KAPLAN

Kaplan Course Notes

English Language

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Part I

Foundation: Basic Tenses and Grammar

Chapter 1

Present Simple and Present Continuous

1.1 Lesson Objectives

In this chapter, you will learn:

- How to form and use the Present Simple tense

- How to form and use the Present Continuous tense

- The difference between routines (Present Simple) and actions happening now (Present Continuous)

- Stative verbs that don't use continuous forms

- Time expressions for each tense

1.2 Reading Context

Dialogue: A Typical Day vs. Right Now

Emma: Hi Tom! What are you doing?

Tom: I'm reading a book about business. What about you?

Emma: I usually work in the office, but today I'm working from home.

Tom: That's nice. Do you like working from home?

Emma: Yes, I do. I prefer it because I don't spend time commuting.

Tom: I understand. The kids are playing outside right now, so it's quiet.

Emma: Perfect. By the way, what time do you usually have lunch?

Tom: I normally eat at 1 PM, but today I'm having lunch early.

1.3 Grammar Focus: Present Simple

The Present Simple describes **routines, habits, facts, and general truths**.

Present Simple Structure

Affirmative:
- I/You/We/They + **verb** (base form)
- He/She/It + **verb** + **s/es**

Negative:
- I/You/We/They + **don't** + verb
- He/She/It + **doesn't** + verb

Questions:
- **Do** + I/you/we/they + verb?
- **Does** + he/she/it + verb?

Examples:
- I **work** in an office. *(Trabajo en una oficina)*
- She **works** every day. *(Ella trabaja todos los días)*
- They **don't like** coffee. *(No les gusta el café)*
- **Does** he **speak** English? *(¿Habla inglés?)*

1.3.1 Spelling Rules for Third Person (he/she/it)

Rule	Example	Result
Most verbs: add -s	work, play	works, plays
Ends in -s, -sh, -ch, -x, -o: add -es	wash, go, miss	washes, goes, misses
Ends in consonant + y: change to -ies	study, carry	studies, carries
Ends in vowel + y: add -s	play, enjoy	plays, enjoys

Table 1.1: Third person singular spelling rules

1.4 Grammar Focus: Present Continuous

The Present Continuous describes **actions happening now** or **temporary situations**.

> ### Present Continuous Structure
>
> **Structure:** Subject + **am/is/are** + **verb-ing**
>
> **Affirmative:**
>
> - I **am working** (I'm working)
> - He/She/It **is working** (He's working)
> - We/You/They **are working** (They're working)
>
> **Negative:**
>
> - I **am not** working (I'm not working)
> - He **is not** working (He isn't working)
> - They **are not** working (They aren't working)
>
> **Questions:**
>
> - **Am** I working?
> - **Is** he/she/it working?
> - **Are** you/we/they working?
>
> **Examples:**
>
> - I **am studying** right now. *(Estoy estudiando ahora)*
> - She **is reading** a book. *(Ella está leyendo un libro)*
> - They **aren't listening**. *(No están escuchando)*

1.4.1 Spelling Rules for -ING Forms

Rule	Example	Result
Most verbs: add -ing	work, play	working, playing
Ends in -e: remove e, add -ing	make, write	making, writing
One syllable CVC: double consonant	sit, run, stop	sitting, running, stopping
Two syllables (stressed): double	begin, prefer	beginning, preferring
Ends in -ie: change to -ying	lie, die	lying, dying

Table 1.2: Verb + -ing spelling rules

Present Simple	Present Continuous
Routines and habits	Actions happening now
I **go** to work by bus every day.	I **am going** to work by bus right now.
General truths and facts	Temporary situations
She **lives** in London.	She **is living** in a hotel this week.
Permanent situations	Actions in progress
He **works** in a bank.	He **is working** on a project.

Table 1.3: Comparing Present Simple and Continuous

1.5 Key Differences: Simple vs. Continuous

1.6 Stative Verbs (No Continuous)

Some verbs describe **states** (not actions) and are NOT normally used in continuous forms.

Common Stative Verbs

- **Feelings:** like, love, hate, prefer, want, need
- **Thinking:** know, understand, believe, think (opinion), remember
- **Senses:** see, hear, smell, taste (involuntary)
- **Possession:** have (possess), own, belong
- **Being:** be, seem, appear

Examples:
- I **like** pizza. ✓(NOT: I'm liking pizza. **X**)
- She **knows** the answer. ✓(NOT: She's knowing. **X**)
- We **have** a car. ✓(possession)
- We **are having** dinner. ✓(action - eating)

Present Simple	Present Continuous
always, usually, often	now, right now, at the moment
sometimes, rarely, never	today, this week/month
every day/week/month	currently, at present
on Mondays, in the morning	Look!, Listen!

Table 1.4: Common time expressions

1.7 Time Expressions

1.8 Practice Exercises

1.8.1 Exercise 1: Present Simple - Fill in the Blanks

Complete with the correct form of the verb in parentheses.

1. She _____ (work) in a hospital.

2. They _____ (not/like) spicy food.

3. _____ you _____ (speak) French?

4. He _____ (go) to the gym every morning.

5. We _____ (not/watch) TV in the evening.

1.8.2 Exercise 2: Present Continuous - Fill in the Blanks

Complete with the correct form of the verb in parentheses.

1. I _____ (read) a book right now.

2. She _____ (not/work) today.

3. _____ they _____ (come) to the party?

4. We _____ (have) lunch at the moment.

5. He _____ (study) for his exam.

1.8.3 Exercise 3: Simple or Continuous?

Choose the correct tense.

1. I (work / am working) in London. I started this job 5 years ago.

2. Look! It (rains / is raining).

3. She (doesn't like / isn't liking) coffee. She prefers tea.

4. What (do you do / are you doing)? I'm a teacher.

5. What (do you do / are you doing) right now? I'm reading.

6. I (think / am thinking) he's wrong. (opinion)

7. I (think / am thinking) about my vacation. (process)

1.8.4   Exercise 4: Correct the Errors
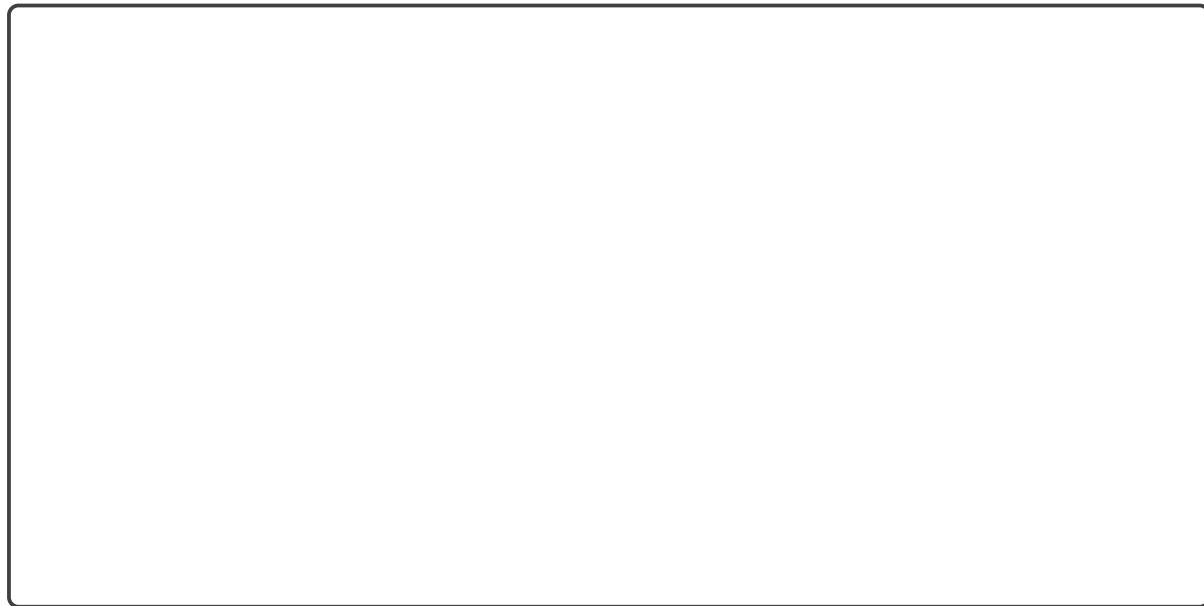
Find and correct the mistakes.

1. She is liking chocolate very much.

2. He go to school every day.

3. Are you knowing the answer?

4. I'm not understanding this lesson.

5. They doesn't work on Sundays.

1.8.5   Exercise 5: Writing Task

Write two paragraphs (60-80 words each):

1. Describe your typical day (use Present Simple)

2. Describe what you are doing today (use Present Continuous)

1.9   Key Takeaways

- Use **Present Simple** for routines, habits, and facts

- Use **Present Continuous** for actions happening now or temporary situations

- Don't forget the **-s/-es** for third person in Present Simple

- **Stative verbs** (like, know, have) don't usually use continuous forms

- Pay attention to **time expressions** to choose the right tense

Chapter 2

Past Simple: Basic Past Tense

2.1 Lesson Objectives

In this chapter, you will learn:

- How to form the Past Simple with regular and irregular verbs

- When to use Past Simple

- How to make negative sentences and questions

- Common time expressions with Past Simple

- The difference between regular and irregular verbs

2.2 Reading Context

Dialogue: Last Weekend

Sarah: What did you do last weekend?

Mike: I **went** to the cinema on Saturday. I **saw** the new James Bond movie.

Sarah: Oh! **Did** you **like** it?

Mike: Yes, I **loved** it! It **was** amazing. What about you?

Sarah: I **stayed** home. I **didn't go** out because I **had** a cold.

Mike: That's too bad. **Did** you **rest**?

Sarah: Yes. I **watched** TV and **read** a book. I also **talked** to my family on the phone.

Mike: Good. Are you feeling better now?

Sarah: Yes, much better, thanks!

2.3 Grammar Focus: Past Simple Basics

The Past Simple describes **completed actions in the past**.

Past Simple - When to Use

Use Past Simple for:
- **Finished actions:** I **visited** Rome last year. *(Visité Roma...)*
- **Past habits:** When I was young, I **played** football. *(Jugaba fútbol)*
- **Series of past events:** I **woke up**, **had** breakfast, and **went** to work.

2.4 Regular Verbs: Add -ED

Most verbs are **regular**. To form the past, add **-ed**.

> **Regular Verbs Structure**
>
> **Affirmative:** Subject + **verb** + **ed**
>
> **Examples:**
> - I **worked** yesterday. *(Trabajé ayer)*
> - She **played** tennis. *(Ella jugó tenis)*
> - They **watched** TV. *(Miraron TV)*

2.4.1 Spelling Rules for -ED

Rule	Example	Past Form
Most verbs: add -ed	work, play, clean	worked, played, cleaned
Ends in -e: add -d only	live, like, move	lived, liked, moved
Ends in consonant + y: -ied	study, try, carry	studied, tried, carried
Ends in vowel + y: add -ed	play, enjoy, stay	played, enjoyed, stayed
One syllable CVC: double + ed	stop, plan, drop	stopped, planned, dropped

Table 2.1: Spelling rules for regular past tense

2.4.2 Pronunciation of -ED

Sound	After these sounds	Examples
/t/	voiceless: k, p, f, s, sh, ch	worked, stopped, laughed, washed
/d/	voiced: b, g, l, m, n, r, v, z	played, lived, cleaned, opened
/id/	after t or d	wanted, needed, decided, waited

Table 2.2: Pronunciation of -ed endings

2.5 Irregular Verbs

Many common verbs are **irregular**. They don't add -ed. You must learn them!

Common Irregular Verbs

Infinitive	Past	Spanish	Infinitive	Past	Spanish
be	was/were	ser/estar	have	had	tener
go	went	ir	do	did	hacer
come	came	venir	see	saw	ver
take	took	tomar	give	gave	dar
make	made	hacer	get	got	obtener
eat	ate	comer	drink	drank	beber
buy	bought	comprar	think	thought	pensar
write	wrote	escribir	read	read /red/	leer
say	said	decir	tell	told	decir
know	knew	saber	meet	met	conocer

2.6 Negative Sentences

Past Simple Negative

Structure: Subject + **didn't** + **base verb**

Important: The main verb stays in the BASE FORM (no -ed)!

Examples:

- I **didn't work** yesterday. *(No trabajé ayer)*
- She **didn't go** to the party. *(Ella no fue a la fiesta)*
- They **didn't see** the movie. *(No vieron la película)*

Common Error:

- I didn't worked. **X** (WRONG)
- I didn't work. ✓(CORRECT)

2.7 Questions

> **Past Simple Questions**
>
> **Structure: Did** + subject + **base verb**?
>
> **Examples:**
> - **Did** you **work** yesterday? *(¿Trabajaste ayer?)*
> - **Did** she **go** to London? *(¿Fue ella a Londres?)*
> - What **did** you **do**? *(¿Qué hiciste?)*
>
> **Short Answers:**
> - Yes, I did. / No, I didn't.
> - Yes, she did. / No, she didn't.
>
> **Exception - Verb TO BE:**
> - **Was** he at home? (NOT: Did he be...?)
> - **Were** they happy? (NOT: Did they be...?)

2.8 Time Expressions

> **Common Past Time Expressions**
>
> - **yesterday** *(ayer)*
> - **last** night/week/month/year *(anoche/la semana pasada...)*
> - **ago:** 2 days ago, 3 weeks ago *(hace 2 días, hace 3 semanas)*
> - **in:** in 2020, in July *(en 2020, en julio)*
> - **when I was** young/a child *(cuando era joven/niño)*
> - **this morning** (if morning is finished) *(esta mañana)*

2.9 Practice Exercises

2.9.1 Exercise 1: Write the Past Form

Write the past simple form of these verbs.

Infinitive	Past	Infinitive	Past
work	_____	go	_____
study	_____	see	_____
stop	_____	have	_____
play	_____	make	_____
live	_____	eat	_____

2.9.2   Exercise 2: Complete the Sentences

Fill in the blanks with the past simple form.

1. I _____ (visit) my grandparents last weekend.

2. She _____ (not/go) to work yesterday.

3. They _____ (watch) a movie on Saturday.

4. _____ you _____ (have) a good time?

5. He _____ (be) very tired last night.

6. We _____ (not/see) Tom at the party.

7. What time _____ she _____ (arrive)?

2.9.3   Exercise 3: Make Questions

Transform these sentences into questions.

1. You went to the cinema. → _____

2. She bought a new car. → _____

3. They lived in Paris. → _____

4. He ate pizza for dinner. → _____

2.9.4   Exercise 4: Correct the Errors

Find and correct the mistakes in these sentences.

1. I didn't went to school yesterday.

2. Did she came to the meeting?

3. He didn't bought the book.

4. They goed to London last year.

5. Did you saw the movie?

2.9.5   Exercise 5: Complete the Story

Fill in the blanks with the correct past simple form.

Last Saturday, I _____ (wake) up early. I _____ (have) breakfast and then I _____ (go) to the gym. I _____ (exercise) for an hour. After that, I _____ (meet) my friends for lunch. We _____ (eat) at a nice restaurant. In the afternoon, we _____ (watch) a football match. My team _____ (win)! In the evening, I _____ (be) very tired, so I _____ (stay) home and _____ (read) a book.

2.9.6   Exercise 6: Writing Task

Write a paragraph (80-100 words) about what you did last weekend. Use at least 8 verbs in the past simple.

2.10   Key Takeaways

- **Regular verbs** add -ed in the past (worked, played)
- **Irregular verbs** change form (go → went, see → saw)

- In **negatives and questions**, use **didn't/did** + base verb

- The main verb stays in BASE FORM after did/didn't

- Learn irregular verbs - they're very common!

- Use time expressions: yesterday, last week, ago

Chapter 3

Articles and Basic Grammar Essentials

3.1 Lesson Objectives

In this chapter, you will learn:

- How to use articles: a, an, and the

- When to use articles and when to omit them

- Basic word order in English sentences

- Common grammar mistakes and how to avoid them

- Countable vs. uncountable nouns

3.2 Reading Context

Dialogue: At the Supermarket

Customer: Excuse me, where can I find **the** milk?

Employee: **The** milk is in **the** refrigerated section, aisle 3.

Customer: Thank you. I also need **a** bottle of water and **an** apple.

Employee: Water is in aisle 5, and **the** apples are in **the** fruit section.

Customer: Great! Do you sell **-** bread here? (no article)

Employee: Yes, we have **-** fresh bread every morning. It's near **the** bakery counter.

Customer: Perfect. I love **-** fresh bread! (no article - general)

3.3   Grammar Focus: Indefinite Articles (A / AN)

Use **a** or **an** before **singular countable nouns** when talking about something **for the first time** or **in general**.

A vs. AN

Use A: Before consonant **sounds**
- **a** book *(un libro)*
- **a** car *(un coche)*
- **a** university (sounds like "yuniversity")
- **a** European country (sounds like "yuropean")

Use AN: Before vowel **sounds** (a, e, i, o, u)
- **an** apple *(una manzana)*
- **an** orange *(una naranja)*
- **an** hour (h is silent)
- **an** honest person (h is silent)

Important: It depends on the SOUND, not the letter!

3.4   Grammar Focus: Definite Article (THE)

Use **the** when both speaker and listener know **which specific thing** you're talking about.

When to Use THE

1. **Second mention:**
   - I saw **a** dog. **The** dog was big. *(Vi un perro. El perro era grande)*
2. **Unique things:**
   - **the** sun, **the** moon, **the** sky, **the** world
3. **Specific items (context makes it clear):**
   - Close **the** door. (we know which door)
   - I'm going to **the** supermarket. (our local one)
4. **Superlatives:**
   - **the** best, **the** biggest, **the** most expensive
5. **Ordinal numbers:**
   - **the** first, **the** second, **the** last
6. **Geographical features:**
   - **the** River Thames, **the** Pacific Ocean, **the** Alps

3.5 When NOT to Use Articles (Zero Article)

> **No Article Needed**
>
> 1. **General plural nouns:**
>   - I like - apples. (apples in general)
>   - - Dogs are friendly. (dogs in general)
> 2. **Uncountable nouns (general):**
>   - I drink - coffee. *(Tomo café)*
>   - - Water is important. *(El agua es importante)*
> 3. **Most countries and cities:**
>   - - Spain, - London, - France
>   - **BUT:** the UK, the USA, the Netherlands
> 4. **Languages:**
>   - I speak - English and - Spanish.
> 5. **Meals (general):**
>   - I have - breakfast at 8 AM.
>   - **BUT:** The breakfast was delicious. (specific)
> 6. **With possessives:**
>   - This is **my** book. (NOT: the my book)

3.6 Countable vs. Uncountable Nouns

> **Common Uncountable Nouns**
>
> - **Liquids:** water, milk, coffee, tea, juice, oil
> - **Materials:** wood, paper, glass, plastic, gold
> - **Food:** bread, rice, cheese, meat, butter, sugar
> - **Abstract:** information, advice, knowledge, work, homework
> - **Other:** money, furniture, luggage, weather, news
>
> **To make them countable, use:**
>
> - a glass of water, two cups of coffee
> - a piece of information, some pieces of advice
> - a loaf of bread, three slices of cheese

Countable (Can count)	Uncountable (Cannot count)
Can use a/an	Cannot use a/an
Have plural form	No plural form
apple → apples book → books car → cars	water (NOT: waters) information (NOT: information) money (NOT: moneys)
Use: many, few, a few	Use: much, little, a little
Examples: an apple, two apples a book, many books	**Examples:** water, some water information, much information

Table 3.1: Countable vs. Uncountable nouns

3.7   Basic Word Order: SVO

English follows a strict word order: **Subject + Verb + Object**

Word Order Rules

Basic Structure: S + V + O + Place + Time

Examples:
- I (**S**) study (**V**) English (**O**) at home (**Place**) every day (**Time**).
- She (**S**) reads (**V**) books (**O**) in the library (**Place**) on weekends (**Time**).

Common Errors:
- I every day study English. **X**
- I study English every day. ✓

3.8   Common Grammar Mistakes

3.9   Practice Exercises

3.9.1   Exercise 1: A, AN, or THE?

Complete with a, an, the, or - (no article).

1. I have _____ cat. _____ cat is black.

Incorrect	Correct
I have 25 years.	I am 25 years old.
I am agree.	I agree.
She is very beautiful.	She is very beautiful. ✓
I have car.	I have a car.
The my book is here.	My book is here.
I like very much coffee.	I like coffee very much.
She speak English.	She speaks English.
I go to the work.	I go to work.
I need an information.	I need some information.

Table 3.2: Common mistakes and corrections

2. She is _____ doctor.

3. I need _____ advice.

4. _____ sun is shining today.

5. He speaks _____ French and _____ English.

6. I'm going to _____ supermarket.

7. She's _____ honest person.

8. I love _____ chocolate.

3.9.2 Exercise 2: Countable or Uncountable?

Write C (countable) or U (uncountable).

1. apple _ _ _

2. water _ _ _

3. book _ _ _

4. money _ _ _

5. chair _ _ _

6. information _ _ _

7. car _ _ _

8. furniture _ _ _

9. advice _ _ _

10. student _ _ _

3.9.3 Exercise 3: Fix the Word Order

Rewrite these sentences with correct word order.

1. English I every day study. → _____

2. In the park plays football he. → _____

3. Always she coffee drinks morning in the. → _____

3.9.4 Exercise 4: Correct the Errors

Find and correct the article errors.

1. I have the car and the bicycle.

2. She is teacher.

3. I need informations about course.

4. The life is beautiful.

5. I go to the bed at 11 PM.

3.9.5 Exercise 5: Complete the Paragraph

Fill in the blanks with a, an, the, or - (no article).

I work in _____ office in _____ London. I start work at 9 AM. Every morning, I have _____ coffee and _____ toast for breakfast. I take _____ bus to work. _____ bus is usually crowded. I have _____ interesting job. I'm _____ accountant. In _____ evening, I like to read _____ books. I also speak _____ Spanish, so sometimes I read books in _____ Spanish.

3.10 Key Takeaways

- Use **a/an** for singular countable nouns (first mention or general)

- Use **the** for specific things both people know about

- Don't use articles with: general plurals, uncountable nouns (general), most countries, languages

- **Countable** nouns have plurals; **uncountable** don't

- English word order: Subject + Verb + Object + Place + Time

- Never say "the my book" - use possessives alone

Part II

Communication Fundamentals

Chapter 4

Non-verbal Communication

4.1 Lesson Objectives

In this chapter, you will learn:

- Vocabulary related to body language and non-verbal communication

- How to form adverbs from adjectives using suffixes (-ly, -ed)

- How to describe personality traits based on body language

4.2 Reading Context

> **Dialogue: The Interview**
>
> **Interviewer:** Welcome, please sit down. I noticed you were waiting **quietly** in the lobby.
> **Candidate:** Thank you. I was a bit nervous, so I tried to stay calm.
> **Interviewer:** I see. Your **posture** is very confident now. That's good.
> **Candidate:** I try to be aware of my body language. I don't want to **gesticulate** too much.
> **Interviewer:** It's okay to be **expressive**. We are looking for someone who can communicate effectively.
> **Candidate:** That's a relief! I was worried I might seem too **imposing** if I used big gestures.
> **Interviewer:** Not at all. Just speak **naturally**.

4.3   Key Concepts: Body Language

Body language is a form of non-verbal communication where physical behaviors, as opposed to words, are used to express or convey information.

> **Key Vocabulary**
>
> - **Gesticulate** (verb): To use gestures, especially dramatic ones, instead of speaking or to emphasize one's words.
>   - Example: "You gesticulate a lot, which means you're expressive."
>   - *(Gesticular mucho)*
> - **Posture** (noun): The position in which someone holds their body when standing or sitting.
>   - Example: "Your posture can be pretty imposing."
>   - *(Postura)*
> - **Expressive** (adjective): Effectively conveying thought or feeling.
>   - *(Expresivo/a)*
> - **Imposing** (adjective): Grand and impressive in appearance.
>   - *(Imponente)*

4.4   Grammar Focus: Suffixes (-ly and -ed)

Suffixes are added to the end of words to change their meaning or grammatical function.

> **The -ly Suffix (Adverbs)**
>
> Adding **-ly** to an adjective creates an adverb that describes *how* something is done.
>
> $$\text{Adjective} + \textbf{-ly} = \text{Adverb}$$
>
> **Examples:**
> - Quiet + ly → **Quietly** *(Silenciosamente)*
> - Sudden + ly → **Suddenly** *(De repente)*

> **The -ed Suffix (Adjectives from Verbs)**
>
> Adding **-ed** to some verbs creates adjectives that describe feelings or states.
>
> $$\text{Verb} + \textbf{-ed} = \text{Adjective (feeling/state)}$$
>
> **Examples:**
> - Confuse + ed → **Confused** *(Confundido/a)*
> - Relieve + ed → **Relieved** *(Aliviado/a)*

4.5 Vocabulary Reference

Word with suffix	Root word	Meaning in Spanish	Example Situation
quietly	quiet	silenciosamente	Monica quietly asks for a cup of water
grateful	gratitude	agradecido/a	Monica feels grateful because Heather opened door
curiously	curious	con curiosidad	Heather looks at Monica curiously
suddenly	sudden	de repente	Monica gets up suddenly leaving her glass on the table
seriously	serious	en serio	He looked at me seriously and said nothing
relieved	relieve	aliviado/a	I felt relieved when the exam was over
casually	casual	casualmente	She casually mentioned her new job
confused	confuse	confundido/a	He looked confused by the instructions
shyly	shy	tímidamente	She shyly introduced herself
troubled	trouble	preocupado/a	He seemed troubled by the news
cautiously	caution	con cautela	She cautiously opened the door
immediately	immediate	inmediatamente	He immediately called for help

Table 4.1: Words with suffixes analysis

4.6   Practice Exercises

4.6.1   Exercise 1: Identify the Root Word

Write the root word for each of the following:

1. Nervously → _____

2. Excited → _____

3. Happily → _____

4. Worried → _____

4.6.2   Exercise 2: Complete the Sentences

Use the correct form of the word in parentheses:

1. She spoke _____ (quiet) during the meeting.

2. I was _____ (confuse) by his explanation.

3. He _____ (sudden) stood up and left.

4. They looked _____ (trouble) about something.

4.6.3   Exercise 3: Describe Body Language

Write 3 sentences describing someone's body language using the vocabulary from this chapter.

4.7   Key Takeaways

- Non-verbal communication includes gestures, posture, and facial expressions.

- The suffix **-ly** transforms adjectives into adverbs.

- The suffix **-ed** can transform verbs into adjectives describing feelings.

- Body language can reveal personality traits like being expressive or imposing.

4.8   Online Practice

Resources to Practice

Online PracticeReinforce what you have learned with these interactive exercises:
- **Body Language Quiz:** `https://www.englishclub.com/business-english/body-language.php`
- **Adverbs with -ly:** `https://www.perfect-english-grammar.com/adverbs-of-manner.html`
- **-ed**/**-ing Adjectives:** `https://test-english.com/grammar-points/a2/ed-ing-adjectives/`
- **Non-verbal Communication:** `https://learnenglish.britishcouncil.org/vocabulary/b1-b2-vocabulary/body-parts-2`

Chapter 5

Business English and Adverbs

5.1 Lesson Objectives

In this chapter, you will learn:

- Business vocabulary related to partnerships and entrepreneurship

- Adverbs of comment and viewpoint

- How to express opinions in professional contexts

5.2 Reading Context

Dialogue: The Business Proposal

Entrepreneur: Frankly, I think this new app idea is going to be a game-changer.
Investor: It sounds interesting. **Obviously**, the market is competitive right now.
Entrepreneur: That's true. But **fortunately**, we have a unique feature that no one else has.
Investor: Personally, I like the concept. But I need to see a solid business plan.
Entrepreneur: Clearly, we need to work on the financial details. **Ideally**, we can present it next week.
Investor: Surprisingly, I'm free next Tuesday. Let's meet then.

5.3 Key Concepts: Business Fundamentals

> **Business Vocabulary**
>
> - **Partnership** (noun): A business relationship between two or more people.
>   - *(Sociedad / Asociación)*
> - **Entrepreneur** (noun): A person who starts a business, taking on financial risks in the hope of profit.
>   - *(Emprendedor)*
> - **Investor** (noun): A person who puts money into a business with the expectation of achieving a profit.
>   - *(Inversionista)*
> - **Stakeholder** (noun): A person with an interest or concern in a business.
>   - *(Parte interesada)*
> - **Revenue** (noun): Income, especially when of a company or organization and of a substantial nature.
>   - *(Ingresos)*

5.4 Grammar Focus: Adverbs of Comment

These adverbs express the speaker's opinion or attitude about what they are saying. They usually come at the beginning of a sentence.

> **Adverbs of Comment and Viewpoint**
>
> **Structure:**
>
> $$\textbf{Adverb} + , + \text{Sentence}$$
>
> **Examples:**
> - **Frankly**, I don't think this will work. *(Francamente...)*
> - **Unfortunately**, the meeting was cancelled. *(Desafortunadamente...)*
> - **Obviously**, we need a new strategy. *(Obviamente...)*

Adverb	Spanish	Example Sentence
Frankly	Francamente	Frankly, I don't think this will work.
Obviously	Obviamente	Obviously, we need to change our strategy.
Unfortunately	Desafortunadamente	Unfortunately, the meeting was cancelled.
Fortunately	Afortunadamente	Fortunately, we finished on time.
Honestly	Honestamente	Honestly, I prefer the first option.
Clearly	Claramente	Clearly, there's been a misunderstanding.
Surprisingly	Sorprendentemente	Surprisingly, the project was a success.
Apparently	Aparentemente	Apparently, they're closing the office.
Personally	Personalmente	Personally, I think we should wait.
Ideally	Idealmente	Ideally, we should start next week.

Table 5.1: Adverbs of comment and viewpoint

5.5   Vocabulary Reference

5.6   Practice Exercises
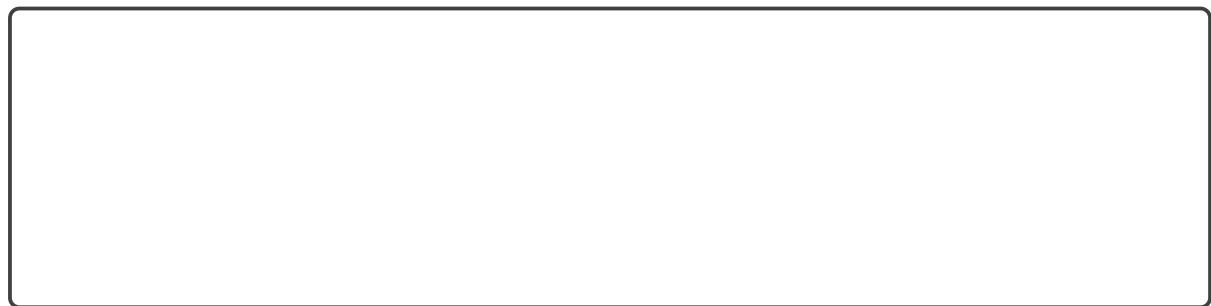
5.6.1   Exercise 1: Complete with an Adverb

Choose the correct adverb of comment:

1. _____, the weather was perfect for our event. (Fortunately/Frankly)

2. _____, I don't understand why they made that decision. (Obviously/Honestly)

3. The results were, _____, better than expected. (surprisingly/unfortunately)

5.6.2   Exercise 2: Business Partnership Discussion

Write 3 sentences about what makes a good business partnership using adverbs of comment.

5.7 Key Takeaways

- Business partnerships require trust, communication, and clear agreements.

- Adverbs of comment express the speaker's opinion or attitude.

- These adverbs usually come at the beginning of a sentence followed by a comma.

5.8 Online Practice

Resources to Practice

Online PracticeReinforce what you have learned with these interactive exercises:
- **Business English Vocabulary:** `https://www.businessenglishpod.com/category/business-english-vocabulary/`
- **Adverbs of Comment:** `https://test-english.com/grammar-points/b1/adverbs-of-comment/`
- **Business Discussions Practice:** `https://www.eslfast.com/robot/topics/business/business.htm`
- **Entrepreneurship Vocabulary:** `https://www.englishclub.com/business-english/vocabulary.htm`

Part III

Essential Grammar

Chapter 6

Comparatives and Superlatives

6.1 Lesson Objectives

In this chapter, you will learn:

- How to form comparative and superlative adjectives

- Rules for short, long, and irregular adjectives

- How to compare people, places, and things

6.2 Reading Context

> **Dialogue: Choosing a Vacation Destination**
>
> **Sarah:** Where should we go for our vacation? I think Paris is **more romantic than** London.
> **Mike:** Maybe, but London is **cheaper than** Paris right now. And the museums are **better**.
> **Sarah:** True, but the food in Paris is **the best** in the world!
> **Mike:** What about Rome? It's **hotter than** both London and Paris.
> **Sarah:** Rome is beautiful, but it's also **the most crowded** city in summer.
> **Mike:** Okay, let's go to the beach. It's **the easiest** option.

6.3 Grammar Focus: Comparatives

Comparatives are used to compare **two** things, people, or places.

> **Comparative Structure**
>
> Subject + verb + **comparative adjective + than +**
> object
>
> **Examples:**
> - London is **bigger than** Dublin. *(Londres es más grande que Dublín)*
> - This book is **more interesting than** that one. *(Este libro es más interesante que ese)*

6.4 Grammar Focus: Superlatives

Superlatives are used to compare **three or more** things and show the extreme.

> **Superlative Structure**
>
> Subject + verb + **the + superlative adjective + (in/of)**
> **Examples:**
> - Tokyo is **the biggest** city in Japan. *(Tokio es la ciudad más grande de Japón)*
> - This is **the most delicious** pizza. *(Esta es la pizza más deliciosa)*

6.5 Formation Rules Reference

Type	Adjective	Comparative	Superlative
Short (1 syllable)	tall	taller	the tallest
Short ending in -e	nice	nicer	the nicest
Short ending in CVC	big	bigger	the biggest
Ending in -y	happy	happier	the happiest
Long (2+ syllables)	expensive	more expensive	the most expensive
Irregular	**good**	**better**	**the best**
Irregular	**bad**	**worse**	**the worst**

Table 6.1: Adjective formation rules

6.6   Practice Exercises

6.6.1   Exercise 1: Write the Comparative and Superlative

Adjective	Comparative	Superlative
fast	_____	_____
beautiful	_____	_____
hot	_____	_____
easy	_____	_____
bad	_____	_____

6.6.2   Exercise 2: Complete the Sentences

1. Mount Everest is _____ (high) mountain in the world.

2. My brother is _____ (young) than me.

3. This restaurant is _____ (good) than the one we went to yesterday.

4. English is _____ (easy) than Chinese for Spanish speakers.

6.6.3   Exercise 3: Compare Your City

Write 5 sentences comparing your city to London or another city you know.

6.7   Key Takeaways

- Comparatives compare TWO things (use "than").

- Superlatives compare THREE or more things (use "the").

- Short adjectives: add -er/-est.

- Long adjectives: use more/most.

- Memorize irregular forms: good-better-best, bad-worse-worst.

6.8 Online Practice

> **Resources to Practice**
>
> Online PracticeReinforce what you have learned with these interactive exercises:
> - **Comparatives Exercises:** `https://www.perfect-english-grammar.com/comparatives-exercises.html`
> - **Superlatives Exercises:** `https://www.perfect-english-grammar.com/superlatives-exercises.html`
> - **Interactive Practice:** `https://test-english.com/grammar-points/a2/comparative-superlative-adjectives/`
> - **British Council Practice:** `https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/comparative-and-superlative-adjectives`

Chapter 7

Modal Verbs: Can, Could, May, Might

7.1 Lesson Objectives

In this chapter, you will learn:

- How to use modal verbs to express ability, possibility, and permission

- The difference between can, could, may, and might

- How to make polite requests

7.2 Reading Context

Dialogue: Planning a Party

Alice: **Can** you help me organize the office party?
Bob: Sure, I **can** help. When is it?
Alice: It **might** be next Friday, but we haven't decided yet.
Bob: We **could** have it at the new Italian restaurant.
Alice: That's a good idea. **May** I ask you to call them for a reservation?
Bob: Of course. **Could** you send me the number?
Alice: Yes. Oh, and it **may** rain, so we should check if they have indoor seating.

7.3 Grammar Focus: Modal Verbs Overview

Modal verbs are special auxiliary verbs that express ability, possibility, permission, obligation, or advice.

> **General Rules**
> - They do not change form (no -s for third person).
> - They are followed by the base form of the verb (infinitive without "to").
> - They do not need auxiliary verbs for questions or negatives.

7.4   Key Concepts: Usage Guide

> **Can vs. Could**
>
> **CAN**
> - **Ability (Present):** I **can** speak English. *(Puedo hablar inglés)*
> - **Permission (Informal): Can** I use your phone? *(¿Puedo usar tu teléfono?)*
> - **Possibility (General):** It **can** be cold here. *(Puede hacer frío aquí)*
>
> **COULD**
> - **Ability (Past):** I **could** swim when I was five. *(Podía nadar...)*
> - **Permission (Polite): Could** I leave early? *(¿Podría salir temprano?)*
> - **Possibility (Uncertain):** It **could** rain. *(Podría llover)*

> **May vs. Might**
>
> **MAY**
> - **Permission (Formal): May** I come in? *(¿Puedo entrar? (formal))*
> - **Possibility (Likely):** It **may** rain later. *(Puede que llueva)*
>
> **MIGHT**
> - **Possibility (Less Likely):** I **might** go to the party. *(Podría ir (quizás))*

7.5   Politeness Scale

From least to most polite:

$$\text{Can} < \text{Could} < \text{May}$$

7.6 Practice Exercises

7.6.1 Exercise 1: Choose the Correct Modal

1. _____ I borrow your pen? (informal request)

2. She _____ speak French when she was a child. (past ability)

3. It _____ snow tonight, but I'm not sure. (uncertain possibility)

4. _____ I leave the room, sir? (formal permission)
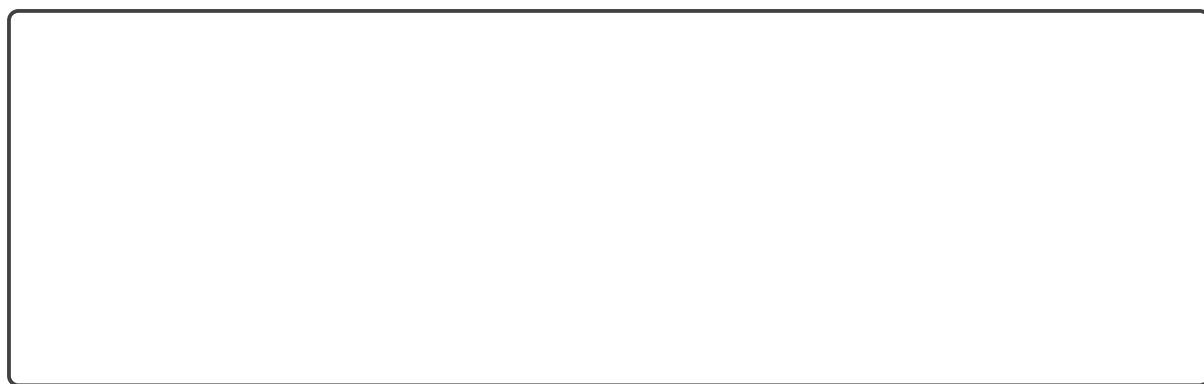
7.6.2 Exercise 2: Rewrite More Politely

Transform these sentences to be more polite:

1. Can you help me? → _____

2. Can I sit here? → _____

3. Can you explain again? → _____

7.6.3 Exercise 3: Talk About Abilities

Write 5 sentences about what you can do now versus what you could do as a child.

7.7 Key Takeaways

- **Can**: present ability, informal permission.

- **Could**: past ability, polite requests.

- **May**: formal permission, likely possibility.

- **Might**: less likely possibility.

- Always use the base form of the verb after a modal.

7.8 Online Practice

> **Resources to Practice**
>
> Online PracticeReinforce what you have learned with these interactive exercises:
> - **Modal Verbs Exercises:** `https://www.perfect-english-grammar.com/modal-verbs-exercises.html`
> - **Can/Could/May/Might:** `https://test-english.com/grammar-points/a2/can-could-may-might/`
> - **Interactive Activities:** `https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/modal-verbs`
> - **Permission & Ability Quiz:** `https://www.englishpage.com/modals/modalintro.html`

Chapter 8

Question Formation

8.1 Lesson Objectives

In this chapter, you will learn:

- How to form yes/no questions in different tenses

- How to form WH-questions (who, what, where, when, why, how)

- Subject questions vs. object questions

- Question tags

- Indirect questions (polite questions)

8.2 Reading Context

Dialogue: Getting to Know Someone

Anna: Hi! **What's** your name?

Ben: I'm Ben. **What about** you?

Anna: I'm Anna. **Where are** you **from**?

Ben: I'm from Canada. **How long have** you **been** in London?

Anna: For two years. **What do** you **do**?

Ben: I'm a teacher. **Do** you **like** living here?

Anna: Yes, I do. The weather's not great though, **is it**?

Ben: No, it isn't. Could you tell me **where the nearest coffee shop is**?

Anna: Sure! It's just around the corner.

8.3 Grammar Focus: Yes/No Questions

These questions can be answered with "yes" or "no".

Yes/No Question Formation

Structure: Auxiliary/Modal + Subject + Verb?

Present Simple:
- **Do** you like coffee? *(¿Te gusta el café?)*
- **Does** she work here? *(¿Trabaja ella aquí?)*

Present Continuous:
- **Are** you studying? *(¿Estás estudiando?)*
- **Is** he coming? *(¿Viene él?)*

Past Simple:
- **Did** you go? *(¿Fuiste?)*
- **Did** she call? *(¿Llamó ella?)*

Present Perfect:
- **Have** you finished? *(¿Has terminado?)*
- **Has** he arrived? *(¿Ha llegado?)*

With Modal Verbs:
- **Can** you swim? *(¿Sabes nadar?)*
- **Will** you help me? *(¿Me ayudarás?)*

8.4 WH-Questions (Information Questions)

These questions ask for specific information using question words.

Question Words

- **What** - asks about things: What is your name?
- **Who** - asks about people: Who is that?
- **Where** - asks about places: Where do you live?
- **When** - asks about time: When did you arrive?
- **Why** - asks about reasons: Why are you late?
- **Which** - asks about choices: Which do you prefer?
- **How** - asks about manner: How did you do it?
- **Whose** - asks about possession: Whose book is this?

WH-Question Structure

Structure: WH-word + Auxiliary + Subject + Verb?

Examples:

- **What** do you do? *(¿A qué te dedicas?)*
- **Where** does she live? *(¿Dónde vive ella?)*
- **When** did they arrive? *(¿Cuándo llegaron?)*
- **Why** are you crying? *(¿Por qué lloras?)*
- **How** can I help you? *(¿Cómo puedo ayudarte?)*

8.5 HOW + Adjective/Adverb

Question	Asks about	Example Answer
How old...?	age	I'm 25 years old.
How long...?	duration	For 2 hours.
How far...?	distance	It's 5 kilometers.
How much...?	price/uncountable quantity	$20. / A lot.
How many...?	countable quantity	Three books.
How often...?	frequency	Once a week.
How tall...?	height	180 cm.

Table 8.1: HOW + adjective/adverb questions

8.6   Subject Questions vs. Object Questions

Subject Questions

When asking about the **subject**, NO auxiliary verb is needed.

Structure: WH-word + Verb + Object?

Examples:

- **Who** called you? (NOT: Who did call you?)
- **What** happened? (NOT: What did happen?)
- **Who** broke the window?

(¿Quién te llamó? / ¿Qué pasó? / ¿Quién rompió la ventana?)

Object Questions

When asking about the **object**, use auxiliary verb.

Structure: WH-word + Auxiliary + Subject + Verb?

Examples:

- **Who** did you call? (you = subject; who = object)
- **What** did she say?
- **Where** did they go?

(¿A quién llamaste? / ¿Qué dijo ella? / ¿Adónde fueron?)

8.7   Question Tags

Question tags are short questions at the end of statements, used to confirm information or invite agreement.

Question Tag Rules

Rule 1: Positive statement → negative tag
- You like coffee, **don't you**? *(Te gusta el café, ¿verdad?)*
- She's French, **isn't she**? *(Ella es francesa, ¿no?)*

Rule 2: Negative statement → positive tag
- You don't smoke, **do you**? *(No fumas, ¿verdad?)*
- He isn't coming, **is he**? *(No viene, ¿no?)*

Common Tags:
- is/isn't, are/aren't, was/wasn't, were/weren't
- do/don't, does/doesn't, did/didn't
- can/can't, will/won't, have/haven't

8.8   Indirect Questions (Polite Questions)

Indirect questions are more polite and formal.

Indirect Question Structure

Direct: Where is the station?

Indirect: Could you tell me **where the station is**?

Notice: In indirect questions, use STATEMENT word order (no auxiliary before subject).

Common Introductions:
- Could you tell me...?
- Do you know...?
- I wonder...
- Would you mind telling me...?
- Can you explain...?

More Examples:
- Direct: What time does the train leave?
- Indirect: Do you know what time the train leaves?

- Direct: Where can I buy tickets?
- Indirect: Could you tell me where I can buy tickets?

8.9   Practice Exercises

8.9.1   Exercise 1: Make Questions

Write questions for these answers.

1. _____? - I'm 28 years old.

2. _____? - She lives in Madrid.

3. _____? - They went to the cinema.

4. _____? - He's studying engineering.

5. _____? - I've been here for 3 years.

8.9.2   Exercise 2: Subject or Object Question?

Complete with the correct form.

1. Who _____ (break) the window? (subject question)

2. Who _____ you _____ (see) yesterday? (object question)

3. What _____ (happen) last night? (subject question)

4. What _____ she _____ (buy)? (object question)

8.9.3   Exercise 3: Add Question Tags

Complete the sentences with the correct question tag.

1. You're a student, _____?

2. She doesn't like pizza, _____?

3. They went to Paris, _____?

4. He can swim, _____?

5. You haven't finished, _____?

8.9.4   Exercise 4: Make Indirect Questions

Transform these direct questions into polite indirect questions.

1. Where is the bank? → Could you tell me _____?

2. What time does it start? → Do you know _____?

3. How much does it cost? → Can you tell me _____?
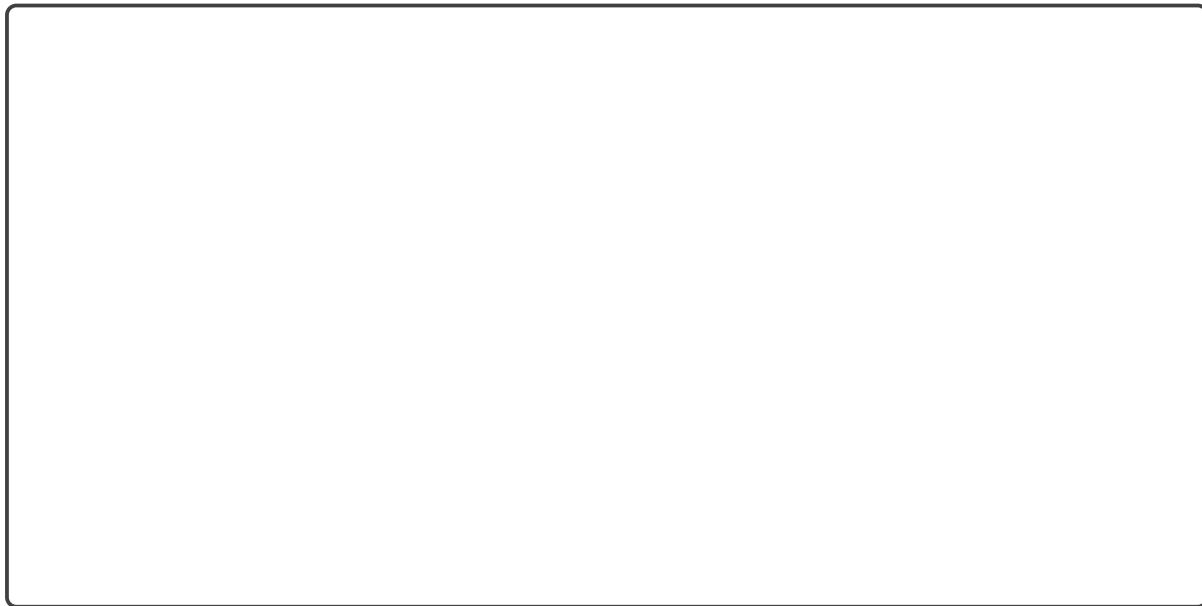
8.9.5   Exercise 5: Correct the Errors

Find and correct the mistakes.

1. Where you live?

2. What did happened?

3. Do you know where is the station?

4. Who did broke the vase?

5. How many money do you have?

8.9.6   Exercise 6: Interview Practice

Write 10 questions you would ask someone you just met. Use different question words and structures.

8.10 Key Takeaways

- **Yes/No questions:** Auxiliary + Subject + Verb?

- **WH-questions:** WH-word + Auxiliary + Subject + Verb?

- **Subject questions:** No auxiliary needed (Who called?)

- **Question tags:** Positive statement → negative tag (and vice versa)

- **Indirect questions:** Use statement word order for politeness

- Use **How much** with uncountable nouns, **How many** with countable

Chapter 9

Prepositions of Place and Time

9.1 Lesson Objectives

In this chapter, you will learn:

- How to use prepositions IN, AT, and ON for place

- How to use prepositions IN, AT, and ON for time

- Common prepositional phrases

- Prepositions with transportation

- Common mistakes and how to avoid them

9.2 Reading Context

> **Dialogue: Meeting Up**
>
> **Anna:** Where shall we meet?
> **Tom:** How about **at** the coffee shop **in** the city center?
> **Anna:** Which one? There are many coffee shops **in** that area.
> **Tom:** The one **on** Baker Street, next to the bookstore.
> **Anna:** Oh, I know it! What time? I finish work **at** 5 PM.
> **Tom:** Perfect. Let's meet **at** 5:30 then. Are you coming by car or **on** the bus?
> **Anna:** I'll come **on** the bus. I'll be there **on** time!
> **Tom:** Great! See you **on** Friday.

9.3   Prepositions of Place

9.3.1   IN - Inside an Area or Space

Preposition IN - Place

Use IN for:
- **Countries and cities:** in Spain, in London, in Tokyo
- **Rooms and buildings:** in the kitchen, in the office, in a hotel
- **Enclosed spaces:** in a box, in a drawer, in my bag
- **Large areas:** in the park, in the garden, in the street (UK)
- **Vehicles (enclosed):** in a car, in a taxi, in a helicopter

Examples:
- I live **in** London. *(Vivo en Londres)*
- The keys are **in** the drawer. *(Las llaves están en el cajón)*
- She's **in** the office. *(Está en la oficina)*
- Get **in** the car. *(Sube al coche)*

9.3.2   AT - A Specific Point or Location

Preposition AT - Place

Use AT for:
- **Specific points:** at the bus stop, at the entrance, at the door
- **Events and gatherings:** at a party, at a meeting, at a concert
- **Addresses (exact location):** at 25 Oxford Street
- **Fixed expressions:** at home, at work, at school, at university

Examples:
- She is **at** the bus stop. *(Ella está en la parada de autobús)*
- We met **at** the entrance. *(Nos encontramos en la entrada)*
- I'll see you **at** the party. *(Te veré en la fiesta)*
- He's **at** home. *(Está en casa)*

9.3.3 ON - On a Surface

> **Preposition ON - Place**
>
> **Use ON for:**
> - **Surfaces:** on the table, on the wall, on the floor
> - **Streets (US):** on Baker Street, on Fifth Avenue
> - **Floors of buildings:** on the second floor
> - **Public transportation (where you can walk):** on the bus, on the train, on a plane
> - **Motorcycles and bicycles:** on a motorcycle, on a bike
>
> **Examples:**
> - The book is **on** the table. *(El libro está sobre la mesa)*
> - The picture is **on** the wall. *(El cuadro está en la pared)*
> - I live **on** Baker Street. (US) *(Vivo en la calle Baker)*
> - He is **on** the train. *(Él está en el tren)*

9.4 Comparison Table - Place

Preposition	Use	Examples
IN	Inside/enclosed area	in a room, in a car, in London
AT	Specific point	at the door, at the station, at home
ON	On a surface	on the table, on the bus, on the wall

Table 9.1: Prepositions of place

9.5 Prepositions of Time

9.5.1 IN - Months, Years, Centuries, Long Periods

Preposition IN - Time

Use IN for:
- **Months:** in January, in December
- **Years:** in 2023, in 1990
- **Decades/Centuries:** in the 1990s, in the 21st century
- **Seasons:** in summer, in winter
- **Parts of day:** in the morning, in the afternoon, in the evening
- **Future time expressions:** in 10 minutes, in 2 hours, in a week

Examples:
- I was born **in** 1995. *(Nací en 1995)*
- We go skiing **in** winter. *(Vamos a esquiar en invierno)*
- I wake up **in** the morning. *(Me despierto por la mañana)*
- I'll call you **in** 10 minutes. *(Te llamo en 10 minutos)*

Exception: at night (NOT in the night)

9.5.2 AT - Specific Times

Preposition AT - Time

Use AT for:
- **Clock times:** at 3 PM, at 9:30, at midnight, at noon
- **Meal times:** at breakfast, at lunch, at dinner
- **Festivals:** at Christmas, at Easter
- **Fixed expressions:** at night, at the weekend (UK), at the moment

Examples:
- The meeting is **at** 3 PM. *(La reunión es a las 3 PM)*
- I eat **at** lunchtime. *(Como a la hora del almuerzo)*
- We visit family **at** Christmas. *(Visitamos familia en Navidad)*
- I'm busy **at** the moment. *(Estoy ocupado en este momento)*

9.5.3 ON - Days and Dates

> **Preposition ON - Time**
>
> **Use ON for:**
> - **Days of the week:** on Monday, on Friday, on weekdays
> - **Specific dates:** on December 25th, on my birthday
> - **Special days:** on New Year's Day, on Valentine's Day
>
> **Examples:**
> - I'll see you **on** Monday. *(Te veo el lunes)*
> - The meeting is **on** December 15th. *(La reunión es el 15 de diciembre)*
> - We don't work **on** weekends. *(No trabajamos los fines de semana)*
> - Happy birthday! Was it **on** Friday? *(¿Fue el viernes?)*

9.6 Comparison Table - Time

Preposition	Use	Examples
IN	Months, years, seasons, parts of day	in 2023, in January, in the morning
AT	Clock times, festivals	at 3 PM, at night, at Christmas
ON	Days and dates	on Monday, on my birthday

Table 9.2: Prepositions of time

9.7 Transportation Prepositions

Use IN	Use ON
in a car	on a bus
in a taxi	on a train
in a helicopter	on a plane
in a small boat	on a ship
	on a motorcycle
	on a bicycle

Table 9.3: Prepositions with transportation

Rule: Use **IN** for enclosed vehicles where you sit. Use **ON** for larger vehicles where you can walk, or vehicles you ride.

9.8 Common Mistakes

> **Typical Errors**
>
> - I live **at** London. **X**
> - I live **in** London. ✓
>
> - The meeting is **in** Monday. **X**
> - The meeting is **on** Monday. ✓
>
> - I wake up **at** the morning. **X**
> - I wake up **in** the morning. ✓
>
> - See you **in** 5 PM. **X**
> - See you **at** 5 PM. ✓
>
> - I'm **in** the bus. **X**
> - I'm **on** the bus. ✓

9.9 Other Important Prepositions

> **Additional Prepositions**
>
> - **NEXT TO / BESIDE:** next to the bank *(al lado de)*
> - **BETWEEN:** between the bank and the post office *(entre)*
> - **OPPOSITE:** opposite the station *(frente a)*
> - **BEHIND:** behind the house *(detrás de)*
> - **IN FRONT OF:** in front of the building *(delante de)*
> - **ABOVE / OVER:** above/over the door *(encima de)*
> - **BELOW / UNDER:** below/under the table *(debajo de)*
> - **NEAR:** near the station *(cerca de)*

9.10 Practice Exercises

9.10.1 Exercise 1: IN, AT, or ON? (Place)

1. She lives _____ Paris.

2. The book is _____ the table.

3. I'll meet you _____ the bus stop.

4. He's waiting _____ the car.

5. The picture is _____ the wall.

6. They're _____ home.

7. I saw her _____ the party.

9.10.2   Exercise 2: IN, AT, or ON? (Time)

1. The meeting is _____ Monday.

2. I was born _____ 1995.

3. Let's meet _____ 3 PM.

4. I go to bed _____ night.

5. We have vacation _____ summer.

6. My birthday is _____ December 15th.

7. I wake up _____ the morning.

9.10.3   Exercise 3: Transportation

1. I'm _____ the bus.

2. Get _____ the car.

3. She's _____ a plane to Paris.

4. He goes to work _____ his bicycle.

9.10.4   Exercise 4: Correct the Errors

1. I live at Madrid.

2. The meeting is in Monday.

3. See you in 5 PM.

4. She was born on 1998.

5. I'm in the train.

9.10.5 Exercise 5: Complete the Paragraph

Fill in with IN, AT, or ON.

I wake up _____ 7 AM _____ the morning. I usually have breakfast _____ home. I work _____ an office _____ the city center. I start work _____ 9 AM. _____ lunchtime, I eat _____ a restaurant _____ Baker Street. I finish work _____ 5 PM. _____ weekends, I relax _____ home. My birthday is _____ July 20th.

9.11 Key Takeaways

- **IN:** cities, countries, rooms, months, years, mornings/afternoons/evenings

- **AT:** specific points, addresses, clock times, night, weekend

- **ON:** surfaces, streets (US), days, dates

- **Transportation:** IN enclosed vehicles (car, taxi), ON larger vehicles (bus, train, plane)

- Remember fixed expressions: at home, at work, at school, at night, in the morning

Part IV

Future Tenses

Chapter 10

Future Tenses

Future tenses describe actions or events that will happen. They help you express plans, predictions, schedules, and actions that will be completed at a later time. Mastering these forms improves clarity and effectiveness in everyday communication.

10.1   Future Simple (Will)

The future simple with "will" expresses decisions made at the moment of speaking, general predictions, promises, offers, and future facts.

Future Simple (Will)

Structure:
- Affirmative: Subject + will + base verb
- Negative: Subject + will not (won't) + base verb
- Interrogative: Will + subject + base verb?

Examples:
- "I'll call you later." (decision now)
- "It will rain tomorrow." (prediction)
- "We won't be late." (negative)
- "Will you help me?" (offer/request)

10.2   Future Simple (Going To)

The future simple with "going to" is used for planned actions or intentions and predictions based on present evidence.

> **Future Simple (Going To)**
>
> **Structure:**
> - Affirmative: Subject + am/is/are + going to + base verb
> - Negative: Subject + am/is/are not + going to + base verb
> - Interrogative: Am/Is/Are + subject + going to + base verb?
>
> **Examples:**
> - "I am going to start a new job next month."
> - "She is not going to attend the meeting."
> - "Are they going to move to a new house?"

10.3   Going To vs Will for Future Plans and Predictions

Two common ways to express future actions in English are using "going to" and "will". Understanding the difference between these two forms is essential for effective communication.

> **Future Tense Comparison**
>
> **"Going to"** is used for plans or intentions that have already been decided before the moment of speaking.
> *Example.* "I am going to visit my grandparents next weekend."
> This indicates a pre-planned action.
>
> **"Will"** is used for spontaneous decisions made at the moment of speaking or for predictions about the future.
> *Example.* "I will help you with your homework."
> This indicates a decision made on the spot or a prediction based on current knowledge.

10.4   Present Continuous for Future Arrangements

The present continuous is often used to talk about fixed plans and arrangements, usually when a time is specified.

> **Present Continuous (Future Arrangements)**
>
> **Structure:**
> - Affirmative: Subject + am/is/are + verb –ing + time reference
> - Negative: Subject + am/is/are not + verb –ing + time reference
> - Interrogative: Am/Is/Are + subject + verb –ing + time reference?
>
> **Examples:**
> - "I'm meeting the manager at 3 p.m."
> - "She's flying to Madrid next Monday."
> - "Are you having dinner with them tonight?"

10.5   Future Perfect Tense

The future perfect tense is used to describe an action that will be completed before a specific point in the future. It is formed using "will have" followed by the past participle of the verb.

> **Future Perfect Tense**
>
> **Structure:**
> - Affirmative: Subject + will have + past participle
> - Negative: Subject + will not have + past participle
> - Interrogative: Will + subject + have + past participle?

extitExample. "By next year, I will have completed my degree."

10.6   Future Continuous Tense

The future continuous tense is used to describe actions that will be in progress at a specific time in the future. It is formed using "will be" followed by the present participle (verb + -ing).

> **Future Continuous Tense**
>
> **Structure:**
> - Affirmative: Subject + will be + verb –ing
> - Negative: Subject + will not be + verb –ing
> - Interrogative: Will + subject + be + verb –ing?

extitExample. "This time tomorrow, I will be flying to Paris."

10.7 Future Perfect Continuous

The future perfect continuous focuses on the duration of an activity up to a point in the future. It is formed with "will have been" + verb –ing.

> **Future Perfect Continuous**
>
> **Structure:**
> - Affirmative: Subject + will have been + verb –ing
> - Negative: Subject + will not have been + verb –ing
> - Interrogative: Will + subject + have been + verb –ing?
>
> **Example:**
> - "By noon, they will have been working for five hours."

10.8 Time Expressions

Common future time markers help identify the correct tense: *tomorrow, next week/month/year, in two days, soon, later, this evening, by 2026, at 5 p.m., on Monday.*

10.9 Common Mistakes with Future Tenses
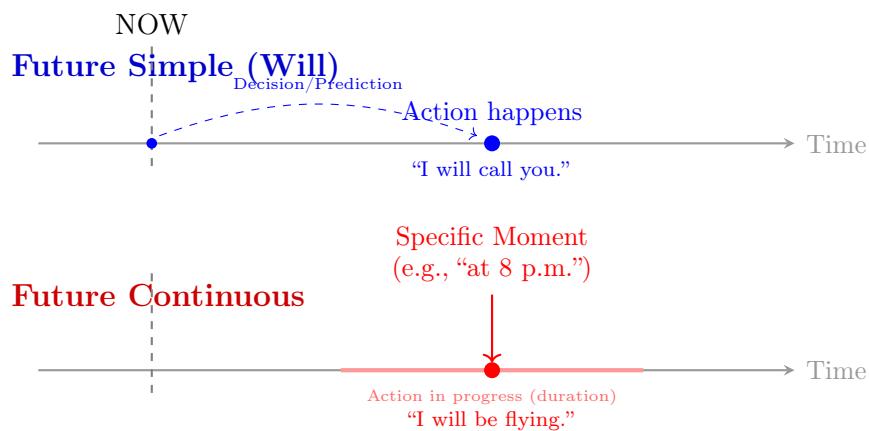
Learners often confuse the use of "going to" and "will". Here are some common mistakes to avoid:

- Using "will" for planned actions instead of "going to".

- Confusing the future perfect with the future continuous.

- Omitting the past participle after "will have" in the future perfect.

10.10 Future Simple vs Future Continuous

The future simple describes actions that will happen, while the future continuous emphasizes actions that will be ongoing at a specific future time.

10.10.1 Timeline

Figure 10.1: Visual Comparison: Future Simple vs. Future Continuous

10.11 Future Perfect vs Future Perfect Continuous

The future perfect describes actions that will be completed before a specific future time, while the future perfect continuous emphasizes the duration of an action up to that future point.

10.11.1 Timeline
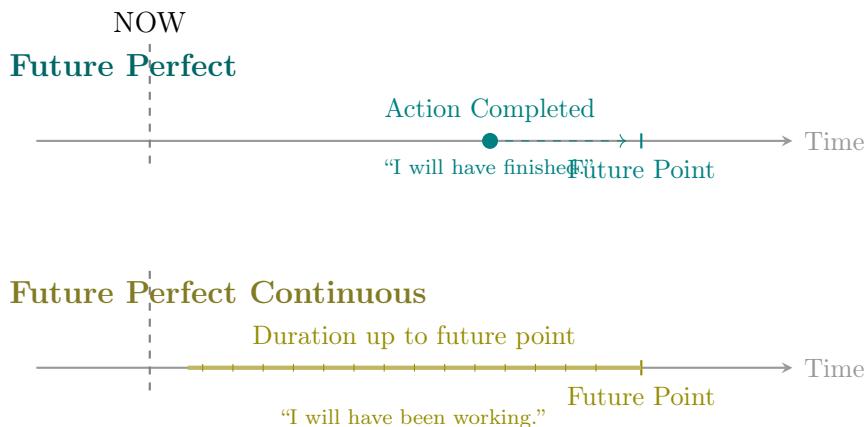
Figure 10.2: Visual Comparison: Future Perfect vs. Future Perfect Continuous

10.12 Future perfect continuous vs Future continuous

The future perfect continuous emphasizes the duration of an action up to a specific future point, while the future continuous focuses on an action that will be in progress at a specific future time.

10.12.1 Timeline
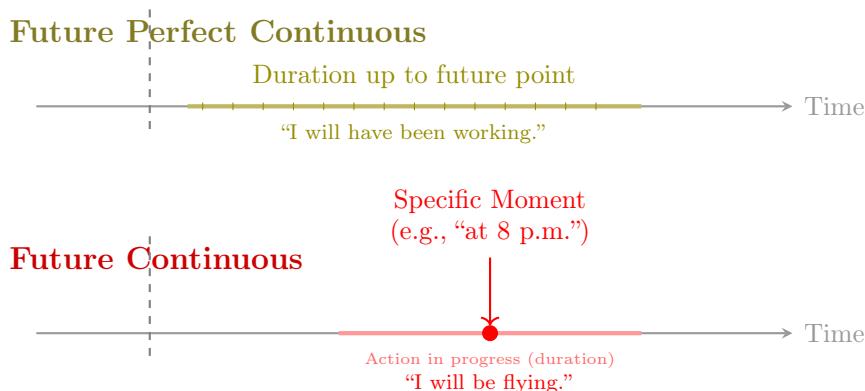
Figure 10.3: Visual Comparison: Future Perfect Continuous vs. Future Continuous

10.13 Practice Exercises

extbfExercise 1: Complete with the correct future form ("will", "going to", future continuous, or future perfect).

1. I _____ (go) to the store tomorrow. 2. By next month, she _____ (finish) her project. 3. This time next week, we _____ (travel) to Italy.

extbfExercise 2: Correct the mistakes in the following sentences.

1. I will going to the party tonight. 2. They will have complete the report by Friday.

10.14 Conclusion

Using future forms accurately lets you describe plans, make predictions, talk about schedules, and highlight completed actions by a future time. Practise choosing between "will" (decisions/predictions), "going to" (plans/intentions), the present continuous (arrangements), the future continuous (in-progress actions at a future time), the future perfect (completed by a future point), and the future perfect continuous (duration up to a future point).

10.15 Summary

Use "going to" for planned actions; "will" for spontaneous decisions, promises, and predictions; the *present continuous* for fixed arrangements; the *future continuous* for actions in progress at a future time; the *future perfect* for actions completed before a specific future time; and the *future perfect continuous* to emphasize duration up to a future point.

10.15.1   Timeline Diagram Summary
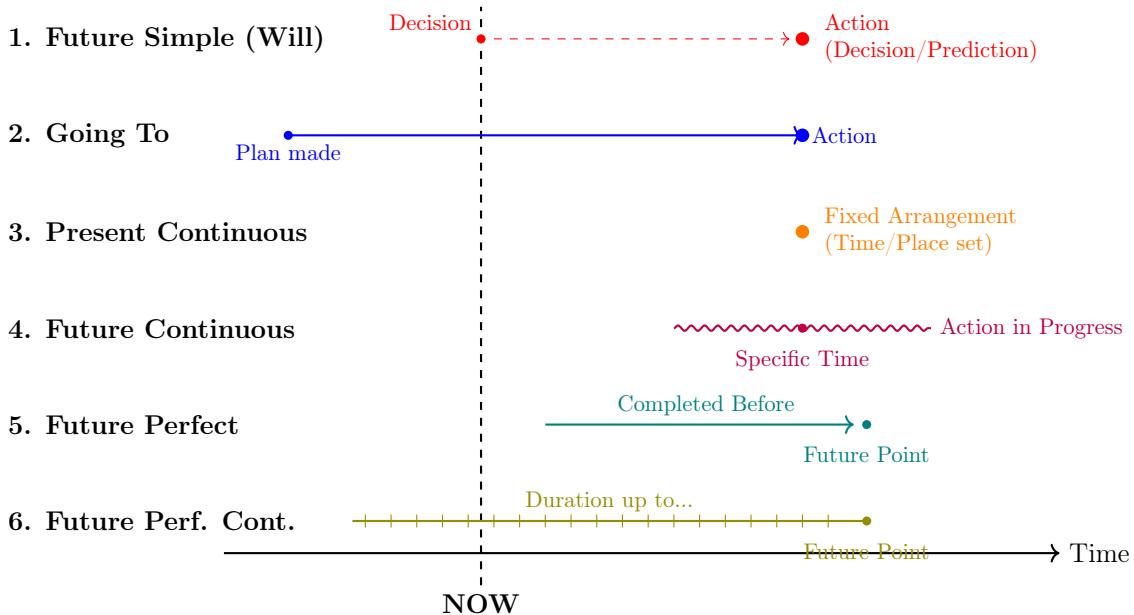
Figure 10.4: Visualizing Future Tenses

10.16   Usage Tips

- Use "going to" for pre-planned actions; "will" for spontaneous decisions and predictions.

- Use the present continuous for fixed arrangements with specified times.

- Use the future continuous to describe actions in progress at a specific future time.

- Use the future perfect to indicate actions completed before a future point.

- Use the future perfect continuous to emphasize the duration of an action up to a future point.

10.17   Key Takeaways

- **Will**: Spontaneous decisions and general predictions.

- **Going to**: Plans and predictions based on evidence.

- **Present Continuous**: Fixed arrangements with times.

- **Future Perfect**: Actions completed before a future point.

10.18   Online Practice

> **Resources to Practice**
>
> Online PracticeReinforce what you have learned with these interactive exercises:
> - **Future Tenses Overview:** `https://www.perfect-english-grammar.com/future-tenses-exercise-1.html`
> - **Will vs Going To:** `https://test-english.com/grammar-points/a2/will-be-going-to/`
> - **Future Perfect:** `https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/future-perfect`
> - **All Future Forms:** `https://www.englishpage.com/verbpage/futuretenses.html`

Part V

Professional Communication

Chapter 11

Meeting Language and Professional Communication

11.1 Lesson Objectives

In this chapter, you will learn:

- Professional vocabulary for meetings

- How to open, manage, and close meetings

- Expressions for agreeing, disagreeing, and making suggestions

- Formal vs. informal register in business contexts

11.2 Reading Context

Dialogue: The Project Kick-off

Chair: Right, let's get started. The purpose of this meeting is to plan the new marketing campaign.

Mark: How about we start with the budget? It's the most critical item.

Sarah: I see your point, but I think we should define our goals first.

Chair: I agree with Sarah. Let's set the goals, then look at the budget.

Mark: Fair enough. **I suggest that we** aim for a 20% increase in sales.

Sarah: That sounds good to me. It's ambitious but achievable.

Chair: Great. **Let's move on to** the timeline.

11.3   Key Concepts: Meeting Vocabulary

Essential Terms

- **Agenda** (noun): A list of items to be discussed at a formal meeting.
    - *(Orden del día)*
- **Minutes** (noun): The written record of what was said at a meeting.
    - *(Acta de la reunión)*
- **Chair** (verb/noun): To lead a meeting; the person leading.
    - *(Presidir / Presidente)*
- **Action Item** (noun): A specific task assigned to someone during a meeting.
    - *(Tarea asignada)*
- **AOB** (acronym): Any Other Business (discussed at the end).
    - *(Otros asuntos / Ruegos y preguntas)*

11.4   Functional Language: Managing Meetings

Opening and Closing

Opening:
- "Right, let's get started." *(Empecemos)*
- "The purpose of this meeting is to..." *(El propósito es...)*
- "Thank you all for coming." *(Gracias por venir)*

Closing:
- "Let's wrap this up." *(Terminemos esto)*
- "To summarize what we've decided..." *(Para resumir...)*
- "The meeting is adjourned." *(Se levanta la sesión)*

Discussion Phrases

Making Suggestions:
- "How about we...?" *(¿Qué tal si...?)*
- "I suggest that we..." *(Sugiero que...)*

Agreeing:
- "I completely agree." *(Totalmente de acuerdo)*
- "That sounds good to me." *(Me parece bien)*

Disagreeing (Politely):
- "I see your point, but..." *(Entiendo tu punto, pero...)*
- "I'm not sure about that because..." *(No estoy seguro porque...)*

11.5   Formal vs. Informal Register

Informal (Colleagues)	Formal (Clients/Superiors)
Let's start.	Shall we begin?
What do you think?	What is your opinion on this?
I don't agree.	I'm afraid I have to disagree.
Can you say that again?	Could you please repeat that?
That's a bad idea.	I have some concerns about that.

Table 11.1: Register comparison

11.6   Practice Exercises

11.6.1   Exercise 1: Categorize the Expressions

Put each expression in the correct category: Opening, Suggesting, Agreeing, Disagreeing, or Closing.

1. "I see your point, but..." → _____

2. "Shall we begin?" → _____

3. "That sounds good to me." → _____

4. "Why don't we...?" → _____

5. "To summarize what we've decided..." → _____

11.6.2   Exercise 2: Make it More Formal

Rewrite these informal expressions in a more formal way:

1. "That's wrong." → _____

2. "Let's talk about the budget." → _____

3. "I like that." → _____

11.6.3   Exercise 3: Role Play Script

Write a short dialogue for a meeting where you suggest a new idea (e.g., "Casual Fridays")
and a colleague disagrees politely.

11.7   Key Takeaways

- Meetings have a clear structure: open, discuss, summarize, close.

- Use polite phrases when disagreeing to maintain professional relationships.

- Adjust your formality based on who is in the meeting.

- "Minutes" are the notes, not the time!

11.8   Online Practice

> **Resources to Practice**
>
> Online PracticeReinforce what you have learned with these interactive exercises:
>
> - **Meeting Language:** `https://www.businessenglishpod.com/category/meetings/`
> - **Agreeing/Disagreeing:** `https://learnenglish.britishcouncil.org/skills/speaking/b1-speaking/agreeing-and-disagreeing`
> - **Professional Communication:** `https://www.englishclub.com/business-english/meetings.htm`
> - **Meeting Vocabulary:** `https://www.perfect-english-grammar.com/business-english-meetings.html`

Chapter 12

Improvement, Action, and Verb Patterns

12.1 Lesson Objectives

In this chapter, you will learn:

- Vocabulary related to making improvements and taking action

- Collocations with "give"

- Grammatical patterns of the verb "give"

- How to describe change and progress

12.2 Reading Context

> **Dialogue: Improving Team Performance**
>
> **Manager:** Our sales numbers are down. We need to **boost** our performance.
> **Team Lead:** I agree. Maybe we should **give** the new marketing strategy **a try**.
> **Manager:** Good idea. It might **strengthen** our brand presence.
> **Team Lead:** Also, the team seems tired. They need to **recharge their batteries**.
> **Manager:** True. Let's **give them a break** this weekend.
> **Team Lead:** Thanks. I'll **give you a hand** with the new schedule.
> **Manager:** Great. Let's **give it our best** shot next month.

12.3   Key Concepts: Change and Improvement

> **Improvement Vocabulary**
>
> - **Boost** (verb): To help or encourage something to increase or improve.
>   - *(Impulsar, mejorar)*
> - **Strengthen** (verb): To make something stronger or more effective.
>   - *(Fortalecer)*
> - **Enhance** (verb): To improve the quality, value, or extent of something.
>   - *(Mejorar, realzar)*
> - **Recharge batteries** (idiom): To rest and recover energy levels.
>   - *(Recargar las pilas)*

12.4   Grammar Focus: Verb Patterns with "Give"

The verb *give* is used in many fixed expressions and patterns in English.

> **Pattern 1: Give + It + a + Noun**
>
> Used to express attempting or trying something.
>
> **Expressions:**
> - **Give it a try** *(Intentarlo)*
> - **Give it a go** *(Intentarlo (British))*
> - **Give it a shot** *(Darle una oportunidad (American))*
> - **Give it some thought** *(Pensarlo)*

> **Pattern 2: Give + Someone + Something**
>
> Used when giving something to a person (often abstract).
>
> **Expressions:**
> - **Give someone a hand** *(Echar una mano / Ayudar)*
> - **Give someone a lift** *(Llevar a alguien (en coche))*
> - **Give someone a call** *(Llamar a alguien)*
> - **Give someone a break** *(Dar un respiro)*

12.5 Collocations Reference

Verb	Common Collocations
Boost	confidence, morale, sales, performance, economy
Strengthen	relationship, bond, muscles, position, argument
Improve	skills, health, quality, situation, performance
Enhance	experience, quality, appearance, flavor, value
Weaken	position, argument, immune system, currency

Table 12.1: Common collocations with improvement verbs

12.6 Practice Exercises

12.6.1 Exercise 1: Complete with "Give" Expressions

1. I'm not sure if I'll like yoga, but I'll _____ (try it).

2. Can you _____ (help me) with my homework?

3. I need to _____ (think about it) before I make a decision.

4. Do you want me to _____ (drive you) to the station?
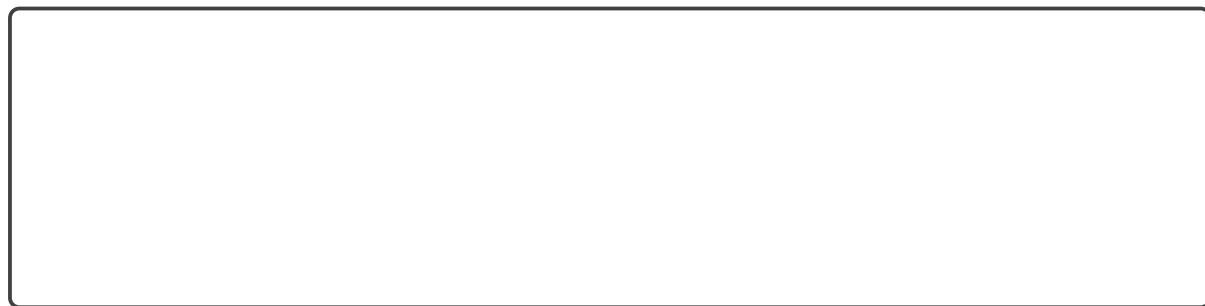
12.6.2 Exercise 2: Vocabulary in Context

Fill in the blanks with: *boost, strengthen, recharge, practical.*

1. We need to _____ our marketing to get more customers.

2. This course offers _____ advice for daily life.

3. I'm going on vacation to _____ my batteries.

4. Exercise helps to _____ your muscles.

12.6.3 Exercise 3: Discuss Improvements

Talk about something you want to improve in your life. Use at least 3 words from the vocabulary list.

12.7 Key Takeaways

- Use "boost" and "strengthen" to talk about positive changes.

- "Give it a try/go/shot" means to attempt something.

- "Give someone a hand" means to help someone.

- Learn collocations together with verbs for natural speech.

12.8 Online Practice

Resources to Practice

Online PracticeReinforce what you have learned with these interactive exercises:
- **Collocations with GIVE:** https://www.englishclub.com/ref/Collocations/give/
- **Verb Patterns Practice:** https://test-english.com/grammar-points/b1-b2/verb-patterns-gerund-infinitive/
- **Change Vocabulary:** https://www.englishclub.com/vocabulary/
- **Business Collocations:** https://www.businessenglishpod.com/category/collocations/

Part VI

Perfect Tenses

Chapter 13

Present Perfect Simple

13.1 Lesson Objectives

In this chapter, you will learn:

- How to form the Present Perfect Simple tense

- When to use Present Perfect vs. Past Simple

- The difference between "for" and "since"

- How to use "ever", "never", "already", "yet", and "just"

- Life experiences and recent actions

13.2 Reading Context

Dialogue: Life Experiences

Emma: Have you **ever been** to Japan?

Tom: No, I **haven't**. I**'ve never been** to Asia. What about you?

Emma: Yes, I **have**. I**'ve been** there twice. I**'ve just come back** from Tokyo last month!

Tom: Wow! That's amazing. **Have** you **eaten** sushi there?

Emma: Of course! I**'ve tried** many different types. It was delicious.

Tom: I**'ve always wanted** to go. **Have** you **visited** Mount Fuji?

Emma: Not yet, but I**'ve already planned** my next trip to see it!

13.3   Grammar Focus: Present Perfect Formation

The Present Perfect connects the past with the present. It describes actions that happened at an unspecified time or that have relevance now.

Present Perfect Structure

Structure: Subject + **have/has** + **past participle (V3)**
Affirmative:
- I/You/We/They + **have** + V3 (I've worked)
- He/She/It + **has** + V3 (She's worked)

Negative:
- I/You/We/They + **haven't** + V3
- He/She/It + **hasn't** + V3

Questions:
- **Have** + I/you/we/they + V3?
- **Has** + he/she/it + V3?

Examples:
- I **have visited** London. *(He visitado Londres)*
- She **has finished** her work. *(Ella ha terminado su trabajo)*
- They **haven't seen** the movie. *(No han visto la película)*
- **Have** you **been** to Paris? *(¿Has estado en París?)*

13.4   Past Participles (V3)

13.5   When to Use Present Perfect

Use 1: Life Experiences (Unspecified Time)

When you don't say exactly WHEN something happened.
Examples:
- I **have been** to France. *(He estado en Francia)* (sometime in my life)
- She **has seen** that movie. *(Ella ha visto esa película)*
- **Have** you **ever tried** sushi? *(¿Alguna vez has probado sushi?)*

Common with: ever, never, before

Infinitive	Past Simple	Past Participle
Regular Verbs (+ ed)		
work	worked	worked
play	played	played
finish	finished	finished
Common Irregular Verbs		
be	was/were	been
go	went	gone
see	saw	seen
do	did	done
eat	ate	eaten
write	wrote	written
take	took	taken
make	made	made
have	had	had
give	gave	given

Table 13.1: Past participles

Use 2: Recent Actions with Relevance Now

Actions that happened recently and are important now.

Examples:

- I've **just finished** my homework. *(Acabo de terminar)* (now I'm free)
- She's **just arrived**. *(Acaba de llegar)* (she's here now)
- They've **already eaten**. *(Ya han comido)* (they're not hungry)

Common with: just, already, yet

Use 3: Actions Continuing from Past to Present

Actions that started in the past and continue now.

Examples:

- I've **lived** here **for** 5 years. *(He vivido aquí por 5 años)* (still living here)
- She's **worked** there **since** 2020. *(Ha trabajado desde 2020)* (still works there)

Common with: for, since, How long...?

Present Perfect	Past Simple
Key Difference	
Time NOT specified (or not important)	Specific time IS mentioned
Connection to present	Finished and disconnected from now
Examples:	**Examples:**
I'**ve visited** Paris. (sometime)	I **visited** Paris **last year**.
She'**s lived** here for 3 years. (still here)	She **lived** here in 2015. (not anymore)
Have you **seen** the movie? (ever)	**Did** you **see** it **yesterday**?
He'**s just left**. (just now - he's gone)	He **left at 3 PM**. (specific time)

Table 13.2: Present Perfect vs. Past Simple

13.6 Present Perfect vs. Past Simple

When to Use Each Tense

Cannot use Present Perfect with specific past time:

- I have visited Paris last year. **X**
- I visited Paris last year. ✓

Time expressions that require Past Simple:

- yesterday, last week/month/year, ago, in 2020, when I was young

Time expressions with Present Perfect:

- ever, never, just, already, yet, recently, so far, up to now

13.7 Key Adverbs: Ever, Never, Just, Already, Yet

Important Adverbs with Present Perfect

EVER (alguna vez) - questions
- **Have** you **ever been** to China? *(¿Alguna vez has estado en China?)*

NEVER (nunca) - negative
- I've **never seen** snow. *(Nunca he visto nieve)*

JUST (recién/acabar de) - recent action
- She's **just left**. *(Acaba de irse)*

ALREADY (ya) - affirmative
- I've **already finished**. *(Ya he terminado)*

YET (todavía/ya) - questions and negatives
- **Have** you finished **yet**? *(¿Ya terminaste?)*
- I **haven't finished yet**. *(Todavía no he terminado)*

13.8 FOR vs. SINCE

FOR

Use **for** + period of time

Examples:
- for 2 hours, for 3 weeks, for 5 years, for a long time
- I've **worked** here **for** 10 years. *(He trabajado aquí por 10 años)*

SINCE

Use **since** + specific point in time

Examples:
- since Monday, since 2020, since January, since I was a child
- She's **lived** here **since** 2018. *(Ha vivido aquí desde 2018)*

13.9 Practice Exercises

13.9.1 Exercise 1: Write the Past Participle

Infinitive	Past Participle
see	_____
go	_____
eat	_____
write	_____
take	_____

13.9.2 Exercise 2: Present Perfect or Past Simple?

Choose the correct tense.

1. I (have visited / visited) Rome last summer.

2. She (has lived / lived) here for 5 years.

3. (Have you ever been / Did you ever be) to Japan?

4. We (have seen / saw) that movie yesterday.

5. He (has just left / just left) the office.

13.9.3 Exercise 3: FOR or SINCE?

1. I've known her _____ 2015.

2. They've been married _____ 20 years.

3. She's worked here _____ last Monday.

4. We've waited _____ two hours.

13.9.4 Exercise 4: Complete with Ever, Never, Just, Already, Yet

1. Have you _____ been to Australia?

2. I've _____ seen that film. It's boring.

3. She's _____ finished her homework.

4. Have you eaten _____?

5. I've _____ arrived. I'm at the station now.

13.9.5   Exercise 5: Correct the Errors

1. I have visited Paris last year.

2. She has lived here since 5 years.

3. Have you ever been in New York?

4. He has went to the supermarket.

5. I didn't finished yet.

13.9.6   Exercise 6: Life Experiences

Write 5 sentences about your life experiences using Present Perfect and ever/never.

13.10   Key Takeaways

- **Present Perfect:** have/has + past participle (V3)

- Use for: life experiences (unspecified time), recent actions, continuing situations

- **Cannot use** with specific past time (yesterday, last year, ago)

- **FOR** = duration (for 5 years), **SINCE** = starting point (since 2020)

- **Ever/never** for experiences, **just/already/yet** for recent actions

- Past Simple = finished action with specific time; Present Perfect = connection to now

Chapter 14

Present Perfect Continuous

14.1 Lesson Objectives

In this chapter, you will learn:

- How to form the Present Perfect Continuous tense

- When to use Present Perfect Continuous vs. Present Perfect Simple

- The difference between "for" and "since"

- How to talk about duration and ongoing actions

14.2 Reading Context

Dialogue: Catching Up

Tom: Hi Sarah! I haven't seen you for ages. What **have you been doing**?

Sarah: Hey Tom! I**'ve been working** a lot. I started a new job in January.

Tom: Really? How long **have you been working** there?

Sarah: For about six months. What about you?

Tom: I**'ve been traveling**. I just got back from Asia.

Sarah: Wow! **Have you been learning** any new languages?

Tom: A little bit. I**'ve been trying** to learn Japanese **since** I visited Tokyo.

14.3   Grammar Focus: Present Perfect Continuous

This tense is used for actions that started in the past and continue until now, or have recently stopped with visible results.

Structure

$$\text{Subject} + \textbf{have/has been} + \textbf{verb-ing}$$

Examples:

- I **have been studying** English for 3 years. *(He estado estudiando...)*
- She **has been waiting** since 9 AM. *(Ella ha estado esperando...)*

14.4   Key Concepts: For vs. Since

Time Expressions

FOR + Period of Time (Duration)

- for 2 hours *(por 2 horas)*
- for a long time *(por mucho tiempo)*
- for 10 years *(por 10 años)*

SINCE + Point in Time (Start date)

- since Monday *(desde el lunes)*
- since 2010 *(desde 2010)*
- since I was a child *(desde que era niño)*

14.5   Present Perfect Continuous vs. Simple

Continuous (Process/Duration)	Simple (Result/Completion)
I **have been reading** this book. (Still reading)	I **have read** this book. (Finished)
She **has been cooking** all day. (Activity)	She **has cooked** dinner. (Done)

Table 14.1: Continuous vs. Simple

14.6 Practice Exercises

14.6.1 Exercise 1: For or Since?

Complete with "for" or "since":

1. I've been waiting _____ 20 minutes.

2. She's been living in London _____ 2019.

3. We've been married _____ 10 years.

4. He's been sleeping _____ this morning.

14.6.2 Exercise 2: Correct the Errors

Find and correct the mistakes:

1. I have been learning English since 6 years. → _____

2. I am living here since 2020. → _____

3. How long you have been waiting? → _____

14.6.3 Exercise 3: Personal Questions

Answer these questions about yourself:

1. How long have you been studying English?

2. How long have you been living in your current city?

14.7   Key Takeaways

- Use Present Perfect Continuous for ongoing actions (have been -ing).

- Use "for" with a duration (for 2 years).

- Use "since" with a starting point (since 2020).

- Stative verbs (know, like, believe) are usually NOT used in continuous forms.

14.8   Online Practice

Resources to Practice

Online PracticeReinforce what you have learned with these interactive exercises:
- **Present Perfect Continuous:** `https://www.perfect-english-grammar.com/present-perfect-continuous-exercise-1.html`
- **For vs Since:** `https://test-english.com/grammar-points/a2/for-since/`
- **Interactive Practice:** `https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/present-perfect-continuous`
- **Stative Verbs:** `https://www.englishpage.com/verbpage/presentperfectcontinuous.html`

Part VII

Past Tenses and Storytelling

Chapter 15

Mishaps and Past Experiences

15.1 Lesson Objectives

In this chapter, you will learn:

- Vocabulary for describing accidents and mishaps

- How to use adjectives ending in -ed and -ing correctly

- Structures for narrating past experiences

- Collocations with common verbs like *lose, miss, spill*

15.2 Reading Context

Dialogue: A Terrible Morning

Sarah: You look stressed. What happened?

Mark: I had a terrible morning. First, I **overslept** because my alarm didn't go off.

Sarah: Oh no. Did you miss your bus?

Mark: Yes! I ran to the bus stop, but I **missed** it by one minute. It was so **frustrating**.

Sarah: So how did you get here?

Mark: I had to take a taxi. But then, I realized I had **left** my wallet at home.

Sarah: That's **embarrassing**. What did you do?

Mark: The driver was nice. I paid him with my phone app. But then I **spilled** coffee on my shirt!

Sarah: Wow. You really need a break.

15.3 Key Concepts: Common Mishaps

A **mishap** is an unlucky accident. Here are common collocations:

Mishap Collocations

- **Lose** your keys / phone / wallet *(Perder llaves/teléfono/billetera)*
- **Miss** a flight / bus / train / deadline *(Perder (transporte/plazo))*
- **Spill** coffee / water / wine *(Derramar café/agua/vino)*
- **Slip** on ice / the floor *(Resbalarse en hielo/piso)*
- **Drop** your phone / a glass *(Dejar caer...)*
- **Break down** (car / machine) *(Averiarse)*
- **Bang** your head / knee *(Golpearse la cabeza/rodilla)*

15.4   Grammar Focus: Adjectives and Narration

-ED vs -ING Adjectives

- **-ED adjectives** describe how **you feel**.
- **-ING adjectives** describe the **cause** of the feeling.

Examples:
- I was **bored** (feeling). The movie was **boring** (cause).
- I was **embarrassed** (feeling). The situation was **embarrassing** (cause).

Narrating Past Events

Use these phrases to tell a story:
- **Starting:** I once... / One time... / I remember when...
- **Sequencing:** First... / Then... / Suddenly... / In the end...
- **Background:** I was walking when... (Past Continuous + Past Simple)

15.5   Practice Exercises

15.5.1   Exercise 1: Match the Verb and Noun

Match the verb on the left with the noun on the right.

1. Lose   a. coffee

2. Miss   b. your head

3. Spill   c. your keys

4. Bang   d. the bus

15.5.2   Exercise 2: Choose the Correct Adjective

Select the correct option (-ed or -ing).

1. The news was (shocked / shocking).

2. I was (annoyed / annoying) because he was late.

3. It was a very (tired / tiring) journey.

4. She was (disappointed / disappointing) with the result.

15.5.3   Exercise 3: Complete the Story

Fill in the blanks with: *First, Then, Finally, Unfortunately.*

_____, I woke up late. _____, I couldn't find my keys. _____, I found them under the sofa. _____, I arrived at work on time.

15.5.4   Exercise 4: Writing Task

Write a short paragraph (60-80 words) about a mishap you had. Use at least 3 mishap verbs and 2 feeling adjectives.

15.6   Key Takeaways

- Use **miss** for transport/events and **lose** for objects.

- Remember: -ED for feelings (I am bored), -ING for things (It is boring).

- Use sequence words (First, Then, Finally) to structure your stories.

- Common mishaps: spill coffee, slip on ice, car broke down.

15.7   Online Practice

> **Resources to Practice**
>
> Online PracticeReinforce what you have learned with these interactive exercises:
>
> - **-ED vs -ING Adjectives:** `https://test-english.com/grammar-points/a2/ed-ing-adjectives/`
> - **Mishap Vocabulary:** `https://www.englishclub.com/vocabulary/disasters.php`
> - **Past Experiences:** `https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/past-simple`
> - **Story Telling Practice:** `https://www.perfect-english-grammar.com/narrative-tenses.html`

Chapter 16

Past Habits: Would and Used To

16.1 Lesson Objectives

In this chapter, you will learn:

- How to use "used to" for past habits and states

- How to use "would" for past repeated actions

- The difference between "used to" and "would"

- Stative verbs that cannot be used with "would"

16.2 Reading Context

Dialogue: Childhood Memories

Grandpa: This photo brings back memories. I **used to** live in a small village.
Grandson: Really? What was it like?
Grandpa: It was quiet. We didn't have TV. Every evening, my father **would** tell us stories.
Grandson: That sounds nice. Did you play video games?
Grandpa: No! We **used to** play outside all day. In the summer, we **would** go swimming in the river.
Grandson: I **used to** be afraid of swimming.
Grandpa: Me too, at first. But I loved it later.

16.3   Key Concepts: Past Habits

We use two structures to talk about things we did in the past but don't do now.

> **Used To vs. Would**
> - **Used to + Verb:** For past habits AND states.
> - **Would + Verb:** ONLY for past repeated actions.

16.4   Grammar Focus: The Rules

> **Rule 1: Action Verbs**
>
> For repeated actions (play, go, visit, eat), you can use both:
> - I **used to** play football. ✓
> - I **would** play football. ✓

> **Rule 2: Stative Verbs**
>
> For states (be, have, live, love, know), use ONLY **used to**:
> - I **used to** be shy. ✓
> - I **would** be shy. **X** (Incorrect)
> - I **used to** have a car. ✓
> - I **would** have a car. **X** (Incorrect)

Stative Verbs (Use 'Used to')	Action Verbs (Use 'Used to' or 'Would')
Be, Have, Live, Love, Like, Know	Go, Play, Visit, Walk, Eat, Read

Table 16.1: Stative vs. Action Verbs

16.5   Practice Exercises

16.5.1   Exercise 1: Used To or Would?

Mark if the sentence is Correct (C) or Incorrect (I).

1. I would live in Paris. (__ __)

2. She used to have long hair. (__)

3. Every Sunday, we would visit grandma. (__)

4. He would know the answer. (__)

16.5.2 Exercise 2: Fill in the Blanks

Use *would* if possible. If not, use *used to*.

1. I _____ (be) a teacher.

2. Every summer, we _____ (go) to the beach.

3. She _____ (love) chocolate.

4. He _____ (play) the guitar every night.

16.5.3 Exercise 3: Writing Task

Write a short paragraph (60-80 words) about your childhood. Use **used to** for states and **would** for repeated actions.

16.6 Key Takeaways

- **Used to** works for everything (habits and states).

- **Would** only works for actions (running, playing), not states (being, having).

- Negative: **didn't use to** (no 'd').

- Question: **Did you use to...?**

16.7   Online Practice

> **Resources to Practice**
>
> Online PracticeReinforce what you have learned with these interactive exercises:
> - **Used To / Would:** `https://www.perfect-english-grammar.com/used-to.html`
> - **Past Habits Exercises:** `https://test-english.com/grammar-points/b1/used-to-would/`
> - **Interactive Practice:** `https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/used-to`
> - **Past Habits Quiz:** `https://www.englishpage.com/verbpage/usedto.html`

Chapter 17

Narrative Tenses: Telling Stories

17.1 Lesson Objectives

In this chapter, you will learn:

- How to use the four past tenses to tell a story

- The difference between Past Simple, Continuous, and Perfect

- Vocabulary: Watch vs. Look

- How to sequence events in the past

17.2 Reading Context

Dialogue: A Travel Mishap

Alice: Why were you late yesterday?
Bob: It was a nightmare. I **was waiting** for the bus when it started to rain.
Alice: Oh no. Did you have an umbrella?
Bob: No. And I **had left** my jacket at home. By the time the bus arrived, I **had been waiting** for 30 minutes and I was soaking wet.
Alice: That sounds terrible. What happened next?
Bob: The bus was full, so it didn't stop! I **had to** walk home.

17.3 Key Concepts: Watch vs. Look

> **Confusing Verbs**
>
> - **Watch:** For things that move or change (TV, sports, people).
>   - I **watch** football on weekends. *(Miro fútbol...)*
> - **Look (at):** For things that are still (pictures, art, objects).
>   - **Look at** this photo! *(¡Mira esta foto!)*

17.4 Grammar Focus: Narrative Tenses

To tell a good story, we use four tenses:

> **1. Past Simple**
>
> **Use for:** Completed actions in the past. The main events of the story.
> - I **woke** up and **got** out of bed.

> **2. Past Continuous**
>
> **Use for:** Actions in progress at a specific time. Setting the scene.
> - The sun **was shining** and the birds **were singing**.

> **3. Past Perfect**
>
> **Use for:** Actions that happened **before** the main story.
> - When I arrived, the train **had left**. (The train left *before* I arrived)
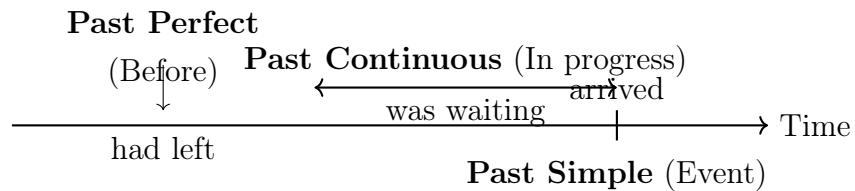
> **4. Past Perfect Continuous**
>
> **Use for:** Actions in progress up to a point in the past. Emphasizes duration.
> - I **had been waiting** for 2 hours when he finally arrived.

17.5   Visualizing the Tenses

Past Perfect
(Before)   **Past Continuous** (In progress)
arrived
was waiting
→ Time
had left
Past Simple (Event)

17.6   Practice Exercises

17.6.1   Exercise 1: Watch or Look?

Choose the correct verb.

1. I like to (watch/look) the sunset.

2. Can you (watch/look) at this report?

3. We (watched/looked) a movie last night.

4. She (watched/looked) at him in surprise.

17.6.2   Exercise 2: Choose the Correct Tense

Select the best option.

1. When I arrived, they (finished / had finished) dinner.

2. It (rained / was raining) when I left the house.

3. I (was working / had been working) for 3 hours when the computer crashed.

4. She (opened / was opening) the door and walked in.

17.6.3   Exercise 3: Complete the Story

Put the verbs in brackets into the correct narrative tense.

Last night, I _____ (walk) home when I _____ (see) a strange light. It _____ (shine) brightly. I _____ (never / see) anything like it before.

17.6.4 Exercise 4: Writing Task

Write a short story (80-100 words) about a travel experience. Use at least three different past tenses.

17.7 Key Takeaways

- Use **Past Simple** for the main events (I went, I saw).

- Use **Past Continuous** for background (The sun was shining).

- Use **Past Perfect** for things that happened earlier (I had forgotten my passport).

- Remember: Watch (moving) vs. Look at (still).

17.8 Online Practice

> **Resources to Practice**
>
> Online PracticeReinforce what you have learned with these interactive exercises:
> - **Narrative Tenses:** https://www.perfect-english-grammar.com/narrative-tenses.html
> - **Story Telling Practice:** https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/narrative-tenses
> - **Past Tenses Mix:** https://test-english.com/grammar-points/b1/narrative-tenses/
> - **Interactive Stories:** https://www.englishpage.com/verbpage/verbtenseintro.html

Number 5

You were dancing salsa in the city centre st 2am

Part VIII

Advanced Grammar

Chapter 18

The Passive Voice

18.1 Lesson Objectives

In this chapter, you will learn:

- What the passive voice is and when to use it

- How to form the passive in different tenses

- The difference between active and passive voice

- When the passive is preferred

- The use of "by + agent" in passive sentences

18.2 Reading Context

Dialogue: News Report

Reporter: This historic building **was built** in 1850.

Tourist: Really? Who was it built by?

Reporter: It **was designed** by a famous architect, John Smith. The materials **were imported** from Italy.

Tourist: Is it still used today?

Reporter: Yes! It **is used** as a museum now. Thousands of visitors **are welcomed** every year.

Tourist: That's wonderful. **Will** it **be renovated** soon?

Reporter: Yes, renovations **have been scheduled** for next year.

18.3 Grammar Focus: Active vs. Passive

> **Understanding the Difference**
>
> **Active Voice:** The subject DOES the action.
> - Subject + Verb + Object
> - **Shakespeare** (subject) **wrote** (verb) **Hamlet** (object).
>
> **Passive Voice:** The subject RECEIVES the action.
> - Subject + BE + Past Participle (+ by agent)
> - **Hamlet** (subject) **was written** (verb) **by Shakespeare** (agent).
>
> **Focus Changes:**
> - Active: Focus on WHO did it (Shakespeare)
> - Passive: Focus on WHAT happened (Hamlet was written)

18.4 When to Use the Passive

> **Use Passive When...**
>
> 1. **The action is more important than who did it:**
>   - English **is spoken** in many countries. *(Se habla inglés...)*
> 2. **We don't know who did it:**
>   - My car **was stolen** last night. *(Mi coche fue robado)* (we don't know who)
> 3. **It's obvious who did it:**
>   - He **was arrested**. *(Fue arrestado)* (obviously by police)
> 4. **We want to be formal or impersonal:**
>   - Smoking **is not permitted**. *(No se permite fumar)*
> 5. **In scientific writing and reports:**
>   - The experiment **was conducted** in a laboratory.

18.5   How to Form the Passive

Passive Structure

Formula: Subject + **BE** (correct tense) + **Past Participle (V3)** + (by agent)
The form of BE changes according to the tense!

18.5.1   Present Simple Passive

Present Simple Passive

Structure: am/is/are + past participle
Active: They **make** cars in Germany.
Passive: Cars **are made** in Germany.
More Examples:
- English **is spoken** here. *(Se habla inglés aquí)*
- The office **is cleaned** every day. *(La oficina se limpia cada día)*
- Letters **are delivered** in the morning. *(Las cartas se entregan por la mañana)*

18.5.2   Past Simple Passive

Past Simple Passive

Structure: was/were + past participle
Active: Shakespeare **wrote** Hamlet.
Passive: Hamlet **was written** by Shakespeare.
More Examples:
- The house **was built** in 1950. *(La casa fue construida en 1950)*
- The documents **were signed** yesterday. *(Los documentos fueron firmados ayer)*
- America **was discovered** in 1492. *(América fue descubierta en 1492)*

18.5.3   Present Continuous Passive

Present Continuous Passive

Structure: am/is/are + being + past participle

Active: They **are repairing** the road.

Passive: The road **is being repaired**.

More Examples:
- The project **is being completed**. *(El proyecto se está completando)*
- New houses **are being built**. *(Se están construyendo casas nuevas)*

18.5.4   Present Perfect Passive

Present Perfect Passive

Structure: have/has + been + past participle

Active: Someone **has stolen** my bike.

Passive: My bike **has been stolen**.

More Examples:
- The report **has been finished**. *(El informe ha sido terminado)*
- The emails **have been sent**. *(Los emails han sido enviados)*

18.5.5   Future Simple Passive

Future Simple Passive

Structure: will + be + past participle

Active: They **will complete** the project next week.

Passive: The project **will be completed** next week.

More Examples:
- The meeting **will be held** tomorrow. *(La reunión se realizará mañana)*
- The results **will be announced** soon. *(Los resultados serán anunciados pronto)*

18.5.6   Modal Passive

> **Modal Passive**
>
> **Structure:** modal + be + past participle
>
> **Examples:**
> - This **can be done** easily. *(Esto se puede hacer fácilmente)*
> - The form **must be signed**. *(El formulario debe ser firmado)*
> - It **should be finished** by Friday. *(Debería estar terminado para el viernes)*
> - The door **may be opened**. *(La puerta puede ser abierta)*

18.6   Summary Table of Passive Forms

Tense	Active	Passive
Present Simple	They make cars.	Cars **are made**.
Past Simple	She wrote the book.	The book **was written**.
Present Continuous	They are fixing it.	It **is being fixed**.
Present Perfect	He has stolen it.	It **has been stolen**.
Future Simple	They will build it.	It **will be built**.
Modal	You can do it.	It **can be done**.

Table 18.1: Passive forms in different tenses

18.7   Using "BY + Agent"

When to Include the Agent

Include "by + agent" when the agent is:
- Important or relevant
- Famous or specific
- Surprising or unexpected

Examples:
- Hamlet was written **by Shakespeare**. (famous author - important)
- The theory was developed **by Einstein**. (famous scientist)
- My car was repaired **by my neighbor**. (surprising/specific)

Omit "by + agent" when:
- It's obvious (arrested = by police)
- It's unknown (my bike was stolen)
- It's unimportant (English is spoken here)

18.8   Passive in Different Contexts

Formal Writing and Instructions

Signs and Rules:
- Smoking **is not permitted**. *(No se permite fumar)*
- Credit cards **are accepted**. *(Se aceptan tarjetas)*
- Dogs **must be kept** on a leash. *(Los perros deben llevarse con correa)*

News Reports:
- A man **was arrested** yesterday.
- The building **was destroyed** by fire.
- New laws **have been introduced**.

Processes and Traditions:
- Wine **is made** from grapes. *(El vino se hace de uvas)*
- Christmas **is celebrated** in December. *(La Navidad se celebra en diciembre)*

18.9   Practice Exercises

18.9.1   Exercise 1: Active to Passive

Transform these active sentences into passive voice.

1. They speak English in Australia.
   → English _____

2. Shakespeare wrote Romeo and Juliet.
   → Romeo and Juliet _____

3. Someone has stolen my wallet.
   → My wallet _____

4. They will finish the project tomorrow.
   → The project _____

5. You must sign the form.
   → The form _____

18.9.2   Exercise 2: Choose Active or Passive

Choose the correct form.

1. The letter (delivered / was delivered) this morning.

2. They (build / are built) houses here.

3. English (speaks / is spoken) in many countries.

4. Someone (has broken / has been broken) the window.

5. The meeting (will hold / will be held) tomorrow.

18.9.3   Exercise 3: Complete with the Correct Passive Form

1. The house _____ (build) in 1990. (Past Simple)

2. The report _____ (write) right now. (Present Continuous)

3. The emails _____ (send) yesterday. (Past Simple)

4. The project _____ (complete) next week. (Future Simple)

5. This problem _____ (can/solve) easily. (Modal)

18.9.4   Exercise 4: Add "by agent" if necessary

Rewrite in passive voice. Only add "by + agent" if it's important.

1. Someone stole my phone. → _____

2. Picasso painted this picture. → _____

3. The police arrested him. → _____

4. People speak Spanish in Mexico. → _____

18.9.5   Exercise 5: Correct the Errors

1. The house was build in 1950.

2. English is speaking here.

3. The report has been wrote.

4. It will be finish tomorrow.

5. The car is repairing now.

18.9.6   Exercise 6: Writing Task

Write 5 sentences about your city/country using passive voice (e.g., what language is spoken, what products are made, famous buildings, etc.).

18.10   Key Takeaways

- **Passive structure:** BE (correct tense) + past participle (V3)

- Use passive when the action is more important than who did it

- Use passive when the agent is unknown, obvious, or unimportant

- Only include "by + agent" when the agent is important or famous

- Remember: The tense is shown in the form of BE

- Common in formal writing, news, scientific reports, and instructions

Chapter 19

Conditionals: If Clauses

19.1 Lesson Objectives

In this chapter, you will learn:

- The four types of conditional sentences

- Zero Conditional (facts and general truths)

- First Conditional (real future possibilities)

- Second Conditional (hypothetical present/future)

- Third Conditional (hypothetical past)

- Mixed conditionals

19.2 Reading Context

> **Dialogue: Planning and Regrets**
>
> **Alice:** What will you do **if** it **rains** tomorrow?
> **Bob: If** it **rains**, **I'll stay** home and watch TV.
> **Alice:** That's boring! **If** I **were** you, **I'd go** to the cinema instead.
> **Bob:** Good idea. I wish I had more money though. **If** I **had** $1 million, **I'd travel** the world!
> **Alice:** Me too! By the way, did you pass your exam?
> **Bob:** No, I failed. **If** I **had studied** harder, I **would have passed**.
> **Alice:** That's a shame. You'll do better next time.

19.3   Conditional Overview

Conditional sentences have two parts:

- **IF-clause:** The condition

- **Main clause:** The result

$$\textbf{If} + \text{condition, result} \quad \text{OR} \quad \text{result } \textbf{if} + \text{condition}$$

19.4   Zero Conditional: General Facts and Truths

Use for things that are **always true** (scientific facts, habits, instructions).

Zero Conditional Structure

Structure: If + **present simple**, **present simple**
Examples:
- **If** you **heat** water to 100°C, it **boils**. *(Si calientas agua...)*
- **If** I **don't sleep** well, I **feel** tired. *(Si no duermo bien...)*
- You **get** wet **if** it **rains**. *(Te mojas si llueve)*

Use: Scientific facts, general truths, automatic results

19.5   First Conditional: Real Future Possibilities

Use for **real situations** that are likely to happen in the future.

First Conditional Structure

Structure: If + **present simple**, **will** + base verb
Examples:
- **If** it **rains** tomorrow, **I'll stay** home. *(Si llueve mañana...)*
- **If** she **studies** hard, she**'ll pass** the exam. *(Si estudia mucho...)*
- You**'ll be** late **if** you **don't hurry**. *(Llegarás tarde si...)*

Use: Real future possibilities, predictions, warnings, promises
Other modals possible: can, may, might, should
- **If** you **finish** early, you **can** leave. *(Si terminas temprano, puedes irte)*

19.6 Second Conditional: Hypothetical Present/Future

Use for **imaginary or unlikely situations** in present or future.

Second Conditional Structure

Structure: If + **past simple**, **would** + base verb

Examples:

- **If** I **had** $1 million, **I'd buy** a house. *(Si tuviera $1 millón...)*
- **If** I **were** you, **I'd talk** to her. *(Si yo fuera tú...)*
- She**'d travel** more **if** she **had** time. *(Ella viajaría más si...)*

Use: Unlikely or impossible situations, advice, dreams

Important: Use **were** for all persons with "be" (formal):

- If I **were** rich... (NOT: If I was rich - informal)

Other modals possible: could, might

- If I won the lottery, I **could** retire early.

19.7 Third Conditional: Hypothetical Past

Use for **imaginary situations in the past** (things that didn't happen). Often expresses regret.

Third Conditional Structure

Structure: If + **past perfect**, **would have** + past participle

Examples:

- **If** I **had studied**, I **would have passed**. *(Si hubiera estudiado, habría aprobado)*
- **If** she **had left** earlier, she **wouldn't have missed** the train. *(Si hubiera salido antes...)*
- I **would have helped** you **if** you **had asked**. *(Te habría ayudado si hubieras preguntado)*

Use: Regrets, criticisms, imagining different past outcomes

Other modals possible: could have, might have

- If I had known, I **could have** helped. *(Si hubiera sabido, podría haber ayudado)*

19.8 Comparison Table

Type	Structure	Use / Example
Zero	If + present, present	Facts: If you heat ice, it melts.
First	If + present, will + verb	Real future: If it rains, I'll stay home.
Second	If + past, would + verb	Unlikely/imaginary: If I were rich, I'd travel.
Third	If + past perfect, would have + V3	Past regret: If I had known, I would have come.

Table 19.1: Conditional types summary

19.9 First vs. Second Conditional

> **Understanding the Difference**
>
> **First Conditional (Real/Likely):**
> - If it **rains** tomorrow, **I'll take** an umbrella. *(Si llueve mañana...)*
> - (I think it might really rain - it's possible)
>
> **Second Conditional (Unreal/Unlikely):**
> - If it **rained** in the Sahara, plants **would grow**. *(Si lloviera en el Sahara...)*
> - (It's very unlikely or imaginary)

19.10 Mixed Conditionals

Sometimes we mix conditional types when the time in each clause is different.

> **Common Mixed Conditional**
>
> **Past condition + Present result**
> **Structure:** If + past perfect, would + base verb
> **Example:**
> - **If** I **had studied** medicine (past), I **would be** a doctor now (present).
> - *(Si hubiera estudiado medicina, ahora sería doctor)*

19.11 Other Conditional Words

Alternatives to IF

- **Unless** = if not
  - I'll go **unless** it rains. (= if it doesn't rain)
- **As long as** / **Provided (that)** = only if
  - You can go **as long as** you're back by 10.
- **In case** = because something might happen
  - Take an umbrella **in case** it rains.

19.12 Practice Exercises

19.12.1 Exercise 1: Identify the Conditional Type

Write 0, 1, 2, or 3 for each conditional type.

1. If I see her, I'll tell her. (_ _ _)

2. If I were rich, I'd buy a yacht. (_ _ _)

3. If you heat water, it boils. (_ _ _)

4. If I had known, I would have come. (_ _ _)

19.12.2 Exercise 2: Complete the Conditionals

Fill in the correct form of the verb.

1. If it _____ (rain) tomorrow, I'll stay home.

2. If I _____ (be) you, I'd apologize.

3. If you _____ (heat) ice, it melts.

4. If she _____ (study) harder, she would have passed.

5. If I _____ (have) time, I'll call you.

19.12.3   Exercise 3: First or Second Conditional?

Choose the correct form.

1. If I (win / won) the lottery, I'd travel the world.

2. If it (rains / rained) tomorrow, we'll cancel the picnic.

3. If I (am / were) taller, I could be a basketball player.

4. If you (study / studied) hard, you'll pass the exam.

19.12.4   Exercise 4: Rewrite with the Correct Conditional

1. I don't have money. I can't buy it. (2nd conditional)
   → If _____

2. I didn't know. I didn't come. (3rd conditional)
   → If _____

3. You don't ask. You don't receive. (Zero conditional)
   → If _____

19.12.5   Exercise 5: Correct the Errors

1. If I will see her, I'll tell her.

2. If I would be rich, I'd travel.

3. If I had money, I will buy it.

4. If I would have known, I would have come.

19.12.6   Exercise 6: Personal Situations

Complete these sentences about yourself.

1. If I have time this weekend, I'll _____

2. If I won $1 million, I would _____

3. If I had studied harder at school, I would have _____

19.12.7 Exercise 7: Writing Task

Write 3 sentences for each conditional type (0, 1, 2, 3) about your life.

19.13 Key Takeaways

- **Zero:** If + present, present (facts)

- **First:** If + present, will (real future)

- **Second:** If + past, would (unlikely/imaginary)

- **Third:** If + past perfect, would have + V3 (past regrets)

- Never use "will" or "would" in the IF-clause

- Use "were" (not "was") in Second Conditional with "be"

- Third Conditional often expresses regret or criticism

Chapter 20

Reported Speech

20.1 Lesson Objectives

In this chapter, you will learn:

- How to report what someone said (statements)

- How to report questions

- How to report commands and requests

- Tense changes in reported speech (backshift)

- Time and place expression changes

- Reporting verbs (say, tell, ask, etc.)

20.2   Reading Context

Dialogue: Reporting a Conversation

Anna: Did you talk to the manager?

Ben: Yes. He **said** that he **was** very busy.

Anna: What else did he say?

Ben: He **told** me that the meeting **had been cancelled**.

Anna: Oh no! Did he say why?

Ben: He **explained** that he **had to** go to head office. He also **asked** me if I **could** reschedule it.

Anna: What did you say?

Ben: I **told** him that I **would** check my calendar and **would let** him know.

20.3   Grammar Focus: What is Reported Speech?

Direct Speech: Quoting someone's exact words with quotation marks.

- Tom said, "I am tired."

Reported Speech (Indirect Speech): Reporting what someone said without quotation marks.

- Tom said (that) he was tired.

20.4 Reporting Statements

> **Basic Structure**
>
> **Direct:** "I am happy."
> **Reported:** He/She said (that) he/she was happy.
> **Structure:**
>
> $$\text{Subject} + \textbf{said (that)} \text{ / } \textbf{told me (that)} + \text{reported}$$
> $$\text{clause}$$
>
> **Important Differences:**
> - **SAY:** He said (that)... (no object)
> - **TELL:** He told me/her/them (that)... (needs object)

20.5 Tense Changes (Backshift)

When the reporting verb is in the past (said, told), we usually change the tenses backwards.

Direct Speech	Reported Speech
Present Simple "I work here."	Past Simple She said she worked there.
Present Continuous "I am working."	Past Continuous She said she was working.
Past Simple "I worked yesterday."	Past Perfect She said she had worked the day before.
Present Perfect "I have worked here."	Past Perfect She said she had worked there.
Will "I will come."	Would She said she would come.
Can "I can help."	Could She said she could help.
May "I may go."	Might She said she might go.
Must "I must leave."	Had to She said she had to leave.

Table 20.1: Tense changes in reported speech

20.6   Pronoun and Time/Place Changes

Direct Speech	Reported Speech
Pronouns	
I / me	he/she / him/her
you	I / me (depending on context)
we / us	they / them
my	his/her
Time Expressions	
today	that day
yesterday	the day before / the previous day
tomorrow	the next day / the following day
this week	that week
last week	the week before / the previous week
next week	the following week
ago	before
now	then / at that time
Place	
here	there
this	that
these	those

Table 20.2: Pronoun and expression changes

20.7   Examples of Reported Statements

> **Statement Transformations**
>
> 1. **Present Simple → Past Simple**
>   - Direct: "I **live** in London."
>   - Reported: She said (that) she **lived** in London.
> 2. **Present Continuous → Past Continuous**
>   - Direct: "I **am studying** English."
>   - Reported: He said (that) he **was studying** English.
> 3. **Will → Would**
>   - Direct: "I **will call** you tomorrow."
>   - Reported: She said (that) she **would call** me the next day.
> 4. **Past Simple → Past Perfect**
>   - Direct: "I **went** to Paris last year."
>   - Reported: He said (that) he **had gone** to Paris the year before.

20.8   Reporting Questions

Questions in reported speech don't use question word order or question marks.

> **Yes/No Questions**
>
> **Structure:** Subject + asked + **if/whether** + statement word order
> **Direct:** "Do you like coffee?"
> **Reported:** She asked (me) if/whether I liked coffee.
> **More Examples:**
>   - "Are you coming?" → He asked if I was coming.
>   - "Did you see her?" → She asked if I had seen her.
>   - "Can you help?" → He asked if I could help.

> ### WH-Questions
>
> **Structure:** Subject + asked + **WH-word** + statement word order
>
> **Direct:** "Where do you live?"
>
> **Reported:** She asked (me) where I lived.
>
> **More Examples:**
> - "What are you doing?" → He asked what I was doing.
> - "When did you arrive?" → She asked when I had arrived.
> - "Why are you late?" → He asked why I was late.
>
> **Important:** Use STATEMENT word order (subject + verb), NOT question order!

20.9 Reporting Commands and Requests

> ### Commands and Requests
>
> **Structure:** Subject + told/asked/ordered + object + **to** + infinitive
>
> **Positive Commands:**
> - Direct: "Close the door."
> - Reported: She **told** me **to close** the door.
>
> **Negative Commands:**
> - Direct: "Don't be late."
> - Reported: He **told** me **not to be** late.
>
> **Requests (polite):**
> - Direct: "Could you help me, please?"
> - Reported: She **asked** me **to help** her.

20.10   Reporting Verbs

> **Common Reporting Verbs**
>
> - **say** (that): "I'm tired." → He said (that) he was tired.
> - **tell** + object (that): "I'm busy." → She told me (that) she was busy.
> - **ask** (if/whether): "Are you OK?" → He asked if I was OK.
> - **ask** + WH: "Where do you live?" → She asked where I lived.
> - **tell/ask** + to: "Close it." → He told me to close it.
> - **explain** (that): "It's difficult." → She explained (that) it was difficult.
> - **promise** (that): "I'll come." → He promised (that) he would come.
> - **refuse** + to: "I won't do it." → She refused to do it.
> - **offer** + to: "I'll help you." → He offered to help me.
> - **suggest** + -ing: "Let's go." → She suggested going.

20.11   When NOT to Backshift

Sometimes we don't need to change the tense:

> **No Backshift Needed**
>
> 1. **When it's still true:**
>   - "I live in London." → He said he lives in London. (still true)
> 2. **General truths/facts:**
>   - "Water boils at 100°C." → She said water boils at 100°C.
> 3. **Recent speech (just now):**
>   - "I'm tired." (just said) → She says she's tired.

20.12   Practice Exercises

20.12.1   Exercise 1: Change to Reported Speech

Transform these direct statements.

1. "I am happy." (She said...)

   → _____

2. "I work here." (He told me...)

   → _____

3. "I will call you tomorrow." (She said...)

   → _____

4. "I saw her yesterday." (He said...)

   → _____

20.12.2 Exercise 2: Report These Questions

1. "Do you like coffee?" (She asked me...)

   → _____

2. "Where do you live?" (He asked me...)

   → _____

3. "Can you help me?" (She asked...)

   → _____

4. "When did you arrive?" (He asked...)

   → _____

20.12.3 Exercise 3: Report Commands

1. "Close the window." (She told me...)

   → _____

2. "Don't be late." (He told me...)

   → _____

3. "Please help me." (She asked me...)

   → _____

20.12.4 Exercise 4: Say or Tell?

Complete with the correct form of say or tell.

1. He _____ me that he was tired.

2. She _____ that she would come.

3. They _____ us to wait.

4. I _____ that I didn't know.

20.12.5   Exercise 5: Correct the Errors

1. He said me that he was busy.

2. She asked where did I live.

3. He told that he would come.

4. She said me to close the door.

5. He asked if was I ready.

20.12.6   Exercise 6: Complete Reported Speech

Report this conversation:

Tom: "I'm very tired today."
Sarah: "Why? What did you do yesterday?"
Tom: "I worked late and didn't sleep well."
Sarah: "You should rest more."

> Tom said... Sarah asked... Tom explained... Sarah told him...

20.13   Key Takeaways

- **SAY:** He said (that)... (no object)

- **TELL:** He told me/her (that)... (needs object)

- Change tenses backwards: present $\rightarrow$ past, past $\rightarrow$ past perfect

- Change pronouns, time, and place expressions

- **Questions:** No question word order in reported speech

- **Commands:** told/asked + object + to + infinitive

- Don't backshift if it's still true or a general fact

Part IX

Advanced Verbal Patterns

Chapter 21

Verb Patterns: Gerunds and Infinitives

21.1 Lesson Objectives

In this chapter, you will learn:

- When to use the Gerund (verb + -ing)

- When to use the Infinitive (to + verb)

- Common verbs that follow each pattern

- How to give recommendations and talk about plans

21.2 Reading Context

> **Dialogue: Weekend Plans**
>
> **Anna:** What do you **plan to do** this weekend? **Ben:** I **want to go** to the cinema. I **suggest watching** the new Marvel movie. **Anna:** I **avoid going** to the cinema on Saturdays. It's too busy. **Ben:** Really? I **enjoy seeing** movies with a big crowd. **Anna:** I **prefer to stay** home. I **decided to cook** a nice dinner. **Ben:** That sounds good. Do you **need to buy** ingredients? **Anna:** Yes. I **hope to find** fresh fish at the market.

21.3 Key Concepts: Verb Patterns

In English, when one verb follows another, the second verb changes its form.

> **Pattern 1: Verb + -ing (Gerund)**
>
> Use **-ing** after these verbs:
> - **Enjoy:** I enjoy **reading**. *(Disfrutar)*
> - **Avoid:** She avoids **driving** at night. *(Evitar)*
> - **Finish:** He finished **working**. *(Terminar)*
> - **Suggest:** I suggest **going** by bus. *(Sugerir)*
> - **Recommend:** They recommend **booking** early. *(Recomendar)*
> - **Consider:** We considered **moving**. *(Considerar)*

> **Pattern 2: Verb + to + Infinitive**
>
> Use **to + verb** after these verbs:
> - **Want:** I want **to sleep**. *(Querer)*
> - **Hope:** I hope **to see** you. *(Esperar (deseo))*
> - **Decide:** She decided **to leave**. *(Decidir)*
> - **Plan:** We plan **to visit**. *(Planear)*
> - **Promise:** He promised **to help**. *(Prometer)*
> - **Refuse:** They refused **to pay**. *(Rehusar)*
> - **Learn:** I learned **to swim**. *(Aprender)*

21.4 Grammar Focus: Common Mistakes

> **Watch Out!**
> - **Incorrect:** I enjoy to play football.
> - **Correct:** I enjoy **playing** football.
> - **Incorrect:** I want going home.
> - **Correct:** I want **to go** home.

21.5 Practice Exercises

21.5.1 Exercise 1: Gerund or Infinitive?

Choose the correct form.

1. I promise (helping / to help) you tomorrow.

2. She suggested (going / to go) to the park.

3. We decided (buying / to buy) a new car.

4. He finished (eating / to eat) his dinner.

5. Do you enjoy (watching / to watch) TV?

21.5.2   Exercise 2: Categorize the Verbs

Put these verbs in the correct column: *avoid, learn, offer, consider, expect, mind.*

+ -ING	+ TO + VERB

21.5.3   Exercise 3: Correct the Text

Find and correct 5 mistakes in this text about Sharon.

Sharon is a teacher. She enjoys to teach and meet new people. In her free time, she likes watch documentaries. She plans visiting Ireland next year. She wants learning French.

21.5.4   Exercise 4: Writing Task

Write sentences about yourself using:

- I plan...

- I avoid...

- I enjoy...

- I hope...

21.6 Key Takeaways

- Memorize which verbs take **-ing** (enjoy, avoid, suggest).

- Memorize which verbs take **to** + **infinitive** (want, hope, decide).

- **Recommend** and **Suggest** are followed by -ing (I recommend visiting...).

21.7 Online Practice

Resources to Practice

Online PracticeReinforce what you have learned with these interactive exercises:
- **Gerunds & Infinitives:** `https://www.perfect-english-grammar.com/gerunds-and-infinitives-exercise-1.html`
- **Verb Patterns Practice:** `https://test-english.com/grammar-points/b1-b2/verb-patterns-gerund-infinitive/`
- **Interactive Exercises:** `https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/verbs-followed-by-ing-or-infinitive`
- **Complete List:** `https://www.englishpage.com/gerunds/gerund_infinitive_list.htm`

Chapter 22

Advanced Verb Patterns

22.1 Lesson Objectives

In this chapter, you will learn:

- Using Gerunds as the subject of a sentence

- Verbs that change meaning with Gerund vs. Infinitive (Stop, Remember, Try)

- Expressing purpose with the Infinitive

22.2 Reading Context

> **Dialogue: Changing Habits**
>
> **Mike:** I need to get fit. **Running** is too hard for me.
> **Lisa:** Have you tried **swimming**? It's great exercise.
> **Mike:** I remember **going** swimming as a child. I loved it.
> **Lisa:** You should start again. But remember **to bring** goggles.
> **Mike:** Good idea. I stopped **exercising** last year because of work.
> **Lisa:** Well, stop **to think** about your health. It's important.

22.3 Key Concepts: Gerund as Subject

We often use the Gerund (-ing) as the subject of a sentence. It acts like a noun.

> **Gerund Subjects**
>
> - **Swimming** is good for you. *(Nadar es bueno...)*
> - **Learning** English takes time. *(Aprender inglés...)*
> - **Smoking** is forbidden here. *(Fumar está prohibido...)*

22.4   Detailed Verb Patterns

This comprehensive chart summarizes the key patterns discussed throughout the chapter, helping you understand which verbs accept gerunds, infinitives, or both.

22.4.1   Verbs with Same Meaning (Gerund or Infinitive)

When these verbs are followed by either a gerund or infinitive, the meaning remains essentially the same:

> **Same Meaning Pattern**
>
> - **Recommend + Gerund/Infinitive**
>   - I recommend **studying** English daily. (or: I recommend **to study** English daily.)
> - **Avoid + Gerund** (Note: avoid typically takes gerund only)
>   - You should avoid **eating** too much sugar.
> - **Want + Infinitive** (Note: want typically takes infinitive only)
>   - I want **to learn** French next year.
> - **Love + Both Gerund and Infinitive** (Both are correct)
>   - She loves **swimming**. / She loves **to swim**.
>   - I love **reading** novels. / I love **to read** novels.
> - **Hate + Both Gerund and Infinitive** (Both are correct)
>   - He hates **waiting**. / He hates **to wait**.
>   - They hate **cleaning** the house. / They hate **to clean** the house.
> - **Like + Both Gerund and Infinitive** (Both are correct)
>   - I like **jogging**. / I like **to jog**.
>   - We like **traveling**. / We like **to travel**.
> - **Start + Both Gerund and Infinitive** (Both are correct)
>   - She started **learning** Spanish. / She started **to learn** Spanish.
>   - They started **working** on the project. / They started **to work** on the project.

22.4.2 Verbs with Different Meaning (Gerund vs. Infinitive)

These verbs change their meaning dramatically depending on whether they are followed by a gerund or infinitive:

> **Stop**
>
> **Stop + Doing vs. Stop + to Do**
> - **Stop doing:** Cease or quit an activity permanently.
>   - I stopped **smoking** five years ago. (I no longer smoke)
> - **Stop to do:** Pause one activity in order to do something else.
>   - We stopped **to eat** lunch during our road trip. (We paused our journey to eat)

Forget

Forget + Doing vs. Forget + to Do
- **Forget doing:** Fail to recall a past action or event. (it did happens)
  - I forgot **closing** the windows this morning. (I can't remember if I closed them)
- **Forget to do:** Neglect or fail to perform a necessary task. In other words, you didn't do it.
  - Don't forget **to lock** the door when you leave. (Remember to do this)

Remember

Remember + Doing vs. Remember + to Do
- **Remember doing:** Recall a past action or event.
  - I remember **visiting** Paris last summer. (I have a memory of it)
- **Remember to do:** Recall a task that needs to be performed.
  - Please remember **to send** the email before noon. (Don't forget!)

Try

Try + Doing vs. Try + to Do
- **Try doing:** Experiment with something as a possible solution.
  - If it doesn't work, try **turning** it off and on again. (Experiment with this solution)
- **Try to do:** Make an effort or attempt to accomplish something difficult.
  - I tried **to open** the jar, but it was sealed tight. (I made an effort)

Effort

Effort + Doing vs. Effort + to Do
- **Effort doing:** Engage in an activity as a way to achieve a goal.
  - She made an effort **studying** every day to improve her grades. (Engaging in the activity)
- **Effort to do:** Make a conscious attempt to accomplish something.
  - He made an effort **to finish** the project on time. (Conscious attempt)

> **Regret**
>
> **Regret + Doing vs. Regret + to Do**
> - **Regret doing:** Feel sorry about a past action.
>   – I regret **telling** him the truth. (I feel sorry about it)
> - **Regret to do:** Feel sorry about having to do something.
>   – We regret **to inform** you that your application was unsuccessful. (We are sorry to have to tell you this)

22.4.3   Comprehensive Verb Pattern Chart

Verbs that are followed by gerunds, infinitives, or both are summarized in the table below:

Gerund	Infinitive	Both (Same Meaning)	Both (Different Meaning)
Admit	Expect	Like	Stop
Admission	Want	Hate	Forget
Consider	Wish	Love	Try
Enjoy	Decide	Prefer	Remember
Imagine	Afford	Start	Effort
Involve	Learn	Begin	
Recommend	Arrange	Continue	
Suggest	Fail		
	Expect		
	Hesitate		
	Need		
	Manage		
	Plan		
	Seem		
	Teach		

Table 22.1: Table showing verbs followed by gerunds, infinitives, or both.

22.5   Practice Exercises

22.5.1   Exercise 1: Gerund Subjects

Complete the sentences with a gerund.

1. _____ (eat) vegetables is healthy.

2. _____ (drive) fast is dangerous.

3. _____ (read) books helps you learn.

22.5.2   Exercise 2: Stop, Remember, Try

Choose the correct form based on the meaning.

1. I stopped (buying / to buy) coffee because it was too expensive.

2. On my way home, I stopped (buying / to buy) some milk.

3. Remember (calling / to call) your mother today.

4. I remember (playing / to play) in this park when I was young.

5. The window is stuck. Try (pushing / to push) it harder.

22.5.3   Exercise 3: Writing Task

Write 3 sentences about things you:

- Stopped doing recently.

- Remember doing as a child.

- Try to do every day.

22.6 Writing and Discussion

22.6.1 Creative Writing: Christmas Story

Write a Christmas story and have a dark twist.

A long time ago, in a small village, there was a tradition of giving gifts on Christmas Eve. Homewer, one day, a mysterious stranger arrived, offering a special gift to each villager. The gifts were beautiful, but they came with a curse. Each person who accepted a gift found themselves trapped in a never-ending nightmare. But one child, named Clara, discovered the truth behind the gifts. She bravely confronted the stranger, only to find out that he was a dark spirit feeding on their fears. In the end, Clara sacrificed her own freedom to save the village, becoming a guardian spirit herself, forever watching over the villagers on Christmas Eve.

22.6.2 Discussion: Future Dreams

What are your 3 biggest dreams for the future?

1. Live in a forest, surrounded by nature and wildlife.
2. Have cows and hourses roaming freely on my property.
3. Find a partner of life

a) Why is it sometimes hard to follow your dreams?

Sometimes it is hard to follow your dreams because of fear of failure and uncertainty about the future, and be realistic about what is achievable.

b) Do your family/friends support your dreams?

c) Have you ever felt pressured to follow someone else's expectations?

22.7   Key Takeaways

- Gerunds (-ing) can be the subject of a sentence (e.g., **Running** is fun).

- **Stop** + **-ing** = Quit. **Stop** + **to** = Pause to do something else.

- **Remember** + **-ing** = Memory. **Remember** + **to** = Task.

- Use infinitives to express purpose (I went to buy...).

22.8   Additional Resources

To reinforce your understanding of gerund and infinitive patterns, practice with interactive exercises and quizzes online. Here are some recommended resources:

- Test-English.com: Gerund or Infinitive
  Practice with clear explanations and interactive quizzes for B1-B2 level learners.

- Perfect English Grammar: Gerunds and Infinitives Exercises
  A variety of exercises to test your knowledge and improve your skills.

- EnglishPage.com: Gerund or Infinitive Quiz
  Multiple quizzes with instant feedback and explanations.

- British Council: Verbs followed by -ing or to + infinitive
  Detailed grammar reference and practice activities.

- Agenda Web: Gerund and Infinitive Exercises
  Multiple exercises organized by difficulty level with interactive practice.

- Lingolia: Infinitive and Gerund Free Exercise
  Exercises with automatic correction and instant feedback.

- English Grammar Online: Gerund-Infinitive Index
  Wide variety of online exercises for different proficiency levels.

- Grammarism: 2080 Infinitive Gerund Exercises
  101 different tests with over 2000 exercises for extensive practice.

- GrammarBank: Gerunds and Infinitives Exercises
  8 different exercises with downloadable PDFs for offline practice.

- British Council Teens: Verb + ing or infinitive
  Videos with subtitles and interactive exercises for teenage learners.

- Premier Skills English: Understanding Grammar Podcast
  Educational podcast with listening activities and practical exercises.

- Englisch-Hilfen: Gerund and Infinitive Online Exercise
  Fill-in-the-blank exercises with immediate correction and scoring.

- **Advanced Verb Patterns:** `https://www.perfect-english-grammar.com/gerunds-and-infi`
  `html`

- **Stop/Remember/Try:** `https://test-english.com/grammar-points/b2/verb-patterns-ge`

- **Purpose Infinitives:** `https://learnenglish.britishcouncil.org/grammar/`
  `english-grammar-reference/infinitives-with-and-without-to`

- **Complete Practice:** `https://www.englishpage.com/gerunds/advanced_gerund_`
  `infinitive.htm`

Tip

Regular practice with these resources will help you master the difference between gerunds and infinitives in real-life contexts.

Part X

Integrated Topics

Chapter 23

Cultural Traditions and Festivals

23.1 Lesson Objectives

In this chapter, you will learn:

- Vocabulary related to traditions, customs, and celebrations

- How to describe festivals and holidays

- The Passive Voice (Present and Past) to describe traditions

- Cultural differences in celebrations around the world

23.2 Reading Context

> **Dialogue: Christmas in Summer?**
>
> **Tom (UK):** I can't imagine Christmas without snow. It must be strange in Australia. **Sarah (Australia):** Not at all! For us, it's normal. Christmas **is celebrated** in summer. **Tom:** So what do you do? Do you eat roast turkey? **Sarah:** Sometimes, but often we have a barbecue on the beach. Seafood **is eaten** instead of heavy meat. **Tom:** That sounds different. In the UK, stockings **are hung** by the fireplace. **Sarah:** We do that too, but Santa Claus **is sometimes depicted** wearing shorts!

23.3 Key Concepts: Describing Traditions

> **Vocabulary**
>
> - **Custom:** A traditional way of behaving (e.g., taking off shoes). *(Costumbre)*
> - **Tradition:** A belief or behavior passed down within a group. *(Tradición)*
> - **Celebration:** A social gathering for a special event. *(Celebración)*
> - **Parade:** A public procession with music and costumes. *(Desfile)*
> - **Feast:** A large meal. *(Banquete)*
> - **To take place:** To happen. *(Tener lugar)*

23.4 Grammar Focus: The Passive Voice

We often use the **Passive Voice** to describe traditions when the action is more important than who does it.

> **Structure**
>
> **Subject + Be + Past Participle (+ by Agent)**

> **Examples**
>
> **Present Passive (am/is/are + V3):**
> - Christmas **is celebrated** on December 25th. (Active: People celebrate Christmas...)
> - Gifts **are exchanged** between friends.
> - Special food **is eaten**.
>
> **Past Passive (was/were + V3):**
> - The tradition **was started** in the 19th century.
> - The poem **was written** by Clement Clarke Moore.
> - The city **was decorated** with lights.

Country	Name	Tradition
USA	Santa Claus	Jolly man in red suit, influenced by Coca-Cola ads.
UK	Father Christmas	Originally associated with adult feasting.
Netherlands	Sinterklaas	Arrives on a steamboat from Spain on Dec 5th.
Chile	Viejito Pascuero	Brings gifts; families eat *pan de pascua*.
Japan	Santa-san	Couples go on dates; KFC is eaten.

Table 23.1: Santa Claus Variations

23.5 Cultural Spotlight: Santa Claus

23.6 Practice Exercises

23.6.1 Exercise 1: Active to Passive

Rewrite the sentences in the Passive Voice.

1. People celebrate Halloween in October. → Halloween _____

2. They eat turkey on Thanksgiving. → Turkey _____

3. Coca-Cola popularized the red suit. → The red suit _____

4. Someone wrote this song in 1950. → This song _____

23.6.2 Exercise 2: Vocabulary Match

Match the word to the definition.

1. Parade   a. A large meal

2. Custom   b. A public procession

3. Feast   c. To happen

4. Take place   d. A traditional behavior

23.6.3 Exercise 3: Writing Task

Write a short paragraph (60-80 words) about a tradition in your country. Use the passive voice at least twice (e.g., "It is celebrated...", "Food is prepared...").

23.7 Key Takeaways

- Use the **Passive Voice** (is/was + past participle) to focus on the action/event.

- Vocabulary: Custom, Tradition, Parade, Feast.

- Traditions vary greatly around the world (e.g., KFC in Japan for Christmas).

23.8 Online Practice

Resources to Practice

Online PracticeReinforce what you have learned with these interactive exercises:
- **Passive Voice Exercises:** `https://www.perfect-english-grammar.com/passive-exercise-1.html`
- **Traditions Vocabulary:** `https://www.englishclub.com/vocabulary/fl-holidays.php`
- **Cultural Topics:** `https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/traditions-around-the-world`
- **Passive Voice Quiz:** `https://test-english.com/grammar-points/b1/passive-voice/`

Chapter 24

Technology and Communication

24.1 Lesson Objectives

In this chapter, you will learn:

- Vocabulary related to computers and technology

- How to explain technical concepts in simple terms

- Communication strategies for checking understanding

- Present your interests and abilities

24.2 Speaking Activity: Your Unique Talent or Interest

Personal Interests

Everyone has unique talents, abilities, or interests that make them special. Being able to talk about your passions in English is an important communication skill.

Sample Response:

I'm interested in mountain biking. I started riding when I was 14 years old. My first track in this sport was quite challenging, but it got me hooked. Generally, I ride with my brother now.

In mountain biking, we talk about different "lines" - these refer to the different paths that you can take on a track. Each line has its own challenges and requires different skills.

24.2.1 Discussion Questions

1. What is your unique talent, ability, or interest?

2. When did you start?

3. Who do you share this interest with?

4. What do you enjoy most about it?

24.3 Technology Vocabulary

24.3.1 Computers and Software Development

> **Technology and Computing Terms**
>
> - **Front-end** *(Interfaz de usuario / Cliente)*
>   - The part of a website or application that users see and interact with
>   - Example: "The front-end developer designs the user interface."
> - **Back-end** *(Servidor / Sistema de fondo)*
>   - The part that works behind the scenes to make everything function
>   - Example: "The back-end handles data processing and storage."
> - **Database** *(Base de datos)*
>   - An organized collection of data stored electronically
>   - Example: "User information is stored in the database."
> - **Framework** *(Marco de trabajo)*
>   - A set of tools and libraries that help developers create applications more easily
>   - Example: "React is a popular front-end framework."
> - **API (Application Programming Interface)** *(Interfaz de programación de aplicaciones)*
>   - A way for different software applications to communicate with each other
>   - Example: "The front-end sends requests to the back-end through an API."

> **Explaining Technical Concepts**
>
> **Software Architecture Explanation:**
> To explain the architecture of any app's software, there are generally two principal components: the **front-end** and the **back-end**, plus a **database**.
> - The **front-end** is the part that users see and interact with
> - The **back-end** works behind the scenes to make everything function properly
> - These two components work together to provide a seamless user experience
>
> **Communication between components:**
> The communication between front-end and back-end typically occurs through **APIs** (Application Programming Interfaces). The front-end sends requests to the back-end server, which processes these requests, interacts with the database if necessary, and then sends back the appropriate responses. This allows for dynamic content updates without needing to reload the entire page.

24.3.2 Popular Frameworks

- **React**: Front-end framework based on JavaScript, owned by Meta (Facebook, Instagram, WhatsApp)

- **Django**: Back-end framework based on Python, owned by Django Software Foundation

24.4 Communication Skills: Checking Understanding

When explaining complex ideas or learning new concepts, it's important to check understanding.

Phrases for Checking Understanding

When you need clarification:
- Could you **explain** what you mean by that?
- Sorry, I'm not sure if I **understand**. What's [concept]?
- Could you **clarify** that point?
- What exactly do you mean by...?

When checking if others understand you:
- Is everything **clear** so far?
- Does that make sense?
- Do you follow me?
- Are there any questions?
- Do you see what I **mean**?

When confirming understanding:
- So, if I **understand** you correctly...
- Let me see if I've got this right...
- Just to clarify, you're saying that...
- In other words...

24.5   Practice Exercises

24.5.1   Exercise 1: Complete the Phrases

Fill in the blanks with appropriate words:

1. Could you _____ what you mean by that?

2. Sorry, I'm not sure if I _____. What's identity theft?

3. Is everything _____ so far?

4. So, if I _____ you correctly...

5. Do you see what I _____?

Answers: 1. explain, 2. understand/follow, 3. clear, 4. understand, 5. mean

24.5.2   Exercise 2: Explain Your Interest

Write a short paragraph (80-100 words) explaining a hobby, interest, or talent you have. Use some of the communication phrases from this chapter.

24.6   Key Takeaways

- Use simple language when explaining technical concepts

- Always check understanding when discussing complex topics

- Break down explanations into smaller, manageable parts

- Use examples to illustrate abstract concepts

- Practice active listening and ask for clarification when needed

Chapter 25

Superstitions, Travel, and Prepositions

25.1 Lesson Objectives

In this chapter, you will learn:

- How to discuss superstitions and cultural beliefs

- Prepositions of place: in, at, and on

- Travel vocabulary and expressions

- How to form questions about past experiences

25.2 Speaking Activity: Find Someone Who...

This activity helps practice forming past tense questions and having conversations about recent experiences.

25.3 Grammar Focus: Prepositions IN, AT, and ON

Prepositions *in*, *at*, and *on* are used to indicate place and time, but each has specific rules.

Activity	Question	Person	Details
Went to a different country	Did you go to a different country?	Jason	Went to Edinburgh
Tried some new food	Did you try some new food?	Rose	Tried Japanese food
Slept at a fancy hotel	Did you sleep at a fancy hotel?	Rose	Never did
Had a party	Did you have a party?	Cinar	Christmas party
Visited another part of England	Did you visit another part of England?	Valentina	Edinburgh
Saw an amazing monument	Did you see an amazing monument?	Jason	None
Bought something expensive	Did you buy something expensive?	Jason	Shoes
Didn't leave Oxford	Did you leave Oxford?	Adrien	Left Oxford and went to Paris
Went to the theatre/opera	Did you go to the theatre/opera?	Adrien	No
Visited a famous city	Did you visit a famous city?	Jason	London

Table 25.1: Find someone who... activity results

Preposition IN

Usage:

- Large or general spaces: cities, countries, rooms
- Enclosed vehicles: cars, helicopters, taxis
- Periods of time: months, years, centuries

Examples:

- I live **in** London. *(Vivo en Londres)*
- The keys are **in** the drawer. *(Las llaves están en el cajón)*
- She arrived **in** 2020. *(Llegó en 2020)*

Preposition AT

Usage:

- Specific locations or points
- Events and gatherings
- Specific times

Examples:

- She is **at** the bus stop. *(Ella está en la parada de autobús)*
- We met **at** the entrance. *(Nos encontramos en la entrada)*
- The meeting is **at** 3 PM. *(La reunión es a las 3 PM)*

Preposition ON

Usage:

- Surfaces
- Public transportation where you can walk (except motorcycles)
- Days and dates

Examples:

- The book is **on** the table. *(El libro está sobre la mesa)*
- He is **on** the train. *(Él está en el tren)*
- I'm riding **on** a motorcycle. *(Voy en motocicleta)*
- See you **on** Monday. *(Nos vemos el lunes)*

Preposition	Use	Example
IN	Inside an area/space	in a room, in a car, in London
AT	Specific point	at the door, at 5 PM, at home
ON	On a surface	on the table, on the bus, on Monday

Table 25.2: Quick reference for prepositions

25.4   Common Mistakes

> **Word Order in Embedded Questions**
>
> When asking an indirect question, the word order changes:
> - **Incorrect:** I don't know what is the name.
> - **Correct:** I don't know what the name is.
> - **Correct:** I don't know the name.
>
> **Rule:** In embedded questions, use statement word order (subject + verb), not question word order.

25.5 Travel Vocabulary and Expressions

25.5.1 Travel Idioms and Expressions

Common Travel Expressions

- **See how the mood takes me** *(Decidir según cómo me sienta)*
  - Make decisions depending on how you're feeling in the moment
  - Example: "I don't have fixed plans; I'll just see how the mood takes me."
- **Off the beaten track** *(Fuera de lo común / Poco turístico)*
  - A place without many tourists; unexplored areas
  - Example: "We prefer traveling to places off the beaten track."
- **Culture shock** *(Choque cultural)*
  - Feeling uncomfortable or disoriented in a new place or culture
  - Example: "I experienced culture shock when I first arrived in Tokyo."
- **Watch our backs** *(Tener cuidado / Estar alerta)*
  - Be careful and aware of potential dangers
  - Example: "We need to watch our backs in crowded tourist areas."
- **Travel light** *(Viajar con poco equipaje)*
  - Travel without much luggage or belongings
  - Example: "I always travel light with just a backpack."
- **Travel on a shoestring** *(Viajar con presupuesto limitado)*
  - Not spend much money while traveling; budget travel
  - Example: "As a student, I had to travel on a shoestring."
- **Got the travel bug** *(Adicto a viajar)*
  - Be addicted to traveling; have a strong desire to travel
  - Example: "After my first trip abroad, I got the travel bug."
- **Culture vulture** *(Aficionado a la cultura)*
  - Someone who likes museums, art galleries, and cultural activities
  - Example: "She's a real culture vulture; she visits every museum in town."
- **Feel right at home** *(Sentirse como en casa)*
  - Feel very comfortable in a new place
  - Example: "The host family was so welcoming; I felt right at home."
- **Get up at the crack of dawn** *(Levantarse muy temprano)*
  - Wake up very early in the morning
  - Example: "We got up at the crack of dawn to catch the sunrise."
- **Savour the local delicacies** *(Saborear las delicias locales)*
  - Enjoy and appreciate local food
  - Example: "Don't forget to savour the local delicacies when you visit

25.6 Superstitions and Cultural Beliefs

25.6.1 Key Vocabulary: Myth

Word Focus: Myth

Definition: A traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events. *(Mito)*

Examples:
- The myth of Atlantis tells the story of a lost civilization.
- Many cultures have myths about creation and the origins of the world.
- Greek myths often feature gods and heroes.

Common Collocations:
- ancient myth *(mito antiguo)*
- popular myth *(mito popular)*
- urban myth *(mito urbano)*
- read a myth *(leer un mito)*
- tell a myth *(contar un mito)*

25.6.2 Superstition Vocabulary

Key Terms for Discussing Superstitions

- **Old wives' tales** *(Cuentos de viejas / Supersticiones populares)*
  - Traditional beliefs or superstitions, often passed down through generations
  - Example: "Breaking a mirror brings seven years of bad luck is an old wives' tale."
- **Association** *(Asociación)*
  - A mental connection between ideas or things
  - Example: "Many superstitions are based on associations between unrelated events."
- **Blessing** *(Bendición)*
  - God's favor and protection; something that brings good fortune
  - Example: "Some people see finding a penny as a blessing."
- **Coincidence** *(Coincidencia)*
  - A remarkable occurrence of events at the same time by chance
  - Example: "It was just a coincidence that it rained on Friday the 13th."
- **Irrational** *(Irracional)*
  - Not logical or reasonable
  - Example: "Believing in superstitions is often considered irrational."
- **Remnants** *(Remanentes / Restos)*
  - Small remaining parts of something
  - Example: "These superstitions are remnants of ancient beliefs."
- **Illusion** *(Ilusión)*
  - A false perception or belief
  - Example: "The idea that lucky charms work is just an illusion."
- **Lightning strike** *(Rayo / Caída de un rayo)*
  - When lightning hits something
  - Example: "The chances of a lightning strike are very small."

25.6.3 Expressing Beliefs and Doubts about Superstitions

Asking About Superstitions

Ways to ask:
- Do you **buy into** superstitions? *(¿Crees en las supersticiones?)*
- Do you **fall for** superstitions? *(¿Te crees las supersticiones?)*
- Do you **believe in** superstitions? *(¿Crees en las supersticiones?)*

Expressing Doubt and Disbelief

Formal expressions:
- I have some **reservations**. *(Tengo algunas reservas/dudas)*
- I have some **doubts**. *(Tengo algunas dudas)*
- I **doubt that**... *(Dudo que...)*
- I doubt that's true. *(Dudo que eso sea cierto)*

Informal expressions:
- You're **pulling my leg**! *(¡Me estás tomando el pelo!)*
    - Meaning: You're joking, right?
- That's **ridiculous**! *(¡Eso es ridículo!)*
    - Meaning: That's absurd
- Oh, **give me a break**! *(¡Venga ya! / ¡Por favor!)*
    - Used to express disbelief or annoyance
- **Funny that**... *(Qué curioso que...)*
    - Meaning: That's interesting or ironic
- That's **silly**! *(¡Eso es tonto!)*
    - Meaning: That's foolish or absurd

25.7   Grammar Note: Fewer vs Less

> **Countable vs Uncountable**
>
> **Fewer** is used with *countable* nouns:
> - There are **fewer** people here today.
> - We have **fewer** chairs than we need.
> - I made **fewer** mistakes this time.
>
> **Less** is used with *uncountable* nouns:
> - There is **less** water in the bottle.
> - We have **less** time than before.
> - She has **less** experience.
>
> **Memory tip:** If you can count it, use **fewer**. If you can't count it, use **less**.

25.8   Additional Useful Expressions

> **General Expressions**
>
> - **Per se** *(En sí mismo / Intrinecamente)*
>   - Meaning: Intrinsically, by itself
>   - Example: "The book isn't per se bad, but it's not my favorite genre."

Chapter 26

Writing Skills and Common Errors

26.1 Lesson Objectives

In this chapter, you will learn:

- How to plan, write, and check your written work

- Common errors in English writing and how to avoid them

- Linking words to connect ideas

- Common preposition collocations

26.2 Reading Context

Dialogue: Reviewing a Report

Editor: I read your draft. It's good, but there are a few errors.

Writer: Really? I thought I checked it carefully.

Editor: You missed some articles. For example, you wrote "I have car" instead of "I have **a** car".

Writer: Oh, I see. I'm always worried **about** making mistakes with articles.

Editor: Don't worry. Also, use more linking words. **However**, the content is excellent.

Writer: Thanks. I'll give it another look. I'm interested **in** improving my writing.

Editor: Great. Remember to plan before you write next time.

26.3   Key Concepts: The Writing Process

Good writing follows three key stages:

The 3 Stages

1. **Planning** (17% of time): Brainstorm ideas, organize structure, make notes.
2. **Writing** (60% of time): Write your first draft quickly, focus on content.
3. **Checking** (23% of time): Proofread for errors, revise and improve.

26.4   Grammar Focus: Common Errors

Error Correction Guide

1. **Missing Articles:**
   - Incorrect: I have car.
   - Correct: I have **a** car.
2. **Wrong Prepositions:**
   - Incorrect: I'm interested for music.
   - Correct: I'm interested **in** music.
3. **Run-on Sentences:**
   - Incorrect: I went home I was tired.
   - Correct: I went home **because** I was tired.

26.5   Vocabulary: Linking Words and Prepositions

Linking Words

- **Addition:** Furthermore, Moreover, Also *(Además)*
- **Contrast:** However, Although, On the other hand *(Sin embargo)*
- **Result:** Therefore, Consequently, As a result *(Por lo tanto)*
- **Sequence:** First, Then, Next, Finally *(Primero, Luego...)*

Collocation	Spanish	Example
Interested **in**	Interesado en	I'm interested **in** art.
Good **at**	Bueno en	She's good **at** math.
Responsible **for**	Responsable de	He's responsible **for** it.
Depend **on**	Depender de	It depends **on** you.
Afraid **of**	Miedo de	I'm afraid **of** spiders.

Table 26.1: Common Preposition Collocations

26.6   Practice Exercises

26.6.1   Exercise 1: Find and Correct the Errors

Each sentence has one error. Find and correct it.

1. I have been living in London since 3 years.

2. She is very good in cooking.

3. I went to store and bought some milk.

4. However I think we should wait.

26.6.2   Exercise 2: Complete with Linking Words

Fill in the blanks with: *However, Therefore, Furthermore, First.*

1. I studied hard. _____, I passed the exam.

2. The food was delicious. _____, it was expensive.

3. _____, we need to buy tickets. Then, we can enter.

26.6.3   Exercise 3: Writing Practice

Write a short paragraph (50-80 words) about your city using at least 2 linking words and 2 preposition collocations.

26.7 Key Takeaways

- Always plan before writing and leave time for checking.

- Watch out for missing articles and wrong prepositions.

- Use linking words (However, Therefore) to connect ideas.

- Memorize collocations: interested IN, good AT, depend ON.

26.8 Online Practice

Resources to Practice

Online PracticeReinforce what you have learned with these interactive exercises:
- **Writing Skills:** `https://learnenglish.britishcouncil.org/skills/writing`
- **Linking Words:** `https://www.englishclub.com/writing/linking-words.htm`
- **Common Errors:** `https://www.perfect-english-grammar.com/common-mistakes.html`
- **Preposition Collocations:** `https://test-english.com/grammar-points/a2-b1/dependent-prepositions/`

Part XI

To be continued...

26.9   Content

This chapter is under development.

Write a short reflective paragraph, thinking about your team's performance in both conversations today.

Our team performed well during both conversations: every member participated actively, contributed thoughtful ideas, and engaged in constructive (and sometimes playful) debate to defend their views. We listened respectfully, built on one another's points, and left with clear next steps to follow up on our decisions.

26.10   Differences Between Remains, Remnants, and Leftovers

The distinction between *remains*, *remnants*, and *leftovers* lies in their scope and context. *Remains* refer to what persists after something has been consumed or destroyed, typically denoting larger or more substantial portions. *Remnants* are smaller fragments or pieces left from a larger whole, often suggesting limited utility or value. *Leftovers*, in contrast, specifically designate uneaten food remaining after a meal, preserved for future consumption. In essence, remains encompass any residual parts, remnants are minimal fragments, and leftovers are reserved foodstuffs.

The distinction between *remains*, *remnants*, and *leftovers* depends on scale and context. *Remains* denotes what persists after something has been consumed or destroyed and often implies larger or more substantial portions. *Remnants* refers to small fragments left from a larger whole, typically with limited use. *Leftovers* specifically describe uneaten food saved after a meal for later consumption.

26.11   New Year Resolutions

- Exercise regularly to improve physical health.

- Eat a balanced diet and cut down on junk food.

- Read more to expand knowledge and stimulate creativity.

- Practice mindfulness or meditation for mental well-being.

- Learn a new skill or hobby to broaden interests.

- Save money and follow a simple budget.

- Spend more quality time with family and friends.

- Volunteer in the community to give back.

- Reduce screen time and enjoy outdoor activities.

- Set achievable goals and track progress during the year.

26.11.1 Phrasal Verbs for New Year Resolutions

- Cut down on junk food.

- Work out regularly.

- Pick up a new hobby.

- Save up for a goal or purchase.

- Spend more time with loved ones.

- Give up unhealthy habits.

- Take up meditation or mindfulness.

- Plan out the year ahead.

- Follow through on your goals.

- Slow down and rest when needed.

Definitions

Cut down on: to reduce the amount of something (e.g., junk food).

Work out: to exercise or train physically.

Pick up: to start learning or doing something new (e.g., a hobby).

Save up: to accumulate money for a specific purpose.

Spend more time: to allocate time for a particular activity or person.

Give up: to stop doing something (e.g., a bad habit).

Take up: to begin a new activity or hobby (e.g., meditation).

Plan out: to organize or arrange something in detail (e.g., the year ahead).

Follow through: to complete or carry out a plan or goal.

Slow down: to reduce speed or take things more leisurely.

A -> a

B -> b

C -> a

D -> a

---

keep

set

steps

off

upset

Appendix A

Vocabulary

This chapter contains useful vocabulary words and phrases that were covered in previous classes. It includes definitions and example sentences to help you understand how to use them in context.

A.1   Vocabulary

Vocabulary	Meaning	Example
bursary	a scholarship to attend a college or university.	She received a bursary to help pay for her tuition.
career break	a period of time when someone stops working in their profession to rest or pursue other interests.	She took a career break to travel the world.
coach	a bus used for long-distance travel.	We took a coach to the countryside for the weekend.
commute	travel some distance between one's home and place of work on a regular basis.	I commute to the city every day for work.
crutches	a support used by a person who is unable to walk without assistance.	He had to use crutches after breaking his leg.
delightful	highly pleasing.	The cake she baked was absolutely delightful.

Vocabulary	Meaning	Example
gap year	a year spent away from formal education, typically to travel or gain work experience.	He took a gap year before starting university.
get up to	to do something, often something bad.	What did you get up to at the party last night?
hangover	a painful physical condition following the excessive consumption of alcohol.	He had a terrible hangover after the party.
milestone	a significant event or stage in the development of something.	Graduating from college is a major milestone in life.
mishap	an unfortunate accident.	He had a mishap while hiking and sprained his ankle.
nicked	stolen (informal).	My car was nicked last night.
nightshifts	working during the night hours.	She works the nightshifts at the hospital.
outstanding	exceptionally good.	Her performance in the play was outstanding.
perk	a benefit or advantage.	One of the perks of the job is free lunch.
placement	the action of placing someone in a job or position.	The placement of the new employee was successful.
proofread	read (printer's proofs or other written or printed material) and mark any errors.	I need to proofread my essay before submitting it.
purse	a small bag used by women to carry money.	I am looking for my purse.
revision	the action of revising.	The document is under revision for accuracy.
sandal	a light shoe with either an openwork upper or straps attaching the sole to the foot.	She wore sandals to the beach.

Vocabulary	Meaning	Example
scholarship	a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.	She received a scholarship for her excellent grades.
shy	being reserved or having or showing nervousness or timidity in the company of other people.	She is shy and doesn't like speaking in public.
sightseeing	visiting famous places.	I went sightseeing in London.
stomach ache	dolor de estómago.	I have a stomach ache.
stuck	unable to move or be moved.	The car got stuck in the mud.
thin	having little, or too little, flesh or fat on the body.	The thin cat looked hungry.
mob	a large crowd of people, especially one that is disorderly and intent on causing trouble or violence.	A mob gathered outside the courthouse.
mobbing	the act of a large group of people attacking or overwhelming someone.	The celebrity was mobbed by fans at the airport.
rigorous	extremely thorough and careful.	The rigorous training prepared the athletes for the competition.
thorough	complete with regard to every detail; not superficial or partial.	The detective conducted a thorough investigation.
remains	the parts left over after other parts have been removed, used, or destroyed.	The remains of the ancient building were discovered by archaeologists.
remnants	a small remaining quantity of something.	The remnants of the ancient building were discovered by archaeologists.

Vocabulary	Meaning	Example
leftovers	food remaining after a meal.	We had leftovers from dinner last night.
vague	of uncertain, indefinite, or unclear character or meaning.	His vague answers made it hard to understand his intentions.
wearily	in a tired or exhausted manner.	She spoke wearily after a long day at work.

A.2 Informal Contractions

Contraction	Meaning	Example
gonna	going to	I'm gonna study tonight
wanna	want to	Do you wanna go?
gotta	got to	I gotta leave now
kinda	kind of	It's kinda cold today
gimme	give me	Gimme a break
cya	see you later	Cya tomorrow

A.3 British Slang & Expressions

Expression	Meaning	Example
a bloke	a man	There's a bloke at the door
a catch up	meet with someone to talk	We should have a catch up
a tenner	a 10 pound note	Can you lend me a tenner?
cheap as chips	very cheap	That shirt was cheap as chips
chop chop	hurry up	Come on, chop chop
dodgy	untrustworthy, suspicious	That looks a bit dodgy
fancy	I really want to	I fancy a coffee
feel right as rain	feel well again	I feel right as rain now
give someone a bell	call someone	Give me a bell later
grab some food	get something to eat	Let's grab some food
gutted	very disappointed	I was gutted to miss it

Expression	Meaning	Example
-ish	approximately	Meet me at 3-ish
knackered	very tired	I'm absolutely knackered
on and off	not consistently, not always	It's been raining on and off
peckish	snack	I'm feeling a bit peckish
shuteye	sleep	I need some shuteye
skint	broke, no money temporarily	I'm a bit skint this week
up for something	agree to do something	Are you up for a movie?
went off	exploded, made a loud noise	The alarm went off at 6am

A.4 General Expressions

Expression	Meaning	Example
bare-feet	without shoes	He walked barefoot on the grass
encourage	give support, confidence, or hope to (someone)	She encouraged me to apply
fire away	is used to give someone permission to ask questions or make comments	Fire away, I'm ready
get back in touch	contact someone again	I'll get back in touch next week
hop	jump on one foot	The kids like to hop around
pay attention	focus on something	Please pay attention to the instructions
ran me over	hit me with a vehicle	A car ran me over
ran out of	have no more of (something)	I've run out of time
stay out	remain outside	We decided to stay out late
take it easy	relax	Take it easy this weekend
wander around	walk around without a specific purpose	We wandered around the city

A.5 Order Words/Phrases

Word/Phrase	Meaning	Example
after that	following that; subsequently	After that, we can make a decision
finally	at the end; lastly	Finally, we will summarize our findings
firstly	used to introduce the first point or reason in a list	Firstly, we need to gather information
following that	after that; subsequently	Following that, we will review the plan
next	after that; then	Next, we will discuss the results
secondly	used to introduce the second point or reason in a list	Secondly, we need to analyze the data

A.6 Collocations

Preposition	Usage	Example
at	used with "the weekend"	At the weekend
in	used with parts of the day	In the morning/afternoon/evening
on	used with days	On Saturday

A.7 Phrasal Verbs

Phrasal Verb	Meaning	Example
break down	to stop functioning (for machines)	My car broke down on the way to work
call off	to cancel something	They called off the meeting
carry on	to continue doing something	She carried on working despite the noise
check in	to register at a hotel or airport	We checked in at the hotel at noon

Phrasal Verb	Meaning	Example
check out	to leave a hotel after paying the bill	We checked out of the hotel in the morning
fill out	to complete a form	Please fill out this application form
give up	to stop trying or doing something	He gave up smoking last year
look after	to take care of someone or something	She looks after her younger brother
look for	to search for something	I'm looking for my keys
pick up	to collect someone or something	I'll pick you up at the airport
set up	to arrange or organize something	They set up a new company
turn down	to refuse or reject something	She turned down the job offer
turn up	to arrive or appear somewhere	He turned up late to the meeting
cut down on	to reduce the amount of something	I'm trying to cut down on sugar
work out	to exercise or train physically	I work out at the gym every day
pick up	to start learning or doing something new	She picked up Spanish quickly
save up	to accumulate money for a specific purpose	I'm saving up for a new car
spend more time	to allocate time for a particular activity or person	I want to spend more time with my family
make up	to reconcile after a disagreement	They made up after their argument
take up	to begin a new activity or hobby	He took up painting last year
plan out	to organize or arrange something in detail	We need to plan out our trip
follow through	to complete or carry out a plan or goal	She followed through on her promise

Phrasal Verb	Meaning	Example
slow down	to reduce speed or take things more leisurely	You should slow down and relax

Appendix B

Verbs

B.1 Irregular Verbs

Present	Past	Participle	Español infinitivo
abide	abode/abided	abode/abided	cumplir/tolerar
arise	arose	arisen	surgir/levantarse
awake	awoke	awoken	despertar
be	was/were	been	ser/estar
bear	bore	born/borne	soportar/dar a luz
beat	beat	beaten	golpear/batir
become	became	become	convertirse
begin	began	begun	comenzar
bend	bent	bent	doblar
bet	bet	bet	apostar
bind	bound	bound	atar
bite	bit	bitten	morder
bleed	bled	bled	sangrar
blow	blew	blown	soplar
break	broke	broken	romper
breed	bred	bred	criar
bring	brought	brought	traer
broadcast	broadcast	broadcast	transmitir
build	built	built	construir
burn	burnt/burned	burnt/burned	quemar
burst	burst	burst	reventar

Present	Past	Participle	Español infinitivo
buy	bought	bought	comprar
cast	cast	cast	lanzar/echar
catch	caught	caught	atrapar
choose	chose	chosen	elegir
cling	clung	clung	aferrarse
come	came	come	venir
cost	cost	cost	costar
creep	crept	crept	arrastrarse
crouch	crouched	crouched	agacharse
cut	cut	cut	cortar
deal	dealt	dealt	tratar/repartir
dig	dug	dug	cavar
do	did	done	hacer
draw	drew	drawn	dibujar
dream	dreamt/dreamed	dreamt/dreamed	soñar
drink	drank	drunk	beber
drive	drove	driven	conducir
dwell	dwelt/dwelled	dwelt/dwelled	habitar/residir
eat	ate	eaten	comer
fall	fell	fallen	caer
feed	fed	fed	alimentar
feel	felt	felt	sentir
fight	fought	fought	pelear/luchar
find	found	found	encontrar
flee	fled	fled	huir
fly	flew	flown	volar
forbid	forbade	forbidden	prohibir
forecast	forecast	forecast	pronosticar
foresee	foresaw	foreseen	prever
forget	forgot	forgotten	olvidar
forgive	forgave	forgiven	perdonar
freeze	froze	frozen	congelar
get	got	gotten	obtener

Present	Past	Participle	Español infinitivo
give	gave	given	dar
go	went	gone	ir
grind	ground	ground	moler
grow	grew	grown	crecer
hang	hung	hung	colgar
heave	heaved/hove	heaved/hove	levantar con esfuerzo
hew	hewed	hewn/hewed	talar/labrar
have	had	had	tener
hear	heard	heard	oír
hide	hid	hidden	esconder
hit	hit	hit	golpear
hold	held	held	sostener
hurt	hurt	hurt	herir/doler
keep	kept	kept	mantener
kneel	knelt	knelt	arrodillarse
know	knew	known	saber/conocer
lay	laid	laid	poner/colocar
lead	led	led	liderar/conducir
lean	leant/leaned	leant/leaned	apoyarse
leap	leapt/leaped	leapt/leaped	saltar
learn	learnt/learned	learnt/learned	aprender
leave	left	left	dejar/salir
lend	lent	lent	prestar
let	let	let	permitir
lie	lay	lain	yacer/acostarse
light	lit	lit	encender/iluminar
lose	lost	lost	perder
make	made	made	hacer
mean	meant	meant	significar
meet	met	met	conocer/reunirse
mistake	mistook	mistaken	equivocarse
mow	mowed	mown/mowed	cortar el césped
outbid	outbid	outbid	ofertar más

Present	Past	Participle	Español infinitivo
outdo	outdid	outdone	superar
overcome	overcame	overcome	superar
overhang	overhung	overhung	sobresalir
overhear	overheard	overheard	oír por casualidad
overlay	overlaid	overlaid	cubrir/recubrir
overpay	overpaid	overpaid	pagar de más
override	overrode	overridden	anular/invalidar
overrun	overran	overrun	invadir/rebasar
oversee	oversaw	overseen	supervisar
oversleep	overslept	overslept	quedarse dormido
overtake	overtook	overtaken	adelantar/alcanzar
overthrow	overthrew	overthrown	derrocar
pay	paid	paid	pagar
put	put	put	poner
quit	quit	quit	dejar/renunciar
read	read	read	leer
rebuild	rebuilt	rebuilt	reconstruir
redo	redid	redone	rehacer
remake	remade	remade	rehacer
rend	rent	rent	desgarrar
repay	repaid	repaid	reembolsar
reread	reread	reread	releer
rerun	reran	rerun	volver a correr
resell	resold	resold	revender
reset	reset	reset	restablecer
reshoot	reshot	reshot	volver a filmar
retell	retold	retold	volver a contar
rethink	rethought	rethought	reconsiderar
rewind	rewound	rewound	rebobinar
rewrite	rewrote	rewritten	reescribir
ride	rode	ridden	montar
ring	rang	rung	sonar/llamar
rise	rose	risen	levantarse/subir

Present	Past	Participle	Español infinitivo
run	ran	run	correr
say	said	said	decir
see	saw	seen	ver
seek	sought	sought	buscar
sell	sold	sold	vender
send	sent	sent	enviar
set	set	set	establecer
sew	sewed	sewn/sewed	coser
shake	shook	shaken	sacudir
shine	shone	shone	brillar
shoot	shot	shot	disparar
show	showed	shown	mostrar
shrink	shrank	shrunk	encoger
shut	shut	shut	cerrar
slay	slew	slain	matar
sleep	slept	slept	dormir
sing	sang	sung	cantar
sink	sank	sunk	hundir
sit	sat	sat	sentarse
slay	slew	slain	matar
sleep	slept	slept	dormir
slide	slid	slid	deslizar
sling	slung	slung	lanzar/colgar
slink	slunk	slunk	escabullirse
slit	slit	slit	cortar/rajar
smell	smelt/smelled	smelt/smelled	oler
speak	spoke	spoken	hablar
speed	sped/speeded	sped/speeded	acelerar
spell	spelt/spelled	spelt/spelled	deletrear
spend	spent	spent	gastar/pasar tiempo
spill	spilt/spilled	spilt/spilled	derramar
split	split	split	dividir
spread	spread	spread	extender

Present	Past	Participle	Español infinitivo
spring	sprang	sprung	saltar
spoil	spoilt/spoiled	spoilt/spoiled	estropear
stand	stood	stood	estar de pie
spoil	spoilt/spoiled	spoilt/spoiled	estropear
stand	stood	stood	estar de pie
steal	stole	stolen	robar
stride	strode	stridden	caminar a zancadas
strike	struck	struck	golpear
string	strung	strung	ensartar/atar
strive	strove/strived	striven/strived	esforzarse
stick	stuck	stuck	pegar
sting	stung	stung	picar
stride	strode	stridden	caminar a zancadas
strike	struck	struck	golpear
string	strung	strung	ensartar/atar
strive	strove/strived	striven/strived	esforzarse
swear	swore	sworn	jurar
sweep	swept	swept	barrer
swell	swelled	swollen/swelled	hinchar
swim	swam	swum	nadar
swing	swung	swung	balancear
take	took	taken	tomar/llevar
teach	taught	taught	enseñar
tear	tore	torn	rasgar
tell	told	told	contar/decir
think	thought	thought	pensar
throw	threw	thrown	lanzar
thrust	thrust	thrust	empujar/clavar
tread	trod	trodden/trod	pisar
understand	understood	understood	entender
undergo	underwent	undergone	experimentar/someterse
undertake	undertook	undertaken	emprender
undo	undid	undone	deshacer

Present	Past	Participle	Español infinitivo
upset	upset	upset	molestar/alterar
wake	woke	woken	despertar
wear	wore	worn	llevar puesto
weave	wove	woven	tejer
wed	wed/wedded	wed/wedded	casar
weep	wept	wept	llorar
wet	wet/wetted	wet/wetted	mojar
win	won	won	ganar
wind	wound	wound	enrollar/dar cuerda
withdraw	withdrew	withdrawn	retirar
withhold	withheld	withheld	retener
withstand	withstood	withstood	resistir
wring	wrung	wrung	retorcer/escurrir
write	wrote	written	escribir

Appendix C

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