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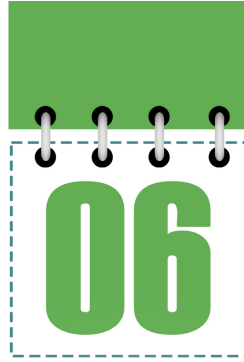
UNIVERSIDAD TÉCNICA ESTADAL DE  
**QUEVEDO**

**06**

# English *in action*







# English

*in action*

Jorge Andrés Córdova Pintado  
Luis Alfredo Camacho Castillo  
Rosa María Chicaiza Chicaiza  
Esperanza Monserrate Heredia Mendoza  
Gargi Ghose  
Luis Leonardo Moreira Mejía

Dirección Editorial: PhD. Jorge Luis León-González  
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8404 N Rome Ave, Tampa,  
Florida, USA

Email: [contact@sophiaeditions.com](mailto:contact@sophiaeditions.com)

Phone: +1 (813) 699-2557

<https://sophiaeditions.com/>

# 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.



**Dr. Eduardo Díaz Ocampo, PhD**

Rector



**Dra. Yenny Torres Navarrete, PhD**

Vicerrectora Académica

**Lázaro Salomón  
Dibut-Toledo,**

Universidad del Golfo  
de California, México

**Mikhail Benet-Rodríguez,**

Fundación Universitaria  
Cafam, Colombia

**Maritza Librada  
Cáceres-Mesa,**

Universidad Autónoma del  
Estado de Hidalgo, México

**Oscar Alberto Pérez-Peña,**

Universidad Internacional  
de La Rioja, España

**Yamilka Pino-Sera,**

Universidad de  
Holguín, Cuba

**Samuel Sánchez-Gálvez,**

Universidad de  
Guayaquil, Ecuador

**Nancy Malavé-Quintana,**

Universidad Rey Juan  
Carlos, España

**María  
Hernández-Hernández,**

Universidad de  
Alicante, España

**Farshid Hadi,**

Islamic Azad University, Irán

**Héctor  
Tecumshé-Mojica-Zárate,**

Universidad de La  
Sierra, México

**Yadir Torres-Hernández,**

Universidad de  
Sevilla, España

**Rodolfo Máximo  
Fernández-Romo,**

Universidad Autónoma  
de Chile, Chile

**Kenia Noguera-Nuñez,**

Universidad Católica  
Santo Domingo,  
República Dominicana

**Marily Rafaela  
Fuentes-Aguila,**

Universidad  
Metropolitana, Ecuador

**Luisa Morales-Maure,**

Universidad de  
Panamá, Panamá

## Prologue Introduction

### Unit 1. TIME WILL TELL THE OUTCOME

Pages	Lessons	Content	Grammar	Vocabulary
14	Lesson A Future development	Life in the past; Present and future	Time contrasts	Past, present, and possible future
22	Lesson B If you get a job	Changes and contrast	Conditional sentences with if clauses	Time periods
29	Lesson C Think before acting	Consequences	Actions and consequences	Possible consequences



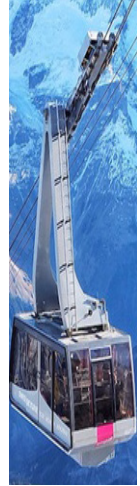
### Unit 2. WORKING WELL WITH OTHERS

Pages	Lessons	Content	Grammar	Vocabulary
34	Lesson A I'm good at problem-solving	Abilities and skills; job preferences	Gerunds; short responses	Abilities and skills
39	Lesson B I love traveling alone	Personality traits	Clauses with because	Job preferences
43	Lesson C Workplace personalities	Careers	Clauses with because	Personality traits



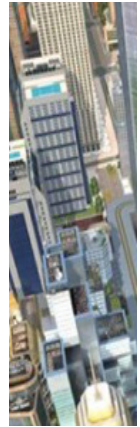
## Unit 3. PLACES TO EXPLORE

Pages	Lessons	Content	Grammar	Vocabulary
49	Lesson A Have you ever visited these places?	Landmarks and monuments	Passive with by (simple past)	Landmarks and monuments
55	Lesson B Do you know about it?	World knowledge	Passive without by (simple present)	Describe countries
60	Lesson C Wonderful places to explore	World knowledge	Passive without by (simple present)	Discuss facts



## Unit 4. TRUE OR FAKE EVENTS

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## Unit 5. PURE ENJOYMENT

Pages	Lessons	Content	Grammar	Vocabulary
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85	Lesson B Hollywood stars	Movies and books	Relative pronouns for people and things	Types of movies
90	Lesson C I don't believe it!	Reactions and opinions	Relative pronouns for people and things	Adjectives to describe movies and TV shows



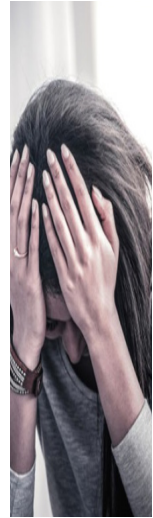
## Unit 6. NOW I GET IT!

Pages	Lessons	Content	Grammar	Vocabulary
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## Unit 7. I WOULDN'T HAVE BEEN THERE!

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116	Lesson B I'll never get married again!	Predicaments	Past modals	Ask for advice
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## Unit 8. MAKING EXCUSES

Pages	Lessons	Content	Grammar	Vocabulary
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132	Lesson B Reported speech	Excuses	Requests and statements	Requests and statements
139	Lesson C You must meet a deadline	Invitations	Reduction of had and would	Reduction of had and would



## 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



**TIME WILL TELL THE OUTCOME.**

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

- » Describe activities in different times.
- » Talk about jobs.
- » Discuss possible consequences of actions.

# Lesson A:

## Future development

### WARM-UP

Life in different times

### Changes Over Time

	PAST	PRESENT	FUTURE
EDUCATION	<ul style="list-style-type: none"><li>• Blackboard</li><li>• Printed books</li></ul>	<ul style="list-style-type: none"><li>• Artificial intelligence</li><li>• Online classes</li></ul>	<ul style="list-style-type: none"><li>• Learning pills</li><li>• Hologram teacher</li></ul>
WORK	<ul style="list-style-type: none"><li>• Fax</li><li>• Time clocks</li></ul>	<ul style="list-style-type: none"><li>• Coworking spaces.</li><li>• Training and continuous development.</li></ul>	<ul style="list-style-type: none"><li>• Robots</li><li>• Virtual offices</li></ul>
TRANSPORTATION	<ul style="list-style-type: none"><li>• Galley</li><li>• Hot air balloon</li></ul>	<ul style="list-style-type: none"><li>• Drone</li><li>• Cruise</li></ul>	<ul style="list-style-type: none"><li>• Teleportation</li><li>• Water taxis</li></ul>

- » Which of these changes are the most important? In what ways have they influenced our daily lives?
- » Do you think any of these future led advances could occur in your lifetime?
- » Can you name two other advances that could occur in the future?

### CONVERSATION

#### Read and practice

My old neighborhood

<b>Tom:</b>	You know, Mia, our city was so different 20 years ago. It was much quieter back then.
<b>Mia:</b>	Yes, I remember! There weren't so many tall buildings, and we didn't have so much traffic.



<b>Tom:</b>	Exactly. There used to be more green spaces and small local shops. Now, it feels like everything is turning into big shopping malls.
<b>Mia:</b>	It's true. I miss those little cafes where we used to hang out. Now, they've all been replaced by chain stores.
<b>Tom:</b>	And do you remember the old park? It was so peaceful. But now, it's crowded with tourists every weekend.
<b>Mia:</b>	Yeah, it's hard to believe how much has changed. Even the streets look different now. They've built so many new roads.
<b>Tom:</b>	The city's growing fast. I wonder how it will look in another 10 years.
<b>Mia:</b>	Who knows? Maybe by then, there will be even more skyscrapers, and the few old places left might disappear.
<b>Tom:</b>	That's possible. But hopefully, they'll also bring back some green spaces. We really need more parks.
<b>Mia:</b>	I agree. I just hope the future of our city will balance both progress and nature.



# GRAMMAR

## Time Contrast

To describe how our lives have changed during the years, we can use different times for it. E.g.



Past Tense	Present	Future
In the past, I used to wear tennis, shoes and short.	Nowadays, I wear casual clothes.	In the future, I am going to wear formal clothes.
A few years ago, I was living in the U.S.A.	In these days, I am living in Mexico.	In ten more years, I will live in Europe.
Ten years ago, I did not have a car.	Now, I have a new car.	Soon, I might buy a Ferrari.
In 2002, I started working in a high school.	Today, I am working in the same high school.	In five more years, I will work in a university in Monterrey – Mexico.

We can make time contrasts by using different time phrases

In the past tense	In the present tense	In the future tense
<ul style="list-style-type: none"> <li>• A few years ago</li> <li>• In the past</li> <li>• In the nineteenth century</li> <li>• In the 1960s</li> <li>• Last night</li> </ul>	<ul style="list-style-type: none"> <li>• These days</li> <li>• Today</li> <li>• Nowadays</li> <li>• This year</li> </ul>	<ul style="list-style-type: none"> <li>• Soon</li> <li>• In twenty years</li> <li>• In the future</li> <li>• In the next hundred year</li> <li>• In a year</li> </ul>





## 1. Write the time contrasts in the sentences below:

A long time ago - These days - Far in the future

\_\_\_\_\_ I got married.

\_\_\_\_\_, I have two teenage boys.

\_\_\_\_\_, I Will have grandchildren

## 2. Match the sentences in column A with the appropriate information from column B. Then compare with a partner

### Column A

1.- Several decades ago, \_\_\_\_

2.- Before cars, \_\_\_\_

3.- In many modern companies, \_\_\_\_

4.- In large cities today, \_\_\_\_

5.- In most schools nowadays, \_\_\_\_

6.- In the next 50 years, \_\_\_\_

7.- Before smartphones, \_\_\_\_

8.- In the near future, \_\_\_\_

### Column B

a) classes are being held online.

b) people used to travel by horse.

c) very few people had televisions.

d) there will probably be colonies on the Moon.

e) automated systems are used for many tasks.

f) the main concerns are pollution and traffic.

g) a solution to eliminate plastic from the oceans will be invented.

h) most people shopped at small local markets.



**3. Complete these statements with your own information. Then read your statements to your partners.**

As a child, I used to ...

---

---

Five years ago, I ...

---

---

Nowdays, I ...

---

---

These days, ...

---

---

In 4 years, I'll ...

---

---

In 15 years, I might ...

---

---

**4. Complete the conversation with the correct form of the verbs in parentheses. Use the past, present, or future tense.**

**A:** I saw a fascinating program last night. It talked about the past, the present, and the future.

**B:** What kinds of things did it describe?

**A:** Well, for example, the normal work week in the 19th century \_\_\_\_\_(be) over 60 hours. Nowadays, many people \_\_\_\_\_ (work) around 40 hours a week.

**B:** Well, that sounds like progress.

**A:** You're right. But on the show, they said that most people \_\_\_\_\_ (work) fewer hours in the future. They also talked about the way we shop. These days, many of us \_\_\_\_\_



(shop) online. In the old days, there \_\_\_\_\_ (be) no supermarkets, so people \_\_\_\_\_ (have to) go to a lot of different stores. In the future, people \_\_\_\_\_ (do) all their shopping from their phones.

**B:** I don't believe that.

## READING COMPREHENSION

1. Read the conversation between Katie and her grandpa talking about an upcoming trip and check the tree concerns her grandpa has about the trip.

<b>GRANDPA:</b>	Katie, I can't believe you're leaving for Japan next week! You're going so far away.
<b>KATIE:</b>	Oh, Grandpa, you don't need to worry! I'll be fine.
<b>GRANDPA:</b>	Well, you're a young girl going by yourself to the other side of the world. When I was your age, we used to take the train to another city or state, but that was it. Not a lot of people flew internationally.
<b>KATIE:</b>	Yeah, but flying to other countries is common now, Grandpa. And these days lots of people work and live overseas.
<b>GRANDPA:</b>	Yes, but you don't know anyone. When I moved to Chicago at your age, it took me months to make friends.
<b>KATIE:</b>	Well, big international cities like Tokyo have people from all over the world. I've already gone online and found two groups of people from the U.S. who meet up at different places in the city. It will be easy for me to make friends.
<b>GRANDPA:</b>	Okay but promise me that we'll talk often! We'll want to know how you are. Your grandma and I can coordinate times that work for you.
<b>KATIE:</b>	I promise.



<b>GRANDPA:</b>	I love that we can see you with video calls, and that they're free! I re-member even calling someone in another part of the country used to be expensive. Now we can talk to you and see your face on the other side of the world for nothing.
<b>KATIE:</b>	I know, it's great! . . . You know, Grandpa, flying isn't as expensive ei-ther nowadays. You and Grandma could come visit me in Tokyo. I'm going to be there for six months.
<b>GRANDPA:</b>	Your grandma does love Japanese food. And I would love for you to be our tour guide! Hmm. I'll look at tickets.
<b>KATIE:</b>	Great idea! We could plan everything over our video calls! It would be great to see you on the other side of the world.

**Concerns:**

- |                   |                          |                |                          |
|-------------------|--------------------------|----------------|--------------------------|
| 1. Language       | <input type="checkbox"/> | Transportation | <input type="checkbox"/> |
| 2. Meeting people | <input type="checkbox"/> | Money          | <input type="checkbox"/> |
| 3. Communication  | <input type="checkbox"/> | Food           | <input type="checkbox"/> |

**2. Complete the sentences with the phrases in the box.**

go next Friday    next Friday    the theatre on Friday  
 out for dinner    I forgot    free then

- I can't go to \_\_\_\_\_ 4. How about \_\_\_\_\_?
- Are you \_\_\_\_\_? 5. I can definitely \_\_\_\_\_
- Why don't we go \_\_\_\_\_? 6. I'm sorry, \_\_\_\_\_



3. Using the time contrasts and the time phrases from the box, write 2 sentences in past, 2 in present and 2 in future.

In the past tense	In the present tense	In the future tense
<ul style="list-style-type: none"> <li>• A few years ago</li> <li>• In the past</li> <li>• In the nineteenth century</li> <li>• In the 1960s</li> <li>• Last night</li> </ul>	<ul style="list-style-type: none"> <li>• These days</li> <li>• Today</li> <li>• Nowadays</li> <li>• This year</li> </ul>	<ul style="list-style-type: none"> <li>• Soon</li> <li>• In twenty years</li> <li>• In the future</li> <li>• In the next hundred year</li> <li>• In a year</li> </ul>

**Past tense**

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**Present tense**

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**Future tense**

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## Lesson B:

### *If you get a job*

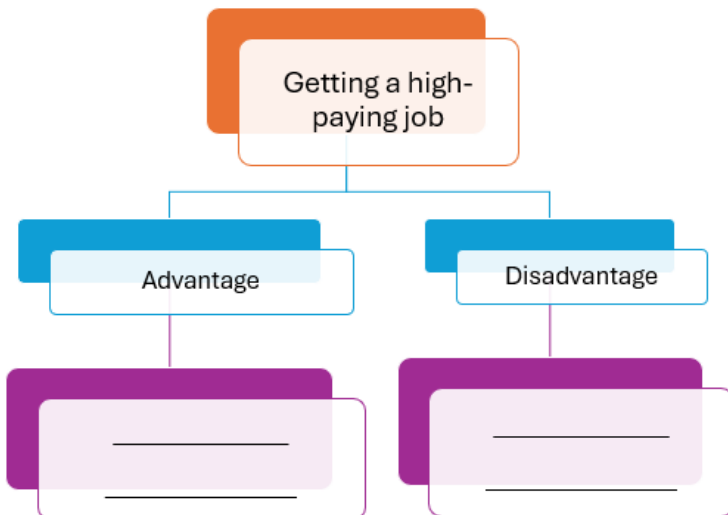
#### WARM-UP

Consequences of getting a high-paying job.

## IF YOU GET A HIGH-PAYING JOB...

- » Your friends might ask you for a loan.
- » You'll have a lot of money to spend.
- » More people may want to be your friend.
- » You won't have much time for your family.
- » You'll be able to buy anything you want.
- » You won't be able to take long vacations.
- » You'll have to pay higher taxes.
- » You won't have to worry about the future

#### CLASS ACTIVITY



# GRAMMAR

## First conditional

We use the first conditional when we talk about future situations, we believe are real or possible, it means possible consequences.

**Condition (If clause):** If + Simple Present  
+  
**Consequence:** Future with modals **will, may or might**

Condition: **If you exercise** everyday,  
+  
Consequence: **you'll be** fit and healthy.  
**If you exercise** everyday, **you'll be** fit and healthy.  
Condition                      Consequence

Modals	Example	Use
Will/Won't	If you get a job, you'll earn money.	Very probable / Improbable
Will be able to	If you graduate from university, you'll be able to apply for more jobs	You Will have the ability / Opportunity
Will have to	If you want to buy this TV, you'll have to pay \$500	Necessity / Obligation
May / Might	If you go to Europe in Winter, you might see snow	Maybe approx. 50% change



## READING COMPREHENSION

### My first job



Hi! My name is Emma, and I want to tell you about my first job. I'm starting a new job next week at a small coffee shop near my house. I'm very excited, but also a little nervous because I have

never worked before. My manager told me that if I work hard, I will get more hours, which means I can save more money.

The coffee shop is quite popular in the neighborhood, so I know it will be busy. If a lot of people come in, I might need help from my coworkers. They all seem friendly, so I think we will work well together.

If everything goes well, I may stay in this job for a long time. I hope that I enjoy it because I really like working with people. My family says that if I stay organized, I will do great in this job.

I'm excited about the opportunities this job could bring. If I learn a lot, I will apply for a higher position in the future!

#### 1. Comprehension Questions

##### 1. What will happen if Emma works hard?

- a) She will get a promotion
- b) She will get more hours
- c) She will leave the job
- d) She will get less money

##### 2. What might happen if the coffee shop gets busy?

- a) Emma might need help from her coworkers
- b) Emma might quit the job





- c) Emma will close the shop
- d) Emma might get a raise

**3. What may Emma do if everything goes well in the job?**

- a) She may leave the job soon
- b) She may stay in the job for a long time
- c) She may dislike the job
- d) She may change jobs quickly

**4. According to her family, what will happen if Emma stays organized?**

- a) She will get a different job
- b) She will work slowly
- c) She will do great in the job
- d) She will struggle in the job

**2. Choose the right option according to the grammar. Use the First Conditional**

Condition: If you call 911



- they **may** think it's an emergency.
- they **'ll** think it's an emergency.



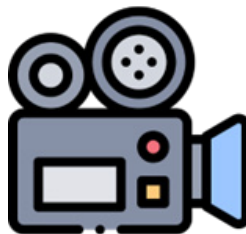
**3. Match the if clauses in column A with the accurate consequences from column B**

A	B
1. If you see Roberth, __	a. I will not go to the concert.
2. If you travel abroad, __	b. don't drive.
3. If you go to Disney world, __	c. bring back some vegetables.
4. If you go to the supermarket, __	d. let me know.
5. If Richard comes, __	e. send me a postcard.
6. If you drink alcohol at that party, __	f. remember your passport
7. If it rains, __	g. tell him he has to come to my office.

**4. Think about other consequences to the if clauses in column A and write them down.**

- » "If you see Roberth, tell him he has to take an evaluation this afternoon"
- » \_\_\_\_\_
- » \_\_\_\_\_
- » \_\_\_\_\_

**5. Standpoints Tips to lose weight. Watch to two girls talk about some tips for changing eating habits to lose weight.**



**6. Match the sentences in column A with the correct ones from column B to make if clauses.**

**A**

**B**

- |   |   |
|---|---|
| 1. If I hadn't gained so much weight, __        | a. if I were you.                         |
| 2. If you have any advice for me, ___           | b. if you don't eat fresh fruits.         |
| 3. If you didn't eat so many sweets anymore, __ | c. you gain weight.                       |
| 4. If you eat too many sweets, ___              | d. you would definitely lose weight.      |
| 5. You will not get enough vitamins __          | e. I'll be happy to listen.               |
| 6. I wouldn't drink packaged juice __           | f. I would have been more energetic.      |
| 7. If you want to be in good shape, __          | g. you would be sleepy.                   |
| 8. If I could work out twice a week, __         | h. I will be disappointed.                |
| 9. You need to get enough rest __               | i. I would be happier and more energetic. |
| 10. If you didn't drink soda in the evening, __ | j. if you want to stay healthy.           |
| 11. If I don't lose weight, __                  | k. that would be awesome!                 |
| 12. If I lost weight, __                        | l. exercise at least two times a week     |



## WRITING

1. Describe how your life has changed in the last ten years. Make sentences using past, present and future. Then practice with a partner. E.g.

Ten years ago, I was just starting college and exploring different career paths. Now, I've been working in my field for several years and have gained valuable experience. In the future, I plan to further advance my career and take on more challenging projects.




## Lesson C:

### *Think before acting*

#### WARM-UP

Word + word = collocation.

#### PAIR ACTIVITY

1. Look at the list of words and verbs below. Find phrases that usually go with each verb.

a compliment	a dream	divorced	money
a profit	by credit card	a good time	lost
the law	sense	interest	a feeling
a thief	nothing	the bed	the flu
a chill	the rules	angry	someone a seat
energy	some work	the ice	the dishes

<b>Have</b>	<u>a rest</u>	_____	_____	_____
<b>Make</b>	<u>trouble</u>	_____	_____	_____
<b>Get</b>	<u>a job</u>	_____	_____	_____
<b>Break</b>	<u>free</u>	_____	_____	_____
<b>Catch</b>	<u>someone's eyes</u>	_____	_____	_____
<b>Do</b>	<u>your best</u>	_____	_____	_____
<b>Save</b>	<u>time</u>	_____	_____	_____
<b>Pay</b>	<u>a fine</u>	_____	_____	_____



## LISTENING

1. Listen to the people discussing different problems and do the exercises to practice and improve your listening skills. Complete the gaps with a word or phrase from the box.

friend - he failed his exam - mum - dad - her  
dog got hit by a car -  
the mobile phone he borrowed got stolen.

1. The boy is telling his \_\_\_\_\_ that \_\_\_\_\_.
2. The girl is telling her \_\_\_\_\_ that \_\_\_\_\_.
3. The boy is telling his \_\_\_\_\_ that \_\_\_\_\_.

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



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

- |  |      |       |
|--|------|-------|
| 1. A - The boy revised all week for his Economics exam.          | True | False |
| 2. A - It wasn't an important exam.                              | True | False |
| 3. A - His mum is worried about the cost of retaking the course. | True | False |
| 4. B - The girl and the dog were playing in the park.            | True | False |
| 5. B - She took Bonzo to the vet's straight away.                | True | False |
| 6. B - She had only had Bonzo for a short time.                  | True | False |
| 7. C - The boy was using the phone when someone stole it.        | True | False |
| 8. C - The boy thinks he would recognize the thief.              | True | False |
| 9. C - The dad will see if the phone is insured.                 | True | False |



## READING

### Actions and consequences

Our actions carry profound consequences that often extend far beyond our immediate intentions. Each decision we make ripples through our personal lives, affecting relationships, opportunities, and even our mental well-being. On a broader scale, our choices can impact the environment, influence societal trends, and shape the future for generations to come. For instance, everyday habits such as waste production or energy consumption contribute to environmental changes, while social behaviors can either foster community growth or perpetuate divisions. Understanding the far-reaching effects of our actions encourages greater responsibility and mindfulness, ultimately leading to more positive and sustainable outcomes.

#### 1. Read the article again, then answer these questions below.

Question 1: What is the impact of our actions on our personal lives?

---

Question 2: How do our choices influence the environment?

---

Question 3: What is the effect of social behaviors on community growth?

---

Question 4: What is the outcome of understanding the far-reaching effects of our actions?

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Question 5: What is the scope of the consequences of our actions?

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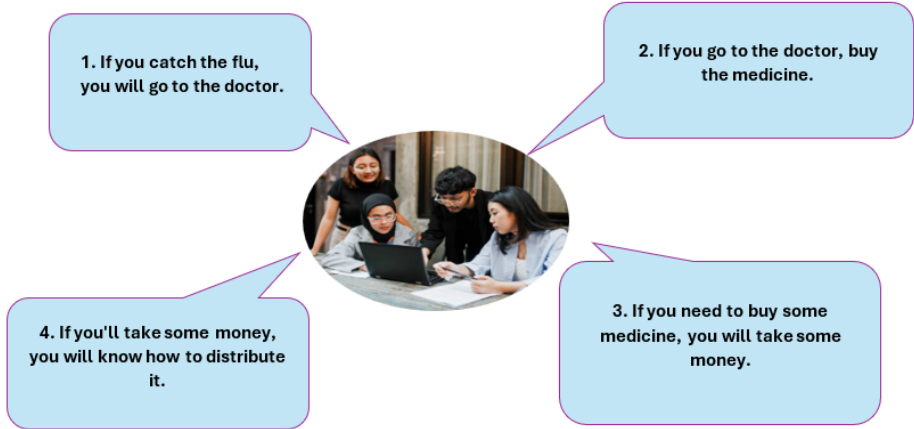


## SPEAKING

What do you think will happen?

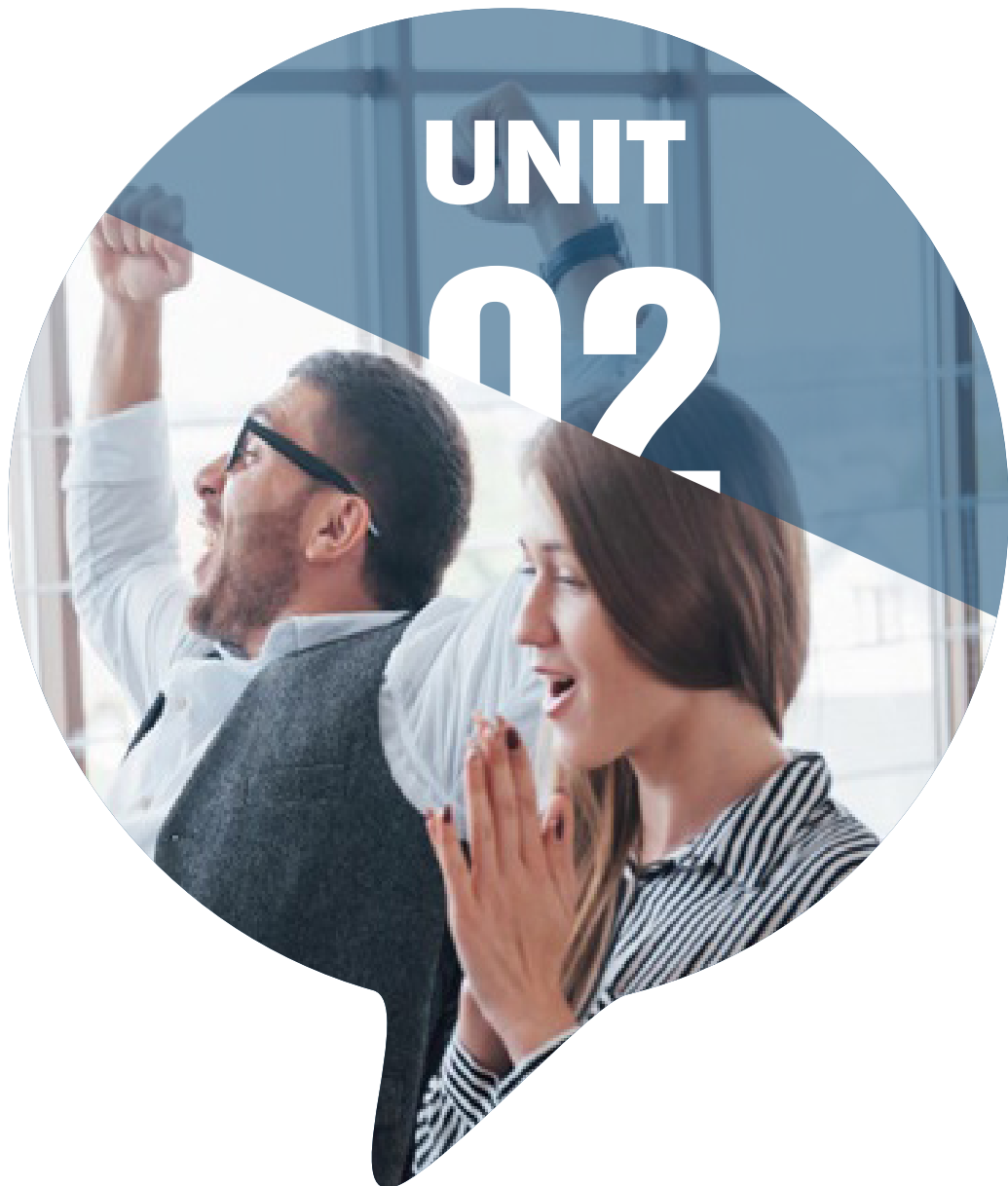
1. **TEAMWORK** Look at the possible situations below. One student concludes an event with a consequence. The next student adds a consequence to the previous one.

Have a good time	Make a profit	Get angry	Break the law
Catch the flu	Do some work	Save money	Pay by credit card





# UNIT 02



## **WORKING WELL WITH OTHERS**

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

- » Students will use gerunds to describe their skills.
- » Students will use personality adjectives and describe themselves and their aim.

# Lesson A

## *I'm good at problem-solving*

### WARM-UP

#### 1. Read these sentences. Each one describes a person's skills.

- Mathius is good at communication.

He shares ideas clearly, listens actively, and provides constructive feedback.

- Alex is good at teamwork.

He collaborates effectively with colleagues, respects different viewpoints, and contributes to group goals.

- Jordan is good at problem-solving.

He identifies issues, analyzes situations, and develops solutions.

- Taylor is good at time management.

She prioritizes tasks, manages deadlines, and stays organized.

- Morgan is good at adaptability.

She adjusts to new situations, remains flexible in changing conditions, and learns new skills.

- Riley is good at leadership.

He guides and motivates team members, makes decisions, and takes responsibility.

- Casey is good at conflict resolution.

She addresses and resolves disagreements or misunderstandings in a constructive manner.

- Cameron is good at critical thinking.

He analyzes information logically, makes informed decisions, and questions assumptions.

- Avery is good at emotional intelligence.

She understands and manages her own emotions and empathizes with others.

- Jamie is good at technical proficiency.



He uses relevant tools, software, and technology effectively in his role

## 2. Answer, Which skills do you possess? Here is an example.

I am good at problem-solving.

I can identify issues, analyze situations, and develop solutions.

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### CONVERSATION

**Alex:** Hi Jamie, I see you handle problems really well. How do you do it?

**Jamie:** Thanks, Alex! I first find out what the problem is, then look at it from different angles to find a solution. How do you manage working with the team?

**Alex:** I focus on working well with others, respecting their ideas, and helping us reach our goals. By the way, I've been getting better at managing my time. Do you have any tips?

**Jamie:** Yes! I make a list of tasks, set priorities, and stay organized. I also stay flexible if things change. How do you handle sudden changes?

**Alex:** I try to stay adaptable and learn new skills when needed. I've seen you lead the team and keep everyone motivated. What's your secret?

**Jamie:** I focus on clear communication and set a good example. I also try to solve conflicts positively. Critical thinking helps me with this. How do you deal with conflicts?

**Alex:** I use critical thinking to make good decisions and understand others' emotions. It helps to build strong relationships. Do you use any tools or technology to help with your work?

**Jamie:** Yes, knowing how to use the right tools and technology really helps.



**Alex:** I agree. Communication is important too. I make sure to share my ideas clearly, listen to others, and give helpful feedback.

**Jamie:** It's great how all these skills work together. Improving each one helps us be better at our jobs.

**Alex:** Definitely. It's all about using these skills to work well with others and get things done.

**1. Review the dialogue between Alex and Jamie and answer the questions:**

**1. What is Alex good at?**

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**2. What is Jamie good at?**

---



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**OPTIONS:**

- Teamwork*
- Problem-Solving*
- Time Management*
- Adaptability*
- Leadership*
- Conflict Resolution*
- Critical Thinking*
- Emotional Intelligence*
- Technical Proficiency*
- Communication*

**GRAMMAR**

**Gerunds; short responses**

<b>Affirmative statements with gerunds</b>	<b>Agree</b>	<b>Disagree</b>	<b>Other verbs or phrases followed by gerunds</b>
I am good at managing time.	So am I.	Oh, I'm not.	Like Enjoy Be interested in
I love playing games on my laptop.	So do I.	I don't.	
I hate making reports on weekends.	So do I.	Really? I like it.	



Negative statements with gerunds	Agree	Disagree
I'm not good at playing video games.	Neither am I.	Well, I am.
I don't mind making communicating with clients.	Neither do I.	I do.
I can't stand making reports on week-ends.	Neither can I.	Oh, I don't mind it.

**1. Match the phrases in columns A and B to make statements. There could be more than one answer**

A	B
1. I can't stand	A. solving problems quickly.
2. I am good at	B. making detailed reports.
3. I'm not very good at	C. learning new technology.
4. I don't like	D. dealing with last-minute changes.
5. I hate	E. working with a team.
6. I'm interested in	F. speaking in public.
7. I don't mind	G. answering emails.
8. I enjoy	H. working with complex spreadsheets.

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**2. Now, give your own information after the phrases and create your own sentences.**

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1. I can't stand speaking in public. | 5. I hate _____.            |
| 2. I am good at _____.               | 6. I'm interested in _____. |
| 3. I'm not very good at _____.       | 7. I don't mind _____.      |
| 4. I don't like _____.               | 8. I enjoy _____.           |

**WRAP-UP ACTIVITY:**

**Sentence Creation**

**1. Read these sentences. You will have to create a few sentences after reading them.**

- **Taylor:** This person can't solve problems quickly by analyzing situations from different angles.
- **Jordan:** This individual is excellent at leading a team and motivating others while setting a positive example.
- **Morgan:** Known for managing time effectively by creating lists, prioritizing tasks, and staying organized.
- **Alex:** This person doesn't enjoy working with a team and collaborates well with others to achieve common goals.
- **Riley:** This individual is skilled at handling conflicts calmly and finding constructive solutions.

**2. Now, rewrite the sentences using the phrases that you have learnt.**

- Here is an example.
- Example: 1. Taylor is not good at solving problems.
- 2. \_\_\_\_\_.
- 3. \_\_\_\_\_.
- 4. \_\_\_\_\_.
- 5. \_\_\_\_\_.



## Lesson B

### *I love traveling alone*



### WARM-UP

#### Activity:

#### How do you feel about ...?

- Dealing with public.
- Working alone.
- **Solving problems.**
- Helping people.
- Traveling.
- Making decisions.
- Learning new skills.
- Working on weekends.
- Working as a team.

#### How do you feel about solving problems?

**Person A:** I enjoy it.

**Person B:** I don't mind it.

**Person C:** I hate it.

**Now, it's your turn.**

**Ask questions using the phrases.**

**Switch roles and answer as.**

***'I enjoy it.'***

***'I don't mind it.'***

***'I hate it.'***



## CONVERSATION

I'd be a good journalist.

<b>Alex:</b>	I'd be a good journalist because I enjoy dealing with the public and solving problems. Uncovering stories is exciting!
<b>Jordan:</b>	That's interesting! I work in customer service and love helping people, but it can be exhausting. I wouldn't want to work alone like a journalist.
<b>Taylor</b>	I get that! As a travel agent, I work with clients, but I also love traveling. Learning about new destinations is fun.
<b>Alex:</b>	Traveling sounds amazing! I'd love to write travel articles. I could handle working weekends for that.
<b>Jordan:</b>	I don't mind weekends either, but I like a routine. Making quick decisions is crucial in my job, and it can be tough.
<b>Taylor</b>	True! In my role, I often have to solve problems quickly, like rebooking flights or finding last-minute stays.
<b>Alex:</b>	That sound rewarding! I'd enjoy helping plan vacations, but I'm not sure about working in a team all the time.
<b>Jordan:</b>	I prefer teamwork. It's nice to have support with challenging customers. Working alone can feel isolating.
<b>Taylor</b>	I see both sides. I like collaborating with other agents but also enjoy the independence of planning trips solo.
<b>Alex:</b>	Exactly! We all want to help people, whether through storytelling, customer service, or travel planning.

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

1. Why does Alex want to be a journalist?

---

2. What does Jordan find challenging in customer service?

---





3. What does Taylor enjoy about their job?

4. Do Alex and Jordan like working on weekends? Why?

5. How do the characters feel about working alone or in a team?

## GRAMMAR

### Clauses with because

The word “because” introduces a cause or a reason.

- *I'd make a good journalist because I'm good at writing and talking to people.*
- *I could be a teacher because I enjoy helping students learn.*
- *I wouldn't want to be a teacher because I'm not good at managing a classroom.*
- *I could never be a lawyer because I don't like arguing or working long hours.*

### 1. Match each job with the reason that explains why you would or would not be good at it. There's an example below.

- |   |  |
|---|--|
| 1. I could be a good physical therapist because B | A. I don't stay organized with books.                          |
| 2. I would make a bad librarian because __        | B. I enjoy helping people recover and stay active.             |
| 3. I could be a diplomat because __               | C. I can communicate well with people from different cultures. |
| 4. I could be a veterinarian because __           | D. I love working with animals and helping them stay healthy.  |
| 5. I could be a flight attendant because __       | E. I handle stressful situations calmly and enjoy travel.      |
| 6. I could be a financial advisor because __      | F. I'm good with numbers and enjoy planning finances.          |



## 2. Read each statement and write a job that fits the description. An example has been given.

1. Maria loves working with kids. She can be a teacher.
2. Sam is great at solving problems quickly. He can be a \_\_\_\_\_.
3. Lisa enjoys caring for animals. She can be a \_\_\_\_\_.
4. David is organized and likes helping people with money. He can be a \_\_\_\_\_.
5. Emma loves to travel and meet new people. She can be a \_\_\_\_\_.
6. Alex enjoys reading and helping others find information. He can be a \_\_\_\_\_.
7. Kelly is skilled at negotiating and working with different cultures. She can be a \_\_\_\_\_.
8. Jake loves designing and creating new things. He can be a \_\_\_\_\_.
9. Nina is great at managing her time and enjoys planning events. She can be a \_\_\_\_\_.
10. Ryan likes working outdoors and staying active. He can be a \_\_\_\_\_.

## 3. Answer these simple questions about what you learned today.

**A.** What job do you think you would like the most?

**Answer:** I would like to be a \_\_\_\_\_.

**B.** What is one skill needed for that job?

**Answer:** A skill needed is \_\_\_\_\_.

**C.** Did you find a new job you liked? If yes, which one?

**Answer:** Yes, I liked \_\_\_\_\_.

**D.** How can you practice that skill?

**Answer:** I can practice by \_\_\_\_\_.

**Share Your Answers:** Talk about your answers with a partner!









# Lesson C

## Workplace Personalities











### PRONUNCIATION

1. Listen, repeat and find out if these personality adjectives are positive or negative.

Words	Pronunciation	Positive or Negative?
creative		Positive
critical		
disorganized		
efficient		
forgetful		
generous		



hardworking		
impatient		
level-headed		
moody		
punctual		
reliable		
short-tempered		
strict		

**2. Read the statements, listen to the audio about Sam's colleague's personalities and fill in the gaps with the appropriate answers.**

- Li is very \_\_\_\_\_ and helpful; he helped me a lot on my first day.
- Rebecca is really \_\_\_\_\_; she often makes us all laugh.
- Most of my coworkers are very nice, honest, and \_\_\_\_\_.
- Catherine is very \_\_\_\_\_; she only thinks about herself.
- Phil is too \_\_\_\_\_; I can't do any work when he's in the office.



**3. Match the correct personality adjective to each sentence. Use the personality adjectives below and some extra options to choose from.**

1.- Sarah always points out flaws and suggests improvements when working on group projects.



Critical

2.- John constantly misplaces his keys and forgets important dates.

Impatient

3.- Laura can always be counted on to complete tasks on time and helps others when needed.

Reliable

4.- Alex gets frustrated easily when things don't go his way or take too long.

Forgetful

## READING

### The Team at Apex Innovations

At Apex Innovations, a busy tech startup, a team of five worked together on exciting projects. Each person had their own special personality, making the workplace fun but sometimes a bit chaotic.

Max was very creative. He loved coming up with new ideas and often made cool sketches and prototypes. However, he was also disorganized and sometimes lost important files, which frustrated his teammates.

Sarah was the efficient project manager. She was good at keeping everyone on track. But sometimes, she could be impatient and wanted things done right away. Still, her reliable nature meant the team could always count on her.

Jake was a hardworking developer. He often stayed late to make sure everything was perfect. Although he was usually level-headed, he sometimes felt moody when things went wrong, which caused some tension with Sarah.

Lily was the short-tempered designer. She had great ideas, but her strict feedback could be hard for others to hear. She was also very generous with her time, always ready to help, but her quick temper made teamwork difficult at times.



Despite their differences, the team knew they were better together. They learned to appreciate each other's strengths, even when things got chaotic. Max sometimes forgot tasks, but Sarah would kindly remind him. Jake would help Lily during tough moments, turning her passion into useful ideas.

As they worked on many projects, they began to see that their different traits balanced each other out. In the end, they became a strong team, showing that even a disorganized group can succeed if they accept each other's differences.

**1. Complete the sentences by filling in the blanks based on the story.**

1. Max is good at coming up with \_\_\_\_\_, but he has the challenge of being \_\_\_\_\_.
2. Sarah helps the team by keeping everyone \_\_\_\_\_, but she can be \_\_\_\_\_ at times.
3. Jake is a calming presence because he is usually \_\_\_\_\_ and helps to \_\_\_\_\_ conflicts.
4. Lily brings the challenge of being \_\_\_\_\_, and her \_\_\_\_\_ feedback can be hard for others.
5. The important lesson the team learns about working together is that they can succeed by accepting each other's \_\_\_\_\_.

**WRITING**

**1. Write a short paragraph about what job you want.**

- i. why you want it
- ii. what qualities you have
- iii. what qualities you need to improve, and
- iv. how you will do that.



(Check the given example.)

I would like to be a \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
.....  
.....  
.....  
.....

## WRAP-UP

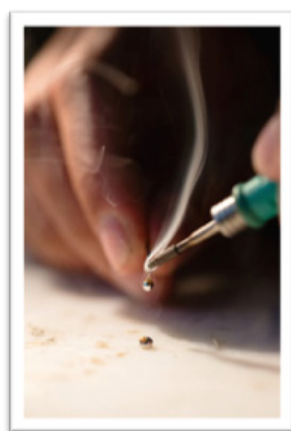
### 1. Get to know each other.


1. Pair up with a partner.
2. Ask each other:
  - a. What job do you want and why?
  - b. What strengths do you have?
  - c. What weaknesses do you want to improve?

After sharing, write 2-3 sentences about what you learned about your partner.

### Example.

“My partner wants to be a \_\_\_\_\_ because \_\_\_\_\_. They have qualities like \_\_\_\_\_ and want to improve on \_\_\_\_\_ by \_\_\_\_\_.”





# UNIT 03

## **PLACES TO EXPLORE**

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

- » Students will use “passive voice with simple past and simple present” to describe events.
- » Students will use several tourism vocabularies to talk about their dream trip.



## Lesson A

### *Have you ever visited these places?*

#### WARM-UP

Amazing facts about some wonderful landmarks in Ecuador.

#### 1. Ingapirca Ruins

- Where: Cañar Province
- What: The largest Inca ruins in Ecuador

Ingapirca is a site rich in history. It was built by both the Inca and the Cañari people, first the Cañari and later the Inca. You can see the different styles of architecture between the two peoples which makes for a very interesting exploration. The Inca people had very smooth stones and no mortar, where the Cañari use mortar and their stones are a little rougher.



#### 2. Mitad Del Mundo (Middle of the World)



- Where: Pichincha Province (Quito)
- What: Middle of the World Monument

The middle of the world monument marks where French explorers determined the location of the equatorial line in 1736 (after which Ecuador is named). Comically, the explorer's calculations were off by 250 meters as is the monument. Even so, it was quite a feat at the time.



### 3. Leon Dormido (Kicker Rock)

- Where: San Cristobal Island (Galapagos)
- What: A large volcanic cone in the ocean



Kicker Rock is a highly sought after snorkeling site in the Galapagos. Much like an iceberg, what you see above the water only tells part of the story. Above the water, Kicker Rock is 152 meters tall – making it an ideal roost for frigatebirds, blue-footed boobies, and other native birds.

I've been to Mitad del Mundo! It's a cool place where you can stand in both the Northern and Southern Hemispheres at the same time. I really enjoyed learning about its history.

Have you ever visited Mitad del Mundo or any of these places? Which one/s?

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I would like to go to the Galápagos Islands because I want to see the amazing animals like giant tortoises and blue-footed boobies. I'm excited about snorkeling to see the beautiful underwater life too. Plus, I think it's cool to learn about Charles Darwin and his discoveries there!

Which would you like to visit and why?

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---

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## CONVERSATION

<b>Alex:</b>	Hey Jamie, have you heard about the Mitad del Mundo?
<b>Jamie:</b>	Yeah! That's the place where you can stand in both the Northern and Southern Hemispheres, right?
<b>Alex:</b>	Exactly! I went there last summer. It was so cool to be right on the equator!
<b>Alex:</b>	That sounds awesome! I've always wanted to visit the Galápagos Islands too. The wildlife there looks amazing.
<b>Jamie:</b>	I'd love to go there as well! Imagine seeing giant tortoises and snorkeling with sea lions!
<b>Alex:</b>	I know! Plus, the history with Charles Darwin makes it even more interesting. What about El Panecillo in Quito? Have you been there?
<b>Alex:</b>	Yes! The views from the top are incredible, and the statue of the Virgin of Quito is really impressive.
<b>Jamie:</b>	I've seen pictures of it! And what about Ingapirca? I heard it's a significant Inca site.
<b>Alex:</b>	Yes, it's the largest Inca site in Ecuador! The architecture is fascinating. I loved exploring the ruins.
<b>Jamie:</b>	That sounds like such a rich experience. I need to plan a trip to see all these places!
<b>Alex:</b>	Definitely! There's so much to see in Ecuador. You'll have a great time.

### 1. Fill in the blanks in the sentences below using the words provided, based on the conversation between Alex and Jamie about Ecuador's landmarks.

A. Alex mentioned visiting \_\_\_\_\_, where you can stand in both the Northern and Southern Hemispheres.

B. Jamie wants to visit the \_\_\_\_\_ to see amazing wildlife like \_\_\_\_\_.

C. The views from \_\_\_\_\_ in Quito are incredible, and it has a statue of the Virgin of Quito.



D. Alex enjoyed exploring the ruins of \_\_\_\_\_, which is the largest Inca site in Ecuador.

E. Jamie is excited to learn about \_\_\_\_\_ and his discoveries related to evolution.

## GRAMMAR

### Passive Voice

#### *Passive with by (simple past)*

The passive changes the focus of a sentence. For the simple past, use the past of 'be' + past participle.	
Active	Passive
Tourists <b>explored</b> the Galápagos Islands last year.	The Galápagos Islands <b>were explored by</b> tourists last year.
The guide <b>showed</b> us the ruins of Ingapirca.	The ruins of Ingapirca <b>were shown (to us) by</b> the guide.
Visitors <b>admired</b> the views from El Panecillo.	The views from El Panecillo <b>were admired by</b> visitors.

#### 1. Complete the sentences with the simple past passive form of the verbs.

A. The first Star Wars film \_\_\_\_\_ (write) and \_\_\_\_\_ (direct) by George Lucas.

B. The Eiffel Tower \_\_\_\_\_ (build) for the 1889 World's Fair.

C. The ancient city of Machu Picchu \_\_\_\_\_ (discover) by Hiram Bingham in 1911.

D. The book "The Old Man and the Sea" \_\_\_\_\_ (write) by Ernest Hemingway.

E. The Great Wall of China \_\_\_\_\_ (construct) over many centuries.



- F. The Mona Lisa \_\_\_\_\_ (paint) by Leonardo da Vinci.
- G. The pyramids of Giza \_\_\_\_\_ (create) as tombs for pharaohs.
- H. The Amazon Rainforest \_\_\_\_\_ (label) as a UNESCO World Heritage Site.
- I. The film “Avatar” \_\_\_\_\_ (release) in 2009 and \_\_\_\_\_ (direct) by James Cameron.
- J. The Statue of Liberty \_\_\_\_\_ (gift) to the United States by France.

**2. Complete the sentences with the simple past passive form of the verbs.**

\* The teacher graded the exams.

**Example:** The exams were graded by the teacher.

- A. The artist Pablo Picasso painted “Guernica.” \_\_\_\_\_  
\_\_\_\_\_.
- B. The scientists discovered a new species of frog. \_\_\_\_\_  
\_\_\_\_\_.
- C. The author J.K. Rowling wrote the “Harry Potter” series. \_\_\_\_\_  
\_\_\_\_\_.
- D. The chef prepared a delicious meal. \_\_\_\_\_  
\_\_\_\_\_.
- E. The explorers mapped the Amazon River. \_\_\_\_\_  
\_\_\_\_\_.
- F. The engineer designed the new bridge. \_\_\_\_\_  
\_\_\_\_\_.

**WRAP-UP ACTIVITY**

**1. Identify the Voice**

- A. “The ancient city of Ingapirca was discovered by Hiram Bingham.”
- a) Active
- b) Passive



B. "The giant tortoises roam freely on the Galápagos Islands."

a) Active

b) Passive

C. "The stunning views from Chimborazo were admired by many travelers."

a) Active

b) Passive

D. "J.K. Rowling wrote the famous Harry Potter series."

a) Active

b) Passive

E. "The Catedral de Quito was built in the 16th century."

a) Active

b) Passive



## Lesson B

### *Do you know about it?*



### **WARM-UP**

Can you identify the voice in each sentence? (Active or Passive?)

1. "The chef prepares the meal."
2. "The teacher grades the exams."
3. "The artist paints a mural."

Passive voice for each sentence. Are they correct?

"The meal is prepared by the chef."

"The exams are graded by the teacher."

"A mural is painted by the artist."



Could we write them without 'by' in the passive voice?

yes



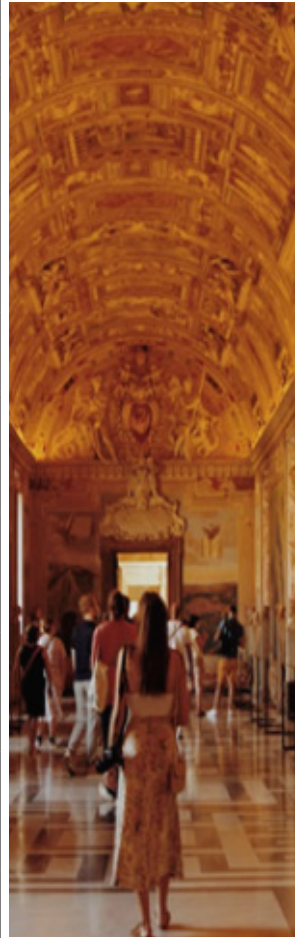
No





## CONVERSATION

<b>Anna:</b>	Have you visited the famous art museum in the city?
<b>Mike:</b>	Yes, it was visited last week. Amazing works from local artists are showcased in the exhibits.
<b>Anna:</b>	That sounds great! I heard beautiful flowers can be seen at the botanical garden.
<b>Mike:</b>	They can! Many photos are taken of the unique plants there.
<b>Anna:</b>	I'd love to see the historical lighthouse too. It looks stunning in pictures!
<b>Mike:</b>	Absolutely! A fantastic view of the coastline is offered from the lighthouse.
<b>Anna:</b>	What about the local market? I heard delicious food is found there.
<b>Mike:</b>	Yes, the street food vendors are raved about. A variety of dishes can be tried.
<b>Anna:</b>	I can't wait to explore all these attractions!



### 2. Read the conversation carefully and complete the sentences in passive voice using the correct form of the verbs.

- The famous art museum \_\_\_\_\_ (visit) last week.
- Amazing works from local artists \_\_\_\_\_ (showcase) in the exhibits.
- Beautiful flowers \_\_\_\_\_ (see) at the botanical garden.
- Many photos \_\_\_\_\_ (take) of the unique plants there.
- A stunning view of the coastline \_\_\_\_\_ (offer) from the lighthouse.



F. Delicious food \_\_\_\_\_ (find) at the local market.

G. A variety of dishes \_\_\_\_\_ (try) from the street food vendors.

## GRAMMAR

### Passive Voice

Passive without 'by' (simple present)

For the simple present, use the present of 'be' + past participle.	
Active	Passive
Tourists <b>explore</b> the Galápagos Islands every year.	The Galápagos Islands <b>are explored</b> every year.
A guide <b>shows</b> the ruins of Ingapirca to the tourists.	The ruins of Ingapirca <b>are shown</b> to the tourists.
Visitors <b>admire</b> the views from El Panecillo.	The views from El Panecillo <b>are admired</b> .

#### 1. Complete the sentences using the simple present passive form of the verbs.

In many countries, wildlife conservation efforts are made (make) to protect endangered species. National parks \_\_\_\_\_ (establish) to provide safe habitats for animals. In these parks, various species \_\_\_\_\_ (observe) by researchers who study their behaviors.

Many animals \_\_\_\_\_ (rescue) from poachers and taken to rehabilitation centers, where they \_\_\_\_\_ (care) for by dedicated staff. Awareness campaigns \_\_\_\_\_ (conduct) to educate the public about the importance of preserving wildlife.

Volunteers \_\_\_\_\_ (invite) to help with conservation projects, and their contributions \_\_\_\_\_ (value) greatly. In classrooms, students \_\_\_\_\_ (teach) about the significance of biodiversity and how they can help protect the environment.



**2. Turn the sentences into the simple present passive form of the verbs (without using “by”).**

A. The chef prepares the meal.

Example: The meal is prepared.

B. The children read the books. \_\_\_\_\_.

C. The gardener waters the plants. \_\_\_\_\_.

D. The company launches a new product. \_\_\_\_\_.

E. The doctor treats the patients. \_\_\_\_\_.

F. The manager holds a meeting. \_\_\_\_\_.

G. The student completes the project. \_\_\_\_\_.

H. The writers finish their novels. \_\_\_\_\_.

I. The musician plays the guitar. \_\_\_\_\_.

J. The teams win the games. \_\_\_\_\_.

**3. Identify which sentences are in the simple past passive voice and which are in the simple present passive voice.**

A. The book was read by the entire class. Simple Past Passive Voice

B. The homework is completed by the students every day. \_\_\_\_\_.

C. The game was won by the home team. \_\_\_\_\_.

D. The museum is visited by thousands of tourists each year. \_\_\_\_\_.

E. The cake was baked for the birthday party. \_\_\_\_\_.

F. The report is written by the team every month. \_\_\_\_\_.

G. The movie was watched last weekend. \_\_\_\_\_.

H. The dishes are washed after dinner. \_\_\_\_\_.

I. The letters were delivered yesterday. \_\_\_\_\_.

J. The songs are played on the radio. \_\_\_\_\_.



## Lesson C

*Wonderful places to explore.*



### PRONUNCIATION AND LISTENING

Listen to these words and learn to pronounce them.

<b>Words</b>	<b>beautiful</b>	<b>famous</b>	<b>interesting</b>	<b>building</b>
Pronunciation				
<b>monument</b>	<b>nature</b>	<b>city</b>	<b>town</b>	<b>church</b>
<b>Words/ Phrases</b>	<b>City center</b>	<b>travel</b>	<b>relax</b>	<b>made of</b>
Pronunciation				



You can also practice the pronunciation of some useful words and phrases related to tourism.

big	old	historic	colorful
explore	Take photos	enjoy	walk
amazing	tall	visit	see
A lot of people	A great view	Known for its beauty	In the city center

## LISTENING

1.- Listen to the audio about seven places in Ecuador. Write the names in order. An example is provided. (Source: <https://youtu.be/ogo6cOVaInA?si=2wkvLZZRIHAdCANx>)

1. The Galapagos Islands.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

## READING

### Traveling around the World



Traveling around the world is an exciting **adventure!** Many people dream of visiting different countries and experiencing new **cultures**. There are both good and bad things about traveling.



One of the biggest advantages is the new **experiences** you gain. You can try new foods, meet different people, and learn about various traditions. The world has many stunning sites, allowing you to take amazing photos and create great **memories**.

Traveling offers great **learning** opportunities. You learn about geography, history, and languages, which can help you in school and life. Plus, it can be a lot of fun with activities like hiking and exploring new cities.

However, traveling can be **expensive**. You need money for flights, hotels, and food, which can make budgeting difficult. It also takes time to plan a trip, and long flights can be tiring.

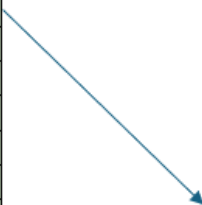
Another challenge is **homesickness**. When you travel for a long time, you might miss your home and family. It's important to stay connected with loved ones. Additionally, in some countries, you may face language barriers, making **communication** difficult.

In conclusion, traveling has its ups and downs. It's a wonderful way to see new places and learn, but it can also be challenging. With good planning, you can have an amazing adventure!

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

A
1. <b>Adventure</b>
2. <i>Expensive</i>
3. <i>Experiences</i>
4. <i>Cultures</i>
5. <i>Memories</i>
6. <i>Homesickness</i>
7. <i>Learning</i>
8. <i>Communication</i>

B
a. <i>Sharing information</i>
b. <i>Missing home</i>
c. <i>Knowledge from doing things</i>
d. <i>Things you remember</i>
e. <i>Activities that teach you</i>
f. <b>Exciting events</b>
g. <i>Ways of life of a group</i>
h. <i>Costly</i>



# WRITING

## My Dream Trip

My dream trip is to visit Mexico.

I want to see the ancient ruins of the Mayans and relax on the beautiful beaches.

I would love to eat tacos and enjoy the colorful markets.

I want to learn about Mexican culture and traditions.

I would go with my family because we all love to travel together. I feel excited thinking about all the fun we would have!

### 1. Write about your dream trip.

Include:

- a. Where would you like to visit?
- b. What would you like to see?
- c. What would you love to eat?
- d. What would you want to learn/ do?
- e. Who would you go with?
- f. How do you feel about it?



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## WRAP-UP

### 1. Listen to the audio where Jack talks about his dream trip.

Imagine:


- You just came back from your dream trip.
- Talk to your friends about it.

Include:

- where you went, what you did, and how you felt.
- Aim for 5-6 sentences.







# UNIT 04

## TRUE OR FAKE EVENTS

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

- » Students will be able to describe events.
- » Students will be able to outline recent tasks and accomplishments.

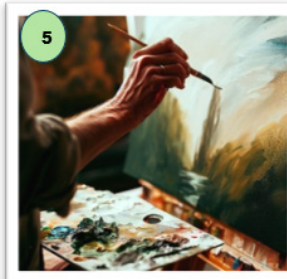
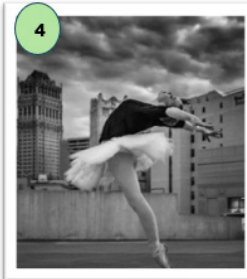
# Lesson A:

## Art Exhibit

### WARM-UP: THE ARTS

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

Painting – Photography – Sculpture – Drawing – Jewelry - Pottery



#### 2. Discussion:

What kinds of art do you like? Which pieces of art in the Preview do you like? Why? Use some of the adjectives.

#### Examples:

A: I'm not really into paintings, but I think this one's beautiful.

B: I like jewelry, but I don't think the necklace is very interesting.

A: \_\_\_\_\_.

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



### Adjectives to describe art

Weird - Unusual Beautiful – Awful – Feminine – Exciting – Boring – Masculine – Fascinating – Relaxing – Silly – Practical - Thought-provoking – Depressing - Interesting

## CONVERSATION

<b>Emma</b>	Hi John! What are you doing these days?
<b>John</b>	Hey Emma! I'm currently working on a new painting. It's a landscape of the mountains. What about you?
<b>Emma</b>	That sounds amazing! Last weekend, I visited an art gallery and saw some incredible drawings. They were so detailed!
<b>John</b>	That must have been inspiring. I remember when we went to that art exhibition last year. You were so fascinated by the abstract paintings.
<b>Emma</b>	Yes, I was! Right now, I'm taking a drawing class. We're learning how to sketch portraits. It's challenging but fun.
<b>John</b>	That's great! I was drawing a portrait yesterday when I realized I needed more practice. I'm still working on it. I was also painting a sunset scene when I noticed the colors weren't blending well.
<b>Emma</b>	Practice makes perfect! Are you planning to display your paintings anywhere?
<b>John</b>	Actually, I'm thinking about participating in a local art fair next month. I'm preparing a few pieces for it. I was organizing my portfolio when I found some old sketches that I might include.
<b>Emma</b>	Oh! I got it! Well, See you soon
<b>John</b>	Bye!



## 1. Read the conversation and answer the questions:

- A. What type of painting is John currently working on?
- B. What did Emma do last weekend that inspired her?
- C. What did John realize while he was drawing a portrait yesterday?
- D. Why is John planning to visit the new art supplies store this weekend?

## GRAMMAR

### Past Continuous vs Simple Past

The past continuous is often used in conjunction with the simple past. They are used together to show an interruption.

- » Use the past continuous for an action in progress in the past.
- » Use the simple past for an action that interrupts it.

I was drawing a portrait yesterday	when I realized I needed more practice.
I was browsing their website	when I decided to visit it this weekend.
I was painting a sunset scene	when I noticed the colors weren't blending well.
I was driving to the airport,	but I got a flat tire.
While I was shopping one day,	a celebrity walked into the store.

### 1. Complete these sentences. Then compare with a partner.

1. My sister \_\_\_\_\_ (text) while she \_\_\_\_\_ (drive), and almost \_\_\_\_\_ (crash) her car.
2. While I \_\_\_\_\_ (cook) dinner last night, a friend \_\_\_\_\_ (call) and I \_\_\_\_\_ (burn) the food.



3. My father \_\_\_\_\_ (ski) when he \_\_\_\_\_ (break) his leg in several places.

4. We \_\_\_\_\_ (have) our first child while we \_\_\_\_\_ (live) in a tiny apartment.

5. While I \_\_\_\_\_ (drive) in England a few years ago, I \_\_\_\_\_ (realize) I was on the wrong side of the road!

6. Once I \_\_\_\_\_ (read) a good book, but someone \_\_\_\_\_ (tell) me the ending.

7. My parents \_\_\_\_\_ (meet) each other while they \_\_\_\_\_ (work) at the same restaurant in Vancouver.

**2. Complete these statements with information about yourself. Use the simple past or the past continuous.**

- 1. I was snapping a selfie when
- 2. While I was heading home one day...
- 3. I was...
- 4. While I was...
- 5. Last month...
- 6. A while back...

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

## LESSON B

### *What do you want to know?*

#### WARM-UP

#### Objects, handicrafts and materials



A Wood figure



A ceramic art



A cloth bag



A handmade jewelry

1. Tell your partner about some of your favorite objects in your home.

#### Activity:

**Person A:** Ask a question.

**Person B:** Imagine and give a simple answer.

#### Switch Roles

#### Example:

**A:** "What is your favorite object in your home?"

**B:** "Last year I bought a handmade bag, it is my favorite bag"



## CONVERSATION

### Catching Up: Busy Lives and New Hobbies

**Sarah:** Hi Mike! How have you been?

**Mike:** Hey Sarah! I've been working on a new project at work. It's been keeping me busy. How about you?

**Sarah:** I've been taking a painting class for the past few months. It's been really fun.

**Mike:** That sounds great! I've been going to the gym regularly. I've been trying to get in better shape.

**Sarah:** Good for you! I've been going for runs in the park every morning.

**Mike:** Nice! Have you been seeing any progress with your painting?

**Sarah:** Yes, definitely. I've been improving a lot.

**Mike:** That's fantastic. We should catch up more often.

**Sarah:** Absolutely. Let's plan something soon.



### 1. Read the conversation and answer the questions:

A. Do you have a fitness routine like Mike? How has it impacted your health and well-being?

B. Have you ever found an activity, like Sarah's morning runs, that helps you stay active and energized? What is it?

C. Have you ever taken up a new hobby like Sarah? What was it, and how did it make you feel?

## GRAMMAR

### Present Perfect Continuous

The Present Perfect Continuous tense is used to talk about actions that started in the past and are still happening now or have recently stopped but have a connection to the present.



Started taking new medication

Still taking medication



### Structure:

#### Affirmative:

- Subject + *have/has + been + verb + -ing*

Example: *I have been studying English.*

#### Negative:

- Subject + *have/has + not + been + verb + -ing*

Example: *She has not been working lately.*

#### Interrogative:

- *Have/Has + subject + been + verb + -ing?*

Example: *Have you been watching TV?*

### Using Since and For:

We use **since** to talk about the starting point of the action, and we use **for** to mention how long the action has been happening.

- **Since** shows when the action started (a specific point in time: since 2010, since last Monday).
- **For** tells how long the action has been happening (a period of time: for 3 hours, for 2 years).

### Examples:

1. **Affirmative:** *I have been learning English **since** 2020.*
2. **Negative:** *They have not been playing soccer **for** two weeks.*
3. **Interrogative:** *Has she been working here **since** last year?*
4. **Affirmative:** *We have been living in this city **for** five months.*
5. **Negative:** *He has not been exercising **since** his injury.*





## 1. Complete each statement with the present perfect continuous.

A. Rio \_\_\_\_\_ (play) at the Children's Classics Cinema every Saturday since 2010.

B. Robert \_\_\_\_\_ (wait) in the ticket holders' line for a pretty long time.

C. People \_\_\_\_\_ (worry about) violence in movies since the sixties.

D. I' \_\_\_\_\_ (talk about) that movie for weeks.

E. We' \_\_\_\_\_ (come) to this classic movie theater for two years.

## 2. Put the verbs into the correct form (present perfect progressive).

A. He (work) has been working in this company since 1985.

B. I (wait) \_\_\_\_\_ for you since two o'clock.

C. Mary (live) \_\_\_\_\_ in Germany since 1992.

D. Why is he so tired? He (play) \_\_\_\_\_ tennis for five hours.

E. How long (learn / you) \_\_\_\_\_ English?

F. We (look for) \_\_\_\_\_ the motorway for more than an hour.

G. I (live) \_\_\_\_\_ without electricity for two weeks.

H. The film (run / not) \_\_\_\_\_ for ten minutes yet, but there's a commercial break already.

I. How long (work / she) \_\_\_\_\_ in the garden?

J. She (not / be) \_\_\_\_\_ in the garden for more than an hour.

## 3. Rewrite the following sentences using the Present Perfect Continuous tense.

A. She started reading the book two hours ago and is still reading it.  
She \_\_\_\_\_ (read) the book for two hours.



B. They began working on the project in January and are still working on it.

They \_\_\_\_\_ (work) on the project since January.

C. I started learning Spanish three years ago and I am still learning it.

I \_\_\_\_\_ (learn) Spanish for three years.

D. He started feeling better recently and continues to feel better.

He \_\_\_\_\_ (feel) better lately.

E. It started raining this morning and it is still raining.

It \_\_\_\_\_ (rain) since this morning.

#### **4. Choose a prompt and create your own sentences using the Present Perfect Continuous tense.**

##### **A. Describe a Hobby or Activity:**

*Talk about a hobby you have been doing for a long time.*

*Example: I have been painting landscapes for five years.*

##### **B. Discuss a Recent Project:**

*Describe a project you have been working on recently.*

*Example: We have been developing a new app for the past few months.*

##### **C. Talk About Learning Something New:**

*Mention something new you have been learning.*

*Example: She has been learning French since last summer.*

##### **D. Describe a Change in Routine:**

*Explain a change in your routine that has been happening recently.*

*Example: I have been going to the gym every morning for the last two weeks.*



## Lesson C:

### *That's Amazing!*

#### Pronunciation: Emphatic Stress

1. Notice how stress is emphasized to show enthusiasm. Read and listen. Then listen again and repeat.



1 No **KIDD**ing!

3 That's **PER**fect!

2 That's fan**TAS**tic!

4 How **IN**teresting!

2. Now practice saying the following statements with emphatic stress.

1 That's ter**RIF**ic!

3 How ex**CIT**ing!

2 That's **WON**derful!

4 How **NICE**

### LISTENING

1. Listen to this story about a successful inventor. Put the sentences into the correct order from 1 to 8.

\_\_\_ Mark Zuckerberg started writing computer programs.

\_\_\_ His friends invested in Facebook.

\_\_\_ He didn't accept Microsoft's offer.



- \_\_\_ He invented FaceMash.
- \_\_\_ Facebook became available to the public.
- \_\_\_ Zuckerberg wrote his very own messenger program.
- \_\_\_ He created a program that recommended music.
- \_\_\_ Three classmates asked for his help.

## READING

### The Influence of Nirvana: A Special Sound That Shaped a Generation



Nirvana has been one of the most influential bands in rock history. Since the early 1990s, their music has been inspiring young people around the world. They have been mixing raw emotion with powerful lyrics, creating songs

that still resonate today. Led by Kurt Cobain, Nirvana's sound was different from anything that had been played before. It was a mix of grunge, punk, and alternative rock. People have been listening to their albums **for** over 30 years, and the impact of their music is still felt.

What makes Nirvana's music so special? It's not just the sound or the lyrics; it's the passion they put into every song. Fans have been discussing the meaning behind songs like Smells Like Teen Spirit and *Come As You Are* **since** the day they were released. Nirvana's influence can still be heard in modern rock bands, who have been following in their footsteps.

Even though Kurt Cobain passed away in 1994, Nirvana's legacy has been living on through their music. Fans have been celebrating their unique style and message ever since. Whether you're discovering their music now or have been a fan for years, Nirvana's impact is undeniable.



**1. Read the article. Chose the correct word in the sentences below.**

- 1. Nirvana has ben / been an influential band for decades.
- 2. Fans have been listenning / listening to their music for years.
- 3. Their songs have inspired / inspird generations of young people.
- 4. Nirvana has mixing / been mixing grunge and punk in a unique way.

**2. Which of the following sentences is correctly written in the Present Perfect Continuous?**

- A) She has been plays guitar for two years.
- B) He have been learning to sing since 2019.
- C) They have been performing in concerts for three months.
- D) We has been enjoying Nirvana’s music since last year.

**WRITING**

**1. Choose an activity you have been doing recently or for a long period. Write a short paragraph describing what you have been doing, how long you have been doing it, and any effects or results of this activity. Include time expressions like for, since, lately, or recently to indicate the duration of the activity.**

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# UNIT 05



## **PURE ENJOYMENT!**

### **BY THE END OF THIS UNIT**

- » Students will explore popular entertainment and dive into the world of movies and renowned Hollywood figures.
- » Students will discuss the entertainment industry and talk about current movies and famous Hollywood stars.

## Lesson A

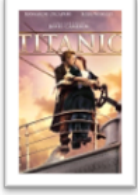
### What's your favorite movie?

#### WARM-UP

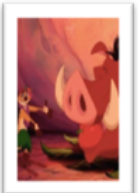
##### Movie Trivia



Ke Huy Quan, who has an impressive martial arts background, did most of his own stunts for the wild fanny pack fight scene in *Everything Everywhere All at Once*.



In *Titanic*, Jack accidentally telling Rose to lie on the “bed” instead of the “couch” before he draws apparently wasn't in the script. Leonardo DiCaprio allegedly said it by mistake, and director James Cameron decided to keep it in.



In *E.T. the Extra-Terrestrial*, Steven Spielberg enlisted real doctors from USC Medical Center to play the doctors who try to save E.T., because Spielberg “felt that actors talking about technical medical matters didn't seem natural.”



You might think there's not much room for improv in an animated film, but in *The Lion King*, Nathan Lane reportedly ad-libbed Timon saying, “What do you want me to do, dress in drag and do the hula?” It ultimately led to the addition of the song-and-dance routine.

- » Which of the movie trivia do you find most interesting?
- » Do you know any other movie trivia?
- » Which of these movies have you seen? Did you enjoy it?
- » Which movie would you like to watch?



## CONVERSATION

### 1. Read and practice

<b>Alex:</b>	Have you seen any interesting Hollywood movie lately?
<b>Jeff:</b>	Yes, I recently watched "Inception." It was a fascinating movie.
<b>Alex:</b>	"Inception" is indeed captivating. The plot is intriguing, and the special effects were stunning.
<b>Jeff:</b>	Absolutely! The dream sequences were mindblowing.
<b>Alex:</b>	Leonardo DiCaprio's performance was compelling, and Hans Zimmer's soundtrack was moving. Did you find any scene particularly thrilling?
<b>Jeff:</b>	The scene where the city folds in on itself was breathtaking.
<b>Alex:</b>	That scene is unforgettable. Christopher Nolan's directing is always thought-provoking. His movies are consistently engaging and leave a lasting impression.
<b>Jeff:</b>	I also enjoyed the well-crafted storyline and the beautifully designed sets.
<b>Alex:</b>	Yes, the attention to detail in the sets was amazing. The entire movie was executed brilliantly.

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

A. What makes a movie captivating or intriguing to you?

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B. How do special effects enhance the viewing experience of a film?

---

C. Why do you think certain scenes in movies become unforgettable or iconic?

---

D. What qualities do you appreciate in a director's style that make their movies thought-provoking?

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# GRAMMAR

## Participles as Adjectives

<p>Some participles (like 'bored' or 'boring') can be used as adjectives. These are used in a slightly different way from normal adjectives. We usually use the <b>past participle</b> (ending in -ed) to talk about how someone feels</p>	<ul style="list-style-type: none"><li>• I was really <b>bored</b> during the flight (NOT: I was really boring during the flight).</li><li>• She's <b>interested</b> in history (NOT: She's really interesting in history).</li><li>• John's <b>frightened</b> of spiders (NOT: John's frightening of spiders).</li></ul>
<p>We usually use the <b>present participle</b> (ending in -ing) to talk about the person, thing, or situation which has caused the feeling</p>	<ul style="list-style-type: none"><li>• It was such a long, <b>boring</b> flight (so I was bored).</li><li>• I read a really <b>interesting</b> book about history (so I was interested).</li><li>• Many people find spiders <b>frightening</b> (so they're frightened when they see spiders).</li></ul>
<p>Be careful! 'I'm boring' is very different from 'I'm bored'! 'I'm boring' means I cause other people to be bored. This is not good! Here are some examples of when one person causes a feeling in another person:</p>	<ul style="list-style-type: none"><li>• I was talking to such a boring guy at the party. He talked about himself for an hour!</li></ul>

These participle adjectives make their comparative by using 'more' (not -er) and their superlative by using 'most' (not -est): I was more frightened of dogs than spiders when I was a child.



- That book is **more boring** than this one.
- I think Dr Smith's lesson was **more interesting** than Dr Brown's.
- For 24 hours on the flight to Australia, I was the **most bored** I've ever been.
- I think this is the **most interesting** talk we've heard today.
- It was the **most frightening** film that he'd ever seen.



## List of common -ed and -ing adjectives

<b>Alarming:</b> What an alarming noise!	<b>Alarmed:</b> I was alarmed by the loud bang.
<b>Amusing:</b> That TV programme is really amusing.	<b>Amused:</b> He was amused to hear his little son singing in the bath.
<b>Boring:</b> I've never seen such a boring film!	<b>Bored:</b> The students looked bored as the teacher talked and talked.
<b>Confusing:</b> I find these instructions very confusing! Could you come and help me?	<b>Confused:</b> I was confused, because I asked two people, and they told me two different things.
<b>Depressing:</b> This weather is depressing! Is it ever going to stop raining?	<b>Depressed:</b> I was feeling depressed, so I stayed at home with hot chocolate and a good book.
<b>Embarrassing:</b> That is the most embarrassing photo! I look terrible!	<b>Embarrassed:</b> John was really embarrassed when he fell over in front of his new girlfriend.

### 1. Fill in the blanks with the correct adjective:

- A. My nephew was \_\_\_\_\_ (amused / amusing) by the clown.
- B. It's so \_\_\_\_\_ (frustrated / frustrating)! No matter how much I study I can't seem to remember this vocabulary.
- C. This lesson is so \_\_\_\_\_ (bored / boring).



D. I'm feeling \_\_\_\_\_ (depressed / depressing), so I'm going to go home, eat some chocolate, and go to bed early with a good book.

E. I thought her idea was absolutely \_\_\_\_\_ (fascinated / fascinating).

F. This math problem is so \_\_\_\_\_ (confused / confusing)! Can you help me?

G. The teacher was really \_\_\_\_\_ (amused / amusing), so the lesson passed quickly.

**2. Write four sentences using participles as adjectives Use the participle of the list below. Make one sentence for each phrase.**

<b>Embarrassing:</b> That is the most embarrassing photo! I look terrible!	<b>Embarrassed:</b> John was really embarrassed when he fell over in front of his new girlfriend.
<b>Exciting:</b> It's a really exciting book. I couldn't wait to find out what happened at the end.	<b>Excited:</b> I'm so excited! I'm going on holiday tomorrow!
<b>Exhausting:</b> I hate doing housework! It's exhausting!	<b>Exhausted:</b> Julie was so exhausted after her exams; she spent the next three days sleeping.
<b>Fascinating:</b> The brain is fascinating, isn't it? It's amazing how much it can do.	<b>Fascinated:</b> Joan was fascinated by her grandmother's stories of life in the 1920s.

**Example:** Embarrassing - embarrassed

That is the most **embarrassing** photo! I look terrible!

John was really **embarrassed** when he fell over in front of his new girlfriend



A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

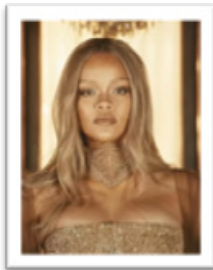


## Lesson B

### *Hollywood stars*

#### WARM-UP

#### Actors or Singers



1. Tell as many films as possible / songs the person is in or sang.

2. Answer the next questions:

- A. Is he a singer or an actor?
- B. What songs do I know?
- C. What movies do I know?
- D. In which movie did I see them?



Example:

This person is a singer, I have listened to some of his songs like ...



## CONVERSATION

### Icons and Inspirations

#### 1. Read the conversation

<b>Alex:</b>	Have you heard about the actor who won the Oscar last year?
<b>Mara:</b>	Yes, it was Joaquin Phoenix, who starred in “Joker.”
<b>Alex:</b>	He’s an actor that always delivers powerful performances. Did you know he also advocates for animal rights, which is admirable?
<b>Mara:</b>	Yes, it’s great to see famous people who use their platform for good causes. Have you listened to Beyoncé’s new album, which has been getting rave reviews?
<b>Alex:</b>	Yes, Beyoncé is an artist who consistently produces amazing music. Her latest album has some tracks that are truly inspiring.
<b>Mara:</b>	I agree. She’s someone who has a huge influence on the music industry. By the way, did you watch the documentary about David Attenborough, which highlights his work in nature conservation?
<b>Alex:</b>	Yes, I did. David Attenborough is a naturalist who has dedicated his life to educating people about the environment. The documentary was very enlightening.
<b>Mara:</b>	It’s wonderful to see people who are passionate about making a difference. Do you have any other favorite famous people that inspire you?
<b>Alex:</b>	I really admire Malala Yousafzai, who advocates for girls’ education. Her story is incredibly inspiring.
<b>Mara:</b>	Malala is indeed a remarkable person who has overcome so much. It’s amazing to see how she continues to fight for education, which is such an important cause.



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

A. How do you think famous people can use their influence to promote positive change in society?

---

B. What qualities do you think make a performance in a movie or a song particularly memorable?

---

C. Why is it important for celebrities to advocate for causes they believe in?

---

D. How do documentaries about famous individuals impact public awareness and understanding of important issues?

---

## GRAMMAR

### Relative pronouns for people and things

Pronouns are words that take the place of a noun. Relative pronouns are used at the beginning of an adjective clause (a dependent clause that modifies a noun).

The three most common relative pronouns are *who*, *which* and *that*.

**Who** has two other forms, the object form **whom** and the possessive form **whose**.

**Who** and *whom* are used mainly for people. However, these

- pronouns can also be used to refer to animals that are mentioned by name and seen as persons.
- o The musician who wrote this song is Canadian.
- o The witnesses whom I interviewed gave conflicting evidence.



- **Whose** can be used for people, animals or things:
  - o The man whose daughter won the tournament is a tennis coach.

**Which** is used for animals in general or things.

- o Bridget visited the park with her dog which likes to chase squirrels.

**That** can be used for people, animals or things.

- o The musician that won the award is Canadian.
- o The car that Jason bought runs on electricity and gas.

**1. Use the correct relative pronouns to complete the sentences. 0 = no pronoun.**

Which / That /

Which / That / 0

Which / That

Who / That

Who / That

Who / That / 0

- A. Economics is a subject \_\_\_\_\_ I've never understood.
- B. I want a mobile phone \_\_\_\_\_ takes good photos.
- C. I work in that big yellow building \_\_\_\_\_ you can see over there.
- D. Lee Harvey Oswald is the man \_\_\_\_\_ shot John F Kennedy.
- E. Meryl Streep is the famous person \_\_\_\_\_ I'd most like to meet.
- F. What's the name of the lady \_\_\_\_\_ is wearing the blue dress?

**2. Select one or more pronouns which can complete each sentence.**

- A. I have an uncle \_\_\_ lives in California.

who

whom

whose





B. This is Mr. and Mrs. Andrews, \_\_\_ children I teach.

who

whom

whose

C. This is Harry, \_\_\_ went to school with me.

who

whom

whose

D. Yesterday I met a man \_\_\_ wife used to be my English teacher.

who

whom

whose

### 3. Complete these sentences. Then compare your information around the class

1. Adele is a singer and songwriter \_\_\_\_\_

2. Fantastic Four is a movie franchise \_\_\_\_\_

3. The Voice is a reality show \_\_\_\_\_

4. Scarlett Johansson is an actress \_\_\_\_\_



## Lesson C

### *I don't believe it!*

#### **PRONUNCIATION: Emphatic stress**

1. Listen and practice. Notice how stress and a higher pitch are used to express strong opinions.

That was awful.

It was disgusting.

That's hilarious.



2. Listen and write sentences using these words.

Weird



Amusing



Ridiculous



Fantastic



## LISTENING

1. Listen to people talk about books, movies, and TV programs. Match each conversation to the statement that best describes the people's opinions.

1. _____
2. _____
3. _____
4. _____

a. This special offers an amazing look into an exotic country.

b. The new investigation into these creatures was a waste of time.

c. The bad acting with this boring idea makes it terrible.

d. She is excited to read more of this clever mystery series.

## READING

### Celebrity Profile #36

He's the most popular member of one of the most popular bands in the world. We met Two Direction's Henry Smiles to find out why he has so many female fans.

Let's get the basic questions out of the way first, Henry. How old are you and where are you from?

I was born in 1996 and I'm from Harrogate in the north of England. Now I live in London.

### What are your likes and dislikes?

Well, I love music, sleeping and eating; and I don't like being late for anything.

### What are your favorite films?

Spider-Man 2 and X-Men were pretty cool.

### Is there anything that you'd like to be able to do?

I wish I could play the drums and the piano.



**You are famous for your great hair. Would you cut it or shave it off?**

Maybe, I'd shave it off for charity if I could raise a lot of money for doing it..

**Do you like social networking?**

Well, I don't go on Facebook very much, but I use Twitter a lot. It's a good way to keep in touch with our fans.

**Now the more interesting questions! Have you got a girlfriend, Henry?**

No, not at the moment. I'm single!

**What kind of girls do you like?**

I like girls with a good sense of humor, who doesn't take life too seriously. I also like being able to call someone in the middle of the night for a chat if I need it.

**Do you prefer blondes or brunettes?**

Oh, I like both! If we can have a laugh and we get on well, I don't care what color hair they have.

**Are you romantic when you're in a relationship?**

I reckon I am. I'd do anything for love!

**Who did you have your first kiss with?**

My first kiss? Hmm, I can't remember very clearly, but I think it was at school when I was about thirteen.

**Tell us a secret, Henry.**

I still get really nervous before a concert and have to drink herbal tea! Even today, after having done hundreds of concerts, my hands sweat and my heart beats really fast just before going on stage.



**1. Match the vocabulary with the correct definition and write a–f next to the numbers 1–6**

- |                          |   |
|--------------------------|---|
| 1. ____ to find out      | a. to cut hair very close to the skin                                       |
| 2. ____ to keep in touch | b. to have a good and friendly relationship                                 |
| 3. ____ to get on well   | c. to maintain communications   |
| 4. ____ to sweat         | d. to think, to believe   |
| 5. ____ to shave         | e. to discover, to learn  |
| 6. ____ to reckon        | f. to produce liquid from your skin, especially when you are hot or nervous |

**WRITING**

**PAIRWORK**

- 1. Choose a movie you both have seen and discuss it. Then write a review of it.**

The image shows a spiral-bound notebook with a white cover and a lined page. The page has a header that says "Your review" in green text. Below the header are several horizontal blue lines for writing. The notebook is shown from a slightly elevated angle, and the spiral binding is visible on the left side.



## SPEAKING

### 1. Describe your favorite movie

1. Name your favorite movie

2. Mention two things you like about it (e.g., scenes, actors).



3. Say why you think it's a great movie!



# UNIT 06



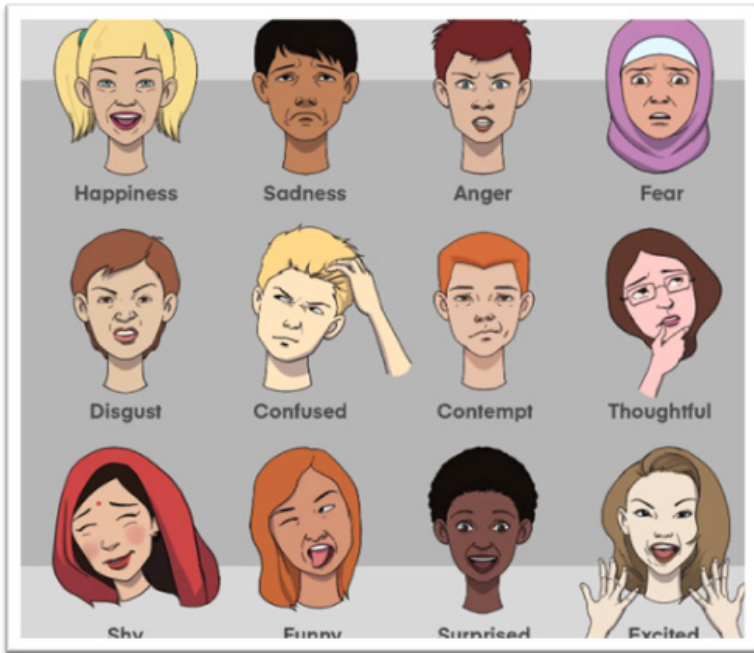
## **NOW I GET IT!**

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

- » Talk about the meaning of gestures and body language
- » Discuss rules and recognize common signs

# Lesson A

## Body language



## WARM-UP

### Emoji meaning



#### Grinning

Conveys excitement or extreme joy



#### Face with tears of joy

Represents extreme excitement and laughter



#### Red Heart

Denotes love and affection



#### Thumbs Up

Indicates approval or agreement



#### Party Popper

Conveys excitement for a celebration or achievement



#### Crying Face

Expresses sadness or emotional pain





1. Watch the video and tell your partner which emoji you use the most <https://www.youtube.com/watch?v=0Y4U5C-HZLo>



## VOCABULARY

### Body Language

1. Read the descriptions and write them above their corresponding picture.

He's scratching his head

He's biting his nails.

He's rolling his eyes.

He's tapping his foot.


He's pulling his hair out.

He's wrinkling his nose.




2. Look at the pictures. Then use the right adjectives below to describe how each person is feeling.

irritated – confused – embarrassed – bored – disgusted – exhausted




**Example:** In this picture, he's biting his nails. He looks nervous.



-----  
-----  
-----



-----  
-----  
-----



-----  
-----  
-----

**CONVERSATION**

1. Read and practice

It's Very Strange

<b>Nathaly:</b>	How was the meeting with your new English colleague? What's his name?
<b>Patrick:</b>	He's Brando. He's very friendly. Although we always have a great time, I still don't fully understand her habits. when we go out, he smiles all the time, and people look him strangely.
<b>Nathaly:</b>	It could mean it is part of his custom, and he wants to be polite. Of course, in our country people hardly ever do that, but you have to understand, he is adapting to our customs.
<b>Brian:</b>	I think so, but It's very strange.
<b>Nathaly:</b>	It might mean he didn't look for information before arriving in our country, and thinks it is normal to smile.
<b>Peter:</b>	Indeed, I don't have any problem with it, but we have to be careful to avoid misunderstanding.
<b>Patrick:</b>	Now I get it!

## 2. Tell your partner What's this conversation about?



### GRAMMAR

#### Modals and Adverbs

Use the modals might, may, could, and must and the adverbs maybe or perhaps, probably, and definitely when you aren't sure about what you're saying:

Slight possibility: might, may, maybe, perhaps.

Possibility: could, probably.

Strong possibility: must, definitely.

Modals	Adverbs
It <b>could</b> mean it is part of his custom.	<b>Maybe / Perhaps</b> it means it is part of his custom.
It <b>might</b> mean he didn't look for information before arriving in our country.	It <b>probably</b> means he didn't look for information before arriving in our country.
That <b>must</b> mean he didn't know.	That <b>definitely</b> means he didn't know.



**1. Look at these emojis and write statements using modals and adverbs about each gesture. Use the meanings in the box or your own ideas.**

**Possible meanings:** I don't know - Be quiet - Call me - That sounds crazy! - I can't hear you - Come here



Example: It could  
mean "Come here"



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

**2. Read and choose the correct modal or adverb to complete the sentences.**

- A. We have a lot of work tomorrow. You \_\_\_\_\_ (might not/ must not/perhaps) be late.
- B. She likes vegetables. It \_\_\_\_\_ (might/maybe/must) mean she learned to eat them when she was a child.
- C. \_\_\_\_\_ (might/maybe/could) the weather will be fine.
- D. You \_\_\_\_\_ (might not/could/mustn't) tell anyone what I just told you. It's a secret.
- E. She is watching Tv. It \_\_\_\_\_ (couldn't/definitely/must) means she is at home.
- F. Marlene is very tired. It \_\_\_\_\_ (could/must/probably) means that she was work late.



## Lesson B

*You can't worry about that.*

### WARM-UP

1. Look at the signs, then choose the correct word from the box to match with them

No eating	Wash your hands	Caution	Bike lane	No running	Wet floor
Hospital	Do not litter	Poison	Restroom	Parking	No shouting



### GRAMMAR

Rules and Regulations

**Permission, obligation, and prohibition**

Permission	Obligation	Prohibition
You can swim here.	You have to fasten your seat belt.	You can't turn right.
You're allowed to park here.	You've got to take off your shoes.	Smoking isn't allowed here.



Use have/has with got to. E.g:

You've got to keep the door closed. (Not got to keep the door closed.)

**S + IS/ARE + (NOT) ALLOWED TO/PERMITTED TO + B.F.VERB + C. or  
S + MODAL + B.F.VERB + C**

### Common driving rules.

- You are allowed to drive** from the age of 18.
- You are not allowed to drive** if you are drunk.
- It is not permitted to carry** passengers in the back of a pickup truck.
- You must wear** a seat belt.
- It is not permitted to overtake** in places considered dangerous.
- You cannot drive** without license plates or with these plates altered.
- It isn't allowed to carry** large packages without placing red flags to warn of this.
- You can wear** cap and glasses to drive.

## PRACTICE CLASS ACTIVITY

1. Look at the signs and the example, then write the possible meaning next to the next 5 pictures.



**Example:** This sign means pets aren't allowed in this area.



# WRITING

## Rules Everywhere

1. Look at the pictures and write down as many rules as you can for these places. Then share your sentences with the class.



### At the university

At the university, it is not permitted to bring alcoholic beverages or other toxic substances into the classrooms.



### In the museum

---

---

---

---



### At the gym

---

---

---

---



### In the bank

---

---

---

---



## Lesson C

### *I'm in traffic jam!*

#### WARM-UP

##### Road signs

1. Watch the video. Then talk to your partners about what you learned about it

<https://www.youtube.com/watch?v=o7Itc0Y06nA>



#### LISTENING

##### Traffic



1. First read the sentences about traffic, then listen to this woman talking about traffic and after that choose the correct option.

A. There are rules the drivers must not follow to make the traffic flow smoothly.

TRUE                      FALSE

B. You don't have to pull over when you hear a siren.

TRUE                      FALSE





C. People have to stop when a school bus puts on its flashing signals.

TRUE            FALSE

D. Driving is like any other job which doesn't demand much responsibility.

TRUE            FALSE

E. A good driver must obey all the rules.

TRUE            FALSE

## READING

### Read the article.

#### Family rules

Would you like to have a boss who didn't specify what the rules were in your workplace but punished you if you broke these unknown rules? You would feel pretty frustrated, wouldn't you? That's how children feel when they are punished for breaking rules that have never been explained to them. Family rules are necessary to make clear what is expected of children and to outline punishments for misbehavior and rewards for good behavior.

When creating a list of family rules remember to be specific both in what is expected and the punishment or reward. Gather the family together when creating the list of family rules. Involve children in the creation of the rules and get their input as to appropriate rewards or punishments. Explain to children why you'd like to include certain rules. They'll accept them more if they understand that they are for their own benefit and safety.

### 1. Read the article again, then choose the correct answer for each question

A. Why do we need a list of family rules?

- » For legal reasons.
- » For the grandparents.
- » To clarify what's expected of children.



B. Which one wasn't a tip for creating family rules given in the article?

- » Be specific.
- » Involve children in the creation of rules.
- » Make children keep their rooms clean.
- » Explain to children why the rule is important.

C. Why should we explain to children the reason behind the rules?

- » We can make more rules.
- » They will be more willing to accept them.
- » Make children keep their rooms clean.
- » We can punish them better.

D. What could happen if you don't enforce the rules?

- » It wouldn't be legal in the federal court system.
- » You could be arrested for fraud.
- » Children won't take the contract seriously.

## WRITING

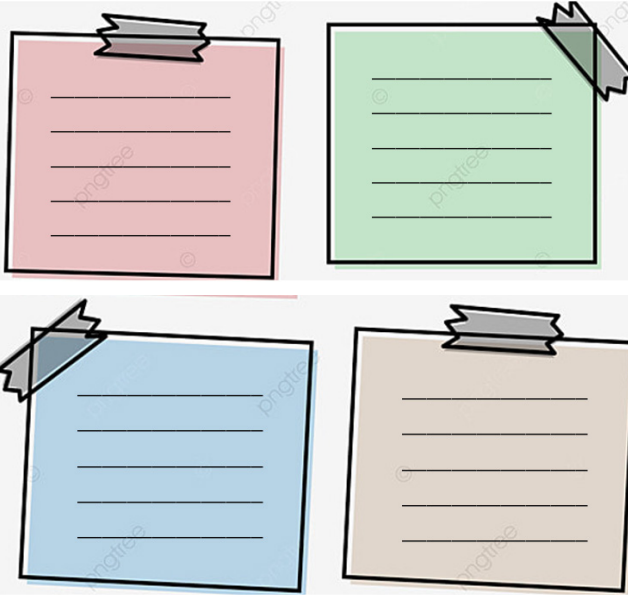
### Creating Rules

1. Using grammar language learned during this unit, write down five rules you consider a good idea to share.
2. Then choose one of them and explain why it is important for you.

Example:

You can rarely be late, however you must enter quietly so as not to disturb the class.





## SPEAKING

What do you think will happen?

1. Imagine that you are going to start a business.

1. Think of at least 5 rules for this.



2. Explain why they are important.

## EXTRA ACTIVITIES

Tips on how to stay focused while completing your homework, taught by super brain coach Jim Kwik and habit transformation expert Nir Eyal.

1. Make a routine
2. Set up a study-friendly environment
3. Avoid heavy meals



4. Organize your study notes
5. Tell others to stay away
6. Listen to study music
7. Set deadlines
8. Take brain breaks
9. Use discomfort as motivation for productivity
10. Use time blocking
11. Let go of thoughts that distract you
12. Reimagine your task

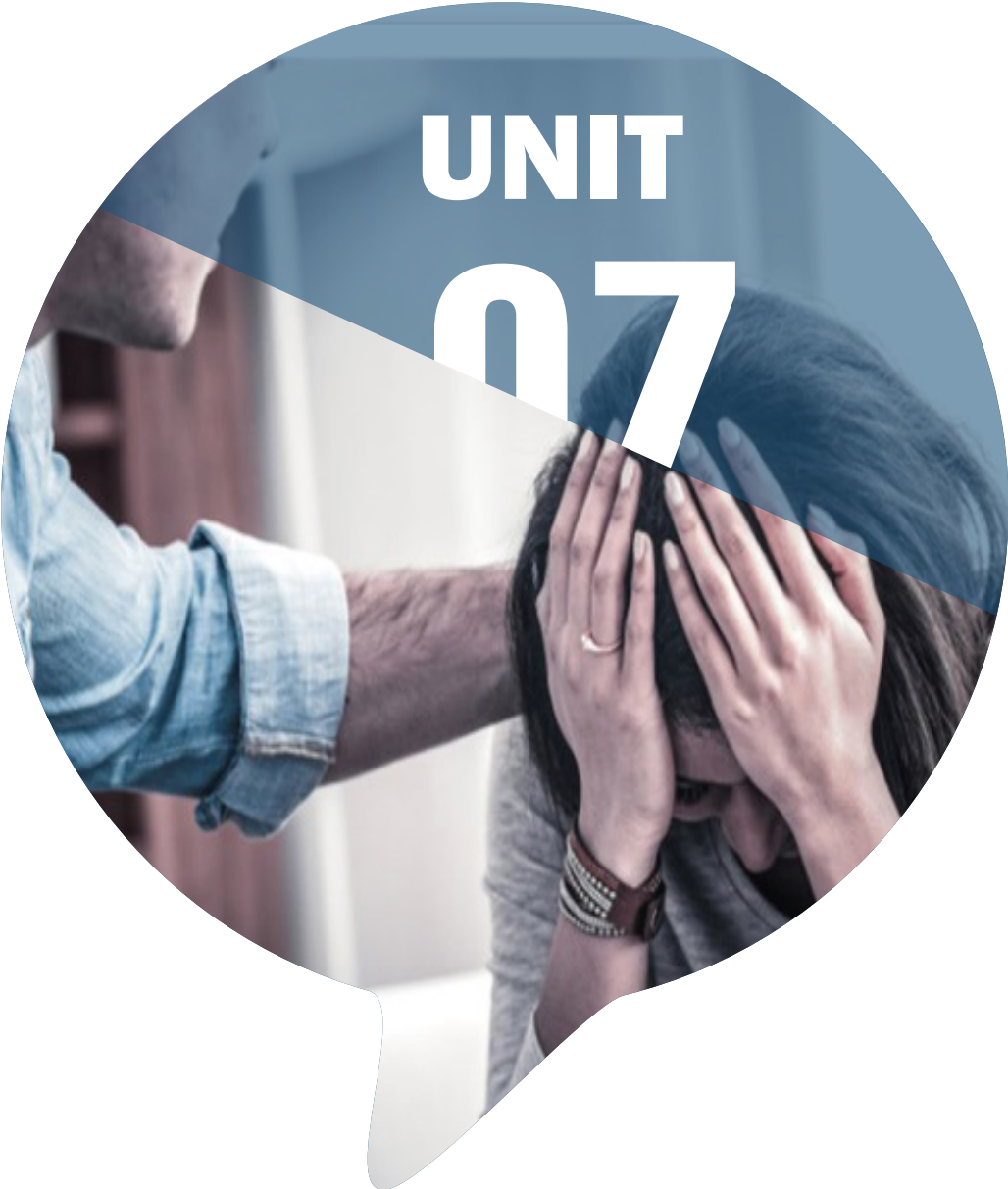


## MODALS AND ADVERBS

1. Read the sentences, choose and write the correct word in the gap.

<p><b>Leo walked past without saying “hello”. It _____ mean he didn’t see me.</b></p> <p>» maybe » could » Probably</p>	<p><b>He arrived very early at work. _____ it means that he took a taxi.</b></p> <p>» definitely » perhaps » must</p>
<p><b>She’s taking vitamins. _____ it means she doesn’t have much energy these days.</b></p> <p>» maybe » could » probably</p>	<p><b>My father is in the garage. It _____ mean he doesn’t hear well.</b></p> <p>» maybe » might » probably</p>
<p><b>This cup of coffee is very sweet. It _____ mean it has much sugar.</b></p> <p>» perhaps » must » definitely</p>	<p><b>It is 4:00 a.m., It _____ means that the school is closed.</b></p> <p>» maybe » might » definitely</p>





# UNIT 07

**I WOULDN'T HAVE BEEN THERE!**

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

- » Discuss imaginary situations.
- » Discuss difficult situations.

# Lesson A

## *I'd like to go abroad*

### CONVERSATION

Where would you go?

#### Read and practice

**Adam:** If you could go anywhere in the world, where would you go?

**Lia:** If I had the chance, I would love to visit Japan. The culture and history fascinate me.



#### 1. What about you? Where would you go?



### GRAMMAR

#### Second conditional with if clauses



The second conditional is used to talk about an imaginary or impossible situation with a possible consequence or reaction.



We use the simple past tense in the if-clause and would/could/might + base verb in the main clause.



<b>Imaginary situation or If clause</b> <b>(If + simple past)</b>	<b>Possible consequence or the main clause</b> <b>(would, could, or might + base verb)</b>
<b>If I had</b> a million dollars,	<b>I would travel</b> around the world.
	<b>I could buy</b> you a house.
	<b>I might buy</b> a new car.
	<b>we wouldn't have</b> to walk to the store.
<b>What would you do if you had a million dollars?</b>	
<b>Possible consequences or reactions</b>	<b>Imaginary or unreal situations</b>
<b>Sub + would/could/might + verb + complement</b>	<b>if + sub + past verb + complement</b>
I would travel more often	if I had a more flexible schedule.
She could pass the exam with a high grade	if she studied harder.
We might go swimming every weekend	if we lived closer to the beach.
They would buy a bigger house	if they had enough money.
We might have a picnic in the park	if it were not raining.

Imaginary or unreal situations	Possible consequences or reactions
<b>If</b> + sub + <b>past verb</b> + <b>complement</b> ,	<b>Sub</b> + <b>would/could/might</b> + <b>verb</b> + complement
<b>If</b> I <b>had</b> a more flexible schedule,	I <b>would</b> travel more often.
<b>If</b> she <b>studied</b> harder,	she <b>could</b> pass the exam with a high grade.
<b>If</b> we <b>lived</b> closer to the beach,	we <b>might</b> go swimming every weekend.
<b>If</b> they <b>had</b> enough money,	they <b>would</b> buy a bigger house.
<b>If</b> it <b>were</b> not raining,	we <b>might</b> have a picnic in the park.

## PRACTICE

Imaginary or unreal situations

### 1. Read the statements and choose the correct option.

A. If my sister won the lottery, she...

- a. would be so upset
- b. would be so tired
- c. would be so cheerful



B. They could win the competition if they...

- a. practice more
- b. practiced more
- c. will Practice more





C. If the rain stopped, we could...

- a. dance in the rain
- b. go out for a walk
- c. take a video in the rain



D. Lucy would be very proud if she...

- a. lost the game
- b. felled in the test
- c. graduate from university



## 2. Read the statements and match columns A and B correctly.

A

B

If I had a private jet, \_\_\_

A. we might be able to communicate with more people during our travels.

If she knew how to fix cars, \_\_\_

B. I would travel to exotic destinations every weekend.

If we could speak Spanish fluently, \_\_\_

C. I would definitely accept it without hesitation.

If they offered me the job, \_\_\_

D. we could save a lot of time and stress when planning trips.

If he were more organized, \_\_\_

E. he would complete his tasks more efficiently.



**3. Read the words in the boxes, then write the correct name under each picture**

Big ben	London bus	London Eye	Tower of London
Oxford Street	Tower Bridge	Houses of Parliament	Buckingham Palace



\_\_\_\_\_



\_\_\_\_\_

**LISTENING**



Tour of London

**1. Do this exercise while you listen. Write a number (1-8) to put these places in order that the tour bus will visit them.**

- ..... Oxford Street
- ..... Madame Tussauds, Museum
- ..... Tower of London
- ..... London Eye
- ..... Houses of Parliament
- ..... Buckingham Palace
- ..... Big Ben
- ..... Tower Bridge



**2. Multiple choice. Underline the best word to complete these sentences.**

A. The tour takes **2 / 3 / 4** hours.

B. At Madame Tussaud's you can see **maps of London / models of famous people / famous shops**.

C. Oxford Street is a famous street for **drinking tea / eating / shopping**.

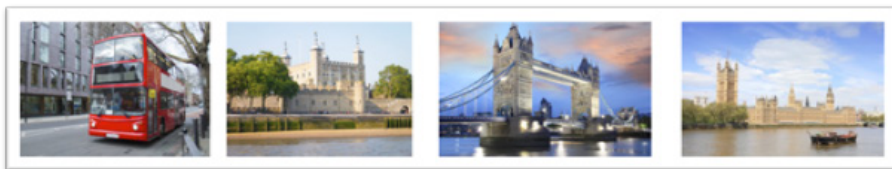
D. The Queen lives at **Buckingham Palace / the Tower of London / Tower Bridge**.

E. Big Ben is a tour **guide / clock / bridge**.

F. You can see great views of **London from Oxford Street / the Houses of Parliament / London Eye**.

**SPEAKING**

**1. Talking about places I have been.**



Have you ever been to any of these places? Which one?

When did you go? What did you do there?

Which city would you like to take a tour in? Why?



## Lesson B

### *I'll never get married again!*

#### GRAMMAR

##### Past Modals

**Could have + past participle** means that something was possible in the past, or you had the ability to do something in the past, but that you didn't do it. Examples.

- o I could have stayed up late, but I decided to go to bed early.
- o He could have studied harder, but he was too lazy and that's why he failed the exam.

**Couldn't have + past participle** means that something wasn't possible in the past, even if you had wanted to do it. Examples.

- o I couldn't have arrived any earlier. There was a terrible traffic jam (= it was impossible for me to have arrived any earlier).
- o He couldn't have passed the exam, even if he had studied harder. It's a really, really difficult exam.

##### **Would have + past participle**

- Part of the third conditional. Example.
  - o If I had had enough money, I would have bought a car (but I didn't have enough money, so I didn't buy a car).
- We can also use would have + past participle to talk about something you wanted to do but didn't. Examples.

o I would have gone to the party, but I was really busy.

(= I wanted to go to the party, but I didn't go because I was busy.

o I would have called you, but I didn't know your number.

(= I wanted to call you but I didn't know your number, so I didn't call you.)



1. We use the third conditional in English to express a past regret or imagine a different outcome. Learn all about it in this video and try the practice exercise at the end.

<https://www.youtube.com/watch?v=ve4Tk78j6Nc>



## STRUCTURE



**Modal + have + participle**

Modal	Concept	Example
Would have	Past unreal action	If I had guessed the future, I would have taken some precautions against what would happen.
Could have	Past unreal ability	He could have taken the flight.
May have	Past possibility unreal	We may have passed the math exam, but it was in Spanish.
Might have	Past unreal small probability	You might have sold the car if you really needed the Money.



Should have	Past unreal recommendation	You should have listened to the teacher.
Must have	Past unreal assumption	We must have been crazy!

## CLASS ACTIVITY

### 1. Choose the correct past modal verb to complete each sentence.

1. If you had studied harder, you \_\_\_\_\_ passed the exam.

- A) would have                      B) should have  
C) might have                      D) could have

2. She \_\_\_\_\_ been more careful when she drove in that weather.

- A) might have                      B) should have  
C) could have                      D) would have

3. They \_\_\_\_\_ told us about the change in schedule earlier.

- A) should have                      B) would have  
C) might have                      D) could have

4. We \_\_\_\_\_ known that the meeting was canceled if we had checked the email.

- A) could have                      B) would have  
C) should have                      D) might have

5. He \_\_\_\_\_ finished the project on time if he had started earlier.

- A) should have                      B) might have  
C) could have                      D) would have



6. I \_\_\_\_\_ gone to the party, but I was too tired.
- A) might have                      B) could have  
C) should have                      D) would have
7. The team \_\_\_\_\_ prepared better for the presentation.
- A) might have                      B) could have  
C) should have                      D) would have
8. She \_\_\_\_\_ heard about the event; it was all over the news.
- A) might have                      B) could have  
C) would have                      D) should have

**PERSPECTIVES That was a big mistake.**

1. Watch the three videos and imagine you are in each situation. Answer the question, what would you have done?



- <https://www.youtube.com/shorts/T62CIJZ-s0w>
- <https://www.youtube.com/shorts/sZpZ7Rq3ODc>
- <https://www.youtube.com/shorts/vuOvalOCfLI>



## LISTENING

Emotional Intelligence



### 1. Listen to the conversation and fill in the blanks with the correct words from the listening.

**Paul:** So, where are Alexis and Sam? Do you think they \_\_\_\_\_  
\_\_\_\_\_ forgotten?

**Ella:** They couldn't \_\_\_\_\_ \_\_\_\_\_. I talked to Alexis just  
yesterday. They must \_\_\_\_\_ gotten \_\_\_\_\_ tied up in traffic.

**Paul:** Or they \_\_\_\_\_ have \_\_\_\_\_ another one of their  
fights. Maybe Sam is off somewhere sulking, like the last  
time.

**Ella:** Either way, Alexis \_\_\_\_\_ have \_\_\_\_\_ us on her  
cell phone.

**Paul:** Well, she \_\_\_\_\_ not \_\_\_\_\_ remembered to take it  
with her. She forgets things when she's stressed out.

**Ella:** That's true... Oh, guess what? My phone's dead! So, she  
could \_\_\_\_\_ \_\_\_\_\_ to call and not \_\_\_\_\_  
through.

**Paul:** Oh, my gosh! The movie's about to start. We'd better go in.





# Lesson C

## What would you have done

### WARM-UP

Word power opposites

1. Find nine pairs of opposites in this list, complete the chart.

Increase	Accept	Rise	Arrive	Start	Lose
Close	Fall	Build	Open	Decrease	Enter
Refuse	Win	Depart	Exit	Stop	Destroy

1.	Increase	/	Decrease
2.	_____	/	_____
3.	_____	/	_____
4.	_____	/	_____
5.	_____	/	_____
6.	_____	/	_____
7.	_____	/	_____
8.	_____	/	_____
9.	_____	/	_____

### OPPOSITE STATEMENTS

1. Look at the pictures and read the statements



This medicine may <b>increase</b> your risk of getting an infection.	We have <b>decreased</b> the sale of books in English.
--	--





The garden is very spacious,  
ideal to **build** a pool.



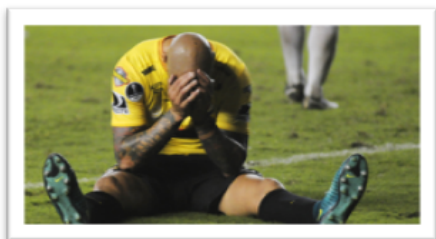
In 1906 an earthquake **destroyed**  
much of San Francisco.



Would you mind if I **open** the  
window?



I forgot to **close** the gate.



He tried his best, but he can't **win**.



Don't **lose** your keys.



It is the **start** of a new relationship.



Could you **stop** bringing your  
dog to my office?



She is going to **enter** the school at eight a.m.

Where is the nearest **exit**?



I cannot **accept** this gift.

You were wrong to **refuse** his help.



They will **arrive** at the airport in two hours.

The boats **depart** for several islands.



The price of cocoa began to **rise**.

The price of plantain began to **fall**.



## CLASS ACTIVITY

1. Match each situation on the left with the correct phrase on the right.

### Situations

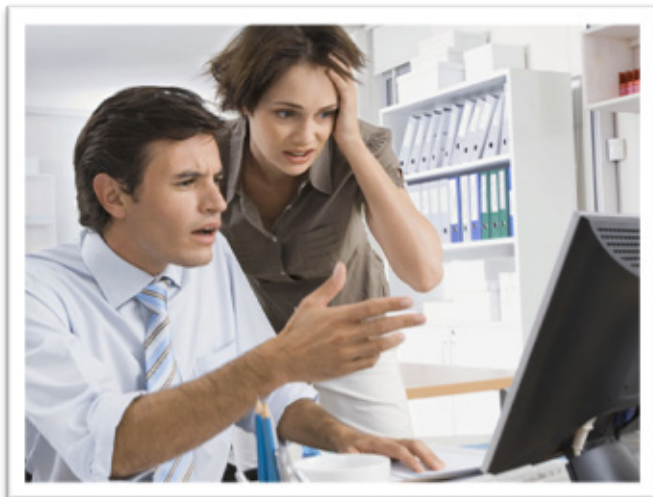
### Phrases

- |   |  |
|---|--|
| 1. You forgot to call your friend on their birthday. ____           | A. "I should have called them earlier."                          |
| 2. You missed an important meeting because you were late. ____      | B. "I would have taken that job if I knew how good it would be." |
| 3. You chose not to take a job offer that you later regreted. ____  | C. "I should have arrived on time to the meeting."               |
| 4. You didn't study for an exam and ended up failing it. ____       | D. "I would have passed the exam if I had studied more."         |
| 5. You made a decision that turned out to be the right choice. ____ | E. "I would have made the same decision again."                  |

## SPEAKING

An awful moment

1. Look at the picture below. Imagine a friend of you has been working on a project all day and everything went wrong.



- What should your friend have done?
- What shouldn't he or she have done?

## READING

### The missed opportunity

Jessica had always dreamed of becoming a famous singer. When she was a teenager, she had the chance to audition for a popular music competition. Her friends and family were sure she would be a star, but she decided to stay home and focus on her studies instead. Years later, Jessica often wondered about that missed opportunity. She thought to herself, "I could have been on stage and possibly won the competition." Her friend Amy had told her at the time, "You should go for it, Jess! You might regret it if you don't." Jessica replied, "I might, but my studies are important too." Now, looking back, Jessica realized that she might have achieved her dream if she had taken that chance. She also thought that Amy could have been right about the regret. She couldn't help but think, "I should have listened to her advice."

#### 1. Read the article again, then answer the next questions:

**Question 1:** Why did Jessica decide not to audition for the competition?

---

**Question 2:** What did Amy advise Jessica to do?

---

**Question 3:** What is Jessica's reflection about her decision?

---

**Question 4:** Which past modals are used in the passage to express Jessica's regrets?

---

**Question 5:** How does Jessica feel about her decision now?

---



## WRITING

1. Write a short paragraph about what went wrong for your friend in the previous activity.

- » What did he or she do wrong?
- » What should he or she have done?
- » What should he or she do now?
- » What would you have done?

**Advice needed!**

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# UNIT

# 08

## **MAKING EXCUSES.**

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

- » Make good and bad excuses.
- » Give reason and explanations.
- » Discuss statements other people made.
- » Use verb-noun collocations correctly.

# Lesson A

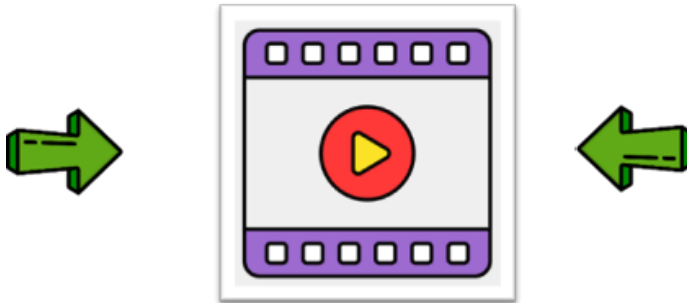
## *Don't be late anymore!*

### WARM-UP

Good Excuses, Bad Excuses

1. Watch the video and learn about different excuses vocabulary.

<https://www.youtube.com/watch?v=m9q447HBIGI>



2. Read the excuses and their reasons, then answer the question what's the most common excuse for you?

EXCUSE	REASON
I forgot my homework.	I had a lot on my mind and didn't write it down
I was late because of traffic.	There was an unexpected traffic jam due to an accident, which was out of my control.
I was sick and couldn't come to class.	I had a genuine illness, and I didn't want to risk spreading it to others.
My pet chewed my homework.	While it sounds unlikely, it really happened! I should have kept my homework out of reach.





## CONVERSATION

Making Excuses

### Read and practice

**Stephany:** Do you want to go to Lisa's party?

**Liza:** No, not really.

**Stephany:** Let's tell her we're sick.

**Liza:** Both of us are sick?

**Stephany:** Yeah, We're roommates. She'll believe it.

**Liza:** I feel bad about lying, but I really don't want to go to her party.



### 1. Does she want to go to Lisa's party?

---

---

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### 2. What do you think about it?

---

---

---

### 3. Do you make excuses when you don't want to leave?

---

---

---

## SPEAKING

### 1. Which of the following excuses do you usually say when you don't want to go to an event?

- » I'm not feeling well.
- » I have a prior engagement I can't miss.
- » I have a family emergency.



- » I'm out of town.
- » I have a work deadline I need to meet.
- » I'm dealing with a personal issue.
- » I have a doctor's appointment.
- » I've been feeling overwhelmed.

**2. Do you have another excuse for not going out? Which one?**

---



---



---

**3. Match the requests, invitations and accusations from 1-10 with the correct excuses a-j.**

1. You're late for class! .....	a) Sorry, I'm married.
2. Can you mow the lawn? .....	b) Oh, I would, but I'm busy tomorrow.
3. Would you like to go on a date with me? .....	c) Sorry, I can't. I'm allergic to animal fur.
4. Could you help me carry these boxes? .....	d) I'm sorry. I couldn't find a mailbox.
5. Would you like to meet me tomorrow? .....	e) I'd be happy to, but grass makes me sneeze.
6. Can you brush the dog for me? .....	f) Sorry, I thought it was mine.
7. You didn't hang up the clothes outside! .....	g) I'm sorry. I thought it was next week.
8. You didn't mail the letter! .....	h) Sorry, I thought it was going to rain.
9. You forgot my birthday! .....	i) I'd love to help, but I hurt my back.
10. You've been using my toothbrush! .....	j) Sorry, my alarm didn't go off.



**4. Read out the requests, invitations and accusations below and make an excuse for each one. Write them in the spaces below.**

**Requests, Invitations and Accusations Excuses**

1. You didn't water the plants. They're all dead!

\_\_\_\_\_

2. Would you like to go to the opera with me?

\_\_\_\_\_

3. You missed the last three English classes!

\_\_\_\_\_

4. You didn't eat the dinner I made for you!

\_\_\_\_\_

5. You broke the window with your ball!

\_\_\_\_\_

6. You ate all the biscuits!

\_\_\_\_\_

7. Can you give me a lift to work tomorrow?

\_\_\_\_\_

8. There's a hole in the shirt you borrowed.

\_\_\_\_\_

9. It's your turn to do the dishes.

\_\_\_\_\_

10. You've used all the hot water!

\_\_\_\_\_

11. Could you buy some milk from the shop?

\_\_\_\_\_

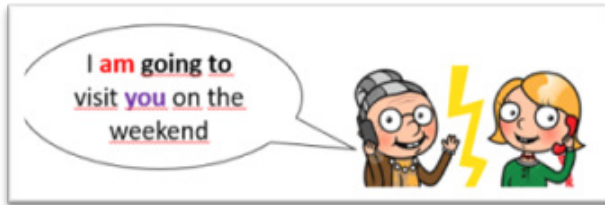
12. Can I borrow your phone?

\_\_\_\_\_



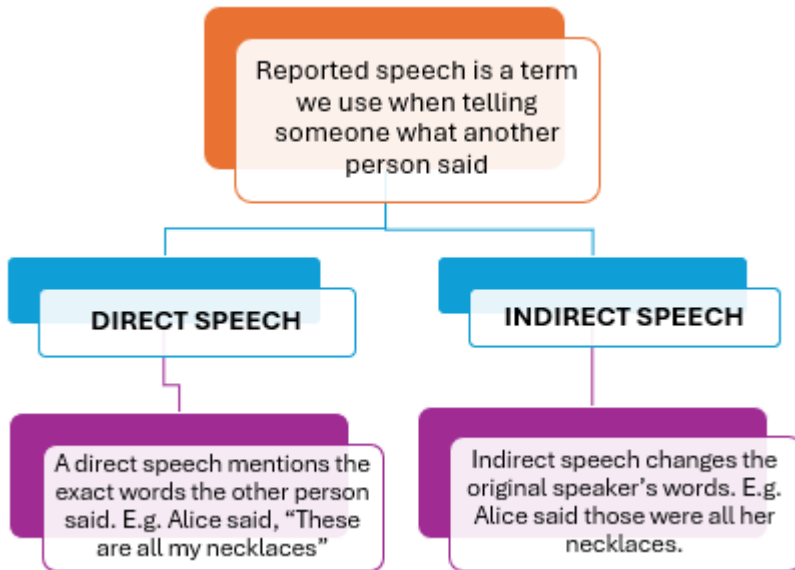
# Lesson B

## Reported Speech



### WARM-UP

#### Reported Speech



# GRAMMAR

## Reported Speech

### Structure

**Subject + asked/told/said + object pronoun+ to+ verb+ complement.**

- **Mary told me to clean my hand.**
- **Luisana asked (her) the doctor to send her the results**
- **The Professor said not to use the phone in class.**

**Don't use an object pronoun with SAY**

**We use reported speech to tell people what somebody said or though in the past, or what happened. But be careful! Tenses change only when the time and speaker are different.**

	DIRECT SPEECH	REPORTED SPEECH
		He/She said (that)... He/She told me (that)...
1. Present of be – Past of be	"I am tired"	... She was tired.
2. Present progressive – Past progressive	"Bob is doing his homework"	... Bob was doing his homework.
3. Present simple – Past simple	"She lives in the U.S.A"	... She lived in the U.S.A.
4. Present simple – Past simple	"She doesn't live in Japan"	... She didn't live in Japan.
5. Modal verbs can – could	"They can speak French"	... They could speak French.
6. Modal verbs will – would	"I will love you forever"	... He would love me forever.
7. Past simple – Past perfect	"We went to the party last night"	... We had gone to the party last night.



8. Past simple – Past perfect	“We didn’t go to the party”	... We hadn’t gone to the party.
9. Present perfect – Past perfect	“She has studied English for 2 years”	... She had studied English for 2 years.

## TIME REFERENCES Reported Speech

DIRECT SPEECH	INDIRECT SPEECH
Now	Then
Today	That day
Here	There
This	That
This week	That week
Tomorrow	The following day / the next day
Next week	The following week / the next week
Yesterday	The previous day / the day before
Ago	Previously / before
Two days ago	Two days previously / before
Tonight	That night
Last Saturday	The previous Saturday / The Saturday before
Next Saturday	The following Saturday / The next Saturday

## REPORTED SPEECH Request

**A**

1 : He said to arrive on time for the \_\_\_\_a. My teacher meeting.

2: She asked me to buy some food on \_\_\_\_b. My boss the way home.

3: He said not to miss practice again. \_\_\_\_c. My roommate

4: She told me to hand in my homework \_\_\_\_d. My doctor before Friday.

5: He said don’t eat too much sugar and \_\_\_\_e. My coach bread.

**B**



Original request	Reported request
Arrive on time for the party.	<ul style="list-style-type: none"> <li>• He <b>said to arrive</b> on time for the party.</li> <li>• He <b>told me to arrive</b> on time for the party.</li> </ul>
Don't spend more than \$20 on the gift.	<ul style="list-style-type: none"> <li>• He <b>said not to spend</b> more than \$ 20 on the gift.</li> <li>• He <b>told me not to spend</b> more than \$ 20 on the gift.</li> </ul>
Can you bring a chocolate cake for her?	<ul style="list-style-type: none"> <li>• He <b>asked me to bring</b> a chocolate cake for her.</li> </ul>



<https://www.youtube.com/watch?v=yozQMk1FbOU>

## CLASS ACTIVITY

Practice Perspectives

**1. Who do you think made these requests? Read the sentences and the names and match them correctly.**

1 : He said to arrive on time for the meeting. \_\_\_\_\_

a. My teacher

2: She asked me to buy some food on the way home. \_\_\_\_\_

b. My boss



3: He said not to miss  
prac-tice again. \_\_\_\_\_

c. My  
roommate

4: She told me to hand  
in my homework before \_\_\_\_\_  
Friday.

d. My doctor

5: He said don't eat too  
much sugar and bread. \_\_\_\_\_

e. My coach

## PRACTICE

### Reported Speech



Marcos's organizing a surprise party for Zoe. Look at what he told his friends. Write each request using say, tell or ask.

1. Meet at my apartment at 7:00.
2. Please don't be late.
3. Could you bring some ice cream?
4. Would you mind helping me make the cake?
5. Could you bring a small gift for her?
6. Please keep the party a secret.
7. "Don't forget to buy balloons."

1. He told them to meet at his apartment at 7:00
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## GAME

Telephone messages using reported speech.

1. **Ask the next questions to the students and they have to answer them using reported speech statements. E.g.**





**From a friend.**

Message: I will meet you outside the cinema at 7 o'clock and let me know which movie you want to watch.

What's the message for me from my best friend?

She said (that) she would meet you outside the cinema at 7 o'clock and (that) you should tell her what movie you want to watch.



**2. Ask the next questions to the students and they have to answer them using reported speech statements**

What's the message from your car mechanic?	What's the message from your school?	What's the message from your lawyer?	What's the message from your travel agent?	What's the message from the repair shop?
What's the message from your girlfriend?	What's the message from your brother?	What's the message from your work colleague?	What's the message from the phone company?	What's the message from your professor?
What's the message from your doctor?	What's the message from your boss?	What's the message from your friend Jim?	What's the message from your mum?	What's the message from the bank?



<p>From: bank</p> <p>Message: Your loan has been approved. Please check your email for details.</p>	<p>From: travel agent</p> <p>Message: Managed to get a cheap flight to Italy for your holiday. Please call back.</p>	<p>From: phone company</p> <p>Message: Your new phone line is going to be installed on Saturday morning. Call to confirm this is okay.</p>
<p>From: mum</p> <p>Message: The cat is stuck up the tree again. Please call back soon.</p>	<p>From: car mechanic</p> <p>Message: Your car needs a new engine. Please call back.</p>	<p>From: professor</p> <p>Message: The term paper is due. Submit your work by the end of the week.</p>
<p>From: boss</p> <p>Message: You have been promoted to General Manager. Come and sign your new contract tomorrow.</p>	<p>From: lawyer</p> <p>Message: Want to schedule a meeting. Will discuss your case. Please suggest a convenient time.</p>	<p>From: brother</p> <p>Message: Having a barbecue on Saturday afternoon. Would be great if you could come.</p>
<p>From: school</p> <p>Message: Classes are cancelled. Your teacher has won the lottery and has left the school.</p>	<p>From: doctor</p> <p>Message: Your health check up is due. Please make an appointment soon.</p>	<p>From: girlfriend</p> <p>Message: Going shopping this evening with Susan. Will be home late. Love you.</p>



## Lesson C

### *You must meet a deadline*

#### WARM-UP

Watch the video below to learn about collocations

[https://www.youtube.com/](https://www.youtube.com/watch?v=jzMUP2HRqbw&list=PLCFRHZlxagDV6WYQ3uhpggYmwfVI6Twiu)

[watch?v=jzMUP2HRqbw&list=PLCFRHZlxagDV6WYQ3uhpggYmwfVI6Twiu](https://www.youtube.com/watch?v=jzMUP2HRqbw&list=PLCFRHZlxagDV6WYQ3uhpggYmwfVI6Twiu)



#### GRAMMAR

##### Verb-noun collocations

Collocations are composed of two or more words together and the most common types are:

adverb + adjective: completely satisfied.

adjective + noun: big mistake.

noun + noun: Service industry.

noun + verb: lions roar.

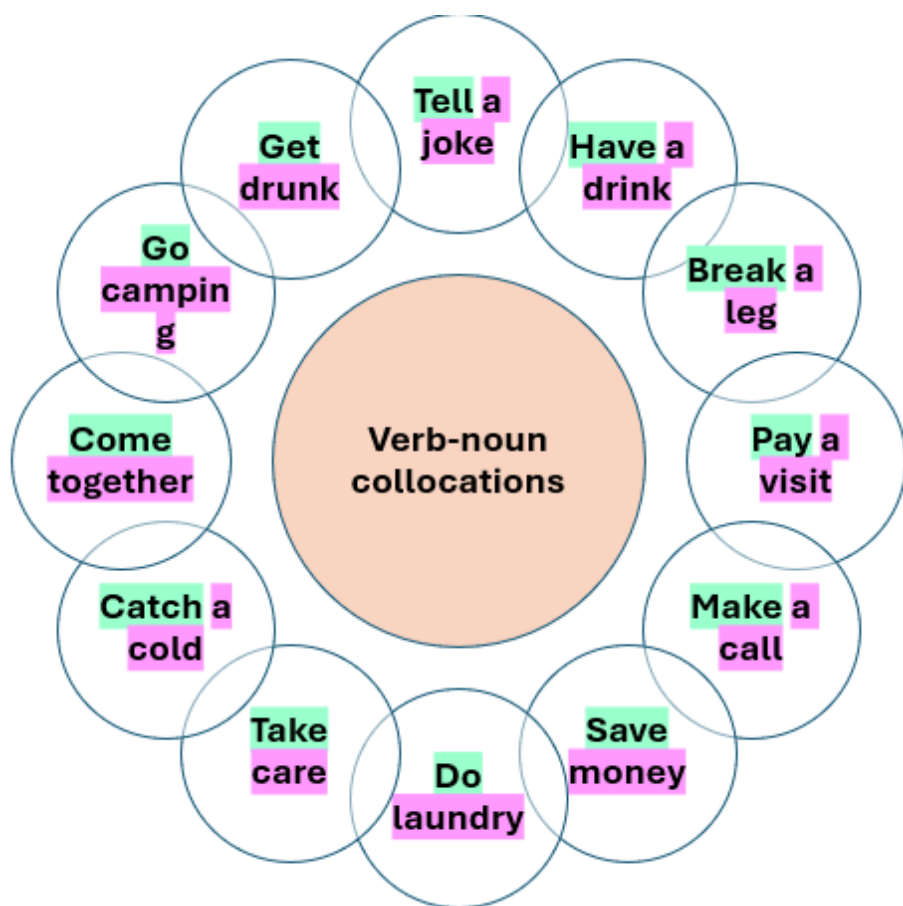
verb + noun: commit suicide.

verb + preposition: travel to.

verb + adverb: wave frantically.

Verb + adjective: come prepared.





## CLASS ACTIVITY

### 1. Complete the sentences with the correct collocation

- Peter \_\_\_\_\_ an exam yesterday.
- Last Saturday, he \_\_\_\_\_ shopping in the morning.
- Then, he cooked and \_\_\_\_\_ lunch.
- In the afternoon, he \_\_\_\_\_ football with his friends.
- In the evening, he \_\_\_\_\_ his homework.



2. Choose one noun from the boxes below to paired with each verb.

your homework	a difference	a story	swimming
a look	time	someone's heart	downstairs
a snack	attention	a thief	a job

Save time ✓  
Come \_\_\_\_\_  
Go \_\_\_\_\_  
Have \_\_\_\_\_  
Take \_\_\_\_\_  
Break \_\_\_\_\_

Catch \_\_\_\_\_  
Pay \_\_\_\_\_  
Get \_\_\_\_\_  
Tell \_\_\_\_\_  
Do \_\_\_\_\_  
Make \_\_\_\_\_

3. Write a sentence with each verb-noun collocation.

- 1. We need to save time because this project is for today.
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_



## LISTENING

1. Read the questions first and look at the options. Then listen to this conversation and choose the correct answer for each question.



1. Is Daisy looking for a job?	Yes	No	It doesn't say
2. Was the interview at 8 o'clock?	Yes	No	It doesn't say
3. Does Daisy work in an office?	Yes	No	It doesn't say
4. Did she act some years ago?	Yes	No	It doesn't say
5. Is she an actress?	Yes	No	It doesn't say
6. How many languages does she speak?	Yes	No	It doesn't say
7. Will she wear a costume if she gets the job? Yes	Yes	No	It doesn't say
8. Is she going to work with Brad Pitt?	Yes	No	It doesn't say

## READING

### Guess who I bumped into?

Tim wandered along the path thinking aloud, "If I continue this diet, I should lose twenty pounds by the end of..." when BOOM! he bumped into another city dweller out for a day's walk in the park.

"I'm terribly sorry," he apologized, "I was so caught up in my thoughts, I didn't see you!" he managed to stammer.

Smiling, Sheila responded, "It's OK. Nothing's broken... No really, I wasn't watching my step either."

Suddenly they both stopped making excuses and stared at each other.



“Don’t I know you from somewhere?” inquired Tim while Sheila exclaimed, “You’re Tim, Jack’s brother, aren’t you?!”

They both began to laugh as they had met each other the week before at a party that Jack had given.

Still laughing, Tim suggested, “Why don’t we have a cup a coffee and donut?” to which Sheila replied, “I thought you wanted to continue your diet!” They both were still laughing by the time they reached the Swimming Donut Cafe.

**1. Read the article again, then, read the questions and options. After that, choose the correct option.**

A. Why did Tim bump into Sheila?

- He was on a diet.
- He wasn’t paying attention.
- He was writing his thoughts down.

B. Where do they live?

- In the park
- In the countryside
- In the city

C. Whose fault was the incident?

- Tim’s
- Sheila’s
- It’s not clear

D. Where did they first meet?

- In the park
- At the Swimming Donut
- At Tim’s Brother’s house

E. Why was Tim’s suggestion funny?

- He was supposedly on a diet.
- The name of the cafe was strange.



- They were on a walk and there were no donuts in the park.

## 2. Fill in the blanks with reported (indirect) speech using the text above.

A. As he was walking down the path Tim said if he \_\_\_\_\_ his diet he \_\_\_\_\_ lose twenty pounds.

- Continues / should
- Continued / should

B We bumped into each other. He apologized saying he \_\_\_\_\_ terribly sorry.

- was
- is

C. I told him it was OK, that nothing \_\_\_\_\_ broken.

- had
- was
- both are correct

D. Tim said he had been so caught up in \_\_\_\_\_ thoughts that he \_\_\_\_\_ me.

- his / hadn't seen
- my / didn't see

E. He seemed embarrassed, so I added that I \_\_\_\_\_ my step either.

- hadn't watched
- hadn't been watching





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The content of this book offers an engaging approach to intermediate-level English learning, focusing on both grammar and vocabulary in real-world contexts. It covers various essential topics across its eight units, each designed to enhance learners' proficiency in understanding and using English in practical situations. Unit 1, titled *Time Will Tell the Outcome*, introduces the concept of time contrasts, using conditional sentences and exploring the relationship between past, present, and future actions. This reinforces the understanding of how time affects actions and consequences. In Unit 2, *Working Well with Others*, the book shifts to personal and professional skills, highlighting gerunds and clauses with "because." This unit emphasizes communication skills, which are crucial in the workplace, making the grammatical focus on gerunds and conditional clauses highly relevant. Unit 3, *Places to Explore*, dives into passive constructions in both past and present tenses, allowing students to describe landmarks and explore world knowledge. The use of the passive voice is particularly important for learners to understand formal and impersonal language structures. The importance of storytelling and recounting past experiences is emphasized in Unit 4, *True or Fake Events*, where the past continuous and present perfect continuous are used to distinguish between recent and ongoing actions. In later units, like Unit 5, *Pure Enjoyment*, students explore entertainment-related vocabulary while using participles and relative pronouns. Unit 6, *Now I Get It!*, focuses on modals and adverbs, important for expressing certainty and obligation. The book concludes with complex grammatical structures such as unreal conditionals, past modals, and reported speech in Units 7 and 8. These are critical for expressing hypothetical situations, excuses, and making formal requests. The structured progression of grammar topics ensures that learners not only understand the mechanics of English but also apply them in meaningful, practical scenarios, solidifying their intermediate skills.



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