



---

# Kaplan Course Notes

English Language

---

Benjamin Figueroa Guzman

December 17, 2025

---

---

# Contents

<b>1 Non-verbal Communication</b>	<b>1</b>
1.1 Lesson Objectives . . . . .	1
1.2 Reading Context . . . . .	1
1.3 Key Concepts: Body Language . . . . .	2
1.4 Grammar Focus: Suffixes (-ly and -ed) . . . . .	2
1.5 Vocabulary Reference . . . . .	3
1.6 Practice Exercises . . . . .	4
1.6.1 Exercise 1: Identify the Root Word . . . . .	4
1.6.2 Exercise 2: Complete the Sentences . . . . .	4
1.6.3 Exercise 3: Describe Body Language . . . . .	4
1.7 Key Takeaways . . . . .	4
<b>2 Business English and Adverbs</b>	<b>6</b>
2.1 Lesson Objectives . . . . .	6
2.2 Reading Context . . . . .	6
2.3 Key Concepts: Business Fundamentals . . . . .	7
2.4 Grammar Focus: Adverbs of Comment . . . . .	7
2.5 Vocabulary Reference . . . . .	8
2.6 Practice Exercises . . . . .	8
2.6.1 Exercise 1: Complete with an Adverb . . . . .	8
2.6.2 Exercise 2: Business Partnership Discussion . . . . .	8
2.7 Key Takeaways . . . . .	9
<b>3 Comparatives and Superlatives</b>	<b>10</b>
3.1 Lesson Objectives . . . . .	10
3.2 Reading Context . . . . .	10
3.3 Grammar Focus: Comparatives . . . . .	10
3.4 Grammar Focus: Superlatives . . . . .	11
3.5 Formation Rules Reference . . . . .	11

3.6	Practice Exercises . . . . .	12
3.6.1	Exercise 1: Write the Comparative and Superlative . . . . .	12
3.6.2	Exercise 2: Complete the Sentences . . . . .	12
3.6.3	Exercise 3: Compare Your City . . . . .	12
3.7	Key Takeaways . . . . .	12
<b>4</b>	<b>Modal Verbs: Can, Could, May, Might</b>	<b>14</b>
4.1	Lesson Objectives . . . . .	14
4.2	Reading Context . . . . .	14
4.3	Grammar Focus: Modal Verbs Overview . . . . .	14
4.4	Key Concepts: Usage Guide . . . . .	15
4.5	Politeness Scale . . . . .	15
4.6	Practice Exercises . . . . .	16
4.6.1	Exercise 1: Choose the Correct Modal . . . . .	16
4.6.2	Exercise 2: Rewrite More Politely . . . . .	16
4.6.3	Exercise 3: Talk About Abilities . . . . .	16
4.7	Key Takeaways . . . . .	16
<b>5</b>	<b>Improvement, Action, and Verb Patterns</b>	<b>18</b>
5.1	Lesson Objectives . . . . .	18
5.2	Reading Context . . . . .	18
5.3	Key Concepts: Change and Improvement . . . . .	19
5.4	Grammar Focus: Verb Patterns with "Give" . . . . .	19
5.5	Collocations Reference . . . . .	20
5.6	Practice Exercises . . . . .	20
5.6.1	Exercise 1: Complete with "Give" Expressions . . . . .	20
5.6.2	Exercise 2: Vocabulary in Context . . . . .	20
5.6.3	Exercise 3: Discuss Improvements . . . . .	20
5.7	Key Takeaways . . . . .	21
<b>6</b>	<b>Meeting Language and Professional Communication</b>	<b>22</b>
6.1	Lesson Objectives . . . . .	22
6.2	Reading Context . . . . .	22
6.3	Key Concepts: Meeting Vocabulary . . . . .	23
6.4	Functional Language: Managing Meetings . . . . .	23
6.5	Formal vs. Informal Register . . . . .	24

6.6	Practice Exercises . . . . .	24
6.6.1	Exercise 1: Categorize the Expressions . . . . .	24
6.6.2	Exercise 2: Make it More Formal . . . . .	25
6.6.3	Exercise 3: Role Play Script . . . . .	25
6.7	Key Takeaways . . . . .	25
<b>7</b>	<b>Present Perfect Continuous</b>	<b>26</b>
7.1	Lesson Objectives . . . . .	26
7.2	Reading Context . . . . .	26
7.3	Grammar Focus: Present Perfect Continuous . . . . .	27
7.4	Key Concepts: For vs. Since . . . . .	27
7.5	Present Perfect Continuous vs. Simple . . . . .	27
7.6	Practice Exercises . . . . .	28
7.6.1	Exercise 1: For or Since? . . . . .	28
7.6.2	Exercise 2: Correct the Errors . . . . .	28
7.6.3	Exercise 3: Personal Questions . . . . .	28
7.7	Key Takeaways . . . . .	28
<b>8</b>	<b>Writing Skills and Common Errors</b>	<b>30</b>
8.1	Lesson Objectives . . . . .	30
8.2	Reading Context . . . . .	30
8.3	Key Concepts: The Writing Process . . . . .	31
8.4	Grammar Focus: Common Errors . . . . .	31
8.5	Vocabulary: Linking Words and Prepositions . . . . .	31
8.6	Practice Exercises . . . . .	32
8.6.1	Exercise 1: Find and Correct the Errors . . . . .	32
8.6.2	Exercise 2: Complete with Linking Words . . . . .	32
8.6.3	Exercise 3: Writing Practice . . . . .	32
8.7	Key Takeaways . . . . .	33
<b>9</b>	<b>Mishaps and Past Experiences</b>	<b>34</b>
9.1	Lesson Objectives . . . . .	34
9.2	Reading Context . . . . .	35
9.3	Key Concepts: Common Mishaps . . . . .	35
9.4	Grammar Focus: Adjectives and Narration . . . . .	36
9.5	Practice Exercises . . . . .	36

9.5.1	Exercise 1: Match the Verb and Noun . . . . .	36
9.5.2	Exercise 2: Choose the Correct Adjective . . . . .	36
9.5.3	Exercise 3: Complete the Story . . . . .	37
9.5.4	Exercise 4: Writing Task . . . . .	37
9.6	Key Takeaways . . . . .	37
<b>10</b>	<b>Past Habits: Would and Used To</b>	<b>38</b>
10.1	Lesson Objectives . . . . .	38
10.2	Reading Context . . . . .	38
10.3	Key Concepts: Past Habits . . . . .	39
10.4	Grammar Focus: The Rules . . . . .	39
10.5	Practice Exercises . . . . .	39
10.5.1	Exercise 1: Used To or Would? . . . . .	39
10.5.2	Exercise 2: Fill in the Blanks . . . . .	40
10.5.3	Exercise 3: Writing Task . . . . .	40
10.6	Key Takeaways . . . . .	40
<b>11</b>	<b>Narrative Tenses: Telling Stories</b>	<b>41</b>
11.1	Lesson Objectives . . . . .	41
11.2	Reading Context . . . . .	41
11.3	Key Concepts: Watch vs. Look . . . . .	42
11.4	Grammar Focus: Narrative Tenses . . . . .	42
11.5	Visualizing the Tenses . . . . .	43
11.6	Practice Exercises . . . . .	43
11.6.1	Exercise 1: Watch or Look? . . . . .	43
11.6.2	Exercise 2: Choose the Correct Tense . . . . .	43
11.6.3	Exercise 3: Complete the Story . . . . .	43
11.6.4	Exercise 4: Writing Task . . . . .	44
11.7	Key Takeaways . . . . .	44
<b>12</b>	<b>Cultural Traditions and Festivals</b>	<b>45</b>
12.1	Lesson Objectives . . . . .	45
12.2	Reading Context . . . . .	45
12.3	Key Concepts: Describing Traditions . . . . .	46
12.4	Grammar Focus: The Passive Voice . . . . .	46
12.5	Cultural Spotlight: Santa Claus . . . . .	47

12.6 Practice Exercises . . . . .	47
12.6.1 Exercise 1: Active to Passive . . . . .	47
12.6.2 Exercise 2: Vocabulary Match . . . . .	47
12.6.3 Exercise 3: Writing Task . . . . .	48
12.7 Key Takeaways . . . . .	48
<b>13 Verb Patterns: Gerunds and Infinitives</b>	<b>49</b>
13.1 Lesson Objectives . . . . .	49
13.2 Reading Context . . . . .	49
13.3 Key Concepts: Verb Patterns . . . . .	49
13.4 Grammar Focus: Common Mistakes . . . . .	50
13.5 Practice Exercises . . . . .	50
13.5.1 Exercise 1: Gerund or Infinitive? . . . . .	50
13.5.2 Exercise 2: Categorize the Verbs . . . . .	51
13.5.3 Exercise 3: Correct the Text . . . . .	51
13.5.4 Exercise 4: Writing Task . . . . .	51
13.6 Key Takeaways . . . . .	52
<b>14 Advanced Verb Patterns</b>	<b>53</b>
14.1 Lesson Objectives . . . . .	53
14.2 Reading Context . . . . .	53
14.3 Key Concepts: Gerund as Subject . . . . .	53
14.4 Grammar Focus: Meaning Changes . . . . .	54
14.5 Practice Exercises . . . . .	54
14.5.1 Exercise 1: Gerund Subjects . . . . .	54
14.5.2 Exercise 2: Stop, Remember, Try . . . . .	55
14.5.3 Exercise 3: Writing Task . . . . .	55
14.6 Key Takeaways . . . . .	55
14.7 Summary Chart . . . . .	56
14.7.1 Verbs with Same Meaning (Gerund or Infinitive) . . . . .	56
14.7.2 Verbs with Different Meaning (Gerund vs. Infinitive) . . . . .	56
14.7.3 Create Christmas Story . . . . .	58
14.7.4 What are your 3 biggest dreams for the future? . . . . .	58
14.7.5 a) why is it sometimes hard to follow your dreams? . . . . .	58
14.7.6 b) do your family/ friends support your dreams? . . . . .	59
14.7.7 c) have you ever felt pressured to follow someone else's expectations	59

<b>15 Future Tenses</b>	<b>60</b>
15.1 Future Simple (Will) . . . . .	60
15.2 Future Simple (Going To) . . . . .	60
15.3 Going To vs Will for Future Plans and Predictions . . . . .	61
15.4 Present Continuous for Future Arrangements . . . . .	61
15.5 Future Perfect Tense . . . . .	62
15.6 Future Continuous Tense . . . . .	62
15.7 Future Perfect Continuous . . . . .	63
15.8 Time Expressions . . . . .	63
15.9 Common Mistakes with Future Tenses . . . . .	63
15.10 Future Simple vs Future Continuous . . . . .	64
15.10.1 Timeline . . . . .	64
15.11 Future Perfect vs Future Perfect Continuous . . . . .	64
15.11.1 Timeline . . . . .	65
15.12 Future perfect continuous vs Future continuous . . . . .	65
15.12.1 Timeline . . . . .	65
15.13 Practice Exercises . . . . .	66
15.14 Conclusion . . . . .	66
15.15 Summary . . . . .	66
15.15.1 Timeline Diagram Summary . . . . .	67
15.16 Usage Tips . . . . .	67
<b>A Vocabulary</b>	<b>68</b>
A.1 Vocabulary . . . . .	68
A.2 Informal Contractions . . . . .	70
A.3 British Slang & Expressions . . . . .	71
A.4 General Expressions . . . . .	71
A.5 Order Words/Phrases . . . . .	72
A.6 Collocations . . . . .	72
<b>B Verbs</b>	<b>74</b>
B.1 Irregular Verbs . . . . .	74
<b>C References</b>	<b>81</b>

---

# 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
<b>Irregular</b>	<b>good</b>	<b>better</b>	<b>the best</b>
<b>Irregular</b>	<b>bad</b>	<b>worse</b>	<b>the worst</b>

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 <b>have been reading</b> this book. (Still reading)	I <b>have read</b> this book. (Finished)
She <b>has been cooking</b> all day. (Activity)	She <b>has cooked</b> 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 <b>in</b> art.
Good <b>at</b>	Bueno en	She's good <b>at</b> math.
Responsible <b>for</b>	Responsable de	He's responsible <b>for</b> it.
Depend <b>on</b>	Depender de	It depends <b>on</b> you.
Afraid <b>of</b>	Miedo de	I'm afraid <b>of</b> 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.

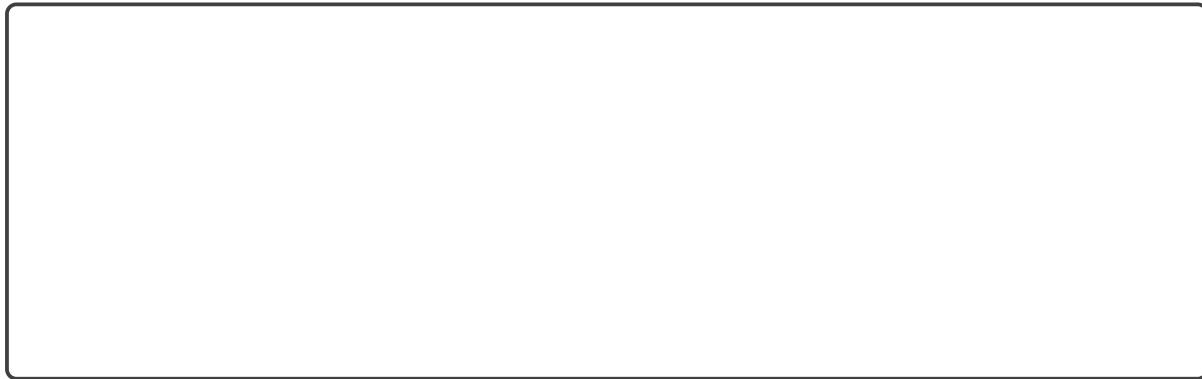
### 9.5.3 Exercise 3: Complete the Story

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.

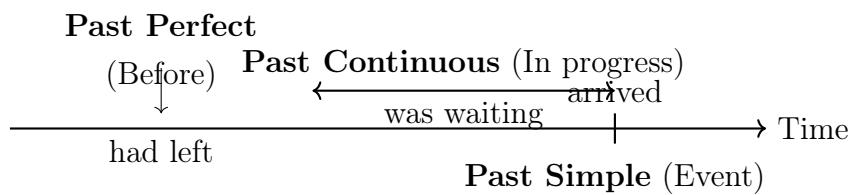
- When I arrived, the train **had left**. (The train left *before* I arrived)

#### 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 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)

### 15.2 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?”

## 15.3 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.

## 15.4 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?”

## 15.5 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?

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

## 15.6 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?

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

## 15.7 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.”

## 15.8 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*.

## 15.9 Common Mistakes with Future Tenses

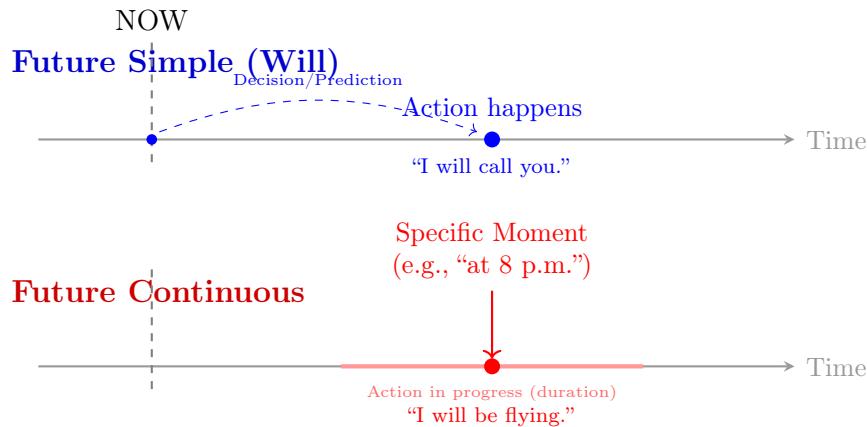
Learners often confuse the use of “going to” and “will”. Here are some common mistakes to avoid:

- 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.

## 15.10 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.

### 15.10.1 Timeline

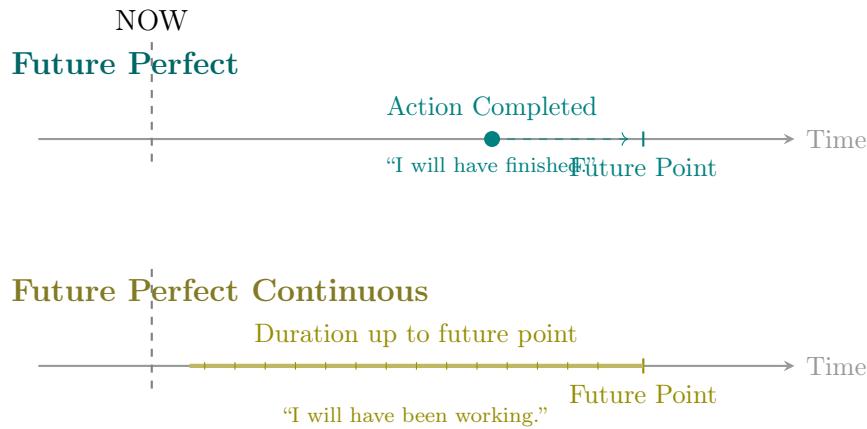


**Figure 15.1:** Visual Comparison: Future Simple vs. Future Continuous

## 15.11 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.

### 15.11.1 Timeline

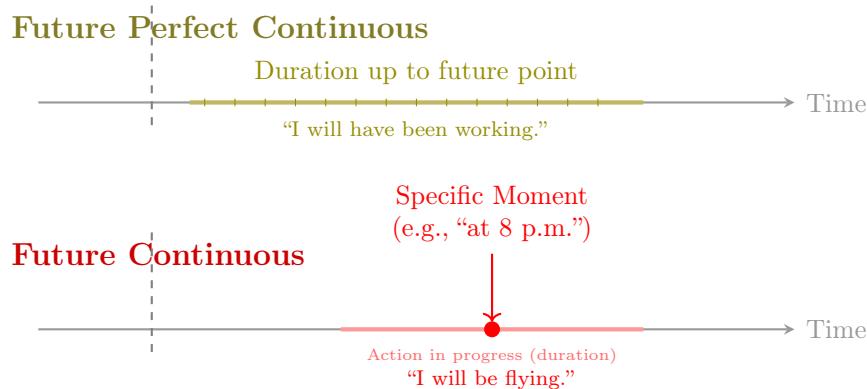


**Figure 15.2:** Visual Comparison: Future Perfect vs. Future Perfect Continuous

## 15.12 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.

### 15.12.1 Timeline



**Figure 15.3:** Visual Comparison: Future Perfect Continuous vs. Future Continuous

## 15.13 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.

## 15.14 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).

## 15.15 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.

### 15.15.1 Timeline Diagram Summary

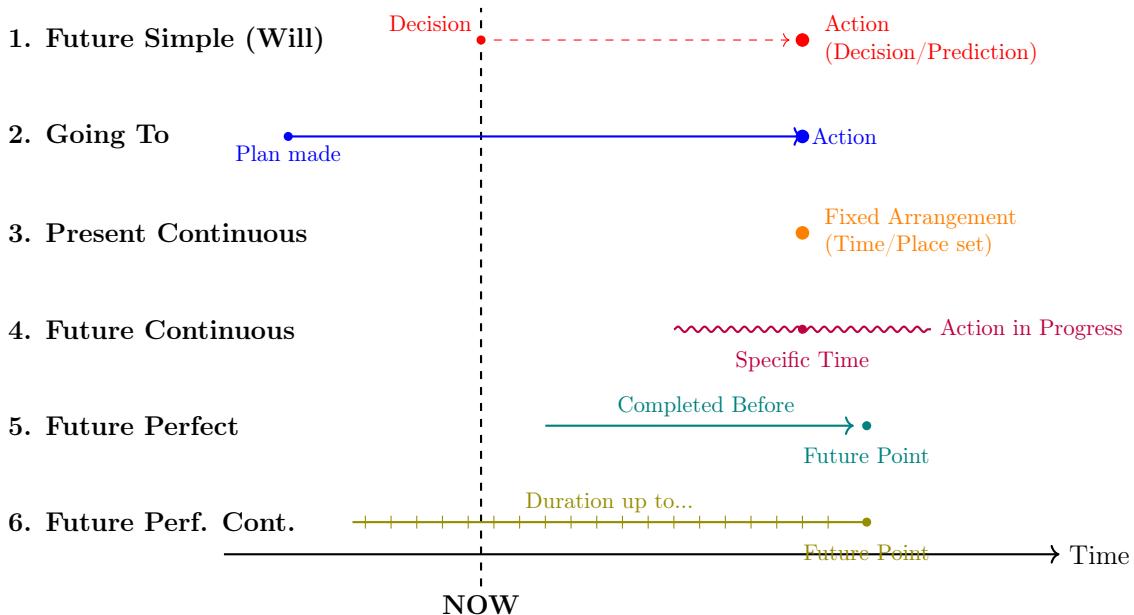


Figure 15.4: Visualizing Future Tenses

### 15.16 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.

---

# 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

<b>Preposition</b>	<b>Usage</b>	<b>Example</b>
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
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
buy	bought	bought	comprar

<b>Present</b>	<b>Past</b>	<b>Participle</b>	<b>Español infinitivo</b>
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
give	gave	given	dar
go	went	gone	ir

<b>Present</b>	<b>Past</b>	<b>Participle</b>	<b>Español infinitivo</b>
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	arrodiarse
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
outdo	outdid	outdone	superar
overcome	overcame	overcome	superar
overhang	overhung	overhung	sobresalir

<b>Present</b>	<b>Past</b>	<b>Participle</b>	<b>Español infinitivo</b>
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
run	ran	run	correr
say	said	said	decir
see	saw	seen	ver
seek	sought	sought	buscar

<b>Present</b>	<b>Past</b>	<b>Participle</b>	<b>Español infinitivo</b>
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
spring	sprang	sprung	saltar
spoil	spoilt/spoiled	spoilt/spoiled	estroppear
stand	stood	stood	estar de pie
spoil	spoilt/spoiled	spoilt/spoiled	estroppear
stand	stood	stood	estar de pie

---

<b>Present</b>	<b>Past</b>	<b>Participle</b>	<b>Español infinitivo</b>
steal	stole	stolen	robar
stride	strode	stridden	caminar a zancadas
strike	struck	struck	golpear
string	strung	strung	ensartar/atar
strive	stroved/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	stroved/strived	striven/strived	esforzarse
swear	swores	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/dicir
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
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

<b>Present</b>	<b>Past</b>	<b>Participle</b>	<b>Español infinitivo</b>
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

## References

- Higher Intermediate Padlet of Andy
- CAE Padlet of Guizella
- Longman Dictionary of Contemporary English Online
- BBC Learning English
- BBC News England
- Kaplan International Online Resources