



# UNIT 1

## Lesson A



### 1. Learning personal pronouns with the verb to be Grammar explanation

**Personal pronouns** are words we use in the place of a noun. Depending on the number of subjects, they are singular or plural. It is important to note that personal pronouns may refer to objects, animals, or people. The verb **to be** is often accompanied by a pronoun to describe personal information.

#### Examples:

Personal pronouns	Verb to be
I	am
You ( <b>singular</b> )	are
She	is
He	is
It	is
We	are
You ( <b>plural</b> )	are
They	are

To form yes/no questions, we put the verb **to be** before the **subject**. Look at the examples below.

- |                             |                           |
|-----------------------------|---------------------------|
| - Am <b>I</b> wrong?        | Yes, you're wrong.        |
| - Is <b>it</b> hot outside? | No, it's not hot outside. |
| - Are <b>you</b> ok?        | Yes, I'm ok.              |
| - Is <b>he</b> sad?         | No, he is not sad.        |

#### Personal pronouns followed by the verb to be



Affirmative sentences	Negative sentences
I am happy.	I am not happy.
You are fantastic.	You are not fantastic.
She is friendly.	She is not friendly.
He is curious.	He is not curious.
It is a pen.	It is not a pen.
We are in the classroom.	We are not in the classroom.
You are nurses.	You are not nurses.
They are at the hospital.	They are not at the hospital.



### 2. Exercises



**Instructions:** Complete the following exercises with the missing verb **to be**; **is**, **are**, or **am**.

1. Christina \_\_\_\_\_ at home.
2. I \_\_\_\_\_ in my car.
3. My father \_\_\_\_\_ kind.
4. The horse \_\_\_\_\_ strong.
5. We \_\_\_\_\_ clever students.
6. It \_\_\_\_\_ a nice day!
7. Karl and Diego \_\_\_\_\_ hungry.
8. You \_\_\_\_\_ friendly.





### 3. Is everything OK?

**Instructions:** Listen to the conversation and practise the dialogue.

**Linda:** Hi Gina! How are you?

**Gina:** I am fine. And you? Is everything OK?

**Linda:** Yes, I am excellent!

**Gina:** I am happy to hear that.

**Linda:** Hey, Gina! I want to go to the cinema.

Do you want to come?

**Gina:** That's a great idea!

**Linda:** So, let's go.



### 4. Speaking activity

**Instructions:** Choose a classmate and practise a similar conversation with one of the following circumstances.



To visit the aquarium



To go to the park



To visit the museum

**Example:**

**A:** Hello, how are you?

**B:** I am fine.

**A:** I'm glad to hear that.

Hey, do you want to visit the aquarium?

**B:** It sounds great!

**A:** Let's go!





## Lesson B



### 1. Possessive adjectives

#### Grammar explanation

Possessive adjectives modify a noun in order to show possession, or a sense of ownership to a particular person or thing.

Subject pronouns	Possessive adjectives
I	My
You (singular)	Your
He	His
She	Her
It	Its
We	Our
You (plural)	Your
They	Their

#### Examples:

1. It's **my** cell phone.
2. Alex, **your** house is amazing.
3. This is **his** car.
4. **Her** bike is white.
5. Look at this tiger, **its** cage is not big!
6. This is **our** office. We love it!
7. Melissa and John, these are **your** things.
8. **Their** jackets are brown.



### 2. Exercises



Instructions: Complete the sentences with the correct possessive adjectives.

- Richard is my neighbour. \_\_\_\_\_ flat is awesome!
- Carol likes \_\_\_\_\_ new book.
- John and I want to find \_\_\_\_\_ friends.
- Emma and Nicole, where are \_\_\_\_\_ toys?
- Diana is an excellent professor. I love \_\_\_\_\_ classes.
- They are artists. I love \_\_\_\_\_ paintings.
- The hotel has \_\_\_\_\_ own swimming pool.





### 3. Names and titles



Instructions: Listen and repeat.

First name

Middle name

Last name

Second last name

**Richard Andrew Black Mars**

Full name

#### Titles

**Miss Wall:** A single woman.

**Ms Howkins:** A single or married woman.

**Mrs Patterson:** A married woman.

**Mr Johnson:** A single or married man.



### 4a. My full name is...



Instructions: Complete the spaces with your own information. Then compare the answers with your partners.

My first name is [REDACTED].

My last name is [REDACTED].

My middle name is [REDACTED].

My second last name is [REDACTED].

My full name is [REDACTED].



### 4b. What's your name?



Instructions: Listen and practise.

**Teacher:** Hello students. Welcome to our chemistry class. What is your name?



**Student:** My name is Philippe.

**Teacher:** And what is your last name Philippe?

**Student:** My last name is Rawlinson.

**Teacher:** Nice to meet you.

**Student:** Nice to meet you too, teacher!



### 4c. Choose a classmate and have a similar conversation.





### 3. Check-in!



**Instructions:** Spell the names according to the letters that you hear during a hotel check-in.

## The Carlton Hotel

Family name	Given names	Family name	Given names
Lawrence	Ken__et__.	Joliffe	D__a__n__.
Lawrence	_e__it__.	Joliffe	Fe__ __ci__ __.
Lawrence	R__ an.	Joliffe	Zand__ __.
Lawrence	R__ __ __ __ non.	Joliffe	Moni__ __ __.



### 4. How do you spell that?



**Instructions:** Listen to these people spell their names and check the correct answer.

1. Valery _____.	Gane
2. Kevin _____.	Gale
3. Reginald _____.	Gange
4. _____ Johansson.	James
5. _____ Harris.	Jane
6. _____ Twain.	Jamie
7. _____ Stephen	Stephen
8. _____ Steven	Steven
9. _____ Stephan	Stephan



# Lesson D



## 1. A famous character!



**A. Instructions:** Read the biography and practise the pronunciation.



# Willard Carroll Smith

Will Smith Jr. is an actor and a rapper. He is from the United States of America. Smith was born in Philadelphia. He has three siblings: Harry, Ellen, and Pamela. His wife is Jada Koren and she is also an actress. They have two children, their names are Jaden and Willow Smith. They live in Los Angeles, California.



**B. Look at the picture and identify each person by name.**



## 2a. Exercises



**Instructions:** Read the biography again and complete the sentences.

1. Will Smith was born in [REDACTED]
  2. Will Smith's real name is [REDACTED]
  3. Will Smith's wife is [REDACTED]
  4. Will Smith lives in [REDACTED]



## 2b. Fill in the gaps!



**Instructions:** Complete the sentences using possessive adjectives.

1. Mary hates when somebody touches \_\_\_\_\_ car.
  2. My friend John has a new dog, \_\_\_\_\_ old dog died last week.
  3. We are Hannys and Barbara, and this is \_\_\_\_\_ beautiful house.
  4. They live in Australia with \_\_\_\_\_ family.
  5. \_\_\_\_\_ husband and I want to go to Spain too.
  6. We want to see Christian and \_\_\_\_\_ family next summer.





### 3. Write about your family!



**Instructions:** Write a short paragraph about you and your family.



[Yellow writing lines]



### 4. Guess who!



**Instructions:** Read the following biography, then try to guess the character. If you have doubts ask questions.



#### Guess the famous character!!!!



She is a Colombian singer, songwriter, dancer, record producer, choreographer and model who is known for the hit singles "Whenever, Wherever" and "Hips Don't Lie." She was born and raised in Barranquilla, Colombia. She has two children to a famous soccer player. Her name is [Yellow box].



# Lesson A

UNIT 2



# 1. Subject pronouns and questions with be

## Grammar explanation

The **subject** is the person or thing that performs the action of a verb. **Subject pronouns** are used to replace the proper name of the subject. The verb ***to be*** accompanies a subject pronoun when we relate professions, physical locations or feelings to the subject, or when we use adjectives to describe the subject.

## Examples:

E.G. ~~Mike is handsome and Mike is tall.~~ → **Mike** is handsome and **he** is tall.

**Note:** We replace the second "Mike" with the subject pronoun "he" to avoid repetition.

Subject	Subject pronoun
Susan is a student.	She is a student.
Paul and Chris are in class.	They are in class.

## Some questions with be

Wh- questions	Yes/no questions
Where are you from?	Are you from Portugal?
What city is she from?	Is he from Caracas?



## 2a. Exercises



**Instructions:** Complete the following sentences with the correct subject pronoun.

- Are you and Kim sisters? Yes, \_\_\_\_\_ are.
  - Oliver and I are friends. \_\_\_\_\_ are friends.
  - Is Lyam happy? No, \_\_\_\_\_ is not.
  - Miss Pevensie is kind. \_\_\_\_\_ is kind.



## 2b. Some nationalities!

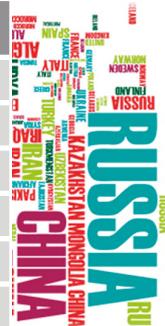


**Instructions:** Look at the chart below and match the countries with the nationalities.

Brazilian	French	Chilean	Australian	Moroccan	Colombian
Dutch	Greek	British	Argentinian	Norwegian	Venezuelan

Country	Nationality
Argentina	
Australia	
Brazil	
Chile	
Colombia	
France	

Country	Nationality
Greece	
Morocco	
Netherlands	
Norway	
The United Kingdom	
Venezuela	





### 3. Where is he from?



**Instructions:** Listen to Marlon and Marie talk about the new foreign exchange student.

**Marlon:** Who is he?

**Marie:** He is the new exchange student, Vladimir.

**Marlon:** Is he in our math class?

**Marie:** Yes, he is.

**Marlon:** Where is he from?

**Marie:** He is from Russia.

**Marlon:** What city is he from?

**Marie:** He is from Moscow.



### 4a. Where are you from?



**Instructions:** Fill in the spaces with the correct words, then practise with a partner.

**Andrew:** Hello, I'm the new manager.

**Sophia:** [REDACTED].

**Andrew:** [REDACTED] is your name?

**Sophia:** My name [REDACTED] Sophia.

**Andrew:** Nice to [REDACTED] you Sophia. My name is Andrew. [REDACTED] are you from?

**Sophia:** I am [REDACTED] Rio.

**Andrew:** Cool!

**Sophia:** And what about you?

**Andrew:** I am [REDACTED] Sydney, Australia, but my parents [REDACTED] Scotland.

**Sophia:** Lovely! You are half Australian and half Scottish!

**Andrew:** Yes, that's right! Oh... wow! Look at the time! I'm sorry, I have to go.

**Sophia:** OK, have a great day. [REDACTED] !



*Nice to meet you*



### 4b. Speaking activity



**Instructions:** Ask your partners where they are from.

E.G. What city are you from? I am from Bogota.



## Lesson B



### 1. Indefinite articles: a/an

#### Grammar explanation

We use indefinite articles **a/an** with singular count nouns, when the hearer/reader does not know the specific noun we are referring to, or the noun is not a specific object.

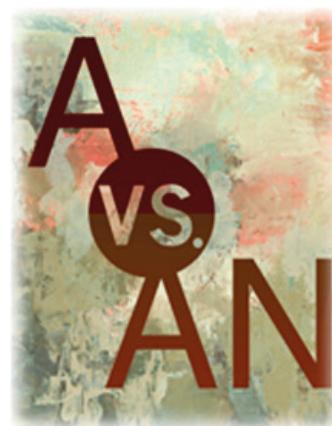
#### Examples:

- My brother is **a** doctor.
- She is **a** pupil at the London Road School.

Some different ways to use indefinite articles.

#### A. You use **a/an** to say what someone is, or what job they do.

- E.G. His wife is **a** dentist.  
E.G. Ronald is **a** teacher.



#### B. We use “**a**” when the nouns start with a consonant sound.

- E.G. **A** book.  
E.G. **A** table.

#### C. We use “**an**” with nouns that start with a vowel sound.

- E.G. **An** apricot.  
E.G. **An** elephant.

#### Exceptions:

- We use “**a**” before words that start with “**u**”, “**eu**” whose pronunciation is /ju/.

- E.G. **A** university.      E.G. **A** uniform.      E.G. **A** European.

- We use “**an**” with words that start with “**h**” only when the “**h**” is mute.

- E.G. **An** honest person.    E.G. **An** hour.



## 2. Exercises

**Instructions:** Complete the following sentences with the correct indefinite article.

- |  |   |
|--|---|
| A. _____ hammer is _____ useful tool.  | E. There is _____ old tree in my yard.  |
| B. Great Britain is _____ island.      | F. Mr Palm is _____ Italian teacher.    |
| C. It's _____ interesting article.     | G. Are you _____ honest person?         |
| D. Here is _____ ticket for the match. | H. It's _____ honour to be your friend. |





### 3a. Some professions!



**Instructions:** Listen and repeat these professions, then tell us which is your favourite one and why.



Astronaut



Tailor



Baker



Gardener



Pilot



Plumber



### 3b. Matching!

**Instructions:** Match the words in column A to column B to create sentences.

#### Column A

- A. I love to create new melodies. I am
- B. I save lives. I am
- C. I use colours and paint brushes. I am
- D. I prepare delicious bread. I am
- E. I like to prepare food. I am
- F. My passion is to teach. I am
- G. I write for a newspaper. I am

#### Column B

- a chef.
- a baker.
- a painter.
- a composer.
- a doctor.
- a professor.
- a journalist.



### 4. Speaking activity

**Instructions:** Ask your classmates about their professions.

**E.G.** Are you a scientist? No, I am not. I am a firefighter.



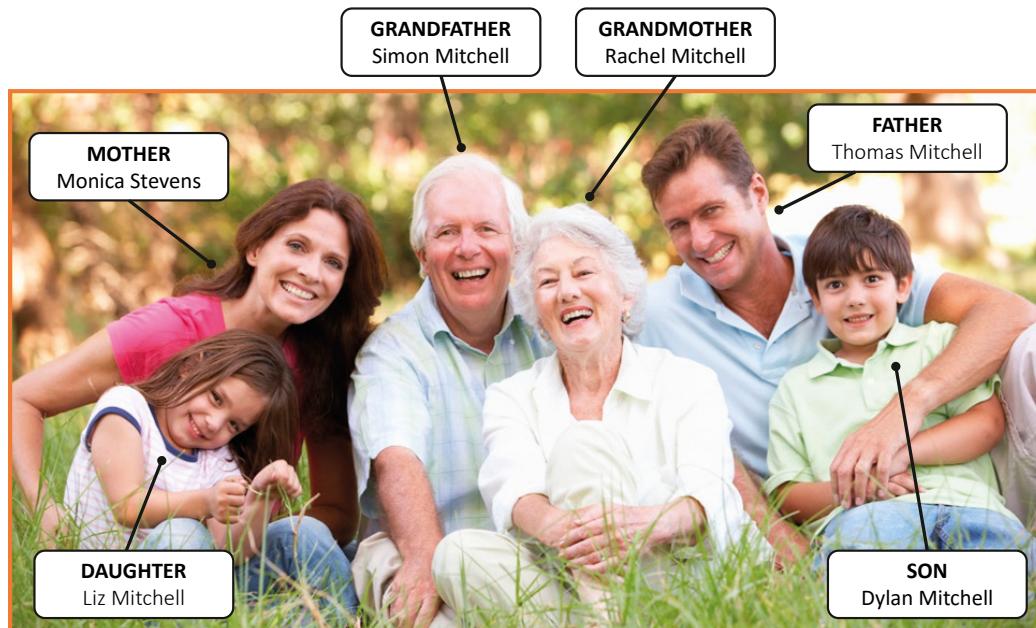
## Lesson C



### 1a. Family members!



Instructions: Listen and repeat.



### 1b. Who are they?



Instructions: Use the words in the chart and answer the questions below. There is an extra word.

Grandparents

Parents

Sibling

Cousin

1. Who are Simon and Rachel? They are my \_\_\_\_\_.
2. Who are Monica and Thomas? They are my \_\_\_\_\_.
3. Who is Dylan? He is my \_\_\_\_\_.



### 2. Speaking activity



Instructions: Ask your classmates the following questions.

- A. Are you married?
- B. Are your parents strict?
- C. Are you an only child?
- D. What are the occupations of your family members?





### 3a. Family pictures!



**Instructions:** Listen to the descriptions and number the pictures according to what you hear.



### 3b. Fill in the gaps!



**Instructions:** Complete the following sentences with the information you hear.

1. He is \_\_\_\_\_ father, \_\_\_\_\_ name is Steve and he is \_\_\_\_\_ actor.
2. \_\_\_\_\_ name is Julia. She is \_\_\_\_\_ architect and \_\_\_\_\_ sister is \_\_\_\_\_ friend.
3. \_\_\_\_\_ names are June and John. They are \_\_\_\_\_ Norway.
4. Where \_\_\_\_\_ she \_\_\_\_\_? \_\_\_\_\_ is from \_\_\_\_\_.
5. Kim is \_\_\_\_\_ excellent \_\_\_\_\_! \_\_\_\_\_ performances are amazing!
6. \_\_\_\_\_ city are \_\_\_\_\_ from? They \_\_\_\_\_ Tokyo.
7. \_\_\_\_\_ live in Peru, but they are not \_\_\_\_\_.
8. Michael is \_\_\_\_\_ citizen.



### 4. Reading activity



**Instructions:** Read the following e-mail and underline the indefinite articles and possessive adjectives you find.

Arial 12 **I** u

Dear Chris,

Let me tell you about my family. I live with my parents and my sister. My mum is Cecilia, she is from Ecuador and she speaks English and Spanish. She's an economist. My dad is Peter. He is American and he works for a bank. My sister Elizabeth and I are from The United States. Both of us are students. That's it!

Write soon and tell me about your family.

Kerry.



## Lesson D



### 1. About me!



**Instructions:** Read the following description and fill in the spaces with the corresponding indefinite articles.



My name is Joanne. I am \_\_\_\_ artist and I work in \_\_\_\_ place called “**Modern World Art Gallery**” which is located in the city centre. I’m also \_\_\_\_ university student, and \_\_\_\_ member of the university volleyball team. I have \_\_\_\_ cat, his name is Salem. We spend a lot of time together. He’s a great companion. Although I live in \_\_\_\_ big house, I never feel alone when I am with him.



### 2a. True or false?



**Instructions:** Read the paragraph above and write if the information is true (T), false (F) or no information is given (NI).

1. Joanne works in Houston, Texas. \_\_\_\_.
2. Joanne is an artist. \_\_\_\_.
3. Joanne’s dog is called Salem. \_\_\_\_.
4. Joanne lives in an apartment. \_\_\_\_.



### 2b. Speaking activity



**Instructions:** Ask your classmates the following questions.

- |                            |                      |                                  |
|----------------------------|----------------------|----------------------------------|
| - Are you a fan of art?    | - Are you a student? | - Are you in a sports team?      |
| - Are you an animal lover? | - Is your house big? | - Are your friends good company? |





### 3. Write about your life!



**Instructions:** Use the model in the page before and tell us about your life.



#### **4a. What about your partners?**



**Instructions:** Complete the chart below with information about two of your partners.

Questions	Name:	Name:
Where are you from?		
What city are you from?		
How old are you?		
What is your profession?		



## 4b. Places, countries and nationalities!



**Instructions:** Write four true sentences about places, countries or nationalities.

**E.G.** Berlin is the capital of Germany.





# UNIT **3**

## Lesson A



### 1. Demonstrative pronouns Grammar explanation

A **demonstrative pronoun** represents a thing or things. The different pronouns are used based on the distance between the speaker and the noun, and whether the noun is singular or plural.

- Near in distance (**this, these**).
- Far in distance (**that, those**).

**Examples:**

	Near	Far
Singular	This is an orange. 	That is an orange. 
Plural	These are oranges. 	Those are oranges. 

#### Singular questions

- A:** What is **this**?  
**B:** It is an orange.

#### Plural questions

- A:** What are **these**?  
**B:** They are oranges.

- A:** What is **that**?  
**B:** It is an orange.

- A:** What are **those**?  
**B:** They are oranges.



### 2. Exercises



**Instructions:** Complete the sentences with the correct demonstratives.



- (With a bowl of cherries on your lap). \_\_\_\_\_ cherries are delicious!
- (Talking about a book in your hands). Do not buy something like \_\_\_\_\_ again.
- (They are far from you). Please, pass me \_\_\_\_\_ gloves behind you.
- (About a picture hanging on the wall). \_\_\_\_\_ are my children.
- (You have the cookies in a plate). Eat \_\_\_\_\_ delicious cookies!



### 3. Kitchen utensils!



Instructions: Listen and repeat.



A spoon



A spatula



A fork



A knife



Some bowls



A grater



### 4. Fill in the spaces!



Instructions: According to the distance complete the spaces with the correct demonstratives.



A: What \_\_\_\_\_?

B: \_\_\_\_\_.



A: What \_\_\_\_\_?

B: \_\_\_\_\_.



A: What \_\_\_\_\_?

B: \_\_\_\_\_.



A: What \_\_\_\_\_?

B: \_\_\_\_\_.



## Lesson B



### 1. Possessive pronouns

#### Grammar explanation

**Possessive pronouns** are used in English to avoid repeating information that is already clear.

#### Examples:

**E.G.** This belt is *my belt*, not *your belt*. (It sounds repetitive).

This belt is **mine**, not **yours**. (Mine and yours are **possessive pronouns**).

**Note:** In the sentence, **mine** is a possessive pronoun that replaces “*my belt*”, and **yours** is a possessive pronoun that replaces “*your belt*”.

The **possessive pronouns** in English are as follows.

Subject	Possessive pronoun
I	Mine
You (sing.)	Yours
He	His
She	Hers
It	Its
We	Ours
You (pl.)	Yours
They	Theirs

1. It's my dress. → It's **mine**.
2. It's his tie. → It's **his**.
3. They're her pants. → They're **hers**.
4. It's our bag. → It's **ours**.
5. It's your blouse. → It's **yours**.
6. It's their money. → It's **theirs**.

**Note:** By adding an apostrophe and an “s” we can transform nouns into their possessive form.

**E.G.** Ronald's house. (The house belongs to Ronald).

**E.G.** Whose scarf is this? It's Freddy's scarf.

**E.G.** Whose shoes are those? They are the teacher's (shoes).

### 2. Exercises



**Instructions:** According to the questions, circle the correct possessive pronouns.

1. Is this Peter's white shirt? No, it's not **hers/his/theirs**.
2. Are these Rachel's shoes? Yes, they're **his/hers/ours**.
3. Whose black socks are these? Are they yours? Yes, they're **mine/hers/yours**.
4. Are these bags Nikola and Olivia's? No, they aren't **theirs/his/hers**.
5. Whose clothes are these? Are they yours? Yes, they're **ours/his/theirs**.



### 3a. Clothes and colours



**Instructions:** Listen and repeat.



Dress



Belt



Blouse



Tie



Sweater



T-shirt



Skirt



Jeans



Hat



Suit



Shorts



Shirt



Scarf



High heels



Shoes



Coat



Socks



Red



Blue



Pink



Yellow



Green



Orange



Purple



Magenta



Black



White



Grey



### 3b. I love your blouse!



**Instructions:** Listen to the conversation and practise with a classmate.

**Dena:** I love your blouse! It is very beautiful.

**Hanna:** This blue blouse? It's old!

**Dena:** But it matches perfectly with those green pants!

**Hanna:** Ohhh!!! Thanks Dena, I love your outfit too!



### 4. Speaking activity



**Instructions:** Describe what you and a classmate are wearing today.



## Lesson C



### 1. Numbers



The cardinal numbers (one, two, three, etc.) are adjectives referring to quantity. Listen and repeat the numbers from 0 to one million.

From 0 to 10

0	Zero
1	One
2	Two
3	Three
4	Four
5	Five
6	Six
7	Seven
8	Eight
9	Nine
10	Ten



From 11 to 20

11	Eleven
12	Twelve
13	Thirteen
14	Fourteen
15	Fifteen
16	Sixteen
17	Seventeen
18	Eighteen
19	Nineteen
20	Twenty

From 21 to 29

21	Twenty-one
22	Twenty-two
23	Twenty-three
24	Twenty-four
25	Twenty-five
26	Twenty-six
27	Twenty-seven
28	Twenty-eight
29	Twenty-nine

From 30 to 90

30	Thirty
40	Forty
50	Fifty
60	Sixty
70	Seventy
80	Eighty
90	Ninety



From 100 to...

100.	One hundred.
1,000.	One thousand.

100,000.	One hundred thousand.
1,000,000.	One million.



### 2a. What's your phone number?



**Instructions:** Listen to the conversation and practise with a classmate.

**Ruth:** Hey Annie. What's your phone number?

**Annie:** It's 312-450-37-09.

**Ruth:** Thanks. And what's your email address?

**Annie:** It's annie321@una.org.



### 2b. Speaking activity



**Instructions:** Ask your partners the following questions, then record their answers.

A. What's your phone number?

B. How old are you?

C. What's your email address?





### 3. Fourteen or forty?



**Instructions:** Listen and repeat the numbers in the chart below. Notice the difference in the pronunciation and stress pattern.

Last Syllable	First Syllable
13 Thirteen	30 Thirty
14 Fourteen	40 Forty
15 Fifteen	50 Fifty
16 Sixteen	60 Sixty
17 Seventeen	70 Seventy
18 Eighteen	80 Eighty
19 Nineteen	90 Ninety

**Note:** The difference in pronunciation between certain numbers is often confused or misunderstood. Numbers with similar beginnings, such as **seventeen** and **seventy** can sound the same. That's why it is so important to pronounce them properly.



### 4a. What's the correct answer?



**Instructions:** Listen to six conversations about numbers. Circle the correct answer.

1. 18/80
2. 13/30
3. 15/50
4. 19/90
5. 17/70
6. 14/40



### 4b. What's the number?



**Instructions:** Listen to the next four dialogues and check the correct phone numbers.

- |                   |                                   |                                   |
|-------------------|-----------------------------------|-----------------------------------|
| 1. Scott Boada    | <input type="checkbox"/> 441-2614 | <input type="checkbox"/> 431-2512 |
| 2. Diego Smith    | <input type="checkbox"/> 261-7890 | <input type="checkbox"/> 261-7870 |
| 3. Emma Black     | <input type="checkbox"/> 324-7322 | <input type="checkbox"/> 324-7640 |
| 4. Fiona Matthews | <input type="checkbox"/> 101-3332 | <input type="checkbox"/> 101-3330 |



### 4c. Registration!



**Instructions:** Imagine that two of your classmates want to be registered in the city library. Complete the following forms with their personal information.

First name: \_\_\_\_\_.  
Last name: \_\_\_\_\_.  
Email address: \_\_\_\_\_.  
Phone number: \_\_\_\_\_.

First name: \_\_\_\_\_.  
Last name: \_\_\_\_\_.  
Email address: \_\_\_\_\_.  
Phone number: \_\_\_\_\_.



## Lesson D



### 1a. This is mine!



**Instructions:** Read the following text, then underline the possessive pronouns and the demonstratives that you find.

Two siblings are playing with their toys in the garden. The boy says, "This is my car." His sister says, "It's your car, but this is my dolly." The brother replies, "Well, that's yours, so you can play over there." But the little girl says, "Mmm... put yours next to mine and they can ride together". Her brother answers, "That's a good idea!" Then, the mother asks, "Whose toys are those? It's a mess!" Both children laugh and say at the same time, "They are not ours!".



### 1b. What's your favourite thing?



**Instructions:** Read the following information, then practise the pronunciation.



This teddy bear is my favourite thing. Its name is Bamboo. It is brown and fluffy. It's from Paris, France. I think it is three years old. He sleeps with me every night. I love it!

Can you see that football there? That's my favourite thing in the world. It is black and white. It is from Rio, Brazil. I guess that ball is one year old. I love it because I practise my favourite sport with it.



### 2. Speaking activity



**Instructions:** Ask your classmates the following questions.

1. What is your favourite thing in life?
2. Where is it from?
3. What's your favourite item of clothing?
4. What's your favourite colour?

*My  
Favourite  
Thing*





## 3. My favourite thing!



**Instructions:** Write about your favourite thing in life. In the writing, answer the following questions. What is it? What colour is it? And how old is it?



## 4. Listening activity



**Instructions:** Listen to the next four dialogues and check the correct item according to what you hear.

<p>1.</p>  	<p>2.</p>  
<p>3.</p>  	<p>4.</p>  



# UNIT 4

## Lesson A



### 1. Simple present Grammar explanation

Use **simple present** to talk about routines, habits, general facts, and to express permanent emotions or situations.

The simple present structure is as follows: **Subject + verb + complement.**

**Note:** Verbs in third person singular take an '**S**' at the end.

**E.G.** I play. → He plays.

-Some verbs are irregular, and in third person the form of the verb changes.

**E.G.** Have – has. Do – does. Fly – flies.

**Examples:**

- I **smoke**. (Habit).
- I **work** in Bogota. (Permanency).
- I **wake up** at 7:00 AM every single day. (Routine).



Affirmative sentences	Negative sentences
I <b>live</b> in New York.	I <b>do not live</b> in New York.
You <b>have</b> cigarettes .	You <b>do not have</b> cigarettes.
He <b>likes</b> vegan food.	He <b>does not like</b> vegan food.
She <b>has</b> a new car.	She <b>does not have</b> a new car.
We <b>work</b> in Australia.	We <b>do not work</b> in Australia.
They <b>wake up</b> at 8:00 AM.	They <b>do not wake up</b> at 8:00 AM.



### 2. Exercises



**Instructions:** Complete the sentences with simple present.

1. I \_\_\_\_\_ (**to have**) breakfast at 7:00.
2. Marcus \_\_\_\_\_ (**to walk**) with his friend every Sunday.
3. Danielle \_\_\_\_\_ (**to dance**) a lot in her salsa class.
4. Klaus and Alice \_\_\_\_\_ (**to take**) the train to get home.
5. John and I \_\_\_\_\_ (**not/to study**) on Saturdays.
6. We \_\_\_\_\_ (**not/to have**) a car.
7. Lizzie \_\_\_\_\_ (**not/to go**) to university on Mondays.
8. They \_\_\_\_\_ (**to speak**) English and French.





### 3a. The days of the week!



**Instructions:** Listen and repeat.

**Note:** When we write the days of the week we use capital letters.

The days of the week						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



### 3b. Some common daily routines!



**Instructions:** Listen and repeat some common daily routines. Then, tell us an example of yours.

E.G. I get up at 6:00 AM on weekdays, then...



Get up



Take a shower



Get dressed



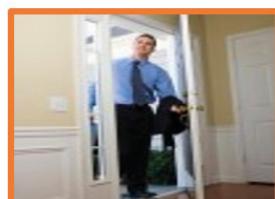
Eat breakfast



Go to work/school



Have lunch



Arrive home



Go to bed



### 4. Order the words!



**Instructions:** Put the words in order to create sentences in simple present.

A. Take/I/the/to/school/go/to/bus

B. Has/she/dog/a/fluffy

C. Not/they/do/want/go/to

D. He/water/drinks.lot/a/of



## Lesson B



### 1. Simple present yes/no questions

#### Grammar explanation

**Yes or no questions** include information about a topic and are asked in a way that the answers can be given in positive (yes), or negative (no), without more information. To ask questions in simple present we need to use the auxiliary verb 'to do'. We use **do** when the subject is **I, you, we** or **they**. When the subject is **he, she** or **it**, we add **does**. The structure is as follows: **Auxiliary + subject + main verb + complement**.

**Contractions:** Don't (do not). Doesn't (does not).

#### Examples:

Plural	Singular
Do you play sports? Yes, we <b>do</b> .	Does she cook Chinese food? Yes, she <b>does</b> .
Do they watch TV? No, they <b>don't</b> .	Does he buy chocolates? No, he <b>doesn't</b> .

#### Time expressions!

Time Expressions					
On	In the	At	Before	After	Every
On Tuesdays.	In the morning.	At night.	Before 7:00.	After 9:00.	Every day.
On weekends.	In the afternoon.	At noon.	Before 3:00.	After lunch.	Every night.
On the weekend.	In the evening.	At midnight.	Before 10:00.	After 4:00.	Every year.



### 2. Exercises



**Instructions:** Write yes/no questions in simple present. Use the information above as a guide. Remember to add **do** and **does**.

1. You/eat/breakfast/6:00 AM/at/?.
2. You /take / in/the/morning/?/a/shower.
3. You /go/to /work /9:00 AM/after/?
4. Your/mother/coffee/drink/in/the/afternoon?
5. Your/best/friend/cook/dinner/on/Saturdays?
6. Your/sister/tennis/on/Sunday/?/play.
7. Salad/she/eat/every day/?
8. Have/lunch/at/12:00 PM/?/you.
9. Your/work/on/father/weekends?
10. You/ go/to/school/on/Tuesdays?

Do you eat breakfast at 6:00 AM?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.



### 3a. Do you want to go to a party?



**Instructions:** Listen to the conversation and practise with a classmate.

**Melissa:** Today is Friday! Do you want to go to a party on Saturday night?

**Johan:** No... I am tired. I have insomnia, and I wake up at 5:30 AM every morning.

**Melissa:** Oh...! That's too early!

**Johan:** Yes... and I work 10 hours a day from Monday to Friday.

**Melissa:** What do you do on weekends? Do you sleep?

**Johan:** No, I study French...



### 3b. Fill in the spaces!

**Instructions:** Fill in the spaces with the correct words.

A. \_\_\_\_\_ you want to eat pizza?

B. \_\_\_\_\_ Mrs Johns read the newspaper?

C. \_\_\_\_\_ the cat love to sleep on the sofa?

D. \_\_\_\_\_ the boys play cricket outside?



### 4. Speaking activity



**Instructions:** Ask your classmates the following questions, then record the answers.

Do you...	Name:	Name:
prepare lunch on Saturdays?		
go to bed early on weekdays?		
get up late on weekends?		
exercise every single day?		
study in the afternoon?		
work after 8:00 PM?		
watch the news in the evening?		



## Lesson C



### 1. The time



There are two different ways to tell the time in English. **The formal way**, but easier; say the hour first and then the minutes. **E.G.** 7:45 (seven forty-five), or **the popular way**, say the minutes first and then the hour. **E.G.** 7:15 (fifteen minutes past seven). The common question to ask the time is, **what time is it?**

Examples:

12:00

00:00

8:05

3:15

It's twelve o'clock.  
It's noon.

It's twelve o'clock.  
It's midnight.

It's eight- oh- five.  
It's five past eight.

It's three fifteen.  
It's a quarter past three.

9:30

6:45

10:40

11:55

It's nine-thirty.  
It's a half past nine.

It's six forty-five.

It's ten- forty.

It's eleven fifty-five.

It's a quarter to seven.  
It's twenty to eleven. It's five to twelve.



### 2a. Matching activity



**Instructions:** Listen and match the questions with the correct time.

- |   |                       |
|---|-----------------------|
| A. What time is it?                     | It's 10:00 o'clock.   |
| B. What time is your favourite TV show? | It's at 2:00 PM.      |
| C. What time is your dinner break?      | It's at 4:30 PM.      |
| D. What time is your flight?            | It's at 7:15 PM.      |
| E. What time is your French class?      | It's at 8:40 AM.      |
| F. What time is your date?              | It's at 9:00 o'clock. |



### 2b. What time is the...?



**Instructions:** Listen to the conversations and write the correct time.





### 3a. Time questions with do!



**Instructions:** Ask your classmates the following hypothetical questions.

- A. Do you get up at 6:00 AM?
- B. Do you take your pet for a walk at 3:30 PM?
- C. Do you have a class at 7:15 AM?
- D. Do you want to go to the cinema with me at 4:00 PM?
- E. Do you take a nap at 2:45 in the afternoon?
- F. Do you prepare dinner at 7:30 PM?



### 3b. What time is it?

**Instructions:** Ask your classmates the time. They have to use the following times to answer the question.

3:30 PM    12:00 AM    1:40 PM    6:15 AM    8:30 PM    9:45 PM    10:07 AM



### 4. Writing the time!



**Instructions:** Write the correct time in the spaces below.



It's [yellow box].

It's [yellow box].

It's [yellow box].



It's [yellow box].

It's [yellow box].

It's [yellow box].



## Lesson D



### 1. My daily routine



**Instructions:** Read the following text and practise your pronunciation.

Hello, my name is Peter and I am 35 years old. I am from Brazil, but I live in New York with my wife Helen, and we are very happy. I have my own company and I love what I do. Helen is a nurse, and she works in a very prestigious hospital in the city.

I always have a very busy week and my day starts very early. I get up at 5:30 AM every single day, and immediately after that, I take a shower and get dressed. At 6:00 AM, I eat breakfast. I usually have black coffee and bread with a piece of cheese. After that, I look for my car keys and I go to my office.

On Tuesdays and Thursdays, I go to the gym after work. On Mondays, Wednesdays and Fridays, I go to the park with my dog. When I get home, I have dinner with my wife. Sometimes, we go out to eat and spend time together. Then, I watch TV for a while, read some news and go to bed at 10:00 pm.

On weekends, we visit either my parents or my wife's, and we always have a great time with them.



### 2. Exercises



**Instructions:** Answer the following questions according to the previous reading.

1. Does Peter live with his wife? \_\_\_\_\_.
2. Do Peter and his wife work at the same place? \_\_\_\_\_.
3. Does Peter have breakfast before he takes a shower? \_\_\_\_\_.
4. Do Helen and Peter have dinner together? \_\_\_\_\_.
5. Does Peter go to bed at 8:00 pm? \_\_\_\_\_.
6. Do they visit their parents on weekends? \_\_\_\_\_.



### 3. Writing activity



**Instructions:** Write about your daily routine. Be specific and include the time.





## 4a. About your friends' weekends!



**Instructions:** Complete the chart below using information from two of your classmates.

Saturday	Sunday
Activities she/he does.	Activities she/he does.
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
Activities she/he doesn't do.	Activities she/he doesn't do.
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



## 4b. Their favourite days of the week!



**Instructions:** Read the following paragraphs. What's each person's favourite day?

My favourite day of the week is Friday. I work from Monday to Thursday, so I have a three-day weekend. I love that, because I can sleep a lot.



Definitely, Saturday! I can hang out with my friends, watch TV and go to bed late. And I don't work on Sundays. It's perfect.

I'm a cashier in a grocery store. I work on weekends! That's why those days aren't my favourite. I prefer Thursdays! I don't work on Thursdays!!!



## 4c. Your favourite day of the week!



**Instructions:** Write about your favourite day of the week and tell us the reasons.



## Lesson A

# UNIT 5



### 1. Adverbs of frequency Grammar explanation

We use **adverbs of frequency** to talk about things that happen regularly, repeatedly or all the time. Read the information below and learn about some common adverbs of frequency.

**Note:** Ever means 'at any time'. We generally use "**ever**" in questions.

**Examples:**

Adverbs of frequency	Relative frequency
Always	100%
Almost always	95 %
Usually/normally	90%
Often	80%
Sometimes	60%
Occasionally	50%
Seldom	30%
Rarely	5%
Almost never	1%
Never	0%

- Do you **ever** go to the cinema?  
Yes, I **normally** go to the cinema.  
Yes, I **sometimes** do.

- Do you **ever** eat ice cream?  
No, I **rarely** eat ice cream.  
No, I **never** do.

Always Present  
Frequency Simple  
Adverbs  
Never Simple  
Sometimes Usually

#### Some rules to remember

- Adverbs of frequency usually go before the main verb (except with "**to be**").

E.G. I **always** remember to do my homework.  
E.G. Susan is **occasionally** late.

- When we use an auxiliary verb (have, will, must, might, could, can, etc.), the adverb is placed between the auxiliary and the main verb.

E.G. They **might never** see each other again.



### 2. Exercises



**Instructions:** Rewrite the complete sentence using the adverb in brackets in its usual position.

1. She listens to the radio. (**Often**).
2. They read a book. (**Sometimes**).
3. Nick gets angry. (**Never**).
4. Ryan goes to the beach. (**Usually**).
5. I take sugar in my coffee. (**Always**).
6. Alex complains about her. (**Normally**).
7. Patrick smokes. (**Rarely**).
8. I check my email. (**Occasionally**).





### 3a. I never eat salad for breakfast...



**Instructions:** Rewrite the sentences using adverbs of frequency and different personal pronouns.

- A. Buy groceries.
- B. Go sky-diving.
- C. Visit new places.
- D. Eat salad at dinner.
- E. Feel very tired.
- F. Take a bus to work.
- G. Go to the beach.
- H. Travel by train.
- I. Enjoy my English class.
- J. Talk to my classmates.

I always buy groceries \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.



### 3b. Speaking activity



**Instructions:** Ask your classmates the following questions and record their answers.

1. Do you ever go to the park?

2. Do you ever download music?

3. Do you ever check your email?

4. Do you ever play sports?

5. Do you ever eat out?



### 4. Martina's activities!



**Instructions:** Fill in the chart below according to the information you hear. Then tell us the frequency of Martina's activities.

Activities	Always	Sometimes	Often	Rarely	Never
Play tennis					
Go to museums					
Visit monuments					
Talk to friends					
Go to bed late					

**Reading** Puzzles  
Running Tennis  
Fishing Computing Chess  
Swimming Cooking Cricket  
Reading Squash Travel  
Reading TV Hockey  
Reading Football



## Lesson B



### 1. Simple present with WH questions

#### Grammar explanation

The **WH-questions** ask for a specific answer with precise information. They are at the beginning of the sentence. After them, we use the auxiliary verb (**do/does**). We don't use **yes** or **no** in the answer.

The format for WH questions is: **WH + do/does + subject + verb + complement.**

#### Examples:

WH words	WH question	Answer
<b>Who</b> – People.	<b>Who</b> do you live with?	I live with my son.
<b>What</b> – Identification.	<b>What</b> do you like to eat?	I like to eat pizza.
<b>Where</b> – Places.	<b>Where</b> does she study?	She studies in Berlin.
<b>When</b> – Time.	<b>When</b> does the bus arrive?	The bus arrives at 7:00 PM.
<b>Why</b> – Reason.	<b>Why</b> does she cry?	She cries because she's sad.
<b>How</b> – Manner.	<b>How</b> do you get here?	By bus.



### 2. Exercises



**Instructions:** Complete the questions using the –WH words.

1. A: \_\_\_\_\_ don't you want to come to the cinema tonight?

B: Because I don't like horror films.



2. A: \_\_\_\_\_ do you work?

B: I work in a library.



3. A: \_\_\_\_\_ do you meet your friends?

B: I meet them at school.



4. A: \_\_\_\_\_ does she come home?

B: She comes home at 9:00 PM.



5. A: \_\_\_\_\_ do you read?

B: I read thriller books.

6. A: \_\_\_\_\_ do they get to work?

B: By train.





### 3. Free time!



**Instructions:** Ask your classmates the following questions.

1. What do you do in your free time?
2. When do you go to the mall?
3. Who do you go to the mall with?
4. When do you normally eat out?
5. Who do you eat out with?
6. Where do you hang out?
7. What kind of pictures do you take?
8. When do you go to the cinema?
9. What kind of games do you play?

BRAIN BREAK  
EXCITING  
GOOD  
COOL  
EASY  
PEOPLE  
BASIC  
FUN  
LEARN  
GAMES  
TIME



### 4a. Order the words!

**Instructions:** Put the words in the correct order to make questions. Remember to add do or does.

1. Who/live /you/with? \_\_\_\_\_
2. How/often /she/go/to/cinema/the/? \_\_\_\_\_
3. Time/what/start/the/film /? \_\_\_\_\_
4. They/get/how/to/school? \_\_\_\_\_
5. You /eat /why/that/? \_\_\_\_\_
6. This /what/machine/do/? \_\_\_\_\_
7. She/eat/where/lunch? \_\_\_\_\_
8. You/feel/how/now/? \_\_\_\_\_



### 4b. Writing activity



**Instructions:** Write a short paragraph explaining what you do in your free time.



## Lesson C



### 1. What do you do at the weekend?



**Instructions:** Listen to the audio and complete the paragraph according to what you hear.

I \_\_\_\_\_ go out on Saturdays. \_\_\_\_\_, I go to restaurants because I love to try new flavours, and \_\_\_\_\_, on Sundays, I watch a movie. I \_\_\_\_\_ go to concerts with my friends, but I \_\_\_\_\_ go to their houses to converse. We love to spend time together. Definitely, I \_\_\_\_\_ have a good time on weekends!



### 2a. What do you ...?



**Instructions:** Listen to the conversation and practise with your classmates.

**Mark:** Hello, Cindy, how are you?

**Cindy:** Excellent Mark!

**Mark:** This is my friend Katrina.

**Cindy:** Oh! Nice to meet you.

**Katrina:** Nice to meet you too.

**Cindy:** What do you do Katrina?

**Katrina:** I work in a hospital. I'm a doctor.

**Cindy:** That sounds great!

**Mark:** Yes, she's an extraordinary neurologist.

**Katrina:** And what do you do Cindy?

**Cindy:** Well, I work in a library. I'm a librarian. I love books.

**Mark:** What type of books do you read?

**Cindy:** I often read horror stories.

**Mark:** Amazing! I usually read suspense books! I think we could have a "book group" to discuss our ideas. What do you think?

**Cindy:** I think it's perfect!

**Katrina:** Yes, I think it's perfect too. I'm in!



### 2b. What does...?



**Instructions:** According to the previous dialogue answer the questions below.

A. What does Katrina do? \_\_\_\_\_.

B. What kind of books does Mark like? \_\_\_\_\_.

C. What does Cindy think about the book group? \_\_\_\_\_.



### 3. Write the questions!



**Instructions:** Write the questions for the following answers.

1.

I usually get up at eight o'clock.

2.

He often goes to the cinema twice a week.

3.

They live in Dubai.

4.

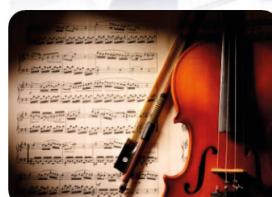
She is a flight attendant.

5.

I like listening to classical music.

6.

The train arrives at 3:30 PM.



### 4a. How often do you...?



**Instructions:** Ask two of your classmates the following questions. Then record their answers.

How often...	Name:	Name:
...do you eat fish?		
...do you wash your face?		
...do you take a shower?		
...do you go swimming?		
...do you ride a bike?		
...do you go to the doctor?		
...do you drink tea?		
...do you chat with friends?		



### 4b. Pick one!



**Instructions:** Choose the correct sentence in each exercise.

- A. I take rarely the train.  
B. I rarely take the train.

- A. Louis can usually go to the park.  
B. Louis usually can go to the park.

- A. We are always here.  
B. We always are here.



## Lesson D



### 1. Melina's hobbies and interests!



**Instructions:** Read the following paragraph and answer the questions below.

Melina has a lot of hobbies and interests. She usually gets up early, so she can run before work. She doesn't often have time to swim, but she occasionally goes on Saturdays. Melina normally rides a horse at a stable near home, she sometimes goes after work, but she really prefers to go on Sundays. She loves music. She almost always goes to choir practice on Thursday evenings and sings in church on Sundays. She doesn't have a lot of extra money, so she rarely goes to concerts in the city. Melina seldom watches TV because she likes doing things outdoors. But if it's raining, she usually works out. She isn't often alone because she has a lot of friends.

**1. Why does Melina usually get up early?**

- She gets up early to run before work.
- She gets up early to go to work.
- She gets up early to have breakfast.

**3. How often does she swim?**

- She often swims.
- She occasionally swims on Saturdays.
- She rarely swims.

**2. How often does she ride a horse?**

- She rides a horse every day.
- She normally rides a horse on Sundays.
- She never rides a horse.

**4. How often does she go to a concert?**

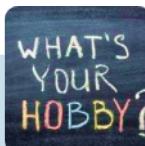
- Almost always.
- Rarely.
- Never.



### 2. Do you have a hobby?



**Instructions:** Use the paragraph above as an example and write about your main hobbies or interests.





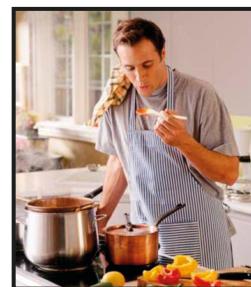
### 3. I usually...



**Instructions:** Read the following texts and practise your pronunciation.

Cooking is my favourite activity to do when I have spare time. I always look for new ingredients at the supermarket to make new dishes. Sometimes, I invite my friends to my house so I can cook for them. They always love my meals and they never complain. I want to learn how to cook authentic Asian food to impress all my friends!

**James, Australia.**



My favourite pass time activity is swimming. I swim almost every day because it is what I like to do the most. I usually swim at the city pool, but occasionally my family and I go to the beach. Swimming at the beach is always better and I never need to turn around and come back, I can just swim and swim.

**Thomas, Scotland.**

My hobbies are all related to horses. I ride horses when I want to relax and I play polo on Saturdays in town. I am a farrier, so I work with horses every day, and after work, I like to spend my free time with these amazing animals. My parents live on a farm and I have a lot of space to ride and practise my skills.

**Lorraine, United States.**

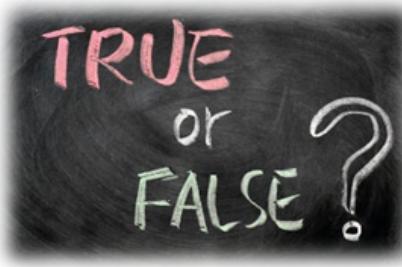


### 4. True or false?



**Instructions:** Read the previous paragraphs again and write if the information is true (T) or false (F).

1. Thomas occasionally goes to the beach with his family. \_\_\_\_\_.
2. Lorraine plays polo on Sundays. \_\_\_\_\_.
3. James wants to learn how to cook Italian food. \_\_\_\_\_.
4. Lorraine's hobbies are all related to dogs. \_\_\_\_\_.
5. Thomas loves swimming. \_\_\_\_\_.
6. James likes to make new dishes. \_\_\_\_\_.





# UNIT 6

## Lesson A



### 1. Count and noncount nouns

#### Grammar explanation

**Count nouns** are related to things that we can count using numbers. They have a singular and a plural form. Articles "a" or "an" are put before a singular countable noun. On the other hand, **noncount nouns** are substances, concepts etc., that we cannot divide into separate elements. We cannot "count" them. For example, we can't count "milk". We can count "bottles of milk" or "litres of milk".

#### Examples:

- We use **some** in positive statements with plural countable nouns and uncountable nouns.

**E.G.** I want **some** apples. (**Plural countable noun**).

**E.G.** I want **some** milk. (**Noncount noun**).

- We use **any** in negative statements with plural countable nouns and uncountable nouns. We also use any for questions.

**E.G.** I do not have **any** tomatoes. (**Plural countable noun**).

**E.G.** Do you have **any** milk? (**Noncount noun**).



### 2. Exercises



**Instructions:** Match the words and the pictures. Then listen to the audio and check your answers.

- |            |                 |           |            |          |             |
|------------|-----------------|-----------|------------|----------|-------------|
| A. Carrots | C. Strawberries | E. Onions | G. Eggs    | I. Pasta | K. Cherries |
| B. Rice    | D. Orange       | F. Cheese | H. Chicken | J. Fish  | L. Milk     |

Some count nouns	Some noncount nouns
1. <input type="checkbox"/>	4. <input type="checkbox"/>
2. <input type="checkbox"/>	7. <input type="checkbox"/>
3. <input type="checkbox"/>	5. <input type="checkbox"/>
6. <input type="checkbox"/>	9. <input type="checkbox"/>
	10. <input type="checkbox"/>
	8. <input type="checkbox"/>
	12. <input type="checkbox"/>
	11. <input type="checkbox"/>

**mean  
COUNT  
two  
nouns  
change  
apples  
one, categories  
flour, ingredients  
coffee, really  
get grouped  
literature, intelligence  
work  
things, important  
order, beer**

**an  
UNCOUNTABLE  
three  
way  
for  
spreading  
Unplanned  
Liquid  
just  
all  
ped  
information  
potato  
fine  
complaints  
barrels  
just  
example  
abstract  
name**



### 3. Any or some?



**Instructions:** Circle the correct option.

1. I think we have **any/some** potatoes for lunch, but we don't have **some/any** carrots.
2. Let's prepare breakfast. Do we have **some/any** cereal?
3. I have **any/some** cherries and bananas.
4. I don't have **some/any** coffee.
5. Do we have **some/any** rice?
6. She doesn't need **some/any** cheese.
7. He has **some/any** pasta.
8. I want to prepare something delicious, but I don't have **some/any** meat.



### 4a. Count or noncount nouns?



**Instructions:** Write "C" for countable and "U" for uncountable.

1. Apples

2. Beef

3. Broccoli

4. Butter

5. Cereal

6. Flour

7. Mushrooms

8. Pineapple

9. Potatoes

10. Salt

11. Sugar

12. Tangerine

13. Tea

14. Tomato

15. Water



### 4b. What do you like?



**Instructions:** Fill in the chart with the food you like and you don't like.

Food I like	Food I don't like



## Lesson B



### 1. Quantifiers: many and much

#### Grammar explanation

We use quantifiers to talk about an amount of something. **Many** is used with plural count nouns and **much** with singular noncount nouns. Many and much can be preceded by the word **how** to form questions; **how many? / how much?**

#### Examples:

Many	Much
How <b>many</b> students are in the classroom?	How <b>much</b> is it?
How <b>many</b> books do you have?	How <b>much</b> water do you usually drink?
I have <b>many</b> postcards.	He doesn't have <b>much</b> time.



### 2a. Exercises



**Instructions:** Complete the following sentences with **many** or **much**.

- A. How \_\_\_\_\_ juice do you want?
- B. I hope to have \_\_\_\_\_ presents for Christmas.
- C. She has \_\_\_\_\_ reasons to think that.
- D. How \_\_\_\_\_ time do you need to finish the report?
- E. \_\_\_\_\_ people know her secrets.
- F. How \_\_\_\_\_ money do you spend every week?



### 2b. Much or many?



**Instructions:** Read the following sentences and circle the correct quantifier.

- A. How **much/many** milk is there in the fridge?
- B. My dog brings me **many/much** different toys.
- C. How **much/many** shampoo does she use?
- D. How **many/much** bread does your son eat every week?
- E. She doesn't have **much/many** paintings in her flat.
- F. How **many/much** carrots do you have in your basket?
- G. How **many/much** is it?

**HOW MUCH?**



### 3. How many things?



**Instructions:** Listen to the conversation and practise the pronunciation.

**Richard:** Hello Erick! How are you?

**Erick:** I am terrific. Are you busy today?

**Richard:** Yes, I have many things to do and I'm tired.

**Erick:** How many things do you have to do?

**Richard:** I have to buy some plants to decorate my new flat, then I need to go to the supermarket and finally, I have to clean.

**Erick:** Wow! That's a lot! Do you want some coffee Richard?

**Richard:** Yes, please. A cup of coffee might help me feel less fatigued.

**Erick:** Sure! How much sugar do you want?

**Richard:** A lot, thanks.

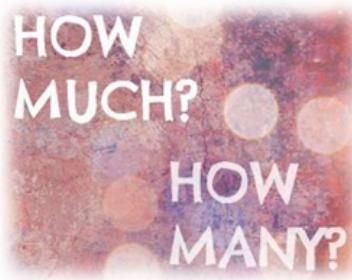


### 4a. Speaking activity



**Instructions:** Ask your partners the following questions.

1. How much coffee do you drink per day?
2. How many showers do you take every day?
3. How much time do you spend learning English?
4. How many students are in the classroom?
5. How much money do you have?
6. How many teachers do you have?



### 4b. Matching!



**Instructions:** Match the words in column A to column B.

A

- How many sweets
- How many cousins
- How much does
- How many books do

B

- it cost?
- are in the jar?
- do you have?
- you want to read?



## Lesson C



### 1a. How much is it?



Instructions: Listen and repeat.

Lizzie: Look at this jacket, I love it!

Anna: Yes, it's lovely.

Salesperson: Hello, good morning. May I help you?

Lizzie: Yes, please. How much is this jacket?

Salesperson: It's \$30.

Lizzie: OK, here is 30 dollars. Thanks!



### 1b. Prices!



Instructions: Listen to the audios and repeat.



How much are these?

They are \$89.45.



How much is this?

It's \$20.25.



How much is this TV?

It's \$250.39.



### 2. Shopping at the supermarket!



Instructions: Listen to the audio and circle the ingredients she needs.



White wine



Oil



Ham



Tomatoes



Milk



Jam



Cheese



Oranges



Red wine



Salt



Chicken



Mushrooms



### 3. Buying things for the new house!



**Instructions:** Listen to two people talking about the things they want to buy for their new home and write the correct prices of the items.



Blue lamp



TV



Camera



Rug



Blu-ray player



Sofa



### 4. How much...?



**Instructions:** Imagine you are a salesperson at a store. Your customers ask you the prices of things and you have to help them. Then change roles.



E. G. How much is this coffee machine? It's \$ 435.72.



Coffee machine  
\$435.72



Books  
\$65.30



Winter hat  
\$23.00



Makeup shadows  
\$98.52





## Lesson D



### 1. How much physical activity do you need?



**Instructions:** Read the following paragraph and practise the pronunciation.

**Adults** should do at least 2 hours and 30 minutes each week of aerobic physical activity at a moderate level, or 1 hour and 15 minutes at a vigorous level. Being active 6 or more hours each week can provide many health benefits. Remember to choose activities that are appropriate for your fitness level.



**Children and adolescents (6-17)** should do 60 minutes or more of physical activity each day. As part of this time, they can include climbing and jumping. The most important thing is that all these activities are properly developed, that way they can have fun and feel healthy at the same time.



### 2. How much time?



**Instructions:** According to the previous texts answer the questions below.

A. How much physical activity do adults need?

B. How much physical activity do adolescents and children need?

C. Please, mention the two activities suggested for children and adolescents.





### 3. My favourite kind of food!



**Instructions:** Read the following paragraph and practise the pronunciation. Then, write a similar text about your favourite kind of food.

I love all Asian food. My favourite dish is honey chicken with fried rice. I make it with traditional ingredients and cook the rice in my wok. I combine many different things such as, ham, shrimp, eggs and vegetables to make the rice. The taste of Asian food is what I like the most.

[Four empty lines for writing]



### 4. Tastes!



**Instructions:** Read the following texts and then answer the questions below.



My favourite kind of food is sushi, I love it because it is healthy and delicious. My preferred restaurant is really close to my house and I like to go there with my family and my boyfriend. I don't know how to prepare sushi, but I want to learn how to do it.

(Mary, Uruguay).

I love pasta! I am from Italy, so I usually eat Italian food: spaghetti, ravioli, rigatoni, tortellini and lasagne; but cannelloni are my favourite. I like it when my wife prepares this dish with tomato sauce, cheese and mushrooms.

(Paolo, Italy).



A. What is Mary's favourite food?

[One empty line for writing]

B. What's Paolo's favourite dish?

[One empty line for writing]

C. Why does Mary like to eat sushi?

[One empty line for writing]

D. Does Paolo like spaghetti?

[One empty line for writing]



# UNIT 7

## Lesson A



### 1. Can and can't Grammar explanation

**Can** is a modal verb used to express ability, or to say that something is possible. It is the same verb for all subjects. You do not add an "s" in the third person. After 'can' we use the infinitive form of the verb without "to". To form the negative we add "not" after can: **cannot**. We can also say **can't** (contraction).

#### Examples:

Can	Can't
I <b>can</b> speak Chinese.	I <b>can't</b> swim.
He <b>can</b> dance very well.	You <b>can't</b> drive.
We <b>can</b> sing.	They <b>can't</b> draw.
They <b>can</b> cook.	She <b>can't</b> play football.

#### How to make questions

To form the question we put 'can' before the subject. The main verb is in the infinitive form without "to".

- **Can** you play chess? Yes, I **can**.
- What **can** Louisiana do? She **can** swim.

### 2. Exercises



**Instructions:** Match the questions to the answers.

**"I CAN DO THIS"**

A. Can she play football?

Yes, she can. She prepares amazing cakes!

B. Can Michael speak Chinese?

Yes, she can. We always play together!

C. Can Isabella cook very well?

No, I can't fix them.

D. Can I park in front of the bank?

Yes, he can. He lives in China.

E. Can you fix cars?

No, he can't dance, but he can sing.

F. Can Philippe dance?

No, you can't park in front of the bank.



### 3a. Who can...?



**Instructions:** Ask your classmates about their abilities. Then, record their answers in the chart below.

E.G. Who can play the guitar? Melissa can play the guitar.

Questions	Answers
Who can play basketball?	
Who can speak a different language?	
Who can draw?	
Who can play an instrument?	
Who can drive?	
Who can prepare delicious meals?	
Who can ride a bike?	



### 3b. Order the words!



**Instructions:** Put the words in order to form sentences and questions.

YES  
YOU  
CAN!



1. Repeat/you/that,/please/can/?
2. They/the/piano/play/can/?
3. Marcus/can't/hockey/play.
4. Can/pass/me/you/the/book/?
5. Stephany/horses/can/ride.



### 4. Rebecca's talents!



**Instructions:** Referring to the information in the chart below write affirmative or negative sentences.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

X	Paint.
X	Knit.
✓	Write books.
✓	Dance tango.
✓	Speak Russian.
X	Play rugby.



## Lesson B



### 1. Imperatives

#### Grammar explanation

You can use **imperatives** to give orders and instructions, or to ask people to do something. Through imperatives you can express commands or requests. In imperative sentences there is an implied **you**.

Commands	Requests
Cut the vegetables.	Please, give me the paper.
Come and sit down.	Please, do not do that.
Take a shower.	Could you do me a favour, please?



### 2. Exercises



**Instructions:** Put the words in brackets into the gaps. Mind the positive or the negative forms.

1. (To wash) \_\_\_\_\_ your hands.



2. (Not/to swim) \_\_\_\_\_ in this lake.

3. Please, (to call) \_\_\_\_\_ the police.

4. (Not/to feed) \_\_\_\_\_ the animals in the zoo.



5. (To open) \_\_\_\_\_ the door, please.

6. (Not/to tell) \_\_\_\_\_ my mom about the accident.

7. Please, (to be) \_\_\_\_\_ quiet in this room.

8. Please, (not/to smoke) \_\_\_\_\_ in this room.

9. (To go) \_\_\_ to the supermarket and (to bring) \_\_\_ some cheese!

10. (Not/to wait) \_\_\_\_\_ for me. I'm busy tonight.





### 3. Pay attention!



**Instructions:** Fill in the gaps with the correct verbs from the chart below. Pay attention because there are two extra verbs.

Forgive

Forget

Lock

Make

Be

Open

Bring

Hello Karina, here are the keys of our house, please do not \_\_\_\_\_ the door to anybody. You can watch TV until late if you want, but remember to turn off all the lights and switch on the alarm system before you go to bed. \_\_\_\_\_ sure my son Todd is asleep before you and \_\_\_\_\_ the doors early. Finally, Todd's milk is inside the refrigerator in a small bottle, he always drinks it before falling asleep. \_\_\_\_\_ a good girl and please don't \_\_\_\_\_ these instructions. See you soon.



### 4. Pick the best!



**Instructions:** Choose the best imperative for each sentence.

1. \_\_\_\_\_ careful! You almost spilled your drink.

- A. Don't be.      B. Be.      C. You be.

2. \_\_\_\_\_ this medicine before you go to bed, okay?

- A. Take.      B. Need.      C. Forget.

3. Erika, \_\_\_\_\_ please. I'm ready to begin teaching.

- A. Sit.      B. Save.      C. Sit down.

4. \_\_\_\_\_ so warmly. It's not snowing outside!

- A. Dressing.      B. Dress.      C. Don't dress.

Get a job!  
Get a haircut!  
Brush your teeth!  
Take the dog out!  
Eat healthy!  
Don't smoke!  
Be nice!

Mom :)





## Lesson C



### 1. Can I speak to...?



**Instructions:** Listen to the conversation and practise the pronunciation.

**Receptionist:** Good morning, Dr. Richard's office.



**Andrea:** Hello. Can I speak to Doctor Richard?

**Receptionist:** Who is this please?

**Andrea:** It's Andrea Houston.

**Receptionist:** Hold on, please... Oh, I am sorry, but  
Doctor Richard is with a patient.



**Andrea:** OK, thanks.



### 2. How can I help you?



**Instructions:** Listen to the next phone call and answer the questions below.

1. What is the secretary's name?



2. Is Gonzalez Marcus' last name?



3. Why can't Mr Gonzalez attend Mr White's call?



4. Can they have the meeting on Tuesday?



5. What time is the meeting?

6. Is the meeting at Mr Gonzalez's office?





### 3. Show your talent!

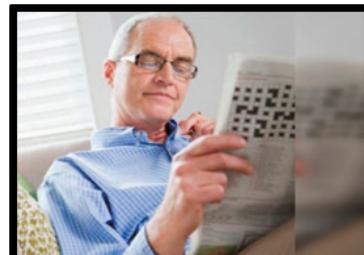


**Instructions:** Listen to the host describe the abilities of the contestants and check the things they can do.

1.



2.



3.



### 4. What can they do?



**Instructions:** Listen to the conversations and answer the following questions according to what you hear.



Why can't he talk now?

What can they do tonight?

Can she smoke there?



## Lesson D



### 1. How to prepare arepas!



**Instructions:** Read the text and practise the pronunciation. Then circle the imperatives that you find.



Welcome to my blog, *Cooking with Dinah*. Today, I want to teach you how to prepare one of my favourite recipes, arepas.

Well, for this, you need some ingredients: one pound of flour, half a pound of cheese, some butter, and some water, 1 tablespoon of salt, a little sugar, a frying pan and a bowl where you can mix everything. Once you have all the ingredients, you can start to prepare your arepas.

First, take the flour, the butter and the cheese and put them in a bowl, then add water, sugar and salt to your liking. Mix everything with a mixer or with your hands.

After that, put the frying pan on the stove to start heating it. When the mixture is ready, start making the shape of the arepas and put them in the frying pan. A few minutes later, flip the arepa to be cooked on the other side. Finally, take them out of the frying pan.

Remember, that if you want, you can open the arepa and add other ingredients such as chicken, ham, cheese, eggs or tuna, among others.



### 2. Number the pictures!



**Instructions:** Number the pictures according to the steps for preparing the arepas.





### 3. The Vangils family!



**Instructions:** Read about this talented family in the Netherlands. Then underline the abilities they have.

The Vangils family from Amsterdam, the Netherlands, is a very talented family in the country. Roaland is the father. He's 56 years old and he can do different things. He can run for a long time. Every day, he goes running in his neighbourhood for 40 minutes. He can also swim very well. Roaland can't speak any foreign languages, but his wife, Ingen, certainly can! She can speak Spanish, English and even Portuguese. And she can teach them too. She works at the British Language Learning Centre in Amsterdam.

Roaland and Ingen Vangils have three children and they can all do many things too. Klaas, 23, can't run for long distances like his father, but he can run very fast. He can run 100 meters in just 11 seconds. He runs for a local team. The middle child is Emma, who is 18. She's similar to her mother, and she loves foreign languages. She studies Spanish and French and can speak both of them very well. When she's with her mother, they speak Spanish and nobody in the house can understand them!

Ika is the baby of the family. She's only 8 years old. She can't speak different languages or run long distances. What can she do? She can bake the best cakes in the world! And her parents and her siblings love to eat them.



### 4a. True or false!!!



**Instructions:** According to the previous text, write if the following sentences are true (T) or false (F).

1. Roaland Vangils is 56 years old. \_\_\_\_\_.
2. The Vangils have four children. \_\_\_\_\_.
3. Klaas can run 100m in just 11 seconds. \_\_\_\_\_.
4. Emma is 18 and she is similar to her mother. \_\_\_\_\_.
5. Klaas runs for a national team. \_\_\_\_\_.
6. Ika is only 8 years old and she can bake cakes. \_\_\_\_\_.
7. Ingen speaks French. \_\_\_\_\_.



### 4b. What can you do?



**Instructions:** Write a short paragraph mentioning your abilities. Then share them with the class.



# UNIT 8

## Lesson A



### 1. Prepositions of place and direction

#### Grammar explanation

**Prepositions of place** are used to show the location of one thing in relation to another. These prepositions answer the question "Where?".

**Examples:**

#### Some prepositions of place

**On:** The noun is located on a surface. It touches something.

**In:** When something is inside something else. (Enclosed).

**Between:** Something or someone is on each side.

**Next to:** Not far away in distance.

**On the corner of:** The place where two streets meet (forming an angle).

**Across:** From one side to the other side.

- I live **across from** a supermarket. (It is on the other side of the road).
- Guards stand **next to** the entrance of the bank.
- The clothes are **in** the closet.
- Our house is **between** the library and the school.
- I live **on** Portland Street.
- The huge bookshop is **on the corner of** Main Street and Third Avenue.



### 2. Exercises



**Instructions:** Complete the following sentences with the correct preposition of place.



1. The woman is \_\_\_\_\_ the hotel.

2. The woman is \_\_\_\_\_ the camp store and the house.

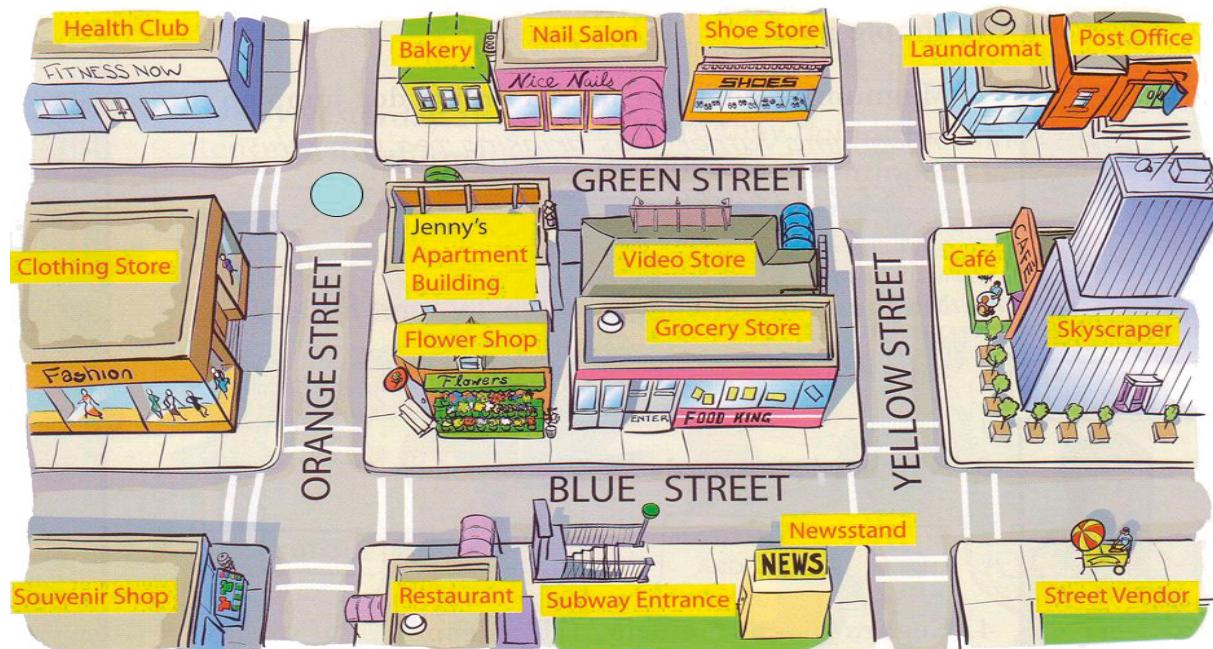
3. The woman is \_\_\_\_\_ the house.



### 3. Find the places!



**Instructions:** Look at the map and according to the information select the correct answer.



1. Can you help me? I am looking for the \_\_\_\_\_. Do you know where it is?  
Sure, it's located across from the video store, next to the skyscraper.

A. Grocery shop.

B. Café.

C. Laundromat.

2. My friend is in the \_\_\_\_\_, but I don't know where it is.  
Oh, it's easy! It is on Green Street, between the bakery and the shoe store.

A. Nail salon.

B. Video store.

C. Health club.

3. Excuse me, where is \_\_\_\_\_ located?  
It's located next to the flower shop, on the corner of Orange Street and Green Street.

A. Jenny's apartment.

B. Bakery.

C. Clothing store.

4. Please, help me! I need to find the \_\_\_\_\_. Where is it?  
It's located on Yellow Street, across from the newsstand.

A. Skyscraper.

B. Restaurant.

C. Street vendor.



### 4. Speaking activity!



**Instructions:** Look at the map above and answer the following questions.

1. Where is the post office?

3. Where is the grocery store?

2. Where is the souvenir shop located?

4. Where is the newsstand located?



## Lesson B



### 1. There is/ there are Grammar explanation

We use **there + be** to express the existence or absence of something. "**There is**" is for countable singular nouns and for all uncountable nouns. On the other hand, we use "**there are**" for countable plural nouns. Look at the chart below.

**Examples:**

There is	There are
<b>There's</b> milk. (Uncountable noun).	<b>There are</b> three cars.
<b>There is</b> a square. (Countable singular noun).	<b>There are</b> four cakes.
<b>There is not</b> water. (Uncountable noun).	<b>There are not</b> any animals.
<b>There isn't</b> a park. (Countable singular noun).	<b>There aren't</b> any balls.

**Contractions:** There's → there is. There isn't → there is not. There aren't → there are not.

### Interrogative way

To form questions we put **is/are** before '**there**'. For questions in plural, or uncountable nouns you add '**any**' after '**there**'. For questions in singular use '**a**' or '**an**' after '**there**'.

Singular	Plural
<b>Is there</b> an aquarium? (Count noun).	<b>Are there any</b> museums?
<b>Is there any</b> juice? (Uncountable noun).	<b>Are there any</b> students?



### 2. Exercises



**Instructions:** Look at the pictures below and complete the statements using **there is/isn't** or **there are/aren't**.



\_\_\_\_\_ a panda in the **zoo**.



\_\_\_\_\_ a person in front of the **monument**.



\_\_\_\_\_ paintings in the **museum**.



\_\_\_\_\_ fish in the **aquarium**.



\_\_\_\_\_ people in the **stadium**.



\_\_\_\_\_ trees in the **square**.



### 3. London!



**Instructions:** Fill in the gaps using **there is / is there / there are / are there** and **any**.

1. \_\_\_\_\_ lots of shops in Piccadilly Circus.
2. \_\_\_\_\_ Chinese restaurants in Paddington?
3. \_\_\_\_\_ many cabs in London.
4. \_\_\_\_\_ always something interesting to do in London!
5. \_\_\_\_\_ guided tours and cruises on the river?
6. \_\_\_\_\_ several abandoned tube stations.
7. \_\_\_\_\_ a river? Yes, the Thames.
8. \_\_\_\_\_ a giant ferris wheel? Yes! It's the London Eye.
9. \_\_\_\_\_ a great clock its name is Big Ben.
10. \_\_\_\_\_ pubs associated with artists, writers and poets.
11. \_\_\_\_\_ an entire pet cemetery in Hyde Park.
12. \_\_\_\_\_ museums? Yes, one of them is called Madame Tussauds.



### 4a. Multiple choice!



**Instructions:** Choose the correct option according to the statement.

A. \_\_\_\_\_ a French girl in my class.

- There is  
 There are

B. \_\_\_\_\_ some children in the house.

- There is  
 There are

C. \_\_\_\_\_ four cats in the yard.

- There is  
 There are

D. \_\_\_\_\_ a fork next to the plate.

- There is  
 There are



### 4b. Speaking activity



**Instructions:** Tell the class about some interesting places in your city.



## Lesson C



### 1. We are in Rio!



**Instructions:** Listen to the dialogue and then practise with a classmate.

**Julia:** Oh Matthew! I can't believe we are in Rio!

**Mathew:** Yes, Julia! There are a lot of places to visit.

**Julia:** Are there any museums here?

**Mathew:** Of course Julia! There are three important museums: the National Museum of Fine Arts, the Museum of Modern Art and the Republic Museum. There are also other interesting places to visit in Rio: The famous monument called "Christ the Redeemer", the Maracanã Stadium and the Tijuca National Park.

**Julia:** I cannot wait to start our adventure in this city!

# BRAZIL



### 2. What a house!!!



**Instructions:** Complete the spaces with **there is** or **there are**, then answer the questions below.

Sam Stevens, the CEO of an important enterprise, has a \$49,247,000 house in Calabasas, California. \_\_\_\_\_ twelve bedrooms, twenty bathrooms, two pools and four kitchens in his house. \_\_\_\_\_ a huge library and even a movie theatre. The security system includes cameras and sensors in the floor (like in the movies). The house computer system automatically turns on music when you enter a room.

1. How many bedrooms are there?

2. Is there a movie theatre?

3. Is there a security system?

4. Are there any pools?





### 3. How do I get to the movie theatre?



**Instructions:** Listen to the dialogue and practise the pronunciation.

**Carol:** Excuse me, how do I get to the movie theatre?



**Adrian:** It's very easy. Go up Second Avenue and take a right on Main Street.

**Carol:** That's it?

**Adrian:** Yes!

**Carol:** Thanks, you are very helpful.



### 4a. Where is the...?



**Instructions:** Listen to the instructions and follow the directions to get to a specific place.

Go up



Turn left



Turn right



Walk down



### 4b. Giving some directions!



**Instructions:** Use the map to give your classmates some directions and see where they arrive.



## Lesson D



### 1. The Edinburgh Zoo



**Instructions:** Read the following article about the Edinburgh Zoo and answer the questions below.

The Edinburgh Zoo is considered one of the most beautiful zoos in the world. It is located in Edinburgh, the capital of Scotland, and there are about 1,000 animals there. You can find more than 171 species and the major exhibits include giant pandas, penguins, koalas, chimpanzees and sun bears.

People love to go to the Edinburgh Zoo because they can find many animals from different parts of the world. There are koalas from Australia, pandas from China, many penguins from Antarctica, big cats from Africa (there is also a beautiful and elegant black panther), and birds from all over the world.

More than 600,000 people visit the zoo every year. They can spend the whole day there. What people like the most about this zoo is that the animals don't live in cages, the zoo tries to recreate their natural environment.

There are some animals that do not stay for the whole year. For example, there are zebras at the zoo in summer but not in winter.

If you are not in Edinburgh, you can visit the zoo through the website. There you can see photos, podcasts, educational resources and the most interesting part, webcams to see the animals in real time.



### 2. Exercises



**Instructions:** Read the text again and answer the following questions.

1. Where is the zoo located?

2. How many animals can you find there?

3. Write down at least four species you can find in the Edinburgh Zoo.

4. Why do people love to go to the Edinburgh Zoo?

5. How many people visit the Edinburgh Zoo every year?

6. Are there any big cats in the zoo?

EDINBURGH  
ZOO



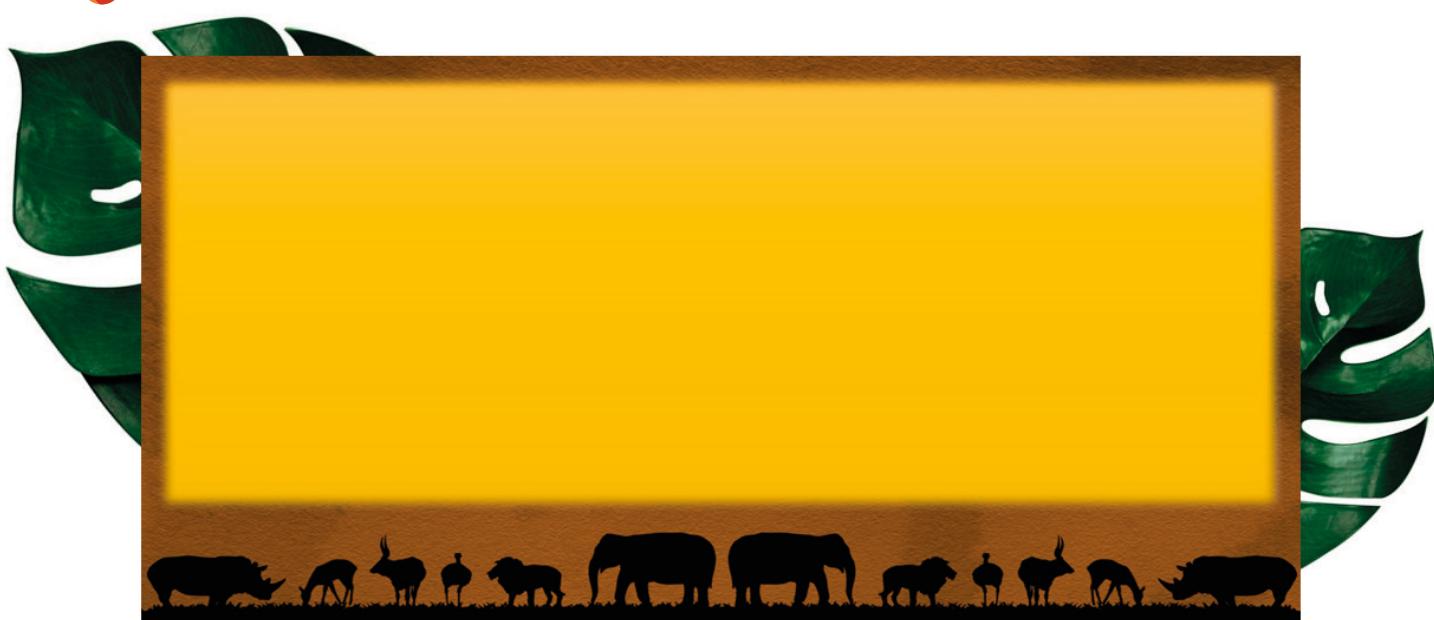
100  
YEARS



### 3. My favourite zoo!



**Instructions:** Write about a zoo you have visited. Use the previous article as a guide.



### 4. Where is it?



**Instructions:** Look at the map below and write true (T) or false (F).

1. The anteater's cage is between the panda and the zebra's cages. \_\_\_\_\_.
2. The penguins are next to the lion. \_\_\_\_\_.
3. The tucan is across from the lake. \_\_\_\_\_.
4. The flamingo is in the lake. \_\_\_\_\_.
5. The ostrich is in front of the panda. \_\_\_\_\_.
6. The panda's cage is between the lion and the penguins' cages. \_\_\_\_\_.





## Lesson A

# UNIT 9



### 1. Present continuous Grammar explanation

**Present continuous** puts emphasis on the progression or duration of an action. It's used for actions that are outgoing at the moment of speaking, or that take place for a short period of time (temporary situations).

The present continuous structure is as follows: **Subject + be (am, is, are) + verb + ing.**

**Examples:**

E.G. He is studying for an exam.

E.G. My sister is working in England this month.

#### How to make yes/no questions in present continuous

**Form:** am, is, are + subject + main verb-ing + the rest.

Auxiliary verb	Subject	Verb	The rest
Are	they	finishing	their homework?

#### How to make WH- questions in present continuous

**Form:** WH- word + am/is/are + subject + main verb-ing + the rest.

Wh- word	Auxiliary verb	Subject	Verb	The rest
Where	is	she	playing	tennis?

#### Some rules for adding "ing".

- If the verb has a **consonant + vowel + consonant** you double the last consonant.  
E.G. **Get** → I am **gett**ing a message.
- If the verb ends in **-e** you remove the **-e** and replace with **-ing**.  
E.G. **Dance**. → He is **danc**ing.
- If the verb ends in **-ie** you change the **-ie** to **-y** and add **-ing**.  
E.G. **Lie**. → Rebecca is **ly**ing.



### 2. Exercises



**Instructions:** Make questions in present continuous.

1. \_\_\_\_\_ you \_\_\_\_\_ the kitchen, Mary? (**To clean**).
2. What country \_\_\_\_\_ they \_\_\_\_\_ (**to visit**) at the moment?
3. \_\_\_\_\_ Carmen \_\_\_\_\_ a pullover? (**To wear**).
4. Where \_\_\_\_\_ you \_\_\_\_\_? (**To work**).
5. \_\_\_\_\_ Melissa \_\_\_\_\_ a cup of tea? (**To drink**).





### 3a. What are you doing these days?



**Instructions:** Listen to the conversation and practise the pronunciation.

**Diego:** What are you doing these days Patrick?

**Patrick:** A lot of things. I am learning German and also I am playing tennis every weekend with my sister Sonia.

**Diego:** It sounds good. You seem busy.

**Patrick:** I am, but it's nice. And you Diego? What are you doing these days?

**Diego:** I am busy too. I am learning to cook. Oh! And I'm taking Spanish classes.

**Patrick:** Wow!!! Do you like languages too?

**Diego:** Yeah, I do.

**Patrick:** Well, I have a class. It is good to see you Diego. See you again soon.

**Diego:** See you soon Patrick!!!



### 3b. Speaking activity



**Instructions:** Ask your classmates about the things they are doing these days. Record their answers in the chart below.

Questions	Name:	Name:
Where are you living?		
Are you working on weekends?		
What are you studying?		
Are you taking a dance class?		



### 4. Fill in the gaps!



**Instructions:** Complete the following sentences with the correct “ing” form.

1. Maria \_\_\_\_\_ (**to study**) for a test.
2. I \_\_\_\_\_ (**to wash**) the dishes.
3. Mark \_\_\_\_\_ (**to clean**) the room.
4. George and Christian \_\_\_\_\_ (**to apply**) for a scholarship.
5. Steven \_\_\_\_\_ (**to watch**) his favourite TV show.
6. Henry \_\_\_\_\_ (**to eat**) a delicious Caesar salad.





## Lesson B



### 1. Simple present VS present continuous

#### Grammar explanation

We use **simple present** for daily routines, repeated actions, and scheduled events. On the other hand, we use **present continuous** for actions happening at the moment of speaking (or around the moment of speaking), and for temporary situations.

#### Examples:

Simple present	Present continuous
I drink coffee every morning. ( <b>Routine</b> ).	Liz is studying for a test. ( <b>Temporary action</b> ).



### 2a. Exercises



**Instructions:** Complete the following sentences with simple present or present continuous.

- A. Massimo  (to play) golf every weekend.
- B. Listen! Andy  (to sing) in the shower.
- C. Smells good! What  you ? (**To make**).
- D. They often  the bathroom. (**To clean**).
- E. Every day, her grandmother  for a walk. (**To go**).
- F. I  with my boyfriend now. (**To chat**).
- G. My brother usually  in the kitchen . (**To help**).



### 2b. What are they doing?



**Instructions:** Look at the pictures below. Ask questions using present continuous.

E.G. What is she doing? She is painting the wall.

1



2



3



4





### 3. Where do you want to go?



**Instructions:** Listen to the conversation and then practise the pronunciation.

**Michael:** Hi James, what are you doing?

**James:** Oh, hi Michael, I am studying for my exams. I have three subjects to read now and I'm finishing the rest tomorrow.

**Michael:** Wow! That's a lot of studying. Do you want to eat something with me to have a break?

**James:** That sounds great! Where do you want to go?

**Michael:** Well, my friends usually eat at Tony's Restaurant. He sells really good burgers. What do you like to eat?

**James:** I like burgers, that's sounds good. When can we go?

**Michael:** My friends are leaving now, so we can meet them there if we hurry.

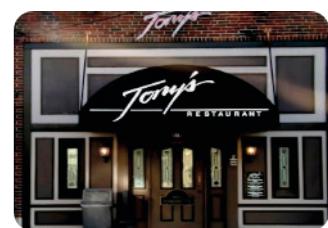
**James:** OK, I need to get my jacket and pack up my study books.

**Michael:** No problem, my friends are travelling from downtown so we have some time.

**James:** They can take First Avenue to get there, I walk that way every day.

**Michael:** I'm chatting to the guys now, they are taking Second Avenue.

**James:** I'm ready, tell the guys we are walking out of the house now, and we can meet them in fifteen minutes.



### 4. Pick one!



**Instructions:** Read the following sentences and select the correct option.

1. He **watches/is watching** the news every night.
2. We **play/are playing** Monopoly at the moment.
3. Look! Rudolf **is leaving/leaves** the house.
4. Rachel and Carol often **are going/go** to the cinema.
5. Edward is **eating/eats** a peach at the moment.
6. She **is playing/plays** handball every Monday and Thursday.







### 3. Fill in the gaps!



**Instructions:** Complete the following email with the correct form of the verbs.

Dear Thomas, I \_\_\_\_\_ (**write**) to you from our hotel in Barcelona. I am on holidays with my wife and we \_\_\_\_\_ (**have**) a great time. The weather is great and the sun \_\_\_\_\_ (**shine**) incredibly. Now, I \_\_\_\_\_ (**look**) outside my window and people \_\_\_\_\_ (**go**) to the beach. They \_\_\_\_\_ (**look**) happy. There are some people who \_\_\_\_\_ (**make**) sand castles and others \_\_\_\_\_ (**swim**).

We \_\_\_\_\_ (**have**) culinary experiences here. Maritza and I \_\_\_\_\_ (**drink**) and \_\_\_\_\_ (**eat**) all the delicious dishes that we can \_\_\_\_\_ (**find**) here. We want \_\_\_\_\_ (**try**) all the food, but it is impossible.

Well, Maritza \_\_\_\_\_ (**wait**) for me downstairs. So I'll write to you later.

James



### 4. What are they doing?



**Instructions:** Listen to the dialogues and answer the next questions.



A. Is Daniel playing video games?

\_\_\_\_\_

C. Is Tina studying at university these days?

\_\_\_\_\_

B. Is Mary cooking dinner?

\_\_\_\_\_

D. Why is she writing a letter to her boyfriend?

\_\_\_\_\_





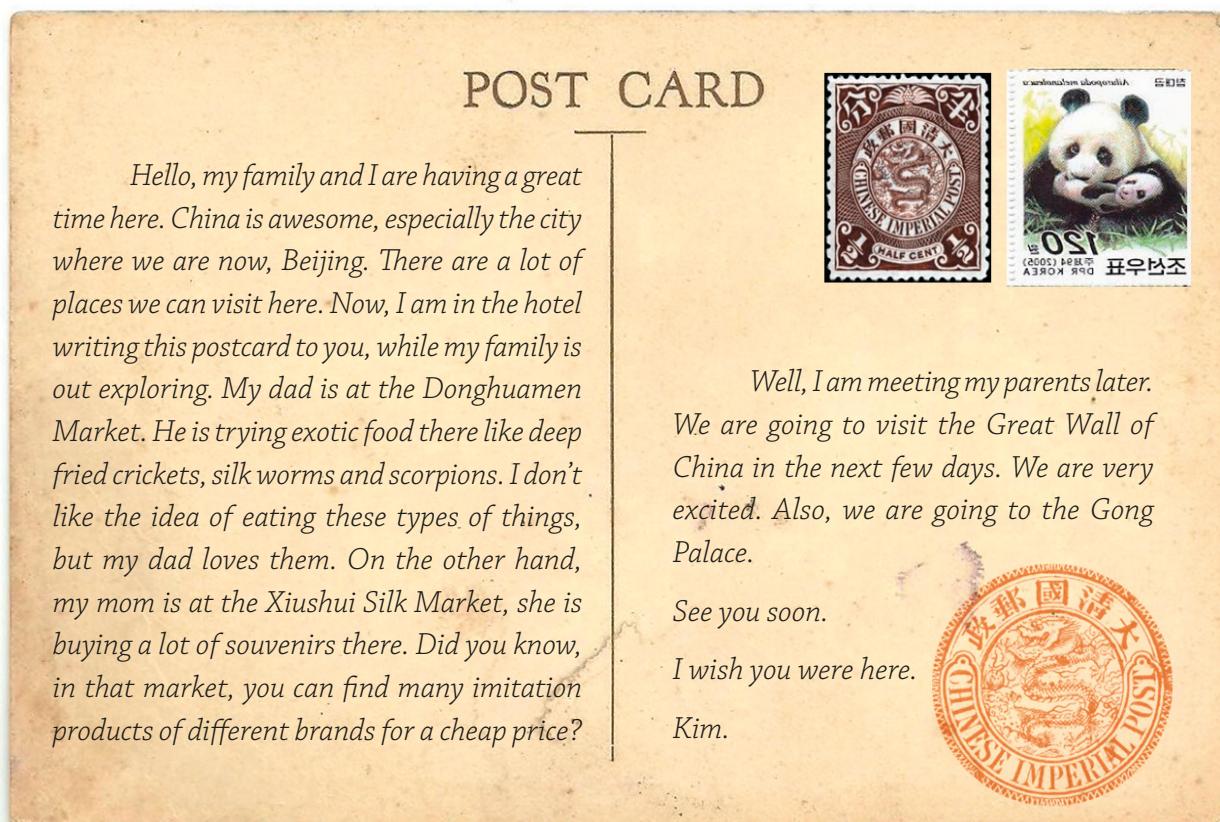
## Lesson D



### 1. Greetings from China!



**Instructions:** Read the following postcard and answer the questions below.



### 2. Exercises



**Instructions:** Read the postcard again and answer the following questions.

A. What kind of food is Kim's father trying?



B. In what city are they?



C. What market is Kim's dad visiting?



D. Are they having a great time?

E. Where can you find many imitation products for a good price?

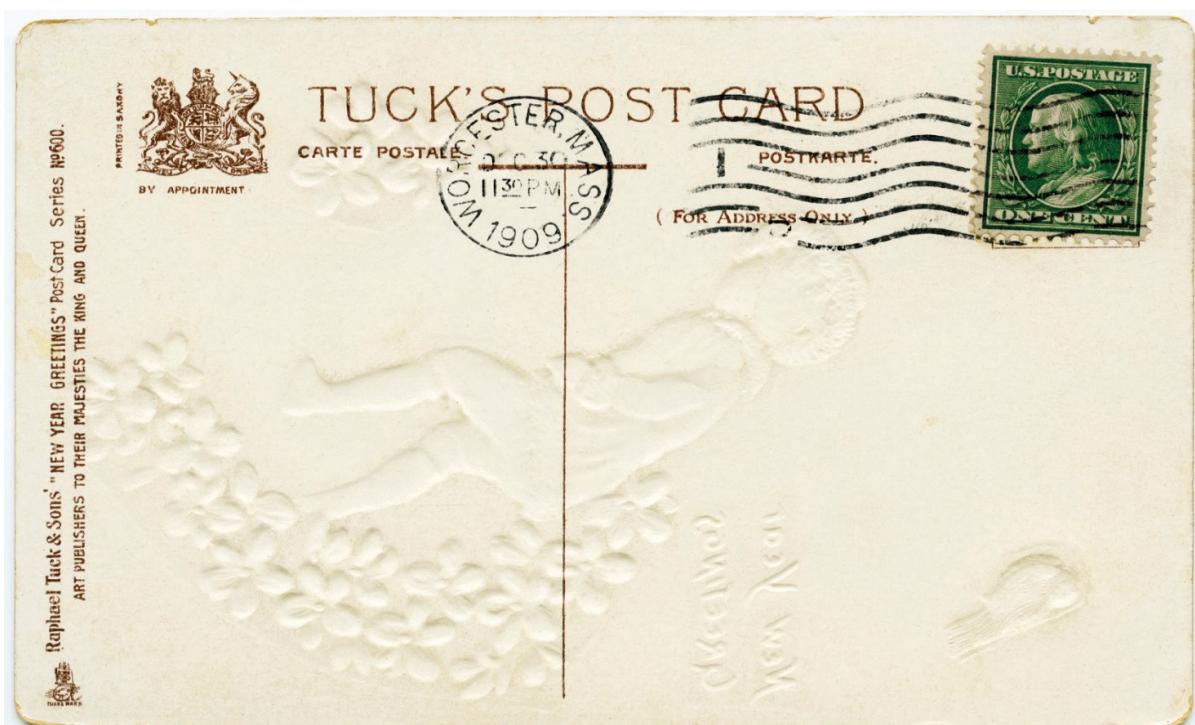




### 3. Writing a postcard!



**Instructions:** Imagine that you are writing a postcard to a friend while you are sitting on the balcony of your hotel room (at the beach, in the mountains, etc.). Use the previous example as a guide.



### 4. Our typical Christmas Eve!



**Instructions:** Read the text carefully and then answer the questions.



On Christmas Eve, we all usually go to my parent's house. Normally, we have a delicious dinner at 8:00 PM and then we open our presents. But this time is different! My brother George and his wife are in Brazil. They are visiting some friends and having fun. It's our first Christmas without them. However, we are very happy because they are spending time as a couple and doing something special.

A. What time do they normally have their Christmas dinner?

B. Where do they usually celebrate Christmas?

C. Are George and his wife visiting some friends in Brazil?





# UNIT 10

## Lesson A



### 1. Simple Past (regular verbs)

#### Grammar explanation

We use **simple past** to express the idea that an action started and finished at a specific time in the past. We also use this tense to list a series of completed actions. The simple past for regular verbs is formed by adding **-ed** to the base form of the verb (the infinitive without to). It is the same for all persons.

**Note:** The negative way is formed by adding **did not** before the simple form of the verb.

#### Examples:

Affirmative sentences	Negative sentences
I <b>washed</b> my hands.	I <b>did not wash</b> my hands.
He <b>cleaned</b> the room.	He <b>did not clean</b> the room.
They <b>finished</b> their homework.	They <b>didn't finish</b> their homework.

**Contraction:** Didn't (did not).

-To list a series of completed actions in the past.

**E.G.** I **finished** work, then I **walked** to the beach and **rested** in the sand.

**E.G.** He **arrived** from the airport at 8:00 and **checked** into the hotel at 9:30.

-To talk about the duration of completed tasks in the past.

**E.G.** I **lived** in Canada for 3 years.

**E.G.** We **talked** on the phone for 45 minutes.

#### Some rules to remember

- For the regular verbs that end in a consonant + **-y**, change the **-y** to **-i** and add **-ed**.

**E.G.** Apply → I **applied** for a new job.

- For the regular verbs that end in **-e** you only add **-d**.

**E.G.** Love → I **loved** that movie.

- For regular verbs that end in a vowel + **-y**, add **-ed**.

**E.G.** Play → They **played** soccer two years.

- For regular verbs ending in **consonant + vowel + consonant**, double the final consonant before adding **-ed**.

**E.G.** Stop → We **stopped** them.





## 2. Exercises



**Instructions:** Complete the sentences with the correct form of the verbs.

- A. Noah \_\_\_\_\_ (**dance**) a lot yesterday.
- B. I \_\_\_\_\_ (**want**) to go to the cinema last Friday.
- C. Patrick and Ron \_\_\_\_\_ (**graduate**) 2 weeks ago.
- D. Michelle and I \_\_\_\_\_ (**arrive**) in Barcelona at 4:00.
- E. Sonya \_\_\_\_\_ (**talk**) to me about her new boyfriend.
- F. You \_\_\_\_\_ (**play**) volleyball last Tuesday.
- G. Jessica \_\_\_\_\_ (**skip**) very fast.



## 3. Label the pictures!



**Instructions:** Listen to Charlotte talk about her last vacation, then number the pictures from 1 to 3.

1.

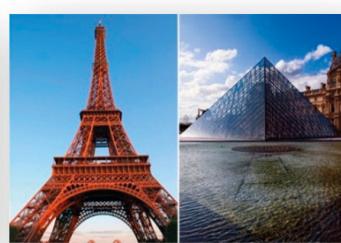
Two months ago my sister Virginia called me to invite me to Paris and I accepted.

2.

We visited many different places, including: The Eiffel Tower and The Louvre Museum.

3.

Virginia and I shopped for a lot of souvenirs and loved every corner of this city.

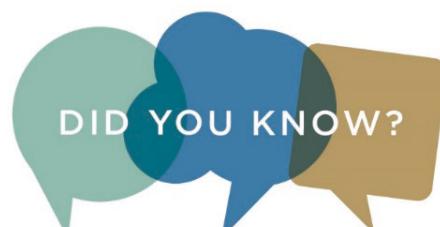


## 4. Speaking activity



**Instructions:** Ask your classmates the following questions in simple past.

- A. Did you walk to come to class?
- B. Did you watch TV yesterday?
- C. Did you visit some relatives last weekend?
- D. Did you prepare breakfast this morning?
- E. Did you do your homework?





## Lesson B



### 1. Simple past (irregular verbs)

#### Grammar explanation

Some past verbs are irregular. Their past forms do not end in **-ed**. There is no rule for these verbs. You have to learn them by heart. Look at the following list, here are some of the most common irregular verbs.

Examples:

The Infinitive form	Simple past	
Come	Came	- I <b>drank</b> a lot of orange juice.
Do	Did	- I <b>spoke</b> to him on Thursday.
Drink	Drank	- We <b>ate</b> fantastic sushi yesterday.
Drive	Drove	- He <b>went</b> to the cinema last week.
Eat	Ate	- We <b>did</b> it!
Fall	Fell	
Go	Went	
Have	Had	
Speak	Spoke	- My cousin <b>didn't come</b> to the party.



### 2a. Exercises



Instructions: Complete the sentences with the correct simple past irregular verbs.

- A. Eric  (not/write) to his father.
- B. Kristell  (have) a diary.
- C. Cynthia and Stephan  (meet) yesterday.
- D. I  (sing) too much last night. Now I have a sore throat!
- E. Mariana  (not/eat) her ice cream.
- F. The boy  (fall) off his bike.
- G. Malena  (find) her shoes under the table.



### 2b. Did you...



Instructions: Arrange the words to make questions.

- Last /night/did/dinner/cook/you/?
- Last/weekend/she/Ireland/to/go/did/?
- On/Saturday/soccer/play/he/did/?
- Watch/TV/did/you/yesterday/?



### 3. Making questions!



**Instructions:** According to the statement write the question.

1. Mike drove to Glasgow.

Did Mike **drive** to Glasgow?

2. I slept well last night.

\_\_\_\_\_ you \_\_\_\_\_ well last night?

3. Jacobin won the first prize.

\_\_\_\_\_ Jacobin \_\_\_\_\_ the first prize?

4. Tom went to school by bike.

\_\_\_\_\_ Tom \_\_\_\_\_ to school by bike?

5. Sandy lost her watch.

\_\_\_\_\_ Sandy \_\_\_\_\_ her watch?

6. Ricky ran after the bus.

\_\_\_\_\_ Ricky \_\_\_\_\_ after the bus?



### 4. Match the past irregular verbs!



**Instructions:** Match the verbs on the left to the verbs on the right. Then listen to the audio to check the answers.

PUT  
GO STAND FLY  
LET SPREAD TAN  
FIGHT SHAKE BL  
COME CHOOSE MRI  
RING FREEZE STEA  
SING UNDERSTAND  
GET THROW SPENDS  
SPEAK SWEEP BRI  
WEAR LEAVE CATCH H  
RISE SEND BET SHI  
HIT KEEP BREAK WA  
TELL DEAL  
RUN MEAN DRINK DRA  
SINK SLEEP TEACH  
FALL FORGIVE G  
SET HURT FORGET DI  
QUIT BECOME BE  
KNOW DREAM F  
BITE BUILD C  
SWIM LEND E  
EAT RIDE

#### Infinitives

Begin

Break

Bring

Come

Do

Eat

Fly

Go

Have

Sleep

Speak

Take

Teach

Think

Swim

#### Verbs in past

Came

Ate

Broke

Slept

Began

Spoke

Did

Flew

Brought

Swam

Taught

Took

Had

Went

Thought

hurt left  
understood  
ran brought  
ate  
ate  
made  
began grew  
cut  
became  
found  
woke  
read  
saw  
quit  
forgot  
knew  
got  
thought  
brought



## Lesson C



### 1. Last weekend in Paris!



**Instructions:** Listen to the conversation and practise the pronunciation.

**Paul:** Hello Tatiana, how was your last weekend?

**Tatiana:** It was awesome!

**Paul:** Really? What did you do?

**Tatiana:** I was in Paris with my boyfriend.

**Paul:** That is great. What did you do there?

**Tatiana:** We did a lot of things. We visited the Eiffel Tower and the Notre Dame Cathedral, we went to the Louvre Museum where we saw the Mona Lisa, and we ate in amazing and romantic restaurants.

**Paul:** That's interesting!

**Tatiana:** And the most exciting thing, John proposed to me at "Pont des Arts"!

**Paul:** Congratulations! I am glad to hear that. Don't forget to invite me to the wedding.

**Tatiana:** Of course! You are one of my best friends. You will be at the front of the ceremony.



### 2. Exercises



**Instructions:** According to the previous conversation, answer the questions below.

A. Did Tatiana visit Lyon last weekend?

B. Mention at least two places that Tatiana visited.

C. Did John propose to her at the Louvre Museum?

D. What was the most exciting thing for Tatiana?





### 3. My last weekend!



**Instructions:** Answer the questions about your last weekend, then ask the same questions to a classmate and record the answers.

Questions	You	Name:
Did you watch TV?		
Did you hang out with your friends?		
Did you go out to eat?		
Did you visit your family?		



### 4a. My last vacation!



**Instructions:** Listen to the following dialogues and check the correct answers.

#### 1. What did Sandy do in Texas?

- She saw her new house.
- She visited her family.
- She visited her boyfriend.

#### 2. Why didn't Stephen go to the beach?

- Because he didn't have time.
- Because he didn't like the beach.
- Because he didn't know how to swim.

#### 3. Who did Ryan go to the theme park with?

- His cousins.
- His friends from high school.
- His friends from university.

#### 4. When did Jade go to Orlando?

- She went in summer.
- She went in winter.
- She went in August.



### 4b. Writing activity!



**Instructions:** Write a short paragraph explaining what you did in your last vacation.



## Lesson D



### 1. What a beautiful country!



**Instructions:** Read the next blog about Thailand and practise the pronunciation.



My last vacation was awesome. I went to a magical country in Asia: Thailand. My friends and I visited some of the important cities of this wonderful country. We stayed there for ten days and we travelled a lot, because we wanted to see all the famous places that Thailand offers. On the first day, we went to the Grand Palace in Bangkok where we saw the Emerald Buddha. Also, we went to the Floating Markets, there we bought some fruit and some fresh vegetables.

That night, we had dinner at one of the best restaurants in Bangkok. Then we flew to Phang-Nga, there we took a speedboat to go to the Similan Islands. We had a great time in this place. We dived off the islands and it was a tremendous experience because the colour of the water and the coral were incredible.



We also travelled to Chiang Mai, where we visited the National Park, Doi Suthep which is one of the most historical and spiritually significant places in Thailand. After that, we ate Khao Soi, a typical Thai food made from noodles.



Finally, we went to Koh Chang. We stayed in a beautiful hotel and we went to see the waterfalls. They were amazing. On the last night, we stayed in this spectacular city and we saw the fireflies. It was an incredible display of nature and something lovely to remember. Those are the most important things we did in Thailand. But among others, we went shopping to buy some souvenirs for our family and we wore some traditional clothes from there. This was my best vacation ever.



### 2. Exercises



**Instructions:** Answer true (T) or false (F) according to the reading.

- A. They stayed in Thailand for five days. \_\_\_\_\_.
- B. They bought some fruit and vegetables at the Floating Markets. \_\_\_\_\_.
- C. They did not visit Koh Chang. \_\_\_\_\_.
- D. They went to the Similan Islands and had a great time there. \_\_\_\_\_.
- E. On the second day, they went to the Grand Palace in Bangkok. \_\_\_\_\_.





### 3. A significant accomplishment!



**Instructions:** Write about something important from your past, describe all the details and the things you did to obtain this accomplishment you are proud of.

[10 lines of handwriting practice space]



### 4. A winter in the Pyrenees!



**Instructions:** Fill in the gaps with **simple past** to complete the following text.



Last winter, my family and I \_\_\_\_\_ (spend) our holidays in the Pyrenees, a range of mountains in Southwest Europe that forms a natural border between France and Spain. There were a lot of things to see and do. We \_\_\_\_\_ (stay) at a comfortable chalet and \_\_\_\_\_ (go) skiing every day at the Camurac, in Ariège.

We \_\_\_\_\_ (see) incredible landscapes and \_\_\_\_\_ (enjoy) the fantastic weather. We also \_\_\_\_\_ (try) the local cuisine. In France you can eat delicious typical dishes and the cheese is amazing. We \_\_\_\_\_ (find) various traditional taverns and we \_\_\_\_\_ (eat) there every evening!



We \_\_\_\_\_ (find) the Pyrenees pretty impressive. Definitely, we \_\_\_\_\_ (love) the local people, they were very friendly and welcoming!



## Lesson A

# UNIT 11



### 1. Was and were Grammar explanation

The past tense of the verb **to be** in English has two forms: **was** (for singular) and **were** (for plural).

#### Examples:

Affirmative examples	Negative examples
I <b>was</b> tired.	I <b>was not</b> tired.
You <b>were</b> awesome.	You <b>were not</b> awesome.
He <b>was</b> in class.	He <b>was not</b> in class.
She <b>was</b> on time.	She <b>was not</b> on time.
It <b>was</b> nice.	It <b>was not</b> nice.
We <b>were</b> happy.	We <b>were not</b> happy.
You <b>were</b> friends.	You <b>were not</b> friends.
They <b>were</b> students.	They <b>were not</b> students.

Notice the contractions:

- **Wasn't** (was not).

- **Weren't** (were not).

**E.G.** He **was not** nice.  
He **wasn't** nice.

**E.G.** They **were not** kind.  
They **weren't** kind.



#### Questions with was and were

To create questions with the verb **to be** you put the verb before the subject.

Singular	Plural
<b>Was</b> my sister there? Yes, she <b>was</b> .	<b>Were</b> they at the restaurant? No, they <b>weren't</b> .
<b>Was</b> the movie good? No, it <b>wasn't</b> .	<b>Were</b> the children playing? No, they <b>weren't</b> .



### 2. Exercises



**Instructions:** Complete the sentences with **was** and **were**.

1. \_\_\_\_\_ it a big lake?
2. \_\_\_\_\_ your teacher sick?
3. \_\_\_\_\_ Dylan and Tim busy last Tuesday?
4. It \_\_\_\_\_ very sunny yesterday.
5. My parents \_\_\_\_\_ angry with me last week.
6. Cecile \_\_\_\_\_ a famous actress.
7. I \_\_\_\_\_ at the supermarket last night.
8. The children \_\_\_\_\_ happy this morning.
9. The doctor \_\_\_\_\_ not very helpful.
10. Nicole's friends \_\_\_\_\_ not at the party.





### 3. Where were you yesterday?



**Instructions:** Listen to the dialogue and then practise the pronunciation.

**Gary:** Hi Peter, where were you yesterday? I didn't see you in class.

**Peter:** Hi Gary! Yeah, I wasn't able to come to class because I visited my mother and I helped her to move some things into her new house.

**Gary:** That was nice! Did she move house recently?

**Peter:** Yes, she did. She moved out of the city last week. She told me it was too loud at night and she wasn't getting much sleep.

**Gary:** I understand. The city is really loud. Were you at your mum's house all day?

**Peter:** Yeah, I went there early in the morning until about 6 in the afternoon. My mum was grateful for my help, so she cooked my favourite dish, lasagne. We had dinner together and then, I left to come home. I studied for a while when I got home, but then I was so tired I fell asleep!

**Gary:** You had a busy day! But don't worry, you didn't miss much in class. I took some notes for you about the lessons you missed.

**Peter:** Thank you very much, I appreciate it.



### 4a. Speaking activity



**Instructions:** Ask your classmates the following questions, then record their answers in the chart below.

Questions	Name:	Name:
Were you at home last Saturday evening?		
Were you at the cinema last Tuesday?		
Were you in town on Christmas Eve?		



### 4b. A gap-fill activity!



**Instructions:** Complete the text with **was** and **were**.

The 13th of March \_\_\_\_\_ the day of the City Fair. My friends and I \_\_\_\_\_ so excited to go that we \_\_\_\_\_ at the gates of the fair every day to watch the men setup the attractions. I think I \_\_\_\_\_ ready to go a week before the fair even began! My parents \_\_\_\_\_ happy too, they \_\_\_\_\_ just as interested in the activities and the amusements as I \_\_\_\_\_. Definitely, we had a lot of fun!



## Lesson B



### 1. Simple past with WH questions

#### Grammar explanation

**WH- questions** ask for information. To form these questions in simple past we need to put the WH- words before the auxiliary verb '**do**' in its past form (**did**).

**Format:** WH- word + aux (did) + subject + verb (in present form) + complement.

**Examples:**

E.G. **Where** did he buy that jacket?    E.G. **When** did they finish the movie?

Question word	Auxiliary	Subject	Verb	Rest	Answer
Where	did	you	go	last week?	I went to an Italian restaurant.
When	did	they	meet	Caroline?	They met her 2 years ago.
What	did	she	eat	yesterday?	She ate hot dogs.



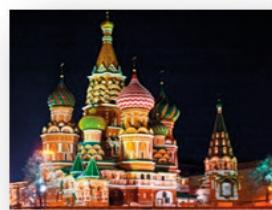
### 2. Exercises



**Instructions:** According to the answers write the questions.

1. \_\_\_\_\_ yesterday? (**Where**).

They went to the park.



2. \_\_\_\_\_? (**Who**).

She called her boyfriend.



3. \_\_\_\_\_ in 1992? (**Where**).

The Smiths lived in Canada.



4. \_\_\_\_\_ them? (**When**).

We saw them two weeks ago.

5. \_\_\_\_\_ to see? (**What**).

She wanted to see the Kremlin.



### 3. How was your Christmas?



**Instructions:** Listen to the dialogue and then practise with a partner.

**Oscar:** Hi, Andrew! How are you?



**Andrew:** Great! How was your Christmas?

**Oscar:** It was awesome!

**Andrew:** What did you do?

**Oscar:** I visited my family.



**Andrew:** Lovely! Where do they live?



**Oscar:** They live in Northern Canada.



**Andrew:** How long did you go for?



**Oscar:** I spent two fantastic weeks there, not so long.

**Andrew:** OK, and when did you come back?



**Oscar:** I left on January 12th.

**Andrew:** What other things did you do in Canada?



**Oscar:** I saw my friends and visited all my favourite places.

**Andrew:** I am happy to hear that Oscar. I'm sure it was a perfect time.



**Oscar:** Yes, it was. And what did you do for Christmas Andrew?

**Andrew:** Well, I ate a lot and celebrated with my family and friends.

**Oscar:** Great!!! Both of us had amazing Christmas celebrations.



### 4. Speaking activity



**Instructions:** Choose your favourite time of the year and tell us what you did. What did you eat? Where did you celebrate? Who were you with? Use the following images to help you.



Christmas



New year



Thanksgiving



## Lesson C

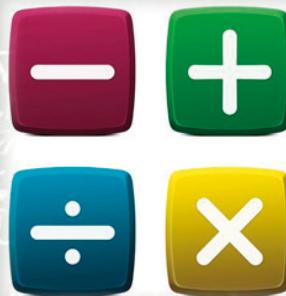


### 1. How was your time at school?



**Instructions:** Listen to the dialogue and practise with a classmate.

**Adrian:** Mum, how was your time at school?



**Lorena:** It was excellent. I had so much fun when I was there.

**Adrian:** Did you have computers in the classroom?

**Lorena:** No, we didn't have computers.

**Adrian:** What? So, how did you search for information?

**Lorena:** Well, we used some books and a big dictionary.

**Adrian:** I don't like that mum, I prefer my computer. And how did the professors teach the lessons? Did they write on the whiteboard?

**Lorena:** A whiteboard? No, we didn't have one. We had a chalkboard.

**Adrian:** A chalkboard? You're kidding!!!

**Lorena:** No, I am not. We didn't have the things that you have now, but I learnt a lot.



### 2a. My school was...



**Instructions:** Complete the chart below with your information, then ask the same questions to a classmate and write the answers.

Questions	You	Name:
What was your favourite subject?		
Who was your favourite teacher?		
Were you a good student?		
How was your school?		



### 2b. Speaking activity



**Instructions:** Ask your classmates the following WH- past questions.

1. What did you do last Sunday?
2. How much homework did you get yesterday?
3. What did you have for dinner last night?
4. Where were you last night?
5. How did you celebrate your last birthday?







## Lesson D



### 1. My childhood!



**Instructions:** Read some people's anecdotes, then underline the simple past verbs you find.

I was born in Venezuela and my childhood was wonderful. I lived in a little town with my parents and I had so many friends there. I played with them in the streets near my house. We played a game where one person had to count from one to twenty covering their eyes and the others had to hide. The idea was that the person who counted had to find the people who were hiding.

Paola - Venezuela

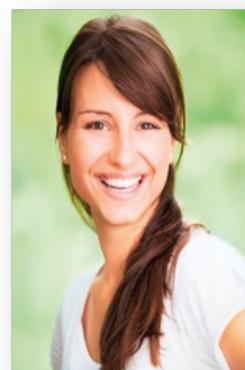


I was born in Montevideo, Uruguay. I lived there with my mother and my sister. I liked to play with my friends a lot. We played an exciting game where we had to divide into two groups. The object of the game was to run into the team's territory, capture their flag and make it safely back to your own territory. It was the best game ever.

Tom - Uruguay

I was born in Colombia. I lived in Cartagena with my whole family; my parents, my grandparents and my cousins. When I was a child, we played a game where we had to use some music and chairs. My dad put the music on and all my family started dancing around the chairs. When my dad stopped the music, we had to sit in a chair that was near us. The person who didn't sit because there weren't any chairs left, was out of the game. I loved that game a lot. I laughed so hard.

Vivian - Colombia



### 2. Speaking activity



**Instructions:** Ask your partners the questions below.

- Did you play with your friends?
- What kind of games did you play?
- Which was your favourite game?
- Did you spend some time with your relatives?

GAMES





### 3. When I was a child...



**Instructions:** Write about how your childhood was. Give some interesting details!

[Empty writing space consisting of 10 horizontal yellow lines]



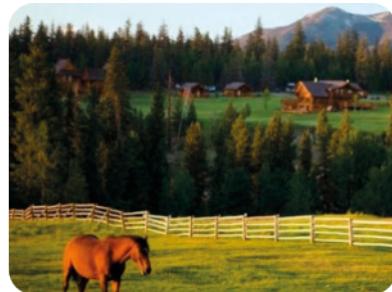
### 4. What did Leah do last summer?



**Instructions:** Order the words to create sentences in simple past.

1. Summer/a/ranch/and/went/last/friends/to/Leah/her.

[Empty green input box]



2. The/in/ranch/Leah/enjoyed/everyday.

[Empty green input box]



3. A/rode/also/Leah/horse.

[Empty green input box]



4. Around/a/everyone/at/night,/ate/campfire/dinner.

[Empty green input box]

5. Told/hands/ranch/the/stories/interesting/also.

[Empty green input box]

6. Friends/new/Leah/made/and/friends/a.lot/her/of.

[Empty green input box]



# UNIT 12

## Lesson A



### 1. Be going to Grammar explanation

We use **be going to** when we have already made a decision (intention or plan) before the moment of speaking. Also, we use it to make a prediction about the future (our prediction is based on real evidence).

Form of **be going to**: **be** (am, is, are) + **going to** + **verb**.

#### Examples:

- When we have already decided, or we intend to do something in the future. (Prior Plan).

**E.G.** I'm going to Norway next year.

**E.G.** I'm not going to talk too much.

- When there are definite signs that something is going to happen. (Evidence).

**E.G.** Look at those grey clouds. I think it is going to rain.

**E.G.** It's so cold! I think it is going to snow.

#### Questions with going to

To form questions, you firstly put the verb **to be** (am, is, are), then the **subject**, after that, the **going to** form, and finally the **main verb** of the sentence.

Verb to be	Subject	Going to	Verb	Rest
Is	she	going to	play	tennis?
Are	you	going to	read	a book?



### 2. Exercises



**Instructions:** Complete the conversation with the correct form of **be going to**.

1. I  (to wear) red sandals tonight.
2. Matt and I  (not /to help) you.
3. Jake  (not /to walk) home.
4.  (Pilar and Danna/to cook) lunch?
5. Jane  (to share) her biscuits.
6.  (Mathew and Lucy/to leave) the house?





### 3. Months and dates



Instructions: Listen and repeat.

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

1st	First	11th	Eleventh	21st	Twenty- first
2nd	Second	12th	Twelfth	22nd	Twenty- second
3rd	Third	13th	Thirteenth	23rd	Twenty- third
4th	Fourth	14th	Fourteenth	24th	Twenty- fourth
5th	Fifth	15th	Fifteenth	25th	Twenty- fifth
6th	Sixth	16th	Sixteenth	26th	Twenty- sixth
7th	Seventh	17th	Seventeenth	27th	Twenty- seventh
8th	Eighth	18th	Eighteenth	28th	Twenty- eighth
9th	Ninth	19th	Nineteenth	29th	Twenty- ninth
10th	Tenth	20th	Twentieth	30th	Thirtieth

31<sup>st</sup>  
Thirty- first



### 4. Special dates!!!



Instructions: Listen to these people talk about special days in their lives, then fill in the spaces with the information you hear.



We're \_\_\_\_\_  
\_\_\_\_\_ our wedding  
anniversary on \_\_\_\_\_.  
We can't wait! It's the first  
time in 35 years that I am  
so nervous.

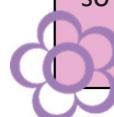
Edward

Kathy's birthday is on  
\_\_\_\_\_.  
She's \_\_\_\_\_  
an enjoyable party with  
all her friends! I am sure  
it's \_\_\_\_\_ amazing!

Cyril

My family and I are  
on \_\_\_\_\_ to  
celebrate Christmas  
Eve. We are very happy  
because that date is  
perfect to share with  
your relatives.

Martha





## Lesson B



### 1. Object pronouns

#### Grammar explanation

The personal pronouns have a form when they are used as **subjects** and another form when they are used as **objects**. Object pronouns are used instead of nouns, usually because we already know what the object is. It makes the sentence easier to understand and avoids repetition. We normally use object pronouns after a verb or a preposition.

#### Examples:

Subject pronoun	Object pronoun
I	Me
You (sing.)	You
He	Him
She	Her
It	It
We	Us
You (pl.)	You
They	Them

- **Subjects** do an action, or are described as the main focus of the sentence.

- **Objects** receive the action of the subject in the sentence.

**E.G.** I like this film. I saw **it** last week.

**E.G.** Dave can't swim. Help **him**.



### 2. Exercises



**Instructions:** Complete the sentences with the correct subject pronouns.

1. Is that Nancy's new boyfriend? I don't know, ask \_\_\_\_\_.



2. Do you like your neighbours? Yes, I like \_\_\_\_\_.



3. Oh, your garden looks great. I love \_\_\_\_\_.



4. Rosario is a very nice person. I like \_\_\_\_\_.

5. Where is Frank? Didn't you invite \_\_\_\_\_?

6. Elody loves rabbits. They make \_\_\_\_\_ happy.

7. They're Rebecca and Daniel. We call \_\_\_\_\_ Becca and Dan.

8. I like horses, but they don't like \_\_\_\_\_.



### 3. What are we going to do?



**Instructions:** Listen and practise.

**Lila:** Elizabeth! Steven's goodbye party is going to be on Friday. We have to do many things.

**Elizabeth:** Oh sure! Is Elaine going to help us?

**Lila:** Of course! She is going to prepare the food.

**Elizabeth:** What is she going to prepare?

**Lila:** She is going to prepare Sushi. It's Steven's favourite food.

**Elizabeth:** It sounds delicious. What are we going to do?

**Lila:** We are going to decorate!!!!



### 4. A party planner!



**Instructions:** Imagine that you are going to plan a party. Pick one of the options below and make some plans for this celebration!



You're going to plan your sister's birthday party. What are you going to do? What are the guests going to drink? What kind of music are you going to put?

Your best friend is moving to another country!!! You are going to plan her goodbye party. Tell us your ideas to this big celebration in her honour.

You're going to plan the Halloween party in your neighbourhood. What are you going to do? What kind of activities are you going to organise?



## Lesson C



### 1. I'm going to sell my car!



Instructions: Listen to the conversation and practise with a classmate.

**George:** I'm going to sell my car this weekend.



**Daniela:** Why are you going to do that?

**George:** It is going to break down soon and I don't want to fix it.

**Daniela:** Are you going to buy a new car?

**George:** Cindy and I are going to look at new cars next week.

**Daniela:** The people at *Mike's Cars* are going to have a sale next month.



**George:** My friend Ben is going to shop at *Mike's Cars*. I think I'm going to go with him.

**Daniela:** Excellent idea! And good luck with your new acquisition!



### 2. Choose one!



Instructions: Circle the correct object pronoun.

A. Is she writing to Leo?

Yes, she wants to talk to **his/him**.



F. Do you like bananas?

I love **their/them**.

B. Please tell Miss Gael to come in.

Sorry, but I don't know **her/him**.



G. Why is Steven so happy?

His friends gave **he/him** a gift.

C. I can't find my glasses!

You are wearing **they/them**.



H. Is he marrying Leila?

Yes, he's in love with **she/her**.

D. What is the title of that song?

I'm afraid I can't remember **it/them**.



I. Andrew is always with Emma.

I think he likes **her/him**.

E. Where are Jill and Cheryl?

Didn't you invite **they/them**?



J. I want to go to the cinema.

Come with **I/me**.





### 3a. An exciting trip to Egypt!



**Instructions:** Listen to the next dialogue between two friends and answer the questions below.

A. What time are they going to travel?

B. Where are they going to have a layover?

C. What can they do in the Sakkara area?

D. Can they take pictures inside the museum?

E. What can they find in the Philae Island?



### 3b. What are they going to do?



**Instructions:** Complete the chart below according to the information given in the previous dialogue.

Day	What are they going to do?	Extra information
1st		
2nd		
3rd	They are going to visit the Egyptian museum.	
4th		
5th		



### 4. Speaking activity!



**Instructions:** Ask your classmates the following hypothetical questions.

- What country are you going to visit? - Are you going to take pictures?
- What are you going to do there? - What places are you going to visit?





## Lesson D



### 1. Going to the cinema!



**Instructions:** Read the following text and underline the “*be going to*” forms you find.

My class is going to the cinema on a field trip next month. We have to get permission slips signed from our parents before we go to the movies. We are going to see a film that tells the story from a book we read. It's very interesting when movies are made from books. It's exciting to compare them. In my case, I always prefer the books because you can use your imagination, picture the characters and the sceneries.

The teacher said we are going to arrive early to buy popcorn, sweeties and sodas. I'm sure that all of us are going to enjoy this educational experience. Additionally, we are going to write an essay expressing our opinion about the film, and also we are going to have a class debate to talk about if the book and the movie were similar or not, or if some passages of the book were omitted from the story (that always happens).

I can't wait to do this, I'm very motivated with the plan!!

Albert Collins



### 2. Exercises



**Instructions:** According to the previous text answer the questions below.

1. What is the class going to do next month?

2. What are the students going to do after the movie?

3. Are they going to get early or late to the cinema? Why?

4. What do the students need to do before going to the movie?



**cinema**





### 3. A great wedding!



**Instructions:** Imagine that you are going to plan a wedding for a special person in your life. Write down all the things you are going to need, such as food, flowers, lights, music and invitations. Be specific and mention all the details.



### 4. Speaking activity



**Instructions:** Ask your classmates the following questions.

- What are you going to do next month?
- What are you going to do after class?
- What are you going to have for dinner?
- What are you going to do tomorrow?
- Who are you going to go out with tonight?
- When are you going to finish this English course?
- Where are you going to spend your next holidays?





## IRREGULAR VERBS LIST

Base Form	Past tense form
Become	Became
Begin	Began
Break	Broke
Bring	Brought
Build	Built
Buy	Bought
Come	Came
Draw	Drew
Drink	Drank
Drive	Drove
Eat	Ate
Feel	Felt
Find	Found
Get	Got
Give	Gave
Go	Went
Grow	Grew
Hear	Heard
Keep	Kept
Know	Knew
Leave	Left
Lose	Lost
Make	Made
Meet	Met
Pay	Paid
Put	Put
Read	Read
Run	Ran
Say	Said
See	Saw
Send	Sent
Sit	Sat
Speak	Spoke
Spend	Spent
Stand	Stood
Take	Took
Tell	Told
Think	Thought
Understand	Understood
Write	Wrote

