



STEPS TO ENGLISH

3

SECOND EDITION

STUDENTS BOOK



Universidad
Católica del Norte
CHILE

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WELCOME TO UNIT 1

YOU NEED A HOLIDAY

.....



After working in this Unit you will be able to:

- Listen and understand words, sentences and conversations.
- Read and understand texts related to a topic and answer questions about them.
- Understand how THE WILL FUTURE, THE BE GOING TO FUTURE AND THE PRESENT CONTINUOUS FOR FUTURE ARRANGEMENTS work and how they can be used in real life contexts.
- Understand how POSSESSIVE PRONOUNS can help you to achieve communication in English.

UNIT 1

Topic:

Holiday.

Grammar Focus:

Will Future

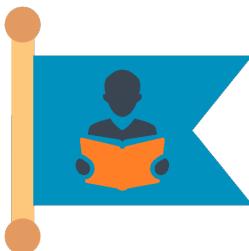
Be going to Future

Present Continuous for Future Arrangements.

Possessive Pronouns.

Core Vocabulary:

Holiday - places to go – things to do on holiday.



READING

Taken and adapted from:

<https://learnenglish.britishcouncil.org/articles/ecotourism>

ACTIVITY 1:

- a. Find out the meaning of the underlined words.
- b. Create short and simple definitions for these words and write this vocabulary down in your notebook.

ACTIVITY 2:

- a. What's the correct order of the paragraphs in the text? Read the text again and put the number of every paragraph in the correct order in the blank space.
- b. What's a good title for this text? Write it down on top of the text.

This type of tourism can only involve small numbers of people, so it can be expensive. But you can apply the principles of ecotourism wherever you go for your holiday. Just remember these basic rules:

- Be prepared. Learn about the place that you're going to visit. Find out about its culture and history.
- Have respect for the local culture. Wear clothes that will not offend people. Always ask permission before you take a photograph. Remember that you are a visitor.
- Don't waste resources. If the area doesn't have much water, don't take two showers every day.
- Remember the phrase 'Leave nothing behind except your footprints and take nothing away except photographs.'
- Walk or use other non-polluting forms of transport whenever you can.
- Stay in local hotels and eat in local restaurants.
- Buy local products whenever possible and pay a fair price for what you buy.

Ecotourism probably involves a little of all of them. Everyone has a different definition, but most people agree that ecotourism must:

- conserve the wildlife and culture of the area
- benefit the local people and involve the local community
- be sustainable, that is, make a profit without destroying natural resources
- provide an experience that tourists want to pay for.

Nowadays, many of us try to live in a way that will damage the environment as little as possible. We recycle our newspapers and bottles, we take public transport to get to work, we try to buy locally produced fruit and vegetables and we stopped using aerosol sprays years ago.

And we want to take these attitudes on holiday with us. This is why alternative forms of tourism are becoming more popular all over the world. But what is ecotourism? There are lots of new forms of tourism: responsible tourism, alternative tourism, sustainable tourism, nature tourism, adventure tourism, educational tourism and more.



LANGUAGE LEARNING

ACTIVITY 1:

Work in pairs.

Read carefully the following chart and complete it with a second example sentence. The first one is done for you.

Will + infinitive	Be going to + infinitive	Present Continuous for future arrangements	Present simple
A DECISION AT THE MOMENT OF SPEAKING: Julie: There's no milk. John: Really? In that case, I'll go and get some. _____	A DECISION BEFORE THE MOMENT OF SPEAKING: Julie: There's no milk. John: I know. I'm going to go and get some when this TV program finishes. _____	A FUTURE ACTION WHEN YOU HAVE MADE PLANS OR ARRANGEMENTS: We are travelling to Vienna next Saturday. _____	SCHEDULED EVENTS The plane leaves at 5:00. _____
A PREDICTION BASED ON OPINION (EXPERIENCE): I think the Conservatives will win the next election. _____	A PREDICTION BASED ON SOMETHING WE CAN SEE OR HEAR (EVIDENCE): The Conservatives are going to win the election. They already have most of the votes. _____		

<p>A FUTURE FACT:</p> <p>The sun will rise tomorrow.</p> <hr/> <hr/> <hr/> <hr/>	<p>THE INTENTION TO DO SOMETHING:</p> <p>I'm going to finish this work as soon as possible.</p> <hr/> <hr/> <hr/>		
<p>FOR PROMISES / REQUESTS / REFUSALS / OFFERS:</p> <p>I'll help you tomorrow, if you like.</p> <hr/> <hr/> <hr/> <hr/>			

ACTIVITY 2:

Using the information in the chart above, create a conversation in which you express future activities in at least three different uses.

ACTIVITY 3:

a. Classify the following sentences into the different uses for WILL +infinitive.

1. Philip will be 15 next Wednesday. _____
2. I think my mother will like this CD. _____
3. Just a moment, I will help you with the bags. _____
4. I will behave at the dinner party. _____
5. A: Shall I keep these shoes? B: They are too old! A: Ok, I'll throw them away.

b. Classify the following sentences into the different uses for BE GOING TO +infinitive.

1. We are going to go to Venice in June. _____
2. Look at the clouds! It is going to rain soon. _____
3. A: We have too many eggs in the fridge! B: I know, I'm going to make an omelette. _____
4. I saw Paul's sister yesterday; she is going to have a baby.

c. Give an example of what plans were made to arrange these activities.

1. I'm having a dinner party this evening. _____
2. Susan and Paul are camping in the Valley this weekend. _____
3. A friend from Canada is visiting us tomorrow. _____
4. Bobby is cooking a new pasta recipe next Monday.



LISTENING

ACTIVITY 1:

Listen to the conversation between Keith and Sophie. Write T for the TRUE sentences and F for the FALSE ones. Correct the False ones.

R7.1

1. _____ The program is called “50 places to go before you die”.
_____.
2. _____ The Grand Canyon is the top place to go.
_____.
3. _____ Sophie’s traveling with Keith.
_____.
4. _____ They’re leaving on Saturday.
_____.
5. _____ They’re going on holiday for a month.
_____.
6. _____ They’re staying with friends for a week.
_____.
7. _____ They’re going on a horse riding tour for five days.
_____.
8. _____ Keith’s having a holiday this year
_____.



SPEAKING

ACTIVITY 1:

Role play.

Work with a classmate.

Read the following situation and prepare a role play to present to the class.

Remember the Role Play rules:

- **NO WRITING.**
- **You have 20 minutes to create and practice your conversation.**
- **During that time you MUST ask for your teacher’s help to correct your grammar, language and pronunciation.**
- **You MUST insert all the required grammar at least one time in your conversation.**
- **You MUST insert the required core vocabulary in your conversation.**
- **Remember that the conversation must have a proper start, development and ending.**

S1:

You and your best friend won a 10-million prize in the lotto and you are a carefree person who likes to enjoy life. You have already made arrangements to do some things you have always dreamt of. They are expensive, but you just don't mind. You think this money is just to spend it all. Tell your friend what you are going to do with the money.

S2:

You are a sensible conservative person. You think that you and your best friend are very lucky to have won this money. You think that both of you have to be very careful. This is a great opportunity to invest the money wisely. You are meeting your friend to talk about your plans.

Grammar:

Will Future

Be going to Future

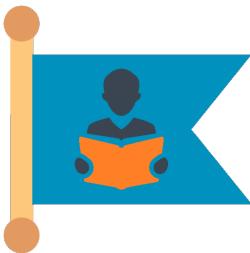
Present Continuous for Future Arrangements

Suggested vocabulary:

Buy a Ferrari - gamble at the casino - throw a big pool party - rent an island for a weekend - drive around in a limousine - buy property - start a business - save the money in the bank - get plastic surgery - invest in art - donate to charity - support Greenpeace.

ACTIVITY 2:

Present your Role Play in front of the class.



READING

Taken and adapted from:

http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Samples/Effective_Reading

ACTIVITY 1:

- a. Read the following text.**
- b. Identify new words and find out their meanings with the help of your teacher.**

Culture Shock

When Megan, a British student, first arrived in the United States she knew that Americans ate their food with a knife and fork. 'But they don't use the knife and fork like we do,' says Megan. 'In Britain we eat with the fork in the left hand and the knife in the right hand. Whereas Americans often just use a fork in the right hand.' Megan is also surprised that Americans tip a lot more than the British do. 'We never tip a waiter just for a cup of coffee, but Americans tip 15 per cent. The accents can be so different, too! I'm slowly getting used to everything.'

For students who come here from more different backgrounds, settling in can take longer. Kit-ken, a student who came from Taiwan only a few months ago, told us 'When I first arrived everything was new and exciting. I really liked the differences between here and home. I was happy to be in a new country. Now, though, I miss my family and friends and feel a bit lonely. Sometimes I'm confused about what to do. There are still lots of things that I like, but now there are more things I dislike. I feel really homesick!'

Seydou from Senegal said this was all perfectly normal. 'I felt exactly the same as Kit-ken did' he said. 'I didn't understand the culture and my English wasn't improving, either.' Seydou realized that all his friends were from his own country. 'So I decided to get to know some North American students, and other international students. I went to the student union where there are a lot of different clubs. There are sports clubs, dance clubs, some religion clubs, -- there are loads! I saw there was a club for students interested in music and so I joined that. It made all the difference! I made friends quite quickly, and I was able to understand the culture a bit better. We talked about the differences, and I began to feel a lot happier. We now get on well and often hang out together.'

ACTIVITY 2:

Main ideas

Work in groups of three and read the text again to answer the questions below.

- 1. Underline ONE sentence that can summarize the MAIN IDEA OF EACH PARAGRAPH.**
- 2. Compare your answers with your classmates and agree on the final answers.**
- 3. Based on your previous answers and on the text as a whole, write down the main idea of the whole text and agree on ONE idea as the MAIN IDEA OF THE TEXT with your group.**
- 4. Share your answers with the class.**

ACTIVITY 3: **Who's who? Matching**

Match the NAMES in Column A with the sentences in Column B

1. MEGAN	A. hasn't been able to settle in easily, but it's working on it.
2. KIT-KEN	B. wasn't able to settle in at first, but has settled in now.
3. SEYDOU	C. was able to settle in at the beginning, but is not working now.

1.

2.

3.

ACTIVITY 4:

Open Discussion. No writing allowed.

a. Work in groups of three.

b. Read the quotes below taken from the text and answer the questions.

Quotes:

'In Britain we eat with the fork in the left hand and the knife in the right hand. Whereas Americans often just use a fork in the right hand.'

'Americans tip a lot more than the British do. We never tip a waiter just for a cup of coffee, but Americans tip 15 per cent.'

1. Are the habits or customs mentioned in the quotes the same or similar in our country?
2. Compare our habits or customs in Chile to some others you have heard about or seen in movies. Are they different from ours? How?
3. What habits or customs in Chile could be shocking to a visitor in your opinion?

Extra Activity (Optional):

- a. **Check the Internet and find out 3 habits or customs you consider shocking. Write them down and discuss them in the group.**
- b. **Share them with class.**
- c. **Select the best ones and make a list of the top 5 most shocking customs in the world.**



WATCH AND LEARN



Taken from: <https://www.youtube.com/watch?v=5oB7QDk8yCs>

Top 10 places to visit in Chile

ACTIVITY 1:

Work in groups of three. Ask and answer the following questions.

1. What do Chilean people do on their holiday?
2. What do you do on your holiday? Make a list.
3. Talk about 2 places you would like to visit in Chile and say why.

ACTIVITY 2:

Watch the video and answer the following questions.

1. How does the shape of our country affect backpacking according to the man in the video?

-
2. What does Torres del Paine offer?
-

3. Where are the Caves located?

4. What does the Atacama Desert offer?

5. How many penguins are there on Magdalena Island?

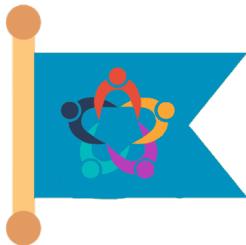
6. Why is O'Higgins Lake not visited so often?

7. What is the sport the speaker shows in Futaleufú River?

8. Who does the speaker say would be most impressed by the Villarrica Volcano?

9. Valparaíso is part of U...

10. Being at the Carretera Austral is like being in _____ according to the speaker.



ACTIVITY 1:

- a. Work in groups of three.
- b. Choose one of the destinations shown in the video to plan your next holiday.
Your answer must include:
 - Comparison with other destinations.
 - Solid reasons to say why it's the best option.
- c. Prepare a Power Point presentation to show your chosen destination to your class.
- d. Be creative and remember that Power Point presentations are visuals that mostly show appealing images to motivate. Please avoid texts; use them only if they are extremely necessary.

WELCOME TO UNIT 2

DIFFERENT CULTURES

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After working in this Unit you will be able to:

- Listen and understand words, sentences and conversations.
- Read and understand texts related to a topic and answer questions about them.
- Understand how the modal verbs CAN /CAN'T – SHOULD / SHOULDN'T – MUST/MUSTN'T – HAVE TO work and how they can be used in real life contexts.
- Understand how MODAL SUBSTITUTES can help you to achieve communication in English.

UNIT 2

Topic:

Cultural differences.

Grammar Focus:

Modals verbs **can /can't – should/shouldn't – must/mustn't – have to**

Modal substitutes **be allowed to – be supposed to – be able to**

Core Vocabulary:

Visiting – cultural shock- traveler's tips.



LISTENING

R 8.3

ACTIVITY 1:

Listen to the following conversation between Antonia and Polly and answer the following questions:

1. Who's Antonia going to have dinner with?
2. _____ What are good presents to take to the hostess?
3. _____ Who usually starts to eat first?
4. _____ What do British people usually do after the meal?
5. _____ What topics can you talk about at dinner?

ACTIVITY 2:

Work in pairs.

Listen to the first part of the conversation again and complete the gaps with the correct word, phrase or sentence.

Antonia: You know Richard, _____?

Polly: Yes.

Antonia: Well, his parents have invited us to dinner this evening...

Polly: Oh, _____!

Antonia: And I don't want to do anything wrong. _____?
_____?

Polly: Yes, of course. _____?

Antonia: OK, _____, what time should I arrive?

Polly: Well, you shouldn't arrive late. _____, as you know.

Antonia: Not even a few _____?

Polly: Well, a few minutes is OK, but it's a bit rude to _____ more than 15 minutes late.



LISTENING

R 8.6

ACTIVITY 1:

Listen to the conversation about giving and receiving presents and complete the sentences below.

1. In China you _____ a present immediately.
2. In China you _____ presents with both hands.
3. In Thailand you _____ when you get it.
4. Knives are _____.
5. You _____ an odd number of glasses.
6. In both _____ languages number _____ also means "death".
7. You _____ Turkish host _____.
8. In _____ you should only give white flowers _____.



SPEAKING

"WHAT SHOULD I DO IF I GO TO ASIA?"

If you travel to Asia, you should learn at least some relevant aspects of the Asian culture; for example, if you visit an Asian home you must take off your shoes before entering.



Game:

Play with a classmate.

Display all the cards upside down.

Take turns to turn over the cards and try to find the matching sentences.

As soon as you find a matching sentence, stand up and read the card out loud.
(Shout if possible!)

You have 10 minutes to find as many correct sentences as possible.

IN RUS You shouldn't shake...	SIA ...hands in a doorway.
IN RUS You shouldn't leave...	SIA ...empty bottles on a dinner table.
IN IN You should eat...	DIA ...with your right hand. The left hand is considered dirty.
IN IN You shouldn't give ...	DIA ...a negative opinion about Cricket.
IN JA You must never blow...	PAN ...your nose in public.
IN JA When you are given a business card, you have to read...	PAN ...completely.
IN THAIL You must never touch...	AND ...people's heads.
IN THAIL You shouldn't whistle...	AND ...at night. It supposedly calls on evil spirits.
IN CH You should leave...	INA ...some food on your plate.
IN CH You can start smoking...	INA ...when other people are still eating.
IN TUR As a guest, you should drink...	KEY ...at least three cups of coffee.
IN TUR As a guest, you must not admire...	KEY ...something valuable because the host will feel he should give it to you.
IN MONGO You must not refuse to drink...	LIA ...salted tea with milk.



READING

Taken and adapted from: <https://theabroadguide.com/how-to-be-respectful-foreign-cultures/>

Headings

- You must learn the rules for etiquette and manners of your host country.
- Just do your best and have an open mind.
- Respect your host culture and religion.
- Do not take pictures that you are not supposed to take.

ACTIVITY 1:

- a. Read the text and choose the **best option** to complete the words in each paragraph.
- b. Match the headings in the box to their corresponding paragraph.

1

How to be respectful when traveling

While traveling, it can often be (1) _____ to know what you (2) _____ say and how you are (3) _____ act without offending someone. Many people either act in a totally (4) _____ or in a completely reserved way. You shouldn't walk around your host culture on eggshells*, but at the same time, you (5) _____ be aware that you should be careful with what you say and do. Here are a few (6) _____ to help you avoid offending someone.

* To be extremely cautious about something.

1.	a. easy	b. difficult	c. surprising
2.	a. be supposed to	b. must to	c. should
3.	a. supposed to	b. be supposed to	c. supposed
4.	a. obnoxious	b. friendly	c. kind
5.	a. mustn't	b. must	c. must to
6.	a. regulations	b. mistakes	c. tips

2

Always be aware of your surroundings and what they symbolize for other people. In addition, if you are in a (7) _____ place and there are rules about photography (especially flash photography), (8) _____ them!

7.	a. faraway	b. ancient	c. historical
8.	a. forget	b. respect	c. object

3

Every culture has different rules for (9) _____ and it is impossible to learn all of them. However, you should learn basic cultural mannerisms and etiquette to educate yourself about (10) _____, transportation, appearance, and (11) _____, to name a few.

A simple (12) _____ search will at least give you a general idea of what is considered rude, what you (13) _____ or not allowed to do in certain places, or about what you are (14) _____ or do in your host country.

9.	a. etiquette and manners	b. civilian ethics	c. historical behavior
10.	a. restaurant tipping	b. eating and waiting	c. eating and tipping,
11.	a. normality	b. punctuality	c. slowness
12.	a. police	b. complete	c. Google
13.	a. are expected	b. are allowed	c. are supposed
14.	a. aren't expected to	b. expected to tell	c. expected to say

4

Even if you don't (15) _____ certain religious or cultural events, rules or behavior, respect the ways of your host culture. When on (16) _____ ground, for example, be aware of any public behavior that could be considered (17) _____ to others and follow the rules about covering your head and shoulders or removing shoes.

15.	a. observe	b. watch	c. look at
16.	a. holy	b. religious	c. saint
17.	a. sacrilegious	b. devilish	c. demonic

5

Although you are not supposed to know everything about your host country's culture and its customs and etiquette, you can be sure that everyone who has ever been abroad has unintentionally made some (18) _____. If you're not sure about something just (19) _____ and explain that you're learning. Most people will easily (20) _____ you; some even will find humor in the confusion. If you go into it with an open mind and the ability to (21) _____ your mistakes, you shouldn't have any problems.

18.	a. understandings	b. misunderstandings	c. mistakes
19.	a. do it	b. excuse	c. apologize
20.	a. accuse	b. forgive	c. attack
21.	a. laugh at	b. forget	c. get confused with

ACTIVITY 2:

Open Discussion

Work in groups of three and discuss the following questions. (You are not allowed to write in this activity).

1. What do you think are some of the most common misunderstandings tourists or exchange students have when they come to our country?
2. What other tips for foreigners visiting Chile would you include in the list?



VIDEO WATCHING

OUTSOURCED

Taken from: https://www.youtube.com/watch?v=hGKCKvNk_zI

ACTIVITY 1: Watch the video and answer the following questions.

1. a. What is the video about? b. What title would you give it?

2. What misunderstandings did the protagonist have when he arrived at the airport and outside it?

Inside the airport: _____

Outside the airport: _____

3. What happened at the train station?

4. Explain the incident when eating. What was wrong?

5. Why was the cow in the office?

6. Explain the incident with the boy.

7. What was the misunderstanding about at the food shop?

8. Explain the incident with the celebration of colors.



READING

ACTIVITY 1:

Pre-reading

Look at the pictures below and comment with your classmate about your impression on them. You can answer the following questions as a guide.

1. Where do you think the pictures are from?

2. What country do you think it is?

3. In what continent do you think this country is located?

4. Would you like to visit this country? Why?



ACTIVITY 2:

Read the following text and look for new words to clarify meaning. Ask for your teacher's help.

Taken and adapted from:

<https://www.journeybeyondtravel.com/morocco/culture-etiquette>

Morocco

Paragraph 1

Morocco has been called “home” by many different people throughout the centuries. Today, the majority of the population identifies as Berber or Arab and the country’s official language is Arabic. Moroccans are a very welcoming and tolerant people, but this doesn’t mean they don’t have strong beliefs and cultural norms – and you should definitely avoid offending those at all costs. Below, there are a few rules (or hints) to make sure you respect the culture of Morocco during your visit.

Paragraph 2

Clothing

As a conservative and religious country, clothing is something you have to be mindful of when visiting Morocco. Especially in rural areas, you should always attempt to cover body parts considered “private” like the arms (or at least the shoulders) and above the knee.

In cosmopolitan cities, such as Marrakesh, Rabat and Fez, the dress code is more relaxed and it is common to see women wear short-sleeve tops and knee-length skirts and men often wear sleeveless t-shirts.

Paragraph 3

Greetings and Gestures

When you meet someone for the first time, it is common to inquire about marital status, children, as well as the health and well-being of one’s family. Moroccans typically greet with a handshake and sometimes two kisses, but this only occurs when the two people greeting are of the same gender. In any greeting that takes place between a man and a woman, the woman should extend her hand first if she wants to be greeted. Any gesture you make in Morocco should be done with your right hand (yes, even if you’re traditionally a lefty!). The left hand is considered impure and is saved for bathroom duties and cleaning chores.

Paragraph 4

Ramadan

Ramadan is a month-long holy celebration held each year in the Islam world. This month of celebrations is dedicated to fasting, which is one of the five pillars of Islam. Although you are not required to fast while in Morocco during Ramadan, it is expected that you show respect by avoiding eating and drinking in public places.

Paragraph 5

Dining and Social Events

If you happen to be invited into someone’s home, know you will have an amazing experience. However, there are also some rules of etiquette to be followed.

As soon as you enter the home, you should remove your shoes and leave them by the door. It is also a good custom to come bearing gifts. Avoid bringing alcohol and never bring hot dishes.

Once dinner is ready, expect to be seated on a floor mat around a knee-high round table with one communal dish in the middle. Before the meal is served, a wash basin may be brought to the table: hold your hands over it while the water is poured and then dry them on the towel provided. When your host starts eating you may begin as well. Expect more food to be offered to you once you stop eating. It is polite to refuse the first time and then take a small portion upon a second food offering. If you are completely full, simply pat your stomach and shake your head while saying “La, shukrran” (“No, thank you”). Do not be surprised if your host continues to push you to eat, it is a sign of respect and generosity.

ACTIVITY 3:

Complete the sentences according to the information in each paragraph.

Paragraph 1

You _____ Moroccans' beliefs and cultural norms.

Paragraph 2

You _____ when visiting a religious country as Morocco.

You _____ that are considered private.

In terms of dress code, you _____ in cosmopolitan areas like big cities.

Paragraph 3

If you are a woman and you accept to be greeted, _____.

When two people of the same gender greet, they usually shake hands and kiss twice. You _____.

You _____ with your right hand in Morocco.

Paragraph 4

You _____ in public during Ramadan in Morocco.

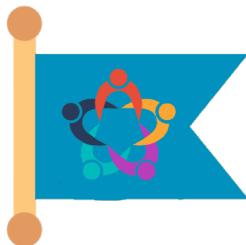
Paragraph 5

You _____ as soon as you enter a home.

You _____ but you must not give alcohol.

You _____ Moroccan style before eating.

If you don't want more food _____



Note: This requires prior preparation with the students.

ACTIVITY 1:

Work in groups of three.

- a. Go on line to investigate about typical food that is very different from the typical food in Chile.
- b. Choose one typical dish.
- c. Find out the recipe and ingredients.
- d. Create a presentation. Use your creativity (Power Point, paper, video, performance, etc.)
- e. Present the dish to the class.

WELCOME TO UNIT 3

LIFE ISN'T PERFECT

.....



After working in this Unit you will be able to:

- Listen and understand words, sentences and conversations.
- Read and understand texts related to a topic and answer questions about them.
- Understand how the FIRST CONDITIONAL AND THE SECOND CONDITIONAL work and how they can be used in real life contexts.
- Understand how TOO and ENOUGH can help you to achieve communication in English.

UNIT 3

Topic:

Everyday life problems.

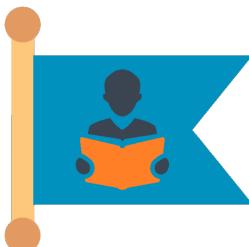
Grammar Focus:

First conditional and Second conditional.

Too and Enough.

Core Vocabulary:

Problems – possibilities in the future – imaginary situations in the future.



READING

ACTIVITY 1:

- Read the following text.
- Identify new words and find out their meanings with the help of your teacher.

Taken and adapted from:

https://renglish.blog.hu/2015/06/03/reading_comprehension_based_on_the_second_conditional



Confessions

Four friends, Alex, Lucy, Samantha and Liz were sitting in a coffee bar, chatting, when they started talking about their own faults.

'I must admit,' said Alex, 'I sometimes use the company's phone for private calls and I often steal office stationery from work when the boss isn't looking. If my boss found out, I'd get fired'.

'Well, I guess my greatest fault,' Lucy told the group, 'is that I gamble too much. I play online poker and I buy lottery tickets. My parents are really strict, and if they heard about it, I'd be in real trouble'.

'I don't gamble,' Samantha said, 'but I'd say that my worst fault is my drinking habit. I drink far too much. If my boss knew, I'd lose my job.'

Liz had been silent during the conversation, so Samantha turned and asked her 'Well, Liz, do you have any faults, then?'

'Oh, yes,' said Liz, 'and mine is worse than any of yours. My greatest fault is that I just can't keep a secret.'

ACTIVITY 2:

Read the text again and match the broken sentences in Column A and Column B.

Column A	Column B
1. If Lucy knew how...	A. ... he would fire her.
2. I wouldn't tell your boss about it...	B. ... if Liz could keep a secret.
3. If Alex's confession went public...	C. ... he would get fired.
4. If Samantha's boss knew her problem...	D. ... she would quit gambling.
5. Everybody would be safe ...	E. ... if I were you.

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

ACTIVITY 3:

What would happen if...? Complete the sentences below with true sentences about yourself.

1. If my parents found out you gambled, _____.
2. _____, if my teachers found out.
3. _____, if my best friend found out.
4. If my best friend couldn't keep a secret, I _____.

ACTIVITY 4:

Vocabulary

- a. Choose a word to complete these sentences.

stationery	bar	habit	calls	tickets	poker
------------	-----	-------	-------	---------	-------

1. I would never play online _____.
2. It's a waste of money to buy lottery _____.
3. I'll see you in the coffee _____.
4. I never take home any office _____.
5. My boss doesn't like us making private _____.
6. Tim needs to do something about his drinking _____.

b. Change the underlined word in each sentence by choosing the opposite word from the box below.

fired

silent

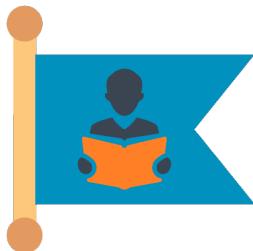
strict

keep

private

admit

1. This is a <u>public</u> area.	This is a _____ area.
2. Claire is <u>chatty</u> today.	Claire is _____ today.
3. He will <u>reveal</u> your secrets.	He will _____ your secrets.
4. Her parents are <u>easy-going</u> .	Her parents are _____.
5. Do you <u>deny</u> you made a mistake?	Do you _____ you made a mistake?
6. Tricia was <u>hired</u> last week.	Tricia was _____ last week.



WRITING

ACTIVITY 1:
Work in pairs

- a. Read the lyrics of these famous songs and underline all the First and Second Conditional sentences that you can find.
- b. Listen to the songs and sing along.

These songs are only suggestions. You may use any other song of your choice.

<https://www.youtube.com/watch?v=DxtKI3qiwKA>

Count on Me

Bruno Mars

If you ever find yourself stuck in the middle of
the sea, I'll sail the world to find you
If you ever find yourself lost in the dark and you
can't see, I'll be the light to guide you
Find out what we're made of
When we are called to help our friends in need
You can count on me like one two three,
I'll be there
And I know when I need it I can count on you
like four three two, you'll be there
'Cause that's what friends are supposed to do,
oh yeah
Whoa, whoa
Oh, oh
Yeah, yeah
If you're tossin' and you're turnin' and you just
can't fall asleep
I'll sing a song
Beside you
And if you ever forget how much you really mean
to me
Everyday I will
Remind you
Ooh
Find out what we're made of
When we are called to help our friends in need
You can count on me like one two three
I'll be there
And I know when I need it I can count on you
like four three two
You'll be there
'Cause that's what friends are supposed to do,
oh yeah
Oh, oh
Yeah, yeah
You'll always have my shoulder when you cry
I'll never let go
Never say goodbye
You know you can
Count on me like one two three
I'll be there
And I know when I need it I can count on you
like four three two
And you'll be there
'Cause that's what friends are supposed to do,
oh yeah
Songwriters: Ari Levine / Peter Hernandez /
Philip Lawrence
Count on Me lyrics © Warner/
Chappell Music, Inc, Round Hill Music Big Loud
Songs, BMG Rights Management

<https://www.youtube.com/watch?v=ZqtyQuXo9zM>

Tears In Heaven

Eric Clapton

Would you know my name
If I saw you in heaven?
Would it be the same
If I saw you in heaven?
I must be strong and carry on
'Cause I know I don't belong here in heaven
Would you hold my hand
If I saw you in heaven?
Would you help me stand
If I saw you in heaven?
I'll find my way through night and day
'Cause I know I just can't stay here in heaven
Time can bring you down, time can bend your knees
Time can break your heart, have you begging
please, begging please
Beyond the door there's peace I'm sure
And I know there'll be no more tears in heaven
Would you know my name
If I saw you in heaven?
Would it be the same
If I saw you in heaven?
I must be strong and carry on
'Cause I know I don't belong here in heaven
Songwriters: Eric Patrick Clapton / Will Jennings
Tears In Heaven lyrics © Warner/Chappell Music,
Inc, Universal Music Publishing Group

ACTIVITY 2:

Choose 4 underlined sentences and write down complements to modify them and create new ones.

Example:

Original sentence:

You can count on me like one two three, I'll be there.

Modified sentence:

You can count on me, I'll be there because I'm your friend.



READING

ACTIVITY 1: Discuss the following questions with your classmates.

1. What do most people say they would do if they won the lottery?
2. What would you do if you won the lottery?
3. What would you not do if you won the lottery? Why not?



ACTIVITY 2:

- a. Read the following text.
- b. Identify new words and find out their meanings with the help of your teacher.

Taken from:

<http://www.learnenglish-online.com/grammar/readings/secondconditional>

If I Won the Lottery

I can imagine what my life would be like if I won the lottery. Wow! I could do so many things, and my life would be so different. I would love the chance to change my life with the money. The first thing I would do is buy a big, new house. I live in a small apartment, and I have always dreamed of living in a big house in the country. With all that money, I could buy anything I wanted. I don't have a car right now, so I would buy a new car. Or, I might even buy a new motorcycle. I like motorcycles, and I can imagine myself driving down the highway with the wind in my hair.

Of course, If I won the lottery, I should give some of the money to charity. I would probably give my money to a charity that helps sick children. Also, if any of my friends needed anything, I could help them pay for it. I know many people that have student loans, and I could help them pay the loans back. That would make them very happy. Plus, if I won a lot of money, I would certainly save some of it in the bank. Also, I think that if I won a huge amount of money, I would open a business. I love to cook, and I have always wanted to open a restaurant. With all that money I could open a fancy restaurant.

However, I know one thing I would not do is travel. I have a friend who won \$100,000 in the lottery three years ago. She took the money and travelled for three months. I think she is crazy. Travelling is nice, but then she had nothing left after her vacation.

I think, however, that the only problem with dreaming about the money I could win is that I have never even played the lottery before. As they say: "You can't win if you don't play."

ACTIVITY 3:

Multiple Choice. Circle the correct alternative to answer each question.

1. What would the person NOT buy if she won the lottery?

- a. A house
- b. A motorcycle
- c. A car
- d. An apartment

2. What would the person NOT do if she won the lottery?

- a. Keep all the money
- b. Pay off student loans
- c. Save money
- d. Give money to charity

3. Why would she open a restaurant?

- a. She likes fancy restaurants.
- b. She is a great cook.
- c. She likes to cook.
- d. They are a good investment.

4. Why would she not travel?

- a. She has travelled a lot before.
- b. Her friend did not have fun travelling.
- c. She would probably spend all her money.
- d. Her friend didn't like it.

5. Do you think she will win the lottery?

- a. Maybe. It depends on her luck.
- b. No. She didn't buy a ticket.
- c. No. It is too difficult with only a few tickets.
- d. Yes! She is lucky.



LISTENING

What a Dilemma!

Taken and adapted from:

https://avi.cuaed.unam.mx/repositorio/moodle/pluginfile.php/81/mod_resource/content/21/contenido/index.html (Activity 4 Listening)

ACTIVITY 1:

Work with your classmate and discuss the following questions. You are not allowed to write.

1. If you don't pass your subjects this semester, will you consider changing programs or universities? Why? Why not?
2. If you don't get well paid in Chile when you start working, will you consider moving abroad?



ACTIVITY 2:

- a. Listen to the conversation between Jason and Ian who are talking about a job opportunity in the Japan.
- b. Decide if the statements are True or False.

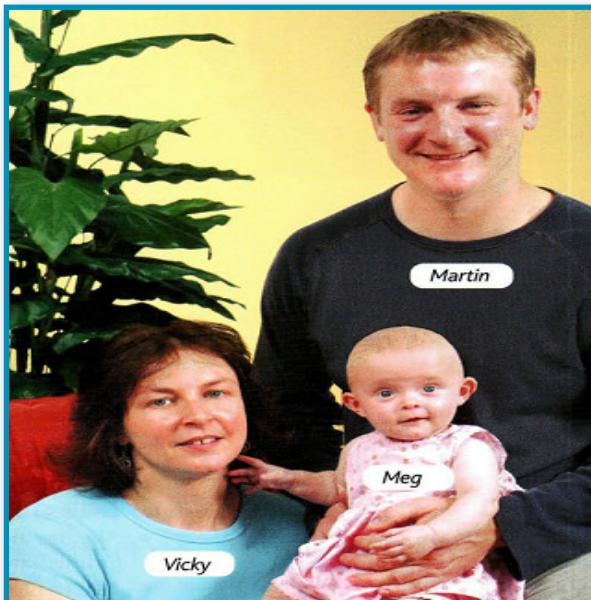
1. _____ If Ian moves to Japan he will keep on seeing his friends.
2. _____ If he goes to Japan he will make new friends.
3. _____ If Ian goes to Japan he will make the same money.
4. _____ Ian will have to learn English very well, if he lives in Japan.
5. _____ It won't be easy for Ian to learn English if he works in Japan.



LISTENING

Sleepless Nights

R9.4



ACTIVITY 1:

Work with your classmate and discuss the following questions. You are not allowed to write.

1. What's the best age to have children? Why?
2. How does your life change when you have your first baby, do you think?
3. Do you know people with children? Tell your classmate about them.
4. Do you ever look after children for friends or someone in your family? If yes, do you like doing it?

Listen to this conversation...

ACTIVITY 2:

- a. Look at the photo. How do the parents feel, do you think?**
- b. Listen and tick the things Vicky and Martin talk about.**

	Vicky	Martin
1. feeling depressed		
2. sleep problems		
3. feeling lonely		
4. social life		
5. money		
6. moving house		
7. good things about being a parent		
8. having more children		

ACTIVITY 3:

- a. Work in pairs. Who said these things?**

1. _____ I feel a bit guilty, so I try not to get home too late.
2. _____ I get upset when he says he's got too much work to do.
3. _____ I've always got too many things to do.
4. _____ She's not old enough to talk.
5. _____ I don't have enough energy to do anything in the day.
6. _____ I earn enough money for the whole family.
7. _____ I think this place is big enough for us.

- b. Listen again and check.**

ACTIVITY 4:



a. Fill in the gaps with TOO, TOO MUCH, TOO MANY or (NOT) ENOUGH.

1. Two children are _____. More than two is _____.
2. Fathers don't spend _____ time with their children.
3. Children spend _____ time in their cellphones and tablets. They should play outside more.
4. Eighteen-year-olds aren't mature _____ to have children.
5. You should make sure you're earning _____ money before you have children.
6. Forty isn't _____ old to have a child.
7. Children eat _____ unhealthy food.

b. Tick the sentences you agree with.

c. Work in groups. Compare your answers and give reasons. Which sentences do you all agree or disagree with?



LISTENING

R9.7

ACTIVITY 1:

Listen to five people talking about their neighbors. Put the pictures A to E in order.



1.

2.

3.

4.

5.

ACTIVITY 2:

Listen again and answer these questions in your notebook:

1. What do the first person's neighbors do when she goes away?

2. What's the second person thinking of doing?

3. How far away is the third person's nearest neighbor?

4. Why does the fourth person think the children get into trouble?

5. Why is it important for the fifth person to park near her house?

6. Who do you think has the biggest problem with the neighbors?



TEAM WORK

ACTIVITY 1:

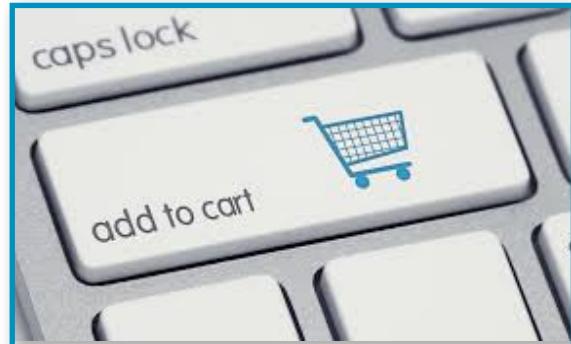
- a. Work in groups of three.
- b. Talk about the problems in your neighborhoods.
- c. Choose one neighborhood to work with.
- d. Make at least eight sentences in which you use too – too many – too much – (not) enough.
- e. Create a poster to motivate the community to solve these problems.
- f. You can use some of the phrases in the following box or your own ideas.

traffic - places for children to play - places to park - noise at night - public transport - pollution - garbage and littering - abandoned dogs - late-night bars and clubs - good schools - parks - sport centers - police - health centers.

WELCOME TO UNIT 4

SHOP TILL YOU DROP

.....



After working in this Unit you will be able to:

- Listen and understand words, sentences and conversations.
- Read and understand texts related to a topic and answer questions about them.
- Understand how the PRESENT SIMPLE PASSIVE and the PAST SIMPLE PASSIVE work and how they can be used in real life contexts.
- Understand how articles A/AN and THE can help you to achieve communication in English.

UNIT 4

Topic:

Shopping.

Grammar Focus:

Present Simple Passive – Past Simple Passive
Articles a/an – the.

Core Vocabulary:

Memorabilia – Auctions – Fashion victims.



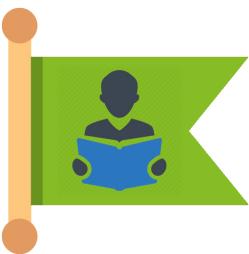
ACTIVITY 1:

Work in pairs, discuss about fashion and answer the following questions:

1. How important are clothes for people in your country?
2. Are clothes important for you? Why?
3. Talk about your shopping habits.
4. Do you think people spend too much money on clothes?
5. Do you know any “designer label”? Name the ones you can remember.
6. Which designer item would you like to have if you had the money?
7. What do you think “fashion victims” stands for?

ACTIVITY 2:

Share your answers with the class.



READING

ACTIVITY 1:

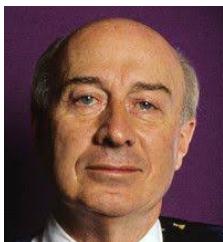
- Read the following text and find out new words meanings.
- Look at the pictures and the title and predict what the text is about.



Guccio



Aldo, Rodolfo, Vasco



Paolo



Maurizio



Patrizia Reggiani

Fashion Victims

The GUCCI Story

Lots of people love buying **(1) clothes** and Gucci is one of **(2) the most famous** fashion houses in **(3) the world**. It was started in **(4) Italy** in 1921 by a man named Guccio Gucci. He was **(5) a designer** who made leather bags and suitcases and he had **(6) a small shop** in **(7) Florence**. **(8) The shop** was the beginning of the family business and by 1953 Guccio's four sons Aldo, Ugo, Vasco and Rodolfo were all working for the company.

When Guccio died in 1953, his eldest son Aldo became **(9) the head** of Gucci and took **(10) the Gucci label** to **(11) America**, while Rodolfo managed the Italian side of the business. Aldo's son, Paolo, didn't get on with his father or his uncle, so he made plans to start his own company called Paolo Gucci. When Aldo discovered this, he sacked Paolo and made it impossible for his son to start his own fashion business. Paolo was so angry that he told the Italian police his father wasn't paying enough tax. Aldo was sent to prison for a year and a day.

After Aldo died in 1990, his nephew, Maurizio, became the head of Gucci. Unfortunately Maurizio wasn't **(12) a very good businessman** and in 1991 the company lost \$60 million. This was **(13) the worst year** in Gucci's history. Maurizio was also having problems with his marriage. One day he went on a business trip and decided not to go back to his wife, Patrizia Reggiani. They finally got divorced in 1994 and a year later Patrizia hired **(14) a gunman** to murder her ex-husband. On 27th March 1995, **(15) the gunman** shot and killed Maurizio while he was walking to work. Patrizia was sent to prison for 26 years, but she only spent 16 of them behind bars. She is even now fighting to get her part of Maurizio's inheritance.

Gucci **(16) products** are still sold all over the world, but there are no members of the Gucci family in the successful business we know today.

ACTIVITY 2:

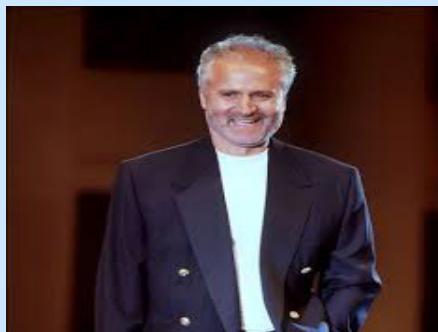
Complete the article's rules chart. Use the Grammar Appendix to guide you.

a/an	Rule 1: _____	Example: a designer a very good businessman
	Rule 2: To talk about a person or a thing for the first time.	Example: _____
the	Rule 1: _____	Example: the shop the gunman
	Rule 2: When there is only one (or one in a particular place).	Example: _____
We don't use an article	Rule 3: _____	Examples: The most famous The worst
	Rule 1: To talk about people or things in general.	Examples: _____
	Rule 2: _____	Examples: Italy Florence America

ACTIVITY 3:

Read this text about Gianni Versace, another fashion victim, and complete the text with the missing articles.

Gianni Versace - Fashion designer



Gianni Versace was born in 1946 in (1) _____ town called (2) _____ Reggio Calabria. Even when he was (3) _____ child he loved (4) _____ clothes. When he was 25 he decided to go to (5) _____ Milan and become (6) _____ fashion designer, and in 1982 he won his first award for being (7) _____ best designer of (8) _____ women's clothes. He created (9) _____ new perfume for men called "Versace L'Homme" in 1984. In 1995 he organized (10) _____ party with Elton John to raise money for (11) _____ AIDS patients. At (12) _____ party he signed copies of his new book "Men without Ties" and gave all (13) _____ money from (14) _____ book to charity.

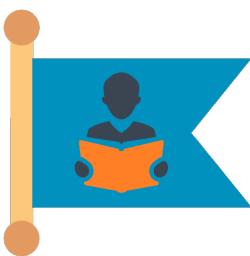
On July 15th 1997 Versace was murdered in (15) _____ Miami. At first, no one really knew (16) _____ reason why he was killed, but later it was discovered that Versace was murdered by (17) _____ serial killer who committed suicide just 8 days after he shot (18) _____ famous designer.

ACTIVITY 4:

Pair work.

Create a set of four questions with their answers about the text. Write them down in your notebook.

Share your work with the class.



READING

ACTIVITY 1:

Active or Passive?

Complete the text with the corresponding **Passive or Active Voice form** and the **correct tense** of the verbs given in the box. (Some verbs can be used more than once).

own—know—collect—sell—buy—make—take

The Memorabilia Business



Christie's and Sotheby's _____ all over the world for their sales of fine art. In May 2004, for example, a painting by Picasso called *Boy with a Pipe* _____ by Sotheby's for a record-breaking £58,000,000. But these two famous auction houses also _____ a lot of money selling memorabilia from the world of music, sport and cinema. Beatles memorabilia is very valuable and _____ by fans all over the world—one of George Harrison's guitars _____ at Sotheby's for £117,000 in the same week as the Picasso painting. But you don't have to go to an auction house to buy something that _____ by your favorite star. Thousands of items of memorabilia _____ and _____ every day on Internet sites like eBay.

ACTIVITY 2:

Work in your notebook.

- Classify the verbs into Active and Passive.
- Classify them into Present Simple and Past Simple form.

ACTIVITY 3:

- a. Read the text again.
- b. Identify new words and find out their meanings with the help of your teacher.
- c. Create a vocabulary of at least 6 words and write their definitions in English. (Do not use Spanish translation).

ACTIVITY 4:

- a. Take a look at some of the memorabilia items that people have bought over the years.
- b. Talk to your classmate and look for all the passive sentences you can find in these short texts. Write them down in your notebook.

This typewriter was used by Ian Fleming to write the James Bond books. It was made in New York in 1952 and it was sold in 1995 for ³.....

This dress was worn by Marilyn Monroe when she sang "Happy birthday, Mr President" for John F Kennedy in May 1962. It was auctioned at Christie's in 1999 and was bought for ⁴.....

Cuttings from Elvis Presley's hair were sold by his personal hairdresser for nearly ⁵..... in an online auction in November 2002.

This 1965 Rolls Royce was owned by John Lennon. It was sold in 1985 for ⁶.....

This photo of Pelé was taken after the 1970 World Cup final. His shirt was sold for ⁷..... in 2002.

ACTIVITY 5:

Work in pairs.

- a. Guess the prices of these items when they were auctioned. Choose from the prices in the box. Check the correct answers with your teacher.

£1,770,000 - £56,000 - £73,000 - £157,000 - £700,000

- b. Answer the questions below.

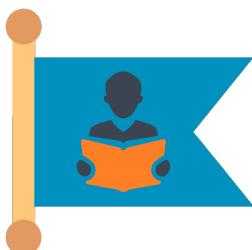
1. Where was Ian Fleming's typewriter made?

2. When was the photo of Pelé taken?

3. Who were Elvis's hair cuttings sold by?

4. When was Marilyn Monroe's dress sold?

5. How much money was John Lennon's Rolls Royce sold for?



ACTIVITY 1:

- a. Read the following text.
- b. Identify new words and find out their meanings with the help of your teacher.
- c. Put the verbs in brackets in the correct Active or Passive form.

e-Bay



Pierre Omidyar _____ (start) eBay in his apartment in 1995. At that time his website _____ (call) AuctionWeb, but he _____ (change) the name to eBay in 1997. On its first day AuctionWeb _____ (not visit) by a single person, but eBay has become one of the most successful Internet businesses in the world. It now _____ (have) over 27,000 categories and it _____ (use) by over 114 million people. About 100,000 people _____ (make) their living by selling things on eBay. Many people _____ (go) to e-Bay to buy and sell unusual things. One person _____ (buy) a piece of French toast, half-eaten by singer Justin Timberlake, for US\$ 1,025 and a game of golf with Tiger Woods _____ (buy) by a fan for US\$ 425,000. One person even _____ (try) to sell 'absolutely nothing'-he got US \$ 1.03!



VOCABULARY

The verbs below are some of the most common verbs used in the Passive Voice form.

manufacture—paint—direct—publish—write—build—invent—grow—make

ACTIVITY 1

Fill in the gaps with the correct form of the verbs in the box. Then complete the sentences to make them true for you.

1. My favorite book _____ by _____.
2. My mobile phone _____ in _____.
3. My favorite film _____ by _____.
4. My house/flat _____ about _____ ago.
5. My favorite shoes _____ in _____.
6. My father's car _____ by _____.



VIDEO WATCHING



Working in Fashion

Wendy talks to people working on a fashion shoot

Taken from:

<http://learnenglishteens.britishcouncil.org/uk-now/video-uk/working-fashion>

ACTIVITY 1:

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8 in the answer box.

1. creative flair	a. the typical working hours of an office job or similar.
2. glamorous	b. strong support for or loyalty to something.
3. tough-skinned	c. not easily offended or upset.
4. a shoot	d. a job or profession that you do for a long time or your whole life.
5. dedication	e. a talent or special ability for creating things.
6. to manufacture	f. to produce in a factory.
7. a career	g. exciting and attractive.
8. nine to five	h. a photography session.

1. 2. 3. 4. 5. 6. 7. 8.

ACTIVITY 2:

Multiple Choice

Circle the best answer to these questions.

1. Working in fashion is ...
 - a. glamorous and fun.
 - b. hard work.
 - c. not a career.

2. Now that they have finished college, these young people ...
 - a. have no time for training.
 - b. can start the real learning.
 - c. are still learning all the time.

3. At college, Alex learned about ...
 - a. textile design and the fashion industry.
 - b. cutting and sewing techniques.
 - c. brand design and fashion marketing.

4. Alex's business is based in ...
 - a. Manchester.
 - b. Edinburgh.
 - c. London.

5. The photographer can't imagine ...
 - a. doing a typical job.
 - b. using different equipment.
 - c. doing other types of photography.

6. Alex thinks university is ...
 - a. important.
 - b. not very important.
 - c. not at all important.

7. Alex says the fashion industry...
 - a. is all glamour.
 - b. is sometimes glamorous.
 - c. is never glamorous.

8. The reward for the designer's hard work is ...
 - a. becoming famous.
 - b. choosing the styles people wear.
 - c. having a fun job.

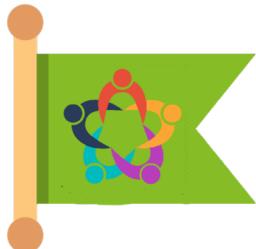
ACTIVITY 3.

Vocabulary gap fill.

Complete the gaps with a word from the box.

dedication—design—shoots—living—communicator-- reward

1. It takes hard work and _____ to make a career in fashion.
2. Alex went to the Royal College of Art, where she learned more about textile _____ and fashion.
3. Alex hires in the model, make-up artist and photographer for her fashion _____.
4. To be a good make-up artist you need to be a good _____, creative and tough-skinned.
5. I just absolutely love photography and to make a _____ with, you know, through my work ... it's fun.



- a. **Work in groups of three.**
- b. **You run an auction house just like Sotheby's or Christie's and you are preparing a big sale on art, music, movies or memorabilia.**
- c. **Create an advertising video / poster in which you promote your big sale. Remember to mention the item, who it belonged to and the selling price.**
- d. **Be creative!**

WELCOME TO UNIT 5

CRIME SCENE INVESTIGATION

.....



After working in this Unit you will be able to:

- Listen and understand words, sentences and conversations.
- Read and understand texts related to a topic and answer questions about them.
- Understand how the RELATIVE CLAUSES work and how they can be used in real life contexts.

UNIT 5

Topic:

Crime.

Grammar Focus:

Relative clauses

Core Vocabulary:

Types of crime - criminals - investigation.



READING

PRE-READING:

Work in groups of three.

Answer the questions below.

1. Do you follow crime series on Netflix, or Cable TV? Which ones? If not, Why not?
2. Do you ever watch TV programs about real-life crimes? If not, why do you think people watch them?

MURDER SUICIDE

Taken and adapted from: <https://www.rong-chang.com/qa2/stories/story020.htm>



ACTIVITY 1:

a. Read the following text.

b. Identify new words and find out their meanings with the help of your teacher.

A man and a woman (1) which died in an apparent murder-suicide last night were found in Altadena, the town (2) where they lived for more than 30 years. The man, (3) which was 74 years old, was called Dominic Vittorio and was married to Victoria, the 70-year-old woman found by his side. The couple, (4) who were married for 50 years, celebrated their 50th anniversary the previous month, according to their next-door neighbor, Mrs. Allen.

Mr. and Mrs. Vittorio were childless and had no close friends. Mr. Vittorio was a retired carpenter (5) that developed emphysema. He was blind in one eye because of a cataract (6) who got much worse than he expected. His wife was a diabetic (7) that suffered the amputation of one foot because of complications from the disease, and (8) whose eyesight was almost completely gone.

"They were such a nice couple," said Mrs. Allen. "I lived next to them for the last 20 years or so. I'm widowed, and Dom always helped me with things like changing light bulbs and fixing appliances. Victoria liked coming over for a cup of coffee in the afternoon, (9) which she did every other day. They had no kids, but they were always friendly to the neighborhood kids. Every Halloween they handed out tons of candy and fresh fruit (10) where the children enjoyed very much. But about eight years ago Vicky came down with diabetes, and things were never the same for her or Dom. They were friendly and full of life, but they just seemed to get quieter and quieter.

Mrs. Allen said she couldn't talk to either of the Vittorios in almost a year. They never came out anymore. Even food was delivered at their house (11) in that they spent all day. That was one more reason to stay in all the time.

She said she heard two gunshots that night—"It scared me half to death!" She immediately called the police. "Such a sad ending for such nice people," she said. "Together in sickness, but alone in the world."

ACTIVITY 2:

You may have noticed that the text you've just read contains some mistakes: there are a few relative pronouns that need to be corrected. The first one is done for you.

- a. Underline all the RELATIVE CLAUSES in the text. The RELATIVE PRONOUN of each clause is already underlined for you.**
- b. Circle the wrong RELATIVE CLAUSES and write them in the box below.**
- c. Write the correct ones next to them.**

WRONG CLAUSES	CORRECTED CLAUSES
1. A man and a woman which died...	1. A man and a woman WHO died...
2. The man which was ...	2. The man WHO/THEIR was...
3. ...a cataract who ...	3. ...a cataract WHICH/THAT
4. ...and fresh fruit where the children...	4. ... and fresh fruit WHICH/THAT the children...
5. their house in that they spent	5....their house IN WHICH they spent...

ACTIVITY 3

- a. Answer the following questions. Do not look at the text and see how much you remember.**

1. Where did this murder-suicide happen?

2. What were their names and how old were they?

3. Who is Mrs. Allen?

4. Why didn't Mrs. Allen talk to them during a year?

- b. Say if these statements are true or false and justify the answer:**

1. The Vittorios had a child who never visited them.

2. Mrs. Vittorio suffered from cataracts.

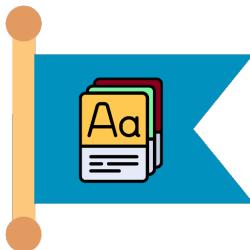
3. Mrs. Allen used to have a cup of coffee with the Vittorio's.

5. The Vittorio's were a friendly couple who shared with kids at Halloween.

c. Read the text again and check your answers.

d. Discuss the following questions in groups of three. You're not allowed to write.

1. Why do you think the Vittorios killed themselves?
2. What does this story reveal about the elderly?
3. Do you think this also happens in our country? Why? Why not?
4. What is a good way to prevent this from happening?



VOCABULARY

ACTIVITY 1:

WHAT CRIME DID THEY COMMIT?

Taken from: https://www2.ku.edu/~topeka/THEMATIC_UNITS/Crime.pdf

a. Match these crimes (1-13) with their definitions (a-m).

CRIMES	DEFINITIONS
1. MURDER	a. To set fire to a building illegally.
2. KIDNAPPING	b. To steal from someone's pocket etc., without them realizing.
3. BURGLARY	c. To steal, usually secretly and without violence.
4. MUGGING	d. To steal things while pretending to shop.
5. PICKPOCKETING	e. Taking someone by and demanding money or conditions to free that person.
6. ARSON	f. To use force to take control of a plane, train, ship, etc.
7. RAPE	g. To bring illegal goods, like drugs, into a country, or to bring goods into a country without paying taxes.
8. HIJACKING	h. To take something by force from someone, often in the street.
9. FRAUD	i. To violently attack a person sexually.
10. THEFT	j. To kill someone by accident through a careless or dangerous act.
11. MANSLAUGHTER	k. To unlawfully and deliberately kill someone.
12. SMUGGLING	l. To deceive or cheat someone to get money.
13. SHOPLIFTING	m. To enter a building, often while no one is in it, and steal money or objects

- | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. |
|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|

b. Fill in the blank spaces with the correct crimes for every situation.

1. _____	David Smith got drunk one night and decided to drive home. As he turned a corner he crashed into another car and killed the driver.
2. _____	John James pretended to start a business and persuaded some people to lend him some money. He used the money to go on holiday to the Caribbean.
3. _____	Ronnie Tyler pulled out a gun from his pocket and shot the bank guard five times in the head.
4. _____	Peter Short stole a computer from the company he worked for.
5. _____	Vincent Tapper took a pistol and ordered the pilot to fly to Miami.
6. _____	Johnnie Smeghurst set fire to his school after failing all his exams.
7. _____	Joe Sykes forced his ex-girlfriend to make love with him.
8. _____	Paul Winters and Jennifer Summers stopped millionaire William Gates outside his home and forced him to go with them. They demanded 30 million dollars from the family to free him.
9. _____	Nigel Handy waited until night, carefully forced open the window and climbed into the house. He took the TV and a lot of money.
10. _____	Pete Murphy often went to the shopping center and took wallets from the people shopping. They never felt a thing!
11. _____	Anne Clinton walked around the department store and, making sure no one was watching, put two expensive watches into her bag.
12. _____	Harry Lee waited on a dark corner until the young woman turned into the street. Then he jumped out, hit her in the face, and ran off with her leather handbag.
13.._____	John Bottomless was caught at the customs with \$500,000 worth of cocaine hidden in the doors of his car.



SPEAKING

ACTIVITY 1:

Group discussion.

Work in groups of three.

Interview one another to discuss the questions below. You are not allowed to write.

Share your answers with the class.

- Have you ever done anything illegal?
- Do you always lock your house? How about your car?
- Do you drink and drive?
- Do you walk alone at night in your home city?
- What crimes do you think will increase/decrease in the future?
- What kinds of crime are most common in your country?
- Why do people commit crimes?



READING

Taken and adapted from:

https://www2.ku.edu/~topeka/THEMATIC_UNITS/Crime.pdf

PRE-READING:

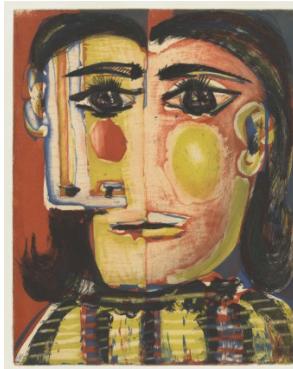
Work in groups of three and answer the questions below.

You are not allowed to write.

1. How honest are you?
2. Have you ever stolen anything?
3. Do you think theft is a common crime in Chile? Why? Why not?

ACTIVITY 1:

- a. Read the following text.**
- b. Identify new words and find out their meanings with the help of your teacher.**



Picasso Painting is stolen in 35-second Gallery Raid

By John Steele and Godfrey Barker

1. A pony-tailed robber with a shotgun walked into a West-End art gallery yesterday and stole US \$650,000 Picasso painting before escaping in a taxi he had ordered to wait outside. The raid, which took only 35 seconds, was described by police as "most unusual".
2. The man made no attempt to disguise himself from security cameras in the Lefevre Gallery, one of London's leading dealers in Impressionist works. Loss adjusters* offered up to US\$50,000 for information leading to the return of *Tête de Femme*, a 1939 oil portrait by Pablo Picasso of his then lover, Dora Maar.
3. The man, described as white and in his 30s, entered the gallery in midmorning and approached an assistant to ask the price of the work, which was hanging on a wall visible from the street. During their brief conversation he showed a shotgun underneath his clothes. The assistant, who has worked at the gallery for 13 years said, "He asked only for that one picture." "Then he told me he had a shotgun and he wanted the painting. He said: 'Get it off the wall for me.' I said, I couldn't and told him to get it himself. So he did and then he ran out."
4. A security guard and another member of staff chased the robber but lost him in a nearby side street where the taxi driver, who had originally picked him up, was waiting.
5. Mr. Summers, managing director of the gallery, declined to say whether the gallery owned the painting or was selling it for a client. Mark Dalrymple, a loss adjuster, said, "No one is going to be able to sell it at a serious price."

* a person whose job is to decide how much money an insurance company should pay to a person or company whose property is damaged or lost.

ACTIVITY 2:**Reading Comprehension:**

a. Read the questions below first and then find the answers in the text.

1. Why did the police describe this robbery as 'most unusual'?

2. What did the robber take?

3. Where was this robbery committed?

4. How much was this work of art worth?

5. Why did the loss adjuster say: "No one is going to be able to sell it at a serious price."?

b. Say whether these statements are True or False? Say why.

1. The assistant at the art gallery was new and inexperienced.

2. The robber entered the art gallery at midday.

3. The robber had to take the painting off the wall himself.

4. The police chased him and lost him in a nearby alley.

**LISTENING**

R11.4

ACTIVITY 1:

Work in pairs.

There has been a murder in Yately, a village in England. Listen to the conversation and match the people to their descriptions

Mary	The murder victim
Alice	The new person in the village
Barry Clark	Ellen and Jack's son
Ellen	The owner of the flower shop
Jack Miller	Jack's wife
Adam	Jack's business partner

ACTIVITY 2:

Listen to the conversation again and answer the following questions

1. When did the murder happen? _____
2. Where was the body found? _____
3. When did the Garden Centre open? _____
4. How was the victim killed? _____
5. What were Barry and Jack arguing about yesterday? _____
6. Who wanted to get divorced? _____
7. Why was Adam sent to prison? _____
8. When did he come out of prison? _____

ACTIVITY 3:

Look at the following clues in the Jack Miller's murder case and fill in the blanks with WHO, WHICH, THAT or WHERE. Remember that in some of them more than one option is possible.



This is the bullet _____ was taken from Jack Miller's body.



This is the neighbor _____ saw someone breaking into Barry Clark's house on the night of the murder.



This is the address of the flat _____ Adam stayed on the night of the murder. It's thirty miles away from Yately.



These are the two people _____ were visiting Ellen on the night of the murder. They say they all went out to dinner.



These are the bullets _____ were found in Barry Clark's house.



This is the rose _____ was found on the body.



This is the person _____ says she was with Adam on the night of the murder.



This is the Hotel _____ Barry Clark stayed the night of the murder.



This is the gun _____ the police found in Barry Clark's house.
It's the same gun _____ was used to kill Jack Miller.



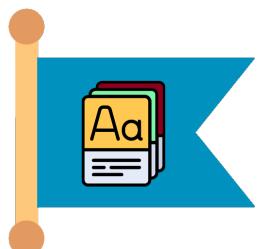
This is the restaurant _____ Ellen and her friends had dinner on the night of the murder.



This is the button _____ was found next to Jack's body.

ACTIVITY 4:

- After paying close attention to the clues in Jack Miller's murder, discuss with your classmate and try to find out who killed Jack and which was the motive for this murder.**
- Listen to the news report (R11.5) and find out who really committed the murder.**



VOCABULARY

ACTIVITY 1:

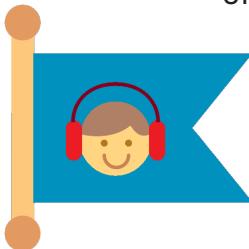
- Complete the chart with the words in the box. Remember to classify them under the correct title.**

steal – murderer – burgle – robbery – thief – robber – murder – burglary

CRIME	CRIMINAL	VERB
theft		
		murder
		rob
	burglar	

b. Choose the correct words from the chart to complete these sentences. Remember to use the correct form if the word is a verb.

1. Three men _____ a bank in London last night and _____ over £500,000. This was the third bank _____ in the city this month.
2. A man was _____ yesterday in Los Angeles. The police arrested the _____ who had left the _____ weapon with his prints in it next to the body.
3. My sister's apartment was _____ last week. The _____ took all her valuables. Unfortunately, _____ is one of the most common crimes in our city.



CRIME AND PUNISHMENT

Taken from: <http://zappenglish.com/zapp-english-listening-3-20-crime-punishment>
(Only up to 2'31")

In the following conversation you are going to hear two men and a woman talking about their experiences with crime.

ACTIVITY 1:

About the first man

Answer the following questions.

1. What crimes has he experienced?

A _____
B _____

2. How old was he when the first incident happened?

3. Where did the second incident happen?

4. What did he lose?

***to be glassed on the face: to be attacked or assaulted with a glass weapon.**

ACTIVITY 2:

About the second man

True or False? Justify the false ones.

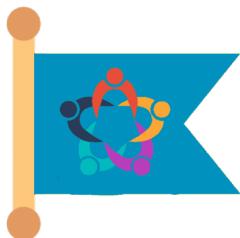
1. ____ He was pick-pocketed on a bus.
2. ____ The thief escaped through the door.
3. ____ He lost around US \$100 in cash.

ACTIVITY 3:

About the woman

Complete the missing parts on what the woman says.

1. 'I had a _____ experience with *American Express*.'
2. 'I had Traveler's checks stolen in _____.'



- a. **Work in groups of three.**
- b. **You all live in a rough neighborhood. Every home on your street has been broken into. You are a group of neighbors who are very concerned about your situation. You want a better place to live with your families.**
- c. **After a neighbors meeting you decided to make a campaign to stop crime in your neighborhood.**
- d. **Create a poster in which you present ideas to motivate your neighbors to get involved in this movement.**
- e. **Create a motto and a logo for your campaign.**

WELCOME TO UNIT 6

REVIEW AND CONSOLIDATION

.....





VIDEO WATCHING



SPEAKING

ACTIVITY 1:

Watch the following videos about the best places to go on holiday.

https://www.youtube.com/watch?v=_hoGpYyn4Bs
<https://www.youtube.com/watch?v=GAyRBqKk3hk>
<https://www.youtube.com/watch?v=U6fWURU2Z2s>
<https://www.youtube.com/watch?v=KejZNiemNfE>
<https://www.youtube.com/watch?v=Q7Nhwt8GQAI>

Grand Canyon in Depth
Great Barrier Reef, Australia
10 Reasons why Cape Town is the Best City in the World
New Zealand Amazing Road Trip
Walt Disney World Resorts Commercial

ACTIVITY 2:

Work with a partner or in groups of three.

Discuss orally the following questions. (No writing is allowed).

- a) What do you think is the main purpose in every video?
- b) In your opinion, which is the most appealing of all the videos? Give reasons.
- c) Which of these places would you like to visit? Why?
- d) Which place would you never visit? Why?

ACTIVITY 3:

Share your answers with the class.



TEAM WORK

How much do you know about Chile?

1. Work in groups of three.
2. Take the following quiz about Chile at https://www.commisceo-global.com/resources/quizzes/country-specific-quizzes?view=quiz&quiz_id=21
3. Once you have checked your answers, visit the page <https://www.commisceo-global.com/resources/country-guides/chile-guide> and read the article Chile Guide. Language, Culture, Customs and Etiquette. This article may be surprising.



SPEAKING

Role Play

You and your classmate are friends. You're going on vacation very soon but have made different plans. Talk about your personal plans for your holiday and plan out some time to spend together.

Use decisions made before the moment of speaking, spontaneous decisions, predictions based on evidence and based on opinion, offers and promises. Remember you can't write it down.



Language Learning

FIRST AND SECOND CONDITIONAL GAME

Taken and adapted from:

<https://www.eslbase.com/activities/conditional-board-game>

Teacher notes

Conditional board game

Language point: First and Second Conditionals.

Aim: To practice First and Second Conditional structures.

Activity:

Students ask and answer questions using the First and Second Conditionals in order to move along the board and reach the end.

Organization: Group work.

Preparation: Make a copy of the board game for each group of three or four students. Each player needs a counter and each group needs a die.

What do I do?

1. Divide students into groups of 3 or 4.
2. Give each player a counter and each group a copy of the board game and a die.
3. Students place their counters on START and throw the die to decide who starts.
4. Student A throws the die and moves forward that number of squares.
5. Student B asks Student A the question on that square. If Student A answers with the correct Conditional form, and the rest of the group agree that the answer is correct, Student A's counter remains where it is. If the answer is incorrect, the counter returns to its original square.
6. Students take turns, repeating step 5 and moving around the board until one student reaches FINISH. This student is the winner!

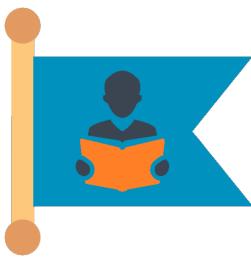
© 2006 www.eslbase.com. This worksheet may be photo copied for class use.

ESL BASE RESOURCES

ACTIVITY 1:

Follow your teacher's instructions to play the game.

Start What will you do / What would you do... 9 ... if you saw Tom Cruise walk by the classroom?	1 ... if you met the U.S President? 8 Go back 2 spaces	2 ... If you go out tonight? 7 ... if you can't sleep tonight?	3 ... if it rains tonight? 6 ... if you are sick tomorrow?	4 Miss a turn! 5 ... if you could speak perfect English?
10 ... if you found \$100 on the street?	11 ... if you broke your friend's favorite cell phone?	12 ... if this building caught fire?	13 ... if you saw your teacher in a police car?	14 Move forward 2 spaces
19 ... if you hit a cat with your car?	18 Miss a turn!	17 ... if you needed a lot of money very quickly?	16 ... if you get a lot of homework?	15 ... If you have a headache tonight?
20 ... if you spoke perfect Russian?	21 ... if your best friend forgot your birthday?	22 ... if you lost the keys to your house?	23 ... if your laptop broke?	24 Move forward 3 spaces
Finish	28 Go back 2 spaces!	27 ... if your fridge was empty tonight?	26 ... If you won the lottery?	25 ... if you had an important exam in two days' time?



Reading

Taken and adapted from:

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-62359.php>

ACTIVITY 1:

Complete the text with the corresponding Passive Voice form and the correct tense of the verbs given in the box. (Some verbs are not needed and some may be used more than once).

eat—make—open —sell—give—call—know—buy

The Hamburger

The hamburger is known by almost everybody in nearly all over the world. The first hamburgers were made and sold in Connecticut in 1895 by an American called Louis Lassen. They were called hamburgers because Louis was given the recipe by sailors from Hamburg in Germany.

Hamburgers became a favorite meal in America in the early part of the twentieth century. Their popularity grew even more after the Second World War, when they were bought in large quantities by teenagers who preferred fast food to family meals. The first drive-in hamburger restaurant was opened in 1948 by two brothers, Dick and Maurice Mc Donald, in San Bernardino, California.

Since then over 25,000 McDonald's restaurants have been opened worldwide and now 35 million McDonald's hamburgers are eaten every day in 115 countries from India to the Arctic Circle.

ACTIVITY 2:

Read the text again, identify new words and find out their meanings with the help of your teacher.



SPEAKING

ACTIVITY 1:

- a. Work with a classmate.
- b. Discuss the following questions.
 1. How important are clothes for you?
 2. Do you agree with people who say that if you want to succeed in life, you have to be 'dressed up to the nines'?
- c. Answer the questionnaire below.
- d. Check the answers with your teacher.

Are you a fashion victim?



- 1** How important is it for you to wear clothes that are in fashion?
a) Very important.
b) Quite important.
c) Not at all important.

3 How often do you go shopping for clothes?
a) Two or three times a year.
b) Once or twice a month.
c) Every week, if possible.

- 3** How often do you go shopping for clothes?
a) Two or three times a year.
b) Once or twice a month.
c) Every week, if possible.



- 6** How many pairs of shoes have you got?
a) 5–15 pairs.
b) More than 15 pairs.
c) 1–5 pairs. I've only got one pair of feet!
-

6–9 points:

You're definitely not a fashion victim. Clothes aren't very important to you and you probably wear the first thing you see in the morning. Perhaps you should go shopping next weekend and buy some new clothes.

10–12 points:

You don't worry about clothes very much, but you like looking good and probably enjoy getting dressed up for parties and weddings. You like shopping but probably don't buy things that you don't need.

Are you a fashion victim?

- | | | |
|---------------|-------------|-------------|
| 1 a) 3 points | b) 2 points | c) 1 point |
| 2 a) 2 points | b) 1 point | c) 3 points |
| 3 a) 1 point | b) 2 points | c) 3 points |
| 4 a) 3 points | b) 2 points | c) 1 point |
| 5 a) 2 points | b) 1 point | c) 3 points |
| 6 a) 2 points | b) 3 points | c) 1 point |

13–15 points:

What you wear is important to you. You go shopping because you want to, not because you need to, and you probably like buying fashionable clothes. You're not a fashion victim – but you might be soon!

16–18 points:

You're definitely a fashion victim! What you wear is very important to you and you love buying new clothes. Maybe you don't need to go shopping for a while – you've probably got lots of beautiful clothes at home that you never wear!



VIDEO WATCHING

ACTIVITY 1:

Watch the video called “Keeping you Home Safe from Burglary - Tips from a Professional Burglar” and answer these multiple choice questions.

<https://www.youtube.com/watch?v=Cc3hbR5BcBg>

1. How many houses did this burglar burgle?
 - a. About one hundred or a hundred and fifty.
 - b. More than a hundred and fifty.
 - c. A hundred.
 - d. He does not remember.
2. What makes a home a target?
 - a. Not to have security cameras.
 - b. Mail in the box or no car in the driveway.
 - c. No car in the garage and no mail in the box.
 - d. No fences or no dog in the yard.
3. What time do thieves strike?
 - a. After 2:00 pm
 - b. Between 2:00 pm and 8:00 pm.
 - c. Between 8:00 am and 2:00 pm.
 - d. At night.

4. What is the burglar's worst nightmare?
 - a. Coming face to face with somebody in the house.
 - b. That neighbors face them.
 - c. Not to find any valuables inside the house.
 - d. That the alarm warns the police.
5. Why do the burglar say that alarm systems do not work?
 - a. Because they have a long time to steal things before the police arrive.
 - b. Because alarms are too noisy.
 - c. Because they know people are not at home when the alarm is on.
 - d. Because they just don't mind about alarms.
6. How do burglars break into houses?
 - a. They have a lot of tools to open doors or windows.
 - b. They break window glasses.
 - c. They break locks on doors.
 - d. They look for an open window or door.
7. The best way to avoid being burgled is...
 - a. to have a good security system.
 - b. to have security cameras as well as an alarm system.
 - c. to lock all windows and doors.
 - d. to have a neighbor watching your house.



VIDEO WATCHING

Watch and enjoy.

GRAMMAR SHOW VIDEO ON RELATIVE CLAUSES

<https://www.youtube.com/watch?v=bpYTihB4bqc>

CONGRATULATIONS!



you have finished level 3

You are one step forward to becoming Bilingual.

These are some of the advantages of being bilingual :

- It improves certain aspects of the brain.
- It helps develop higher levels of cognitive control.
- It slows down the aging process.
- It makes you smarter.
- It helps you make better decisions.
- It helps you avoid distractions.
- It gives you more authentic experiences when traveling.
- It helps you to become more culturally aware.

LIST OF IRREGULAR VERBS 2

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	let	let	let
become	became	become	lie	lay	lain
begin	began	begun	lose	lost	lost
bet	bet	bet	make	made	made
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
buy	bought	bought	ring	rang	rung
can	could	been able	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
do	did	done	shake	shook	shaken
draw	drew	drawn	shoot	shot	shot
drink	drank	drunk	show	Showed	shown
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
find	found	found	spell	spelled/spelt	spelt
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	split	split	split
get	got	got/gotten	spread	spread	spread
give	gave	given	stand	stood	stood
go	went	gone/been	steal	stole	stolen
grow	grew	grown	strike	struck	struck
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
learn	learned/learnt	learned/learnt	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written

GRAMMAR APPENDIX

UNIT 1

THE FUTURE TENSE

.....
Taken and adapted from:
<http://esl.fis.edu/grammar/rules/future.htm>

In this section you will learn about **The Future Tense** in:

- its forms
- its uses

THE FUTURE TENSE

There are several different ways in English that you can talk about the future. They can be divided into four forms :

1. WILL+INFINITIVE
2. BE GOING TO + INFINITIVE
3. PRESENT CONTINUOUS FOR ARRANGEMENTS
4. PRESENT SIMPLE FOR SCHEDULED EVENTS

1. WILL +INFINITIVE

A. Predictions Based on Experience or Opinion (No Evidence)

WILL+Infinitive (without 'to') is used to make predictions with no evidence about the future.

Subject Pronouns		Main Verb (bare infinitive)	Predicate
I	WILL	call	
You			at 6.00
He/She /It			
We			
They			

Examples:

- The sun will rise at 6.30 tomorrow.
- Lunch break today will be 10 minutes longer than usual.
- In the year 2050 all students will have their own computers in school.
- Do you think she will come soon?
- I know my parents won't let me go to the party.

B. Offers

WILL+Infinitive (without 'to') is used to make offers and it is always formulated in first person singular or plural, and it's always affirmative.

Subject	WILL	Main Verb (Infinitive without 'to')	Predicate (Object)
I /We	WILL (contracted form 'LL is often used)	help fix talk	
			Sara (for you)
			the car (for you)
			to him (for you)

Examples:

- A: I can't do this. B: I'll help you.
- A: I need a few more eggs for the cake. B: I'll go get them.
- A: I'm so tired! These bags are so heavy! B: I'll help you with them.
- A: She doesn't listen to me. B: I'll talk to her for you.

C. Promises

WILL+Infinitive (without 'to') is used to make promises. It's used in affirmative and negative forms, with different subjects.

Note: The context states the intention of the speaker when used with 'I' and 'We', so that it's not confused with making an offer.

Subject	WILL	Main Verb (Infinitive without 'to')	Object+Complement
I-You-He-She- We- You-They IT is never used in promises	WILL (contracted form 'LL is often used)	call pay	you tonight you back

Examples:

- A: Here's the money you need. B: Thank you. I'll pay you back as soon as I can.
- A: So, when are you coming to visit again? B: I'll come around next month. See you then.
- A: So, this is the car. Take good care of it. You know I never lend it to anyone. B: No worries. I'll take care of it and I'll be extra careful. I promise.

D. Requests

WILL+Infinitive (without 'to') is used to make requests that are not very polite. They are formulated in question form and normally address a 'You'.

WILL	Subject	Main Verb (Infinitive without 'to')	Object+Complement+ comma	'please'+ Question Mark
WILL	you	open give	the door, me the bill,	please? please?

Examples:

- Will you close that window, please? It's too noisy outside.
- It's late. Will you speed up, please?
- I have a headache. Will you turn off the TV, please?
- I don't feel very well. Will you keep quiet, please?

E. Spontaneous Decisions (Made at the moment of speaking)

WILL+Infinitive (without 'to') is used to express spontaneous decisions. They are always formulated in First Person Singular or Plural and in affirmative form. The context helps distinguish this form from making promises and offers, as it is obviously a spontaneous reaction.

Subject	WILL	Main Verb (Infinitive without 'to')	Predicate (Object)
I /We	WILL (contracted form 'LL is often used)	answer	the door* (the doorbell is ringing)
		get	a sandwich* (I've just seen a cafeteria)

Examples:

- My phone doesn't work. Hmm, I'll call Jeff. He's a technician.
- Tomorrow is Mark's birthday. I'll get him something from this shop. It looks like a good place to buy.
- A: Alice is ill in hospital. B: Really? I didn't know. I'll go see her today after work.

2. BE GOING TO + INFINITIVE

A. Intentions or decisions made before the moment of speaking.

The Future Tense Form BE GOING TO + INFINITIVE is used to talk about intentions (An intention is a plan for the future that you have already thought about.)

Subject Pronouns	Verb to Be	GOING TO	Main Verb (bare infinitive)	Predicate
I	am	going to	stop smoking	
You	are			this year.
He/She /It	is			
We	are			
They	are			

Examples:

- We're going to buy a new car next month.
- I've decided I'm going to stop eating so much junk.
- He's not going to go out tonight. He's got too much work.
- Are you going to play basketball after school?

Note: GOING TO is often used in the past tense to talk about an unfulfilled intention.
Examples: I was going to study for my grammar test, but I had no time.

He was going to call you, but he couldn't find his mobile phone. / My grandmother was going to visit us, but she fell and broke her arm.

B. Predictions Based on Evidence

The Future Tense Form BE GOING TO + INFINITIVE is used to make predictions based on evidence. It's NOT an opinion. Its form is as follows:

Subject	Verb to Be	GOING TO	Main Verb (Infinitive)	Predicate
It	is	going to	rain	tomorrow

Examples:

- Look at the clouds!* It's going to rain.
- The little girl is playing and her shoelaces are undone*. She's going to fall.

*Evidence that the speaker must provide.

3. PRESENT CONTINUOUS FOR FUTURE ARRANGEMENTS

THE PRESENT CONTINUOUS is used to talk about arrangements. (An arrangement is a plan for the future that you have already thought about and discussed with someone else.) Here, the tense is NOT IN PRESENT TENSE, but rather in FUTURE TENSE.

Subject Pronouns	Verb to Be	Main Verb in ING FORM	Predicate
I	am	travelING	
You	are		tonight.
He/She /It	is		
We	are		
They	are		

Examples:

- I'm meeting my mother at the airport tomorrow.
- Our grandparents are visiting us this Christmas.
- Sorry, I can't stay after school today; I'm playing tennis with Mark.
- My sister's going to the dentist tomorrow.
- Are you doing anything on Sunday morning?

4. SCHEDULED EVENTS

THE PRESENT SIMPLE TENSE is also used to refer to future events that are scheduled (and out of our control). In this case, this form does NOT REFER TO AN EVENT IN PRESENT TENSE, but rather to a FUTURE EVENT TAKING PLACE REGULARLY, AS IN A SCHEDULE.

Affirmative

Subject Pronouns	Main Verb	Predicate
I/You/We/They/	start	at 6:00 PM.
He/She /It	starts	

Negative

Subject Pronouns	Auxiliary +NOT + Main Verb	Predicate
I/You/We/They/	do not start (don't start)	at 6:00 PM.
He/She /It	does not start (doesn't start)	

Interrogative

Auxiliary	Personal Pronoun	Main Verb	Predicate	Question Mark
Do	I/You/We/They	start	at 6:00 PM.	?
Does	He/She/It			

Examples:

- Hurry up! The train departs in 10 minutes.
- I leave Frankfurt at 5 o'clock in the morning and arrive in New York at midnight the next day.
- She has an appointment with the headmaster after school today.
- There's no need to hurry. The train doesn't leave for another 30 minutes.
- When does the meeting begin?

THE POSSESSIVE PRONOUNS

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Taken and adapted from:

<https://www.grammarly.com/blog/possessive-pronouns/>
[Face 2Face Pre-Intermediate Language Summary](#)

In this section you will learn about the
Possessive Pronouns in:

- their forms
- their uses

The Form of the Possessive Pronouns

Subject	(Subject)+Verb Be	Possessive Pronoun
Demonstratives This/That These/Those	(car) is—was—has been (cars) are—were— have been	
Subject Pronoun	Verb Be	MINE , YOURS, HIS HERS, OURS, THEIRS
It They	is—was—has been are---were—have been	

REMEMBER PRONOUNS are commonly confused with POSSESSIVE ADJECTIVES. They look very similar; however, they are used in a slightly different way. When we use possessive adjectives, we need a noun, but when we use possessive pronouns, we don't because it's already been mentioned, or it's known by the speakers.

Subject Pronoun	Possessive Adjectives	Possessive Pronoun
I	my	mine
You	your	yours
He	his	his
She	her	hers
It	its	-----
We	our	ours
They	their	theirs

The Use of Possessive Pronouns

Possessive pronouns show that something belongs to someone. We often use possessive pronouns when we know what thing we are talking about:

- *Is this your camera? No, it's HIS.*

Examples:

- That's my bag : That's MINE (that bag is mine)
- Those are Jane's shoes: Those are HERs (those shoes are hers)
- My phone is dead. Pass me YOURS. (Pass me your phone)
- Did you know that that Labrador is MINE? (My Labrador)
- The house on the corner is THEIRS. (Their house)
- That car belongs to Mark. It's HIS. (It's his car)

VOCABULARY APPENDIX

UNIT 1

backpacking – hitch-hiking – camping – staying in a hotel/hostel/ inn – trekking – climbing – rafting – sailing – exploring – sightseeing - wasting - spending - time - taking pictures/photos - sandboarding – go on vacation - going on a tour – plan out a holiday - buy a/an expensive car – gamble at the casino – throw a big pool party – rent an island for a weekend – move around in a limousine – buy property – start a business – save money in the bank – get plastic surgery – invest in art – donate to charity – support a charity – visit a place – conserve – benefit- damage – recycle – tip – settle in – get on well – hang out.

time-consuming – impressive – astonishing – amazing – colorful – outdoor – risky
— cultural – local – non-polluting – beneficial – natural - artificial – carefree –
sensible – careful – wise – homesick – adventurous.

adventure – glaciers – lagoons – mountain ranges – grasslands – green forests – dunes – volcanoes - destination - ecotourism – culture – (high/low/fair) price – conservation – wild life – community – environment- damage- arrangements – shock – background - adventure seekers - visitor - waste - resources - adventurer.

GRAMMAR APPENDIX

UNIT 2

THE MODAL VERB CAN

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This section will present the **Modal Verb CAN** in

- its forms
- its uses

The Modal Verb CAN

The modal verb **can** is a very common verb in the English language. It has different meanings and it goes together with another verb which keeps its form.

Ex: George can draw very well.

Not, George can draws very well.

The forms of the Modal Verb CAN

Affirmative forms of the Modal Verb CAN

Subject Pronouns	Modal verb CAN	Main Verb
I	CAN	
You		
He/She /It		drive
We		
They		

Negative Forms of the Modal Verb CAN

Subject Pronouns	Modal verb CAN+NOT	Main Verb
I	CAN'T	
You		
He/She /It		drive
We		
They		

Interrogative Forms of the Modal Verb CAN

Modal Verb CAN	Subject Pronouns	Main Verb
CAN	I	
	you	
	he/she /it	drive ?
	we	
	they	

Examples:

- A: Can you play a musical instrument?
- B: No, I can't.
- A: What about your brother Allan? Can he play the guitar?
- B: Yes, he can. He's in a band.
- A: Can they come and play at the university?
- B: No, they can't now. They are on tour.

The uses of the Modal Verb CAN

This modal verb is used to express ability, and possibility, to ask for permission and to request something. Examples:

- Ability: I **can** drive very well.
- Possibility: The band **can** play on Saturday.
- Asking for permission: **Can** I come in, please?
- Request: **Can** you help me, please?

Remember:

- The modal verb **CAN** never changes; it doesn't carry an's' with 'he', 'she', or 'it'.
Ex: She **can** drive. ✓
NOT She **cans** drive ✗
- The verb that follows **CAN**, called 'main verb', never carries a 'to'.
Ex: I **can** drive ✓
NOT: I **can to** drive ✗

THE MODAL VERB SHOULD

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This section will present the **Modal Verb SHOULD** in

- its forms
- its uses

The Modal Verb **SHOULD**

The modal verb **Should** is a common verb form of the English language. **SHOULD** is used with another verb which keeps its infinitive form but without 'to'.

Ex: Andrea **should visit** Brazil. It's wonderful. (Andrea should **to** visit Brazil. It's wonderful.)

The forms of the Modal Verb SHOULD

Affirmative forms of the Modal Verb SHOULD

Subject Pronouns	Modal verb SHOULD	Main Verb + Complement
I	should	
You		
He/She /It		visit Brazil
We		
They		

Negative Forms of the Modal Verb SHOULD

Subject Pronouns	Modal verb SHOULD + NOT	Main Verb + Complement
I	should not (shouldn't)	
You		
He/She /It		visit Brazil
We		
They		

Interrogative Forms of the Modal Verb SHOULD

Modal Verb CAN	Subject Pronouns	Main Verb + Comp.+ ?
Should	I	
	you	
	he/she /it	visit Brazil?
	we	
	they	

Examples:

- A: What **should** I do this summer?
- B: You **should** travel abroad.
- A: Good Idea! **Should** I go to Brazil, or to Argentina?
- B: I think you **shouldn't** go to Argentina, it's not convenient.
- A: I **should** go with my parents. They **should** have a good holiday.
- B: Yes, they **should**. You **should** too!

The use of the Modal Verb **SHOULD**

This modal verb is used to express recommendation or advice.

- You **should travel** in economy class. It's convenient.
- If Mike is tired, he **shouldn't come** to the party.
- It's very hot these days, you **should put on** sunscreen.
- **Should I call** my parents if I have a problem?

Remember:

- The modal verb **SHOULD** stays the same at all times.
- The verb that follows **SHOULD**, called 'main verb', stays the same and never carries a 'to'.

THE MODAL VERB MUST AND THE SEMI-MODAL VERB HAVE TO

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Taken and adapted from:

<https://learnenglish.britishcouncil.org/intermediate-grammar/modals-1>

<https://www.gymglish.com/en/english-grammar/must-vs-have-to>

HAVE TO and **MUST** are both used to express obligation; but there's a slight difference in the way they are used.

The forms of the Modal Verb **MUST**

Affirmative forms of the Modal Verb **MUST**

Subject Pronouns	Modal verb MUST	Main Verb	Predicate
I	MUST		
You			
He/She /It		call	dad today
We			
They			

Negative Forms of the Modal Verb **MUST**

Subject Pronouns	Have to	Main Verb	Predicate
I-You-We-They	don't have to	work	late
He/She /It	doesn't have to		

Interrogative Forms of the Modal Verb MUST

Modal Verb MUST	Subject Pronouns	Main Verb	Predicate	Question Mark
Must	I			?
	you			
	he/she /it	dress	formal tonight	
	we			
	they			

The forms of the Semi- Modal Verb HAVE TO

Affirmative forms of the Semi Modal Verb HAVE TO

Subject Pronouns	HAVE TO	Main Verb	Predicate
I			
You			
We	have to	work	late
They			
He/She /It	has to		

Negative Forms of the Modal Verb HAVE TO

Subject Pronouns	Aux DO/DOES+NOT+ HAVE TO	Main Verb	Predicate
I-You-We-They	have to do not (don't)	work	late
	does not (doesn't) have to		

Interrogative Forms of the Modal Verb HAVE TO

Aux Do/Does	Subject Pronouns	Have to	verb	Predicate	Question mark
Do - Does	I	have to	work	late	?
	you				
	he/she /it				
	we				
	they				

MUST and HAVE TO

HAVE TO shows us that the obligation comes from somebody else. It's a law or a rule and the speaker can't change it.

- Do you HAVE TO wear a uniform at your school?
- John can't come because he HAS TO work tomorrow.
- In Britain you HAVE TO buy a TV license every year.

MUST shows us that the obligation comes from the speaker. It isn't a law or a rule.

- I MUST call my dad tonight.
- You MUST hand in your homework on Tuesday or your mark will be zero.
- You MUST come and visit us the next time you come to London.

We use **DON'T HAVE TO** to show that there is no obligation. You can do something if you want to but it's not compulsory.

Examples:

- You don't HAVE TO wear a tie in our office. You can wear a tie if you want to but it's OK if you don't.
- It'll be nice if you do but you don't HAVE TO come with me if you don't want to.
- You don't HAVE TO dress up for the party. Wear whatever you feel comfortable in.

MUSN'T is used to show that something is prohibited – it is not allowed.

- You MUSTN'T speak when the teacher is speaking.
- You MUSTN'T speed up in this area.

BE ABLE TO – BE ALLOWED TO –BE SUPPOSED TO

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Taken and adapted from:

<https://www.englishclub.com/grammar/verbs-modals-can-could-able.htm> <https://www.grammarly.com/blog/supposed-to/>

In this section you will learn about **BE ABLE TO –BE ALLOWED TO—BE SUPPOSED TO** in

- their forms
- their uses

BE ABLE TO-- BE ALLOWED TO –BE SUPPOSED TO

We use BE ABLE TO-- BE ALLOWED TO –BE SUPPOSED TO as substitutes of Modal Verbs CAN, SHOULD and MUST when they are, not possible to be used for grammatical reasons; when we want to give some emphasis; or when we want to change to a more formal context.

1. BE ABLE TO

Its Form

BE ABLE TO is used as a substitute of the verb **CAN** to talk about **ABILITY OR POSSIBILITY**.

	Subject	Main verb BE	ABLE	TO+Infinitive
Affirmative	I	am	able	to drive
Negative	We	aren't/ (are not)	able	to drive
Interrogative	Main Verb BE	Subject	ABLE	TO+Infinitive +?
	Are	you	able	to drive?

Its Use

We use **BE ABLE TO** to express **ability**. "Able" is an adjective meaning *having the power, skill or means to do something*. If we say "I AM ABLE TO swim", it is like saying "I **can** swim".

We sometimes use **BE ABLE TO** instead of "can" or "could" for ability. **BE ABLE TO** is possible in all tenses - but "can" is possible only in the present and "could" is possible only in the past for ability. In addition, "can" and "could" have no infinitive form. So we use **BE ABLE TO** when we want to use other tenses or the infinitive.

Examples:

- I HAVE BEEN ABLE TO swim since I was five. (present perfect)
- I WAS ABLE to run very fast when I was a child. (past simple)
- You WILL BE ABLE TO speak perfect English very soon. ('will future')
- I would like TO BE ABLE TO fly an airplane. (infinitive)

2. BE ALLOWED TO

Its Form

BE ALLOWED TO is used as substitute if the verb **CAN** to talk about **PERMISSION**

	Subject	Main verb BE	ALLOWED	TO+Infinitive+complement
Affirmative	I	am	allowed	to smoke in here
Negative	You	aren't/ (are not)	allowed	to smoke
	Main Verb BE	Subject	allowed	TO+Infinitive +?
	Are	we	allowed	to smoke?

Its Use

We use **BE ALLOWED TO** to express **permission**. We use this form to express there is a rule or regulation which permits us to do something. If we say "We are ALLOWED TO smoke in here", it is like saying "We **can** smoke in here".

We use **BE ALLOWED TO** instead of "can" or "could" (past). This form is possible to be used in all tenses - but "can" is possible only in the present and "could" is possible only in the past for ability. In addition, "can" and "could" have no infinitive form. So we use **BE ALLOWED TO** when we want to use other tenses or the infinitive form.

Examples:

- I HAVE BEEN ALLOWED TO park in this spot since I moved in this building. (present perfect)
- When I was younger, I WASN'T ALLOWED TO stay up until late.
- We WILL BE ALLOWED TO speak Spanish when the English class is over. ('will future')
- Workers would like TO BE ALLOWED TO leave early on Fridays. (infinitive)
- We WILL BE ALLOWED TO speak Spanish when the English class is over. ('will future')
- Workers would like TO BE ALLOWED TO leave early on Fridays. (infinitive)

BE SUPPOSED TO

Its Form

BE SUPPOSED TO is used as a substitutif the modal verb **MUST** or the semi-modal verb **HAVE TO** to talk about **OBLIGATION**.

	Subject	Main verb BE	SUPPOSED	TO+Infinitive+complement
Affirmative	I	am	supposed	to wear a uniform
Negative	You	aren't/ (are not)	supposed	to wear a uniform
	Main Verb BE	Subject	supposed	TO+Infinitive +?
Interrogative	Are	we	supposed	to wear a uniform?

Its Use

We use **BE SUPPOSED TO** to express the idea that someone or something is EXPECTED TO or REQUIRED TO be or do something. **BE SUPPOSED TO** is used instead of 'must' or 'have to' for **strong suggestions or obligations**. If we say "*You are SUPPOSED TO be here at 7:00*", it is like saying "*You must (or have to) be here at 7:00.*"

We use **BE SUPPOSED TO** instead of 'must' or 'have to' to express ideas in present and past, mostly - but "must" is possible only in the present, while 'have to' is a semi-modal which needs the aux 'does' to be used in questions and in negative forms (ex. A: Do you have to arrive early? B: No, I don't have to).

In addition, "must" has no infinitive form. So we use **BE SUPPOSED TO** when we want to use other tenses or the infinitive of 'must'.

Examples:

- You are SUPPOSED TO finish this by Friday. That's the deadline.
- Mark WAS SUPPOSED TO be here half an hour ago. Where is he?
- Bill, where were we SUPPOSED TO meet Mike?
- What time was the show SUPPOSED TO start?

VOCABULARY APPENDIX

UNIT 2



host – hostess – elder – surroundings – etiquette and manners – host country – mannerism - behavior – holy ground – customs – ancient – civilian – ethics – population – beliefs – norms – dress code – well-being – hand shake – gender – gesture – fasting –

greet – whistle – object – observe – apologize – forgive – laugh – avoid – offend – respect – inquire – remove/take off – pat.

be aware – rude – polite – sacrilegious – left – right – sacred – Muslim – welcoming – tolerant -- conservative – be mindful – cosmopolitan – impure – obnoxious.

GRAMMAR APPENDIX

UNIT 3

FIRST AND SECOND CONDITIONAL

Taken and adapted from:

<https://learnenglish.britishcouncil.org/intermediate-grammar/conditionals-1>

In this section you will learn about **First and Second Conditional** in

- Their forms
- Their uses

Their Forms

In **FIRST CONDITIONAL** sentences, the structure is usually if + present simple and will + infinitive. It's not important which clause comes first.

Example:

- If it SNOWS tomorrow, I'LL go skiing. (It may snow tomorrow.)

In **SECOND CONDITIONAL** sentences, the structure is usually if + past simple and would + infinitive. It's not important which clause comes first.

Example:

- If it SNOWED tomorrow, I'D go skiing. (It almost certainly won't snow tomorrow.)

FIRST CONDITIONAL

We use the **FIRST CONDITIONAL** when we talk about real and possible situations in the present or in the future.

Examples:

- I WILL go (I'LL go) shopping on the way home if I HAVE time.
- If it IS a nice day tomorrow, we' LL GO to the beach.
- If they WIN, they' LL be top of the league.

SECOND CONDITIONAL

The **SECOND CONDITIONAL** is used to talk about ‘unreal’ or imaginary situations. It expresses unreal situations in the present or future.

Examples:

- If I WON a lot of money, I WOULD (I'D buy) a big house in the country.
- Where WOULD you live if you COULD live anywhere in the world?
- If you DIDN'T SMOKE so much, you 'D feel a lot better.

NOTE:

Although many conditional sentences use if + will/would, conditional sentences can also use other words instead of ‘if’ – e.g. ‘when’ ‘as soon as’ ‘in case’. Other modal verbs can be used instead of ‘will/would’ – e.g. ‘can/could’, ‘may’ ‘might’.

QUANTIFIERS



Taken and adapted from:

<https://learnenglish.britishcouncil.org/english-grammar/quantifiers>

In this section you will learn about **Quantifiers** in

- Their forms
- Their uses

QUANTIFIERS

We use QUANTIFIERS when we want to give someone information about the number or amount of something; how much or how many. They are used with Countable and Uncountable nouns.

Too, Too Much, Too Many, (not) Enough

1. We use TOO, TOO MUCH AND TOO MANY to say something is more than we want.

TOO +ADJECTIVE

- Example: I try not to get home too late.

TOO+ MUCH+ UNCOUNTABLE NOUN

- Example: He's got too much work to do.

TOO+ MANY+ COUNTABLE NOUN

- Example: I've always got too many things to do.

2. We use NOT ENOUGH to say something is less than we want.

NOT+ADJECTIVE+ENOUGH

- Example: She's not old enough to talk.

NOT+VERB+ENOUGH+NOUN

- Example: I don't have enough energy to do anything in the day.

3. We use ENOUGH to say something is the correct number or amount.

ENOUGH+NOUN

- Example: I earn enough money for the whole family.

ADJECTIVE +ENOUGH

- Example: I think this place is big enough for us.

NOTE:

We don't use TOO to mean very very. We use REALLY

- Example: ~~It was TOO beautiful.~~
It was REALLY beautiful.

QUANTIFIERS used with Uncountable Nouns

- much
- a little/little/very little *
- a bit (of)
- a large amount
- a lot (of) /lots (of)

Examples:

- A: How MUCH money do you have? B: Not MUCH.
- There's VERY LITTLE coffee left in the cup. I'll make some more.
- I have A LITTLE money. Just enough to buy a small car.
- A: Is there MUCH time left? B: There's A BIT only.
- There's a LARGE AMOUNT of information on the Internet.
- There's LOTS OF coffee, just help yourself.

Note:

- * LITTLE and VERY LITTLE mean that there is not enough of something.
A LITTLE means that there is not a lot of something, but there is enough.

QUANTIFIERS used with Countable Nouns

- many
- a few/few/very few **
- a number (of)
- a lot (of) /lots (of)

Examples:

- I have A NUMBER OF questions to ask, if you don't mind.
- How MANY people are coming to the party? Not MANY.
- Do we need to buy more cheese? No there are A FEW slices in the fridge. But, there are FEW tomatoes. Could you get a couple more?
- A LOT OF people came to the party last Saturday.

Note:

- ** FEW and VERY FEW mean that there is not enough of something.
A FEW means that there is not a lot of something, but there is enough.

QUANTIFIERS used with both Countable and Uncountable Nouns

- ENOUGH:

There is ENOUGH time. / There are ENOUGH chairs in the classroom.

- MORE:

There are no MORE tests this semester. / Do you have MORE time?

- NO:

She has NO money. / There are NO problems with the old computer. It's OK.

- (NOT) ANY:

There ISN'T ANY coke left. Let's get some more. / A: Are there ANY people in the waiting room? B: There are not many.

- SOME:

I have SOME friends coming over tonight. / There's SOME cake for you in the kitchen.

- A LOT OF:

Mike has A LOT OF problems in the new school. / There's A LOT OF sugar in the drink. It's bad for you.

- LOTS OF:

LOTS OF people travel to the South in the summer. / I have LOTS OF time to do this project.

- PLENTY OF:

There's PLENTY OF time. Relax! Don't worry. / There are PLENTY OF things to do. You won't get bored.

VOCABULARY APPENDIX

UNIT 3



chatt – steal – find out – get fired – gamble – hear about – fire and hire – go public – quit - dream of – dream about – might - pay back – save - deny – admit – win - reveal – pass (a subject/a test) – change (programs/ universities) – move (house / abroad) – keep on (verb+ing) – make (friends/ money) – earn money – get married – go on (a honeymoon) – look after (children) – take care of – spend (time /money) – get into trouble – be bored – carry.

Stationary – fault – coffee bar – (online) poker – (lottery) ticket – trouble – confession –lottery – chance – the country (countryside)- highway – charity - loans – a position (job) – (job) offer – neighborhood – neighbor – authorities – traffic – noise – pollution – garbage – littering.

chatty – easy-going – strict – huge – fancy – sleepless – depressed – lonely – guilty – upset – mature – near – nearest.

GRAMMAR APPENDIX

UNIT 4

THE PASSIVE VOICE FORM

Taken and adapted from:

<https://www.ego4u.com/en/cram-up/grammar/passive>

In this section you will learn about the Passive Voice Form in:

- Its Forms
- Its uses

Its Uses

The Passive Voice is used when the focus is on the action. The subject and the object of the sentence is not known;

- Example: **My bike was stolen.**

In the example above, the focus is on the fact that *my bike* was stolen. *I do not know, however, who did it.*

Sometimes a statement in Passive Voice is more polite than in Active Voice, as the following example shows:

- Example: **A mistake was made.**

In this case, The focus on the fact that *a mistake was made, but I do not blame anyone* (e.g. *You have made a mistake*).

Its Forms

Object + finite form of to Be + Past Participle + (3rd column of irregular verbs) + (by + subject)

Example: **A letter was written.**

When rewriting active sentences in Passive Voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The finite form of the verb is changed into + to Be + Past Participle + 0
- The subject of the active sentence becomes the object of the passive sentence (or is dropped).

Here is a summary of the Passive Voice in some verb tenses.

Present Simple	Active:	Jack	paints	a house.
	Passive:	A house	is painted	by Jack.
Past Simple	Active:	Jack	painted	a house.
	Passive:	A house	was painted	by Jack.
Present Perfect	Active:	Jack	has painted	a house.
	Passive:	A house	has been painted	by Jack.
Will Future	Active:	Jack	will paint	a house.
	Passive:	A house	will be painted	by Jack.
Can	Active:	Jack	can paint	a house.
	Passive:	A house	can be painted	by Jack.
Present Continuous	Active	Jack	is painting	a house.
	Passive	A house	is being painted	by Jack.

DEFINITE AND INDEFINITE ARTICLES



Taken and adapted from: talkenglish.com/gramar/articles.aspx

In this section you will learn about **Definite and Indefinite Articles** in

- their Forms
- their Uses

Definite Article THE: Its Uses

1. This article is used to indicate a noun that is definite or has been previously mentioned in the context. Examples:

- Please, close the door.
- I like the clothes you gave me.

2. To indicate a noun that is unique, i.e. that there is only one (or one in a particular place). Examples:

- Praise the Lord!
- The Columbia River is near here.

3. To designate a natural phenomenon. Examples:

- The nights get shorter in the summer.
- The wind is blowing so hard.

4. To refer to a time period. Examples:

- I was very naïve in the past.
- This song was very popular in the 1980s.

5. To indicate all the members of a family. Examples:

- I invited the Bakers for dinner.
- This medicine was invented by the Smiths.

6. To express the superlative. Examples:

- This is the most incredible job in the world.
- That was the easiest way out.

Indefinite Article A / AN: Its Uses

1. This article is used with jobs/professions Examples:

- A teacher
- An engineer

2. To talk about a person or a thing for the first time. Examples:

- Yesterday I saw a woman...

3. Before number collectives and some numbers. Examples:

- A dozen
- A thousand

4. With nouns to form adverbial phrases of quantity, amount, or degree. Example:

- I felt a bit depressed.

Their Forms

The Indefinite Article ‘AN’ is used before singular countable nouns beginning with a vowel (a, e, i, o, u) or vowel sound. Examples:

- an apple, an elephant, an issue, an orange, an umbrella

Exceptions: a university, a uniform, a union

The Indefinite Article ‘A’ is used before singular countable nouns beginning with consonants. Example:

- a stamp, a desk, a TV, a cup, a book

The Definite Article ‘THE’ is used before singular or plural nouns beginning with either a vowel or vowel sound or consonant. Examples:

- The car she bought is over there.
- The artistic show was postponed.

IMPORTANT:

We don't use an article :

1. To talk about people and things in general. Example:
 - Milk is good for you.
2. To talk about sports and games. Example:
 - Let's play basketball.
3. To refer to meals in general. Example:
 - We're having dinner together this evening.
4. Before the name of a language. Example:
 - English is fun.
5. For most cities and countries. Examples:
 - I'm travelling to Japan next summer.

EXCEPTIONS: I love New York City.

We use 'THE' with some countries when they are 'groups of' like The UK, The USA, The Bahamas, The Philippines and when it is part of the name of the country like The Czech Republic, The Dominican Republic.

VOCABULARY APPENDIX

UNIT 4

memorabilia – auction – auction house – fashion – fashion house – (fashion) designer – designer label – leather – gunman – suitcase – murder – inheritance – item – (fine)art.
get on – sack somebody – own – know – collect – sell – bring – buy – make – paint – take – produce – lose – auction – buy – sell – manufacture – paint – direct – publish – write – build – invent – grow – make – hire – murder – shoot – raise (money)- run.
record-breaking – valuable – successful – behind bars – unusual – French (toast).

GRAMMAR APPENDIX

UNIT 5

RELATIVE CLAUSES



Taken and adapted from:

<https://www.ego4u.com/en/cram-up/grammar/relative-clauses#h01>

In this section you will learn about **Relative Clauses** in

- their forms
- their use

WHAT IS A RELATIVE CLAUSE?

A RELATIVE CLAUSE is a particle of a sentence that is used to give additional information about something without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating certain words.

To understand how the RELATIVE CLAUSE is formed , read the following explanation:

Imagine a girl is talking to Tom. You want to know who she is and ask a friend whether he knows her. You could say:

- **A girl is talking to Tom. Do you know the girl?**

That sounds rather repetitive, doesn't it? It would be easier with a relative clause: you put both pieces of information into one sentence. Start with the most important thing – you want to know who the girl is.

- **Do you know the girl?**

As your friend cannot know which girl you are talking about, you need to put in the additional information – the girl is talking to Tom. Use 'the girl' only in the first part of the sentence, in the second part replace it with the relative pronoun, (for people, use the relative pronoun 'who').

So the final sentence is:

- **Do you know the girl WHO is talking to Tom?**

THE USE OF RELATIVE PRONOUNS

RELATIVE PRONOUN	USE	EXAMPLE
WHO	Used for people	I told you about the woman WHO lives next door.
WHICH	Used for animals and things	Do you see the cat WHICH is lying on the roof?
WHICH	Referring to a whole sentence	He couldn't read WHICH surprised me.
WHOSE	Possession for people, animals and things	Do you know the boy WHOSE mother is a nurse?
WHOM	Object pronoun used for people, especially used in written and formal in English.	I was invited by the professor WHOM I met at the conference.
THAT	Used for people, animals (WHO or WHICH are also possible)	I don't like the table THAT stands in the kitchen.

RELATIVE ADVERBS

A relative adverb can be used instead of a relative pronoun plus preposition. This often makes the sentence easier to understand.

Example:

This is the shop IN WHICH I bought my bike. → This is the shop WHERE I bought my bike.

RELATIVE ADVERB	MEANING	USE	EXAMPLE
WHEN	in/on which	Refers to a time expression	The day WHEN we met him...
WHERE	in/at which	Refers to a place	The place WHERE we met him...
WHY	for which	Refers to a reason	The reason WHY we met him..

VOCABULARY APPENDIX

UNITS



crime – murder – murderer – killer – burglary – burglar – arson – rape – fraud – theft – thief – manslaughter – robber – robbery – shotgun - gun – security (guard) – body – victim – bullet – clue – (murder) weapon – (finger/foot)prints – valuables – emphysema – cataract – amputation – eyesight – (light) bulbs – neighbor – neighborhood – candy – diabetes – gunshot – sickness – (the) elderly – pistol – raid – dealer – portrait – insurance – property - loss- kidnapping – mugging – pickpocketing – hijacking – smuggling – shoplifting

commit a crime – steal (from) – take something from – rob – be worth – break into/burgle – murder – hand out – seem – deliver – scare – reveal – commit – prevent (from) – happen/take place – set fire – force (entry) – take something by force – attack – deceive/cheat – crash into – pretend – persuade – pull out (a gun) – fail – demand – hit – hit and run – run off – run out – chase – hide – lock – increase – decrease – escape – make (an attempt) – disguise (oneself) – deal with – approach – pick somebody up – lose – be sent (to prison) – be released (from prison)

illegal/unlawful – honest/ dishonest – safe – unusual – childless – diabetic – widowed – violent – careless – dangerous – hidden – under lock and key – loss adjuster – nearby