omar:** Can you tell Sarah that the meeting has been moved to 10 AM tomorrow? It was originally scheduled for 9, but there's been a change.

**Leyla:** No problem, I'll let her know. Is there anything else I should tell her?

**Omar:** Yes, actually. Please ask her to bring the report she was working on. We'll need it for the discussion.

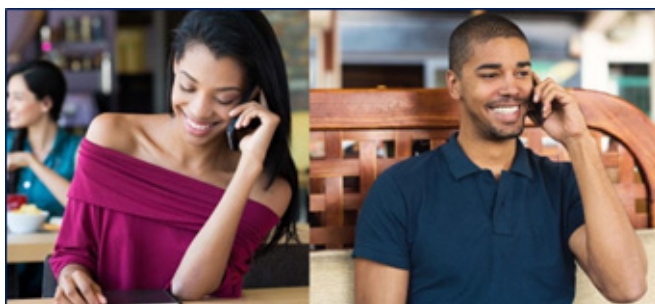
**Leyla:** Got it. I'll make sure she gets all the messages.

**Omar:** Thanks, Leyla. I really appreciate it.

- Listen again and answer. What does Omar ask Leyla to do? What time was the meeting originally scheduled for? What does Omar want Sarah to bring to the meeting?

### 3. Grammar: Leaving and taking phone messages

Situation	Structure	Example
Giving someone information directly.	Tell + [person] + [information]	Can you tell Sarah that the meeting is at 10 AM?
Used when requesting someone to do something or asking for information.	Ask + [person] + to + [action]	Please ask Sarah to bring the report.



• **Read the conversation again and:**

- Identify the sentences where “tell” and “ask” are used.
- Explain why Omar uses “tell” for the meeting time and “ask” for the report.

**Omar:**Hi, Leyla! Do you have a minute? I need a favor.

**Leyla:**Sure, Omar. What’s up?

**Omar:**Can you tell Sarah that the meeting has been moved to 10 AM tomorrow? It was originally scheduled for 9, but there’s been a change.

**Leyla:**No problem, I’ll let her know. Is there anything else I should tell her?

**Omar:**Yes, actually. Please ask her to bring the report she was working on. We’ll need it for the discussion.

**Leyla:**Got it. I’ll make sure she gets all the messages.

**Omar:**Thanks, Leyla. I really appreciate it.



• **Roleplay**

- **Student A:** Omar
- **Student B:** Leyla

• **Then change the roles**



### Scenario 1:

Omar tells Leyla to inform John, their classmate, that the class is canceled. He also asks her to ask John to email the teacher their English project.

### Scenario 2:

Leyla tells Omar to ask Sam to bring snacks for the meeting. She also asks him to tell Sam, their coworker, that the meeting is in room 202.

- In pairs, create your own dialogue in pairs, using “tell” and “ask” based on real or imagined situations

### Example :

**Person A:** “Hi [Person B], do you have a minute? I need you to relay some information.”

**Person B:** “Sure, what do you need?”

**Person A:** “Can you tell [Person C] that [specific information]?”

**Person B:** “No problem, anything else?”

**Person A:** “Yes, please ask [Person C] to [specific action].”

**Person B:** “Got it, I’ll let them know.”



## 4. Exercise

• **Read the messages: Write them in another way using tell or ask**

1. For: **Ms. Sanchez**

*Message:* The English exam has been moved to 2 PM. Please arrive on time.

Please, tell Ms Sanchez that the exam has been moved to 2PM. Could you ask her to arrive on time.

---

2. For: **Mr. Loor**

*Message:* The presentation files are ready. Can you review them by the end of the day?

---

3. For: **Ms. Zapata**

*Message:* The team lunch is scheduled for 1 PM. Don't forget to bring the salad.

---

4. For: **Mr. Cedeño**

*Message:* The package has been delivered to the office. Pick it up at the reception desk.

---

5. For: **Ms. Alava**

*Message:* The annual meeting has been rescheduled to next Monday. Could you inform the team?

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## Lesson C:

### *I don't have time!*

#### 1. Warm-up:

- Are you an organized person?
  - What do you do when you are too busy?
- 
- **Read the articles and answer the questions.**

### TIME MANAGEMENT

#### 1. Make a To-Do List

Start your day with a list of tasks. Write the most important things at the top. Check them off when you finish. This helps you stay organized.

#### 2. Set Priorities

Not all tasks are equal. Do the important ones first. If something can wait, do it later. This helps you focus on what matters.

#### 3. Take Breaks

Don't work for hours without a rest. Take short breaks every hour. This keeps your mind fresh and your energy high.

#### 4. Avoid Distractions

Turn off your phone when you work. Find a quiet place. Focus on one task at a time to finish faster.

#### 5. Use a Timer

Set a timer for each task. Work hard until the timer rings. This helps you stay focused and manage your time better.

#### 6. Plan Your Day

Take five minutes each morning to plan your day. Decide what you want to finish. This gives you a clear goal and direction.

#### 7. Don't Multitask

Do one thing at a time. When you focus on one task, you do it better and faster. Multitasking slows you down.





## 8. Set Time Limits

Give each task a specific amount of time. Don't spend too long on one thing. This helps you finish more work in a day.

## 9. Use the Evenings Wisely

Use your evenings to prepare for the next day. Organize your space and write down your tasks. This makes your mornings easier.

## 10. Stay Consistent

Try to follow a routine every day. When you do the same things regularly, you save time. This helps you manage your day better.

### 1. What should you do first when starting your day?

- a) Go for a walk
- b) Make a to-do list
- c) Watch TV
- d) Eat breakfast

### 2. What should you do when tasks are not equal in importance?

- a) Do the easy ones first
- b) Do the important ones first
- c) Do the fun tasks first
- d) Ignore the hard tasks

### 3. How often should you take breaks?

- a) Every hour
- b) Every 10 minutes
- c) Once a day
- d) After you finish everything

**4. What should you turn off to avoid distractions?**

- a) The lights
- b) The TV
- c) Your phone
- d) The computer

**5. What helps you stay focused when working?**

- a) Reading a book
- b) Setting a timer
- c) Talking to friends
- d) Watching videos

**6. When should you plan your day?**

- a) In the afternoon
- b) Before bed
- c) In the morning
- d) During lunch

**7. Why should you avoid multitasking?**

- a) It slows you down
- b) It makes you happy
- c) It helps you focus
- d) It is fun

**8. What should you do to finish more work in a day?**

- a) Set time limits for tasks
- b) Work all night
- c) Take long breaks
- d) Work without stopping



## 9. What should you do in the evening to help the next day?

- a) Watch TV
- b) Prepare your tasks
- c) Go out with friends
- d) Sleep late

## 10. How can you manage your day better?

- a) Change your routine every day
- b) Stay consistent with your routine
- c) Do things at random times
- d) Skip planning altogether

## 2. Writing

- Write messages to each other with requests for your classmates.

### Give the messages to your classmates.

**A:** Hi, Jules. I have a message from Sandra. We have a test tomorrow.

**B:** Hi, Marcella. I have a message from Chris. Would you like to have dinner with us after class?

## 3. Wrap-up:

1. What are the key differences between "tell" and "ask"?

2. When do we use "tell" and when do we use "ask"?

3. Please make two examples with TELL and two with ASK.







# UNIT 08

## **CHANGING IS PART OF GROWING!**

### **BY THE END OF THIS UNIT YOU WILL BE ABLE TO:**

- » Discuss changes in people's lives.
- » Talk about plans, expectations, and aspirations.



## Lesson A:

### *I haven't seen you in ages!*

#### Warm-up:

Which of these events are the most important changes? Explain.		
turn 18	graduate from high school	buy a house
adopting a pet	change schools	get married
first day of school	get promoted	get a driver's license
moving to a new city	get a job	retire

#### 1. Conversation

**Letty:** Ashley, Is that you?

**Ashley:** Leticia, I can't believe it. How have you been?

**Letty:** I've been good! It's been a long time. How about you?

**Ashley:** I know! It's been a while. I'm doing well. I'm almost done with my studies. I'm writing my final paper now.



**Letty:** That's great! Congratulations! I just finished my degree too. I'm working now at a small company.

**Ashley:** That's awesome! What kind of work are you doing?

**Letty:** I help with social media and writing. It's very interesting, and I like it a lot.

**Ashley:** Sounds cool! Remember when we talked about traveling after school?

**Letty:** Yes, I remember! We never went. Maybe we can plan something again.

**Ashley:** That would be great. Let's keep in touch and make it happen.

**Letty:** Yes, definitely! It's really nice to see you again.

**Ashley:** You too! Let's exchange numbers and set up a time to talk again soon.

**Letty:** Good idea. Here's my number. Just text me!

**Ashley:** Perfect, I've saved it. I'll send you a message.

**Letty:** Thanks, and good luck!

**Ashley:** Thanks! See you soon!

**Letty:** See you!



## 2. Grammar: Talking about changes in someone's life.

• You can use several tenses to describe change - present tense, past tense, and present perfect.

With the present tense	With the present perfect
I <b>don't live</b> in an apartment in Miami anymore.	I've just <b>started</b> a new business.
I <b>have</b> a house now.	I've <b>sold</b> my car.
With the past tense	With the comparative
I <b>moved</b> to Orlando.	My new apartment is <b>less comfortable</b> than the previous one.
I <b>got</b> promoted.	You are <b>more attractive</b> now.



• **Simple present**



- Rosalia **has** a stressful **life now**.
- She **studies** in the **mornings** and works in the **afternoons**
- She **has** a boyfriend **now**.
- She doesn't play with dolls anymore.
- She likes to go dancing on weekends.

Subject	Verb	Example
I/ You/ We/ They	Speak; Live	-I speak Spanish now. -You live in Italy.
He / She / It	Speaks; Lives	-She speaks French now. -Mary lives in Paris now.

**Third person needs the final "s" in affirmative sentences.**





• **Present Simple- Negative**

Subject	Auxiliary	Verb
I/ You/ We/ They	Don't	Speak... Need... Like...
He / She / It	Doesn't	Speak... Need... Like...

**Third person verbs lose the final "s" in negative sentences.**

**Examples:**  
 -He doesn't speak Spanish anymore.  
 -She doesn't live in a big house anymore.

• **Rewrite the sentences using Present Tense**

- Rachell doesn't wear pants anymore.  
She wears dresses (dresses)
  
- Chandler doesn't live in the countryside anymore.  
\_\_\_\_\_ (in the city)
  
- Monica isn't so shy anymore.  
\_\_\_\_\_ (more friendly)

## • Past Simple

- She **moved** to her own apartment. She bought a new car.
- She **started** the university, last year. She graduated from high school.
- She **learned** French and Japanese.



## • Affirmative

Subject	Verb
I/ you / we/ they/ he/ she/ it	Lived...

Past tense regular verbs end in **-ed**

### Examples:

- I **lived** in London
- She **lived** in Paris
- He **watched** a movie
- They **wanted** a holiday

There is only one form of each verb in the past simple tense.

## • Negative

Subject	Auxiliary	Verb
I/ you / we/ they/ he/ she/ it	Didn't	Live... Need...

The verb is not in the past tense in negative sentences "didn't" tell us it is a past tense



### Examples:

-I didn't **live** in London

-She didn't **live** in Paris

-He didn't **watch** a movie

They didn't **want** a holiday

### • Question

Did	Subject	Verb
Did	I/ you / we/ they/ he/ she/ it	Live...? Need...?

### • Present Perfect



- She has gone to Europe twice. She has lost weight.
- She has changed her nail style. She has cut her hair.
- She has changed her job.

### • Affirmative

Subject	Auxiliary	Past Participle
I/ you / we/ they/ he/ she/ it	Have/ has	Lived... Studied... Eaten...



• **Negative**

Subject	Auxiliary	Past Participle
I/ you / we/ they/ he/ she/ it	Haven't / hasn't	Lived... Studied... Eaten...

• **Question**

Auxiliary	Subject	Verb
Have Has	I/ you / we/ they/ he/ she/ it	Lived...? Studied...? Eaten...?

Complete the sentences with the information in the box. Use the present perfect.

move to a new apartment   retire   buy a bigger car   dye her hair

1. Derek \_\_\_\_\_. His previous neighborhood was too noisy.

2. Ana and Mike \_\_\_\_\_. They now have three children.

3. Megan \_\_\_\_\_ purple. She looks cool!

4. My parents \_\_\_\_\_. They want to live in Cuenca.



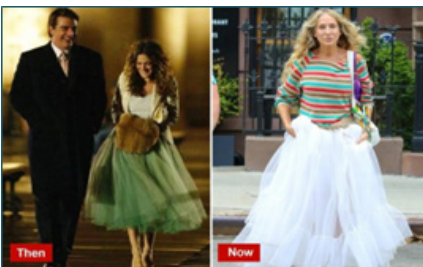
## • The Comparative

- Her life is **more stressful** now. Her apartment is **bigger**.
- Her hair is **longer** now.
- Her car is **faster** and more comfortable.
- Her life is **more interesting** this year.



Base form	Adjective	Comparative
1 syllable	 <b>strong</b>	add -er <b>stronger</b>
2 syllable ending in -y	 <b>funny</b>	drop -y and add -ier <b>funnier</b>
2/3/4 syllables	 <b>famous</b>  <b>beautiful</b>	more + adjective <b>more famous</b> <b>more beautiful</b>

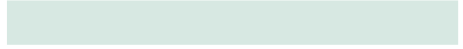
## • How have they changed?




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• **Prepare your answers:**

- **How have you changed in the last year?**

1. With the present tense: e.g. I wear glasses now.



2. With the comparative: e.g. I'm more outgoing than before.



3. With the past tense: e.g. I got married last year.



4. With the present perfect: e.g. I've moved to a new apartment.





## Lesson B:

### Planning your future

#### 1. Warm-up

- Complete the Word map with phrases

Grow a mustache	Take art/music lessons	Open a savings account	Wear contact lenses	Get a credit card
Improve my English vocabulary	Learn a new sports	Study abroad	Pierce my ears	Get a bank loan
Get a job	Cut my hair short	Change my hair	Get a pay raise	Learn how to dance

#### APPEARANCE

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>




#### MONEY

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

#### SKILLS

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

#### 2. Conversation

**Alex:** Hi Jordan, congrats on finishing school! What will you do now?

**Jordan:** Thanks, Alex! I would like to work in marketing. I think it's interesting and a good start for my career.



**Alex:** That's great! I would love to know more. Are you applying to certain companies?

**Jordan:** Yes, I plan to apply to a few marketing companies in the city. I hope I can get an internship that might turn into a job.

**Alex:** Sounds good! I want to work in tech. I am looking for a job as a software developer. I've been practicing my coding skills.

**Jordan:** That's cool! Do you have any companies in mind?

**Alex:** I'm thinking about some tech startups. I would love to be part of a small team and learn a lot. What about you? Any dream companies?

**Jordan:** I'd love to work for a company that is creative. I hope I can find a place that helps me grow and think of new ideas.

**Alex:** Good luck with that! It sounds like we both have exciting plan. Let's keep in touch and see how things go.

**Jordan:** Yes, let's do that! Good luck with your job search!

• **Have you changed in any of these areas?**

**Verb + Infinitive**

**-Use the structure verb + to + verb to talk about plans, wishes, expectations, and aspirations.**

Verb + to + verb to talk about the future	
<b>Plans</b> <ul style="list-style-type: none"><li>• I'm going to get a good job in a big company</li><li>• I plan to start a new online course.</li></ul>	<b>Expectations</b> <ul style="list-style-type: none"><li>• I hope to make enough money.</li><li>• I hope to travel to the U.S. after I graduate.</li></ul>
<b>Wishes</b> <ul style="list-style-type: none"><li>• I want to live in the countryside.</li><li>• I want to work overseas.</li></ul>	<b>Aspirations</b> <ul style="list-style-type: none"><li>• I'd like to travel abroad.</li><li>• I'd love to start a new business.</li></ul>





## - What are your plans for the future?

- What are you going to do after this class?

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- Do you plan to go to the gym?

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- What other languages would you like to learn?

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- What countries would you like to visit? Why?

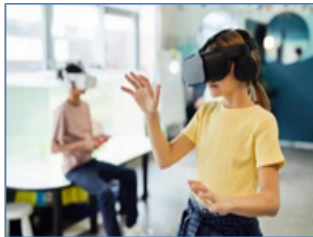
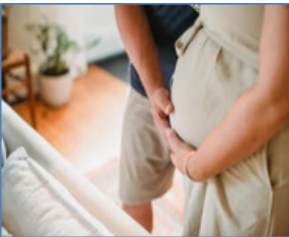
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- Do you want to get a (new) job in a few years?

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- What other changes do you hope to make in your life? Why?

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### 3. Practice

- Write four sentences about your plans. Three are true one is false. Use words from your vocabulary log.

I hope to get married next year.	
I plan to take a French course.	
I'd like to change my style.	
I want to get an internship.	

- Think about your personal and professional life. What are your plans? Complete the sentences

1. I hope to \_\_\_\_\_
2. I'd like to \_\_\_\_\_
3. I plan to \_\_\_\_\_
4. I don't want to \_\_\_\_\_
5. I don't plan to \_\_\_\_\_
6. I'm not going to \_\_\_\_\_
7. I'd love to \_\_\_\_\_





## Lesson C:

### *Our possible future*

- Here are some people's dreams for their future. What does each person hope to do or be? Write an (E) in Emma and (R) in Rodrigo's plans

	<input type="checkbox"/>	I plan to practice law.	
	<input type="checkbox"/>	I'm going to be a cooker.	
	<input type="checkbox"/>	I hope to be a teacher.	
	<input type="checkbox"/>	I'd like to be a journalist.	
	<input type="checkbox"/>	I'd really love to play Hamlet.	
	<input type="checkbox"/>	I hope to have a family.	

**Emma**

**Rodrigo**



## 1. Reading

### A. Read the article.

#### Milestones

A milestone is an important event in someone's life. Here there are ten milestones in the United States:

##### 1. First day of school

The first day of school is exciting and scary. You meet your teacher and new friends. You learn about the classroom and the rules. You bring your backpack with all your school supplies.

##### 2. Getting a driver's license

A driver's license gives you more freedom. You can drive a car when you are 16 years old in most states. You must pass a driving test to get it. This allows you to travel without needing someone to drive you.

##### 3. Sweet sixteen

Many people celebrate turning 16 in the U.S. with a party. It is a special birthday because you are becoming more grown-up. Some teens get their first car as a gift. It's a fun day shared with friends and family.

##### 4. Turning 18 years old

When you turn 18, you become an adult in the U.S. You can vote in elections and get a job without restrictions. You have more responsibilities, and your parents cannot make decisions for you anymore. It's an important step in life.



## 5. Graduating from High School

Graduating from high school is a big accomplishment. It shows you completed 12 years of education. Many students wear a cap and gown during the ceremony. After graduation, students either get a job or go to college.

## 6. Being accepted to college

Getting into college is exciting for many students. You receive a letter or email saying you are accepted. You will choose your classes and move to campus. This is the first step to getting a degree for your future career.

## 7. Getting married

Marriage is a big event in life. People celebrate it with a wedding. You choose a partner and make promises to each other. It marks the start of a life together.

## 8. Buying a house

Buying a house is an important milestone. You choose a home that fits your needs. You save money and pay a down payment to buy it. It is a big responsibility and a place to call your own.

## 9. Having a first Child

Having a first child is a life-changing event. Parents must take care of their baby and help them grow. It brings joy but also a lot of work. Families grow when a new baby is born.

## 10. Retiring from Work

Retiring means you stop working after many years. People retire when they are around 65 years old. They can now enjoy hobbies, travel, and relax. Retirement is the beginning of a new chapter in life.



## B. Choose the correct answer.

1. What do you bring on the first day of school?
  - a) Money
  - b) A backpack with supplies
  - c) Your driver's license
  - d) A graduation cap
  
2. What do you need to pass to get a driver's license?
  - a) An eye test
  - b) A car exam
  - c) A driving test
  - d) A written paper
  
3. What is a common gift for a Sweet Sixteen?
  - a) A book
  - b) A bicycle
  - c) A car
  - d) A cake
  
4. What new right do you get when you turn 18?
  - a) You can drive
  - b) You can vote
  - c) You can get a job
  - d) You can retire
  
4. What new right do you get when you turn 18?
  - a) You can drive
  - b) You can vote
  - c) You can get a job
  - d) You can retire



6. How do you know you are accepted to college?

- a) You see your name on TV
- b) You get a letter or email
- c) You receive a phone call
- d) You go to a meeting

7. What happens at a wedding?

- a) People make promises
- b) People buy gifts
- c) People sell houses
- d) People move in together

8. What is needed to buy a house?

- a) A diploma
- b) A passport
- c) A down payment
- d) A key

9. What do parents do for their first child?

- a) Go on a vacation
- b) Take care of the baby
- c) Buy a pet
- d) Travel the world

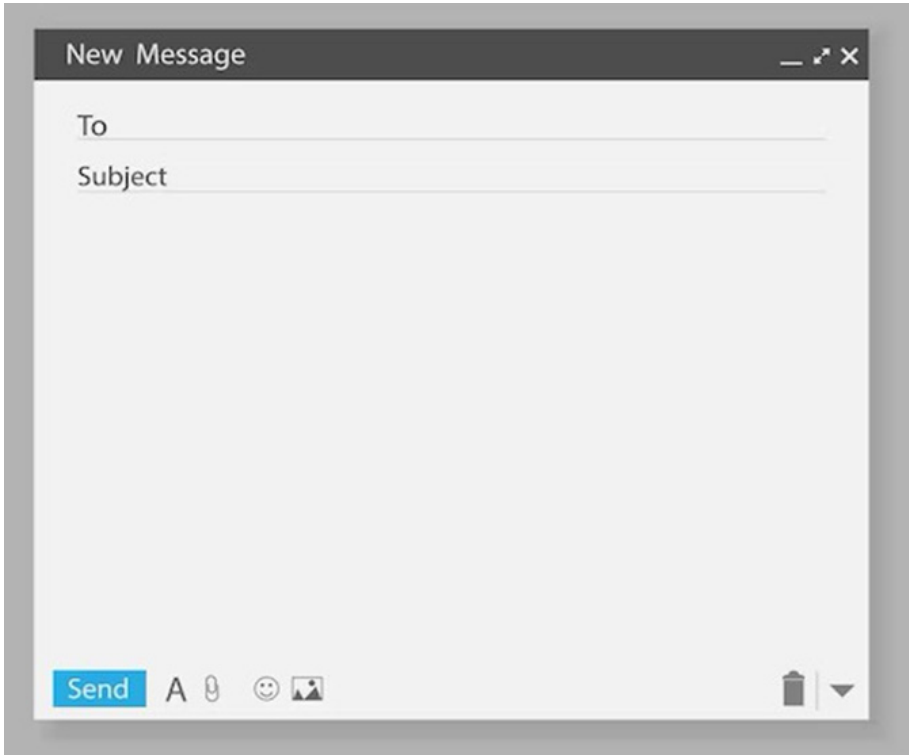
10. What age do many people retire in the U.S.?

- a) 55
- b) 60
- c) 65
- d) 70



## 2. Writing

- Write to your teacher about your plans for the class trip abroad.



The image shows a screenshot of a 'New Message' email composition window. The window has a dark grey title bar with the text 'New Message' and standard window control icons (minimize, maximize, close). Below the title bar, there are two input fields: 'To' and 'Subject'. The main body of the window is a large, empty white area for writing the message. At the bottom of the window, there is a toolbar with a blue 'Send' button, an 'A' icon for text formatting, a paperclip icon for attachments, a smiley face icon for emojis, and a picture icon for inserting images. On the right side of the toolbar, there is a trash can icon and a dropdown arrow.





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This English language book is designed to review and expand the basic language taught in previous levels, helping learners further develop the skills needed for everyday conversations. Its goal is to support learners in reaching an A2 level of proficiency according to Common European Framework of Reference for Languages (CEFR). The book builds on previous knowledge, reinforcing vocabulary, grammar, and sentence structures to help learners communicate confidently in common situations. The book is divided into eight units, each containing three lessons that cover a range of interesting topics. These include themes relevant to daily life, such as travel, ordering food in a restaurant, and social interactions. The content is beautifully illustrated, making the material visually engaging and easy to follow, which enhances comprehension and retention of the language. Teaching in this book is aligned with modern approaches in Teaching English as a Foreign Language (TEFL). It incorporates interactive learning, focusing on student-centered activities that promote communication and real-life language use. The lessons encourage active participation, integrating listening, speaking, reading, and writing to create a balanced learning experience. In conclusion, this book offers a comprehensive yet engaging approach for learners aiming to reach A2 proficiency, building a strong foundation for further language study.



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