



05

# 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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**Dra. Yenny Torres Navarrete, PhD**

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## Prologue Introduction

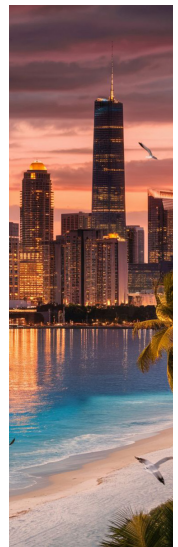
### Unit 1. CHERISHED MOMENTS

Pages	Lessons	Content	Grammar	Vocabulary
14	1A. Where were you born?	Affirmative, negative and questions of past tense of verb to be	Past tense of verb to be	Indoor and outdoor activities
25	1B. I used to play when I was a child	Memories, used to	Used to	Free time activities
33	1C. Goals	Reading about goals; infinitives	Infinitives	Goals



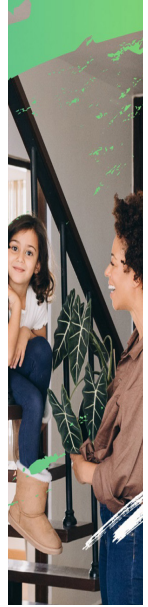
### Unit 2. CITY LIFE

Pages	Lessons	Content	Grammar	Vocabulary
39	2A. What's there in your city?	Compound Nouns City transport and services.	Expressions of Quantity with count and non count nouns.	Places and things in a city or a town.
46	2B. Essential Questions for Tourists.	Essential Questions asked by tourists.	Indirect Questions from Wh questions.	Places and things in a city or a town.
50	2C. Most Joyful Cities Globally.	Skills.	Reading Listening Writing Speaking.	Words related to the happiest places in the world.



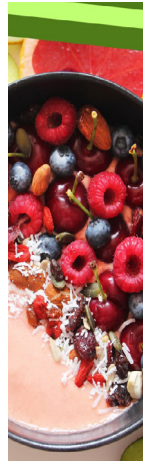
## Unit 3. CHANGES MADE EASY

Pages	Lessons	Content	Grammar	Vocabulary
56	3A. Is your apartment comfortable?	Describing houses, apartments and offices comparing and evaluating them.	Evaluations and Comparisons with Nouns and with Adjectives.	Positive and Negative adjectives to describe houses.
61	3B. State a desire.	I wish I could enjoy my life fully!	I wish I could how to make wishes.	Verbs and phrases to make a desire.
65	3C. Living life with simplicity.	Skills.	Pronunciation Listening Reading Writing Speaking.	Words which people use to describe a simple life.



## Unit 4. DID YOU EVER EAT IT?

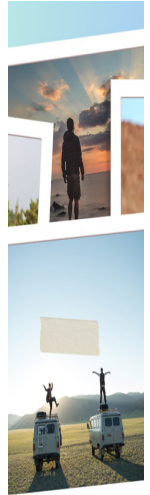
Pages	Lessons	Content	Grammar	Vocabulary
70	4A. I definitely want to try it!	Reading about reviews of restaurants; simple past and present perfect.	Simple past vs Present perfect.	Ecuadorian food.
78	4B. Cooking for everyone.	Preparation of food; sequence adverbs.	Sequence adverbs.	Cooking methods.
85	4C. Your best recipe.	Reviews of restaurant; gerunds.	Gerunds.	Vegetables and fruits.





## Unit 5. HITCH HIKING

Pages	Lessons	Content	Grammar	Vocabulary
92	5A. Plans for the weekend.	Activities and hobbies Sports.	Use of going to and will.	Words of activities and hobbies.
97	5B. A pleasant journey.	Places around the world.	Modals of necessity and modals for suggestions.	Modals.
101	5C. Plans and suggestions.	Online Links.	Use of will vs going to Modals necessity giving suggestions.	Autonomous Work.



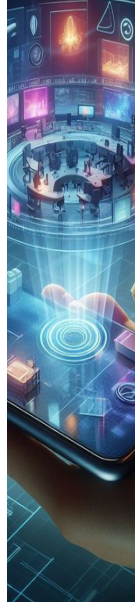
## Unit 6. YES, I WILL HELP YOU!

Pages	Lessons	Content	Grammar	Vocabulary
108	6A. Turn it up.	Everyday chores at home.	Housework and complaints.	Verbs, nouns and pronouns.
114	6B. Could you pick it up?	Reading about places to stay, writing about requests for problems; modals.	Two part verbs; requests.	Household chores.
122	6C. Yes, I will!	Skills.	Reading Listening Writing Speaking.	Words related to making a request.



## Unit 7. WHAT CAN THIS BE USED FOR?

Pages	Lessons	Content	Grammar	Vocabulary
129	7A. The Role of Technology in our daily lives.	Inventions Troubleshooting a Battery Issue solving a battery Problem Electronic device.	Infinitives and Gerunds for uses and purposes.	Essential Inventions for Modern Life
138	7B. Make sure to upload your homework.	Get Connected Ready to Submit Avoiding Mistakes How do you use your smartphone?	Infinitives and imperatives in technology.	Power Up
144	7C. The Sharing Economy.	The Sharing Economy Helps Everyone.	Stress and Rhythm.	Asking for help



## Unit 8. IT'S CELEBRATION TIME!

Pages	Lessons	Content	Grammar	Vocabulary
148	8A. Celebration.	Collocations Valentine's Day Lovers 'Holiday Exploring cultural festivities.	Relative clauses of time.	Collocations.
156	8B. Cultural Customs	Special Days Let's Celebrate Celebrating traditions My personal traditions.	Adverbial clauses of time.	Special Days.
163	8C. New year's traditions.	Experiencing the Rio de Janeiro Carnival. The Festival of the Sun .	Stress and Rhythm.	New year's Eve a night of Celebration.



## 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



## **CHERISHED MOMENTS**

- » Students will use the past tense of “to be” to talk about past events.
- » Students will describe past habits “used to” to talk about childhood.
- » Students will express future goals using infinitives.

# Lesson A

## Where were you born?

### A. VOCABULARY

#### Getting to Know You



**Sarah Jones**



**Alex Smith**

**Hometown:**

New York City, New York, U.S.A.

**Employer:**

Metropolitan Medical Center

**Interests:** I enjoy watching films, playing computer games, socializing, and culinary activities.

**Email:**

sarah.jones@cambridge.edu

**Hometown:**

Sydney, Australia

**Employer:**

Harbour Recreation Center

**Interests:** I am passionate about skiing, swimming, and camping— essentially anything outdoors. I am currently learning how to skateboard.

**Email:**

alex.smith@cup.org

**1. Read the captions above and talk about each person.**

- a) What do you know about them?
- b) Do they like outdoor activities?

**2. Write a short paragraph about themselves in the chat, including their hometown, job (or field of study), and interests.**

Example: “I am from Quito, Ecuador. I am a student at Central University. I enjoy reading books, hiking, and cooking...”



### 3. Read the following conversation and practice with a partner

**Receptionist:** Good morning, Brownton swimming pool.

**Tyrone:** Hello, I'd like some information about the water polo club.

**Receptionist:** Yes, of course. We have an under 14s club, an under 16s club an under 18s club and an adult's club. How old are you?

**Tyrone:** I'm 18.

**Receptionist:** OK, so you want the under 18s club.

**Tyrone:** Yes.

**Receptionist:** Just a moment ... yes, we have two places in the under 18s club.

**Tyrone:** When do they train?

**Receptionist:** Let's see, the under 18s train two evenings a week, On Mondays...! No, sorry! On Tuesdays and Thursdays from 6:30 – 8:00pm. . And matches are on Saturday mornings.

**Tyrone:** When does the training start?

**Receptionist:** Training starts next week, on September 2nd.

**Tyrone:** OK. And how much are the classes?

**Receptionist:** Classes are free for under 18s.

**Tyrone:** Great! What do I have to do to join?

**Receptionist:** You have to come to the swimming pool and complete a form. You need to bring a photograph too.

**Tyrone:** OK.

**Receptionist:** Can I take your name?

**Tyrone:** Yes, it's Tyrone Williams.

**Receptionist:** OK, thanks. Tyrone.

**Tyrone:** Thanks. Bye.



**4. Do this exercise while you read. Circle True or False for these sentences.**

a.-There are four different age groups that play water polo.	True / false
b.-Tyrone wants to join the under 14s club.	True / false
c.-The under 16s water polo team train three times a week.	True / false
d.-The under 16s train on Monday and Thursday.	True / false
e.-Water polo matches are played on Saturdays.	True / false
f.-You have to pay to join the water polo classes for under 18s.	True / false
g.-You need to bring a photo to register at the swimming pool.	True / false
h.-Training for the water polo team starts this week.	True / false

**5. Put the words in the correct group.**

Badminton	Table tennis	Basketball	Water polo	Football
Diving	sailing		Rugby	Golf

Water Sport	Indoor Sport	Outdoor Sport

**B. READING**

***Gym, and how to become a member***

You don't want just a gym membership. You want a membership that means something. And that means you need support, expert help and a community.

Best Body Fitness isn't just a gym: it's a full-service fitness membership made for you.

Here's how it works:

**STEP ONE:** Your assessment





We begin with an assessment session. This is a chance for you to see what we do at Best Body. Our assessment plans are no-cost and no-risk. We'll also make a training plan specifically for you.

**STEP TWO:** Your training

When you decide to become a Best Body member, we show you what to do, how to do it and why you are doing it. After a few sessions with an expert private trainer, you will feel comfortable working out on your own. But don't worry, we'll always be nearby if you have questions.

**STEP THREE:** Your membership

Membership works on a month-to-month basis. There are no sign-up fees and no cancellation fees. Start and stop whenever you want. And the best part? Our fees are the most competitive in the whole downtown area.

**STEP FOUR:** Your community

At Best Body Fitness, we see everyone as part of a big team. And when you work with a team, you can do great things. Join any of our specialized classes, led by expert instructors. Come to our nutrition classes. Participate in our regular social events. Everything is included in your fee.

Finally, we wanted to share with you some reasons why our members say that they have chosen us over any other fitness center in the city.

**It's so EASY**

Easy to start, stop, cancel or refund a membership.

Easy to access – we're open 24/7, we never close.

Easy to do exercise – we have lots of equipment, no long wait.

Easy results – our trainers and equipment give you success, fast.

Easy to find – in the center of town, near public transport and with parking.

**It's WONDERFUL**

Wonderful members

Wonderful trainers and staff

Wonderful equipment



Wonderful energy  
Wonderful location

## 2. Answer the following statements according to the reading.

- |  |              |
|--|--------------|
| 1.- The first visit to the club is free                        | True / false |
| 2.- Everybody gets the same training plan                      | True / false |
| 3.-At this gym, you always do exercise with an expert trainer  | True / false |
| 4.-If you stop your membership, you don't have to pay anything | True / false |
| 5.- This gym says it's the best value for money                | True / false |
| 6.-Nutritious classes cost a little bit extra                  | True / false |
| 7.- The gym is open at 4 o'clock in the morning                | True / false |
| 8.- The gym is outside of town                                 | True / false |

### ***Grammar: Past tense of verb "To be"***

Structure: Subject + was / were + (complement)

I was at the park yesterday.



We were at the concert last night.



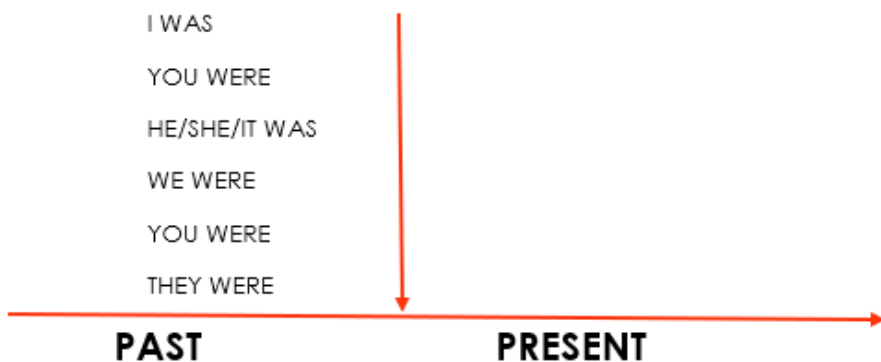
The past tense of "be" is "was" and "were." Here are the forms:



Subject	Was - were
*I	Was
*YOU	Were
*HE/SHE/IT	Was
*WE	Were
*YOU	Were
*THEY	Were

### ***The Past of "Be" - Use***

The past tense of the verb "be" is "was" and "were." These forms are used to describe actions, states, or conditions that occurred or were true at a specific time in the past.



#### **Which statement is true?**

We use the Past Tense of Be...

- A. ... is used to describe actions that will happen in the future.
- B. ... is used to describe states, locations, or conditions that existed at a specific time in the past.
- C. ...is used only for describing actions in the present.



## Affirmative Sentences - Subject + was/were + (complement)

Subject	To Be	Examples
I	was	I was tired this morning.
You	were	You were very good.
He	was	He was the best in his class.
She	was	She was late for work.
It	was	It was a sunny day.
We	were	We were at home.
You	were	You were on holiday.
They	were	They were happy with their results.

### Examples

- I was happy.
- You were late.
- He/She/It was at the party.
- We were tired.
- They were Friends.

### 1. Complete the sentences using the past tense of “be” (was/were):

- Yesterday, I \_\_\_\_\_ very tired after work.
- She \_\_\_\_\_ at the library this morning.
- They \_\_\_\_\_ not at home when I called.
- We \_\_\_\_\_ happy to see you at the party.
- He \_\_\_\_\_ the best player on the team last year.



## To Be - Negative Sentences

The negative of To Be can be made by adding not after the verb (was or were).

Subject	To Be	Examples
I	was not	I <b>was not</b> tired this morning.
You	were not	You <b>were not</b> crazy.
He	was not	He <b>was not</b> married.
She	was not	She <b>was not</b> famous.
It	was not	It <b>was not</b> hot yesterday.
We	were not	We <b>were not</b> invited.
You	were not	You <b>were not</b> at the party.
They	were not	They <b>were not</b> friends.

## To Be - Negative Contractions

We can make negative contractions of the verb To Be in the Past tense by joining the verb (was or were) and n't (e.g. were not = weren't). We don't make a contraction of the subject and the verb (e.g. I was).

I **was not** tired this morning.

You **were not** crazy.

He **was not** married.

She **was not** famous.

It **was not** hot yesterday.

We **were not** invited.

You **were not** at the party.

They **were not** friends.

I **wasn't** tired this morning.

You **weren't** crazy.

He **wasn't** married.

She **wasn't** famous.

It **wasn't** hot yesterday.

We **weren't** invited.

You **weren't** at the party.

They **weren't** friends.

## Exercises

### 1. Rewrite the sentences to make them negative.

a) They were at home when I called.

\_\_\_\_\_



b) We were happy to see you at the party.

---

c) He was the best player on the team last year.

---

d) You were late for the meeting.

---

e) The weather was perfect for the picnic.

---



### ***To Be - Questions***

To create questions with To Be, you put the Verb before the Subject.

#### **Affirmative**

I was at the party last night.

You were the tallest boy in class.

He was in the park with Tom.

She was a teacher.

We were best friends at college.

They were at home last night.

#### **Questions**

Was I at the party last night?

Were you the tallest boy in class?

Was he in the park with Tom?

Was she a teacher?

Were we best friends at college?

Were they at home last night?



## 2. Make a question with the words.

a) yesterday / at the park / I / was /

---

b) were / you / last night / where /

---

c) she / happy / was / with the results /

---

d) was / the weather / how / on your trip /

---

e) your friends / at the party / were /

---



## D. LISTENING

### 1. Listen to the audio and answer the question

2. Which activities do the speakers say they are going to do?  
(Choose 6 options)

- a. snowboarding
- b. dirt boarding
- c. canyoning
- d. bungee jumping
- e. go up the Eiffel Tower
- f. visit Notre Dame cathedral

- g. visit the old parts of the city
- h. go round the Louvre
- i. go to the Musée D'Orsay
- j. visit Montmartre and look at the views

## E. SPEAKING

### 1. Answer and ask the following questions to a partner.

- a) What activities do you like to do on weekends?
- b) What activities can you do in group?
- c) What activities can you do by yourself?
- d) Where do you usually spend time for outdoor activity?
- e) Is it important to practice outdoor/indoor activities? Why?

## F. WRITING

### 1. Write a composition about what activities you can do in your area. Include details such as time, places, people, etc....Follow the example.

In my free time, I like to practice soccer on the streets with my friends. This is an outdoor activities and I like it because ...

## G. WRAP-UP

### 1. Answer the following questions

- a) When do we use the past tense of the verb “to be”?
- b) What is the past tense of the verb “be” for the pronoun “I”?
- c) What is the past tense of the verb “be” for the pronouns “he/she/it”?
- d) Make an affirmative sentence in the past tense using the verb “to be” for the pronoun “we”.





# Lesson B

## When I was a child...

### A. WARM UP

1. What activities can you do in these places?



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



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



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



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

### B. VOCABULARY

1. Name the following free time activities.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

- a) What activities can you do alone?
- b) **In** which one **of these** do you need more equipment?
- c) Name other activities you can do in different places.

### C. READING

#### Ana and Luis

1. Practice the following conversation with a partner. Then, switch roles.

**Ana:** I'm glad we decided to come to the park today. Did you use to come here often when you were a kid?

**Luis:** Yes, I used to come here every weekend. I played basketball with my friends. What about you?



**Ana:** I used to come here with my family for picnics. We had a favorite spot under that big oak tree. Did you use to play any other sports?

**Luis:** I used to play soccer too, but basketball was my favorite. Did you use to play any sports?

**Ana:** Yes, I used to swim a lot. We had a community pool nearby. Do you still play basketball?

**Luis:** No, I don't play as much anymore. But I used to be really good. How about swimming? Do you still swim?

**Ana:** Not as much as I used to, but I still enjoy it when I can. Maybe we should play a game of basketball sometime for old times' sake.

**Luis:** That sounds like a great idea! It would be fun to relive those memories.

## 2. Answer the following questions about the conversation.

- When did he go to the park?
- Who did he go with?
- What sports did they practice?
- Where did she swim?

## D.GRAMMAR

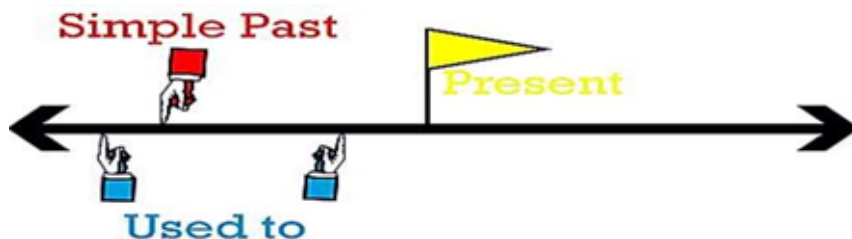
### *Used to*

#### **Past habits**

We use **used to** to talk about past habits or things that happened repeatedly in the past but don't happen anymore.

- I **used to** play chess every day, but now I don't play very often.
- When the economy was better, we **used to** eat out every week.





## Past states

We use **used to** with non-action verbs (be, have, etc.) for past states: things that were true in the past but are not true anymore.

- She **used to** be very shy when she was a child.
- I **used to** like her music, but now I hate it.

## Didn't use to, did you use to?

We use **did/didn't + use to** for negatives and questions.

- He **didn't use to** travel a lot.
- Did he **use to** live here? Yes, he did.

## 1. Match the tense with the correct use.



1) We use "used to"...

a) to describe actions or states that were habitual or regular in the past but are no longer true

2) We use "didn't use to"...

b) to describe actions or states that were not habitual or regular in the past.

3) We use "Did you use to?"

c) to ask questions about past habits or states that are no longer true.



## Structure of used to

### Affirmative

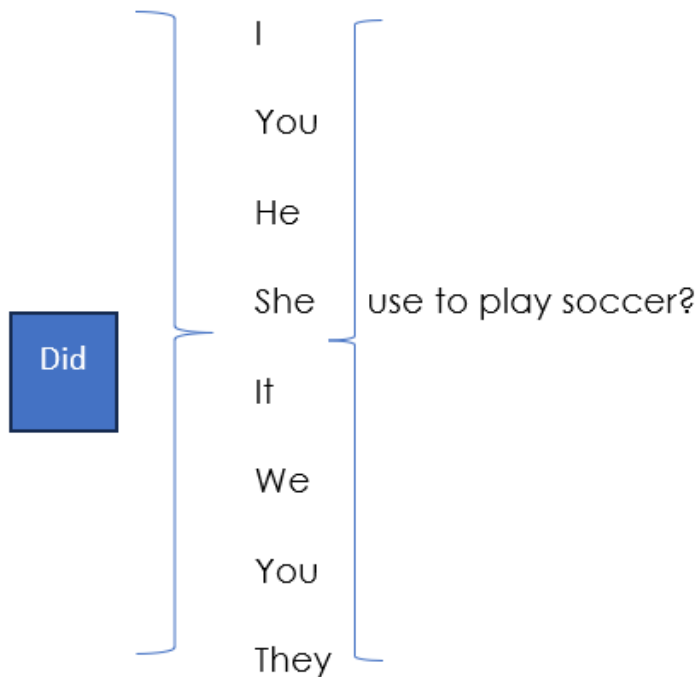
I	used to	go to the park.
You		play soccer with friends.
He		jump on the bed.
She		fly to Quito.
It		work properly.
We		tell jokes.
You		answer all the questions.
They		write letters.

### Negative

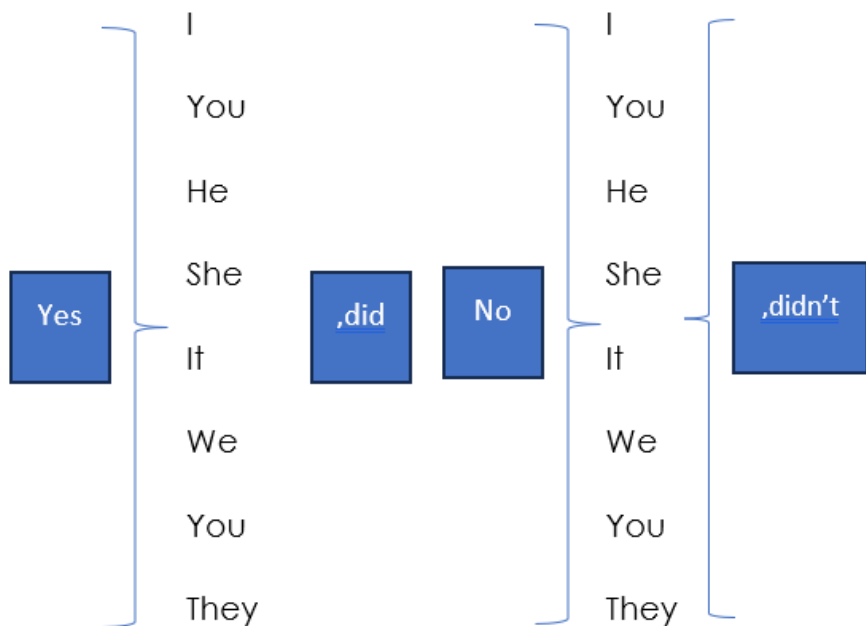
I	didn't use to	work there.
You		practice judo.
He		walk home.
She		call her mother.
It		be there.
We		know the answers.
You		worry for nothing.
They		swim in the pool.



## Question



## Yes, No answers



## 1. Complete the conversations with the different forms of "used to" and the verbs in parentheses.

**A:** \_\_\_\_\_ you \_\_\_\_\_ (play) soccer when you were in school?

**B:** Yes, I \_\_\_\_\_. I \_\_\_\_\_ (play) every weekend with my friends.



**A:** \_\_\_\_\_ you \_\_\_\_\_ (go) to the park often when you were a child?

**B:** No, I \_\_\_\_\_. I \_\_\_\_\_ (stay) at home most of the time.

**A:** \_\_\_\_\_ you \_\_\_\_\_ (read) comic books when you were a child?

**B:** Yes, I \_\_\_\_\_. I \_\_\_\_\_ (read) them every night before bed.

**A:** \_\_\_\_\_ you \_\_\_\_\_ (eat) a lot of candy when you were younger?

**B:** No, I \_\_\_\_\_. I \_\_\_\_\_ (prefer) fruits and vegetables instead.



### *Phrases to use with "used to"*

**Years Ago:** I used to play soccer every weekend years ago.

**When I Was a Child:** When I was a child, I used to read fairy tales every night.

**Back in the Day:** Back in the day, I used to ride my bike everywhere.

**In My Youth:** In my youth, I used to play video games all night long.



**A Few Years Ago:** A few years ago, I used to work out every morning.

**In the Past:** In the past, I used to cook dinner for my family every night.

**When I Was in School:** When I was in school, I used to play basketball with my friends.

**Many Years Ago:** When I was younger, I used to explore the woods near my house.

## E. LISTENING

**1. Listening activity: watch the following video about some more explanation of “used to”.**

<https://youtu.be/EvjdYDhyfv4>

**2. Complete the sentences about the video with:**

- He used to travel a lot for work \_\_\_\_\_.
- She used to play with dolls \_\_\_\_\_.
- He used to listen to rock music \_\_\_\_\_.
- She used to participate in school plays in her \_\_\_\_\_.
- \_\_\_\_\_, I used to work out every morning.
- She used to write in her journal every day \_\_\_\_\_.
- He used to study in the library when he \_\_\_\_\_.



## F. SPEAKING

### 1. Work in pairs about the following questions.

- Did you use to go to the park often when you were a child?
- Did you use to have picnics with your family?
- Did you use to play any sports when you were younger?
- Did you use to enjoy outdoor activities?
- Did you use to have a favorite spot in the park?

## G. WRITING

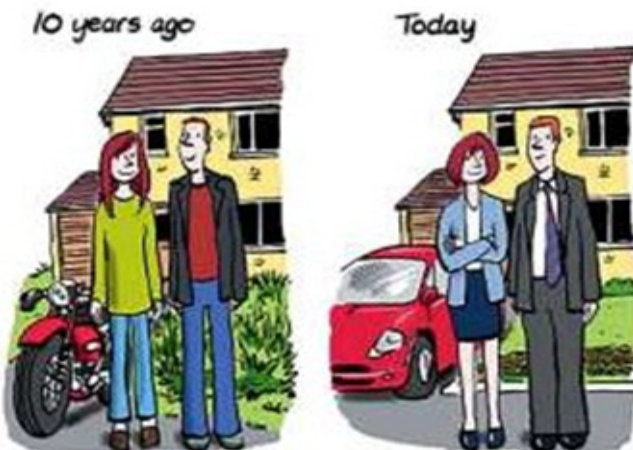
### 2. Write a composition about your time in high school, include information such as favorite activities, people you met, etc... Follow the example.

When I was in high school, I used to love practicing sports, ...

## H. Wrap-up

### 1. Answer the following questions

- When do we use “used to”?
- Tell the class about a hobby you used to have.
- Share with the class a place you used to visit often.
- Did you use to play any sports when you were in school?
- Describe an activity you used to do with your family.





# Lesson C

## Goals in life

### 1. WARM-UP

- What do you do to have good times with your friends?
- Do your family support when you need help?
- What happens when people work hard in life?

### B. VOCABULARY

#### 1. Match the words with the pictures.

<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 

#### Vocabulary List

- Dreams
- Work hard
- Imagination
- Lottery
- Look for
- Study hard
- Different roads
- Vision
- Encourage

#### 2. Complete the sentences with the words above.

- If you \_\_\_\_\_, exams will be easier.
- To win the \_\_\_\_\_ is almost impossible.
- Life will take you to \_\_\_\_\_ sometimes.
- To use your \_\_\_\_\_ is important to think in different options.
- You have to \_\_\_\_\_ your children so they become great people.



## C. READING

### *Skills for the 21st-century workplace*

#### 1. Read and briefly explain why each one is important according to the text.

We need to develop all kinds of skills to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious one's for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses? **Imagination:** In the age of technology that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas. **Think:** Think of an object or gadget you use every day. How could it be improved? Can you think of three improvements? **Problem solving:** Employers will value workers who are able to see problems before they happen and come up with creative solutions. Think: Imagine you are organizing an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?

**Communication skills:** Workers will have to be good communicators. They will have to be able to negotiate and discuss key issues and also write in a clear way without using too many words. Think: How do people communicate with each other in the 21st century?

**Critical analysis:** Employers want workers who are able to recognize the difference between information that can be believed and false information. Think: Use the internet to find out three facts about a celebrity or famous figure. Can you verify the information by checking other websites?

**Decision making:** Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in making a decision.

**Think:** Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things. Then ... just do it!



**1. Complete the sentences with words from the text: make, tech, develop, have, solve, differentiate, discuss, value.**

1. UK schools and colleges \_\_\_\_\_ ICT skills.
2. Employers \_\_\_\_\_ people with ideas for new approaches.
3. Employers like workers who can \_\_\_\_\_ problems.
4. Workers need to be able to \_\_\_\_\_ their work with their team.
5. Workers need to \_\_\_\_\_ their writing skills.
6. It is important that workers can \_\_\_\_\_ between truth and lies.
7. Employees in the 21st century \_\_\_\_\_ more responsibility.
8. Employers like their workers to \_\_\_\_\_ decisions.

**D.GRAMMAR**

***Infinitives***

Verbs with to infinitives

- We use the to-infinitive **after certain verbs** particularly verbs of **thinking** and **feeling**: want, would like, decide, forget

Examples: I remember to go to the park.

She hopes to study soon.

» Some verbs are followed by a **direct object** and then the to-infinitive: tell, expect, invite.

He invited Maria to see movies.

I told you to wait outside.

» We also use the to-infinitive **to express purpose** (why?):

He was studying hard to be a lawyer.

My friends went to the cinema to watch spiderman 3.



## 1. Complete the sentences using infinitives

- a) I want \_\_\_\_\_
- b) They were expecting \_\_\_\_\_
- c) She promised not \_\_\_\_\_
- d) My plans are \_\_\_\_\_
- e) His parents decided not \_\_\_\_\_
- f) Kimberly likes \_\_\_\_\_
- g) Her boss ordered her \_\_\_\_\_
- h) Our older brother persuaded me \_\_\_\_\_
- i) I refuse \_\_\_\_\_
- j) I asked him \_\_\_\_\_

## E. LISTENING

### 1. Listen and Practice. Notice the pronunciation.



<https://www.youtube.com/watch?v=opjJZAMaRI8>

- a) used
- b) the blackmail is demanded to be paid in
- c) used 20-pound notes
- d) used
- e) the blackmailers demanded to be paid and
- f) used 20 bills



### 2. Listen to two people talking about their last weekend. What did Lucia do at the weekend? Put the events in order. There are THREE extra events that you do not need.

- \_\_\_\_\_ a. Traveled to London.
- \_\_\_\_\_ b. Purchased a pair of boots.
- \_\_\_\_\_ c. Attended a carnival.
- \_\_\_\_\_ d. Tried African cuisine.
- \_\_\_\_\_ e. Took a boat trip.
- \_\_\_\_\_ f. Stayed at a hotel.



- \_\_\_\_\_g. Visited a market.
- \_\_\_\_\_h. Watched *The Lion King*.
- \_\_\_\_\_i. Bought a jacket.
- \_\_\_\_\_j. Returned home by train.
- \_\_\_\_\_k. Drove back home.
- \_\_\_\_\_l. Had fish and chips.

## F. SPEAK UP

### 1. Ask and answer the following questions with a partner.

- a) What are your goals in life?
- b) What do you think someone has to do to achieve his goals?
- c) What problems are the most common when studying at the university?
- d) How parents can support their children?

## G. WRITING

### 1. Write a composition about your goals in life. Explain how you can achieve them. Follow the example.

I have a lot of goals in life. For example, I want to be a doctor, but I know I have to study a lot of years and also, to be a very good student. But it is important for me...





# UNIT 02

## CITY LIFE

### LEARNING OUTCOMES

- » Students will describe city transport and services using compound nouns and expressions of quantity.
- » Students will form and answer indirect questions to discuss essential tourist information.
- » Students will improve communication skills while discussing the happiest cities globally.

# Lesson A

## What's there in your city?

### 1. VOCABULARY

#### AROUND CITY



**train + station = train station**



**traffic + jam = traffic jam**



**police + station = police station**





**shopping + mall = shopping mall**



**sidewalk + café = sidewalk café**



**hotel + lobby = hotel lobby**





## 1. Discussion:

Which of these places can you find in your city?

## B. CONVERSATION - Are there many bus stops?

### 1. Read carefully and talk about the advantages and disadvantages of using public transportation.

- Alex:** How do you get around the city?
- Jamie:** I usually take the subway train. It's quick and avoids the traffic jams.
- Alex:** What about bicycles?
- Jamie:** Lots of people use bicycle lanes. It's a great way to avoid traffic and stay fit.
- Alex:** How about buses? Are there any bus stops?
- Jamie:** Definitely. The bus system is reliable, and there are bus stops all over the city.
- Alex:** And taxis? Are they easy to find?
- Jamie:** Yes, there are plenty of taxi stands around. They're handy for quick trips.
- Alex:** What's the deal with street parking?
- Jamie:** Finding a parking space can be tough. There are also parking garages if you need one.
- Alex:** How's recycling in the city?
- Jamie:** There are recycling centers everywhere. They make it easy to keep things green.
- Alex:** Thanks for the tips!
- Jamie:** No problem!



**2. Match each term related to city transport and services with its correct description.**

**A**

1. Subway Train
2. Bicycle Lanes
3. Bus Stops
4. Taxi Stands
5. Parking Space
6. Recycling Centers
7. Traffic Jams
8. Bus System

**B**

- a. Dedicated areas for cyclists to ride safely.
- b. Locations where you can catch a bus.
- c. Places where you can get a taxi.
- d. Areas where you can park your car.
- e. Large stations where trains operate.
- f. Locations to sort and manage waste.
- g. Heavy congestion on the roads.
- h. Public transport network of buses.

**C. GRAMMAR**

***Expressions of Quantity***

With Count Nouns	With Noncount Nouns
<p><b>Too Many</b></p> <p>This indicates an excessive number of countable items.</p> <p>There are too many cars on the road today.</p>	<p><b>Too Much</b></p> <p>Indicates an excessive amount of a non-count noun.</p> <p>There is too much traffic on the road today.</p>
<p><b>More</b></p> <p>This indicates an increase in the number of countable items.</p> <p>The city needs more bike lanes for safety.</p>	<p><b>More</b></p> <p>Indicates an increase in the amount of a non-count noun.</p> <p>The city should invest in more public transportation options.</p>



<p><b>Fewer</b></p> <p>This suggests a reduction in the number of countable items.</p> <p>We need fewer buses during off-peak hours.</p>	<p><b>Less</b></p> <p>Suggests a reduction in the amount of a non-count noun.</p> <p>We need less noise in the office to concentrate better.</p>
<p><b>Enough</b></p> <p>This suggests a sufficient number of countable items.</p> <p>There are enough parking spaces in the new garage.</p>	<p><b>Enough</b></p> <p>Suggests a sufficient amount of a non-count noun</p> <p>There is enough light in the room for reading.</p>

**1. Fill in the blanks with the correct expression of quantity (with count nouns) from the following options: too many, fewer, more, enough.**

1. There are \_\_\_\_\_ people coming from the rally; it's hard to cross the street.
2. We have \_\_\_\_\_ students in the team; we should consider admitting at least ten students.
3. There are \_\_\_\_\_ job offers in the newspaper.
4. There are \_\_\_\_\_ tomatoes in the fridge; will it be sufficient?
5. There are \_\_\_\_\_ potatoes in the bag; we can use more if we want to.
6. The office has \_\_\_\_\_ clients; the customer service team is doing a great job.
7. We have \_\_\_\_\_ streetlights in the area; it's safe.
8. There are \_\_\_\_\_ workers to finish everything on time.



**2. Complete the blank spaces with the correct expression of quantity (with noncount nouns) from the following options: too much, less, more, enough.**

- a. There is \_\_\_\_\_ noise coming from the construction site; it's hard to concentrate.
- b. We have \_\_\_\_\_ employees in the team; we should consider hiring a few more.
- c. The new policy aims to reduce \_\_\_\_\_ paper usage in the office.
- d. There is \_\_\_\_\_ milk in the fridge for the recipe; it should be sufficient.
- e. There is \_\_\_\_\_ sugar in the recipe; we should add a bit more.
- f. The office has \_\_\_\_\_ paperwork to handle; we need to streamline our processes.
- g. We need \_\_\_\_\_ energy-efficient lighting in the building to reduce costs.
- h. There is \_\_\_\_\_ water in the glass; it's almost full.

**3. Write four sentences using the phrases too many, fewer, more, and enough. Use both things you can count (like apples) and things you can't count (like water). Make one sentence for each phrase.**

**1. Too Many**

- 1. **Count Noun:** There are \_\_\_\_\_ (e.g., kids) at the playground; it's too crowded.
- 2. **Non-Count Noun:** There is \_\_\_\_\_ (e.g., noise) in the office; it's hard to focus.



## 2. Fewer

1. **Count Noun:** We need \_\_\_\_\_ (e.g., chairs) in the meeting room; it's too full.

2. **Non-Count Noun:** We should have \_\_\_\_\_ (e.g., distractions) at work; it's hard to concentrate.

## 3. More

1. **Count Noun:** We need \_\_\_\_\_ (e.g., books) in the library; we're running out.

2. **Non-Count Noun:** We need \_\_\_\_\_ (e.g., information) to make a good decision.

## 4. Enough

1. **Count Noun:** We have \_\_\_\_\_ (e.g., plates) for the dinner party; everyone will have one.

2. **Non-Count Noun:** There is \_\_\_\_\_ (e.g., milk) in the fridge for breakfast.



## Lesson B

### *Tourist Questions*

1. Answer the following questions to share what type of traveler you are.

a) What is your dream travel destination and why?

b) Do you prefer cultural trips, nature getaways, or beach vacations?

c) What type of accommodation do you prefer: hotels, apartments, hostels, or camping?

d) What activities do you enjoy most during a trip: visiting monuments, food tours, or outdoor activities?



## B. CONVERSATION

### *Can you tell me where...?*

**Tourist:** Hi, do you know how to get to the nearest subway station?

**Local:** Yes, you can go straight and then turn left. The subway station will be on your right.

**Tourist:** Thanks! Can you tell me where the city center is?

**Local:** The city center is a short subway ride away. It takes about 15 minutes.

**Tourist:** Great! Could you tell me a good restaurant nearby?

**Local:** Sure, there's a nice place called "The Gourmet Bistro" just around the corner.

**Tourist:** Thanks! Do you know if there's a hotel close by?

**Local:** Yes, "The City Inn" is a few blocks away. Turn left at the main street, and you'll see it on your right.

**Tourist:** Perfect! Can you tell me where I might find a laundromat?



**Local:** There's a laundromat about 10 minutes from here. Walk straight, take the second left, and it will be on your right.

**Tourist:** Thank you for your help!  
You're welcome! Enjoy your stay



**1. Answer these questions according to the conversation.**

- a) How do you get to the nearest subway station?
- b) How long does it take to reach the city center from here?
- c) Can you recommend a good restaurant nearby?
- d) Where is "The City Inn" located?
- e) How can you find a laundromat from this location?

**C. GRAMMAR**

***Indirect Questions from Wh-questions***

<b>WH-Questions with Be</b>	<b>Indirect Questions with Do You Know...?</b>
Where is the nearest subway station?	Do you know where the nearest subway station is?
What is the best way to get to the city center?	Do you know what the best way to get to the city center is?



<p><b>WH-Questions with Do</b></p> <p>Where do you find a good restaurant nearby?</p> <p>How do you get to the hotel from here?</p>	<p><b>Indirect Questions with Can You Tell Me...?</b></p> <p>Can you tell me where to find a good restaurant nearby?</p> <p>Can you tell me how to get to the hotel from here?</p>
<p><b>WH-Questions with Can</b></p> <p>Can you tell me how to get to the nearest subway station?</p> <p>Can you recommend a good place to eat nearby?</p>	<p><b>Indirect Questions with Could You Tell Me...?</b></p> <p>Could you tell me how to get to the nearest subway station?</p> <p>Could you tell me a good place to eat nearby?</p>

**1. Convert the following WH-questions into indirect questions.**

**a. What is your favorite color?**

Example; **Could you tell me what your favorite color is?**

- a) Where did you go on vacation? \_\_\_\_\_.
- b) Who is your best friend? \_\_\_\_\_.
- c) When does the class start? \_\_\_\_\_.
- d) Why did you choose that book? \_\_\_\_\_.
- e) How did you solve the problem? \_\_\_\_\_.
- f) What time does the meeting begin? \_\_\_\_\_.
- g) Which subject do you enjoy the most? \_\_\_\_\_.
- h) Whose turn is it to present? \_\_\_\_\_.
- i) How often do you exercise? \_\_\_\_\_.





## **2. Choose the correct answer for each question about indirect questions.**

### **1. Why do we use indirect questions instead of direct questions?**

- a) To make requests sound more polite.
- b) To be more direct.
- c) To avoid answering questions.
- d) To make questions shorter.

### **2. How can you start an indirect question? Can you give me an example of a phrase we use?**

- a) "I want to know"
- b) "Can you tell me"
- c) "Do you see"
- d) "I ask you"

### **3. Convert this direct question into an indirect question: "Where is the nearest hospital?"**

- a) "Can you tell me where is the nearest hospital?"
- b) "Could you tell me where the nearest hospital is?"
- c) "Do you know where is the nearest hospital?"
- d) "Can you tell me the nearest hospital where is?"

### **4. How would you ask someone politely about their favorite book using an indirect question?**

- a) "Can you tell me what is your favorite book?"
- b) "Could you tell me your favorite book?"
- c) "Can you tell me what your favorite book is?"
- d) "Could you tell me is your favorite book?"



## Lesson C

### World's Happiest Cities

#### A. Pronunciation

##### Syllable Stress

Metro - MET-roh

Traffic - TRAF-ik

Urban - UR-buhn

District - DIS-trikt

#### 1. Listen and identify the stressed syllable, and mark it.

##### Skyscraper – Sky-scraper

Landmark \_\_\_\_\_ . Culture- \_\_\_\_\_ .

Tourism \_\_\_\_\_ . Suburb- \_\_\_\_\_ .

#### B. LISTENING

<https://youtu.be/iED4giDdxSk?si=w6JXxEKSOPMJ5ZD->

#### 1. Read the statements, listen to the audio about the top 10 happiest cities in the world and fill in the gaps with the appropriate answers.

1. \_\_\_\_\_ is known for charming cobblestone streets, waterways, and friendly shops.

2. \_\_\_\_\_ is home to the city that scores high in governance, economy, and citizen well-being.

3. \_\_\_\_\_ is recognized for vibrant cultural life and a strong environment category.

4. \_\_\_\_\_ is home to the city highlighted for social inclusion, mobility, and cultural offerings.

5. \_\_\_\_\_ is known for its education system, environmental quality, and community engagement.

6. \_\_\_\_\_ is famous for green spaces, community involvement, and access to public transportation.





## C.READING

### Happiest places to live



#### 1. Helsinki, Finland

Helsinki is known for its great quality of life and excellent public services. The city has good healthcare and education systems. It's clean and green, with lots of parks and nature.

People feel safe here with low crime rates. Helsinki has a strong sense of community and trust in the government. The city also offers many cultural events and activities.

**Given Helsinki's strong sense of community and trust in public services, how important is access to nature and parks for your overall happiness in a city?**

---





## 2. Copenhagen, Denmark

Copenhagen is famous for its high quality of life and social support. People enjoy a good work-life balance with flexible hours and generous leave. The city is bike-friendly with

many green spaces. Residents feel safe due to low crime rates and a strong community spirit. Trust in public services is high, and there are plenty of cultural activities and restaurants.

**Considering Copenhagen’s emphasis on work-life balance and bike-friendly infrastructure, how do you think having flexible work hours could impact your quality of life?**

---



## 3. Zurich, Switzerland

Zurich is known for its excellent living standards and public services. The city is clean and well-organized with great public transport. Residents have access

to top-notch healthcare and education. Zurich is surrounded by beautiful nature, including lakes and mountains. It’s a very safe city with low crime rates. A strong economy and high employment help people feel secure.

**With Zurich’s high living standards and proximity to nature, how important is the combination of a strong economy and access to outdoor activities for your ideal city experience?**

---



## D. WRITING

1. Write a short paragraph about a city you know that is a happy place to live.

Describe what makes it good and why people are happy there.



Example: My Happy City

I think Ambato is a great place to live. There are many parks and green areas, which keep the city clean and nice. There is less crime, so people feel safe. The city has enough schools and hospitals for everyone. There are more cultural events and activities than in other places, making life fun. With fewer problems and lots of friendly neighbors, people are happy in Ambato because they enjoy a good quality of life and a friendly community.

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## E. SPEAKING

### 1. Describe Your Favorite City

- Name your favorite city.
- Mention two things you like about it (e.g., parks, safety).
- Say why you think it's a happy place to live and why you enjoy it.





# UNIT 03

## CHANGES MADE EASY

### LEARNING OUTCOMES

- » Students will describe and evaluate living spaces with adjectives.
- » Students will express desires using “I wish I could”.
- » Students will discuss simple living while improving language skills.

# Lesson A

## Is your apartment comfortable?

### A. VOCABULARY

The word, 'spacious' is positive (P) and the word, 'cramped' is negative(N).

1. Review the table and mark each word as P (positive) or N (negative) based on how it describes houses and apartments.

Check the examples.

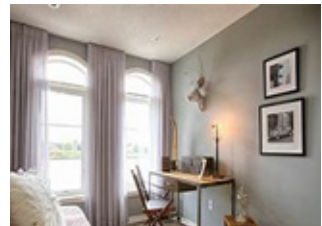
Adjectives to describe offices, houses and apartments.

dark		modern	
bright		noisy	
comfortable		dingy	
convenient		quiet	
cramped	N	run-down	
dangerous		safes	
expensive		spacious	P
huge		small	
inconvenient		private	

2. Fill in the gaps with the given words:

[cramped, cozy, dangerous, spacious, bright, safe]

You are looking at two different places above the first place is dark and cramped, so it feels uncomfortable. The second place is \_\_\_\_\_ and spacious, making it feel comfortable and \_\_\_\_\_. However, it is also noisy because of where it is.



One place is modern but seems \_\_\_\_\_ because of security problems, while the other place is small but \_\_\_\_\_.





## B. CONVERSATION

### How's your new apartment?



- Alex:** Hi Jamie, how's your new apartment?
- Jamie:** It's good! It's very bright and spacious. How's yours?
- Alex:** My place is modern, but it's a bit cramped and dark at times.
- Jamie:** That's too bad. My place is comfortable and safe, but the noisy location can be a problem.
- Alex:** I get that. My area is quiet, but it feels a bit dangerous because of the security.
- Jamie:** Finding the right place can be tough. I'm happy with the space I have.
- Alex:** Me too. It's all about what suits you best.

**1. Read the conversation between Alex and Jamie, and fill in the blanks. There are a few keywords.**

Jamie's new apartment is very _____ and _____.	<b>Key Words:</b> <b>dark</b> <b>bright</b> <b>cramped</b> <b>spacious</b> <b>comfortable</b> <b>safe</b> <b>dangerous</b> <b>modern</b> <b>noisy</b>
Alex's place is _____ but a bit _____.	
Jamie mentions that their apartment's _____ location can be a problem.	
Alex feels their area is a bit _____ because of the security.	
Alex's place is _____ and has some great features but feels _____ at times.	
Jamie's apartment is _____ and _____, but the location can be a bit annoying.	
Alex's area is _____ and feels a bit _____ because of the security issues.	
Jamie prefers their apartment because it's _____ even though it's not perfect.	

**C. GRAMMAR**

Evaluations and Comparisons

With Adjectives	With Nouns
<p><b>Evaluations with adjectives</b></p> <p>The living space <b>isn't</b> big <b>enough</b> for a large family.</p> <p>The noise from the street is <b>too</b> loud in this apartment.</p>	<p><b>Evaluations with nouns</b></p> <p>There <b>aren't enough</b> closets to store all my clothes.</p> <p>There is <b>too much</b> noise coming from the street.</p>
<p><b>Comparisons with Adjectives</b></p> <p>The kitchen in this house is <b>just as</b> spacious <b>as</b> the one in the other house.</p> <p>This apartment is <b>as</b> modern <b>as</b> the new townhouse.</p>	<p><b>Comparisons with nouns</b></p> <p>This house has <b>as many</b> bedrooms <b>as</b> the one next door.</p> <p>The new apartment has <b>as much</b> natural light as the old house.</p>



**1. Rewrite the sentences below using the phrases in parentheses.**

1. The apartment is small for a family of four. (too)

Example; The apartment is **too** small for a family of four.

2. The kitchen is bright like the living room. (just as) \_\_\_\_\_  
\_\_\_\_\_.

3. The security in the building is not enough to feel safe. (isn't enough) \_\_\_\_\_.

4. The view from the window is impressive like the view from the balcony. (as...as) \_\_\_\_\_.

5. The house is old for a modern neighborhood. (too) \_\_\_\_\_  
\_\_\_\_\_.

6. The living room is large like the dining room. (just as) \_\_\_\_\_  
\_\_\_\_\_.

7. The apartment's space is limited for a growing family. (isn't enough) \_\_\_\_\_.

8. The apartment is new like the condo next door. (as...as) \_\_\_\_\_  
\_\_\_\_\_.

**2. Rewrite the sentences below using the phrases in parentheses.**

**The balcony is not large for outdoor gatherings. (enough)**

**Example; The balcony is not large enough for outdoor gatherings.**

a) The master bedroom is spacious like the guest room. (as...as)  
\_\_\_\_\_.

b) The apartment has a lot of traffic noise for a quiet home. (too much)  
\_\_\_\_\_.

c) The apartment's kitchen is small for a big family. (too)  
\_\_\_\_\_.

d) The view from the penthouse is stunning like the view from the rooftop terrace. (as...as)  
\_\_\_\_\_.



e) There aren't storage options in the bathroom. (enough)

---

f) The number of amenities in the condo is impressive like the amenities in the hotel. (just as)

---

A. Write two sentences about your living space using "too" and "as...as," then share and discuss them with a partner.



**Think About Your Home:**

Consider something about your home or room.

**Using "too":** Describe something that is excessive or insufficient.

For example, "There are too few shelves in my room."

**Using "as...as":** Compare two things in your space.

For example, "The closet is as big as the storage room."

**Share with a Partner:**

Exchange your sentences with a classmate.

Discuss your sentences together.



## Lesson B

### *State a desire*

#### A. VOCABULARY

I wish I could

1. Rewrite the wishes in parentheses (I wish – I could) and tell us which of these wishes are easier for you to achieve.



- a. Enjoy my life fully.
- b. Travel around the world.
- c. Start my own business.
- d. Achieve career growth.
- e. Build strong family connections.
- f. Maintain good health.
- g. Reach financial independence.
- h. Spend quality time with family.

#### B. CONVERSATION

I wish I could enjoy my life more.

1. Read carefully the dialogue between Ana and Mike.

**Anna:** Hey, Mike! What's one thing you wish you could do right now?

**Mike:** Hi, Anna! I wish I could start my own business. What about you?

**Anna:** I wish I could enjoy my life more and find some balance. Work's been overwhelming.

**Mike:** I understand. I also wish I could ensure good health for myself and my family.

**Anna:** Health is so important. I wish I could spend more quality time with my family.

**Mike:** Yes, family time is crucial. I wish I could achieve more career growth this year.

**Anna:** Me too. I wish I could reach financial stability to reduce my stress.



- Mike:** Financial stability would be great. I wish I could handle challenges better.
- Anna:** Definitely. I wish I could create a more peaceful home environment.
- Mike:** Agreed. Let's keep working towards these wishes!
- Anna:** Absolutely! We'll make progress.

## 2. Read the conversation again and answer the questions:

a. What does Mike wish he could do for his career?

\_\_\_\_\_.

b. Why does Anna wish she could enjoy her life more?

\_\_\_\_\_.

c. What does Anna want more time for?

\_\_\_\_\_.

d. What career goal does Mike have this year?

\_\_\_\_\_.

e. What financial wish does Anna have?

\_\_\_\_\_.

## C. GRAMMAR

### *Make a Wish*

Subject + wish(es) + 2nd Subject + Past Tense	
I <b>live</b> with my sister.	I wish I <b>didn't live</b> with my sister. I wish I had my own house.
I <b>can't play</b> a guitar.	I wish I <b>could</b> play a guitar.
The problem <b>is</b> complicated.	I wish it <b>were</b> * easier I wish it <b>weren't</b> so complicated.
My friends <b>won't stop</b> asking about my plans.	I wish they <b>would stop</b> asking about my plans.
<b>When using "wish" for unreal situations, always use "were" with all pronouns.</b>	



**1. Fill in the gaps with the appropriate verb forms to express a desire or regret about the present situation.**

1. My sister doesn't like the music I listen to. Example; I wish my sister liked the music I listen to.

2. My roommate leaves dirty dishes in the sink.

I wish my roommate \_\_\_\_\_ dirty dishes in the sink.

3. My commute to work is very long.

I wish my commute \_\_\_\_\_ so long.

4. I'm not able to travel abroad right now.

I wish I \_\_\_\_\_ able to travel abroad right now.

5. My parents don't have a vacation home.

I wish my parents \_\_\_\_\_ a vacation home.

6. The construction outside is very loud.

I wish the construction outside \_\_\_\_\_ so loud.

7. My colleague often misses deadlines.

I wish my colleague \_\_\_\_\_ miss deadlines so often.

**2. Rewrite these sentences using wish. (More than one answer is possible)**

1. My father doesn't understand my hobbies.

**Example;** I wish he understood my hobbies.

2. My friend is always late to meetings.

\_\_\_\_\_.

3. My job requires too much overtime.

\_\_\_\_\_.

4. I'm not living closer to the city.

\_\_\_\_\_.

5. My brother can't drive a car yet.

\_\_\_\_\_.

6. The dog next door barks all night.

\_\_\_\_\_.



7. My cousin is always busy with work.

\_\_\_\_\_.

**3. Rewrite each question using “I wish” to express your desires or regrets.**

Question 1: You wish you had a new smartphone.

Answer: “I wish I had a new smartphone.”

Question 2: You are unable to visit a friend who lives far away.

Answer: \_\_\_\_\_.

Question 3: You don't have enough time to read books.

Answer: \_\_\_\_\_.

Question 4: You are not able to attend a special event because you are busy.

Answer: \_\_\_\_\_.

Question 5: Your favorite restaurant is always closed when you want to go.

Answer: \_\_\_\_\_.

Question 6: Your classes are always too early in the morning.

Answer: \_\_\_\_\_.

Question 7: You can't afford to buy something you really want.

Answer: \_\_\_\_\_.





## Lesson C

### *Living simple life*

#### A. PRONUNTIATION



##### Unpronounced Vowels

Different – e is unpronounced	Average – a is unpronounced
-------------------------------	-----------------------------

1. Listen, identify and find the unpronounced vowel in the given words.



Separate-	Interesting-
Comfortable-	Vegetable-

#### B. LISTENING

1. Read the statements first. Then listen to the audio about the philosophy of a happy life by Sam Berns and answer whether the statements are true or false.



Source:

<https://youtube.com/shorts/dRLW7XIB318?si=iTIDjS9J9wKa54IZ>

- a) The speaker shares his philosophy for a happy life. True.
- b) The speaker says that he has a very pathetic life. \_\_\_\_\_.
- c) The speaker talks about three aspects to the philosophy of a happy life. \_\_\_\_\_.
- d) He doesn't like to surround himself with people of high quality. \_\_\_\_\_.
- e) He likes to live a richer life. \_\_\_\_\_.
- f) He gives a piece of advice at the end. \_\_\_\_\_.





## C.READING

### A Man's Life Without Money



Once, there was a man named Tom who decided to live without money for a year. He wanted to see if it was possible and if it would make him **happier**. Instead of buying things, Tom started by growing his own vegetables in a small garden. He also learned how to fix his own clothes and tools. Whenever he needed something, he would **trade** what he had with his neighbors.

Tom used free community **resources**, like parks for exercise and local libraries for reading. He made friends in his **community** who helped him find what he needed. For example, when his bicycle broke, a neighbor fixed it in exchange for some of Tom's fresh vegetables.

At first, it was **difficult** for Tom to adjust to this new way of living. But as time passed, he enjoyed the simplicity and felt more **connected** to his **community**. By the end of the year, Tom realized that living without money had taught him a lot about sharing, resourcefulness, and the value of community.

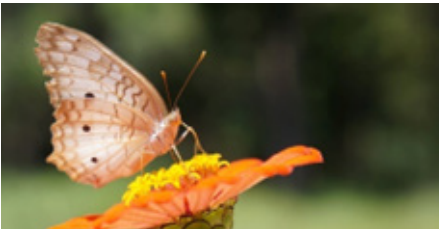


**1. Read the text, guess the meanings of the words, and match them to their definitions.**

A	B
1. Community	a. Useful things or materials you can use, like parks or books.
2. Difficult	b. Exchanging one thing for another, like swapping items with someone.
3. Resources	c. Feeling close or linked to others.
4. Trade	d. Feeling more joy or satisfaction.
5. Connected	e. A group of people living in the same area or sharing common interests.
6. Happier	f. Something that is not easy to do or understand.

**D. WRITING**

**Claudia sends you an email about the changes she has made in her life.**



Hi Scarlett,

I hope you're doing well! I want to tell you about some changes I've made. I now use a daily schedule for work, exercise, and relaxing. It helps me stay organized. I am also eating healthier by planning my meals and cooking at home. Every day, I set time to read or learn something new. These changes help me feel better and more in control. Have you made any changes? Let's talk soon!

Hope to see you soon!

Best,

Claudia

**Write an email to tell her about the changes you've made in your daily life."**



## E. SPEAKING

### 1. Answer the questions and discuss with your partner.

How do you define ‘*simple life*?’

Mention two things you would like to change in your life to keep your life simple. Give reasons.





# UNIT 04

## DID YOU EAT IT?

### LEARNING OUTCOMES

- » Students will use simple past and present perfect to talk about food.
- » Students will describe food preparation using sequence adverbs.
- » Students will use gerunds to talk about recipes and restaurant reviews.

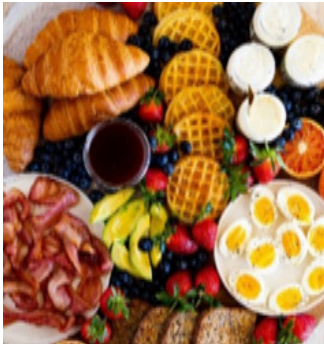
## Lesson A

### *I want to try it!*

#### A. WARM-UP

1. What is your favorite Ecuadorian food?
2. Did you ever try food from different countries?

#### B. VOCABULARY



**Breakfast** is the meal taken after rising from a night's sleep, most often eaten in the early morning before undertaking a day's work. Among English speakers, breakfast can be used to refer to this meal or to refer to a meal composed of traditional breakfast foods such as eggs and much more.

Write a detailed description of your typical breakfast, mentioning what time you usually eat and how your breakfast changes depending on your daily activities.

---



**Lunch** is usually a moderately sized meal generally eaten between 11 and 1. During the work week, North Americans generally eat a quick lunch that often includes some type of sandwich, soup, or leftovers from the previous night's dinner (e.g., rice or pasta).

Describe what your lunch looks like during workdays. What type of food do you prefer? How does your lunch compare to what you eat on weekends?

---





In modern use **dinner** and **supper** both usually refer to the main meal of the day eaten in the evening, with dinner being the slightly more formal word. Formerly, dinner typically referred to a main meal eaten in the middle of the day, while supper referred to a light meal eaten in the evening.

**Explain the difference between “dinner” and “supper” in your culture. Which meal is the main one of the day for you and why?** \_\_\_\_\_

## C. READING

### 1. Read the following conversation and practice with a partner then switch roles.

**MATT:** Do you like to cook?

**LAURA:** Yes, I do. Cooking helps me feel relaxed after long hours working.

**MATT:** Is there any kind of food you don't like?

**LAURA:** I don't really like fried chicken, which is very high in fat.

**MATT:** Do you eat out or cook at home?

**LAURA:** I usually cook at home, sometimes when I'm busy, I go out to eat.

**MATT:** How often do you cook?

**LAURA:** Just when I have free time. My mom is often responsible for preparing meals. She's the best cook ever.

**MATT:** What's your favorite food?

**LAURA:** I'm addicted to sushi. I can eat sushi every day.

**MATT:** Is it Western or Asian cuisine?

**LAURA:** It's Asian cuisine. Sushi is derived from Japan.

**MATT:** Is it easy to make your favorite food?

**LAURA:** Yes, I guess. The recipe is quite simple.

**MATT:** What ingredients do you need to make that food?



**LAURA:** I would need rice, eggs, meat, seafood, and vegetables. What do you think about fast food?

**MATT:** I don't really like fast food. It's not healthy at all.

**LAURA:** Would you say that you have a healthy diet?

**MATT:** Yes, I would. I prefer eating vitamins, protein and less fat.

## 2. Answer the questions about the conversation.

- a) How does Laura relax after working?
- b) Why doesn't she like chicken?
- c) When does she eat out?
- d) What's her favorite food?
- e) What ingredients are needed for her favorite food?
- f) Who doesn't like fast food and why?

## 3. Read the following reviews of restaurants.

### Last Days of the Raj

A centrally located Indian restaurant, perfect for eating before or after the cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot!

### A Taste of Tuscany

Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

### Your Local Caff

Remember when cafés served full English breakfasts – sausages, beans, fried bread, bacon and eggs – with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favorite tunes from the 1980s.





## The Lemon Tree

This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

## Cheesy Bites

A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

## Fast Best

Fast food doesn't have to be junk food, as this café proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.

## The Chocolate Box

The owner of this small café used to cook all kinds of food, but then she realized she preferred desserts to anything else. If you want meat or fish, don't come here. They only do desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.

## Musical Chairs

Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

### 4. Answer the following questions and put the names of the restaurants on the line.

a) Which restaurant only has desserts and sweets?

\_\_\_\_\_

b) Which restaurant serves hot and spicy food?

\_\_\_\_\_



c) In which two restaurants can you listen to some great music?  
\_\_\_\_\_

d) Which restaurant is good for people who don't eat meat?  
\_\_\_\_\_

## D.GRAMMAR

### *Simple past vs. Present perfect*

Simple past vs Present perfect	
•	Use the simple past for activities and moments in a specific time in the past
•	Use the present perfect for experiences from the past up to the present

Have you ever traveled abroad? No, I haven't. but I went to get my passport last month. Did you spend much time to get it? No, I didn't. It was very fast.	Have you ever been to an island? Yes, I have. I went to Hawaii with my wife in 2020. Did you buy souvenirs? Yes, we did. In fact, I brought some today.
---	--

### 1. Complete the conversation using present perfect and simple past.

a) A: Have you ever \_\_\_\_\_ (practice) extreme sports?

b) B: yes, I \_\_\_\_\_. I actually \_\_\_\_\_ (go) to Montaña ita last month.

c) A: What \_\_\_\_\_ you \_\_\_\_\_ (do) there?

d) B: I \_\_\_\_\_ (do) some snorkeling, I \_\_\_\_\_ (swim) for eight years and I \_\_\_\_\_ (want) to try something new.

e) A: I \_\_\_\_\_ also \_\_\_\_\_ (think) about doing some surfing for a long time. B: You definitely should try it!



## 2. Put the verbs into the correct tense (simple past or present perfect simple).

- a) Mary (win) \_\_\_\_\_ the lottery last year.
- b) We (prepare / already) \_\_\_\_\_ dinner.
- c) James (find) \_\_\_\_\_ your ring in the garden yesterday.
- d) He (come / just) \_\_\_\_\_ home.
- e) They (buy) \_\_\_\_\_ their car two years ago.

## 3. Unscramble the sentences:

- a) this/early/arrived/he/every/week/day/has. \_\_\_\_\_
- b) last / cooked / I / lunch / Monday \_\_\_\_\_
- c) French / last / year / You / studied \_\_\_\_\_
- d) has/twice/the/stood up/student. \_\_\_\_\_
- e) on/occasions/disagreed/have/several/we \_\_\_\_\_
- f) stay / you / here / Did / last / night? \_\_\_\_\_

## E. LISTENING

### 1. Listen to the audio and do the following exercises. [Audio](#)

#### Circle True or False

- 1. The customers want two tables. True / False
- 2. There are two customers eating together. True / False
- 3. The two customers order the same starter. True / False
- 4. Both customers order the Thai chicken for their main course. True / False
- 5. The customers order cold drinks. True / False
- 6. Both customers order a dessert. True / False



## 2. Listen again and complete the phrases from the box

have – ready – for -  
like – would – like -

1. A table \_\_\_\_\_ two, please.
2. Are you \_\_\_\_\_ to order?
3. What would you \_\_\_\_\_ for your starter?
4. I'd \_\_\_\_\_ French onion soup, please.
5. What \_\_\_\_\_ you like to drink?
6. I'll \_\_\_\_\_ a fresh orange juice.

### F. SPEAK UP

#### 1. Ask the following questions about food to a partner then switch roles.

- a) Have you ever drunk fresh sugar cane juice?
- b) Have you ever been to a vegetarian restaurant?
- c) Have you ever had an unusual ice cream flavor?
- d) Have you ever eaten something you didn't like?



## G. WRITING

Write a paragraph about a time you ate something really delicious that you ate. Give some details; for example: what the place was like, who you were with and what you ate, and why the food was special for you. (Follow the example given)

***Last week, I ate in a very expensive restaurant called “Mr. Malloy”. The place was very elegant. I went with my parents and brothers. I tried a delicious dish called “Cangrejo relleno”, it is crab with stuffed inside in the shell. It was a nice moment for me because we were celebrating my brother’s birthday. Also, .....***

## H. WRAP-UP

- a) What’s the difference between simple past and present perfect?
- b) What is the auxiliary verb for the present perfect?
- c) How do we form the negative sentences with the simple past form?
- d) What tense we should use for actions that happened in the past and continue in the present?



# Lesson B

## Cooking for everyone

### A. VOCABULARY

1. Look at the following pictures. Then, number the pictures with the correct words.

<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<b>Vocabulary List</b>  1. Toast 2. Flambe 3. Stew 4. Barbecue 5. Steam 6. Boil 7. Fry 8. Bake 9. Roast
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	

2. Complete the sentences with the options below.

a) I rarely eat red meat these days; just some \_\_\_\_\_ from time to time.

crab – beef – oyster – tuna

b) We eat fish twice a week. My favorite type is \_\_\_\_\_.

shrimp – salmon – cabbage – goat

3. Ask and answer the questions with a partner.

a) How do you like your breakfast?

b) What are your favorite fried foods?

c) Name some foods that can be steamed and baked.



## B. READING

### *Who is a Vegan?*

#### 1. Read the following text

A vegan is a person who does not eat meat, fish, chicken, eggs, cheese or other dairy foods such as ice-cream or milk. Also, a vegan does not use animal products like leather. Here is another question: what does a vegan eat? A vegan eats foods like fruits and vegetables, beans, bread, and pasta (a “vegetarian” doesn’t eat meat but sometimes eats cheese and dairy foods). Recently, more and more people are vegans. In the U.K. there are now more than one million vegans. In the U.S.A. there are now more than four million vegans. In the world, there may be fifteen million vegans. Maybe you know about these famous vegans and vegetarians: Abraham Lincoln, Albert Einstein, Brad Pitt, Johnny Depp, Leonardo Da Vinci and Venus Williams. Why are so many people changing the food they eat? There are many answers to this question. Here are two very important answers. First, they think meat is not healthy. Second, many people say it is not a good idea to kill animals and eat them. Farm animals can think and feel the same as the pets in our homes. “Most people don’t eat cats and dogs,” vegans say, “so it is also not a good idea for people to eat pigs, cows and chickens”.

#### 2. Write ‘T’ (True) or ‘F’ (False) next to each statement.

1. \_\_\_\_\_ Vegans like to eat fish.
2. \_\_\_\_\_ Milk is a kind of dairy food.
3. \_\_\_\_\_ There are four million vegans in the U.K.
4. \_\_\_\_\_ Many people think meat is not healthy.
5. \_\_\_\_\_ Some vegans and vegetarians are famous.
6. \_\_\_\_\_ Many people are changing the kind of food they eat.



### 3. Match the words on the left with the meanings on the right.

- |             |  |
|-------------|--|
| 1. dairy    | A. 1,000,000                                       |
| 2. product  | B. something that people make                      |
| 3. leather  | C. not a long time ago until now                   |
| 4. recently | D. known and liked by many people                  |
| 5. million  | E. milk, cheese, butter and ice-cream              |
| 6. famous   | F. an animal like a cat that you have in your home |
| 7. healthy  | G. skin from an animal used to make clothes        |
| 8. pet      | H. not sick  |

### 4. Use the above words from the previous exercise to complete the sentences. Change the forms of verbs and nouns when necessary.

1. More than twenty-five \_\_\_\_\_ people live in New York City.
2. My friend has a \_\_\_\_\_ rabbit.
3. I want to be in movies and on TV. I want to be \_\_\_\_\_.
4. I don't want to be sick. I want to be \_\_\_\_\_.
5. \_\_\_\_\_, many people think about how to become healthy.
6. There are many kinds of \_\_\_\_\_s in a supermarket.
7. You can buy \_\_\_\_\_ foods (like milk and cheese) at a supermarket.

## C.GRAMMAR

### *Sequence adverbs*

We use the sequence adverbs **“first”, “next”, “then” and “finally”** to describe the order in which two or more actions happen.

We use a comma after **“first”, “next”, “then” and “finally”** when they introduce the sentence that describes the action.





<p><b>first</b>": for an action that happens before any others.</p> <ul style="list-style-type: none"> <li>• "I have a lot of work to do. <b>First</b>, I will make a cup of tea."</li> </ul>	<p><b>next</b>": for an action that happens immediately after another action, or as soon as possible.</p> <ul style="list-style-type: none"> <li>• "I went to Bolivia on holiday. <b>Next</b>", I want to go to Brazil."</li> </ul>
<p><b>then</b>": for an action that happens after another action if it's not immediate. We can use "and then" without a comma.</p> <ul style="list-style-type: none"> <li>• "Sarah is doing her degree. <b>Then</b>, she wants to be a lawyer."</li> </ul>	<p><b>finally</b>": for the action that happens at the end, after any others, or after a long time.</p> <p>"I worked all evening. <b>Finally</b>, I went to bed at 11pm."</p>

**Example:** Making an omelette

"First, I break the eggs. Then, I heat the butter in a pan. Next, I add the eggs. Finally, I eat the omelette with toast."

**Exercises:**

**1. Complete the sentences with the correct sequence adverb.**

If you want to pass your exams, \_\_\_\_\_ you must study very hard.

David woke up late and \_\_\_\_\_ he was late for work.

Michael \_\_\_\_\_ finished the project last week.

When you cook vegetables, \_\_\_\_\_ you should wash them.

James was ill for a week before he \_\_\_\_\_ went to the doctor.

Tom and Sarah travel a lot. They don't know where to go \_\_\_\_\_



## 2. Read the following conversation and then do the exercises below.

**Ted:** So, Claire. How do you make that fried rice again?

**Claire:** You've forgotten already? OK. First, you need to cook the rice. Then while it's cooking, you can chop the vegetables. After that, heat some oil in the pan and put in some chopped garlic. Next, add the vegetables and finally, the rice. Don't forget to keep stirring as you add everything.

**Ted:** Is that it?

**Claire:** Yeah, it's really easy.

**Ted:** Wow, great. Thanks. I'm going to make it for dinner.

**Claire:** Good luck.

**Ted:** Thanks.

## 3. Check the correct response: What do you do to make fried rice?

### What do you do first?

cook rice\_\_\_\_\_

heat a pan\_\_\_\_\_

chop vegetables\_\_\_\_\_

### What do you do third?

heat a pan\_\_\_\_\_

put garlic\_\_\_\_\_

chop vegetables\_\_\_\_\_

### What do you do second?

heat a pan\_\_\_\_\_

put garlic\_\_\_\_\_

chop vegetables\_\_\_\_\_

### What do you do last?

add garlic\_\_\_\_\_

add rice\_\_\_\_\_

add vegetables\_\_\_\_\_

## D.LISTENING

### 1. Listen to people ordering food. How do they want their meal?





1

a.  b.



2

a.  b.



3

a.  b.



4

a.  b.

2. Listen to people ordering. Was each customer pleased or not pleased with the order? Check (✓) the correct answer.

	PLEASED	NOT PLEASED
• pizza	<input type="checkbox"/>	<input type="checkbox"/>
• steak	<input type="checkbox"/>	<input type="checkbox"/>
• chicken	<input type="checkbox"/>	<input type="checkbox"/>
• vegetable	<input type="checkbox"/>	<input type="checkbox"/>
• chocolate cake	<input type="checkbox"/>	<input type="checkbox"/>
• spaghetti	<input type="checkbox"/>	<input type="checkbox"/>

## E. SPEAK UP

### 1. Discuss the following questions with your classmates.

1. What kinds of food can make you healthy?
2. Do you like animals? Do you have any pets?
3. Is it a good idea to become a vegan? Why? / Why not?
4. What could be a reason to become a vegan?
5. How often do you eat fast food and why?

## D. WRITING

### 1. Write a composition about your favorite food, include the recipe using sequence adverbs.



Well, my favorite dish is Llapingacho because it contains a lot of different ingredients. Also, I think.....

The recipe is very nice and easy to prepare. First, .....












# Lesson C

## Delicious meal

### A. VOCABULARY

1. Look at the pictures and put the letter of the name.

<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	<b>Vocabulary List</b>  a. Potatoes b. Leaves c. Flour d. Raisins e. Cinnamon f. Rice g. Strawberry h. Onions i. Raspberry
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 	

### B. WARM-UP

**Fruits** usually grow on trees or vines. They have seeds inside the plant.

**Vegetables** grow on plants above or below the ground. They usually do not have seeds inside.

Think of five fruits that are easily found in your area.

Think of four vegetables of different colors.



## C.READING

### ***Ecuadorian breakfast: coast and highlands delicious choices!***

#### **1. Read the following text**

Breakfast in Ecuador can also mean a complete satisfying meal like mote pillo or hominy with scrambled eggs in the Andean highlands, or a bowl of delicious encebollado (tuna) soup in the Coast. Savory seafood breakfasts, from ceviche to fried fish with rice and plantains, are very popular in beach towns and coastal cities. Breakfast dishes using plantains, both green and ripe, are also very popular, both in the coast and also in the Sierra (Highlands). Breakfast dishes with grains and vegetables like habas or fava beans, corn, yuca or cassava are also very common in the Highlands, especially in the more rural areas where people need a hearty breakfast to start a long work day. People will usually send the kids to buy freshly baked bread in the mornings for breakfast. You can find a variety of savory bread (pan de sal) or sweet bread (pan de dulce), some come with cheese fillings or sweet fillings, like guava jam. Ecuador has an amazing variety of fresh fruit and its very common to have fresh papaya, melon, pineapple, berries, plums, as well as lesser-known fruits like babaco, chirimoya, zapote, granadilla, and others for breakfast. The fruits are sometimes used to make juices or fruit salads, and other times are simply served on the side.

#### **2. Complete the following information about the text:**

Coast region breakfasts:

Highland region breakfasts:



**3. Match with lines the pictures with the name of the foods:**

Mote pillo



Habas

Scrambled eggs



Ceviche

Encebollado



Yuca

Beans



Bread

**D.GRAMMAR**

**Gerunds**

A gerund is a verb that's acting as a noun. We have to put "ing" at the end of the word; for example: being, coming, jumping, etc...

\*Can be used after certain verbs like; enjoy, fancy, discuss, dislike, finish, mind.....

Example: I **enjoy working** late in my job.

\*After prepositions.

Example: She is good **at painting**.

\*As the subject of a sentence.

Example: **Studying** hard is very necessary.

\*As complement of the verb "to be".

Example: We **were playing** soccer with friends.



**1. Complete the sentences with gerunds from the verbs below:**

work – study – play – come – run – need – write – speak – swim  
– look – travel

- a.- They don't mind \_\_\_\_\_
- b.- You should plan your trip before \_\_\_\_\_
- c.- Maria is \_\_\_\_\_
- d.- The students are \_\_\_\_\_
- e.- \_\_\_\_\_ is a good sport for your health.
- f.- I'm not good at \_\_\_\_\_
- g.- We dislike \_\_\_\_\_
- h.- \_\_\_\_\_ to classes early will help you a lot.
- i.- \_\_\_\_\_ in the factory is very stressful.
- j.- They want to be \_\_\_\_\_

**2. Underline the gerund in the following sentences.**

- a.- The presentation was boring and I was sleeping all the time.
- b.- Being a professor is not simple, there are annoying hours.
- c.- Coming to work with energy is the most interesting part of the day.
- d.- She is well paid for working with crafts.
- e.- One of my wishes is hiking in the mountains.
- f.- My mom's exciting news was being on Instagram for the first time.
- g.- Shakira loves dancing on the disco floor.
- h.- My friends were discussing over the math problem.
- i.- I don't mind spending some time at the garden.
- j.- Reading is very therapeutic for some people.





## E. LISTENING

### 1. Listen to the conversations and choose True or False.

The customer is not very hungry.	True / False
The customer loves fries.	True / False
The customer hates spicy food.	True / False
The customer can't have salt on the fries.	True / False
The customer wants cold pie.	True / False
The customer wants lots of sugar in the milkshake.	True / False

### 2. Listen to the following conversation and choose the correct response for the questions.

What does Felipe love?	MEAT / CORN / PORK / POTATOES
Felipe thinks that ceviche is _____	HORRIBLE/ UNIQUE/ SPICY/DELICIOUS
Felipe _____ doesn't like _____ food.	SPICY/SALTY/SWEET/ GREASY
The tortillas in Ecuador are made of _____.	RICE / EGGS / CORN / POTATOES
What do people make with corn in Ecuador?	BREAD/COOKIES/SALSA/ CEREAL

## F. WRITING

**Think of traditional celebrations in Ecuador, write about the food and drinks that are served on that occasion; include de ingredients and what other information you can add. Follow the example given.**

*I like the holy week, which is a celebration that is held in April, mostly during the second week,.....*



*The food that is served is fanesca, which is very tasty. It is made of beans,.....*

## **G. SPEAK UP**

### **1. Answer the questions about food and drinks.**

- a) Where is “cuy” is mainly served?
- b) Name some of the traditional Ecuadorian drinks.
- c) List three foods from the Coast region and three from the Highland region.
- d) What is the most famous Ecuadorian dish and why?
- e) What are the main ingredients in the Ecuadorian gastronomy?

### **2. Look at the pictures and decide which food is healthy for you and tell why.**



# UNIT 05



## HITCH HIKING

### LEARNING OUTCOMES

- » Students will be able to discuss their weekend plans, using “going to” and “will”.
- » Students will be able to describe places around the world and use modal verbs.
- » Students will be able to complete online exercises autonomously.

# Lesson A

## Spare Time

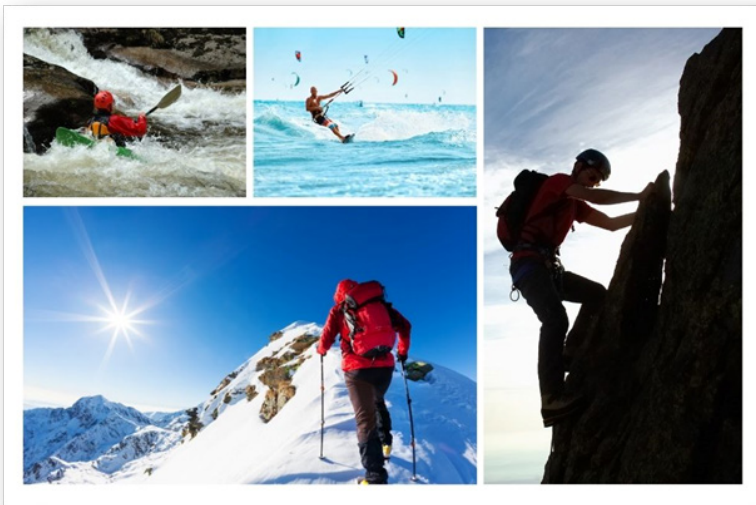
### A. VOCABULARY

#### 1. How often do you do these activities?

ACTIVITIES	FREQUENCY
DIVE	
SKATE	
RIDE A HORSE	
ROLLERBLADE	
PLAY THE GUITAR	
SWIM	
PLAY THE VIOLIN	
SKIP	

#### 2. Answer the following questions

- a) Are you into extreme sports?
- b) Which of these sports do you like?
- c) What activities do you do on weekends?



## B. CONVERSATION

### Do you like football?

#### 1. Work in pairs, read carefully the text.

**Michael:** Did you enjoy the football match you went to at the weekend Paula?

**Paula:** Yes. I always love going to watch football.

Michael: Even when the local team loses?

**Paula:** Not as much but yes, I still enjoy the atmosphere in the ground and everyone singing and chanting together.

**Michael:** How often do you go to watch them play?

**Paula:** I go to all the home matches and a few away ones. Do you like football?

**Michael:** Yes, I like football – American football. I do not like soccer so much.

**Paula:** Do you go to American football games when you are at home?

**Michael:** No. I live too far away from my team. It's in a different state.

**Paula:** That's a shame. But maybe some other time you can go to see them.

#### 2. Write a short paragraph, use the following questions as reference.

1. What is your favorite sport?
2. Why do you practice that sport?
3. Have you ever been in a sporting event?
4. How does a person become a professional athlete?
5. What do you think what sport is the most dangerous? Why?





## C.GRAMMAR

### *BE GOING TO VS. WILL*

<b>USE BE GOING TO FOR FUTURE PLANS THAT YOU HAVE ALREADY DECIDED TO DO:</b>	<b>USE WILL FOR PLANS THAT ARE POSSIBLE OR YOU ARE NOT VERY SURE ABOUT:</b>
What are you going to do this weekend?	What are you going to do this weekend?
I'm going to visit my hometown with my girlfriend.	I don't know. I think I will stay at home. Maybe I'll watch a movie with my girlfriend.
We're going to stay in a cheap hotel. I'm not going to spend a lot of money.	We probably won't go out to eat and have dinner at home.
What are you going to do this weekend?	What are you going to do this weekend?



## D. LISTENING

### 1. Listen to Leroy's podcast and choose the correct response from the words below:

Edinburgh, Maria, Paris, Bavaria, Harmonica, Helsinki, Rome, Marcus, Steak, Hamburger

- a. MONDAY: place \_\_\_\_\_
- b. MONDAY: food \_\_\_\_\_
- c. TUESDAY: place \_\_\_\_\_
- d. TUESDAY: sitting next to \_\_\_\_\_
- e. WEDNESDAY: place \_\_\_\_\_
- f. WEDNESDAY: food \_\_\_\_\_
- g. THURSDAY: place \_\_\_\_\_
- h. THURSDAY: souvenir \_\_\_\_\_
- i. FRIDAY: place \_\_\_\_\_
- j. FRIDAY: sitting next to \_\_\_\_\_

### 2. Unscramble the words to make the sentences:

a) my daughter / I / maybe / will / this Friday / visit /

\_\_\_\_\_

b) for the holidays / going to / They / aren't / be / at home /

\_\_\_\_\_

c) probably / My dad / his car / won't / use / tomorrow

\_\_\_\_\_

d) outside the house / park / is / going to / his bike / Christian

\_\_\_\_\_



## E. WRITING

1. Write four sentences using the phrases **too many**, **fewer**, **more**, and **enough**. Use both things you can count (like apples) and things you can't count (like water). Make one sentence for each phrase.

I enjoy doing various kinds of activities in my free time. For example, I like visiting museums because I'm very interested in history and learning about our ancestors. On some weekends, I visit my grandmother's house on Saturdays, and we watch TV together for about three hours, enjoying soap operas and shows she likes. When I spend time with my best friend, Peter, we play soccer for two hours with other friends and have a great time. I also like to go to...







## Lesson B

### *A pleasant journey!*

#### A. VOCABULARY

##### 1. Listen to the audio and answer the questions.

	<ul style="list-style-type: none"><li>a. Where does the conversation take place?</li><li>b. How many countries did Alan visit?</li><li>c. How long did he stay in Amsterdam?</li><li>d. Did he spend a lot of money in Munich?</li><li>e. What did he eat in Germany?</li></ul>	
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#### B. READING

### *The Grand Canyon*

##### 1. Read the text carefully.



Last year, about 6.5 million people from all over the world visited the United States. Most visitors entered through major cities like New York, Boston, Miami, Los Angeles, or San Francisco.



After landing, many stayed in the city, unaware of the travel opportunities in the country's interior, which offers exceptional beauty and interest. Did you know there are 41 national parks between Maine and California? Some parks cover thousands of acres, each with unique scenery and character. If you enjoy nature, hiking, camping, birdwatching, clean air, or just escaping city life, you'll love the National Parks! On the East Coast, Acadia National Park in Maine faces the Atlantic Ocean with its long, rocky coastline. On the West Coast in California, Yosemite boasts majestic mountains, forests, and rivers, while Death Valley features desert plants and wildlife. National and state parks offer something for every taste, including Cape Hatteras in North Carolina, the Great Smoky Mountains in Tennessee, and Shenandoah in Virginia. And of course, there's the Grand Canyon in Arizona, that awe-inspiring chasm carved by the Colorado River. *Visiting a national park doesn't have to be expensive for overseas visitors, but it does require some planning and research.*

1. Read the text again and write true or false on these statements:
2. The national parks in the States have similar sceneries and character. \_\_\_\_\_
3. In California there are 41 national parks. \_\_\_\_\_
4. On the west coast, you can find the Acadia National Park. \_\_\_\_\_
5. Death Valley is famous for its mountains, and forests. \_\_\_\_\_
6. National parks must be expensive for the local visitors. \_\_\_\_\_



## C.GRAMMAR

### Modals for necessity

Describing necessity	Giving recommendations
They don't have to show an ID.	You should carry enough change for the bus.
You have to be 18 in order to get a driver's license.	They shouldn't drink alcohol on the street.
We need to study hard to pass the exams.	You ought to follow the instructions.
We must pay attention to the teacher's explanation.	They'd better avoid going to dangerous places.

#### 1. Choose the best word to complete the advice given.

- You \_\_\_\_\_(must/should) give a tip to the server, but it's not mandatory.
- The students \_\_\_\_\_(have to/ had better) arrive early for the attendance. The teacher doesn't like latecomers.
- Bikers \_\_\_\_\_(should/need to) wear a helmet, it is recommendable for their own safety.
- The software \_\_\_\_\_(needs/ought to) be updated.
- You \_\_\_\_\_(shouldn't/have to) be over 1.70cm tall to get on to the swing.

#### 2. Work in pairs and advise your partner about these places.



## D.LISTENING

### 1. Listen to the audio and answer the questions

a) Who were the people that traveled?

.....

b) How they were called?

.....

c) In what season did people travel?

.....

d) What countries people are traveling from?

.....

## E.WRITING

### 1. Write a letter to a friend giving him/her suggestions and pieces of advice before coming to visit your town, and give ideas for plans and attractions. (Follow the example).



*Hi Mary, I hope you are having a good time in your hometown. I am very happy that you are coming to my city. I am sure that your time here will be great and very exciting.*

*There are new places here to visit. For example, you should go to the central park, it is an amazing site to spend a couple of hours talking and walking around.*

*Also, we need to buy ice cream from the restaurant on the corner of my house. They make the best ice cream in town. We don't have to spend much on souvenirs because in the historic center, things are pretty cheap. And...*



# Lesson C

## *Future Plans!*

### A. VOCABULARY

#### Future Plans, Necessity, and Suggestions

1. **Will**: We will **visit** the new art gallery next weekend.
2. **Going to**: I'm going to **apply** for that job tomorrow.
3. **Must** (Necessity): You must **complete** the assignment before the deadline.
4. **Should** (Suggestions): You should **consider** taking a break if you're feeling stressed.

These examples use verbs like visit, apply, complete, and consider that align with making plans, expressing obligation, and giving advice or suggestions for the future.

#### 1. Match the words with the correct sentences.

Below are some words related to future actions and advice. Match each word to the correct sentence.

• Words: (buy, submit, study, travel, see, call)

1. I'm going to \_\_\_\_\_ for my exams next week.
2. You should \_\_\_\_\_ your project on time.
3. She will \_\_\_\_\_ a new car soon.
4. We must \_\_\_\_\_ the doctor if we feel sick.
5. He is going to \_\_\_\_\_ abroad next summer.
6. They will \_\_\_\_\_ the movie this Friday.



## 2. Complete the sentences with the correct form of will, going to, must, or should:

1. You \_\_\_\_\_ take some time to relax this weekend.
2. I \_\_\_\_\_ buy a new book tomorrow.
3. They \_\_\_\_\_ finish the project before the meeting starts.
4. She \_\_\_\_\_ visit her grandparents next month.

## B. READING

### *Weekend plans and advice*

#### 1. Read the passage that expands on the characters and their weekend plans.



Anna and her friends are sitting in their favorite café, discussing their plans for the weekend. Anna is excited because she is going to visit her grandmother in the countryside. “I haven’t seen her for a long time, and I really miss her,” she

says. “I’m going to take the train on Saturday morning and arrive by noon. I’ll stay with her for two days. We’re going to cook together and maybe go for a walk in the nearby fields. I can’t wait!” Ben, on the other hand, is feeling a bit lost. “I don’t know what to do this weekend,” he admits. “Maybe I’ll stay home and watch a movie. I could catch up on my favorite series or play some video games, but I feel like I should do something outside too.”

“Ben, you should make a plan! You must relax, but it’s important to go outside too,” says Anna. “You can’t stay home all the time! Why don’t you invite some friends to the park? You could have a picnic and enjoy the nice weather.”

Sara, who has been listening to their conversation, chimes in, “I’m going to have a busy weekend. I have to study for my exams, and I’m also working on a project that’s due next week. I need to finish my project by Monday, but I will take a break on Sunday



afternoon. After studying all day, I'll go to the café near my house and meet a friend for coffee. It's nice to have some time to relax and chat. "That sounds like a good idea, Sara!" Anna replies. "Studying is important, but you also need to recharge. You deserve a break. Just remember to balance your time between studying and relaxing."

As they continue their conversation, Ben starts to feel inspired. "Maybe I'll take your advice and invite a few friends to the park. I'll bring some snacks and we can enjoy the sunshine together. It sounds much better than just sitting at home!"

"I'm glad to hear that, Ben!" Anna encourages him. "Spending time with friends always makes the weekend more fun. Just make sure you check the weather before you go!"

## 2. Vocabulary Practice:

### 1. Fill in the blanks with the correct word from the box: (train, park, exams, project, coffee)

1. I need to study for my \_\_\_\_\_ this weekend.
2. She is going to meet her friend for \_\_\_\_\_ on Sunday.
3. Ben might go to the \_\_\_\_\_ this weekend.
4. Anna is taking the \_\_\_\_\_ to visit her grandmother.
5. Sara has to finish her \_\_\_\_\_ before Monday.

### 3. Read the text again and answer True / False.

- |   |              |
|---|--------------|
| 1. Anna is going to visit her grandmother in the city.                        | True / False |
| 2. Ben plans to invite his friends to the park for a picnic.                  | True / False |
| 3. Sara has to finish her project by the end of the week.                     | True / False |
| 4. Anna suggests that Ben should stay home all weekend.                       | True / False |
| 5. Sara is taking a break from studying on Sunday afternoon to meet a friend. | True / False |

## C. GRAMMAR



## “Will” vs. “Going to”

### Structure:

**“Will”:** Used for spontaneous decisions, predictions, or promises.

o Form: Subject + will + base form of the verb

» Example: I will call you later.

**“Going to”:** Used for plans or intentions that have already been decided.

o Form: Subject + is/am/are + going to + base form of the verb

» Example: She is going to visit her friend next week.

**Modals of Necessity:** Used to express necessity, obligation, or lack of necessity. Common modals include must, have to, should, and ought to.

o Form: Subject + modal + base form of the verb

» Example: You must finish your homework.

**Giving Suggestions:** Phrases like should, could, or might can be used to give suggestions.

o Form: Subject + should/could/might + base form of the verb

» Example: You should try the new restaurant.

### Exercises:

#### 1. Fill in the Blanks with “will” or “going to”

1. I \_\_\_\_\_ (see) a movie tonight.
2. They \_\_\_\_\_ (visit) their grandparents this weekend.
3. She \_\_\_\_\_ (not come) to the party.
4. I think it \_\_\_\_\_ (rain) tomorrow.
5. We \_\_\_\_\_ (have) dinner at 7 PM.

#### 2. Choose the Correct Modal

1. You must/should wear a helmet when riding a bike.
2. He has to/might finish his report by Friday.
3. We should/can go for a walk after dinner.





4. They mustn't/couldn't forget their tickets.
5. You might/ought to see a doctor if you're feeling unwell.

### 3. Rewrite the sentences with suggestions.

1. It would be good to eat healthy foods. \_\_\_\_\_.
2. It might be nice to watch a movie tonight. \_\_\_\_\_.
3. It is necessary to study for your exam. \_\_\_\_\_.
4. It is important to drink enough water. \_\_\_\_\_.
5. It could be helpful to ask for help when needed. \_\_\_\_\_.

### 4. Find out the mistakes in each sentence and rewrite them correctly.

1. I'm thinking it will raining tomorrow.  
o \_\_\_\_\_
2. You should to take the bus instead of walking.  
o \_\_\_\_\_
3. I'm going to calls you later to confirm the time.  
o \_\_\_\_\_
4. You mustn't to speak during the meeting.  
o \_\_\_\_\_
5. They going to have a party tonight.  
\_\_\_\_\_

## D. WRITING

### *Future Plans and Suggestions*

1. Write a short paragraph (about 100-150 words) about your plans for the next weekend or your next vacation. Use both "will" and "going to" to talk about things you have decided in advance and things you've decided spontaneously. Also, include at least three suggestions for activities that you should or shouldn't do during your time off, using modals like should, must, mustn't, and have to.



## Example:

Next weekend, I am going to visit my grandparents in the countryside. I'm really excited because I haven't seen them in a long time. I am going to take a train on Saturday morning, and I will probably go hiking when I arrive. I think I will also visit a nearby village. If you ever visit the countryside, you should bring comfortable shoes because there is a lot of walking. You must try the local food, it's delicious! However, you mustn't forget to bring sunscreen because it can get really sunny.

## E. SPEAK UP

Discussing Future Plans and Giving Suggestions

### 1. **Pair Work: Get into pairs and take turns asking each other about your future plans for the next holiday or weekend.**

- One student will ask questions like:

- » "What are you going to do next weekend?"
- » "Are you going to visit anyone?"
- » "Do you have any plans for Saturday evening?"

### 2. **Giving Suggestions: After discussing plans, each partner will give three suggestions using modals like should, shouldn't, must, mustn't, and have to. For example:**

- "You should visit the new museum in town."
- "You mustn't forget to bring a raincoat if you go hiking."

### 3. **Switch Roles: After a few minutes, switch roles so both partners have a chance to ask and answer.**



# UNIT 06



## YES. I'LL HELP YOU

### LEARNING OUTCOMES

- » Students will identify and use vocabulary related to household chores, and use verbs, nouns, and pronouns.
- » Students will read and understand texts about places to stay, make requests using two-part verbs, and use modals.
- » Students will develop skills in reading, writing, listening, and speaking, focus making and responding to polite requests.

# Lesson A

## Turn it up!

### A. DISCUSSION

#### 1. Read the conversation between Sandra and Erick.



1. "I always pick up after everyone because the house gets messy quickly."
2. "My family rarely put away the dishes after meal."
3. "I frequently clean up spills on the floor after we cook."
4. "The laundry is almost never put away; I need to talk to my family."



1. "I usually throw out old food from the fridge, it gets rotten."
2. "The floors are rarely cleaned up well after I mop them; spills seem to happen immediately."
3. "My closet always gets messy; I need to hang up the clothes properly."
4. "I have to put away the groceries or they'll end up scattered around the kitchen."

Answer the following questions according to the text

1. What kind of complaints does Sandra have?

-----

2. What kind of complaints does Eric have?

-----

3. Do you have any common complaints with them?

-----

4. Choose which complaints are similar to you?

-----



## B. WRITING

Use the complaints from Sandra and Eric as reference. Then write three complaints you have; it is possible to use them in the negative form.

1. ....
2. ....
3. ....

## C. CONVERSATION

Pre-reading, 1. Write the words in the correct sentence.

**Words: dishes, trash, groceries, spills, clothes, floor**

1. I always have to pick up the \_\_\_\_\_ after my kids leave them all over the house.
2. Don't forget to throw out the \_\_\_\_\_; it's starting to smell.
3. After cooking dinner, I always put away the \_\_\_\_\_ to keep the kitchen tidy.
4. Whenever I spill something, I immediately clean up the \_\_\_\_\_ to avoid stains.
5. My roommate never hangs up his \_\_\_\_\_; they just pile up on the chair.
6. After shopping, we need to put away the \_\_\_\_\_ in the pantry and fridge.

## D. READING

### *Cleaning and living*

#### 1. Read the text and answer the following questions

**Emily:** Hey Jake, how's it going?

**Jake:** Not bad, Emily. I have just been busy with housework. I always end up picking up after my roommate because the place gets messy so quickly.

**Emily:** Oh, I know what you mean! I usually have to clean up spills on the kitchen floor right away. If I don't, they just stick around.



**Jake:** That sounds frustrating. I also put away the dishes right after meals. If I don't, they pile up and it's a mess.

**Emily:** Same here! And I've been turning down requests for help from my family because I'm already overwhelmed with chores.

**Jake:** Yeah, it's hard to keep up. Sometimes I throw out old food from the fridge because I forget to check it regularly.

**Emily:** Definitely. It's like a never-ending cycle. But at least we're managing, right?

**Jake:** For sure. It's good to vent a bit. Thanks for listening!

**Emily:** Anytime, Jake. We'll get through it!

## 2. Circle True or False for these sentences.

Jake enjoys picking up after his roommate.	True / False
Emily cleans up spills in the kitchen immediately to prevent stains.	True / False
Jake puts away the dishes right after meals to avoid them piling up.	True / False
Emily has been turning down requests for help from her family because she has plenty of free time.	True / False
Jake regularly checks the fridge to make sure there's no old food to throw out.	True / False

## E. GRAMMAR

### *Language in use: Two-part verbs.*

#### **Verb + particle+ (nouns).**

Throw out the garbage.

Clean up the kitchen.

References:

#### 1. Two-part verbs, with nouns.

Pick	the trash	up
Turn	the music	down



Hang	the jacket	up
Take	the books	out
Put	the placemats	away
Turn	your cellphone	off
Clean	the kitchen	up

## 2. Two-part verbs, with pronouns.

Pick	it	up
Turn	it	down
Hang	it	up
Take	them	out
Put	them	away
Turn	it	off
Clean	it	up

**come**

- up with**
  - to suggest or think of an idea or plan
  - Let's come up with a destination for our holiday.
- across**
  - to find accidentally
  - While cleaning, I came across a childhood photo.
- by**
  - to get, acquire
  - We don't know how she came by that much money.
- out with**
  - to utter; to produce
  - Apple has come out with a new version of iPhone.
- along with**
  - to accompany
  - Can you come along with us to the movies tonight?
- down with**
  - to become ill with (something)
  - She came down with the flu yesterday.



Exercises:

**1. Let's practice matching the meanings to the two-part verbs. Understand the context.**

Bank of words	Sentences
a) hang up	1. I can't believe you left the clean towels laying around; you need to ___ them ____.
b) put away	2. The groceries are still on the counter. Why didn't you ___ them _____ after shopping?
c) turn down	3. The TV is too loud. Can't you ___ the volume?
d) clean up	4. The kitchen is a mess; someone should ___ it _____.
e) throw out	5. These old magazines are cluttering up the place. When are you going to ___ them _____?
f) turn off	6. It's too bright here. Please _____ the lights.
g) hang up	7. Why are the new curtains still lying on the floor? Could you at least ___ them _____?
h) put away	8. The dishes are still on the table. Didn't you ___ them _____ after dinner?
i) turn on	9. It's freezing in here. Did you really _____ the heater?
j) clean up	10. The garage is still a disaster zone. Could you kindly _____ it _____ ?





## 2. Find the errors in each sentence and write them correctly.

1. He threw out it after reading.

.....

2. She put away the books on the shelf.

.....

3. They cleaned up the mess in the living room.

.....

4. I hung up the coat in the closet.

.....

5. She turned off the lights before leaving.

.....

## F. WRITING: Language in use.

### 1. Application in Real-Life Contexts:

a) How do you think your understanding of modals of request will help you in professional or social situations?

### 2. Overcoming Challenges:

a) If you made any mistakes with modals during practice, what were they, and how would you correct them in the future?

### Reflecting on learning:

» What strategies did you use to remember the differences between “can you,” “could you,” “would you,” and “would you mind”? How effective were these strategies?







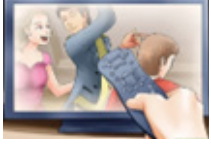
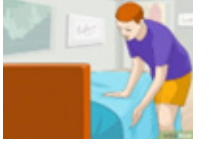
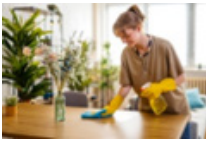


## Lesson B

### Could you pick it up?

#### A. VOCABULARY

1. Match the pictures with the number of the vocabulary list.

<input style="width: 40px; height: 20px; border: 1px solid black;" type="checkbox"/> 	<input style="width: 40px; height: 20px; border: 1px solid black;" type="checkbox"/> 	<input style="width: 40px; height: 20px; border: 1px solid black;" type="checkbox"/> 	<p><b>Vocabulary List</b></p> <p>a. Mop it up.</p> <p>b. Clean up the bed.</p> <p>c. Clean off the table.</p> <p>d. Wash up the dishes.</p> <p>e. Put the books away.</p> <p>f. Take out the trash.</p> <p>g. Pick up the clothes.</p> <p>h. Turn on the TV.</p> <p>i. Hang up the coat.</p>
<input style="width: 40px; height: 20px; border: 1px solid black;" type="checkbox"/> 	<input style="width: 40px; height: 20px; border: 1px solid black;" type="checkbox"/> 	<input style="width: 40px; height: 20px; border: 1px solid black;" type="checkbox"/> 	
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2. Complete the sentences with the words from the vocabulary list.

- a) Could you \_\_\_\_\_? It has an unpleasant smell.
- b) There is a lot on the floor, please \_\_\_\_\_.
- c) On the wall, you can \_\_\_\_\_.
- d) After you get up, you should \_\_\_\_\_.
- e) When you arrive from school, it is necessary to \_\_\_\_\_.



## B. READING

### A COMFORTABLE PLACE TO STAY

#### 1. Read the text below and do the exercises.



**Do you find hotels too cold and unfriendly? Do you want to live like a local when you go on holiday?**

**A new generation of websites, such as Airbnb, can help you find privately owned rooms, apartments and houses to rent.**

'Hosts' create profiles of places to rent. 'Guests' can browse the profiles, read reviews written by guests and make reservations online. Prices range from about £25 to £100 per night, depending on the accommodation and the location.

But what's it like to stay at a stranger's house when you're on holiday? And if you're a host, what's it like to open your home to people you don't know? We spoke to some guests and hosts to find out.

#### **WHAT THE GUESTS SAY ...**

**Antonia** My friend and I stayed in this amazing modern villa in California for ten days. It had eight bedrooms, a pool and the biggest kitchen I've ever seen (in which Jeff, our host, cooked fantastic breakfasts for us!). Jeff was so nice. He gave us lots of information about the local area and invited us to join him for



dinner. We ended up becoming good friends – he’s going to come and stay in my house when he comes to Italy next year.

**Kumi** I’ve stayed in Berlin a few times, but I’ve always stayed in a hotel. This experience was completely different. I had the entire top floor of an old house to myself, and the rent included a bicycle too, which was great for travelling about. The hosts (Karl and Alexandra) were very kind, and we had good conversations every mealtime. They let me use the kitchen, which was great as the restaurants nearby are quite expensive. The shopkeepers in the area knew I was staying at Karl and Alexandra’s and they were all very friendly. I felt like a local by the end of the week!

**2. Read the introduction of A more personal place to stay and choose the best summary.**

- a) Airbnb is an advertising website for hotels.
- b) Airbnb is a website for travelers and people who have rooms to rent.
- c) Airbnb is a travel advice website that has reviews of hotels and restaurants.

**3. Check the recommendations given by the guests. Answer A for Antonia or K for Kumi against the questions.**

- a) Who could swim at the place they stayed? .....
- b) Who felt ‘at home’ in the neighborhood? .....
- c) Who could easily get around the city? .....
- d) Who cooked their own food? .....
- e) Who is going to see their host(s) again? .....



#### 4. Read the following conversation and practice it with a partner.

**Emily:** Jake, could you help me set the table? I'm running behind on dinner prep.

**Jake:** Sure, Em. Where should I put the plates?

**Emily:** Would you mind putting them on the dining table? And don't forget the forks and knives!

**Jake:** Got it. Mom, can you turn on the oven? I think Emily needs it preheated.

**Sarah:** Of course. Emily, can you check if we have enough napkins?

**Emily:** Yeah, I'll do that. Could you also hang up your coat, Jake? It's in the way.

**Jake:** Oops, sorry! I'll hang it up now.

**Sarah:** Jake, after that, would you mind throwing out the trash? The bin is full.

**Jake:** No problem, I'll take care of it.

**Emily:** Thanks, everyone! This dinner is going to be great.

### C. GRAMMAR

#### *Two- Words Verbs*

Two-word verbs are verbs that are made up of two or three words combined together to have one meaning.

They can be **kept together** or **separated** with nouns or pronouns, either coming after them or between the parts of the verb.

I **looked** the new word **up** in a dictionary. Or I **looked it up**.

**Put away** the markers. Or **Put** them **away**.



## 1. Put the words in the correct order to make the sentences.

a) usually – what – you – time – get up – At -do  
\_\_\_\_\_

b) down - teacher - sit -The -told -me- to  
\_\_\_\_\_

c) eating - I - clean off - have - table - to -the -after  
\_\_\_\_\_

d) wash up - likes - My mother- dishes- to - the  
\_\_\_\_\_

e) takes - my father - evenings - In the - the - trash out  
\_\_\_\_\_

## *Requests with modals and would you mind...?*

<b>Can, could and would + subject + verb</b>	<b>Would you mind + v(ing)</b>
Would you turn down the music, please?	Would you mind opening the door, please?
Could you put the books away?	Would you mind giving me your address?
Can you do me a favor, please?	Would you mind telling me the time?

## 2. Change the sentences to make them polite.

a) Give me your phone number. (could)  
\_\_\_\_\_

b) Open the door. (would you mind)  
\_\_\_\_\_

c) Try to find the answer. (can)  
\_\_\_\_\_



d) Put away the towels. (would)

---

e) Write a letter for me. (would you mind)

---

## D. LISTENING

### 1. Watch and listen to the video and answer the questions.

<https://www.youtube.com/watch?v=B-BwdBZPqJc>

a). According to Ravi,...

- A. four years old is too early to give chores to a child.
- B. his child doesn't like to do housework.
- C. children can do more things than we think.

b) What did Ravi's son do when he was four?

- A. Take out the trash.
- B. Make his bed.
- C. Set the table.

c) According to Sophie...

- A. their kids shout a lot.
- B. it is hard to make her children do chores.
- C. her teenagers only do the simplest tasks.

d) What does Sophie say about her children?

- A. They didn't help at all when they were younger.
- B. They don't walk the dog enough.
- C. They never clear the table or take the rubbish out.

e) Emily...

- A. pays her kids for each chore they do.



- B. pays her kids extra money for washing cars.
- C. never allows her children to stay up watching TV.

f) Which is true about Oliver?

- A. Each child does four or five chores every week.
- B. Their home is very messy.
- C. His kids only do the chores that they choose.

g) According to Oliver,...

- A. today, Ben is helping with the laundry.
- B. one of the children is just three years old.
- C. he and his wife both have jobs.



## E. SPEAK UP

1. Watch the video and write down the requests.

<https://www.youtube.com/watch?v=bis3EWoBHKA>

2. Using the pictures below. Make requests using: Can...?, Could.....? and Would you mind...?





## F. WRITING

1. Write an email to the dean of the faculty about different difficult situations you could have in the university. Explain those situations and make requests to try to give solutions. Follow the example.

**Dear dean of the faculty,**

Lately, we have had some problems with the restroom and other facilities of the building. I would like to make a request to give solution to those problems...



## Lesson C

### *It will rain*

#### A. PRONUNCIATION - Stress and Rhythm

##### 1. Listen and practice. Pay attention to stress.

<b>PICK UP</b> your <b>SHOES</b>	<b>PICK</b> your <b>SHOES</b> <b>UP</b>	<b>PICK</b> them <b>UP</b>
<b>TURN ON</b> the <b>LIGHT.</b>	<b>TURN</b> the <b>LIGHT</b> <b>ON</b>	<b>TURN</b> it <b>OFF.</b>

#### B. LISTENING: Lending a Hand with Housework"

**1.Preparation:** Listen to the dialogue about a family survey regarding household chores. After listening, answer the questions below by selecting the correct option. More than one answer may be possible.

##### 1. Who is considered the messiest in the family?

- a) Dad
- b) Mom
- c) Son
- d) Daughter

##### 2. Who is sometimes just as messy as the son?

- a) Dad
- b) Mom
- c) Daughter
- d) Son



**3. Who does most of the work in the kitchen?**

- a) Dad
- b) Mom
- c) Daughter
- d) Son

**4. Who helps with cooking on the weekends?**

- a) Mom
- b) Dad
- c) Son
- d) Daughter

**5. Who is responsible for doing the laundry?**

- a) Dad
- b) Mom
- c) Son
- d) Daughter

**6. Who manages the household expenses?**

- a) Dad
- b) Mom
- c) Son
- d) Daughter

**7. Who is responsible for taking out the trash?**

- a) Dad
- b) Son
- c) Daughter
- d) Mom



## 8. Who takes care of the outdoor chores?

- a) Dad
- b) Mom
- c) Son
- d) Daughter

## C. READING

### *Hotel Complaints – The Strangest Requests*

#### 1. Read carefully the text

Hotels around the world accommodate millions of guests every year. Along with the standard services they provide, hotel staff often deal with unusual and sometimes bizarre guest requests. From strange demands for room service to complaints about things beyond the hotel's control, staff are often left scratching their heads.

For example, a guest once asked a receptionist if they could fill their bath with champagne instead of water. Another guest insisted that the hotel ensure that every strawberry in their fruit salad be exactly the same size. These requests are not just limited to luxury hotels; even budget hotels report odd guest behavior, like the man who called reception to ask if they could send someone up to brush his teeth because he had forgotten his toothbrush.

Complaints can also be just as peculiar. One guest at a coastal hotel complained they couldn't see the ocean, despite the hotel being located miles inland. At another hotel, a guest asked for compensation because they gained weight due to the variety of delicious food served at the hotel's restaurant. The truth is, hotel staff must be ready for anything, no matter how unusual the request or complaint may be.

These quirky demands add to the challenges of working in the hospitality industry, but they also provide some of the best stories to share.



## **2. Answer the following questions based on the reading: The Strangest Requests.**

### **1. - What unusual request did a guest make regarding their bath?**

- a) The guest asked for a bath with flowers.
- b) The guest asked for a bath filled with champagne.
- c) The guest asked for a bath with strawberries.
- d) The guest asked for a bath in the ocean.

### **2. - What was the complaint about strawberries?**

- a) The strawberries were too sour.
- b) The guest wanted them served with sugar.
- c) The guest wanted all the strawberries to be the same size.
- d) The guest didn't like strawberries.

### **3. - Why did one guests ask for compensation at a hotel?**

- a) Because they lost their luggage.
- b) Because the food was too delicious, and they gained weight.
- c) Because their room was too small.
- d) Because they didn't like the hotel staff.

### **4. - What did a guest ask the hotel to do because they forgot their toothbrush?**

- a) Provide a new toothbrush.
- b) Send someone to brush their teeth.
- c) Give them toothpaste.
- d) Bring mouthwash to their room.

### **5 – Why did a guest complain about the ocean view?**

- a) The ocean was too far away.
- b) There were no windows in their room.



- c) The hotel was located far from the coast.
- d) They didn't want an ocean view.

## D.WRITING: A Public Message



**1. Think of a common issue you might have with your neighbors in your building or community. Write a polite public message explaining the problem and making a request for improvement.**

To the person who keeps leaving trash bags by the elevator: Could you please take your garbage directly to the dumpster? The hallway smells bad, and it's attracting bugs. Let's all work together to keep our building clean. Thank you!

**Your turn:** \_\_\_\_\_

### **SPEAKING : Asking for favors and answering.**

**Read the mini dialogues with a classmate. Practice the possible alternatives.**



1. - Request: "Can you turn off the TV?"

Answer: "Yes, I will turn it off now."

- Possible Alternatives:
- "Sure, I will do it right away."
- "Of course, I'll turn it off immediately."






2. Request: “Could you help me with my homework?”

Answer: “Sure, I will help you later.”

- Possible Alternatives:
- “Yes, I will assist you with that after dinner.”
- “Definitely, I’ll help you out soon.”





# UNIT 07

## WHAT CAN THIS BE USED FOR?

### LEARNING OUTCOMES

- » Students will use infinitives and gerunds to talk about modern inventions.
- » Students will give instructions using infinitives and imperatives on technology.
- » Students will enhance speaking skills by applying proper stress and rhythm.



# Lesson A

## Technology

### A. WARM-UP

#### 1. What can't you live without?



#### Discussion

1. Have you ever wondered which inventions you can't live without?
2. I think the most useful invention is...
3. What inventions are the

most common in your community?

4. Which modern invention do you rely on the most in your daily life?

#### Essential Inventions for Modern Life

Internet

Tablet Computers

E-Readers

Wi-Fi



GPS Technology

Smartphone

Digital Camera

Drones

### C. CONVERSATION

#### 1. Read the dialogue between María and Carlos

##### Troubleshooting a Battery Issue

**MARIA:** My phone's battery drains so quickly!

**CARLOS:** How long have you been experiencing this problem?

**MARIA:** For a couple of weeks. I do not know what's wrong.

**CARLOS:** Maybe it's because of some apps running in the background

**MARIA:** Really? How can I fix it?



**CARLOS:** First, you should check your battery usage settings. Close any apps that are using too much power.

**MARIA:** That makes sense. What else can I do?

**CARLOS:** You can also lower the screen brightness and turn off location services when you're not using them.

**MARIA:** Good idea. I always forget to adjust those settings.

**CARLOS:** And one more thing, make sure your phone is updated to the latest software version,

**MARIA:** Thanks, Carlos. I'll do that right away.

## D.GRAMMAR:

### **INFINITIVES AND GERUNDS FOR USES AND PURPOSES**

Infinitive Form	
Sub + use + invention + infinitive + (complement)	
I use YouTube to watch grammar videos.	People use drones to record videos.

Gerund Form	
Sub + use + invention + for + gerund + (complement)	
I use YouTube for watching grammar videos.	People use drones for recording videos.



## 1. Use the following expressions to state the use of an item:

EXPRESSIONS	EXAMPLES
Some people use	Some people use voice assistants like Siri or Alexa to control their smart home devices.
Many people use	Many people use cloud storage services to back up important personal files and documents.
I can use	I can use my tablet to read e-books and take notes during meetings.
Usually, I use	Usually, I use my smartphone to check emails and manage my calendar.
Most people use	Most people use the internet for doing homework.

## INFINITIVES AND GERUND – Use:

Infinitives and gerunds can be used to explain why we use or do something.



## 2. Complete with the correct option

### Infinitives and gerund

- A. ... Infinitives always end in – ing and gerunds are the base form of the verb
- B. ... Gerunds are used as nouns, and infinitives can express purpose.
- C. ... Are always interchangeable in any context.



### 3. Complete the sentences using infinitives and gerunds.

1. Hackers are used to \_\_\_\_\_ (edit /steal/ code) sensitive information.
2. Geeks are known for \_\_\_\_\_(love / create / fix) complex technology.
3. Flash drives are used for \_\_\_\_\_ (store / delete / email) important files.
4. Identity theft is a problem related to \_\_\_\_\_ (use/steal/ lose) personal data.
5. Frozen screens are an issue when trying to \_\_\_\_\_ (watch/navigate/restart) a computer.

### 4. Read each sentence about a technology item. Write sentences about the item and purpose.

1. My sister's car has a built-in GPS system. (She uses/get directions)  
-----
2. I love my new smartphone. (I use/take pictures)  
-----
3. That's a flash drive. (You use / back up files)  
-----
4. I'm often on my computer all day long. (I use/shop online and do research)  
-----

### E. Warm-up

SUB+USE+INVENTION+INFINITIVE+COMPLEMENT.

People use cellphones to listen to music.

People use drones to record videos.

People use YouTube to watch grammar videos.

Sara uses her computer to play video games.



Infinitive = to + verb



SUB+USE+INVENTION+FOR+GERUND+COMPLEMENT.

People use cellphones for listening to music.

People use drones for recording videos.

People use YouTube for watching grammar videos.

Sara uses her computer for playing video game

Gerund = verb + ing



**1. Choose the correct option to complete the sentences. Use each verb one time. Check if it is an infinitive or a gerund.**

1. A computer is used for \_\_\_\_reports.

- a) do
- b) doing
- c) writing
- d) write

2. A robot is used to \_\_\_\_dangerous jobs.

- a) perform
- b) performing
- c) determine
- d) determining

3. A GPS device is used for \_\_\_\_\_ your exact location.

- a) Determine
- b) Determining
- c) Write
- d) Writing

4. A smartphone is used to \_\_\_\_unnecessary apps.

- a) do
- b) doing
- c) delete
- d) deleting

5. A digital camera is used for \_\_\_\_\_photos easily.

- a) taking
- b) take



c) store

d) storing

6. A flash drive is used to \_\_\_\_\_ data.

a) deleting

b) delete

c) store

d) storing

**F. LISTENING:** Solving a Battery problem.

**1. Preparation: Listen the conversation between Maria and Carlos. Then, choose the correct answer for each question from the options provided.**

1. What issue is Maria experiencing with her smartphone?

a) The screen is c.

b) The battery drains quickly.

c) The phone won't turn on.

2. How long has Maria been dealing with this problem?

a) A few days.

b) A couple of weeks.

c) The charging cable.

3. What does Carlos suggest Maria check first?

a) The battery usage settings.

b) The phone's warranty.

c) The charging cable.



4. What is the last piece of advice Carlos gives Maria?
- To replace the phone's battery.
  - To update her phone's software.
  - To buy a new smartphone.
5. Why does Carlos recommend lowering the screen brightness?
- To reduce eye strain.
  - To improve battery life.
  - To save data usage.
6. According to Carlos, what should Maria do to save battery life?
- Use the phone more often.
  - Close background apps, lower screen brightness, and turn off location services.
  - Delete all her apps.
  - What type of phone issue does Carlos mention might be causing the problem?
7. What type of phone issue does Carlos mention might be causing the problem?
- A virus.
  - Background apps using too much power.
  - A faulty battery.

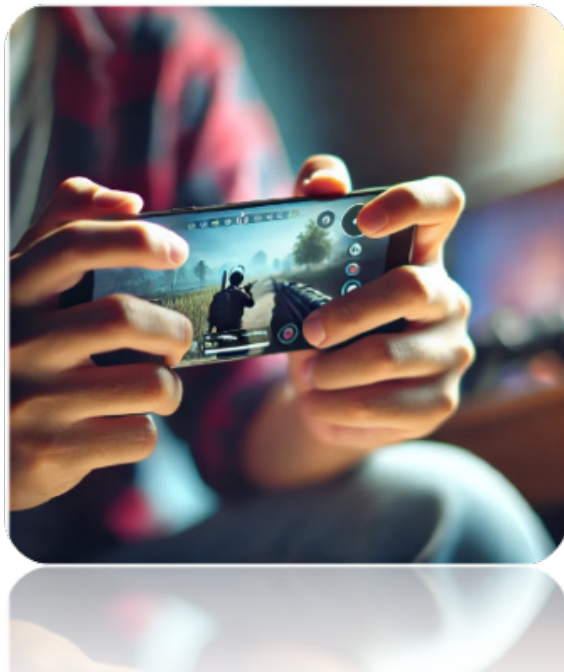
## G. WRITING

### ELECTRONIC DEVICES

- Write a short paragraph (8-10 sentences) about the electronic devices or inventions you use regularly. Be sure to use infinitives (e.g., to communicate) to express the purpose of using these devices, and gerunds (e.g., enjoy watching movies) to describe general activities.**







I use my smartphone every day to communicate with my friends and family. I enjoy sending messages and making video calls to stay in touch. My laptop is essential for working on projects and researching new information. I often .....

## H. WRAP –UP

### 1. Answer the following questions.

1. What do people use cell phones for, according to the previous slide?
2. How do you form an infinitive? Use an example from the previous slide.
3. What is the gerund form of the verb “record,” as shown in the slide?
4. Which sentence uses an infinitive: “to listen to music” or “for listening to music”?
5. How does Mia use her computer, according to the slide?



## Lesson B

*Make sure to upload your homework.*

### A. WARM-UP

1. Think about the last time you had to deal with technology, like working on your computer or phone and answer the questions.

1. What problems do you have?

---

2. What solutions do you suggest?

---



**B. VOCABULARY:** Get Connected

### BOOST YOUR VOCABULARY

1. Preparation: Write the words in the correct group.

Smartphone	Install software	Virus protection	Tech-savvy	Troubleshoot
Cloud storage	Social media	Phishing scam	Pop-up ads	Tablet



Issues with technology	Tech gadgets and tools	Technology lovers	What to do on the web

## WEBSITE TYPES

### 2. Match each type of website with the action that best describes it

- |                                |   |
|--------------------------------|---|
| a) Entertainment portals.      | 1. Access and search for information on the web.  |
| b) Digital news outlets.       | 2. Upload and share media files like photos       |
| c) Web search tools.           | 3. Play games online and join gaming communities. |
| d) Social networking services. | 4. Search for products and make purchases.        |
| e) File sharing websites.      | 5. Find and read the latest news and headlines.   |
| f) E-commerce platforms.       | 6. Look for and share updates with friends        |

## C. READING:

### READY TO SUBMISSION

#### 1. Read the conversation and share the imperatives-infinitives that you find

**ALICE:** Hey John, did you finish the group project for our computer science class?

**JOHN:** Almost. I just need to upload it. But I keep worrying I'll forget something important.

**ALICE:** Yeah, make sure not to delete any files by accident before you upload. That happened to me last semester.



**JOHN:** Good point. I'll double-check everything. Thanks for the reminder!

**ALICE:** No problem. And remember not to share the document link with anyone outside the group.

**JOHN:** Definitely. I wouldn't want anyone messing with our work.

**ALICE:** Also, try not to overthink it. We've done a solid job.

**JOHN:** True. I'll upload it now and be done with it.

**ALICE:** Great! Let me know once it's done so we can celebrate.

**JOHN:** Will do!

## 2. Read again and answer the following question

What advice did Alice give John to help him avoid making mistakes when finishing the group project? Why is it important?

## D.GRAMMAR

### ***INFINITIVES AND IMPERATIVES IN TECHNOLOGY***

Imperative with Infinitives	Example
Make sure to save your work.	Make sure to save your file before closing.
Be sure to upload the document.	Be sure to upload your assignment to the portal.
Try to click on the link.	Try to click on the link to access the quiz.
Remember to back up your data.	Remember to back up your data regularly.



## **NEGATIVE FORM IN INFINITIVES AND IMPERATIVES IN TECHNOLOGY**

Negative Imperative with Infinitives	Example
Make sure not to delete important files.	"Make sure not to delete important files accidentally."
Be sure not to share your password.	"Be sure not to share your password with anyone."
Try not to overload the server.	"Try not to overload the server during peak hours."
Remember not to skip the backup process.	"Remember not to skip the backup process before updates."

### **1. Gap filling exercise.**

SITUATIONS	ANSWER:
The computer is running out of storage space.	
"_____ to delete unnecessary files to free up space."	
Your phone is constantly overheating while charging.	
"_____ to charge your phone overnight."	
You accidentally downloaded a suspicious file.	
"_____ to scan the file with antivirus software."	
The Wi-Fi connection keeps dropping during your online classes.	
"_____ to restart the router if the connection drops."	



Your software isn't working because it's outdated.	
"_____ to ignore update notifications."	

## 2. Use the grammar highlight to reorder the words.

- clear / browser / cookies / try / your / and / cache / to.
- Install / remember / antivirus/ keep / to / updated / your / software.
- backup / make / files / your / to / a / important / copy /always.
- passwords / strong / should / use / to / protect / your / data / try.
- updates / operating / download / sure / system / to / make / you.
- create / you / need / schedule / a / work / plan / to.
- restart / resolve / sometimes / the / issue / to / try / computer.
- avoid / too / running / many / at / applications / time / one.
- your / phone / to / make / charge / remember / always.
- access / use / try / Wi-Fi / secure / networks / to / only.

## E. LISTENING:

### Avoiding Mistakes

#### 1. Preparation: Listen the conversation between Alice and John. Then, choose the correct answer for each question from the options provided.

- What does John still need to do to finish the group project?
  - Add more information.
  - Upload the project.
  - Edit the document.
  - Share the project link.



**2. -What does Alice warn Jhon about before uploading the project?**

- a) Not to forget adding a conclusion.
- b) To ensure he sends the link to the teacher.
- c) Not to delete any files by accident.
- d) To check the word count.

**3. - Why does Jhon thank Alice?**

- a) For helping with the final project.
- b) For reminding him to double-check the files.
- c) For finishing the group project.
- d) For sharing the document link.



**4. - What should Jhon avoid doing with the document link?**

- a) Sharing it with people outside the group.
- b) Forgetting to upload it.
- c) Deleting it after submission.
- d) Editing it before uploading.

**F. WRITING** -Individual Writing.

**1. Write a short paragraph responding to the question “How do you use your smartphone?” “In your response, describe the ways you use your smartphone in your daily life, including specific apps, functions, and situations. Explain how important the smartphone is to you.**

Example: “My smartphone has become an essential tool in my daily life. I use my smartphone for communication...”

**2. Read the technological problems, think of solutions and share with the class. Use the grammar highlights.**

Problem: Your computer is running out of storage space.

Prompt: “What should you do to free up space on your computer?”

Problem: Your phone is constantly overheating while charging.



## Lesson C

### *The Sharing Economy.*

#### **A. PRONUNCIATION** - Stress and Rhythm.

##### **1. Listen and practice. Notice which syllable has the main stress.**

Digital	E- readers	Technology
Manager	Equipment	Entertain
Assignment	Computer	Smartphone

#### **The Sharing Economy Helps Everyone.**



The sharing economy, also known as collaborative consumption, is a system where individuals share resources, goods, or services, often through digital platforms. Companies like Uber, Airbnb, and TaskRabbit have grown rapidly by providing people with access to transportation, housing, and other services at more affordable rates than traditional models.

One of the main advantages of the sharing economy is that it provides greater flexibility. People can offer services or goods whenever it suits them, earning extra income on the side. For example, someone can rent out their spare room on Airbnb or drive for Uber during their free time. This flexibility benefits both providers and consumers by creating more options and opportunities.



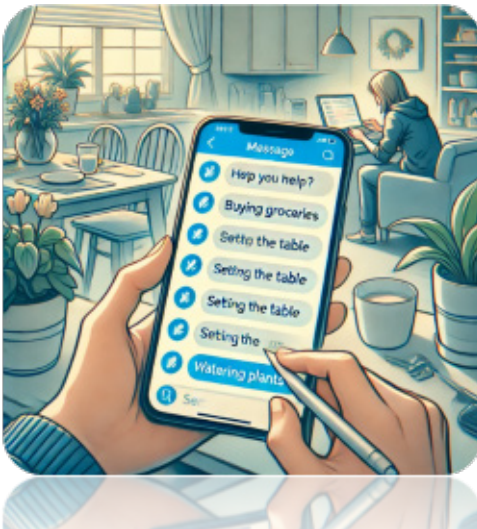
Additionally, the sharing economy promotes resource efficiency. Instead of owning products or assets that are rarely used, people can share them with others, reducing waste. For instance, a car that is only used a few times a week can be rented out when it's idle, maximizing its value.

## 2. Answer the following questions based on the reading passage about the sharing Economy.

1. - How do you think the flexibility of the sharing economy impacts the lives of people who participate as service providers?
2. - How can the sharing economy help reduce overconsumption and waste of resources in society?
3. - What additional examples can you think of where the concept of sharing resources could be applied, beyond companies like Uber or Airbnb?

## B. WRITING

1. **Asking for help** Imagine your friend is coming over for dinner, but you are going to be busy all day. You have a family member or roommate who has agreed to help. Think of three specific things you need help with and write a message with instructions for them.



### Message:

Hi, Sarah. Thank you so much for agreeing to help me today! I really appreciate it. Here are the three things I need help with. First, please go to the grocery store and buy the items on the list that I left on the fridge. Also, please don't forget to set the table for dinner. I've left the dishes and cutlery in the cabinet.



Finally, could you also water the plants in the living room? They need some attention today.

- 1. Group Work: Take turns reading your messages aloud with a partner or group. Compare the tasks you asked for and see if anyone asked for similar favors.**

**YOU CAN GIVE SUGGESTIONS IN THE TECHNOLOGICAL CONTEXT.**





# UNIT

# 08

## IT'S CELEBRATION TIME

### LEARNING OUTCOMES

- » Students will be able to use relative clauses of time to describe different celebrations and festivities.
- » Students will be able to express and discuss cultural customs and traditions using adverbial clauses of time.
- » Students will be able to describe and compare new year's traditions from around the world, applying stress and rhythm in their speech.

# Lesson A

## Celebrations

### A. DISCUSSION

#### 1. What's your favorite celebration? Why?

##### DAY OF THE DEAD NOVEMBER 2ND

It is time to honor and remember deceased loved ones. This holiday celebrates their lives with joy and festivities.



##### THANKSGIVING NOVEMBER 30

It is time for giving thanks for the harvest and blessing of the past year.



##### SAINT PATRICK'S DAY MARCH 17<sup>TH</sup>

It's a cultural and religious holiday. The day is often marked by parades, wearing green attire, people also enjoy traditional Irish food and drinks.



##### CHINESE NEW YEAR JANUARY AND FEBRUARY

It is the most important traditional holiday in China with fireworks and dragon dances.



What are the traditional festivities in Ecuador?



## B. VOCABULARY

Preparation: Find the incorrect word.

### COLLOCATIONS

EAT	Street food	Rice cakes	money
GIVE	Presents	Fireworks	A compliment (e.g., "Your dress is stunning")
GO TO	A forest ceremony	A wedding	A cake
HAVE A	A wedding	A casual gathering	A Watch
PLAY	Music	A dress	A role in a wedding
SEND	The reception area	Invitations	A wedding announcement
WEAR	A ceremony	A deep emerald, green dress	Something unique

## C. CONVERSATION

### EMMA AND JAKE

**EMMA:** Hey Jake, do you have any plans for Valentine's Day?

**JAKE:** Not sure yet. I'm thinking of doing something special for Sarah. What about you?

**EMMA:** I'm planning a quiet dinner at home with Alex. We both love cooking, so we thought it would be fun to make a meal together.

**JAKE:** That sounds nice! Are you getting him anything?

**EMMA:** Yeah, I bought him a book. He's been wanting to read and I'm thinking of writing him a letter, something personal and meaningful.

**JAKE:** That's a great idea! I was thinking of surprising Sarah with a weekend getaway. She's been talking about how much she needs a break.

**EMMA:** That's so thoughtful! Where are you planning to take her?



**JAKE:** I'm thinking of booking a hotel room at the highland region. It's peaceful, and I know she'll love the view.

**EMMA:** That sounds perfect! Valentine's Day doesn't always have to be about grand gestures, though, sometimes, just spending quality time together is the best gift.

**JAKE:** I agree. It's more about showing you care in your own way, right?

**EMMA:** Exactly! Whatever you do, I'm sure Sarah will appreciate the thought and effort you put into it.



## D. GRAMMAR

### RELATIVE CLAUSES OF TIME

#### WHAT IS A CLAUSE?

A clause is a group of words, that has a subject and a verb. It can be a sentence or part of a sentence.

#### RELATIVE CLAUSES OF TIME

#### FORM

**Date + be + relative clause.**



## Examples:

- » Christmas is the night when people celebrate Jesus' birthday.
- » Mother's Day is the day when people give gifts to their mothers.



## RELATIVE CLAUSES OF TIME-USE

Relative clauses of time are used to describe a specific time or period in which an event occurs.

“When” is the most common relative pronoun for time, used to refer to a specific point or period?

### 1. Which statement is true?

Relative clauses of time.....

A. -----with “When” are used to describe why something happens.

B. \_\_\_\_\_” When” is used to refer to a specific moment or period.

C. \_\_\_\_\_with “When” are always placed at the beginning of a sentence.



## 2. Complete these sentences

Independence Day is a day	When.....
Thanksgiving is a time	
Halloween is a night	
Easter is a day	
Christmas is a holiday	
Earth Day is a day	

## 3. Online Activities

<https://www.liveworksheets.com/w/en/english-second-language-esl/1880610>

<https://www.liveworksheets.com/node/2530529>

<https://www.liveworksheets.com/node/3656302>

## RELATIVE CLAUSES OF TIME -FORM

**Date + be + short description + when + sub + verb + complement.**

**Example:** 1492 is the year when Columbus discovered America.



My birthday is a celebration when all my friends come to my house.





#### 4. Complete the sentences with the correct clauses:

- a) When the holidays start, \_\_\_\_\_
- b) When I feel really happy, \_\_\_\_\_
- c) When winter comes, \_\_\_\_\_
- d) When school ends, \_\_\_\_\_

#### 5. Complete the following statements.

1. December is my favorite month. It's the month \_\_\_\_\_ . I love seeing all the decorations and lights.
2. I feel a sense of relief \_\_\_\_\_. No more homework or tests!
3. I get excited \_\_\_\_\_. It's the perfect time for cozy sweaters and hot cocoa.
4. My happiest moments are \_\_\_\_\_. Spending time with family and friends brings me joy.

#### 6. Write sentences using relative clauses of time.

November 2 <sup>nd</sup> 	August 10 <sup>th</sup> 	December 25 <sup>th</sup> 
Carnaval 	Mothers' Day 	



## E. WRAP – UP - RELATIVE CLAUSES OF TIME

### MAIN CLAUSE

### RELATIVE CLAUSE

### INFORMATION CLAUSE

February 14th is the day when people give cards to the ones they love.



Date /moment Be Time Connector Subject Verb Complement

### Examples:

- New Year's Eve is the night when I have fun with friends
- Thanksgiving is the day when we celebrate the harvest.

## F. LISTENING: Lovers' Holiday

**1. Preparation: Listen the conversation between Emma and Jake. Then, choose the correct answer for each question from the options provided.**

### 1. What is Jake considering doing for Valentine's Day?

- a) Planning a party.
- b) Doing something special for Sarah.
- c) Watching a movie alone.

### 2. What are Emma and Alex planning to do for Valentine's Day?

- a) Go to a fancy restaurant.
- b) Watch a movie.
- c) Have a quiet dinner at home and cook together.

### 3. What gift did Emma buy for Alex?

- a) A book he's been wanting to read.
- b) A pair of shoes.
- c) A new phone.



#### 4. What additional gesture is Emma considering for Alex?

- a) Making a video.
- b) Writing him a letter.
- c) Buying him chocolates.

#### 5. What idea does Jake have for surprising Sarah?

- a) A surprises party.
- b) A weekend getaway.
- c) A new car.

#### 6. What does Emma say about Valentine's Day?

- a) It should always be about grand gestures.
- b) It doesn't always have to be about grand gestures.
- c) It's best celebrated alone.

### G. WRITING

#### 1. Write a short paragraph describing a festival or holiday that is unique to your culture or region and explain its significance.

**Example:** "In Ecuador, a unique and culturally significant festival is \_\_\_\_\_, celebrated in the city of \_\_\_\_\_. This vibrant festival, which takes place in \_\_\_\_\_. The festival is a lively expression of \_\_\_\_\_.

### H. WRAP - UP

#### 1. Answer the following questions.

- 1. What is the purpose of using a relative clause of time in a sentence?
- 2. Which word is most used to introduce a relative clause of time?



# Lesson B

## Cultural Customs

### A. WARM-UP

#### Cultural Customs

1. Have you ever attended a wedding or heard of a wedding custom where something specific happens at a particular time? What was it, and when did it occur?

» Hindu wedding (India)



» Christian wedding (global)



» Shinto wedding (Japan)

» Traditional Chinese wedding.

### B. VOCABULARY - CROSSWORD PUZZLE

#### SPECIAL DAYS

1. Celebrated on the fourth Thursday of November in the USA.

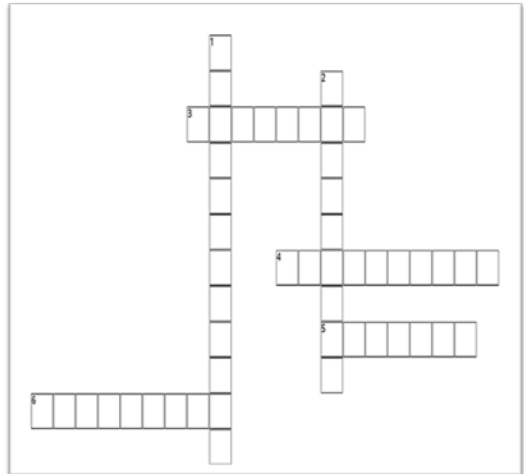
2. Celebrated on February 14th, focusing on love and romance.

3. A day to honor workers, celebrated on May 1st.

4. A day to honor fathers, celebrated on the third Sunday of June.

5. The first day of the year, celebrated on January 1st.

6. Celebrated on October 31st, characterized by costumes and trick-or-treating.



## C. CONVERSATION

### *DELICIOUS MEAL*



**CLARA:** How do you usually celebrate your birthday?

**LUCAS:** On my birthday, I always start the day by wearing new clothes, and I often have a party with my friends and family. What about you?

**CLARA:** I usually celebrate my birthday with my family. We have a special meal, and some of my relatives come over. It's always a fun time.

**LUCAS:** That sounds fun! What about New Year's Eve? How do you celebrate it?

**CLARA:** For New Year's Eve, my family has a tradition of staying up until midnight to watch the fireworks. We usually have a big dinner, and after midnight we exchange New Year's wishes and gifts.

**LUCAS:** For me, New Year's Eve is all about spending time with family. We watch the countdown on TV and toast with sparkling juice when the clock strikes midnight.

**CLARA:** What about your country's national day? How do you usually celebrate that?



**LUCAS:** On our national day, I like to attend the parade in the morning and then spend the day at a local festival. There's usually a lot of music, food and games.

**CLARA:** That sounds like a great way to celebrate! I usually watch the parade on tv and then have a barbecue with my family. It's a day to relax and enjoy being together.

**LUCAS:** And what about your favorite holiday? How do you celebrate that?

**CLARA:** My favorite holiday is Christmas. I love decorating the tree and baking cookies with my family. We exchange gifts on Christmas morning and then have a big family dinner.

**LUCAS:** For me, my favorite holiday is Thanksgiving. I enjoy cooking with my family and sharing a big meal.

### 1. Pair Work Discussion:

- In pairs, discuss how you celebrate the following occasions:
  - a) Your birthday.
  - b) New Year's Eve.
  - c) A national holiday in your country.
  - d) Your favorite holiday.

## D. GRAMMAR

### ***ADVERBIAL CLAUSES OF TIME***

When the bride walks down the Aisle...

1. **Share a memory or describe a wedding custom that occurs at a specific time during a wedding ceremony. What makes this moment special?**

During the traditional Indian wedding, when the bride walks down the aisle, the groom waits at the mandap, and the couple exchange garlands as a symbol of their union.



What makes this moment special is the deep cultural significance of the garland exchange, symbolizing mutual respect and acceptance between the bride and groom.

**STUDENT A:** Read and complete the question.

**STUDENT B:** Answer the question.

Then switch roles.

**STUDENT A:**

What happen \_\_\_\_\_ at a wedding?  
(before)

**STUDENT B**

Before the ceremony starts, guests are usually seated.

**STUDENT A:** Read and complete the question.

**STUDENT B:** Answer the question.

Then switch roles.

**STUDENT A:**

What happens \_\_\_\_\_ at a wedding?  
(after)

**STUDENT B**

After the couple exchange rings, they kiss to seal their vows.



## ADVERBIAL CLAUSES OF TIME

### 2. Choose the tense with the correct ending:

1. Before a couple announces their engagement, they usually \_\_\_\_\_.
  2. When planning a wedding, the couple often \_\_\_\_\_.
  3. After the wedding ceremony, the newlyweds often \_\_\_\_\_.
- a) Start thinking about their honeymoon destination.  
b) Take wedding photos to capture the memories.  
c) Send out invitations to family and friends.



### 3. ASK AND ANSWER QUESTIONS USING THE ADVERBIAL CLAUSES OF TIME (WHEN, BEFORE AND AFTER).



The clock strikes midnight



Blow out the candles



Christmas dinner

### 4. Answer the following questions.

**A. What do you usually do before you blow out the candles on your birthday cake?**

**B. Before I blow out the candles on my birthday cake, I close my eyes and think about my wish.**

**E. LISTENING:** Celebrating traditions.

**Preparation:** Listen to the conversation between Clara and Lucas. Then, choose the correct answer for each question from the options provided.





**1. – How does Lucas usually start his birthday?**

- a) By having a big breakfast.
- b) By wearing new clothes.
- c) By watching a movie.

**2. - How does Clara's family celebrate New Year's Eve?**

- a) They go to a party with friends.
- b) They stay up until midnight to watch fireworks.
- c) They go on a trip to the beach.

**3.-What does Lucas like to do on his country's national day?**

- a) Watch the parade on TV.
- b) Attend the parade and go to a local festival.
- c) Have a barbecue with his family.

**4. - How does Clara celebrate her favorite holiday, Christmas?**

- a) She decorates the tree and bakes cookies with her family.
- b) She decorates the tree and bakes cookies with her family.
- c) She goes on vacation with her family.

**5. - What is Lucas's favorite holiday?**

- a) New Year's Eve.
- b) Christmas.
- c) Thanksgiving.



## 5. F. WRITING:

### My personal traditions

1. Write a short paragraph about your personal traditions for special occasions like birthdays, holidays, or national celebrations. Focus on the activities you usually do, the people you celebrate with, and the importance of these traditions in your life.



Example: On my birthday, I always spend the day with my family. We have a tradition of going out to a special restaurant for dinner, and then we celebrate at home with cake and presents. For Christmas, my family and I decorate.....



# Lesson C

## *New year traditions*

### **A. PRONUNCIATION**

#### **2. Listen and practice**

1. After the speeches are given, everyone raises their glasses for a toast.
2. Before the couple leaves for their honeymoon, they say goodbye to all their guests.
3. When the bride throws her bouquet, all the single women gather to catch it.

### **B. LISTENING**

#### **1. Listen to Ryan. Put the events in order: experiencing the Rio de Janeiro Carnival.**

- a) Ryan joined street parties, known as “blocos”, with people from all over the world.
- b) Ryan felt the passion of the performers during the Samba Parade at the Sambadrome.
- c) Ryan noticed the streets filled with Samba Music and vibrant costumes.
- d) Ryan had the opportunity to attend the Rio de Janeiro Carnival in Brazil.
- e) Ryan attended the famous Samba Parade where different Samba Schools competed.



## C. READING

### ***NEW YEAR'S EVE: A NIGHT OF CELEBRATION!***

1. Read the text and pay attention to how they describe their traditions and special occasions.



New Year's Eve is one of the most widely celebrated holidays around the world. It marks the final day of the year on December 31st and the anticipation of the coming year. The way people celebrate New Year's Eve

varies greatly depending on cultural traditions, but one thing remains the same: it's a time for reflection, celebration, and hope.

In many countries, people gather with family and friends to enjoy a festive meal. The evening is often filled with laughter, music, and the sharing of memories from the past year. As midnight approaches, excitement builds. It is common for people to watch a countdown on television or in person at large gatherings. In cities like New York, London, and Sydney, thousands of people gather to watch spectacular fireworks displays that light up the night sky.



One popular tradition is making New Year's resolutions. As the clock strikes midnight, people often make promises to themselves to improve their lives in the coming year, whether it's by getting healthier, learning a new skill, or spending more time with loved ones.

In some cultures, special customs are observed to bring good luck in the new



year. For example, in Spain, it is customary to eat twelve grapes at the stroke of midnight, one for each chime of the clock, to ensure twelve months of good fortune. In Japan, people ring temple bells 108 times to symbolize the cleansing of the 108 human sins in Buddhist Belief.

As the New Year begins, many people embrace the opportunity for a fresh start. Whether celebrating with loved ones at home or in a crowd of thousands, New Year's Eve is a time to say goodbye to the past and welcome the future with optimism and joy.

## **2. Answer the following questions based on the reading passage about New Year's Eve:**

1. Describe two different ways people might celebrate New Year's Eve according to the passage.
2. What do the twelve grapes represent in the Spanish New Year's Eve tradition?
3. What is a common activity that people do as midnight approaches on New Year's Eve?

## **D. WRITING**

- 1. Write an entry for a travel website about a festival or a celebration where it's celebrated and what visitors should expect to see and do.**

### **EXAMPLE:**

#### **INTI RAYMI: "THE FESTIVAL OF THE SUN"**

Inti Raymi is an ancient Incan festival celebrated in Cusco, Peru, every year on June 24th. This vibrant event honors INTI, the Sun God, who was central to the Inca religion. The event is followed by traditional dances and music performances that continue throughout the day.....





## EXTRA PRACTICE

- <https://www.liveworksheets.com/w/en/english-second-language-esl/2254083>
- <https://www.liveworksheets.com/w/en/english-second-language-esl/322002>
- <https://www.liveworksheets.com/w/en/english-second-language-esl/2122799>



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This textbook is designed for fifth-level students at the Technical State University of Quevedo. It covers essential language skills such as reading, writing, listening, and speaking, with a focus on real-life contexts and practical language use. The book is divided into eight units, each addressing a specific theme. The units cover topics ranging from technology, daily life, celebrations, and traditions, to city life and food culture. Grammar points include the use of infinitives, gerunds, relative clauses, adverbial clauses, and verb tenses like the simple past and present perfect. Vocabulary development is integrated into each unit, covering relevant topics such as inventions, special days, and cultural customs. Additionally, the book aligns with the Common European Framework of Reference for Languages (CEFR), aiming to bring students to an A2-B1 level. Through engaging activities and exercises, the textbook seeks to enhance students' communicative competence, preparing them for both academic and real-world interactions in English.



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