



# English *in action*







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Karina Fernanda Sotomayor Cantos  
Luis Alfredo Camacho Castillo  
Jorge Andrés Córdova Pintado  
Wilmer Enrique Moncayo Herrera  
Segundo Carlos Quishpe Chango  
Silvia Marisol Gavilanez Villamarín

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# PROLOGUE

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

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

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

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

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



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**PhD. Héctor Tecumshé-Mojica-Zárate**, Centro Regional Universitario Oriente-Universidad Autónoma Chapingo, México

**PhD. Hugo Freddy Torres Maya**, Universidad de Cienfuegos, Cuba

**PhD. Jorge Guillermo Portela**, Pontificia Universidad Católica Argentina Santa María de los Buenos Aires, Argentina

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**PhD. Lázaro Salomón Dibut-Toledo**, Universidad del Golfo de California, México

**PhD. Luis Lizasoain-Hernández**, Universidad del País Vasco, España

**PhD. Luisa Morales-Maure**, Universidad de Panamá, Panamá

**PhD. Marily Rafaela Fuentes-Águila**, Universidad Metropolitana, Ecuador

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**PhD. Mikhail Benet-Rodríguez**, Fundación Universitaria Cafam, Colombia

**PhD. Raúl Rodríguez-Muñoz**, Universidad de Cienfuegos, Cuba

**PhD. Rolando Medina-Peña**, Universidad Metropolitana, Ecuador

**PhD. Samuel Sánchez-Gálvez**, Universidad de Guayaquil, Ecuador

**PhD. Yadir Torres Hernández**, Universidad de Sevilla, España

## Prologue Introduction

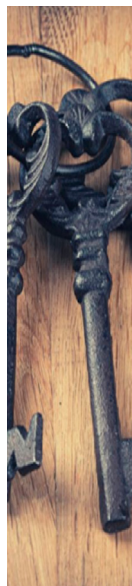
### Unit 1. What's your name?

Pages	Lessons	Content	Grammar	Vocabulary
14	1A Introducing yourself.	Names, nicknames, Alphabet, greetings, possessive adjectives.	Possessive adjectives.	Hello and goodbye.
22	1B Are you a student?	Verb To Be.	Verb To Be: affirmative, negative and questions.	Expressions for introducing yourself.
25	1C Personal Information.	Numbers, phone numbers and email addresses.	Possessive adjectives and Verb to Be.	Numbers and email addresses.



### Unit 2. Where are my keys?

Pages	Lessons	Content	Grammar	Vocabulary
29	2A Personal and classroom objects.	Personal and classroom objects. Articles a/an. Demonstratives.	Articles a/an. Demonstratives this/these.	Personal and classroom objects.
34	2B Is this your cap?	Yes/no and where questions with Be.	Yes/no questions with Be.	Personal and classroom objects.
36	2C Where is the cell phone?	Prepositions of location. Article the.	Prepositions: on, in, under, next to, between, in front of.	Personal and classroom objects.



## Unit 3. Where are you from?

Pages	Lessons	Content	Grammar	Vocabulary
42	3A Countries and Nationalities.	Countries and nationalities. Yes/no questions with Be. Short answers.	Yes/no questions with Be.	Countries, nationalities and languages.
49	3B Numbers and ages.	Numbers 10-100. Wh-questions with Be.	Wh-questions with be.	Numbers from 10-100.
53	3C Describing people.	Adjectives to describe appearance and personality.	Verb Be (affirmative, negative and questions).	Adjectives to describe people.



## Unit 4. Is this coat yours?

Pages	Lessons	Content	Grammar	Vocabulary
57	4A Clothes and colors.	Clothes and colors.	Verb To Be and possessives.	Clothes and colors.
64	4B These are my shoes.	Possessives.	Possessive adjectives and possessive pronouns.	Weather and seasons.
70	4C I'm wearing sneakers.	Present Continuous tense and conjunctions.	Present Continuous tense (affirmative and negative) and conjunctions so, and, but.	Clothes and colors.



## Unit 5. What time is it?

Pages	Lessons	Content	Grammar	Vocabulary
77	5A Cities and time zones.	Asking for and telling the time.	Clock time: to, after, a quarter.	Time expressions.
83	5B What are you doing?	Present Continuous tense.	Present Continuous (affirmative, negative and wh-questions).	Everyday activities.
91	5C People and activities.	Present Continuous tense.	Describing current activities.	Current activities.



## Unit 6. I ride my bike to school

Pages	Lessons	Content	Grammar	Vocabulary
96	6A Transportation and family members.	Transportation and family members. Simple Present tense.	Simple Present tense (affirmative and negative).	Transportation and family members.
101	6B I work near here.	Simple Present tense.	Simple Present questions.	Time expressions, daily routines.
103	6C Weekly routines.	Simple Present tense. Days of the week.	Simple Present tense.	Days of the week.



## Unit 7. Does it have a view?

Pages	Lessons	Content	Grammar	Vocabulary
107	7A Home sweet home.	Rooms, furniture. Simple present.	Simple present short answers.	Houses and apartments.
112	7B There's a sofa in the living room.	There is – there are.	There is, there's no, there isn't. There are some, there aren't any, there are no.	Furniture and appliances.
117	7C Dream home.	Th sound. Describing a house.	Simple present tense and there is- there are.	Houses and apartments. Furniture and appliances.



## Unit 8. Jobs

Pages	Lessons	Content	Grammar	Vocabulary
122	8A Jobs.	Jobs, workplaces, Simple Present tense.	simple Present tense.	Jobs and workplaces.
124	8B Where do you work?	Simple Present tense	Simple Present wh- questions with do and does.	Jobs and workplaces.
129	8C The perfect job.	Placement of adjectives.	Placement of adjectives: after be and before nouns.	Jobs and workplaces.



## 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

## **WHAT'S YOUR NAME?**

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

- » Say hello and make introductions
- » Say Good-bye and exchange contact information.

# Lesson A:

## Introducing yourself

### Vocabulary

#### 1. Conversation: what's your name?

**Ben:** Hi, I'm new here, what's your name?

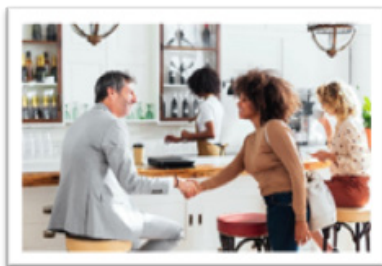
**Anna:** Hello, I'm Anna. Nice to meet you.

**Ben:** I'm Ben. Nice to meet you, too.

**Anna:** What's your last name?

**Ben:** It's Lopez, and what's your last name?

**Anna:** My last name is Mendoza.



#### 2. Read the conversation and find:

**First names:** \_\_\_\_\_

**Last names:** \_\_\_\_\_

#### 3. Names and nicknames

Peter	→	Pete
Thomas	→	Thom
Charles	→	Charlie
Samuel	→	Sam
Christopher	→	Chris
Steven	→	Steve

#### 4. Answer these questions.

What is your first name? \_\_\_\_\_

What is your last name? \_\_\_\_\_

**What's** your nickname? \_\_\_\_\_



**Grammar**

**Possessives adjectives**



You use possessive adjectives to show possession or ownership. It is used in front of a noun. The possessive adjectives are:

Subject	Possessive adjectives
I	My
You (singular)	Your
He	His
She	Her
It	Its
We	Our
You (plural)	Your
They	Their

Examples:



**I** am a student.

**My** name is Justin.

**You** are my classmate.

**Your** name is Pedro.



**He** is my friend.

**His** name is Juan



**She** is my sister.

**her** name is Ana.



**It** is my pet.

**Its** name is Bobby.



**We** are friends.

**our** names are Juan,  
Mary and Paula.



**They** have a ball.

It's **their** ball.



**1. Complete the chart with a possessive adjective for each personal pronoun.**

Personal Pronouns	Possessive adjectives
I	
You	
He	
She	
It	
We	
You	
They	

**2. Look at the pictures and complete the sentences with the correct possessive adjective**

This is Pedro's dog.

It's \_\_\_\_\_ dog.

This is Lisa's bike.

It's \_\_\_\_\_ bike.





**I have a saxophone.**  
It's \_\_\_\_\_ saxophone.



**You have a book.**  
It's \_\_\_\_\_ book.



**The dog has a bone.**  
It's \_\_\_\_\_ bone.

**Mike and I have a sister.**  
It's \_\_\_\_\_ sister.





### 3. Circle the possessives adjectives in each sentence.

1. Maria loves her dog.
2. This is my book.
3. They enjoy their vacation.
4. Is that your jacket?
5. John is proud of his achievements.

### 4. Each sentence contains an error. Find and correct the possessive adjective.

1. He forgot hers wallet at home.
2. Is this mine book on the table?
3. We are going to visit theirs parents tomorrow.
4. My brother and I like to play with my friends.
5. They always bring ours lunch to work.

### 5. Check the correct answer.

Which statement is true?

We use possessive adjectives.....

- ☐ A. ...to compare two things.
- ☐ B. ... to indicate ownership or belonging of a noun
- ☐ C. ... to describe a person

## Speaking

### 1. The alphabet

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		



## 2. Conversation: Spelling names

**Alex:** Hi, I'm Alex. A-L-E-X.

**Jamie:** Hello, Alex. I'm Jamie. That's J-A-M-I-E. What is your last name?

**Alex:** My last name is Alcívar.

**Jamie:** how do you spell that?

**Alex:** it's A-L-C-I-V-A-R, and what's your last name?

**Jamie:** it's Vera. V-E-R-A.

**Alex:** It's nice to meet you, Jamie!

**Jamie:** Nice to meet you, too.



## 3. Spell your first name and last name.

first name: \_\_\_\_\_

Last name: \_\_\_\_\_

## Listening

### 1. How do you spell the names? Listen and circle the correct answers.

- a. Mike – Miki
- b. Crist – Chris
- c. Maggie – Maggy
- d. Davis – Daviz



## Vocabulary

### Titles

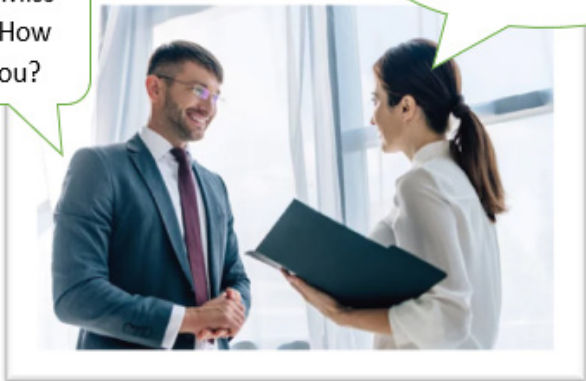
Miss Martinez	(single female)
Ms. Romero	(single or married female)
Mrs. Camacho	(married female)
Mr. Cevallos	(married or single male)



## 1. Read and practice

Hello, Miss  
Gina. How  
are you?

I'm just fine, Mr.  
López, thanks



Hello Isabel, this  
is my wife Helen.

Nice to meet  
you, Mrs.  
Rivera.



Speaking

Saying Hello and Good-Bye

Ways to say hello		Ways to say good-bye	
Good morning	Hi	Have a nice day	Bye
Good afternoon	How's it going?	Good-bye	See you
Good evening	How are you?	Good night	See you later
What's up?	hey	See you tomorrow	Bye-bye

1. Match each expression with the correct answer.

1. Hello, how are you today? \_\_\_\_
- a. you're welcome
2. Nice to meet you \_\_\_\_
- b. I'm ok, thanks
3. Goodbye \_\_\_\_
- c. Nice to meet you, too.
4. Thank you \_\_\_\_
- d. good night

Lesson B:

Are you a student?

Conversation:

How are you?

**Alice:** Hi, John. How are you?

**John:** Hi, Alice. I'm good, thanks. And you?

**Alice:** I'm great. Are you ready for the meeting today?

**John:** Yes, I am. I'm a bit nervous.

**Alice:** Don't worry. You're always prepared.

**John:** Thanks a lot.



# Grammar

## Verb To Be - Affirmative sentences

Subject pronoun	verb Be
I	am
You	are
He	is
She	is
It	is
We	are
You	are
They	are

- I am a student.
- She is a talented artist.
- They are in class.

## Verb To Be - Negative sentences

Subject pronoun	verb Be
I	am not
You	are not
He	is not
She	is not
It	is not
We	are not
You	are not
They	are not

- I am not a student.
- She is not a talented artist.
- They are not in class.

## Verb To Be - Yes/no questions

verb Be	Subject pronoun
Am	I
Are	You
Is	He
Is	She
Is	It
Are	We
Are	You
Are	They

.....?

- **Are you a student?**  
Yes, I am / No I'm not
- **Is she a talented artist?**  
Yes, she is / No, she isn't.
- **Are they in class?**  
Yes, they are/ No, they aren't

## Conversation

Are you my teacher?

**A:** Hello! How are you?

**B:** Hi! I am fine, thank you. And you?

**A:** I am pretty good, thank you. Are you new here?

**B:** Yes, I am. Are you my teacher?

**A:** Yes, I am. I'm your English teacher.

**B:** Great!. I like English.

**A:** Are you ready for the class?

**B:** Yes, I am! Let's go!



### 1. Fill in the blanks with the correct negative form of the verb "to be" (isn't, aren't, am not).

1. I \_\_\_\_\_ a student.
2. She \_\_\_\_\_ at the party.
3. They \_\_\_\_\_ ready for the test.
4. He \_\_\_\_\_ happy with his results.
5. We \_\_\_\_\_ are at the concert.

### 2. Complete the conversation with the correct form of the verb Be.

**Anna:** Hi, I \_\_\_\_ Anna. What \_\_\_\_ your name?

**Tom:** Hi, Anna. My name \_\_\_\_ Tom. Nice to meet you!

**Anna:** Nice to meet you too, Tom. \_\_\_\_ you new here?

**Tom:** Yes, I \_\_\_\_.

**Anna:** That \_\_\_\_ great! Where \_\_\_\_ you from originally?

**Tom:** I \_\_\_\_ from Chicago. How about you? \_\_\_\_ you from around here?

**Anna:** Yes, I \_\_\_\_\_. What do you do?



**Tom:** I \_\_\_\_ a software engineer. What about you, Anna?

**Anna:** I \_\_\_\_ a teacher. If you need any help or recommendations, feel free to ask.

**Tom:** Thank you, Anna. That \_\_\_\_ very kind of you.

**Anna:** You \_\_\_\_ welcome, Tom. Have a great day!

**Tom:** You too, Anna! See you!

**3. Turn each statement into a question.**

- 1. She is happy. \_\_\_\_\_
- 2. They are friends. \_\_\_\_\_
- 3. It is raining. \_\_\_\_\_
- 4. He is tired. \_\_\_\_\_
- 5. We are ready. \_\_\_\_\_
- 6. The book is interesting. \_\_\_\_\_
- 7. The kids are at home. \_\_\_\_\_
- 8. The dog is hungry. \_\_\_\_\_
- 9. I am early for the meeting. \_\_\_\_\_
- 10. The car is fast. \_\_\_\_\_

**Lesson C:**

**Personal Information**

**Numbers**

0	1	2	3	4	5
zero	one	two	three	four	five
6	7	8	9	10	
six	seven	eight	nine	ten	



## 1. Listen and practice.

### PETER THOMPSON

245-635-8564

WORK PHONE

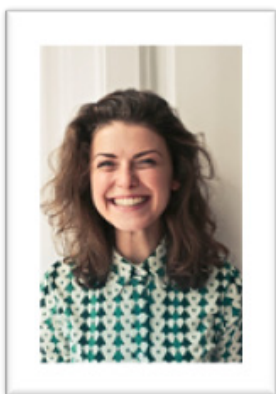
485-896-7425

CELLPHONE

pthompson@gmail.com

at

dot



### ANDREA COLEMAN

452-856-7489

HOME PHONE

456-8041-1204

CELL PHONE

andreacoleman\_15@outlook.com

underscore

## Speaking

### 1. Tell the class about your personal information.

1. First name
2. Last name
3. Nickname
4. Phone number
5. E-mail address



## 2. Choose 4 classmates and complete the chart.

Name	Phone Number	Email address

### Reading


Hello, my name is Sarah. I am 28 years old. I am from New York, but I live in Los Angeles now. I am a teacher, and my students are amazing. My favorite hobbies are reading and hiking. I am always excited to explore new places. My best friend is Emily. She is very kind and always helpful. We are a great team together. My family is very supportive, and we are close. Life is good, and I am happy.



### 1. Check true or false.

	TRUE	FALSE
SARAH LIVES IN NEW YORK.		
SARAH IS A TEACHER.		
EMILY IS SARAH'S BEST FRIEND.		
SARAH LIKES READING.		





# UNIT 02

## **WHERE ARE MY KEYS?**

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

- » Identify and discuss personal and classroom objects.
- » Discuss the location of items.

## Lesson A:

### *Personal and classroom objects*

#### ***Vocabulary***

**What's in your bag?**



a laptop



a cell phone



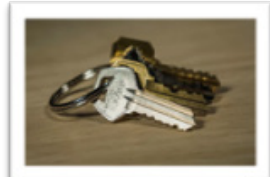
a wallet



an umbrella



a hairbrush



keys



sunglasses



an energy bar

#### ***Grammar***

##### **Articles**

ARTICLES
a + consonant sound
an + vowel sound



## 1. Complete the sentences with the article a or an.



This is \_\_\_\_ clock.



This is \_\_\_\_ book.



This is \_\_\_\_ desk.



This is \_\_\_\_ backpack



This is \_\_\_\_ pencil.



This is \_\_\_\_ eraser.

## Speaking

### Spelling



A: This is a clock.

B: How do you spell clock?

A: C - L - O - C - K

## 1. Write the names and spell them



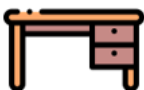
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## 2. Choose the correct option.



\_\_\_ boy

- ☐ a  
☐ an



\_\_\_ orange

- ☐ a  
☐ an



\_\_\_ girl

- ☐ a  
☐ an



\_\_\_ elephant

- ☐ a  
☐ an



\_\_\_ apple

- ☐ a  
☐ an



\_\_\_ table

- ☐ a  
☐ an



\_\_\_ fly

- ☐ a  
☐ an



\_\_\_ ant

- ☐ a  
☐ an



\_\_\_ butterfly

- ☐ a  
☐ an



\_\_\_ eagle

- ☐ a  
☐ an



\_\_\_ octopus

- ☐ a  
☐ an



\_\_\_ tree

- ☐ a  
☐ an

## 3. Spell these classroom objects

pencil	pen	Book	notebook	Board
wastebasket	poster	Chair	window	door



#### 4. Practice these conversations.

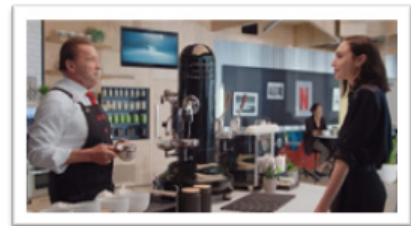
- Man:** Is this your book?  
**Woman:** Yes, that is my book.  
**Man:** And is this your pencil?  
**Woman:** No, that is not my pencil.  
**Man:** Whose pencil is it?  
**Woman:** I am not sure.



- Man:** I like these jeans.  
**Woman:** I like those too.  
**Man:** Do you like this shirt?  
**Woman:** No, but I like that shirt?  
**Man:** The blue one?  
**Woman:** No, the green one.  
**Man:** Hmm, I don't like that color.  
**Woman:** Really, I like it!



- Man:** How much is this coffee maker?  
**Woman:** That is ten dollars.  
**Man:** And how much are these plates?  
**Woman:** Those are five dollars each.  
**Man:** What about these?  
**Woman:** Those spoons are one dollar each.  
**Man:** I'll take them all.  
**Woman:** Sold!





# Grammar

## Demonstrative pronouns



They are used to point to something or someone specific.



This



These

## Remember

1. We use THIS for something singular that is here.
2. We use \_\_\_\_ for something plural that is here.

### For answers

It's

It is

They are

They're



## 1. Complete the sentences with this or these.

1. \_\_\_\_\_ book belongs to me.
2. \_\_\_\_\_ shoes are very comfortable.
3. Is \_\_\_\_\_ your new phone?
4. I found \_\_\_\_\_ keys on the table.
5. \_\_\_\_\_ flowers are beautiful
6. \_\_\_\_\_ are the markers I use for drawing.
7. \_\_\_\_\_ cookies taste delicious!
8. I can't carry all of \_\_\_\_\_ bags by myself.
9. \_\_\_\_\_ is my favorite song.
10. \_\_\_\_\_ chairs need to be cleaned.
11. Are \_\_\_\_\_ your pens? Yes, they \_\_\_\_\_.
12. Is \_\_\_\_\_ your umbrella? No, it \_\_\_\_\_.

## Lesson B:

### *Is this your cap?*

#### **Conversation**

**BOY:** Dad, where is my cap?

**DAD:** It's in your bag.

**BOY:** I don't see it. Where is it?

**DAD:** Well... on the desk?

**BOY:** Here, it's under the desk.

**DAD:** Great!

**BOY:** See you, dad.

**DAD:** Ok, have fun!



# Grammar

Yes/No and Where questions with be

Examples	
Is this your cap?	Where's your cap?
Yes, it is. / No, it isn't.	It's in my bag.
Are these your glasses?	Where are my gloves?
Yes, they are. / No, they aren't.	They're on the bed.

## 1. Complete the conversations.

They                      It's                      Is                      Are

1. A: \_\_\_\_ this your watch?

B: No, \_\_\_\_ not.

A: \_\_\_\_ these your tickets?

B: Yes, \_\_\_\_ are. Thanks!

not                      are                      They are                      these                      Are

2. A: Where \_\_\_\_\_ my keys?

B: Are \_\_\_\_\_ your keys?

A: No, they're \_\_\_\_\_.

B: Look! \_\_\_\_\_ they in your bag?

A: Yes, \_\_\_\_\_. Thanks!

## 2. Unscramble the questions.

1. the / Where / book / is?

\_\_\_\_\_

2. my / Where / sunglasses / are?

\_\_\_\_\_



3. are / Where / friends / your?

---

4. the / Where / laptop / is?

---

5. keys / Where / my / are?

---

6. pencil / is / Where / the?

---

7. are / Where / your / notebooks?

---

8. the / Where / wallet / is?

---

## Lesson C:

### *Where is the cell phone?*

#### **Grammar**

##### **Prepositions; article The**

Where is **the** cell phone?

**The** cell phone is in **the** box.



behind



in





In front of



next to



on



under

# 1. Look at the pictures and complete the sentences.



The books are in the backpack.



The flashdrive is \_\_\_\_\_.



The newspaper is \_\_\_\_\_.





The pen is \_\_\_\_\_.

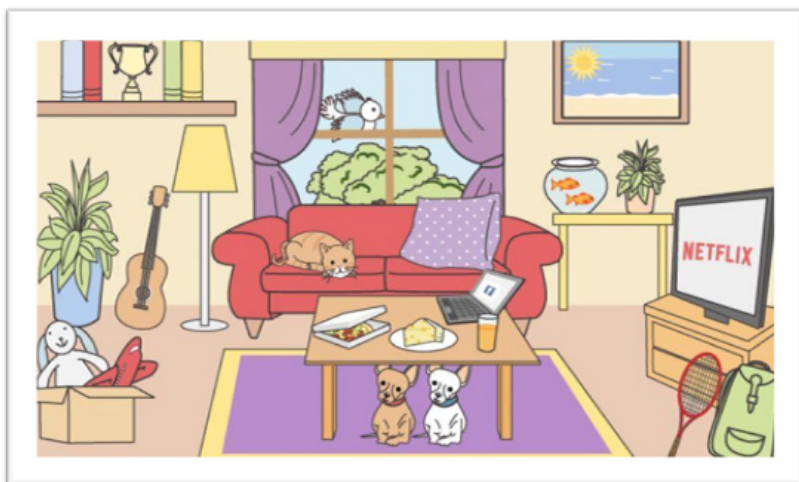


The chair is \_\_\_\_\_.



The glasses are \_\_\_\_\_.

**2. Look at the pictures and complete with in, on, under, next to, in front of and behind.**



- a) The cat is \_\_\_\_\_ the sofa.
- b) The dogs are \_\_\_\_\_ the table.
- c) The rabbit and the plane are \_\_\_\_\_ the box.
- d) The plant is \_\_\_\_\_ the fish tank.

## Reading

Hello! My name is Andrés and this is my bedroom. I share it with my sister, Daniela. In this picture, we are on the floor. I'm drawing. I like drawing. My sister is reading. She loves reading. My bedroom is big. The walls are painted in yellow and the floor is green. There are two beds, they are behind us. There is a computer and a camera on the desk. My backpack is next to my bed. There is a blue ball on my bed. My sister's notebook is on her bed. My tricycle is in front of her bed. The trash is between my bed and the desk. Do you like my bedroom?



## Speaking

1. Pair work: Ask and answer using prepositions, use at least 10 things

A: Where's the bag?

B: It's under the table.







## **WHERE ARE YOU FROM?**

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

- » Compare personality traits and appearance, using the verb to be.
- » To establish differences between people of different countries and nationalities.

## Lesson A:

### *Countries and Nationalities*

#### **Warm up**

#### **1. Circle the correct answer.**



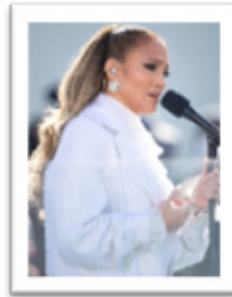
Lionel Messi is from  
Argentina/Portugal



Shakira is from  
Colombia/Ecuador



Ronaldo is from  
Argentina/Portugal



J. Lo. is from Puerto Rico/ Irak

#### **2. Listen to the conversation and practice.**

**Teacher:** Hello how is it going?

**Student:** I am very well, actually.

**Teacher:** Where are you from?

**Student:** I am from Rosario; it is in Argentina.

**Teacher:** Are you Argentinian?

**Student:** Yes, I am.

**Student:** And what about you, where are you from?

**Teacher:** I am from Cuba.

**Student:** How is Havana?

**Teacher:** It is a traditional city, but its people are creative.

**Student:** I would like to go to Havana someday. My classmate Margarita is from Montevideo, Uruguay.

**Teacher:** Really? My brother lives in Uruguay; Colonia is the name of the town where he lives.



### 3. Match the countries with the languages.

- |               |                      |
|---------------|----------------------|
| Egypt         | a. Japanese          |
| Argentina     | b. Korean            |
| Brazil        | c. Portuguese        |
| Canada        | e. Spanish           |
| Colombian     | f. Spanish           |
| South Korea   | g. English           |
| United States | h. Arabic            |
| Japan         | i. French & English. |
| South Korean  |                      |

### 4. Complete the chart with the nationalities and languages.

Countries	Nationalities	Languages
Brazil	Brazilian	Portuguese
Colombia		
South Korea		
Canada		
Turkey		
Argentina		
Japan		
Egypt		



## ***Listening***

### **1. Listen and check the correct answer.**

#### **a. What do people normally say when they first meet?**

- a. Hi, it's Pablo.
- b. Hi, I'm Pablo.

#### **b. What do people normally say when they first meet?**

- a. Hi. Who are you?
- b. Hi. How are you?

#### **c. What do people normally say when they first meet?**

- a. Where are you?
- b. Where are you from?

#### **d. What do people normally say when they first meet?**

- a. You are nice.
- b. Nice to meet you.

## ***Grammar***

### **Yes/No questions with be**



**Are they Argentinian?**

Yes, they are.



**Are we friends?**

No, we are not.



**Is she from Colombia?**

Yes, she is.

## Structure

When we are making a question, we put the verb Be at the beginning of the sentence.

SENTENCE:

HE IS FROM ENGLAND



QUESTION SENTENCE:

IS HE FROM ENGLAND?

## SHORT – LONG ANSWER FORMS

### Questions

Am I sympathetic?

Is she coming?

### Answers

Yes, you are / Yes, you are sympathetic.

No, she isn't / No, she isn't coming.



## Negative Statements

Subject pronoun	verb Be
I	am not
You	are not
He	is not
She	is not
It	is not
We	are not
You	are not
They	are not

Use be + not to form negative statements

- She **is not** (isn't) tired.
- They **are not** (aren't) at home.

### 1. Unscramble the sentences.

*is / of Ecuador / Machala / the capital / not*

Machala is not the capital of Ecuador.

*1. Cuenca / not / from / they're*

\_\_\_\_\_

*2. not / you and Mariana / in my class / are*

\_\_\_\_\_

*3. is / my first language / Kichwa / not*

\_\_\_\_\_

*4. from / my mother / not / is / Guayaquil*

\_\_\_\_\_

### 2. Complete the questions with the correct form of the verb Be in simple present.

1. Who \_\_\_\_\_ that boy?
2. Where \_\_\_\_\_ Emily and Joel?
3. What time \_\_\_\_\_ it?



4. Where \_\_\_\_\_ your brother?
5. Which \_\_\_\_\_ your apple?
6. Where \_\_\_\_\_ they from?
7. Why \_\_\_\_\_ you late?
8. How old \_\_\_\_\_ you?
9. When \_\_\_\_\_ your birthday?

## Listening

### 1. Listen and check true or false

1	The guess in the studio is a teacher?	True	False
2	Some people can sleep well with the television on.	True	False
3	It is bad to think a lot before go to bed.	True	False
4	It is good to play video games before go to bed.	True	False
5	It is good to turn your Mobil phone off when you go to sleep.	True	False
6	It is bad to play loudly music while you sleep.	True	False

## Syllable Stress

**RULE 1.** When a two syllables word can be both a verb and a noun or adjectives, the verb form is usually stressed on the second syllable, and the noun or adjective form is stressed on the first syllable.

*Example:* Everyone in our class is present today.

(adjective) **PRE**sent.

She gave her friend a lovely present.

**RULE 2.** Prefixes and Sufixes are not usually stressed.

*Examples:* **Walk**+ing = WALKing, Un+clear = unclear, **Thought**+ful = THOUGHTful, **Help**+less=HELPlless , Im+poss+sible = IMPOSSible.



**RULE 3.** Words with some suffixes are usually stressed on the syllable just before the suffixes include: -tion – cian – sion -ic – it – ical -ify – ogy – graphy.

*Examples:* examination, tech**N**ition, electricity, discussion, e**L**Ectric , geo**L**OGical , ge**O**graphy

## **Speaking**

**Where are these people from?**

**Debate in pairs. Where are they from? and what do they do?**



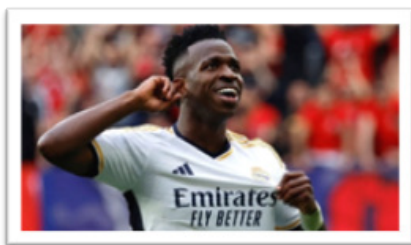
**Dibu Martinez**

- a. Argentina
- b. Ecuador
- c. Perú



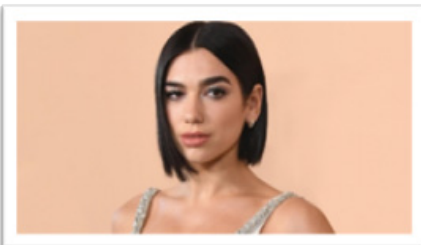
**Kyllan Mbappe**

- a. France
- b. Argentina
- c. U.S.A.



**Vinicius Jr.**

- a. Brazil
- b. Africa
- c. Russia



**Dua Lipa**

- a. London
- b. Rio de Janeiro
- c. La Paz



## Lesson B:

### Numbers and ages

#### Speaking

#### Numbers and ages

1 one	11 eleven	21 twenty-one	31 thirty-one	41 forty-one
2 two	12 twelve	22 twenty-two	32 thirty-two	42 forty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three	43 forty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four	44 forty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five	45 forty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six	46 forty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven	47 forty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight	48 forty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine	49 forty-nine
10 ten	20 twenty	30 thirty	40 forty	50 fifty
51 fifty-one	61 sixty-one	71 seventy-one	81 eighty-one	91 ninety-one
52 fifty-two	62 sixty-two	72 seventy-two	82 eighty-two	92 ninety-two
53 fifty-three	63 sixty-three	73 seventy-three	83 eighty-three	93 ninety-three
54 fifty-four	64 sixty-four	74 seventy-four	84 eighty-four	94 ninety-four
55 fifty-five	65 sixty-five	75 seventy-five	85 eighty-five	95 ninety-five
56 fifty-six	66 sixty-six	76 seventy-six	86 eighty-six	96 ninety-six
57 fifty-seven	67 sixty-seven	77 seventy-seven	87 eighty-seven	97 ninety-seven
58 fifty-eight	68 sixty-eight	78 seventy-eight	88 eighty-eight	98 ninety-eight
59 fifty-nine	69 sixty-nine	79 seventy-nine	89 eighty-nine	99 ninety-nine
60 sixty	70 seventy	80 eighty	90 ninety	100 one-hundred

#### 1. Circle the correct option and complete these sentences.



Jandry Paez is/are \_\_\_\_  
years old.



Taylor Swift is/are \_\_\_\_  
years old.





Cristiano Ronaldo is/are  
\_\_\_\_\_ years old.



Guillermo Lasso is/are  
\_\_\_\_\_ years old.

How old are you? \_\_\_\_\_.

## Grammar

### Wh- questions with be.

WHO?	Who is that boy? This is my brother.
WHEN?	When is the party? The party is on Saturday
WHAT?	What is this? This is my new laptop.
WHERE?	Where is the boy? The boy is in the corner.
HOW OLD?	How old are you? I am twelve
WHY?	Why are you happy? Because my football team won the match.

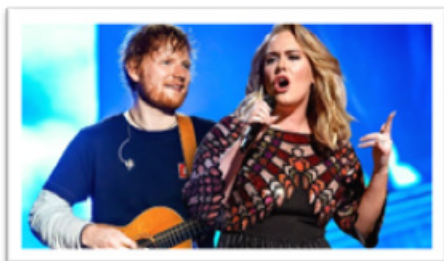
### 1. Read the conversation and practice with a partner.

**A:** What is your name?

**B:** My name is Alex.  
What's yours?

**A:** I'm Sarah. Where  
are you from?

**B:** I'm from Canada.  
Where are you from?



**A:** I'm from Australia. How old are you?

**B:** I'm 25. How old are you?

**A:** I'm 27. Who is your favorite musician?

**B:** My favorite musician is Adele. What about you?

**A:** Mine is Ed Sheeran!

## 2. Complete the conversations with wh-questions. Then practice with a partner.

### 1.

A: Hey, Who is that girl over there?

B: Oh, she is a new student.

A: \_\_\_\_\_?

B: I think her name is Diana.

A: Diana? \_\_\_\_\_?

B: She is from Buena Fe.

### 2.

A: Hi, Sofia. \_\_\_\_\_?

B: I am pretty good. My friend Julio is here, he is from El Empalme.

A: Oh cool \_\_\_\_\_?

B: Julio is twenty years old.

A: \_\_\_\_\_?

B: El Empalme is 20 minutes away from Quevedo.

### 3.

A: Hello, I am Roberto. \_\_\_\_\_?

B: Hi, I am Marcelo.

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

B: I'm from Mocache.

A: \_\_\_\_\_?

B: Mocache is very nice.



## ***Speaking***

### **Pair work**

Write six wh - questions. Then ask your partner.

---

---

---

---

---

---

## ***Listening***

**3. Write a number from (1 - 8) to put these numbers in the order you hear them.**

- a.     \_\_\_     55
- b.     \_\_\_     100
- c.     \_\_\_     68
- d.     \_\_\_     82
- e.     \_\_\_     90
- f.     \_\_\_     12
- g.     \_\_\_     13
- h.     \_\_\_     15



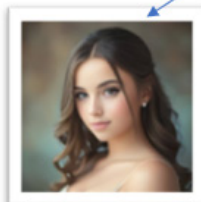
## Lesson C:

### *Describing people*

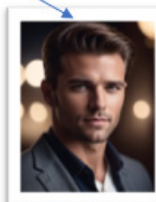
#### **Vocabulary**

#### **1. Listen and practice.**

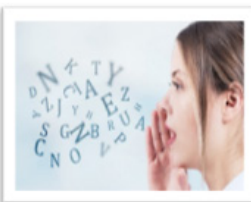
good-looking



Pretty



handsome



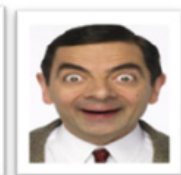
talkative



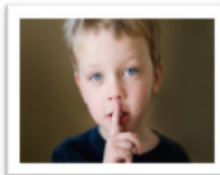
friendly



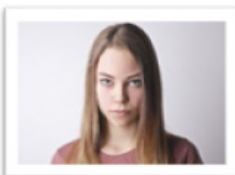
Kind



funny



quiet



serious



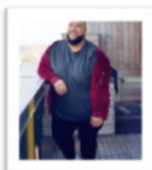
shy



short



tall



heavy



Thin

## 2. Describe your personality.

Complete the chart using the adjectives from part 1, add two more words each list. Then describe your personality and appearance to a partner.

PERSONALITY	APPEARANCE
TALKATIVE	PRETTY

## Reading

### Read the Passage

#### *A Journey Around the World*

Maria is from Spain. She is Spanish and lives in Madrid, the capital of Spain. Her friend Ahmed is from Egypt. He is Egyptian and lives in Cairo, a bustling city full of history. Maria and Ahmed met at a university in the United Kingdom. Maria studied English literature, while Ahmed studied history.

At the university, they became friends with Li, who is Chinese. Li comes from Beijing, the capital of China. The three friends often discuss their cultures and share stories about their countries.

One day, they decided to visit their friend Tom, who is American and lives in New York. Tom showed them around the city, and they were amazed by its diversity and energy. They also visited Tom's cousin, Priya, who is Indian. Priya was born in Mumbai, a vibrant city in India. She is proud of her Indian heritage and loves to cook traditional Indian food.

After spending time in New York, Maria, Ahmed, and Li decided to visit Australia. They were excited to meet Mia, an Australian friend from Sydney. Mia loves surfing and often spends her weekends at the beach.

The friends realized how much they learned about different countries and cultures through their travels and friendships. They

understood that each country has its own unique identity, which is reflected in the language, traditions, and people.

### 1. Read again and answer these questions

1. Where is Maria from, and what is her nationality?

---

2. Which city does Ahmed live in, and what is his nationality?

---

3. Which country does Li come from, and what is the capital of that country?

---

4. Where does Tom live, and what is his nationality?

---


5. What is Priya's nationality, and where was she born?

---

6. Who is the Australian friend, and what does she enjoy doing?

---



A circular image of a man wearing a black leather jacket over a dark blue shirt. He is looking down at his hands, which are near the zipper of the jacket. The background is a blurred outdoor setting with a building and a metal railing. The text 'UNIT 04' is overlaid in large white letters on a blue semi-transparent background.

# UNIT 04

## **IS THIS COAT YOURS?**

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

- » Discuss work and free-time clothes; colors
- » Discuss the weather and what people are wearing



## Lesson A:

### *Clothes and Colors*

#### ***Vocabulary***

Listen and practice.



Jacket



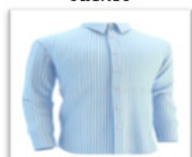
Pants



Suit



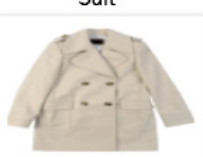
Tie



Shirt



Belt



Coat



Shoes



Skirt



Blouse



High heels



raincoat



Dress



Hat



Gloves



Sweater



Scarf



Jeans



Boots



Cap





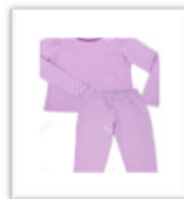
T-shirt



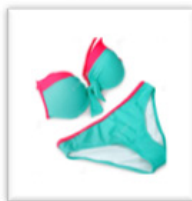
Shorts



Sneakers



Pajamas



Swimsuit



Socks

## Listening

### 1. Listen to the conversation. Write the missing words.



A: What are you going to wear to the party?

B: I'm not sure. I might wear \_\_\_\_\_

A: Really? Ann and Liz are wearing dresses.

B: Oh. Well, maybe I'll wear a black skirt. So, what are you \_\_\_\_\_ to \_\_\_\_\_?



A: Oh, probably nice \_\_\_\_\_ and a \_\_\_\_\_

B: But you don't have \_\_\_\_\_, do you?

A: Oh, that's right. Maybe I can borrow one.

## ***Listening***

**1. What was each person wearing? Listen and circle the correct answer.**

**1) Sonia was wearing a \_\_\_\_\_ skirt.**

- a. yellow
- b. black
- c. dark blue

**2) Matt was wearing a \_\_\_\_\_ belt.**

- a. red
- b. wide
- c. silver

**3) Kevin was wearing \_\_\_\_\_ pants.**

- a. brown
- b. white
- c. Green

**4) A was wearing \_\_\_\_\_ glasses.**

- a. expensive
- b. black
- c. beautiful



**2. Sandra is describing what people are wearing? Listen and write the correct letter next to each person's name.**



- 1) David \_\_\_\_
- 2) Monica \_\_\_\_
- 3) Nick \_\_\_\_
- 4) Emma \_\_\_\_
- 5) Andrew \_\_\_\_
- 6) Kate \_\_\_\_
- 7) Mary \_\_\_\_
- 8) Ben \_\_\_\_

**3. Match each picture with the correct word.**



- |                     |                       |
|---------------------|-----------------------|
| 1) jeans ____       | 10) suit ____         |
| 2) tie ____         | 11) shorts ____       |
| 3) sandals ____     | 12) T-shirt ____      |
| 4) jacket ____      | 13) glasses ____      |
| 5) dress ____       | 14) pants ____        |
| 6) scarf ____       | 15) shirt ____        |
| 7) windbreaker ____ | 16) sneakers ____     |
| 8) skirt ____       | 17) blouse ____       |
| 9) hat ____         | 18) shoulder bag ____ |



**4. Write the questions under the person who asked them.  
Shop assistant or Customer.**

Do you have this T-shirt in other color?

And in purple?

Would you like to pay with credit car or cash?

Can I help you?

Can I try it on?

It's ok?

What size do you want?

SHOP ASSISTANT	CUSTOMER

**Reading**

I hate skirts!

Hi! I'm Jeannie and I'm 13 years old. I go to school in our town. At school we always wear a uniform. Girls wear white shirts, blue skirts and red sweaters with the school emblem. Boys wear white shirts with blue ties and blue trousers. Their sweaters are red, too. All of our shoes are black. We don't like our school uniform. After school my first thing to do is putting off my uniform. I hate skirts and dresses! I like wearing casual clothes. I often go skateboarding, so my favorite pieces of clothes are very comfortable. I like trousers, jeans, shorts, T-shirts, jackets, trainers and I have lots of baseball caps. I never wear dresses and skirts when I'm not at school. Mum says that I should wear girlish clothes, but they are uncomfortable for me!

1.- Are the statements true (T). false (F) or doesn't it say (O)?

1. Jeannie and her classmates wear a uniform at school. ( )

2. Boys wear black socks. ( )

3. Girls wear white skirts. ( )

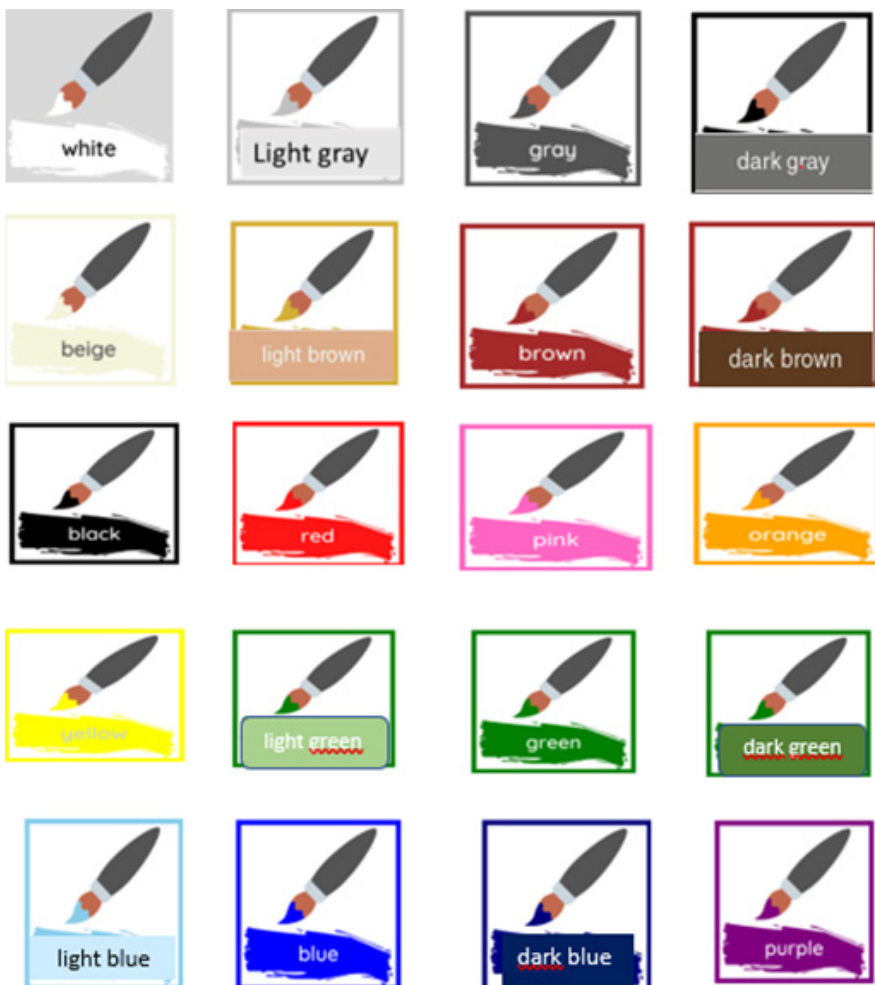
4. All of them have red sweaters and black shoes. ( )



5. Teachers wear red sweaters with the school emblem, too. ( )
6. Jeannie wears her favorite clothes at school. ( )
7. The school emblem is a bird. ( )
8. Jeannie likes smart clothes. ( )
9. She never wears caps. ( )
10. Skirts and dresses are uncomfortable for her. ( )

## Vocabulary

### Colors



## 1. Say the colors

**YELLOW BLUE ORANGE**  
**BLACK RED GREEN**  
**PURPLE YELLOW RED**  
**ORANGE GREEN BLACK**  
**BLUE RED PURPLE**  
**GREEN BLUE ORANGE**

## 2. Answer the questions about colors

1. What is your favorite color? Why? \_\_\_\_\_
2. What color is the sky? \_\_\_\_\_
3. What colors are in your country's flag? \_\_\_\_\_
4. What colors do you like to wear? \_\_\_\_\_
5. What color are your eyes? \_\_\_\_\_

## 3. Unscramble the sentences.

1. sky / the / is / blue \_\_\_\_\_
2. love / I / and / red / green \_\_\_\_\_
3. is / her / dress / orange \_\_\_\_\_
4. sun / the / yellow / is \_\_\_\_\_
5. favorite / my / is / color / blue \_\_\_\_\_

## Lesson B:

### *These are my shoes*

#### Grammar

#### Possessives

Subject Pronouns	Possessive Adjectives	Possessive Pronouns
I	My	Mine
You	Your	Yours
He	His	His
She	Her	Hers
It	Its	-
We	Our	Ours
You	Your	Yours
They	Their	Theirs

#### Possessive adjectives

We use possessive adjectives to show who owns or “possesses” something.

Examples:

- I have a bag - this is **my** bag.
- You have a cap - that is **your** cap.
- He has a shirt - it is **his** shirt.
- She has a book - it is **her** book.
- The dog has a bed - it is **its** bed.
- We have an apartment - It is **our** apartment.
- They have a daughter - she is **their** daughter

#### Possessive pronouns

Possessive pronouns also say who something belongs to, but they replace the noun. So, we use them alone. In this case, we don't use “its”.





Examples:

- I have a bag - this is **mine**.
- You have a cap - that cap is **yours**.
- He has a shirt - it is **his**.
- She has a book - it is **hers**.
- We have an apartment - it is **ours**.
- They have a daughter - she is **theirs**.

**Possessive adjectives:**

It's **my** jacket.  
They're **your** sneakers.  
It's **his** tie.  
It's **her** dress.  
They're **our** shoes.  
It's **their** ball.

**Possessive pronouns:**

It's **mine**.  
They're **yours**.  
It's **his**.  
The dress is **hers**.  
They're **ours**.  
The ball is **theirs**.












**BEFORE NOUNS:** my **cat**,  
her **phone**, his **shoes**,  
their **flowers**

**AT THE END OF THE  
SENTENCE:**

This cat is **mine**.  
This phone is **hers**.



More examples:

 <p><b>I</b> have a book. It's <b>my</b> book. It's <b>mine</b>.</p> 	 <p><b>You</b> have a doll. It's <b>your</b> doll. It's <b>yours</b>.</p> 
<p><b>He</b> has a ball. It's <b>his</b> ball. It's <b>his</b>.</p> 	 <p><b>She</b> has a cat. It's <b>her</b> cat. It's <b>hers</b>.</p> 
<p><b>We</b> have some money. It's <b>our</b> money. It's <b>ours</b>.</p> 	<p><b>They</b> have got a dog. It's <b>their</b> dog. It's <b>theirs</b>.</p> 
<p><b>Whose</b> jacket is it? It's <b>my</b> jacket. It's <b>mine</b>.</p> 	<p><b>Whose</b> backpack is it? It is <b>her</b> backpack. It is <b>hers</b>.</p> 

Whose ball is it?

It is **their** ball.

It is **theirs**.



Whose trophy is it ?

It is **our** trophy.

It is **ours**.



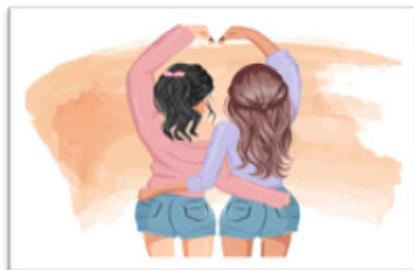
1. Choose whether each sentence requires a possessive adjective or a possessive pronoun.

She's not his friend, she's  
\_\_\_\_\_ (**my/mine**).



Robert didn't drink his own coffee.  
He drank \_\_\_\_\_ (**her/hers**).

That is one of \_\_\_\_\_  
(**her/hers**) friend.





His neighborhood is safe,  
while \_\_\_\_\_ (**my/mine**)  
neighborhood isn't.

Did \_\_\_\_\_ (**you/your**)  
mother call?



Our garden looks terrible,  
while \_\_\_\_\_ (**their/theirs**)  
looks incredible.

I don't know \_\_\_\_\_ (**their/theirs**)  
daughter very well.



# Vocabulary

Weather and seasons around the word



It's winter in Quito, Ecuador. It's raining. It's very cold



It's summer in Salinas, Ecuador. It's warm. It's very sunny.



It's fall in New York in the U.S. It's cool. It's cloudy and windy.



It's spring in Buenos Aires, Argentina. It's sunny but it's cool.

## 1. Complete the chart.

Clothes for warm weather	Clothes for cold weather



## Lesson C:

### *I'm wearing sneakers*

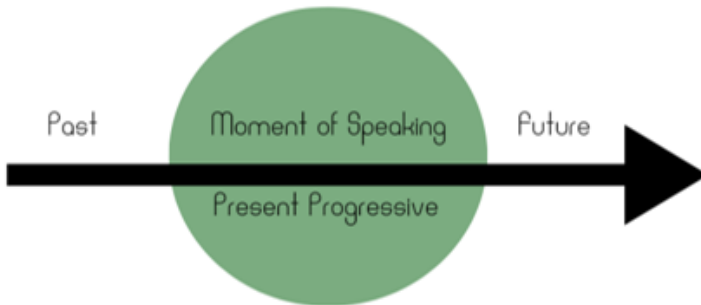
#### Grammar

#### Present Continuous

**Use:** We use the present continuous to talk about actions happening **now, at the moment**.

Used for actions going on in the moment of speaking.  
Used for actions taking place only for a short period of time.

At the moment Alice **is riding** her bike.



**Form:** Verb to be (present simple) + main verb + ing

Mark and his brother **are playing** football.

#### Affirmative Form

I	am	playing
You	are	playing
He	is	playing

#### Negative Form

I	am not	playing
You	are not	playing
He	is not	playing

#### Question Form

Am	I	playing?
Are	you	playing?
Is	he	playing?



She	is	playing
it	is	playing
We	are	playing
You	are	playing
They	are	playing

She	is not	playing
it	is not	playing
We	are not	playing
You	are not	playing
They	Are not	playing

Is	she	playing?
Is	it	playing?
Are	we	playing?
Are	you	playing?
Are	they	playing?

# *Spelling changes with the verb -ing form*

Here are some examples.

*dance - dancing, eat - eating, hit - hitting*

Notice how there are small changes in spelling.



The spelling of the *-ing* form of the verb can change depending on the **base form of the verb**. e.g. *swimming*  
- the base form is *swim*.

Look at the rule changes below...

Just add-ing to the base verb			
Basic rule	work		working
	Play		playing
	assist		assisting
	see		seeing
	Be		being



	If the base verb ends in consonant + stressed vowel + consonant doble the last letter: <div style="display: flex; justify-content: space-around; align-items: center;"> <span>s</span> <span>t</span> <span>o</span> <span>p</span> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <span>consonant</span> <span>stressed vowel</span> <span>consonant</span> </div> (vowels = a,e,i,o,u)		
	stop		stopping
	run		running
	begin		beginnnning
	Note that this exception does not apply when the last syllable of the base verb is not stressed.		
	Open		opening
Exception 2	If the base verb ends in <b>ie</b> , change <b>ie</b> to <b>y</b>		
	lie		lying
	die		dying
Exception 3	If the base verb ends in vowel + consonant + e, omit the e:		
	have		having
	become		becoming

### Conjunctions

It's sunny, **so** she's wearing sunglasses.

It's raining, **but** I am not wearing an umbrella.

It's raining, **and** it's cold.

### 1. Write 1 sentence for each conjunction.

---



---



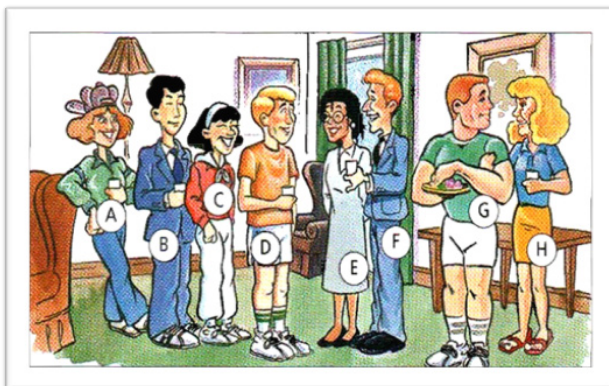
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### Listening

1. Sandra is describing the people at her party. Which person is she describing? Listen and write the correct letter.



1. David ...F....
2. Janet .....
3. Ron .....
4. Barbara .....
5. Andy .....
6. Patty .....
7. Mary .....
8. Ken .....



**2. Monica is describing people in her class. Are these statements true or false? Listen and check the correct answer.**

	True	False
1. David is wearing a red suit with a blue tie.	<input type="checkbox"/>	<input type="checkbox"/>
2. Bod is wearing a windbreaker over a black T-shirt.	<input type="checkbox"/>	<input type="checkbox"/>
3. Roberta is wearing jeans, a black T-shirt, and a jacket.	<input type="checkbox"/>	<input type="checkbox"/>
4. Sylvia is wearing cute blue jeans and blue sandals.	<input type="checkbox"/>	<input type="checkbox"/>
5. Tess is wearing red pants and a white blouse.	<input type="checkbox"/>	<input type="checkbox"/>

**3. Complete the sentences with the present continuous form of the verbs in parentheses.**

1. I'm really busy – I \_\_\_\_\_ (study) for the exam.
2. Right now we \_\_\_\_\_ (ride) camels!
3. They said they \_\_\_\_\_ (have) a great time.
4. Daisy \_\_\_\_\_ (not run) in the park.
5. He \_\_\_\_\_ (travel) in China this summer.
6. They \_\_\_\_\_ (wait) for me in the café.
7. We \_\_\_\_\_ (go) to lunch now



8. The weather's terrible, so we \_\_\_\_\_ (not go) walking much.

9. In this photo, we \_\_\_\_\_ (play) volleyball on the beach.

10. My father can't come to the phone now. He \_\_\_\_\_ (take) a shower.

#### **4. Write affirmative and negative sentences in the Present Continuous form of the verb in brackets.**

a. George is sleeping (sleep).

He isn't eating (not eat) breakfast.

b. They \_\_\_\_\_ (sit) in the garden.

They \_\_\_\_\_ (not work)

c. This woman \_\_\_\_\_ (take) a photograph.

She \_\_\_\_\_ (not play) golf.

d. My grandfather \_\_\_\_\_ (write) a letter.

He \_\_\_\_\_ (not run) in the park.

e. We \_\_\_\_\_ (spend) the weekend in the mountains.

The sun \_\_\_\_\_ (not shine).

f. The students \_\_\_\_\_ (travel) by bus.

They \_\_\_\_\_ (not walk) to the museum.



## Reading

### Read the following text.

It's a rainy Saturday. It's raining a lot and Mary and her family are spending the afternoon at home. Her uncles are visiting them. Mary and her father are in the living room. Mary is making a draw and her father, Mr. Harris, is surfing the net. They are also talking. Mary's older brother, Peter, is in his bedroom playing computer games. He is a computer fanatic and he spends much time playing on the computer. His little brother, Jim, is also in the living room. He is playing with his dinosaurs' collection. Sometimes he teases Mary, he is a really naughty boy. Mary's mother, Mrs. Harris, is in the kitchen preparing a snack for all of them. She is making some tea and talking to Mary's uncles - Lucy and Tom. They are from the nearest town and stopped by to say hello. Fluffy, the family cat, is sleeping on the living room's sofa. We can't see him in the picture, but he is a true fluffy cat.

### 1. Answer these questions.

1. What day of the week is it?

---

2. Where is Mary?

---

3. What is she doing?

---

4. What is Mr. Harris doing?


---

5. Is Mrs. Harris preparing a snack in the kitchen?

---



# UNIT 05



## WHAT TIME IS IT?

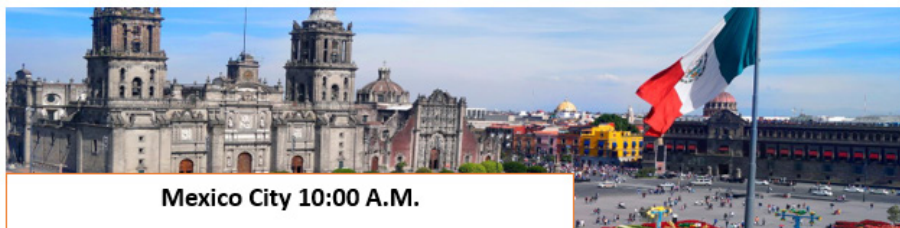
### BY THE END OF THIS UNIT YOU WILL BE ABLE TO:

- » Talk about cities, nationalities, time.
- » Use time expressions.
- » Ask and answer in present continuous with Wh questions.
- » Describe people activities.
- » Skim and read for details in messages between friends.

## Lesson A:

### *Cities and time zones*

#### **Warm up**



#### **Listening**

##### **1. Listen and practice**

**Zhur:** Hello?

**Nicki:** Hi. Zhur! This is Nicki.  
I'm calling from New York.

**Zhur:** NICKI? Wait .... Where  
are you?

**Nicki:** I'm home on vacation,  
remember? I'm calling about  
the baseball game. Great  
game!

**Zhur:** Oh, that's good. But  
what time is it?

**Nicki:** It's 1:00 P.M. And it's  
1:00 o'clock in Australia, too.  
Right?



Zhur: That's right – it's one o'clock in the morning!

Nicki: 1:00 A.M. Oh, of course! I'm really sorry.

Zhur: That's ok. Congratulations on the game!

## Grammar

### What time is it?



It's two o'clock.



It's two-oh-five.  
It's five after two.



It's two-fifteen.  
It's a quarter after two.



It's two-thirty.

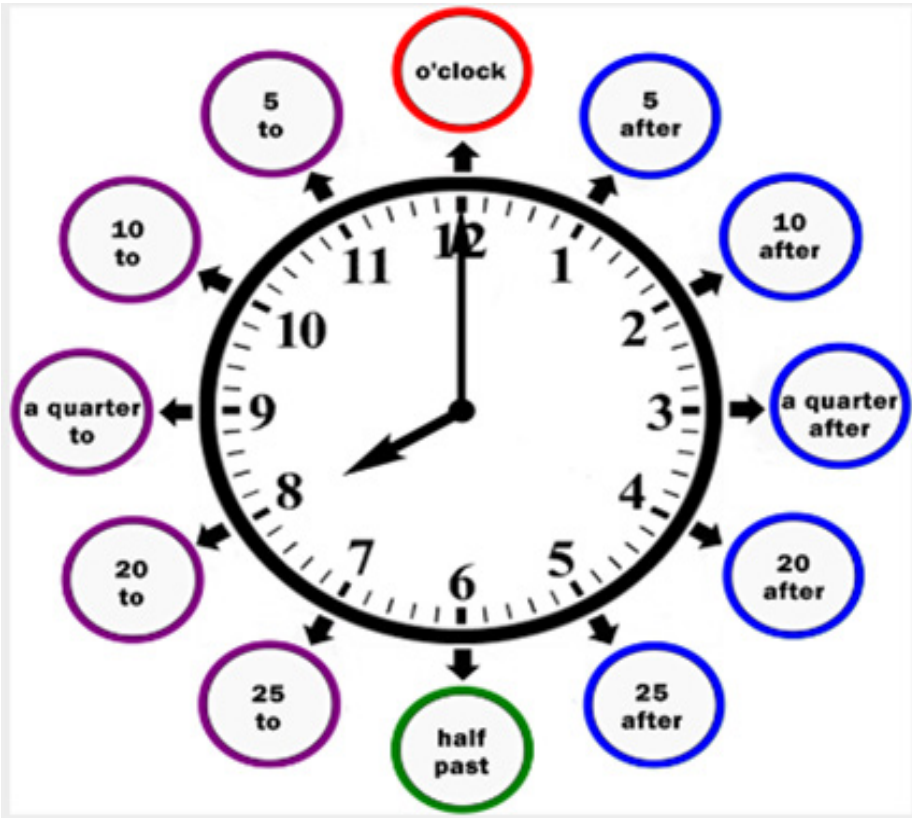


It's two-forty.  
It's twenty to three.



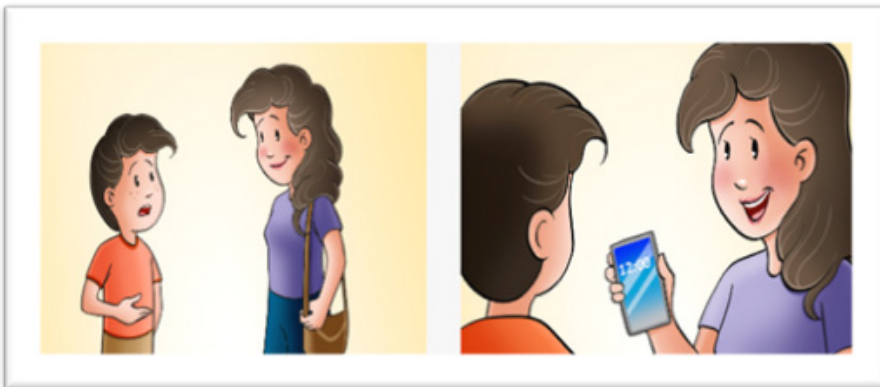
It's two forty-five.  
It's a quarter to three.





## Speaking

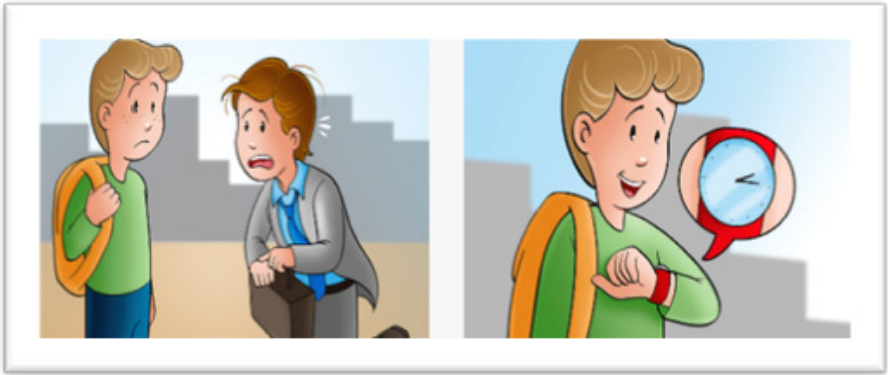
### 1. Ask and answer the question.



What time is it?

It is / It's 12 o'clock.





Could you tell me the time, please?

It is / It's quarter after two

## 2. Look at the pictures and tell the time.

**Look at the pictures and tell the time.**     ***It's + minutes + to + hour***



It's ten after four.

It's twenty to twelve.

***It's + hour + o'clock***

***It's half after +hour***



It's five o'clock

It's half after eleven



# Time expressions

***In the morning It's nine o'clock in the morning.***

In the afternoon It's quarter after three ***in the afternoon.***

In the evening It's half after seven ***in the evening.***

At night It's ten o'clock ***at night.***



It's six o'clock in the morning.

It's twelve (o'clock). It's 12:00 P.M. It's noon



It's four (o'clock) in the afternoon. It's 4:00 P.M.

It's six (o'clock) in the evening. It's 6:00 P.M.



It's nine (o'clock) at night. It's 9:00 P.M.

It's twelve (o'clock) at night. It's 12:00 A.M. It's midnight.



3. Look at the pictures and complete

What time is it?



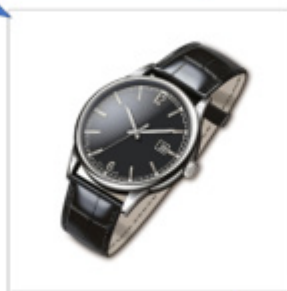
It's.....

What time is it?



It's.....

What time is it?



It's.....



What time is it?



It's.....

## Lesson B

### *What are you doing?*

#### *Conversation*

**JACKSON:** Hey Mia!

**MIA:** What are you doing?

**JACKSON:** I'm cooking.

**MIA:** I know, but why are you cooking now? it's four o'clock in the afternoon!

**JACKSON:** I'm sorry, but I'm really hungry.

**MIA:** Hmm...What are you making?

**JACKSON:** a beef.

**MIA:** With a green salad?

**JACKSON:** With a green salad and barbecue sauce.

**MIA:** I love beef! Uh...I'm getting hungry. Too.

**JACKSON:** Good. Let's eat!



## Grammar

### Present Continuous

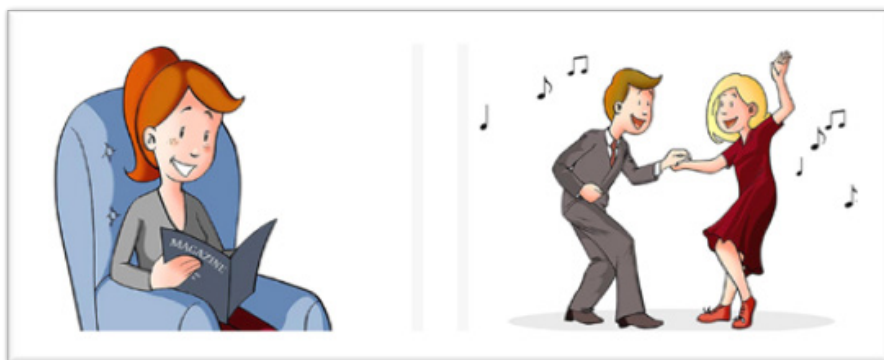
The main uses of the present continuous are:

<b>USE</b>	<b>EXAMPLES</b>
To describe an action that occurs at the moment of speaking.	Mary is doing the washing-up at the moment.
Temporary action that occurs at present but not at the moment.	I'm doing a school project about ants.
Planned activities that will occur in the near future.	I'm playing tennis with Sue at 7:00.
With always, in repetitive actions that generate discomfort to the speaker.	Mike is always breaking things.
Situations that are changing around us.	She is getting better at Maths.

### Present Continuous structure

	<b>STRUCTURE</b>	<b>EXAMPLES</b>
<b>AFFIRMATIVE</b>	Subject + to-be + verb (-ing) + complement.	I am flying to Barcelona.
<b>NEGATIVE</b>	Subject + to-be + not + verb (-ing) + complement.	She isn't cooking pasta.
<b>INTERROGATIVE</b>	To-be + Subject + verb (-ing) + complement?	Are you studying? Yes, we are





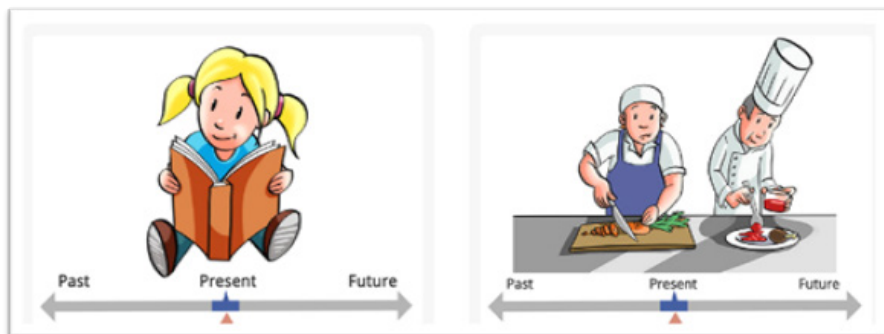
I am reading a magazine.

They are dancing salsa.

<b>GERUND</b>	<b>EXAMPLES</b>	
If the verb ends in a consonant, we simply add -ing	Read ----- reading Meet ----- Meeting	Act ----- Acting Draw ----- Drawing
If the verb ends in -e, we drop the -e and add -ing	Write ----- Writing	Skate ----- Skating
The rule is not always followed:	Be ----- Being	Go ----- Going
However, If the vowel is doublé it is maintained and we simply add -ing.	See ----- Seeing	
If the verb ends in -y this one remains.	Study --- Studying	Fly ----- Flying



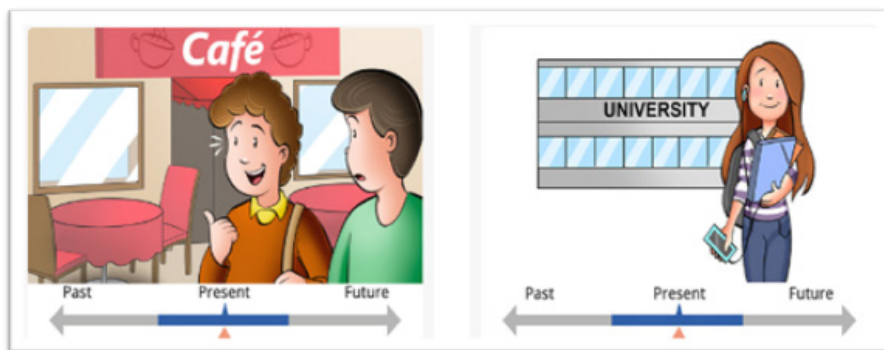
***The pictures refer to an action that is happening at the moment of speaking.***



She is reading now.

They are cooking at the moment.

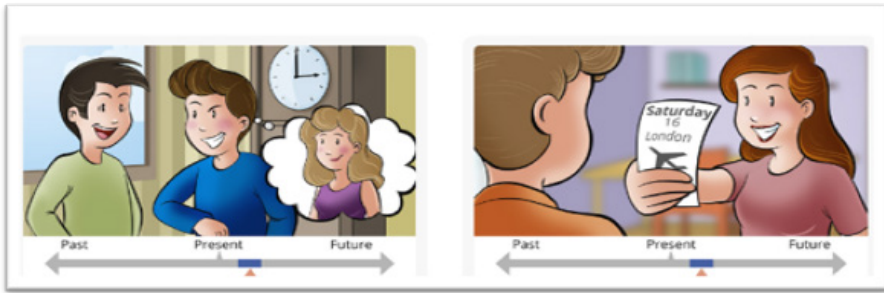
The pictures refer to actions that are taking place in the present but not necessarily at the time of speaking. They are usually temporary situations.



This summer. I'm working in this café.

I'm studying at the university.

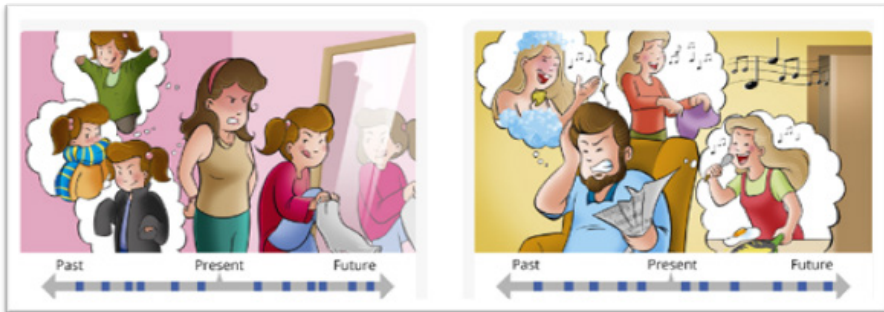
Planned activities that will take place in the near future. It usually suggests that more than one person is involved in the activity and everything is arranged.



I'm having dinner  
with Sara tonight.

She is visiting her sister  
next Saturday.

With the adverb of frequency "always" to refer to actions that are repeated frequently and that generally represent an annoyance for the speaker.



My sister is always  
putting on my clothes.

She is always singing.

# 1. Complete the sentences with the present continuous form of the verbs in parentheses.

1. She \_\_\_\_\_ (read) a book right now.
2. They \_\_\_\_\_ (play) soccer at the moment.
3. I \_\_\_\_\_ (study) for my exams this week.
4. We \_\_\_\_\_ (cook) dinner tonight.
5. He \_\_\_\_\_ (watch) TV right now.

## 2. Complete the questions in the present continuous.

1. What \_\_\_\_\_ (you/do) right now?
2. Where \_\_\_\_\_ (they/go) this afternoon?
3. Why \_\_\_\_\_ (she/cry) at the moment?
4. Who \_\_\_\_\_ (you/wait) for at the station?
5. What \_\_\_\_\_ (he/eat) for lunch?

## 3. Turn the following sentences into negatives.

1. She is dancing at the party.  
→ She \_\_\_\_\_.
2. They are working on the project.  
→ They \_\_\_\_\_.
3. We are planning a vacation.  
→ We \_\_\_\_\_.
4. I am learning Spanish right now.  
→ I \_\_\_\_\_.
5. He is drinking coffee.  
→ He \_\_\_\_\_.

## Present Continuous Wh- questions.

WH – Question words +	Be +	Subject +	Verb -ing +	Complement?
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### Examples:

**What are you doing right now?**

*I'm reading a book.*

**Where are you going?**

*I'm going to the store.*

**Who is she talking to?**





*She's talking to her friend.*

**When are they leaving?**

*They're leaving at 5 PM.*

**Why are we waiting here?**


*Because we're waiting for the bus.*

**Listening**


**1. Look at the pictures, listen and complete.**



Rafa



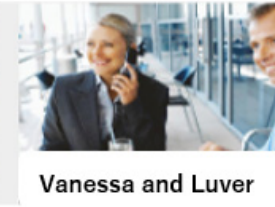
Niurka




Edith and Ruby



Sebastian



Vanessa and Luver



Marth

Who is .....	
working?	
going to work?	
sleeping?	
having breakfast?	
getting up?	

2. Look at the picture and complete the sentences.

What are they doing?  
They're \_\_\_\_\_.



What are they doing?  
They're \_\_\_\_\_.



What is she doing?  
She's \_\_\_\_\_.



What are they doing?  
They're \_\_\_\_\_.



What is he doing?  
He's \_\_\_\_\_.



## Lesson C

### *People and activities*

1. Look at the pictures and describe what they are doing.



\_\_\_\_\_



---



---



---



---



## Reading

The mother is cooking dinner in the kitchen, preparing the family's favorite dish. She is chopping vegetables while listening to soft music on the radio. The father is setting the table with plates and glasses, but at the same time, he is talking on the phone with his boss about an important project at work. Even though he is focused on the call, he is also making sure everything is ready for dinner.

In the living room, the son is playing video games on his console. He is so excited that he is shouting and moving the controls quickly. His older sister, the daughter, is in the kitchen, helping her mother prepare a salad. She is washing the lettuce and tomatoes while asking her mother how to make the perfect dressing.

Outside, the family dog is barking because some neighbors are walking by. Meanwhile, the father is finishing his call and is joining the mother and daughter in the kitchen. He is taking the bread out of the oven, which is now golden brown. The son is now putting away his game because the mother is telling him that dinner is almost ready.

Everyone in the family is doing something right now. The mother is serving the food, the father is filling the glasses with water, the son is taking napkins, and the daughter is decorating the table with fresh flowers she picked from the garden.



## 1. Check true or false.

The mother is listening to loud music while cooking dinner. (   )

The father is setting the table and talking on the phone with his boss. (   )

The son is helping his mother and sister prepare the salad. (   )

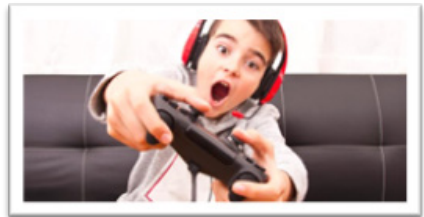
The daughter is washing vegetables and asking her mother about the salad dressing. (   )

The dog is barking because the son is playing video games. (   )


The father is taking bread out of the oven. (   )

The daughter is decorating the table with fresh flowers from the garden. (   )

## 2. Look at the pictures and write sentences.







# UNIT 06

## **I RIDE MY BIKE TO SCHOOL**

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

- » Discuss transportation and family members.
- » Discuss daily and weekly routines.

## Lesson A

### *Transportation and family members*

#### *Vocabulary*

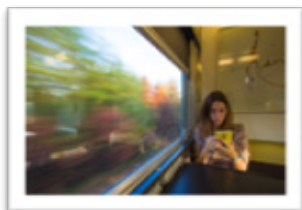
#### Getting around in the city



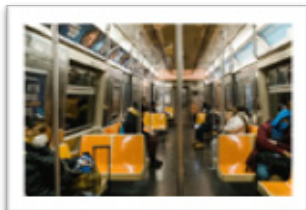
Walk



Ride a bike



take the train



take the subway



take the bus



take a taxi / cab



ride a motorcycle



drive a car



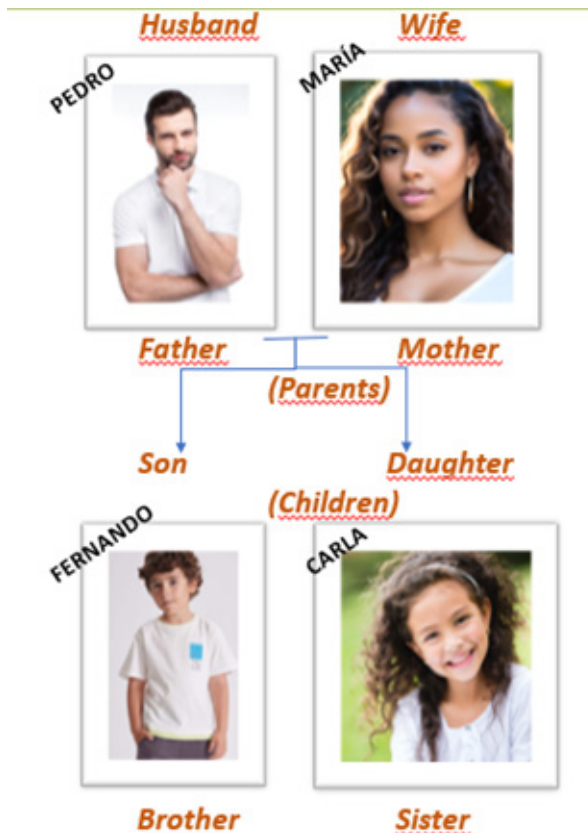
## Conversation

### 1. Read and practice

- Carlos:** Nice motorcycle, Luis! Is it yours?
- Luis:** No, it's my brother's. He has a new job and he rides his motorcycle to work.
- Carlos:** Is his job in the city?
- Luis:** Yes, it is.
- Carlos:** My brother also works here, but he uses public transportation.
- Luis:** The bus or the train?
- Carlos:** The bus doesn't stop near his house, so he takes the train



## Family Members



## 1. Look at the pictures and complete the sentences about the Mendoza's family.

1. Maria is Pedro's \_\_\_\_\_.
2. Fernando and Carla are their \_\_\_\_\_.
3. Pedro is Maria's \_\_\_\_\_.
4. Fernando is Maria's \_\_\_\_\_.
5. Carla is Pedro's \_\_\_\_\_.
6. Fernando is Carla's \_\_\_\_\_.
7. Carla is Fernando's \_\_\_\_\_.
8. Pedro and Maria are Carla's \_\_\_\_\_.

Kids = Children

Mom = Mother

Dad = Father

### Speaking

Who are the people in your family? What are their names?

"My father's name is Jose, my mother's name is Rosa, and my sister's name is Sofía".



### Grammar

#### Simple present tense

- » We use the present simple to talk about repeated actions or events, permanent states, or things that are always true.
  - I usually get up at 7 o'clock.
  - During the week I have swimming classes.
  - I go to the university on weekdays.
- » We often use adverbs of frequency: sometimes, always, often, usually or other times expressions like once a week, twice a month, in the summer, etc.
  - You always have lunch at noon.
  - They practice tennis once a week.



- I travel to Cuenca twice a month.
- » The third person singular forms end in –s or –es. That's for he – she –it.
- He reads a book each month.
  - she watches tv at nights.

## ***Affirmative sentences***

Subjects	Affirmative example
I – You – We - They	I drive my car to work.
He – She - it	He drives his car to work.

## ***Examples:***

- » I love my family.
- » You take piano lessons.
- » He plays video games every day.
- » We have picnics on Mondays.
- » They fix the car.
- » My mother watches tv at nights.

Verbs endings He – She - it
Read – reads
Drive – drives
Study – studies
Watch – watches
Do – does
Go – goes
Have - has

## ***Negative sentences***

Subjects	Affirmative example
I – You – We - They	I <b>don't</b> drive my car to work.
He – She - it	He <b>doesn't</b> drive his car to work.



## Examples:

- » We don't live alone.
- » She doesn't work near here.
- » Our daughter doesn't drive.
- » I don't take the bus to school.
- » My father doesn't speak English.
- » My parents don't like sushi.

*do not = don't*  
*does not = doesn't*

### 1. Choose the correct answer (affirmative sentences).

1. Jack \_\_\_\_\_ (go / goes) to a film club on Wednesdays.
2. I \_\_\_\_\_ (love / loves) reading in my free time.
3. My brother \_\_\_\_\_ (work / works) on weekends.
4. My family and I \_\_\_\_\_ (live / lives) in Quevedo.
5. My parents \_\_\_\_\_ (take / takes) the bus to work.
6. My sister \_\_\_\_\_ (drive / drives) her car to the university.

### 2. Choose the correct answer (negative sentences).

1. The train \_\_\_\_\_ (don't / doesn't) leave at 6.30.
2. My brothers \_\_\_\_\_ (don't / doesn't) get up at 7 o'clock.
3. Alan \_\_\_\_\_ (don't / doesn't) live in London.
4. We \_\_\_\_\_ (don't / doesn't) go to the same school.
5. My parents \_\_\_\_\_ (don't / doesn't) use public transportation.
6. My sister \_\_\_\_\_ (don't / doesn't) ride her bike to the university.

### 3. Match.

- |  |          |
|--|----------|
| 1. My sisters ____ the piano every day.            | A. cooks |
| 2. My father ____ to work at 7 a.m. every morning. | B. play  |



- |  |          |
|--|----------|
| 3. My brother ____ soccer with his friends after school. | C. read  |
| 4. My mother ____ dinner for the family every night.     | D. takes |
| 5. My parents ____ the newspaper every morning.          | E. plays |
| 6. My son ____ the bus every day.                        | F. goes  |

#### 4. Which statement is true? Check the correct answer.

We use simple present tense.....

- A. ...to talk about repeated actions or routines.
- B. ... to talk about an action that is happening now.
- C. ... to talk about past events.

## Lesson B

### *I work near here*

#### **Conversation:**

What time do you get home?

**Andrés:** Let's go to the movie theater on the weekend.

**Silvia:** Great! But let's go on Sunday because I have to work on Saturday.

**Andrés:** What time do you get home on Saturday?

**Silvia:** At 5 o'clock in the afternoon.

**Andrés:** Oh, that's late. What time do you want to go on Sunday?

**Silvia:** At 11 am.

**Andrés:** Nice! See you on Sunday.



## Grammar

### Simple present questions

Subjects	example
I – You – We - They	<b>Do</b> you get up early on weekdays?
He – She - it	<b>Does</b> she have lunch at 1pm?

Yes/No questions	Wh- questions
<b>Do</b> you take a taxi every day?	What time <b>does</b> she have lunch?
Yes, I <b>do</b> / No, I <b>don't</b>	<b>At</b> noon.
<b>Does</b> he play tennis on weekends?	When <b>do</b> they work?
Yes, he <b>does</b> / No, He <b>doesn't</b>	They work on Mondays and Thursdays

Time expressions	
Early	In the morning
Late	In the afternoon
Every day	In the evening
At 11:00	On Sundays
At noon	On weekends
At night	On weekdays

#### 1. Complete the questions with Do or Does.

- \_\_\_\_\_ your teacher speak English?
- \_\_\_\_\_ you listen to pop music?
- What time \_\_\_\_\_ your sister get up on Mondays?
- When \_\_\_\_\_ your parents go shopping?
- Where \_\_\_\_\_ they work?
- \_\_\_\_\_ you get up early on weekdays?
- \_\_\_\_\_ she have lunch at noon?
- \_\_\_\_\_ your son study History?
- \_\_\_\_\_ you take the subway to work?
- What \_\_\_\_\_ your friend Megan do?



## 2. Match

- |                 |   |
|-----------------|---|
| 1. <b>What</b>  | A. ___ do you go to school? By bus.                           |
| 2. <b>Where</b> | B. ___ does he study? On Mondays and Fridays                  |
| 3. <b>When</b>  | C. ___ does she do every weekend? Study English               |
| 4. <b>Who</b>   | D. ___ does your family eat dinner? At a restaurant           |
| 5. <b>Why</b>   | E. ___ do you like that book? Because it's really interesting |
| 6. <b>How</b>   | F. ___ do they travel with? My sister                         |

## Lesson C

### Weekly routines

#### Speaking

My weekly routine

1. What do you do every week? Think about 4 activities you do each day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
I get up at 6 o'clock.						

2. Choose one day of the week. What do you do on this day? Write it in the blank

	Day:
In the morning	I take a shower at 5 o'clock
In the afternoon	
In the evening	
At night	



Listening

1. Listen and check the things she does each day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Get up early						
Go to work						
Play tennis						
Go shopping						
See Friends						
Dinner with family						
study						

Reading

A Day in the Life of the García Family



The García family lives in a small house in the city. The father, Juan, is a teacher, and the mother, Ana, is a nurse. They have two children: Carlos, their 12-year-old son, and Laura, their 8-year-old daughter. Carlos is a good student

who enjoys reading, while Laura loves to play outside and draw. On weekends, the García family enjoys spending time together. Sometimes, the parents take Carlos and Laura to the park. The family enjoys walking, talking, and playing together. Occasionally, Juan’s brother comes over to visit, spending time with his niece and nephew.



Every morning, Juan prepares breakfast, and Ana helps the children get ready for school. After school, the family has dinner together and talks about their day.

They enjoy these moments of connection at the end of each day. The García family believes in the importance of family values. They support each other and value the time they spend together, teaching their children to always care for each other.

### 1. Comprehension questions:

1. What is the **father's** job in the **García family**?

---

2. What activities do **Carlos** and **Laura** enjoy in their free time?

---

3. What does the **García family** do together on weekends?

---

4. Who visits the **García family** occasionally, and how is he related to them? \_\_\_\_\_

5. What does the **family** discuss during dinner time?

---

### 2. Read the passage about the García family and determine whether the following statements are true or false.

- |   |              |
|---|--------------|
| 1. Juan is a doctor                                   | (True/False) |
| 2. Laura is 8 years old.                              | (True/False) |
| 3. The García family spends time together on weekend. | (True/False) |
| 4. Carlos does not enjoy reading.                     | (True/False) |
| 5. Ana prepares breakfast every morning.              | (True/False) |





# UNIT 07

## **DOES IT HAVE A VIEW?**

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

- » Describe houses and apartments.
- » Discuss furniture and dream homes.

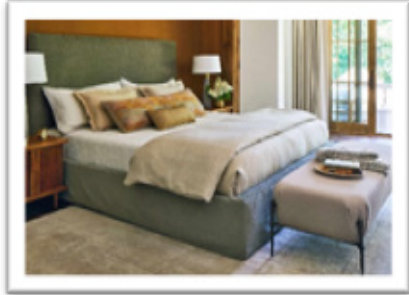
# Lesson A

## *Home sweet home*

### *Vocabulary*



Living room



bedroom



kitchen



Bathroom



dining room



garage



Laundry room



hall



stairs



yard

## Writing

1. What rooms are in your house? Describe your house.

---



---

## Conversation

1. Listen and Practice.

The new house

**Emma:**

Have you seen the new house  
down the street?



- Liam:** Yes, I always see it on my way to work. It looks nice from the outside.
- Emma:** It does. The kitchen has a big island in the middle.
- Liam:** That's great! The living room is big with a fireplace.
- Emma:** Yes, and the dining room is right next to it. There's a big table in the middle with chairs all around.
- Liam:** That sounds perfect for family dinners. What about the bedrooms?
- Emma:** There are three bedrooms. The master bedroom is big, and the others are a bit smaller. Each bedroom has a closet.
- Liam:** And the bathrooms?
- Emma:** There are two bathrooms. One is in the master bedroom, and the other is in the hallway.
- Liam:** That's convenient. There's also a laundry room.
- Emma:** Yes, it's right next to the garage. The garage fits two cars.
- Liam:** Nice!



## Grammar

Simple present short answers

Do you live in a house?	Does Enrique live in an apartment?
Yes, I do / No, I don't	Yes, he does / No, he doesn't
Does the kitchen have a microwave?	Do the bedrooms have bathrooms?
Yes, it does / No, it doesn't	Yes, they do / No, they don't



## 1. Complete the conversations.

1. **A:** Does your house have a garage?

**B:** Yes, \_\_\_\_\_.

2. **A:** Does your house have many bedrooms?

**B:** Yes, it \_\_\_\_\_. It \_\_\_\_\_ five.

## 2. Complete the conversation. Then practice with a partner.

**Mia:** Hey, Lucas! \_\_\_\_\_ you like your new house?

**Lucas:** Yes, I \_\_\_\_\_. It's really nice. The kitchen \_\_\_\_\_ (have) a big island, and we \_\_\_\_\_ (cook) there every day.

**Mia:** That sounds great! \_\_\_\_\_ (be) your bedroom upstairs?

**Lucas:** Yes, it is. My bedroom \_\_\_\_\_ (be) very cozy, and it \_\_\_\_\_ (have) a large window.

**Mia:** Is there a bathroom in your bedroom?

**Lucas:** No, there isn't. The bathroom \_\_\_\_\_ (be) in the hallway, but it's very close.

**Mia:** That's great. \_\_\_\_\_ you use the dining room often?

**Lucas:** Yes, we \_\_\_\_\_. We \_\_\_\_\_ (eat) dinner there every night.

**Mia:** What about the living room? \_\_\_\_\_ it \_\_\_\_\_ (have) a TV?

**Lucas:** Yes, it \_\_\_\_\_. We \_\_\_\_\_ (watch) movies there on weekends.

## 3. Match the questions to the answers.

1. Do you like pizza?

2. Does she play tennis?

3. Do they live in New York?

4. Does he work at the bank?

5. Do we have a meeting today?

6. Does it rain often here?

A. Yes, she does.

B. No, it doesn't.

C. Yes, we do.

D. No, I don't.

E. Yes, they do.

F. No, he doesn't.



**4. Which statement is true? check the correct answer.**

We use the auxiliary verb “do” .....

- A. ... with I, you, we, they, and plural subjects.
- B. ... with he, she, it, and singular subjects
- C. ... with all subjects.

**Listening**

**1. Listen to three people describe their homes. Number the pictures from 1 to 3.**

☐☐☐

**Vocabulary**

Furniture and appliances

**1. Listen and practice**



Chair



bed



closet



dresser



bookcase



television



Sofa



dining table



mirror



refrigerator



microwave



coffee maker



Desk



coffee table



armchair



rug



lamp



cupboard



## 2. Complete the chart using words from the vocabulary

<b>A kitchen has</b>	A refrigerator -
<b>A bedroom has</b>	
<b>A dining room has</b>	
<b>A living room has</b>	

### Lesson B

#### *There's a sofa in the living room*

##### **Conversation**

Listen and practice

I really need some appliances

**Luis:** This is a really nice kitchen, Christina.

**Christina:** Yes, I love it, but I really need some appliances.

**Luis:** What do you need?

**Christina:** I am a coffee lover so I need a coffee maker.

**Luis:** You're right! And there's no microwave, there's a refrigerator but there isn't a stove.

**Christina:** That's true. And there are no cupboards.

**Luis:** So let's go shopping next Saturday!





## Grammar

There is / there are

### *There's a / an*

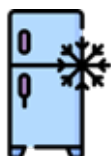
» We use *There is* with singular nouns: **There's** a microwave.



There's a microwave.



There's a bed.



There's a refrigerator.



There's an armchair.

### *There isn't a/an*

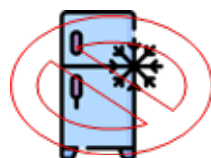
» We use *There isn't* a with singular nouns: **There isn't** a microwave.



There isn't a microwave.



There isn't a bed.



There isn't a refrigerator.



There isn't an armchair.



## ***There's no***

- » We use *There's no* with singular nouns: **There's no** microwave



There's no microwave.



There's no bed.



There's no refrigerator.



There's no armchair.

## ***There are***

- » We use *There are* with plural nouns: **There are** three lamps.



There are two chairs.



There are two rugs



There are two coffee makers.



There are three mirrors.



## ***There are some***

- » We use *There are some* with plural nouns: **There are some** lamps



There are  
some chairs.



There are  
some rugs



There are  
some coffee  
makers.



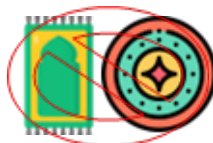
There are  
some mirrors.

## ***There's no***

- » We use *There are no* with plural nouns: **There are no** lamps.



There are  
no chairs.



There are  
no rugs



There are no  
coffee makers.



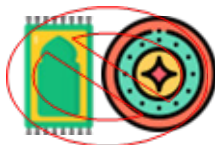
There are  
no mirrors.

## There aren't any

- » We use *There aren't any* with plural nouns:  
**There aren't any** lamps.



There aren't  
any chairs.



There aren't  
any rugs



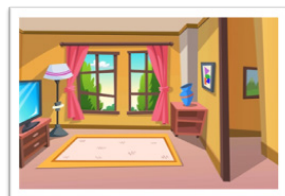
There aren't  
any coffee  
makers.



There aren't  
any mirrors.

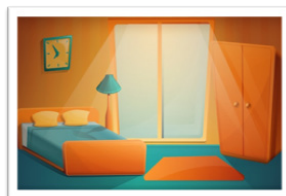
### 1. Look at the picture and complete the sentences. Then practice with a partner.

1. \_\_\_\_\_ a lamp in the living room.
2. \_\_\_\_\_ curtains in the living room.
3. \_\_\_\_\_ a sofa in the living room.
4. \_\_\_\_\_ a rug in the living room.
5. \_\_\_\_\_ a bookcase  
in the living room



### 2. Look at the picture and complete the sentences. Then practice with a partner.

1. \_\_\_\_\_ a dresser in the bedroom.
2. \_\_\_\_\_ curtains in the bedroom.
3. \_\_\_\_\_ a rug in the bedroom.
4. \_\_\_\_\_ lamps in the bedroom.
5. \_\_\_\_\_ a lamp in the bedroom.



### 3. Find the differences between Tony's apartment and Nicole's apartment.



**A:** There are four chairs in Tony's kitchen, but there are three chairs in Nicole's kitchen.

**B:** There is a sofa in Tony's living room, but there is no sofa in Nicole's living room.

## Lesson C

### *Dream homes*

#### **Grammar**

The -Th sound

/ð/

vs

/θ/

Voiced 'th'

unvoiced 'th'



Vocal cords moving



Vocal cords not moving



1. Listen and practice

/ð/

/e/

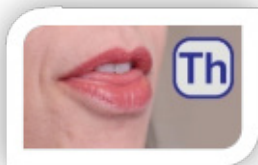
/ð/

/ð/

/e/

/e/

There are **thirteen** rooms in **this** house. **The** house has got **three** bathrooms.



Listening

A furniture website

Listen to Jacob and Courtney talk about furniture on a website. What does Courtney like? What doesn't she like? Choose √ (likes) or X (doesn't like).

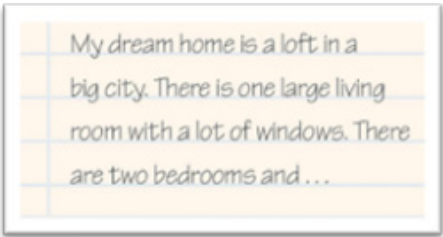
	Armchairs		A sofa
	A rug		lamps
	A bookcase		A mirror
	A coffee table		curtains

Speaking

My dream home

Talk about your dream home, you can use these prompts.

- » What is your dream home?
- » Where is it?
- » What rooms does it have?
- » What things are in the rooms?
- » Does it have a view?



## Reading

### Finding Home

#### TO RENT

##### **A:** *Quiet apartment in Walter Andrade Av.*

- 2 bedrooms, large kitchen
- Near “la familia” Park and restaurants.
- \$200 a month

Phone 07348 0848153



##### **B:** *Small 3rd-floor apartment in central Quevedo*

- 1 bedroom
- 2 minutes from Pichincha Bank.
- \$250 a month

Phone 020 933 9458

##### **C:** *House available in Cdl. Guayacan from end of September*

- 3 bedrooms, small garden
- Near the university U.T.E.Q.
- \$300 a month

Phone 07122 7476933

#### 1. Match the sentences.

1. Apartment “A” has _____
2. Apartment “A” costs _____
3. Apartment “B” is _____
4. Apartment “B” is in _____
5. House “C” has _____
6. House “C” will be _____

A. near “la familia” Park and restaurants.
B. a small garden.
C. \$200 a month.
D. Downtown Quevedo.
E. available in September.
F. a large kitchen.



## 2. Circle the correct answer.

1	It's in Walter Andrade Av.	Apartment A	Apartment B	House C
2	It has a garden.	Apartment A	Apartment B	House C
3	It's near "la familia" Park and restaurants.	Apartment A	Apartment B	House C
4	It costs \$300 a month.	Apartment A	Apartment B	House C
5	It's not an apartment.	Apartment A	Apartment B	House C





# UNIT 08

## WHERE DO YOU WORK?

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

- » Discuss jobs and workplaces using simple present Wh-questions.
- » Discuss opinions about jobs using Be + adjective and adjective + noun.

# Lesson A

## Jobs

### Vocabulary

#### Jobs

#### 1. Match the jobs with the pictures.

- |                   |               |                   |           |
|-------------------|---------------|-------------------|-----------|
| a. Chef           | b. accountant | c. police officer | d. waiter |
| g. Firefighter    | h. cashier    | i. doctor         | j. nurse  |
| m. Security guard | n. bellhop    |                   |           |

- |                 |                     |
|-----------------|---------------------|
| e. teacher      | f. taxi driver      |
| k. receptionist | l. front desk Clerk |



1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6 \_\_\_\_ 7 \_\_\_\_



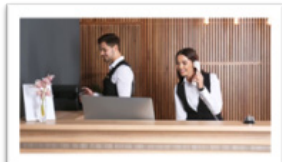
8 \_\_\_\_ 9 \_\_\_\_ 10 \_\_\_\_ 11 \_\_\_\_ 12 \_\_\_\_ 13 \_\_\_\_ 14 \_\_\_\_

### Workplaces

Who works in these places? Write some examples from the vocabulary.



Hospital



hotel



office

---

---

## Conversation:

What does he do?

**Adriana:** Where does your father work?

**Andrea:** In a restaurant

**Adriana:** Oh, really? My father works in a restaurant, too. He's a waiter.

**Andrea:** How does he like it?

**Adriana:** He hates it. He doesn't like the chef.

**Andrea:** That's too bad. What restaurant does he work for?

**Adriana:** The Garden

**Andrea:** That's funny. My father works there, too.

**Adriana:** That's interesting. What does he do?

**Andrea:** Actually, he's the chef.



## Speaking

### 1. Ask and answer Who questions about Jobs.

<i>Sits all day</i>	<i>Works hard</i>	<i>stands all day</i>	<i>Works with a team</i>
<i>Makes a lot of money</i>	<i>talks to people</i>	<i>wears uniform</i>	
	<i>Works at night</i>		

### Examples:

who sits all day?      A taxi driver sits all day.



## Lesson B

### *Where do you work?*

#### **Grammar**

#### **Simple Present Wh- questions**

#### **1. Listen and practice.**



**Where do you work?**

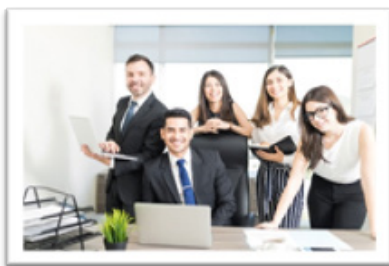
In a hospital.

**What do you do?**

I'm a nurse.

**How do you like it?**

I love it



**Where do they work?**

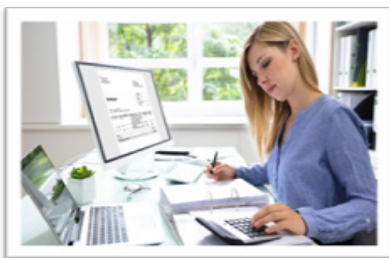
In an office.

**What do they do?**

They're accountants

**How do they like it?**

They really like it.



**Where does she work?**

In a hotel.

**What does she do?**

She's a manager.

**How does she like it?**

It's ok.

## 2. Complete the conversations.

- 1.A** What \_\_\_\_\_ does your mother \_\_\_\_\_?
- B** My mother? She's a salesperson.
- A** \_\_\_\_\_ does she \_\_\_\_\_ it?
- B** It's stressful, but she loves it.
- 2.A** \_\_\_\_\_ does your father \_\_\_\_\_?
- B** In a restaurant. He's a waiter.
- A** Oh? \_\_\_\_\_ does he \_\_\_\_\_ it?
- B** He doesn't really like it.
- 3.A** \_\_\_\_\_ do your brothers \_\_\_\_\_ their Jobs?
- B** Oh, I guess they like them.
- A** I don't remember. \_\_\_\_\_ do they \_\_\_\_\_?
- B** In a big hotel. They're bellhops.
- 4.A** \_\_\_\_\_ do \_\_\_\_\_ you \_\_\_\_\_?
- B** I'm a teacher.
- A** I see. \_\_\_\_\_ do you \_\_\_\_\_ your job?
- B** It's great. I like it a lot.

## 3. Ask and answer the questions.

Where does she work?  
She works in a \_\_\_\_\_.



What does she do?

She is a \_\_\_\_\_.



Where does he work?

He works in \_\_\_\_\_.



What does he do?

He's a \_\_\_\_\_.



What does she do?

She's a \_\_\_\_\_.



Where does she work?

She works in \_\_\_\_\_.



#### 4. Look at the pictures and read the sentences.



I'm a firefighter. It's difficult and really stressful. I don't like my job.







I'm a veterinarian. I love my job. It's fun.



I'm a chef for a small restaurant. It's a little stressful, but it's very exciting. I love my job a lot.



I'm a cashier. I work in a supermarket. It's pretty relaxing, but it isn't boring.

## Conversation

### 1. Listen and practice.

- ROY:** Hey, Susan. I heard you changed your job.
- SUSAN:** Yes, I'm training a new team.
- ROY:** How do you like it?
- SUSAN:** It's difficult, but the participants are terrific. How are things with you?
- ROY:** Pretty good! Guess what! I'm a pilot now.
- SUSAN:** Fantastic! How do you like it?
- ROY:** It's an amazing job, and It's really interesting. I love it!
- SUSAN:** Ok. Good to see you.





## Listening

1. Listen and complete the chart with the correct jobs and adjectives.

	What do they do?	What's it like?
CHARLIE		
KIARA		
ANDRES		

## Lesson C

### The perfect job

## Grammar

### Placement of adjectives

Be + adjective
A security guard's job is dangerous.
A teacher's job is stressful.



Adjectives come  
**after the verb be**

Adjective + noun
A security guard has a dangerous job
A teacher has a stressful job.



Adjectives come  
**before nouns**



## 1. Write each sentence a different way.

1. A bellhop's job is boring.

2. An accountant's job is difficult.

3. A front desk Clerk's job is interesting.

4. A photographer has a relaxing job.

5. A pilot has an exciting job.

6. A receptionist has an easy job.

## 2. Write one job for each adjective.

Exciting	_____	Dangerous	_____
Difficult	_____	Relaxing	_____
boring	_____	stressful	_____

## Speaking

### 1. Imagine you are looking for a job. What do you want to do?. Check your answers.

Do you want to...?	Yes	No
Work from 8am to 5pm		
Work in an office		
Work outdoors		
Work at home		
Work with a team		
Use a computer		
Travel		
Use English		



Talk to people		
Help people		
Wear a suit		

## Reading

### Dream Jobs

Many people dream of having a perfect job that makes them feel happy and fulfilled. For some, the dream job is being a creative artist. They love making beautiful paintings and enjoy the freedom to express their unique ideas every day. Others dream of being successful doctors. They help people, save lives, and feel proud of their important work.



Some people prefer exciting jobs, like being a pilot or a travel journalist. They travel to amazing places and meet interesting people. Every day, their work brings something new and adventurous. On the other hand, some dream of being teachers, guiding curious students and making a difference in their lives.

A dream job doesn't have to be famous or high-paying. It can be any job that brings joy, passion, and purpose to someone's life.

#### 1. Answer the questions

What do creative artists enjoy doing every day?

---

Why do some people dream of being doctors?

---

What types of jobs are described as exciting in the passage?

---

What do travel journalists get to do in their jobs?

---



How do teachers make a difference in the lives of their students?

According to the passage, does a dream job have to be famous or high-paying?

**Writing**

**What qualities make a job a “dream job” for you?**

---

---

---

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The book is designed to help learners develop basic communication skills in English. It covers foundational grammar structures, vocabulary, and expressions for daily interactions. The main goal is to enable learners to introduce themselves, talk about personal details, describe objects and people, and engage in simple conversations about routine topics. The book is structured into several units, each comprising three lessons. Each unit focuses on a particular theme, and the lessons within the units introduce relevant grammar and vocabulary, along with practical exercises for students to apply what they have learned. The clear, structured approach to grammar and vocabulary ensures that learners can develop a solid foundation in the language, while the exercises reinforce understanding and fluency. This book is an invaluable resource for anyone starting their journey to mastering English, enabling them to navigate basic social and professional environments with ease. The focus on practical, everyday topics ensures that learners can immediately apply their skills in real-life situations.



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