



Kaplan Course Notes

English Language

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Chapter 1

Non-verbal Communication

1.1 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

1.2 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**.

1.3 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*)

1.4 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.

$$\text{Adjective} + \text{-ly} = \text{Adverb}$$

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.

Verb + -ed = Adjective (feeling/state)

Examples:

- Confuse + ed → **Confused** (*Confundido/a*)
- Relieve + ed → **Relieved** (*Aliviado/a*)

1.5 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 1.1: Words with suffixes analysis

1.6 Practice Exercises

1.6.1 Exercise 1: Identify the Root Word

Write the root word for each of the following:

1. Nervously → _____
2. Excited → _____
3. Happily → _____
4. Worried → _____

1.6.2 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.

1.6.3 Exercise 3: Describe Body Language

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



1.7 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.

Chapter 2

Business English and Adverbs

2.1 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

2.2 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.

2.3 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*)

2.4 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:

Adverb + , + 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 2.1: Adverbs of comment and viewpoint

2.5 Vocabulary Reference

2.6 Practice Exercises

2.6.1 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)

2.6.2 Exercise 2: Business Partnership Discussion

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



2.7 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.

Chapter 3

Comparatives and Superlatives

3.1 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

3.2 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.

3.3 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*)

3.4 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*)

3.5 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 3.1: Adjective formation rules

3.6 Practice Exercises

3.6.1 Exercise 1: Write the Comparative and Superlative

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

3.6.2 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.

3.6.3 Exercise 3: Compare Your City

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

3.7 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.

Chapter 4

Modal Verbs: Can, Could, May, Might

4.1 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

4.2 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.

4.3 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.

4.4 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)*)

4.5 Politeness Scale

From least to most polite:

Can < Could < May

4.6 Practice Exercises

4.6.1 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)

4.6.2 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? → _____

4.6.3 Exercise 3: Talk About Abilities

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



4.7 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.

Chapter 5

Improvement, Action, and Verb Patterns

5.1 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

5.2 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.

5.3 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*)

5.4 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*)

5.5 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 5.1: Common collocations with improvement verbs

5.6 Practice Exercises

5.6.1 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?

5.6.2 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.

5.6.3 Exercise 3: Discuss Improvements

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



5.7 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.

Chapter 6

Meeting Language and Professional Communication

6.1 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

6.2 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.

6.3 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*)

6.4 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...*)

6.5 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 6.1: Register comparison

6.6 Practice Exercises

6.6.1 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..." → _____

6.6.2 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." → _____

6.6.3 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.

6.7 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!

Chapter 7

Present Perfect Continuous

7.1 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

7.2 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.

7.3 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

Subject + **have/has been** + 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...*)

7.4 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*)

7.5 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 7.1: Continuous vs. Simple

7.6 Practice Exercises

7.6.1 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.

7.6.2 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? → _____

7.6.3 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?



7.7 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.

Chapter 8

Writing Skills and Common Errors

8.1 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

8.2 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.

8.3 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.

8.4 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.

8.5 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 8.1: Common Preposition Collocations

8.6 Practice Exercises

8.6.1 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.

8.6.2 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.

8.6.3 Exercise 3: Writing Practice

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



8.7 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.

Chapter 9

Mishaps and Past Experiences

9.1 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*

9.2 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.

9.3 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*)

9.4 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)

9.5 Practice Exercises

9.5.1 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 |

9.5.2 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.

9.5.3 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.

9.5.4 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.

9.6 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.

Chapter 10

Past Habits: Would and Used To

10.1 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”

10.2 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.

10.3 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.

10.4 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 10.1: Stative vs. Action Verbs

10.5 Practice Exercises

10.5.1 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. (____)

10.5.2 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.

10.5.3 Exercise 3: Writing Task

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

10.6 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...?**

Chapter 11

Narrative Tenses: Telling Stories

11.1 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

11.2 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.

11.3 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! (*JMira esta foto!*)

11.4 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.

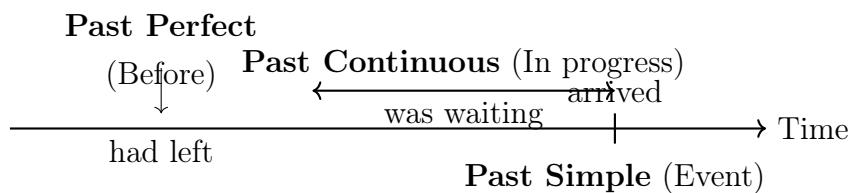
- When I arrived, the train **had left**. (The train left *before* I arrived)

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.

11.5 Visualizing the Tenses



11.6 Practice Exercises

11.6.1 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.

11.6.2 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.

11.6.3 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.

11.6.4 Exercise 4: Writing Task

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



11.7 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).

Number 5

You were dancing salsa in the city centre st 2am

Chapter 12

Cultural Traditions and Festivals

12.1 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

12.2 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!

12.3 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*)

12.4 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 <i>pan de pascua</i> . |
| Japan | Santa-san | Couples go on dates; KFC is eaten. |

Table 12.1: Santa Claus Variations

12.5 Cultural Spotlight: Santa Claus

12.6 Practice Exercises

12.6.1 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 _____

12.6.2 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 |

12.6.3 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...").

12.7 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).

Chapter 13

Verb Patterns: Gerunds and Infinitives

13.1 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

13.2 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.

13.3 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*)

13.4 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.

13.5 Practice Exercises

13.5.1 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?

13.5.2 Exercise 2: Categorize the Verbs

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

| + -ING | + TO + VERB |
|--------|-------------|
| | |

13.5.3 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.

13.5.4 Exercise 4: Writing Task

Write sentences about yourself using:

- I plan...
- I avoid...
- I enjoy...
- I hope...

13.6 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...).

Chapter 14

Advanced Verb Patterns

14.1 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

14.2 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.

14.3 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...*)

14.4 Grammar Focus: Meaning Changes

Some verbs can take both forms, but the meaning changes completely.

1. Stop

- **Stop doing:** Quit an action forever/temporarily.
 - He **stopped smoking.** (He doesn't smoke anymore)
- **Stop to do:** Pause one action to do another.
 - He **stopped to smoke.** (He paused walking to have a cigarette)

2. Remember

- **Remember doing:** Recall a memory from the past.
 - I **remember locking** the door. (I have a memory of it)
- **Remember to do:** Don't forget to do a task.
 - Please **remember to lock** the door. (Don't forget!)

3. Try

- **Try doing:** Experiment with something to see if it works.
 - Try **restarting** your computer. (See if it fixes the problem)
- **Try to do:** Make an effort to do something difficult.
 - I **tried to lift** the box, but it was too heavy.

14.5 Practice Exercises

14.5.1 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.

14.5.2 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.

14.5.3 Exercise 3: Writing Task

Write 3 sentences about things you:

- Stopped doing recently.
- Remember doing as a child.
- Try to do every day.



14.6 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.

14.7 Summary Chart

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

14.7.1 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.

14.7.2 Verbs with Different Meaning (Gerund vs. Infinitive)

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

Different Meaning Pattern

• 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 + Doing vs. Forget + to Do

- **Forget doing:** Fail to recall a past action or event.
 - * 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.
 - * Don't forget **to lock** the door when you leave. (Remember to do this)

• 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)

• 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!)

• 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)

14.7.3 Create 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. However, 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.

14.7.4 What are your 3 biggest dreams for the future?

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

14.7.5 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.

14.7.6 b) do your family/ friends support your dreams?

14.7.7 c) have you ever felt pressured to follow someone else's expectations

Chapter 15

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.

15.1 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

extbf“Going to” is used for plans or intentions that have already been decided before the moment of speaking.

exititExample. “I am going to visit my grandparents next weekend.”

This indicates a pre-planned action.

extbf“Will” is used for spontaneous decisions made at the moment of speaking or for predictions about the future.

exititExample. “I will help you with your homework.”

This indicates a decision made on the spot or a prediction based on current knowledge.

15.2 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)

extbfStructure:

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

extbfExamples:

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

15.3 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)

extbfStructure:

- 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?

extbfExamples:

- “I’m meeting the manager at 3 p.m.”
- “She’s flying to Madrid next Monday.”
- “Are you having dinner with them tonight?”

15.4 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?

exitExample. “By next year, I will have completed my degree.”

15.5 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?

exitExample. “This time tomorrow, I will be flying to Paris.”

15.6 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

extbfStructure:

- Affirmative: Subject + will have been + verb-ing
- Negative: Subject + will not have been + verb-ing
- Interrogative: Will + subject + have been + verb-ing?

extbfExample:

- “By noon, they will have been working for five hours.”

15.7 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*.

15.8 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.

15.9 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.

15.10 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).

15.11 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.

15.11.1 Timeline Diagram

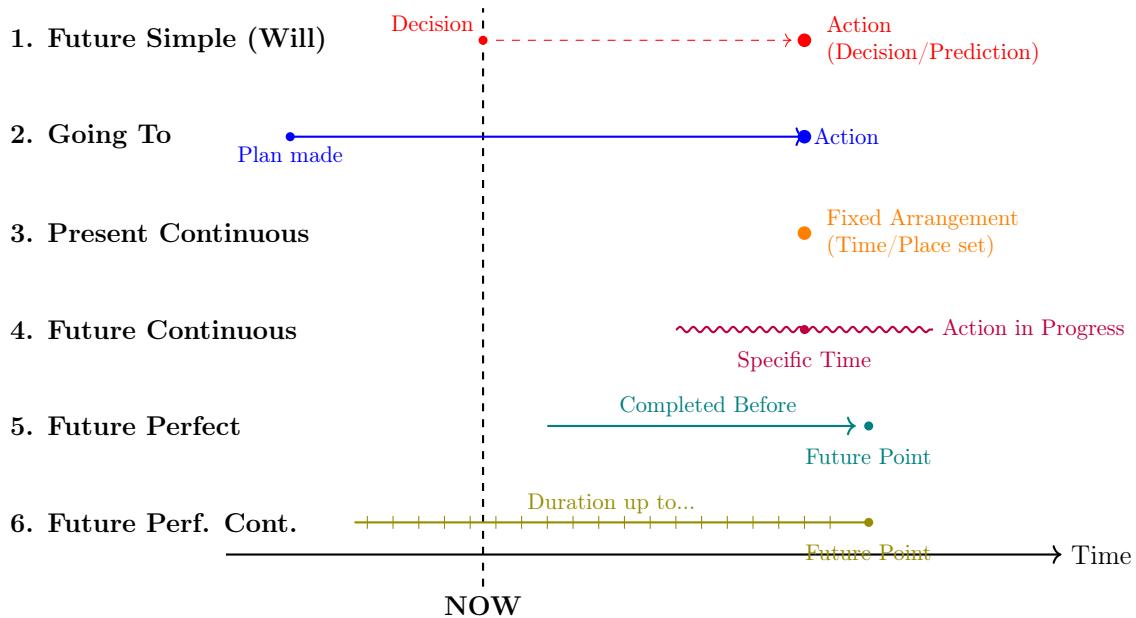


Figure 15.1: Visualizing Future Tenses

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. |

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 |

| Contraction | Meaning | Example |
|-------------|---------------|-----------------------|
| 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 |
| -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 |

| Expression | Meaning | Example |
|-------------------|--|--|
| 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 |

Appendix B

Verbs

B.1 Irregular Verbs

| Present | Past | Participle | Español infinitivo |
|---------|----------|------------|--------------------|
| be | was/were | been | ser/estar |
| become | became | become | convertirse |
| begin | began | begun | comenzar |
| break | broke | broken | romper |
| bring | brought | brought | traer |
| build | built | built | construir |
| buy | bought | bought | comprar |
| catch | caught | caught | atrapar |
| choose | chose | chosen | elegir |
| come | came | come | venir |
| cost | cost | cost | costar |
| cut | cut | cut | cortar |
| do | did | done | hacer |
| draw | drew | drawn | dibujar |
| drink | drank | drunk | beber |
| drive | drove | driven | conducir |
| eat | ate | eaten | comer |
| fall | fell | fallen | caer |
| feel | felt | felt | sentir |
| find | found | found | encontrar |
| fly | flew | flown | volar |
| forget | forgot | forgotten | olvidar |

| Present | Past | Participle | Español infinitivo |
|----------------|----------------|-------------------|---------------------------|
| get | got | gotten | obtener |
| give | gave | given | dar |
| go | went | gone | ir |
| have | had | had | tener |
| hear | heard | heard | oír |
| hold | held | held | sostener |
| keep | kept | kept | mantener |
| know | knew | known | saber/conocer |
| learn | learnt/learned | learnt/learned | aprender |
| leave | left | left | dejar/salir |
| lend | lent | lent | prestar |
| let | let | let | permitir |
| lie | lay | lain | yacer/mentir |
| lose | lost | lost | perder |
| make | made | made | hacer |
| mean | meant | meant | significar |
| meet | met | met | conocer/reunirse |
| pay | paid | paid | pagar |
| put | put | put | poner |
| read | read | read | leer |
| ride | rode | ridden | montar |
| ring | rang | rung | sonar/llamar |
| run | ran | run | correr |
| say | said | said | decir |
| see | saw | seen | ver |
| sell | sold | sold | vender |
| send | sent | sent | enviar |
| set | set | set | establecer |
| shake | shook | shaken | sacudir |
| shine | shone | shone | brillar |
| shoot | shot | shot | disparar |
| show | showed | shown | mostrar |
| shut | shut | shut | cerrar |
| sing | sang | sung | cantar |

| Present | Past | Participle | Español infinitivo |
|----------------|-------------|-------------------|---------------------------|
| sit | sat | sat | sentarse |
| sleep | slept | slept | dormir |
| speak | spoke | spoken | hablar |
| spend | spent | spent | gastar/pasar tiempo |
| stand | stood | stood | estar de pie |
| steal | stole | stolen | robar |
| swim | swam | swum | nadar |
| take | took | taken | tomar/llevar |
| teach | taught | taught | enseñar |
| tell | told | told | contar/dicir |
| think | thought | thought | pensar |
| throw | threw | thrown | lanzar |
| understand | understood | understood | entender |
| wake | woke | woken | despertar |
| wear | wore | worn | llevar puesto |
| win | won | won | ganar |
| write | wrote | written | escribir |

Appendix C

References

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