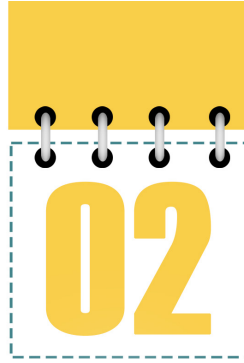




02

English *in action*





English *in action*

**María Belén Baños Coello
Luis Alfredo Camacho Castillo
Lady Denisse Sánchez Palma
Kevin Larry Rivas Mendoza
Luis Fernando Guerra Moreira
Israel Eduardo Castro Magayanes
Tito Yovanny Indacocha Rodríguez**

Dirección Editorial: PhD. Jorge Luis León-González
Diseño de portada y edición: DI. Yunisley Bruno-Díaz

ISBN: 979-8-9916990-1-3

DOI: <https://doi.org/10.64092/PEKM7280>

© Universidad Técnica Estatal de Quevedo
(UTEQ), 2024. All rights reserved.

La evaluación científica y metodológica de la obra se realizó a partir del método de Revisión por Pares Abierta (Open Peer Review).

Este libro es una publicación de acceso abierto con los principios de Creative Commons Attribution 4.0 International License, que permite el uso, intercambio, adaptación, distribución y transmisión en cualquier medio o formato, siempre que dé el crédito apropiado al autor, origen y fuente del material gráfico. Si el uso del material gráfico excede el uso permitido por la normativa legal deberá tener permiso directamente del titular de los derechos de autor.



SOPHIA EDITIONS

8404 N Rome Ave, Tampa,
Florida, USA

Email: contact@sophiaeditions.com

Phone: +1 (813) 699-2557

<https://sophiaeditions.com/>

PROLOGUE

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

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

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

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

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



Dr. Eduardo Díaz Ocampo, PhD

Rector



Dra. Yenny Torres Navarrete, PhD

Vicerrectora Académica

COMITÉ

EDITORIAL

PhD. Adalia Liset Rojas-Valladares, Universidad Metropolitana, Ecuador

PhD. Adrian Abreu-González, Universidad de Cienfuegos, Cuba

PhD. Adrian Ludet Arévalo-Salazar, Western University, Canadá

PhD. Alejandro Rafael Socorro-Castro, Universidad Metropolitana, Ecuador

PhD. Alina Rodríguez-Morales, Universidad de Guayaquil, Ecuador

PhD. Farshid Hadi, Islamic Azad University, Irán

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

PhD. Juan G. Rivera-Ortiz, Ana G. Mendez University, USA.

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

PhD. Maritza Librada Cáceres-Mesa, Universidad Autónoma del Estado de Hidalgo, México

PhD. Marta Linares-Manrique, Universidad de Granada, España

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

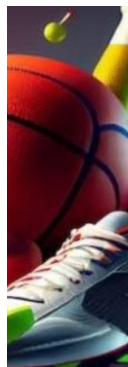
Unit 1. I love food

| Pages | Lessons | Content | Grammar | Vocabulary |
|-------|--|--|---------------------------------------|------------|
| 14 | 1A I like fruits. | Fruit and vegetables, food in general, likes and dislikes. | Some / any, Simple present. | Food. |
| 20 | 1B I always have juice for breakfast. | Routines, food habits. | Simple present, adverbs of frequency. | Meals. |
| 24 | 1C Healthy and Unhealthy. | Healthy habits. | Simple present, adverbs of frequency. | Fast food. |



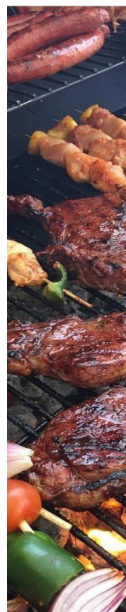
Unit 2. How many sports do you practice?

| Pages | Lessons | Content | Grammar | Vocabulary |
|-------|------------------------------|-------------------------|--------------------------------------|--------------|
| 31 | 2A My Favorite Sport. | Preferences in sports. | Question words (Wh), simple present. | Sports. |
| 37 | 2B What can I do? | Can to express ability. | Can/ can't. | Abilities. |
| 44 | 2C Talents and Abilities. | Art and talents. | Simple present. | Art, sports. |



Unit 3. She's going to have a barbecue

| Pages | Lessons | Content | Grammar | Vocabulary |
|-------|--------------------------------------|--------------------------------|---|--------------------------------------|
| 50 | 3A Are you going to have a party? | Celebrations, important dates. | Future tense with be going to. | Months of the year, ordinal numbers. |
| 54 | 3B My holiday plans. | Holidays. | Future tense with be going to, interrogative. | Time expressions. |
| 58 | 3C Let's celebrate. | Celebrations. | Future tense with be going to. | Important dates. |



Unit 4. I feel great!

| Pages | Lessons | Content | Grammar | Vocabulary |
|-------|---------------------------|-----------------------------------|-----------------|------------------------|
| 63 | 4A How do you feel? | Sickness and ailments. | Simple present. | Parts of the body. |
| 70 | 4B Try to relax. | Common remedies. | Imperatives. | Illnesses. |
| 75 | 4C Problems, problems. | Understanding Your Body and Pain. | Simple present. | Sickness and ailments. |



Unit 5. Where is the bus station?

| Pages | Lessons | Content | Grammar | Vocabulary |
|-------|---------------------------|------------------------|------------------------|-------------------|
| 81 | 5A Places to go. | Tourist attractions. | Prepositions of place. | Places in a city. |
| 87 | 5B How do I get there? | Asking for directions. | Prepositions of place. | Directions. |
| 93 | 5C Taking a tour. | Famous places. | Prepositions of place. | Sights. |



Unit 6. On the weekend

| Pages | Lessons | Content | Grammar | Vocabulary |
|-------|--------------------------|--|-------------------------------|--|
| 100 | 6A I had a good time. | Actions, chores, free time activities. | Simple Past, regular verbs. | Verbs, time expressions. |
| 103 | 6B Did you have fun? | Free time activities. | Simple Past, irregular verbs. | Verbs, time expressions, daily routines. |
| 110 | 6C Last Weekend. | Weekly routines. | Simple Past. | Time expressions. |



Unit 7. I was born in Brazil

| Pages | Lessons | Content | Grammar | Vocabulary |
|-------|------------------------------------|--------------------|----------------------------------|------------------------|
| 116 | 7A She was born in Brazil. | People and places. | Past of be. | Countries. |
| 120 | 7B Where did you study English? | Past events. | Simple past, interrogative form. | Verbs and expressions. |
| 125 | 7C My exciting past. | Biographies. | Simple past. | Verbs and expressions. |



Unit 8. Let's meet at the park

| Pages | Lessons | Content | Grammar | Vocabulary |
|-------|--|--|---|-----------------------------|
| 133 | 8A Can I take your message? | Prepositions of place, common expressions. | Subject and object pronouns. | Everyday expressions. |
| 140 | 8B I would love to! | Inviting and declining invitations. | Invitations; verb + to. | Excuses. |
| 144 | 8C I'd love to, but I need to save money! | Holiday plans. | Placement of adjectives: after be and before nouns. | Festivals and celebrations. |



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

I LOVE FOOD!

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

- » Talk about food likes and dislikes.
- » Describe eating habits using adverbs of frequency.
- » Give opinions about healthy and unhealthy food.

Lesson A:

I like fruits.

Warm up

Look at the picture for 1 minute. Try to remember all the food items you see.





Vocabulary

Fruit and Vegetables

apples



Blueberries



tomatoes



lettuce



lemons



Oranges



bananas



carrots



kiwis



Broccoli



potatoes



onions



Grains

rice



noodles



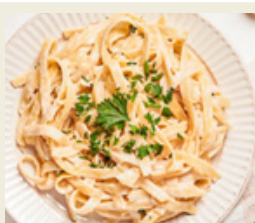
bread



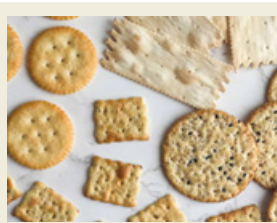
cereal



pasta



crackers



Dairy / Fats and Oils

Dairy

milk



cheese



yogurt



Fats and Oils

Butter



oil



Mayonnaise



cream



Food

Complete the chart with your information. Then ask 2 classmates, and share with the class.

| ME | CLASSMATE 1 | | CLASSMATE 2 | |
|-----------|-------------------|-------------------------|------------------|----------------------------|
| I like... | S/he likes ... | S/he doesn't like... | S/he likes... | S/he doesn't like... |

Conversation

Jane: Hey, Charles. Do we need any carrots for the salad?

Charles: Great idea. Let's get some carrots and some onions.

Jane: Do we have any beans?

Charles: No, we need some. And we don't have any potatoes.

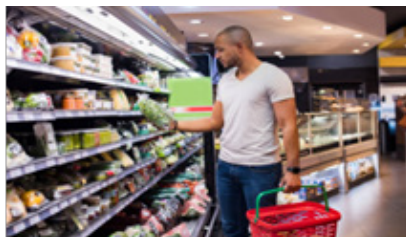
Jane: Let's get some potatoes, then. And some beef, too.

Charles: We have some beef at home.

Jane: Oh, all right. How about some lemons?

Charles: Sure. I love lemons with the salad.

Jane: Fantastic! Let's buy some.



Grammar

Count and noncount nouns; some/any

1. Which statements are true?

We use any...

- ☐ A. ... to talk about count and noncount nouns.
- ☐ B. ... to make negative statements and questions.
- ☐ C. ... to make affirmative statements.

2. Use some or any to complete the sentences.

1. Do we need _____ carrots?
2. No, we don't need _____ carrots.
3. I think we have _____ lettuce at home, too.



3. Make a question with the words. Imagine you and your partner are going to make Hawaiian pizza.



Ask DO WE NEED ...? Questions about the ingredients for the pizza.

A: DO WE NEED any pineapples?

B: Yes, we need some pineapples.

DO WE NEED any oranges?

A: No, we don't need any oranges.

B: DO WE NEED ...?

Wrap-up



1. When do we use *some*?
2. When do we use *any*?
3. Give 5 examples of count nouns.
4. Give 5 examples of noncount nouns.
5. Make a sentence using *some*.

6. Make two sentences using *any* (a negative sentence, and a question)

Lesson B:

I always have juice for breakfast.

Warm-up

Favorite meals



breakfast



lunch



dinner

What's your favorite meal of the day?

My favorite meal is

Grammar

Adverbs of Frequency

- Mark:** What do you do on weekends?
- Melissa:** I usually clean my bedroom, but sometimes I go to the gym.
- Mark:** Oh, I see. Does your sister do the same?
- Melissa:** Not really. She always wakes up late on weekends because she works from Monday to Friday.
- Mark:** That's nice. I never sleep late. On weekends I wake up at 7.30 a.m.
- Melissa:** Wow! That's early for a Saturday or Sunday. I rarely wake up early those days.
- Mark:** Well, the thing is that I often work those days, so I have to wake up early. When I don't work on Saturday, I have homework to do, so it's better for me to start early.
- Melissa:** Do you ever do something fun on weekends?
- Mark:** Rarely. I mean, I guess on vacation I usually go to the mall and shop for clothes with my brother. He's really generous so he always pays for all the clothes I buy. I think that's so cool!

| | |
|--|------|
| I always eat breakfast. | 100% |
| You usually have soup for lunch. | 90% |
| He frequently eats meat. | 80% |
| She often cooks beef. | 70% |
| It sometimes eats chicken. | 50% |
| We occasionally drink soda. | 30% |
| They seldom have dessert. | 10% |
| I rarely have dinner. | 5% |
| We never eat shrimps for breakfast. | 0% |

Sometimes it eats chicken.



Do you **ever** eat shrimps for breakfast?

- Yes, I **always** do.

- **Sometimes** I do.

- No, I **never** do.



1. Match

- | | |
|--------------------------------------|---|
| 1. Adverbs of Frequency ... | a.... usually, always, never, etc. |
| 2. Some adverbs of frequency are ... | b.... describe how often an action happens. |

2. Put the adverbs in the correct place.

A: Do you have eggs for breakfast? (usually)

B: Well, on weekends I eat eggs with my family. (always)

A: Do you eat lunch with your friends? (ever)

B: Yes, I eat lunch with them. (sometimes)



3. Unscramble the sentences:

1. I / have / hardly ever / tomatoes / for lunch

2. when I listen to music / I / apples / eat / sometimes
3. eat / for / bread / never / breakfast / I



Wrap-up

1. What are frequency adverbs used for?
2. Tell the class about something you never eat.
3. Tell the class about something you always eat for breakfast.
4. Do you ever have fish for dinner?



Lesson C:

Healthy and Unhealthy

Listening

A. Look at the picture, then answer the following questions: What do you see in the picture? Do you ever eat that? Is it good for your health?

B. Listen to the conversation and choose the correct answers.

1. For his main course, Andy chooses...

- a) normal cheeseburger
- b) a doble cheese burger
- c) a burger with chips

2. For dessert, Andy chooses ...

- a) ice cream
- b) chocolate cake
- c) banana cake

3. To drink, Andy chooses ...

- a) Apple juice
- b) fuzzy water
- c) still water



Reading

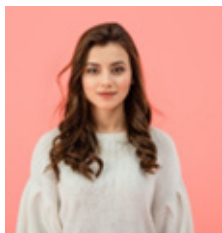
Look at the photos. Then read and answer:

- What does Sarah have for breakfast and why does she like that option?



- What is Mike's favorite food and what problems does he have with his diet?

Healthy and Unhealthy diets



Sarah, 25 years old

I am very health-conscious and eat healthy every day. For breakfast, I enjoy oatmeal with fruits and nuts. For lunch, I often have a salad with vegetables and grilled chicken. I drink water and herbal tea instead of soda. I feel great and have a lot of energy. Healthy eating is important for a happy life!



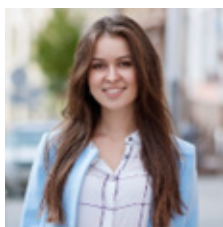
Mike, 19 years old

I don't pay much attention to my diet. I usually eat fast food for lunch—burgers and fries are my favorites. For breakfast, I often skip it or have sugary cereal. I drink soda every day. I know I should eat better, but it's hard to change my habits.



Tom, 28 years old

I love snacks, but I often choose chips and candy. I want to eat healthier, like fruits and nuts. I sometimes feel guilty about my choices. I'm thinking about making small changes to my snacks to feel better.



Lisa, 31 years old

I try to eat a balanced diet. I enjoy fruits and vegetables but also treat myself to pizza on weekends. I think it's important to enjoy food while staying healthy. Finding balance makes me feel good and happy!



- How does Tom feel about his snack choices and what does he want to change?
- Why does Lisa believe it is important to enjoy food while eating healthily?

Read the text and then answer the questions.

The Benefits of a Healthy Diet

Eating healthy is important for everyone. A balanced diet gives your body the energy it needs to work, play, and learn. Healthy foods, like fruits, vegetables, whole grains, and lean proteins, help you stay strong and active.

There are many benefits to a healthy diet. It can improve your mood, give you more energy, and help you concentrate better in school. Eating healthy also helps you stay at a healthy weight, reducing the risk of diseases like heart problems and diabetes.



In some schools, students are encouraged to eat healthy snacks and exercise regularly. By eating well and being active, you can feel your best every day!



1. What does a healthy diet provide your body with?

- a) Junk food
- b) Energy
- c) Water
- d) Sugar

3. What is one benefit of eating healthy?

- a) It makes you sleepy
- b) It helps you stay strong and active
- c) It gives you more sugar
- d) It makes you thirsty

5. What can eating healthy reduce the risk of?

- a) Flu
- b) Heart problems
- c) Colds
- d) Headaches

7. Which of these is a healthy source of protein?

- a) Lean meats
- b) Soda
- c) Chips
- d) Candy

2. Which of the following is NOT a healthy food?

- a) Fruits
- b) Vegetables
- c) Candy
- d) Whole grains

4. How can a healthy diet help you in school?

- a) It helps you concentrate better
- b) It makes you tired
- c) It reduces your homework
- d) It helps you skip classes

6. What are students encouraged to do in some schools?

- a) Eat junk food
- b) Skip meals
- c) Eat healthy snacks
- d) Sleep more

8. What can you do to feel your best every day?

- a) Eat well and be active
- b) Watch TV all day
- c) Drink soda and eat fast food
- d) Sleep late and skip breakfast





Writing

1. Answer the following questions to make a paragraph about your habits


1. How often do you have breakfast at home?
2. What time do you usually have breakfast?
3. What do you usually drink in the morning?
4. How often do you have snacks in the afternoon?
5. How often do you eat fast food?
6. How often do you eat “encebollado”?



Wrap-up

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





UNIT 02

HOW MANY SPORTS DO YOU PRACTICE?

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

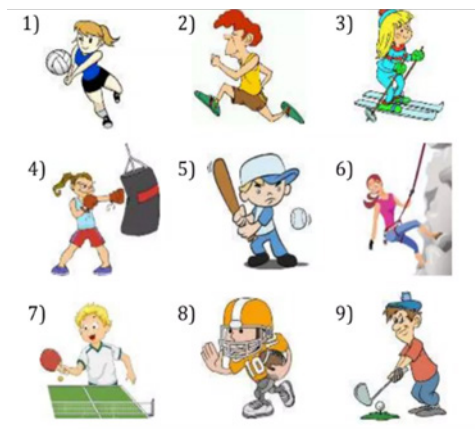
- » Discuss about sports to watch and play.
- » Talk about skills, and talents.
- » Identify your abilities.

Lesson A:

My Favorite Sport

Warm-up

What sports do you know?



Football (Soccer)

Baseball

American Football

Rugby

Basketball

Tennis

Ice Hockey

Volleyball

Golf

Skiing

Bowling

Boxing

Gymnastics

Swimming

Surfing

Badminton

Rock Climbing

Running

Cycling

Table Tennis



Listen and practice.



SPORT

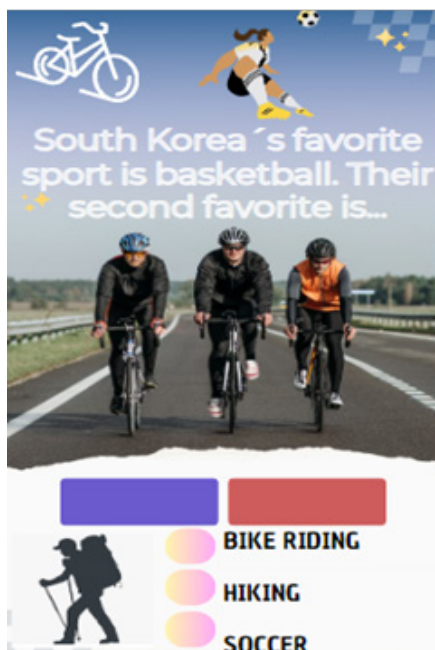
BRAZIL'S FAVORITE SPORT IS SOCCER. THEIR SECOND FAVORITE IS...

- ☐ TENNIS
- ☐ VOLLEYBALL
- ☐ SWIMMING



MEXICO'S FAVORITE SPORT IS SOCCER. THEIR SECOND FAVORITE IS...

- ☐ FOOTBALL
- ☐ HOCKEY
- ☐ BASEBALL



South Korea's favorite sport is basketball. Their second favorite is...

- ☐ BIKE RIDING
- ☐ HIKING
- ☐ SOCCER



SPORTS

CANADA'S FAVORITE SPORT IS ICE-HOCKEY. THEIR SECOND FAVORITE IS...

- ☐ BASKETBALL
- ☐ ICE-SKATING
- ☐ SNOWBOARDING



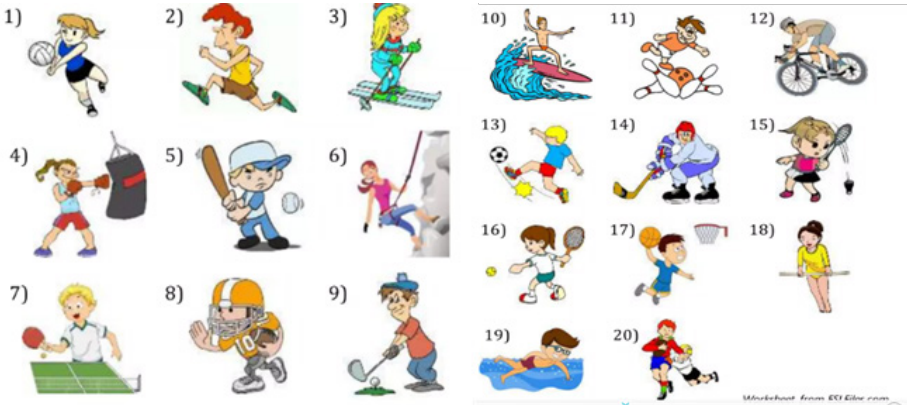
Can you guess what sports are the second favorite in each country? Check the sports. Do you like sports?

What sports are popular in Ecuador?

Vocabulary

Sports

1. Listen and write the number to match each sport with the picture.



☐ Football (Soccer)

☐ Baseball

☐ American Football

☐ Rugby

☐ Basketball

☐ Tennis

☐ Ice Hockey

☐ Volleyball

☐ Golf

☐ Skiing

☐ Bowling

☐ Boxing

☐ Gymnastics

☐ Swimming

☐ Surfing

☐ Badminton

☐ Rock Climbing

☐ Running

☐ Cycling

☐ Table Tennis



Conversation

What sports do you like?

Mia: So, Alex, what are your hobbies?

Alex: Well, I love sports.

Mia: That's great! What sports do you enjoy?

Alex: My favorite sports are basketball and soccer.

Mia: Wow! You're a great athlete. When exactly do you practice?

Alex: I play basketball on the weekends and soccer during the week.

Mia: That's cool! You must have fun.

Alex: Yes, I really enjoy it!



Grammar

Wh- question words

- We use question words to ask certain types of questions.
- We often refer to these words as WH words because they include the letters Wh (for example What, Why, How).



| Wh-word | Function | Example |
|--------------|--|---|
| What | Asking for information about something. | What kind of music do you like? |
| When | Asking about time. | Who do you study with in the afternoons? |
| Where | Asking in or at what place or position. | Where do they live? |
| Which | Asking about choice. | Which colour do you want? |
| Who | Asking about a person or people (subject). | Who do you study with in the afternoons? |
| Why | Asking for reason, asking what...for. | Why do you buy that car? |
| How | Asking about manner. | How does she practice English? |

The simple present tense / Information Questions

| Wh questions | Answers |
|---|--|
| What sports do you practice? | I practice football and tennis. |
| Who do you play volleyball with ? | I play with my classmates. |
| Where do you play volleyball? | We play at the school volleyball court. |
| How often does she practice? | She always practices in the afternoon. |
| When does she practice? | She practices on Fridays. |
| What time does she start? | She starts at seven in the evening. |

How often?

every day
on Friday nights
once a week
three times a week
twice a month



1. Complete the sentences

A: _____ do you usually go to school?

B: I usually go to school at 7:30 AM.

A: _____ does your dad take you to school?

B: He takes me to school every day.

A: _____ do you have for breakfast before going to school?

B: I usually have cereal and fruit.

A: _____ does your teacher start the math class?

B: She starts the math class at 8:00 AM.

A: _____ do you study after school?

B: I study at the library with my friends.

A: _____ do you spend your free time after school?

B: I usually play soccer or read a book.

A: _____ do you play soccer with?

B: I play soccer with my classmates in the park near my house.

What time do you go to school?



Wrap-up

Present Tense Questions with What / Where / When

- We can ask questions using the question words **who, what, where, when, why, and how**. If a question starts with one of these words, it is not a yes/no question.
- **“What”** asks about a thing.
- **“Where”** asks about a place.
- **“When”** asks about a time.



Question Word + do/does + subject + verb...?

Remember to use “does” if the subject is **he, she, it,** or **one person, one thing,** or **one animal** (not I or You).

After the verb, you can use an infinitive, object, place, or time.

Use this pattern to make 5 questions in present tense.

Example:

A: What do you want to eat?

B: I want to eat pizza.

Lesson B:

What can I do?

Warm-up

ABILITIES

Can you play the piano very well?



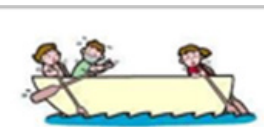
I can play football



I can swim



I can cook



We can row



I can sky



I can fish





I can play baseball



we can play
dodge ball



I can play tennis



I can fly a kite



I can play volleyball



I can dance

Conversation

Can you play the piano?

Listen and practice the conversation with your partners.

Emma: Hey, there's a cooking contest on Saturday.

Joan: Oh, I can't enter a cooking contest. I mean... What can I do?

Emma: You cook delicious meals for your family.

Joan: Thanks! But I guess I need to learn more about it.

Emma: I'm sure you can do it. Go for it!

Joan: OK, but only if you join me!

Emma: Of course. We can totally do this!

Joan: Alright. Let's start practicing tonight!





Grammar

CAN AND CAN'T

We use CAN and CAN'T to talk about someone's skill or general abilities:

She can speak several languages.

He can swim like a fish.

They can't dance very well.



We use CAN and CAN'T to talk about the ability to do something at a specific time in the present:

I can see you.

Help! I can't breathe.



“Can” for abilities and talents.
Sub + can + Verb + Complement



| AFFIRMATIVE | | | |
|-------------|-----|-----------------|------------------------|
| I | can | help | you with that. |
| You | can | pick up | the item at the store. |
| He | can | make | a payment online. |
| She | can | exchange | the item. |
| It | can | save | you time and money. |
| We | can | speak | English and French. |
| They | can | pay | their bill on the 5th. |

“Can” for abilities and talents.
Sub + can't + Verb + Complement

| NEGATIVE | | | |
|-------------|-------|-----------------|------------------------|
| I | can't | help | you with that. |
| You | can't | pick up | the item at the store. |
| He | can't | make | a payment online. |
| She | can't | exchange | the item. |
| It | can't | save | you time and money. |
| We | can't | speak | English and French. |
| They | can't | pay | their bill on the 5th. |



"Can" for abilities and talents.
Can + sub + Verb + Complement?



| INTERROGATIVE | | | |
|---------------|-------------|-----------------|------------------------|
| Can | I | help | you with that? |
| Can | You | pick up | the item at the store? |
| Can | He | make | a payment online? |
| Can | She | exchange | the item? |
| Can | It | save | you time and money? |
| Can | We | speak | English and French? |
| Can | They | pay | their bill on the 5th? |

"Can" for abilities and talents.

Yes, + Subj. + can. No, + Subj. + can't.

| Short answers | |
|-----------------------|------------------------|
| Yes, I can. | No, I can't. |
| Yes, You can. | No, You can't. |
| Yes, He can. | No, He can't. |
| Yes, She can. | No, She can't. |
| Yes, It can. | No, It can't. |
| Yes, We can. | No, We can't. |
| Yes, They can. | No, They can't. |



For second person singular questions, answer Yes, I can. / No, I can't.



1. Listen to three people talk about their abilities. Write J (Joshua), M (Monica), or A (Anthony) on the things they can do well.



2. Complete the sentences using the correct form of “can” or “can’t” and the verb provided

1. My dog _____ (swim) very well.
2. I _____ (not play) the guitar.
3. She _____ (speak) three languages.
4. We _____ (not go) to the party tonight.
5. They _____ (run) very fast.
6. He _____ (drive) a car yet.

Wrap-up

1. When do we use CAN and CAN'T?
2. Is it correct to use CAN NOT in negative short answers?
3. Is it correct to add an “S” to CAN or to the BASE FORM of the verb with third person singular?




Lesson C:

Talents and Abilities

Listening

Listen to the conversations. Decide if the sentences are affirmative or negative. Choose the correct option.

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

Reading

Human talents and abilities are diverse and unique. Read the text to explore the various types of talents and skills that people possess, and then answer the questions.

A World of Talents



Everyone has different talents and abilities. Talents are special skills that we have naturally. Abilities are skills that we can develop through practice and learning.

Artistic Talents: Some people have a natural ability to create art. They can paint, draw, or design. Artistic talents help express feelings and ideas in beautiful ways.



Athletic Abilities: Some people excel in sports. They are fast runners, skilled soccer players, or great swimmers. Athletic abilities often come from practice and physical training.



Musical Talents: Many individuals can sing or play instruments. Musical talents include understanding rhythms and melodies. These skills bring joy to others through music.

Academic Skills: Certain students have a talent for subjects like math or science. They can solve problems quickly and understand complex ideas. These abilities are important for learning.



| | |
|---|---|
| <p>1. What are talents?</p> <p>A) Skills we can learn easily</p> <p>B) Special skills we have naturally</p> <p>C) Skills that everyone has</p> <p>D) Abilities that need no practice</p> | <p>2. True or False: Musical talents include the ability to understand rhythms and melodies.</p> <p>A) True</p> <p>B) False</p> <p>C) Sometimes true</p> <p>D) Not mentioned</p> |
| <p>3. Which type of skills helps students in subjects like math or science?</p> <p>A) Athletic Skills</p> <p>B) Artistic Talents</p> <p>C) Academic Skills</p> <p>D) Musical Talents</p> | <p>4. Which type of talent involves creating art?</p> <p>A) Athletic Talents</p> <p>B) Musical Talents</p> <p>C) Artistic Talents</p> <p>D) Academic Skills</p> |



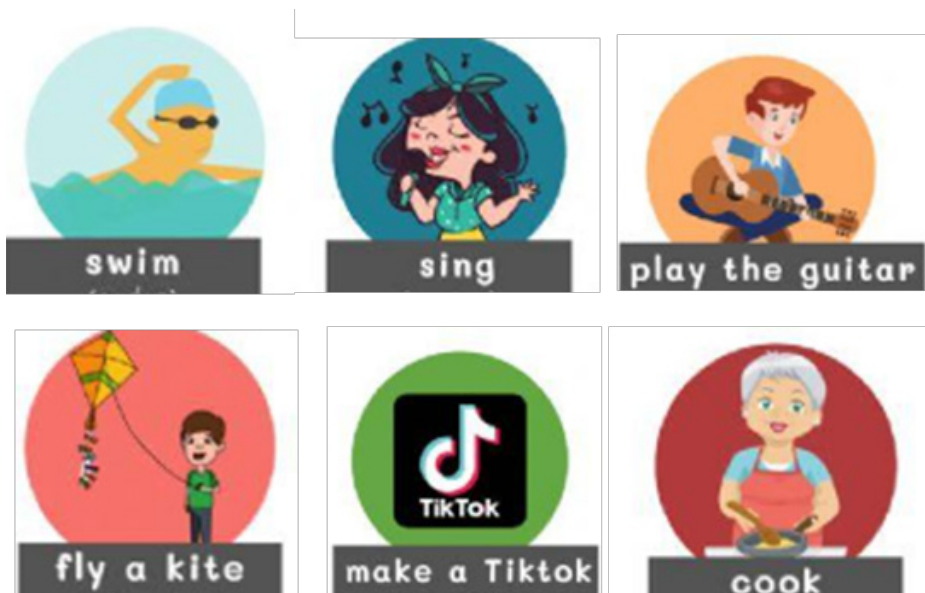
| | |
|---|---|
| 5. True or False: Everyone has the same talents and abilities. A) True B) False C) Sometimes true D) Not mentioned | 6. What can artistic talents help express? A) Feelings and ideas B) Physical strength C) Musical rhythm D) Academic knowledge |
| 7. Which of the following is NOT mentioned as a type of talent in the text? A) Athletic Talents B) Scientific Talents C) Musical Talents D) Artistic Talents | 8. What do athletic abilities often come from? A) Natural talent only B) Practice and physical training C) Learning in school D) Playing instruments |

Speaking

Answer the following questions to talk about your talents and abilities

| | | |
|----|---------------------------------------|---|
| 1. | What can you do very well? |  play soccer |
| 2. | What can you do at home? | |
| 3. | What languages can you speak? | |
| 4. | What things you can't do? | |
| 5. | What sports can you practice or play? |  dance |
| 6. | What foods can you cook? | |
| 7. | What instruments can you play? | |





Wrap-up

Tell your classmates about your favorite sports using the simple present tense and the things you can do very well.







UNIT 03

SHE'S GOING TO HAVE A BARBECUE

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

- » Talk about weekend and birthday plans.
- » Discuss holidays celebrations.
- » Discuss festival, and special occasions .

Lesson A:

Are you going to have a party?

Warm-up

Look at the picture. Try to guess the celebrations.



Vocabulary

Months of the year

| | | | |
|-----------|----------|----------|----------|
| January | February | March | April |
| May | June | July | August |
| September | October | November | December |

Ordinal Numbers

Complete the numbers

| Ordinal numbers | | | | | |
|-----------------|---------|------|-------------|------|----------------|
| 1st | First | 11th | Eleventh | 21th | Twenty first |
| 2nd | Second | | Twelfth | | Twenty second |
| | Third | 13th | Thirteenth | 23th | Twenty third |
| 4th | Fourth | 14th | Fourteenth | | Twenty fourth |
| 5th | Fifth | | Fifteenth | 25th | Twenty fifth |
| | Sixth | 16th | Sixteenth | | Twenty sixth |
| 7th | Seventh | 17th | Seventeenth | 27th | Twenty seventh |
| 8th | Eighth | 18th | Eighteenth | | Twenty eighth |
| 9th | Ninth | | Nineteenth | | Twenty ninth |
| | Tenth | 20th | Twentieth | | Thirtieth |

Conversation

- Steven:** Are you going to graduate from college this year?
- Paula:** Yeah, on May 30th. My parents are going to have a big party.
- Steven:** Great! Is the party going to be at their house?
- Paula:** No, it's not going to be at the house. They're going to have it at a restaurant.
- Steven:** Are you going to get a job right away?
- Paula:** No, I'm not. First, I'm going to travel. Then I'm going to look for a job.



Grammar

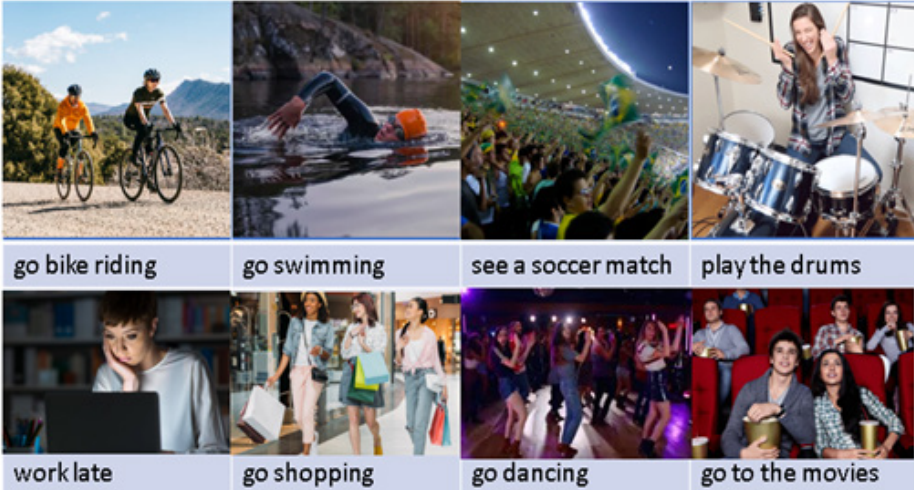
Future with be going to

| The future with be going to | |
|---|---|
| Are you going to do anything tonight? | Yes, I am. I'm going to visit my parents. No, I'm not. I'm going to stay home. |
| Is Michael going to go to the cinema? | Yes, he is. He's going to see a horror movie. No, he's not. He's going to have a barbecue. |
| Are your parents going to eat out? | Yes, they're going to eat at a fancy restaurant. No, they're not. They're going to bake a pizza. |



Yes/No questions

Ask and answer questions



A: Is Tara going to go to the movies tonight?

B: Yes, she's going to go to the movies tonight.

Speaking

Three special dates

Write the part of the day and your plans for three special moments this weekend

Part of the day: _____

Day

Plans



Lesson B:

My holidays plans

Warm-up

Favorite holidays



What's your favorite holiday? Why?

Vocabulary

Holidays in the U.S

Listen and repeat



New year's eve



Halloween



Independence day



Christmas



Valentine's day



Thanksgiving

Conversation

We're going to go dancing

Melissa: So, Mark, do you have any plans for New Year's Eve

Joseph: Absolutely. I'm going to take my girlfriend to the beach

Melissa: Cool! Where exactly are you going?

Joseph: Coconuts Beach. It's in the province of Guayas. It's such a peaceful and quiet place!

Melissa: That sounds great!

Joseph: Yeah! What about you? What are you and Adam going to do during that holiday

Melissa: We're not going to the beach. We're just going to see a movie after the big celebration with our families.

Joseph: That's really nice



Grammar

Wh- questions with be going to

| Wh- questions with be going to | |
|--|--|
| What are you going to do for your birthday? | I'm going to visit my family. I'm not going to have a big party. |
| How is Mark going to travel to the beach? | He's going to take a train. He's not going to fly . |
| Where are Sarah and her friend going to stay ? | They're going to stay at the Hilton Hotel. They're not going to stay at a hostel. |

Time expressions

| Time expressions | |
|------------------|---------------|
| This evening | In two weeks |
| In two days | Next month |
| This weekend | Next spring |
| In a few hours | In five years |

1. Complete these conversations

1. A: Where ____are you going to spend____ (*spend*) New Year's Eve?

B: My wife and I _____ (*visit*) her parents.

2. A: Who ____ you _____ (*invite*) to your Halloween picnic?

B: I _____ (*ask*) some friends.

3. A: What ____ you _____ (*do*) for Independence Day?

B: I don't know. I _____ (*not do*) anything special.

4 A: How _____ your family _____ (*celebrate*) Christmas?

B: We _____ (*have*) a big party.



2. Write short conversations, use the example as a model.

A: What are you going to do next week?
B: I'm going to have a barbecue.
A: Oh, really? Who's going to be there?
B: Well, Ted and Valerie are going to come.

Writing and speaking
My favorite holidays

Write about your three favorite holidays or special celebrations. Explain why you like them and share your plans for next year. Use the example as a model.

| | Date | Why I like it | Plans for the next year |
|-----------|------|---------------|-------------------------|
| Holiday 1 | | | |
| Holiday 2 | | | |
| Holiday 3 | | | |

Example:

Christmas is my favorite holiday. It's on December 25th, and I love it because I get to spend time with my family and exchange gifts. Next year, I'm planning to visit my grandparents and help them decorate their house.



Lesson C:

Let's celebrate

Listening

Listen and practice



Writing




1. Look at the pictures and write short paragraphs. Use the example as a model

We're going to celebrate my mom's birthday next month. We're going to eat special food and I'm going to give my mom a nice gift.



Reading

1. Read the texts about some celebrations around the world and then answer the questions below.

| Celebrations! | |
|---|--|
| Hanami, Japan | |
|  | <p>Hanami, meaning "flower viewing," is a popular tradition in Japan that celebrates the beauty of cherry blossoms. These delicate pink flowers bloom for a short time each spring, signaling the arrival of warmer weather. During Hanami, people gather in parks and gardens to have picnics, drink sake, and enjoy the stunning blossoms. It's a time for relaxation, socializing, and appreciating the natural beauty of the season.</p> |
| Day of the Dead, Mexico | |
|  | <p>The Day of the Dead, or Día de Muertos in Spanish, is a Mexican holiday celebrated on November 1st and 2nd. It's a time to honor and remember deceased loved ones. Families create ofrendas, or altars, adorned with flowers, candles, food, and photographs of the departed. They believe that on this day, the spirits of the dead return to Earth to visit their families. The holiday is filled with colorful decorations, music, and traditional food.</p> |
| Day of candles, Colombia | |
|  | <p>The Day of the Candles, or Día de las Velas, is a Colombian tradition celebrated on December 7th. It's a night of religious devotion and community bonding, where people light candles and place them outside their homes. The tradition is said to have originated as a way to guide the Virgin Mary to Bethlehem. It's a time for reflection, prayer, and sharing stories with loved ones.</p> |

Inti Raymi, Ecuador



Inti Raymi is an Andean celebration that honors the sun god Inti. In addition to Ecuador, it is also celebrated in countries such as Peru and Bolivia, around the winter solstice (June 21). The festival is filled with colorful parades, traditional music and dances. Communities join together to give thanks for the harvest and ask for blessings for the next agricultural cycle.

| | |
|---|---|
| <p>1. What is the main activity during Hanami?</p> <p>A) Visiting temples</p> <p>B) Having picnics under cherry blossoms</p> <p>C) Watching fireworks</p> <p>D) Flying kites</p> | <p>2. What do families place on the altars during the Day of the Dead?</p> <p>A) Gifts and toys</p> <p>B) Flowers, food, and photographs</p> <p>C) Candles and water</p> <p>D) Lights and lanterns</p> |
| <p>3. Where is the Day of the Candles primarily celebrated?</p> <p>A) Mexico</p> <p>B) Japan</p> <p>C) Colombia</p> <p>D) Ecuador</p> | <p>4. In which month is Inti Raymi celebrated?</p> <p>A) March</p> <p>B) June</p> <p>C) September</p> <p>D) December</p> |
| <p>5. When do cherry blossoms typically bloom in Japan?</p> <p>A) Summer</p> <p>B) Winter</p> <p>C) Spring</p> <p>D) Autumn</p> | <p>6. When is the Day of the Dead celebrated?</p> <p>A) October 31st and November 1st</p> <p>B) December 7th and 8th</p> <p>C) November 1st and 2nd</p> <p>D) January 1st and 2nd</p> |



| | |
|---|--|
| 7. Which god is honored during Inti Raymi? | 8. What do people do during the Day of the Candles? |
| A) The moon god | A) Build altars |
| B) The rain god | B) Light candles outside their homes |
| C) The sun god | C) Set off fireworks |
| D) The wind god | D) Dance in the streets |



UNIT 04



I FEEL GREAT!

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

- » Identify the body parts
- » Use health and sickness vocabulary.
- » Give advice and commands.

Lesson A:

How do you feel?

Warm up

Can you name the next body parts?



Brainstorm:

» List as many body parts as you remember.



Vocabulary

Body parts

1. Listen and match:



arm

back

hip

leg

ankle



head

shoulder

chest

elbow

stomach

knee

Foot/ feet



hair

ear

eyebrow

nose

mouth

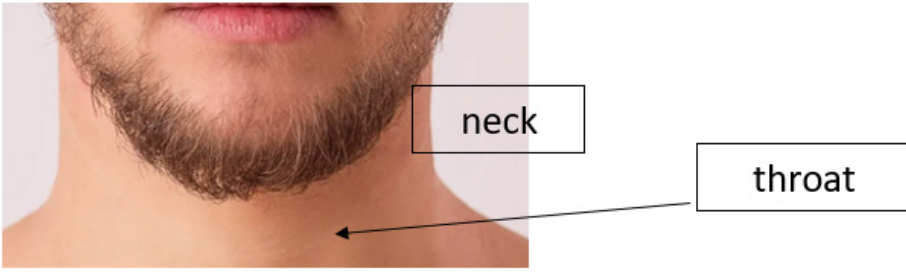


eyes

Tooth/teeth

chin

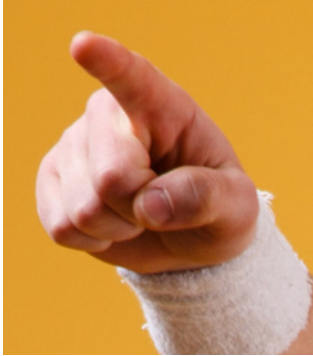




Finger (s)

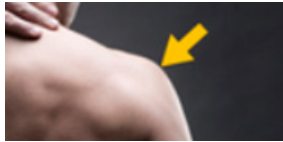
thumb

hand



2. Say the parts of the body you see, then match.

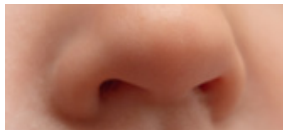
eyes



legs



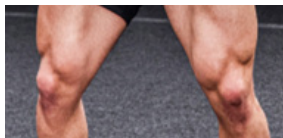
shoulder



nose

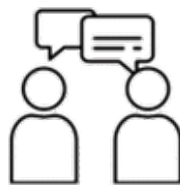


hands



Conversation

Listen and practice.



Jason: Hey, David. How's it going

David: Hey, Jason. Not great, actually. I'm not feeling well.

Jason: I see you don't look good at all . What's the matter?

David: I'm not sure. I have a headache

Jason: Oh no, that's bad . Do you think it s a migraine?

David: Probably. I feel horrible.

Jason: Do you want me to call the doctor? Or do you want some water and a pill?

David: No, but thanks anyway.

Jason: Alright. I'm going to go to the cinema. Please call me if you need anything.

David: Sure, thanks a lot.

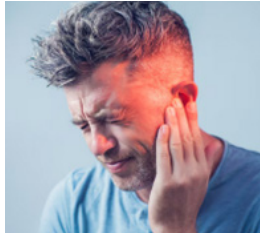


Vocabulary

Listen and practice.



A backache



An earache



A headache



A stomachache



A sore throat



A cold



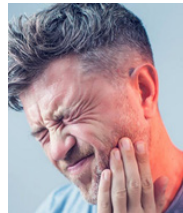
A cough



A fever



The flu



A toothache

Grammar

Have + noun; feel + adjective

Have + noun

Is there something wrong?

Do you feel okay?

I have a cold

I have a toothache

I have a fever

Feel + adjective

How are you?

How do you feel today?

I **feel** tired

I **feel** better

I **don't feel** well.



Have; has

| have | has |
|-----------|---------|
| I have | He has |
| You have | She has |
| We have | It has |
| They have | |

Examples:

I have a cold, a fever and a runny nose.

Robert has a headache, let's offer him an aspirin.

Have+ noun; feel+ adjective

1. Complete the next sentences with the right vocabulary words from the boxes. (There's one extra word)

cold

backache

feel better

Sore throat

toothache

stomachache

1. I ate too much candy. I have a _____.
2. How do you feel? I _____ because I took an aspirin.
3. I have a _____, so I need to go to the dentist.
4. My teacher couldn't speak today, she had a _____.
5. Harry has a _____, he has a runny nose and some temperature.

2. Complete using feel(s) or have/has

1. I _____ (headache) and I _____ (dizzy).
2. She _____ (cold) because she _____ (fever).



3. They _____ (back pain) so they _____ (uncomfortable).
4. He _____ (stomachache) and he _____ (nauseous).
5. We _____ (allergy) and we _____ (sneezing).

New Vocabulary



dizzy



sneezing



nauseous

Wrap up

Imagine you are not feeling well today. Make a list of your symptoms

Example:

I don't feel good. I have...

- » A sore throat
- » A cold
- » A fever



Lesson B:

Try to relax

Wrap up

What medications do you use when you are sick?



Example:

» I drink hot tea and eat chicken soup.

Vocabulary

Common remedies



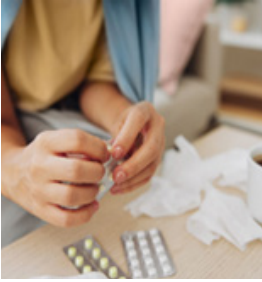
Chamomile tea



Cough syrup



Chicken soup



Cold medicine



Eye drops



Aspirin



Antacid



Nasal spray



Ice pack

1. Listen and practice

Dr Carter: Hello, Ms. Bennett, How are you feeling

Ms. Bennet: Not good at all.

Dr Carter: What's the matter, Ms. Bennet?

Ms. Bennet: I have a bit of cold.

Dr Carter: Hmm. Why do you think that is?

Ms. Bennet: I think I might have caught it from a friend

Dr Carter: Ok... let's take a look at you

Some minutes later...

Dr Carter: I'm going to give you some cough syrup. Take one tablespoon every evening

Ms. Bennet: Alright

Dr carter: and get plenty of rest

Ms. Bennet: Is there anything else that I need to do?

Dr Carter: Yes, stay hydrated and keep warm





Grammar

Imperatives

We use imperatives when we want to tell someone to do something

| Imperatives | Negative |
|---------------------|-----------------------------|
| Get some exercise | Don't stress out |
| Eat a balanced diet | Don't eat lots of fast food |
| Sleep early | Don't watch too much TV |
| Drink lots of water | Don't drink soda every day |



1. Match the pictures with the imperatives.



Don't eat!



Don't take photos!



Don't throw
garbage!



Don't walk the dog!



Don't smoke!



2. Complete the following sentences with the imperatives from the word box. There is one extra word.

Listen - Not talk – Run - Not leave – Play –
Help - Not forget – Write -Not touch

1. Please listen to the instructions carefully.
2. You should _____ faster to catch the bus.
3. Let's _____ soccer in the park this afternoon.
4. Don't forget to _____ your ideas in your notebook.
5. _____ during the presentation; it's rude.
6. Please _____ your keys on the table.
7. _____ your bag unattended in public.
8. _____ that fragile item; it might break.

Wrap up

Research a popular remedy from another country.

1. Write a short paragraph (4-5 sentences) about the remedy, including:

- Its name and origin.
- What it is used for.
- A brief description of how it is prepared or taken.



Example:

Ginger Tea

Ginger tea is a popular remedy in China used to treat nausea and digestive issues. To prepare it, fresh ginger slices are boiled in water for about 10 minutes. Many people drink it to soothe their stomachs and improve digestion.



This natural remedy is known for its warming properties and is often consumed during cold weather.

Lesson C:

Problems, problems

Listening

Where do these people hurt? Look at the pictures and check (✓) the correct body part.

☐

Elbow

☐

Wrist

☐

Head

☐

Throat

☐

Eyes

☐

Head

☐

Tooth

☐

Forehead



Listening

Watch the video and answer the questions next page

1. These are the questions Dr North asks. Number them in the right order.

- » Is it the right ear or the left?
- » Who's the next patient?
- » Do you swim, Mr Lewis?
- » What's the problem today?

2. These are the instructions Dr North gives. Number them in the correct order.

- » Don't swim for a week.
- » Take the pills every day for a week.
- » Please sit down over here
- » Use the drops every morning.



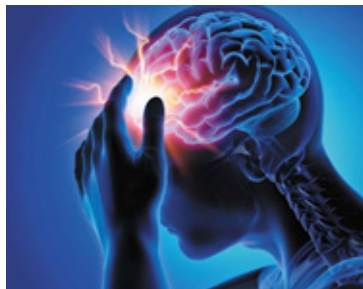
Reading

Understanding Your Body and Pain

1. Read the text and then answer the questions below

Your body is a complex system made up of many parts that work together. Sometimes, when something is wrong, your body sends signals in the form of pain. Pain is a natural way for your body to tell you that something needs attention.

For example, headaches can happen when you are tired, stressed, or dehydrated. Back pain can occur if you sit for long periods or lift heavy objects incorrectly. Muscle cramps are often caused by not drinking enough water or a lack of minerals in your diet. Listening to these signals helps you take care of your health.



If the pain is mild, resting, drinking water, or stretching can help. But if it lasts for a long time or is very strong, it's important to visit a doctor. Your body is always talking to you make sure to listen!

| | |
|--|--|
| <p>1. What is pain a signal of?</p> <p>A) That the body is resting</p> <p>B) That the body is healthy</p> <p>C) That something is wrong in the body</p> <p>D) That the body needs more food</p> | <p>2. What is a common cause of headaches?</p> <p>A) Eating too much</p> <p>B) Sleeping too much</p> <p>C) Stress or dehydration</p> <p>D) Drinking water</p> |
| <p>3. Why might you experience back pain?</p> <p>A)Lifting heavy objects incorrectly</p> <p>B) Drinking too much water</p> <p>C) Running too fast</p> <p>D) Sleeping for too long</p> | <p>4. What can cause muscle cramps?</p> <p>A) Overeating</p> <p>B) Lack of water and minerals</p> <p>C) Excessive sleep</p> <p>D) Eating too many vegetables</p> |
| <p>5. What should you do if the pain is mild?</p> <p>A) Ignore it</p> <p>B) Rest, drink water, or stretch</p> <p>C) Take medicine immediately</p> <p>D) Call a doctor right away</p> | <p>6. What should you do if the pain lasts for a long time or is very strong?</p> <p>A) Drink more water</p> <p>B) Try to sleep</p> <p>C) Visit a doctor</p> <p>D)Do some exercise</p> |
| <p>7. What is the body always doing according to the text?</p> <p>A) Running</p> <p>B) Talking to you</p> <p>C) Stopping pain</p> <p>D) Growing</p> | <p>8. What is a common cause of back pain mentioned in the text?</p> <p>A) Too much water</p> <p>B) Sitting for long periods</p> <p>C) Eating unhealthy food</p> <p>D) Running too much</p> |

Writing

1. After reading, write a short essay (5-7 sentences) about:

1. A time when you felt pain and what you did.
2. What you learned about listening to your body.
3. Two tips for staying healthy based on the reading.

Example:

Last week, I had a headache after studying for too long without breaks. I realized I was dehydrated, so I decided to take a break and drink some water. From the reading, I learned that pain is a way for my body to communicate that something is wrong. It's important to listen to these signals. To take care of my health, I will make sure to stay hydrated and take regular breaks while studying. This way, I can avoid pain and keep my body happy.

Speaking

Look at the following problems that these people have:



Maria has frequent headaches and often feels tired.



John has backache from sitting too long at his desk.



Sara has a stomachache
so she is feeling
uncomfortable.

Now, write a short response (3-5 sentences) giving advice to each person based on what you learned from the reading. Tell your advice to the class.

Example:

For Maria, I would suggest

For John, it might help

Sara should try to

UNIT 05



WHERE IS THE BUS STATION?

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

- » Talk about locations and things to buy
- » Ask for and give directions
- » Give opinions about tourist destinations.

Lesson A:

Places to go

Warm up

What are some popular tourist attractions in your country?

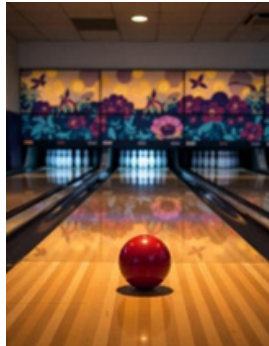


I love Quito, it is an interesting city...

Vocabulary: Places in town



Gas station



Bowling alley



Aquarium



Department store



Hotel



Playground



ATM

Vocabulary

Places in town

1. Match and practice in pairs.

Example: Where can you get a meal? – You can get a meal at a restaurant.

| PLACES THINGS TO GET | | ANSWERS | |
|----------------------|-----------------|---------|---|
| 1. hotel | a. groceries | 1 | c |
| 2. supermarket | b. a bus | 2 | |
| 3. gas station | c. medicine | 3 | |
| 4. hospital | d. a room | 4 | |
| 5. bus station | e. a meal | 5 | |
| 6. drug store | f. medical care | 6 | |
| 7. restaurant | g. parking spot | 7 | |
| 8. parking lot | h. gasoline | 8 | |



Conversation

Camille: Excuse me, Can you help me?

Police officer: Hello. Of course, what happened?

Camille: I need directions to some places. I'm visiting the city for the first time.

Police officer: Where do you want to go?

Camille: I want to visit the city museum. Where is it?

Police officer: That is actually close. It's near the Great View Hotel

Camille: Really? I'm staying at the Great View Hotel. I guess I'll check it later.

Police officer: Do you need anything else?

Camille: Yes, I do. Where is the best restaurant around?

Police officer: They serve good food at Gio's Restaurant. It's next to the city library.

Camille: Where is the city library?

Police officer: It's in front of us. Look!

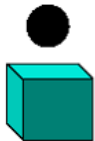
Camille: How did I not see it!? Thank you so much.

Police officer: You are welcome.

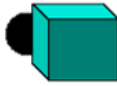


Grammar

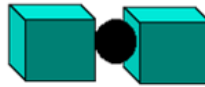
Prepositions of place



above



behind



between



in



in front of



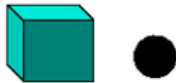
next to



on



on the left



on the right



under

Grammar

Prepositions of place

| Preposition | Example |
|------------------|--|
| on | The hospital is on Amazonas Street. |
| next to | The church is next to the flower shop. |
| across from | The store is across from the bakery. |
| behind | The park is behind the school. |
| between | The gym is between the city hall and the bank. |
| on the corner of | The drugstore is on the corner of Main Street and 8th. |

Which statements are true?

We use prepositions of place to

☐

... give locations.

☐

... make new friends.

☐

... refer to a place.














Grammar:

Prepositions of place

Use prepositions of place to complete the directions

| Prepositions | | | | | |
|--------------------------|-------------|--------------------------|---------|--------------------------|------------------|
| <input type="checkbox"/> | Across from | <input type="checkbox"/> | between | <input type="checkbox"/> | on |
| <input type="checkbox"/> | behind | <input type="checkbox"/> | Next to | <input type="checkbox"/> | On the corner of |

| | | | | | | | |
|---|---|--|---------------|---|-----------------|--|-------------|
|  Book store |  Chinese restaurant |  Supermarket | FIRST STREET |  Hospital | SECOND STREET |  National museum | MAIN STREET |
| OAK HILL AVENUE | | | | | | | |
|  Zoo | HARRY'S STREET |  Bus station | LONDON STREET |  Central Park | ST. MARY STREET |  Church | MAIN STREET |
|  Cinema | | | | | |  City bank | |
| POOR'S NEIGHBORHOOD AVENUE | | | | | | | |

- 1. The hospital is on Oak Hill Avenue.
- 2. The museum is ____ the church.
- 3. The bookstore is ____to the Chinese restaurant.
- 4. The Chinese restaurant is on Oak Hill Avenue, ____ the book store and the supermarket.
- 5. The church is ____ the city bank.
- 6. The National Museum is ____ Main Street.



1. The music store is _____ Santos Dumond Street and Rosa e Silva Avenue.
2. The hospital is _____ the pet shop.
3. The toy store is _____ the music store and the restaurant.
4. The supermarket is _____ the restaurant.
5. The fast-food restaurant is _____ Amélia Street.

Grammar

Prepositions of place

Ask and answer questions about places in your city.

Use prepositions of place.

- A: Where is the central park?
 B: It's across from the church.
 A: Where is the airport?
 B: There's no airport in our city



Wrap up



- 1. When do we use prepositions of place?
- 2. Give 5 examples of prepositions of place.
- 3. Where is your school establishment?
- 4. Where is the nearest hospital?

Lesson B:

How do I get there?

Warm-up

Favorite places

What’s your favorite place in the city?

My favorite spot is...



Grammar

Directions

Tourist: Excuse me, can you help me? I am looking for the museum.

Person: Certainly, it's about a five minutes' walk. I can give directions.



Tourist: Thank you. That's very kind of you.

Person: No problem. Go along this Street to the traffic lights. Do you see them?

Tourist: Yes, I can see them.

Person: At the traffic lights, turn them into Queen Mary Avenue.

Tourist: Queen Mary avenue.

Person: Go straight. Take the second left and enter Museum Drive.

Tourist: Ok, Queen Mary Avenue, straight on and then the third left, Museum Drive.

Person: No, it's the second left

Tourist: Ah, right, the second Street on my left.

Person: Right, just follow Museum Drive and the museum is at the end of the road.

Tourist: Great, thanks again for your help.



Grammar

Directions

| Asking for directions | Giving directions |
|---|---------------------------------|
| How do I get to the library? | Go up... |
| Where is the nearest ATM? | It's on the corner |
| Can you tell me the way to the airport? | Go straight ahead |
| I'm looking for this address | Turn left |
| I need to get to the bus station | Turn right |
| Is it far? | It's about 100 meters from here |

Grammar

Directions



How do I get to the nearest ATM?

How can I get to the airport?

Walk up/ Go up
Andreas Avenue.

Walk down/ Go down
Evergreen Street.

Turn left on Ninth Street.
It's **on the right**.



Grammar

Directions

1. Match

- Asking for directions
- Giving directions



- How do I get to the train station? ____
- Turn right on Alamos Street. ____
- How can I get to the bay? ____
- Take a left turn. ____
- Where is the nearest shopping mall? ____
- Go straight this way. ____

2. Complete the conversation

- | | |
|---|---|
| <input type="checkbox"/> Excuse me. Can you help me? | <input type="checkbox"/> Thanks a lot |
| <input type="checkbox"/> Is there a drugstore around? | <input type="checkbox"/> Where on South Street? |
| <input type="checkbox"/> Next to the bakery? | |

Eva: Excuse me, can you help me?

Police officer: Sure

Eva: _____

Police officer: Yes, there is. It is in the shopping mall on South Street.

Eva: _____

Police officer: It's on the corner of South Street and Sixth Avenue.

Eva: _____

Police officer: Yes, that's right. It's next to the bakery shop.

Eva: _____

Police officer: You're welcome.



Grammar

Directions

3. Ask for and give directions to the places in the map.



Example:

- A: Excuse me, how can I get to the museum?
- B: Well, take a right turn. It is next to the factory.
- A: Thank you for your time.
- B: You are welcome

Wrap - up

1. Which phrases for giving directions do you remember?
2. Tell the class about how to get to the nearest park.
3. Which phrases for asking for directions do you remember?
4. Ask someone about how to get to the nearest ATM.



Lesson C:

Taking a tour

Listening

- Look at the picture. What do you see in the picture? Do you visit those places regularly?
- Listen to the conversation and find out where they are heading.

A _____
B _____
C _____
D _____

(cinema, post office, bus station, underground station)





Reading

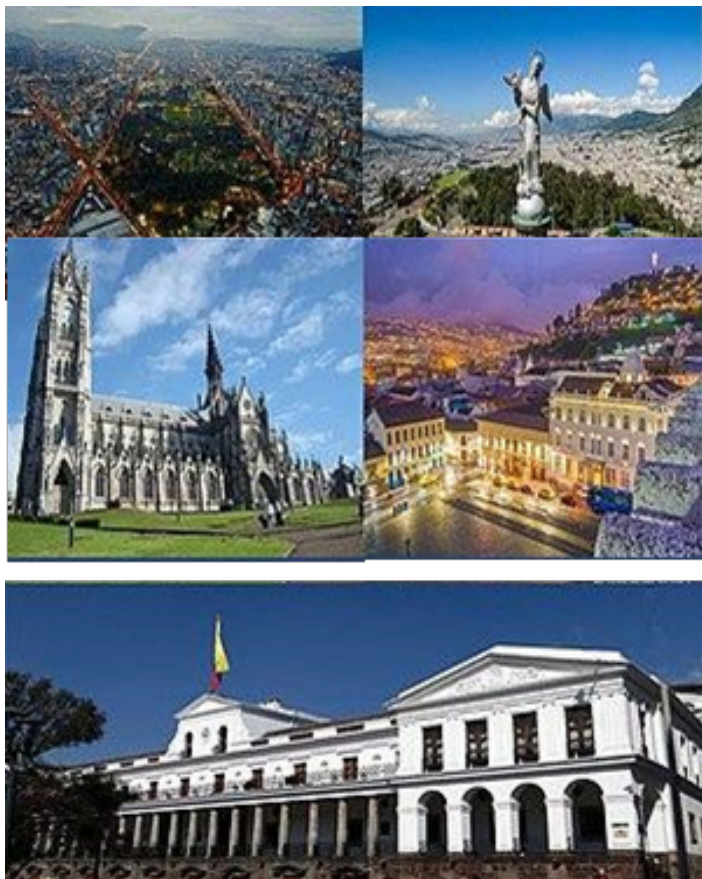
Read about places to visit in Quito. Then, answer the questions.



Quito is the capital of Ecuador. It is a beautiful city in the Andes mountains. Many tourists visit Quito every year.

In the center of Quito, you can find **Plaza de la Independencia**. This is a big square with a statue in the middle. There are many restaurants **around** the square. You can sit **at** a table and enjoy traditional Ecuadorian food.

Next to the plaza, there is a historic church called **La Catedral**. It is very old and has beautiful architecture. You can go inside and see the colorful windows.



In front of the cathedral, you can visit the **Presidential Palace**. It is a large building with a guard at the entrance. Tourists can take pictures **in front of** it.

Another famous place in Quito is the **Panecillo Hill**. It is **above** the city. You can hike **up** the hill and see a big statue of the Virgin Mary. The view **from** the top is amazing! You can see all of Quito.

At the bottom of the hill, there is a small market. You can buy souvenirs **from** local artisans. They sell handmade crafts, hats, and jewelry.

Quito is a great city for tourists. There are many places to visit and things to do. Enjoy your trip!



Select the right answers for each question

1. What is the capital of Ecuador?

- a) Guayaquil
- b) Cuenca
- c) Quito
- d) Loja

2. Where is Plaza de la Independencia located?

- a) In front of La Catedral
- b) In the center of Quito
- c) On Panecillo Hill
- d) Near the market

3. What can you find next to Plaza de la Independencia?

- a) A museum
- b) La Catedral
- c) The Presidential Palace
- d) A park

4. What type of food can you enjoy around the square?

- a) Italian food
- b) Fast food
- c) Traditional Ecuadorian food
- d) Chinese food

5. What is located in front of La Catedral?

- a) Statue
- b) The Presidential Palace
- c) A market
- d) Panecillo Hill

6. Where can you see the statue of the Virgin Mary?

- a) Plaza de la Independencia
- b) La Catedral
- c) Panecillo Hill
- d) The market

7. What can you buy at the bottom of Panecillo Hill?

- a) Traditional food
- b) Souvenirs
- c) Clothes
- d) Art

8. Why do many tourists visit Quito?

- a) For the beach
- b) For the mountains and historic sites
- c) For shopping
- d) For adventure sports



Writing

Answer the following questions to make a paragraph about your city.

1. How often do you go out?
2. Where do you normally hang out with friends?
3. What do you usually do on the weekends?
4. Are there places to exercise in your city?
5. Are there traditional restaurants in your city?
6. Where do people attend concerts in your city?
7. What are the most popular means of transportation in your city?
8. What would you recommend to a tourist?



Wrap-up

Tell the class about your favorite place in the city. How can you get there? Why do you like it? Is there another nice place around?







UNIT 06

ON THE WEEKEND

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

- » Talk about weekend and vacation activities.
- » Ask for and give information about past activities.
- » Write about last weekend

Lesson A:

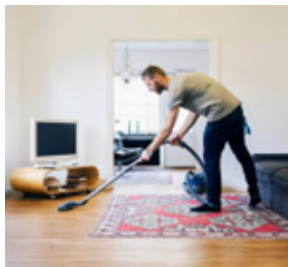
I had a good time

A: Look at the picture for 1 minute. Try to remember the activities you see. Add one more

B: Choose the activities you usually do on the weekends. Do you like doing them? Why or why not?



Check an email



Clean the house



Do the laundry



Exercise



Work or study



Wash the car



Visit relatives

Vocabulary

Activities

Complete the chart with your information. Then ask 2 classmates and share with the class.

| Me | | Classmate 1 | | Classmate 2 | |
|-----------------------|----------------------------|---------------------------|-------------------------------|-------------------------------|---------------------------|
| I answer the email... | I don't clean the house... | S/he does the laundry ... | S/he doesn't wash the car ... | S/he goes grocery shopping... | S/he doesn't exercise ... |
| | | | | | |
| | | | | | |

Vocabulary

Regular verbs

| Simple Past statements; regular verbs | | |
|---------------------------------------|--------------------------------|----------------------|
| I visited my parents. | I didn't visit my parents. | Visit → Visited |
| You accepted the present. | You didn't accept the present. | Accept → Accepted |
| She decided to shop. | She didn't decide to shop. | Decide → Decided |
| We adopted a white cat. | We didn't adopt a white cat. | Adopt → Adopted |
| They exercised a lot. | They didn't exercise a lot. | Exercise → exercised |
| didn't = did not | | |

Conversation

Listen to the conversation then complete the statements

Did you have a good weekend?

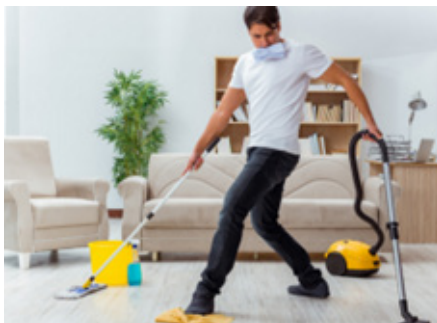
1. Well, on Saturday, I _____ in the morning. Then I _____ the house,



_____ the laundry, and _____ basketball. And in the evening, I _____ my house.

What did you do on Sunday?

2. I _____ the car
and _____ series on TV.



Grammar

Regular verbs

1. Rose is talking about her weekend. Complete the sentences

On Saturday night, I _____ (cook) pasta but my friends _____ (not like) it. I _____ (decide) to order some food, and I _____ (prepare) some drinks. On Sunday, I _____ (call) my cousin.



We _____ (clean) my closet and _____ (dance). In the afternoon, she _____ (help) me to complete my homework assignments. We _____ (shop) for food and _____ (stay) home for the rest of the day.

2. Complete the sentences with the past simple affirmative

Sebastian _____ his mother in Mocache town yesterday. (visit)

Daria _____ in the UTEQ Basketball Championship. (participate)

Maxime _____ for an English test last night. (study)

Diego _____ football at Central Campus soccer field. (play)

Valeria _____ her birthday presents. (love)



Eliza _____ some books for the teacher. (carry)
 Alberto _____ his photos on Facebook. (post)
 Sally _____ to Quevedo by car. (travel)

Grammar

Wrap-up

Tell your classmate about your past activities?

- 1. Yesterday, I.....
- 2. Last night, I
- 3. Last week, I
- 4. Last month, I
- 5. Last year, I



Lesson B:
Did you have fun?

Warm-up

Irregular verbs

Complete the chart

| <i>Present</i> | <i>Past</i> |
|----------------|-------------|
| | bought |
| | ran |
| | Took |
| | Made |
| | Put |
| | Rode |
| | flew |
| | Went |
| | did |

Grammar:

Simple past statements

Irregular Verbs



I **did** my homework.

I **didn't do** the experiment.



You **got up** in the morning.

You **didn't get up** at noon.



He **went** to the library.

He **didn't go** shopping.



We **met** our friends.

We **didn't meet** our boss.



You **came** home late.

You **didn't come** on time.



They **had** a barbecue.

They **didn't have** a party.



Grammar

Simple past statements

1. Complete the story with the correct past tense form of the verbs in the box.

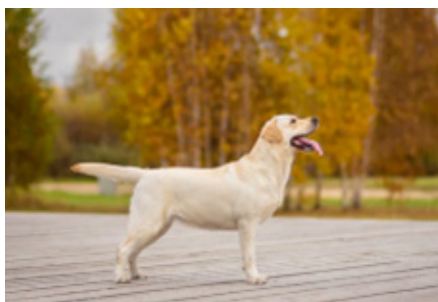
| | | | | |
|------|------|------|-------|--------|
| Saw | went | had | drove | met |
| took | gave | left | ran | got up |



Yesterday, Marta _____ at 8am. She _____ her dog some breakfast, but there was no time to take him for a walk.



Marta _____ the house. She _____ to the bus stop and _____ her friends. They arrived at UTEQ and _____ to their first lesson. It was English.



Suddenly, Marta _____ her dog! It was outside, in the playground.

Marta called her mum. Her mom _____ to the University, and _____ the dog home in car.

Grammar

Simple past statements

2. Choose the correct verbs to complete the sentences.



1. Yesterday, I **went / gave** to Quevedo town in Ecuador.
2. Fred was hungry, so he **made / ate** at the shopping mall.
3. I **went / ate** a chanfaina food in Gato restaurant, It was delicious.
4. Sandra **drank / did** a lot of water after she **ran / drove** a race at UTEQ 2K.
5. I **thought / felt** South Bridge was the first one in Quevedo.



Grammar

Simple past Yes/No questions

Did you have a nice evening?

Yes, I **did**. I had a great time.

Did you go camping?

No, I **didn't**. Actually, I went to the beach.

Did Jake like his vacation?

Yes, he **did**. He liked it a lot.

Did Jules and her best friend go to Miami?

No, they **didn't**. They went to Chicago.



3. Complete the conversation. Then practice with your partner.



A: Hi! What (1) _____ you _____ (do) last weekend?

B: I (2) _____ (go) to the park. What about you?

A: I (3) _____ (stay) at home and (4) _____ (watch) a movie.

B: That sounds fun! What movie (5) _____ you _____ (watch)?

A: I (6) _____ (watch) a new action movie. It (7) _____ (be) great!

B: Nice! I (8) _____ (play) soccer with my friends. We (9) _____ (have) a good time.

A: Cool! How many goals (10) _____ you _____ (score)?

B: I (11) _____ (score) two goals!

A: Wow, that's amazing!

Grammar

Simple past statements

Regular verbs and irregular verbs.

Mara wrote an email to a friend. Complete the sentences with the simple past form of the verbs in parentheses.

Hi Nate,

I hope you are doing well! I want to tell you about my weekend.

On Saturday, I (1) _____ (go) to the beach with my family. We (2) _____ (swim) in the ocean and (3) _____ (build) sandcastles. It (4) _____ (be) a lot of fun!

On Sunday, I (5) _____ (stay) at home. I (6) _____ (read) a book and (7) _____ (watch) a movie. The book (8) _____ (be) very interesting.



What (9) _____ (do) last weekend? I would love to hear your stories!

Take care,
Mara

Wrap-up/Speaking



Tell your classmates about your weekend. Tell them five things you did and five things you didn't do.

- A: I went to the Middle of the World last weekend.
B: I didn't go there. But I met my classmates.
C: I met my classmates, too! We went



Things I did

- I went to Baños.
I ate a lot.
I.....

Things I didn't do

- I didn't make the bed.
I didn't have a barbecue.
I didn't

Lesson C:

Last Weekend

Did you have a good summer?

Pronunciation: -ed

A. Listen and Practice. Notice the pronunciation of -ed

| /t/ | /d/ | /ld/ |
|--------|-----------|---------|
| Cooked | Exercised | Decided |

B. Listen and write these verbs under the correct sounds.

| | | |
|---------|----------|---------|
| Worked | Cleaned | Wanted |
| Invited | Listened | Shopped |

Listening: Last summer

Listen to the conversation and cross out all the verbs you hear.

| | | | | |
|---------|-----|------|-----|---------|
| Visited | was | were | had | enjoyed |
|---------|-----|------|-----|---------|

| | | | | |
|-------|--------|------|-------|-----------|
| Spoke | talked | went | liked | performed |
|-------|--------|------|-------|-----------|



Reading: Simple Past Tense

Read the story. Then answer the questions

My Last Vacation

Last summer, I **went** to the beach with my friends. We **decided** to visit a small town by the sea. We **stayed** in a nice hotel. Every morning, we **woke up** early and swam in the ocean. The water **was** warm and clear.

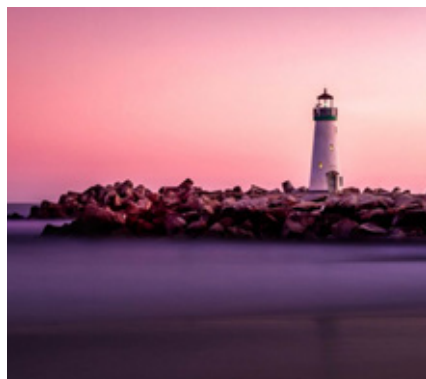


One day, we **took** a boat trip. We **saw** dolphins and many beautiful fish. It **was** amazing! After the boat trip, we **had** lunch at a local restaurant. I **ate** seafood, and it **tasted** delicious.



In the evenings, we **walked** along the beach and **talked** about our plans for the future. We **played** games and **listened** to music. It **was** so much fun!

On the last day, we **visited** a famous lighthouse. We **climbed** to the top and **enjoyed** the beautiful view. I **took** many photos to remember this vacation.



I **returned** home happy and **relaxed**. I **missed** the beach and my friends, but I **will** always remember this wonderful vacation!



Select the right answers for each question

| | |
|---|--|
| <p>1. Where did the writer go on vacation?</p> <p>a) The mountains</p> <p>b) A city</p> <p>c) The beach</p> <p>d) A desert</p> | <p>2. Who did the writer go with?</p> <p>a) Family</p> <p>b) Friends</p> <p>c) Alone</p> <p>d) Neighbors</p> |
| <p>3. What kind of hotel did they stay in?</p> <p>a) A small hotel</p> <p>b) A big hotel</p> <p>c) A luxury hotel</p> <p>d) A cheap hotel</p> | <p>4. What did they do every morning?</p> <p>a) Slept late</p> <p>b) Went shopping</p> <p>c) Swam in the ocean</p> <p>d) Visited museums</p> |
| <p>5. What did they do on the last day?</p> <p>a) Go shopping</p> <p>b) Visit a lighthouse</p> <p>c) Watch a movie</p> <p>d) Fly a kite</p> | <p>6. What did the writer eat for lunch?</p> <p>a) Pizza</p> <p>b) Pasta</p> <p>c) Seafood</p> <p>d) Salad</p> |
| <p>7. What did they see on the boat trip?</p> <p>a) Whales</p> <p>b) Dolphins</p> <p>c) Sharks</p> <p>d) Sea turtles</p> | <p>8. How did the writer feel at the end of the vacation?</p> <p>a) Sad and tired</p> <p>b) Happy and relaxed</p> <p>c) Bored and lonely</p> <p>d) Angry and confused</p> |



Writing: Past time expressions

Write five sentences that are true for you. Choose a past expression to start your sentences. Add more information after the verb

Last week / weekend / month / year / yesterday - one / two / three weeks / months ago

Yesterday morning / afternoon / evening – this morning

| | | | | | |
|-----|-------|------|-------|--------|-----|
| Buy | go | have | leave | lose | get |
| up | visit | play | watch | listen | |

This morning, I left my keys on the chest of drawers in my bedroom.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Wrap-up

Add two activities to the list. Check six things to ask your partner. Then ask and answer questions

Did you last summer?

- » do anything fun
- » play on the beach
- » eat seafood
- » read any books
- » visit any museums



- » watch any horror movies
 - » see a famous person
 - » Learn a new language
-
-

Example:

Did you do anything fun last summer?

Yes, I did. I went to explore Quilotoa lake last summer





UNIT 07

I WAS BORN IN QUEVEDO.

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

- » Talk about family and personal history.
- » Describe school experiences.
- » Talk about memories.

Lesson A:

She was born in Ecuador

Warm-up

Look at the pictures. Where were they born?



Vocabulary: Some countries around the world

When was the independence of these countries?

The **independence** of Ecuador **was** on August 10, 1809.

| Countries | | | | |
|-----------|----------|----------|-----------|--------|
| The U.K. | The U.S. | Japan | Mexico | China |
| Ecuador | Brazil | Colombia | Australia | France |



Conversation

A: Hi! What's your name?

B: Hello! My name is Maria. What about you?

A: I'm John. Nice to meet you, Maria! Where were you born?

B: I was born in Madrid, Spain. And you?

A: I was born in New York, USA.

B: That's interesting! When were you born?

A: I was born on June 15, 2000. How about you?

B: I was born on March 22, 2001.

A: So, we are almost the same age! What was your favorite place to visit as a child?

B: I loved visiting the beach. It was always fun! What about you?

A: I really liked going to the park. There were many trees and playgrounds.

B: That sounds great!

A: Yes, it was!



Grammar

| Past of be | | |
|--------------------------------------|-------------------------------------|---|
| I was born in Quevedo. | I wasn't born in Quito. | Were you at home yesterday? |
| You were really kind. | You weren't fat. | Yes, I was ./ No, I wasn't . |
| She was ten years old. | She wasn't in college. | Was your grandfather from Australia? |
| We were at the shopping mall. | We weren't at school. | Yes, he was . / No, he wasn't . |
| They were born in Guayaquil. | They weren't born in Madrid. | Were your cousins born |



| | | |
|--|--|--|
| | | in Ecuador? Yes, they were ./ No, they weren't . |
| Weren't: were not wasn't: was not | | |

Grammar

1. Choose the right option was or were:

- Where _____ your uncle born?
a) Was b) were
- A few years ago, my friends _____ still in high school.
a) Was b) were
- My favorite videogame _____ Mario Bros.
a) Was b) were
- Who _____ your first Math teacher?
a) Was b) were
- When _____ the last time you cooked?
a) Was b) were
- What _____ your favorite sport when you _____ a kid?
- Alice _____ my best friend in university.
a) Was b) were
- Where _____ you at 5 o'clock yesterday morning?
a) Was b) were

Grammar: Past of be

2. Fill the gaps using was/ were/ wasn't/ weren't

I _____ in Cuenca. I _____ (-) in Loja.

My cousins Maria and Juan _____ in Chile last year.

_____ you in the concert? I didn't see you!



George Washington _____(-) the first president of Canada. He _____ American!

My parents_____ 20 years old when they got married.

Lauren_____ the best student when she was in 7th grade.

Language in context: Famous first

Practice: Read the paragraphs. Use the model to write your own ones.



Richard Carapaz

He was born in Ecuador in 1993. He's a professional road racing cyclist, who has won medals for the country.



Neil Armstrong

The first person on the moon in 1969 was American astronaut Neil Armstrong. He was on the moon for only two and a half hours.



Venus and Serena Williams

The two sisters are one of the most popular tennis players. They won Wimbledon in 2000.

Writing: Famous first

Practice: Ask and answer information questions. Use the patterns.



Who was/were...
Where was/were...

Wrap up: Guess!
Say the name of a famous person



A: Fausto Miño.
B: He was born in Ambato, Ecuador.
A: Are you sure?
B: I'm positive.

Lesson B:

Where did you study English?

Combine the questions from column A with column B, analyze the correct option.

| Column B | | |
|------------------------|---------------|---|
| Where __ yesterday? | ...did you go | 1 |
| When __ last vacation? | ...was your | 2 |

| | | |
|--------------------------------|-----------------|---|
| Where __ with your family? | ...were you | 3 |
| Why __ the gym this morning? | ...did you do | 4 |
| How __ to school this morning? | ...did you miss | 5 |
| What __ last weekend? | ...did you get | 6 |

Grammar: Where did you grow up?

Listen and practice the dialogue.

Maria: So, Robert, where did you grow up?

Robert: I grew up in Ecuador.

Maria: Were you born there?

Robert: Yeah. I was born in Cuenca.

Maria: And when did you come to Quevedo?

Robert: In 2012.

Maria: How old were you back then?

Robert: I was eighteen. I went to college here.

Maria: Cool! What was your major?

Robert: Graphic designing. It was easy for me as I love drawing and creating new things.

Maria: Seriously? So, why did you become a hairstylist?

Robert: I thought I was good at it, besides I had to work to pay for my expenses. So, what do you think!?

Maria: I guess it's ...different!



Grammar: Wh-questions in past with did.

Questions and responses in the simple past tense with did, was, and were.

| | |
|---------------------------|------------------------|
| Where did Claire grow up? | She grew up in London. |
|---------------------------|------------------------|



| | |
|---------------------------------|-------------------------------------|
| What did your brother do there? | He worked in a shopping mall. |
| When did you come to Miami?. | We came to Miami in 2023 |
| Why did you become a lawyer? | Because I wanted to interpret laws. |

Grammar: Past time expressions

| LAST | AGO | YESTERDAY |
|---------------|-----------------|--------------------------|
| Last night | 10 minutes ago, | Yesterday |
| Last Sunday | An hour ago, | Yesterday morning |
| Last week | Three days ago, | Yesterday afternoon |
| Last weekend | A week ago, | Yesterday evening |
| Last year | A month ago, | The day before yesterday |
| Last month | A year ago, | |
| Last vacation | Two years ago, | |

Grammar: Wh-questions in past with did, was, and were.

Listen and practice the dialogue with your classmates.

Phone Conversation

Emily: Hi, Jake! How was your weekend?

Jake: Hi, Emily! It was great! On Saturday, I went to the park with my family. We had a picnic and played soccer. What about you?

Emily: That sounds fun! I stayed home on Saturday. I watched a movie and cooked dinner.

Jake: Nice! What movie did you watch?

Emily: I watched a comedy. It made me laugh a lot! After that, I called my friend and we talked for an hour.

Jake: That's cool! On Sunday, I visited my grandparents. We ate lunch together and talked about old stories.



Emily: That sounds lovely! I went to a museum on Sunday. I saw some interesting art and learned a lot.

Jake: Wow! I love museums. What was your favorite part?

Emily: I really liked the painting exhibit. The colors were beautiful!

Jake: That's awesome! I wish I could have gone with you.

Emily: Maybe next time!

Jake: Definitely! Let's plan something for next weekend.

Grammar: Wh-questions in past was, and were.

| Wh- questions | Answers |
|---|----------------------------------|
| Where were you born? | I was born in Quevedo. |
| When was he born? | He was born in 2019 |
| How old were you in 2005? | I was fifteen |
| What was your favorite subject in primary school? | English was my favorite subject. |

Grammar

Verb to be in past (was and were)

| AFFIRMATIVE | NEGATIVE | INTERROGATIVE |
|----------------------------------|------------------------------------|-------------------------------|
| Yes, I was | No, I wasn't | Was I ? |
| Yes, You were | No, You weren't | Were You ? |
| Yes, He / She / It was | No, He / She / It wasn't | Was He / She / It ? |
| Yes, We / You / They were | No, We / You / They weren't | Were We / You / They ? |

Were you at the university yesterday?

Yes, I was.

No, I wasn't

Why was she late for class yesterday?

Because she missed the bus.



Grammar: Practice

Choose the correct answer to complete the questions.

1. _____ old was your sister last year? She was 30.
- a) When
 - b) How
 - c) Why
2. _____ was that horrible noise? It was something in the kitchen.
- a) Why
 - b) How
 - c) What

Grammar: How do you say the years?

Listen and repeat the years.

| Years |
|---|
| 1900 = nineteen hundred |
| 1908 = nineteen oh eight |
| 1994 = nineteen ninety-four |
| 2000 = two thousand |
| 2006 = two thousand and six |
| 2024 = two thousand and twenty-four or twenty-twenty four |

Ask the questions. Use a year in your responses.

- When were your brothers born? _____
- When were you born? _____
- When did your father turn 15? _____
- When did you start college? _____
- When did you get your I.D.? _____
- When was your father born? _____



Wrap-up

Tell your partners the responses of these questions.

- What class wasn't your favorite?
- What did you eat when you were in high school?
- Why did you learn English?
- Who were your best friends in high school?
- Who was your favorite teacher when you were in primary school?

Lesson C: *My Exciting Past*

Pronunciation

Listen and practice the pronunciation.

| One syllable | | One syllable | |
|--------------|-------|--------------|---------|
| Aren't | Don't | Isn't | Doesn't |
| Weren't | Can't | Wasn't | Didn't |

Listen and practice the sentences.

- We **didn't** like the movie because it **wasn't** interesting at all.
- You **don't** like wine, and he **doesn't** like soda.
- This **isn't** my book, and I **can't** read Japanese.
- You **weren't** in class yesterday morning, and you **aren't** in class today.

Listening

Listen to the conversations and choose the correct answers.

Conversation 1:

What did Mia do during the weekend?

- a. Stayed at home b. went shopping c. saw a movie

Conversation 2:

Who did Sophie go with to the cinema?

- a. Mark b. her friends c. Alone

Conversation 3:

Did the man go to the restaurant too?

- a. Yes, he did. He went with his girlfriend
b. No he didn't.
c. No, didn't, because he doesn't have money.

Conversation 4:

Why did the man didn't go to watch the movie?

- a. He was sick
b. He doesn't like the movie
c. He was working all day

Reading

Look at the photo. Then read and answer:



A Day at the Park

Last Saturday, Maria and Tom went to the park. The weather **was** beautiful. The sun **was** shining, and there **were** many people outside. Maria **was** very happy.

In the park, there **were** children playing on the swings. The children **were** laughing and having fun. Tom and Maria wanted to join them, but they **weren't** sure how to play.



They saw a group of friends having a picnic. The food **was** delicious! There **were** sandwiches, fruits, and drinks. Maria and Tom **weren't** invited to the picnic, but they **were** very hungry.

After walking around the park, they found a bench. They sat down and talked. Maria said, "The park **was** great today!" Tom agreed and replied, "Yes, but we **weren't** very active."

At the end of the day, they went home. Maria said, "Next time, we **will** play more!" Tom smiled and said "Yes, it **wasn't** a bad day after all."

| Select the right answers for each question | |
|--|---|
| <p>1. What day did Maria and Tom go to the park?</p> <p>a) Sunday</p> <p>b) Saturday</p> <p>c) Friday</p> <p>d) Monday</p> | <p>2. How was the weather?</p> <p>a) Rainy</p> <p>b) Cold</p> <p>c) Beautiful</p> <p>d) Windy</p> |
| <p>3. What were the children doing in the park?</p> <p>a) Eating</p> <p>b) Playing on swings</p> <p>c) Sleeping</p> <p>d) Reading</p> | <p>4. Were Maria and Tom invited to the picnic?</p> <p>a) Yes, they were</p> <p>b) No, they weren't</p> <p>c) They didn't want to go</p> <p>d) They were late</p> |
| <p>5. What food was at the picnic?</p> <p>a) Pizza</p> <p>b) Sandwiches, fruits, and drinks</p> <p>c) Chips and soda</p> <p>d) Ice cream</p> | <p>6. What did Maria and Tom do after walking around the park?</p> <p>a) They went home</p> <p>b) They had a picnic</p> <p>c) They sat on a bench</p> <p>d) They played games</p> |

| | |
|---|--|
| <p>7.How did Maria feel about the park?</p> <p>a) She was sad</p> <p>b) She was happy</p> <p>c) She was bored</p> <p>d) She was angry</p> | <p>8.What did Tom say at the end of the day?</p> <p>a) It was a bad day</p> <p>b) They should go home</p> <p>c) It wasn't a bad day after all</p> <p>d) They should leave the park</p> |
|---|--|

Reading

Before you read: Answer the questions: What was Charlie Chaplin's famous for? Where was he from?



Charles Chaplin was a famous actor and filmmaker. He was born in London, England, in 1889. Chaplin had a difficult childhood. His father was not at home, and his mother was often ill. When he was a young boy, he worked to help his family.

Chaplin became an actor when he was just a teenager. He was very talented and made many people laugh. His most famous character was the Little Tramp. The Little Tramp wore a bowler hat, had a small mustache, and walked with a funny style. This character was very popular in silent films.



Chaplin’s movies were not only funny; they also had important messages about life. He talked about love, happiness, and the struggles of people. Some of his best films are “City Lights,” “Modern Times,” and “The Great Dictator.”

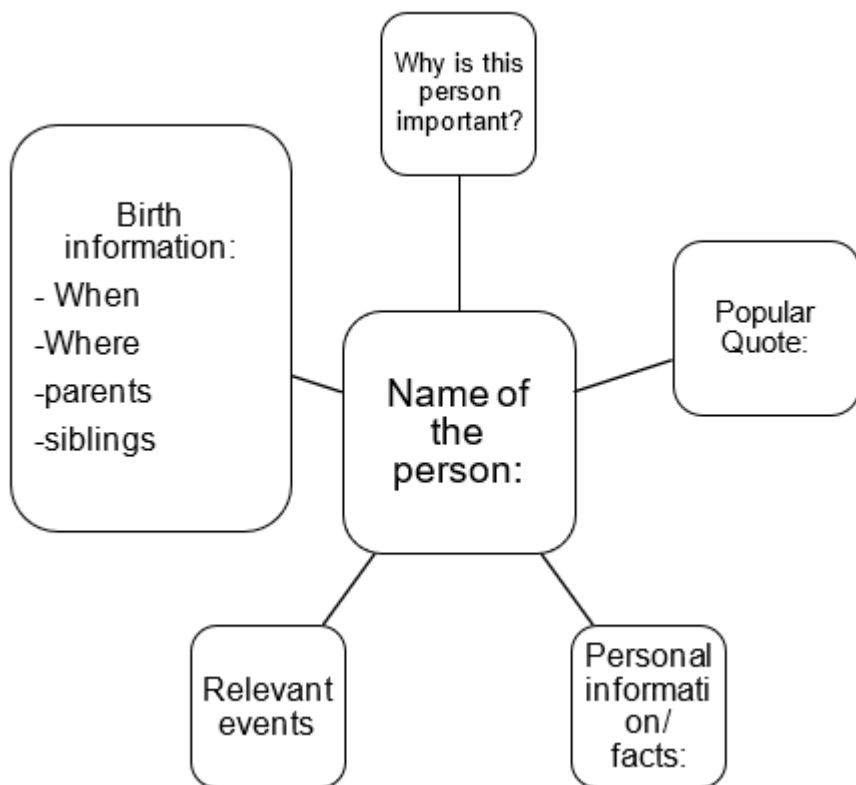
Charles Chaplin was a pioneer of cinema. He changed the way people saw films. He passed away in 1977, but his legacy lives on. Many people still watch his movies today and enjoy his timeless humor.

| Select the right answers for each question | |
|---|---|
| <p>1. Where was Charles Chaplin born?</p> <p>a) United States</p> <p>b) France</p> <p>c) England</p> <p>d) Germany</p> | <p>2. What was the name of Chaplin’s famous character?</p> <p>a) The Cat</p> <p>b) The Little Tramp</p> <p>c) The King</p> <p>d) The Great Man</p> |
| <p>3. In what year was Charles Chaplin born?</p> <p>a) 1880</p> <p>b) 1889</p> <p>c) 1900</p> <p>d) 1920</p> | <p>4. What type of films did Chaplin make?</p> <p>a) Only action films</p> <p>b) Only horror films</p> <p>c) Silent and comedic films</p> <p>d) Only documentaries</p> |
| <p>5.What did Chaplin’s character look like?</p> <p>a)Had a cape</p> <p>b) Wore a bowler hat and had a mustache</p> <p>c) Wore a baseball cap</p> <p>d)Wore a cowboy hat</p> | <p>6. What was the name of Chaplin’s famous character?</p> <p>a) The Cat</p> <p>b) The Little Tramp</p> <p>c) The King</p> <p>d) The Great Man</p> |

| | |
|---|---|
| <p>7. How were Chaplin's films received in the 20th century?</p> <p>a) They were ignored</p> <p>b) They were very popular</p> <p>c) They were criticized</p> <p>d) They were only for children</p> | <p>8. What is Charles Chaplin's legacy?</p> <p>a) His films were forgotten</p> <p>b) His work remains important today</p> <p>c) He did not make any famous films</p> <p>d) He was only a theater actor</p> |
|---|---|

Writing

Complete the biography chart about someone you know, or a famous person.




Wrap-up

Think of a famous person from the past. Your partners will ask you some yes/no questions to guess the person.

- » Was he/she born in ...?
- » Was he/she an actor?
- » A singer?
- » A writer?
- » A designer?
- » Was he/she short?
- » Skinny?
- » Attractive?





UNIT 08

LET'S MEET AT THE PARK

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

- » Describe people's locations.
- » Make, accept, or decline invitations.
- » Make excuses.

Lesson A:

Can I take your message?

Warm-up

1. Can you name these places and situations?



Conversation

1. Listen and practice

9:30
friday, March 26th

Good morning, UTEQ professors' department.
It's Maria here, how can I help you?

Hello. May I speak to Lady Sánchez, please?

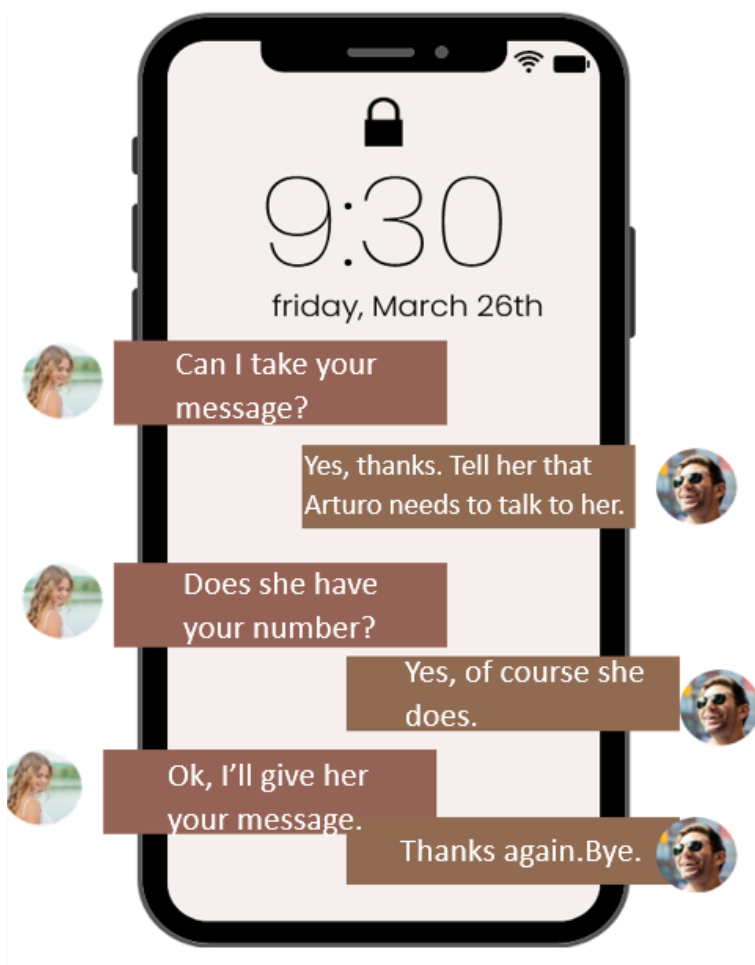
I'm sorry, she's in a meeting right now.

Oh, okay.



Conversation

Listen and practice



Grammar

Prepositions of place: in, on, at.

Use "in": for enclosed spaces and longer periods of time.

Use "on": for surfaces and specific days or dates.

Use "at": for specific points or locations and exact times.

Challenge: Try to find one preposition in the conversation!





Grammar

Prepositions of place: in, on, at.

| In | On | At |
|---------------|------------------------|--------------------|
| In my house | On vacation | At the library |
| In class | On a farm | At the beach |
| In Ecuador | On a plane | At work |
| In the shower | On 25th of June Street | At the supermarket |
| In a meeting | On the bus | At the party |





In class



On vacation



At work

Grammar

Choose the right preposition.

1. There were no pictures or posters ____ the wall.

- a) At
- b) In
- c) On

2. The park is ____ the end of this avenue.

- a) At
- b) In
- c) On

3. Where is my purse?

"It's _____ the table, look!"

- a) At
- b) In
- c) on

4. During the pandemic, the authorities asked to us to stay _____ home.

- a) At
- b) In
- c) On

5. Do you live _____ the city or are you a tourist?

- a) At
- b) In
- c) on



Speaking

1. Think about people you know. Where are they now? Practice with a partner and take turns to share your thoughts.

For example: My friends are on vacations now.

Listening

1. Check your understanding. Listen to Michael, he’s leaving a voice messages to his friend Mark, explaining why he couldn’t go on vacation with him.
2. Now, listen again and select the right answer:

| | |
|---|---|
| <p>1. Why couldn’t Jake visit Mark on vacation?</p> <p>A) He was busy with work.</p> <p>B) He had family obligations.</p> <p>C) He was traveling to another city.</p> <p>D) He had a project deadline.</p> | <p>2. What does Jake hope to do with Mark in the future?</p> <p>A) Go to the beach.</p> <p>B) Work together on a project.</p> <p>C) Relax and catch up.</p> <p>D) Visit another country.</p> |
| <p>3. Which of the following places does Jake mention?</p> <p>A) The office</p> <p>B) The beach</p> <p>C) The park</p> <p>D) The city</p> | <p>4. When does Jake have to be at the office?</p> <p>A) Every day</p> <p>B) On weekends</p> <p>C) Only in the morning</p> <p>D) On the same week as Mark’s vacation</p> |

Grammar

Subject and object pronouns.

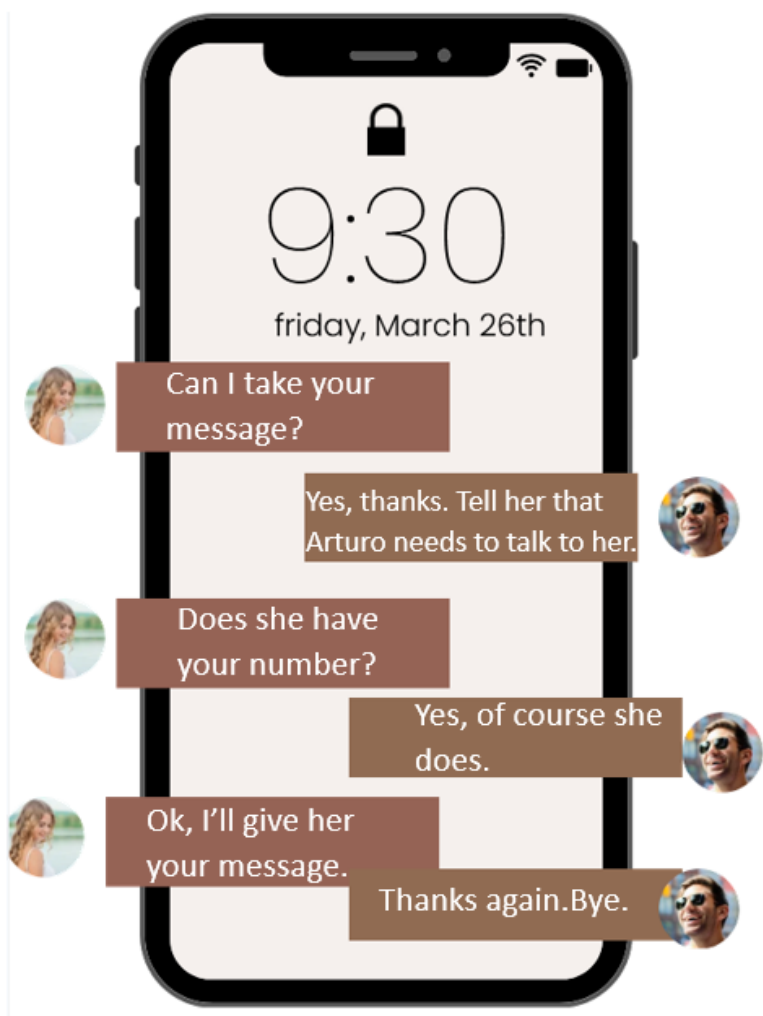
| Subject pronouns | Object pronouns |
|------------------|-----------------|
| I | Me |
| You | You |
| He | Him |
| She | Her |
| It | It |
| We | Us |
| You | You |
| They | them |

Subject and object pronouns.

What's the difference?

Subject and **object** pronouns are two different kinds of pronouns (words that replace nouns) that play different grammatical roles in sentences.

Challenge: Take a look at the dialogue again and find subject and object pronouns.



Grammar

Subject and object pronouns.

| Subject pronouns |
|---|
| It refers to who performs an action. |
| She got Arturo's message. |

| Object pronouns |
|---|
| It refers to who is affected by an action. |
| Arturo left her a message. |

1. Circle the pronoun in each sentence. Write “o” if the pronoun is an object and “s” if the pronoun is a subject.

- __S__ 1. They collect old coins.
- _____ 2. Bruno called me some days ago.
- _____ 3. You are fired!
- _____ 4. The teacher won't let us enter to the classroom.
- _____ 5. We are going to the beach next weekend.
- _____ 6. My sister lent me her jacket.

Wrap up

Role-play the next phone conversation. Then, change roles.

Student A: Call to your friend's house.
His daughter answered the phone because your friend is not there.

Student B: You are the daughter of student A (the friend).
Answer the phone. Your father is not in. Take the message.

Lesson B:

I would love to!

Warm-up

Popular free-time activities



spend time with family, go to the beach, fly a kite, stay home, relax...

What's your favorite vacation activity?

My favorite vacation activity is _____

Grammar: Invitations; verb+ to

Listen and practice the dialogue.

Antonio: Hello, Isabel.

Isabel: Hi, Antonio. How are you?

Antonio: I'm fine, thank you. Actually, I have great news.

Isabel: Really? Tell me about it.



Antonio: That new action movie is on theaters now and I have two tickets. Do you want to go?

Isabel: When?

Antonio: Tomorrow.

Isabel: I'm afraid I can't. Tomorrow I'm busy. Would you like to go on Thursday?

Antonio: The tickets are valid only for tomorrow. Don't worry. Hey! Do you want to do something on Friday?

Isabel: What do you have in mind?

Antonio: There is a new restaurant downtown. Would you like to try the food there?

Isabel: I want to go out this weekend, yes. Do you want to see a movie after that?

Antonio: Yes, I'd love to see a movie.



Grammar: Invitations; verb + to

Would; verb + to + verb

Would you like to go bowling with me tomorrow evening?

Yes, I would.

Yes, I'd love to, thank you very much.

Yes, I'd really like to go with you.

Excuses:

Would you like to go for a drink?

I'd like to, **but** I have to work tomorrow.

I'd like to, **but** maybe another time.

I'd like to, **but** I will meet my friends later.



Grammar: Invitations; verb + to.

Read the conversation.

Do you want to have dinner with us?

- Sure, I **d like to** visit you.

- I **d like to**, but I **have to travel in two hours**.

Would she like to go to the museum?

- Yes, she **d love to** (go to a museum)!

- She likes museums, but she **has to** ask for permission at home.

I **d** = I would



Grammar: Invitations; verb + to

Write I (invitations) or R (response)

___ Would you like to eat out this weekend?

___ Yes, that sounds great.

___ I'd like to, but I'm really busy

___ Do you want to visit the National Park?



Grammar: Invitations; verb + to

Complete using like to, love to, or want to.

1. What activities would you _____ do this weekend?

- A) like to
- B) love to
- C) want to

2. I'd really _____ try that new restaurant in town.

- A) like to
- B) love to
- C) want to



**3. She says she would _____
read books in her free time.**

- A) like to
- B) love to
- C) want to

**4. Do you _____ go hiking
during the summer?**

- A) like to
- B) love to
- C) want to

**5. They'd _____ travel to
different countries every year.**

- A) like to
- B) love to
- C) want to

**6. He'd _____ watch scary
movies with you.**

- A) like to
- B) love to
- C) want to

Grammar: Invitations; verb + to

Unscramble the sentences

1. you / play tennis / Do / to / want / with me?

2. want / together after class? / study / Do / to / you

3. like / to / around the city / take a tour / would / I

4. go / love / would / I / to / hiking in the mountains



Wrap up

Tell your partners the responses to these questions.

1. How can you invite somebody to do something?
2. Tell the class about something you enjoy on vacations.
3. Tell the class about something you want to do this weekend.
4. Would you like to travel abroad?



Lesson C:

I'd love to, but I need to save money!

Listening

**Listen to Anna and Jake talking about plans for the weekend.
Select true or false.**

- | | | |
|---|------|-------|
| 1. Jake wants to spend time indoors this weekend. | True | False |
| 2. Anna is planning the picnic at a park near the river. | True | False |
| 3. Jake would bring fruit and snacks to the picnic. | True | False |
| 4. Anna wouldn't mind bringing some sandwiches to the picnic. | True | False |
| 5. Jake suggests inviting Sarah to the picnic. | True | False |
| 6. Anna thinks Sarah would love to join the picnic. | True | False |



Reading

Read the website article. Choose the correct option.



New Year's Eve in Ecuador

In Ecuador, New Year's Eve is a very special celebration. People have many fun traditions.

On December 31, families get together to celebrate. They eat a big dinner with delicious food. Some popular foods are turkey, rice, and salad.

At midnight, people celebrate with fireworks. The sky lights up with colorful lights. Everyone shouts "Happy New Year!" and hugs each other.

One important tradition is making "**Año Viejo, or monigotes**" dolls. These dolls are made of old clothes and stuffed with paper. People decorate the dolls and put them outside their homes. At midnight, they burn the dolls. This symbolizes getting rid of the old year and starting fresh in the new year.

Another fun tradition is wearing yellow underwear. Many people believe this brings good luck for the year ahead.

In the streets, there are parties with music and dancing.

People celebrate with friends and family. They enjoy the festive atmosphere.

New Year's Eve in Ecuador is a joyful time. It is a time for hope and new beginnings!



Reading

Select the right answers.

1. What do families do on December 31?

- A) Go to the beach
- B) Get together to celebrate
- C) Visit friends
- D) Dance tribal music

3. What happens at midnight during the celebration?

- A) People go to bed
- B) People celebrate with fireworks
- C) People leave the party
- D) People burn "monigotes"

5. What do people do with the dolls at midnight?

- A) Give them away
- B) Burn them
- C) Keep them inside
- D) Throw it to the sea

7. Where do people celebrate New Year's Eve in Ecuador?

- A) In the mountains
- B) In the streets and homes
- C) In restaurants only
- D) The middle of the world

2. What is a popular food eaten on New Year's Eve in Ecuador?

- A) Pizza
- B) Turkey
- C) Sushi
- D) Tamales

4. What are "Año Viejo" dolls made of?

- A) Old clothes and paper
- B) Wood and metal
- C) Flowers and leaves
- D) Plastic bottles

6. What color underwear do many people wear for good luck?

- A) Red
- B) Blue
- C) Yellow
- D) Light blue

8. What does New Year's Eve symbolize for people in Ecuador?

- A) A time for sadness
- B) A time for hope and new beginnings
- C) A time for traveling
- D) A time for eating





Reading

Read the next blog and choose true or false.



Maria's New Year's Eve in New York

Last year, Maria **celebrated** New Year's Eve in New York City. She **was** very excited to experience the famous Times Square celebration.



On December 31, Maria **woke up** early and **visited** her friends. They **had** breakfast together and **talked** about their plans for the night. Maria **felt** happy because she **was** with good friends.

In the afternoon, they **went** to Times Square. The streets **were** full of people. Everyone **sang** songs and **danced**. Maria **took** many pictures. She **saw** the big ball that **drops** at midnight.

As the evening **went** on, they **found** a good spot to watch the celebration. At 11:59 PM, everyone **counted** down together: "Ten, nine, eight..." When the clock **struck** twelve, the sky **exploded** with fireworks. Maria **cheered** and **hugged** her friends.

After the fireworks, they **enjoyed** some hot chocolate and **shared** their wishes for the new year. Maria **was** grateful for her friends and the wonderful night.

It **was** a New Year's Eve she would never forget!

| | | |
|--|------|-------|
| 1. Maria celebrated New Year's Eve in Los Angeles. | True | False |
| 2. She was excited to experience Times Square. | True | False |
| 3. Maria had lunch with her friends on December 31. | True | False |
| 4. The streets in Times Square were empty and quiet. | True | False |
| 5. At midnight, everyone counted down together. | True | False |
| 6. Maria took many pictures during the celebration. | True | False |
| They enjoyed hot chocolate after the fireworks. | | |
| 7. Maria forgot about her friends by the end of the night. | True | False |
| 8. They enjoyed hot chocolate after the fireworks. | True | False |





Reading

Read the following letter and answer the questions.

HOLIDAY PLANS

by Anna Clark

Hello, everyone!

I'm Anna, from Chicago, and I'm going to share my exciting vacation plans! Next week, I am traveling to the Galapagos Islands, and I can't wait!

I am going to explore the beautiful islands and see the amazing wildlife. I've always wanted to see the giant tortoises and the blue-footed boobies. I will also go snorkeling in the clear waters. I hear it's an unforgettable experience!

I am going with my best friend, Maria. We both love nature and adventure, so this trip is perfect for us. We are planning to hike on different islands and take many pictures.

We are flying out next Saturday morning. We will arrive in the afternoon and check into our hotel. After that, we are going to relax and enjoy our first evening on the beach.

We are staying at a small hotel close to the ocean. I can already imagine waking up to the sound of the waves!

I am so excited about this trip! I will keep you updated with pictures and stories from the Galapagos. Stay tuned for more adventures!



1. What is Anna going to do in the Galapagos Islands?

2. Who is Anna going with?

3. When are they leaving for the trip?

5. Where are they staying during their vacation?

6. What activities are they planning to do?

Writing

Look at the email and do the exercises to improve your punctuation and writing skills.

From: Kevin
To: Karen
Subject: This weekend

Hi Karen

We're meeting at the shopping mall on Saturday morning. Dani and Rafael are coming. Do you want to come with us? It's going to be sunny and hot ☺

Speak soon.

Kevin

Writing

Write an email to a friend to invite him/her to do something. Think about these questions: Who will you write to? What activity are you doing? When and where? What time are you meeting up? Who else is going with you?



From: _____

To: _____

Subject: _____

_____,

Writing

Look at the question and letter and do the exercises to improve your writing skills.

Question

You are going to stay with your Uncle Robert next month. Read this letter from him about your visit. Write a reply and answer all Uncle Robert questions.

Dear Sam,

Your Aunt Mary, your cousin Harry and I are so glad you're coming to stay with us next month. How long can you stay for? Please, stay as long as you wish! We can pick you up from the airport, so let us know the time and day of your arrival. We have a beautiful zoo and beach near our home, and there are several sea food restaurants too. What would you like to do here?

See you soon,

Robert



Dear uncle,

Nice to hear from you. I can stay for a week. Thanks, it would be great to see you at the airport. I'm arriving on 5 April at 12:00. I love water sports so I would like to go swimming or surfing and of course eating the best sea food, because I want to invite you all to one of those nice restaurants.

Looking forward to seeing you next month.

Sam

Writing

Match the phrases with the definitions and write a–e next to the numbers 1–5.

1..... let us know

a. collect someone from somewhere in your car

2..... write a reply

b. tell me.

3..... pick somebody up

c. visit somebody and live in their house for a few days

4..... hear from somebody

d. get a letter, email or message from somebody

5..... come/go to stay with somebody

e. write a letter, email or message back to somebody



Wrap up

Imagine a friend invites you to go to Greece or London. Practice with your partner, accept or decline the invitations. If you decline, make a good excuse!



Do you want to go to Greece with me?

- Sure, I'd ...
- I'd like to , but I have to ...

Would you like to go to London with me?

- Yes, I'd ...
- I love Europe, but I need to ...



REFERENCES

- Alexandrescu, C. (2021). *Wh questions simple present*. [YouTube]. <https://www.youtube.com/watch?v=MwI55p8HWz4>
- Beck, I., McKeown, M., & Kucan, L. (2008). *Creating robust vocabulary*. Frequently asked questions and extended examples. The Guilford Press.
- British Council. (2024). Learn English Kids. <https://learnenglishkids.britishcouncil.org/>
- British Council. (2024). Learn English Teens. <https://learnenglishteens.britishcouncil.org/>
- Cambridge University Press. (2024). Dictionary. <https://dictionary.cambridge.org/dictionary/english-spanish/function>
- Gunn, C., Gordon, S., Lirette, C., & Lavelle, T. (2024). *Lanternfish ESL*. <https://bogglesworldesl.com/>
- Harmer, J. (2018). *Teaching the present continuous and present simple*. Pearson.
- México. Escuela Nacional Colegio de Ciencias y Humanidades. (2020). *Can and Can't*. Portal Académico Del CCH. <https://portalacademico.cch.unam.mx/ingles2/what-are-your-skills/can-cant>
- Oxford University Press. (2024). Dictionary. <https://www.oxfordlearnersdictionaries.com/us/>
- Prosser, T. (2016). *Achievers A1*. Richmond. <https://www.guiassantillana.com/ingl%C3%A9s/achievers/>
- Richards, J. (2017). *Interchange*. Cambridge University Press.
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in Language Teaching* (2nd ed.). Cambridge University Press.
- Scrivener, J. (2010). *Teaching english grammar: what to teach and how to teach it*. Macmillan.
- Siti Rodliyah, R., Ayu Imperiani, E. D., & Laela Amalia, L. (2014). Indonesian tertiary students' attitudes towards the use of local culture vs target culture reading materials in english reading class. *Jurnal Pendidikan Bahasa dan Sastra* 14(1). https://ejournal.upi.edu/index.php/BS_JPBSP/article/view/714

TalkEnglish.com. (2023). *Simple Present Tense - Questions with What / Where / When - Learn English Grammar*. <https://www.talkenglish.com/speaking/lessondetails.aspx?ALID=4382>

This book was created by professors of the English teaching department of the Universidad Técnica Estatal de Quevedo, with the purpose of providing a content guide that facilitates the teaching-learning process of the English language as a foreign language, to all students of the different faculties of the institution, corresponding to level 2 of said subject. This book covers content focused on achieving a basic A1 level, based on the guidelines provided by the Common European Framework of Reference, which aims to enable language learners to manage a basic level of communication, being able to understand and interact according to aspects of daily life. Basic personal information, among others. Therefore, this book includes topics such as simple present, present continuous, past simple, frequency adverbs, prepositions of place, among others, related to level A1. Along the same lines, the content has been designed and adapted in such a way that it is able to respect the culture, diversity and social reality of the students, showing through both receptive skills, such as Reading, listening, and productive skills such as writing and speaking, in which topics that identify and connect the learner with the Ecuadorian context will be found.



ISBN: 979-8-9916990-1-3



9 798991 699013 >