

English

New

Freedom

COURSEBOOK



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Dedicated to our students who drive us to be better professionals every day

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- Countable a Noncountable nouns
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- Asking a giving information about transport.

- Talking about about food.

- Asking and answering about people's jobs.

- Describing houses.
- Talking about rooms, furniture and objects in the house.

- Describing actions in progress.

- Expressing activities that we usually do and activities that we're doing now.

- Talking about locations.

- Giving recommendations for a good oral presentation.

- Describing clothes with the correct order of adjectives.

- Describing past experiences.

- Describing past activities and actions.

- Describing a trip in past.

UNIT

5



LEARNING OUTCOMES

By the end of the lesson, the student will be able to:

- 1** - *Make questions about transport using the simple present.*
- 2** - *Identify countable and uncountable quantities with reference to food.*
- *Use the determiners a, an, some and any correctly.*
- 3** - *Learn a variety of words and expressions for describing containers.*
- *Identify quantifiers such as: a few/a little, much / many, and a lot (of) with countable and uncountable nouns.*

HOW DO YOU GET HOME?



CONVERSATION MODEL

1  Listen and read the conversation below.

Alexia: Cindy, do you have a car?

Cindy: No, I don't. But I have a motorcycle.
I love motorcycles.

Alexia: I ride only bicycles but never motorcycles.

Cindy: Why not?

Alexia: I hate motorcycles, that's why I have a car.

Cindy: Why do you hate motorcycles? They're cool.

Alexia: Because they're not safe.

2 Work in pairs. Listen again and practice the conversation model.



VOCABULARY

MEANS OF TRANSPORTATION

1  Read and listen.

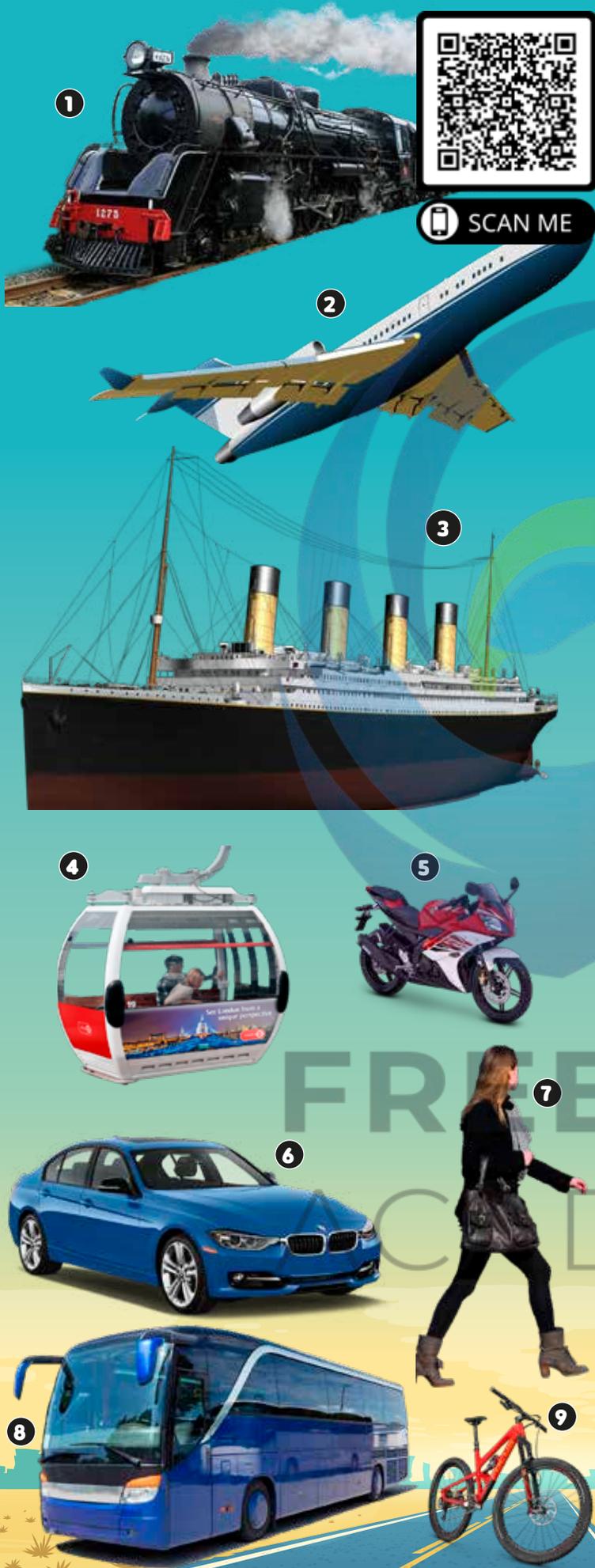
..... by bus by bicycle on foot
..... by motorbike by ship by plane
..... by car by train by cableway

2 Check the vocabulary and fill in the blanks with the best choice.

- 1 Sailors travel by when they are in the sea.
- 2 Taxi drivers use to transport people from one place to other.
- 3 In my family, kids take a to go to school.
- 4 On weekends, we ride our for a good cardio.
- 5 My mother hates traveling by because she is afraid of heights.
- 6 I don't need a car because I always go to my work, my work place is in my neighborhood.
- 7 I know how to ride a but my mother doesn't.

3 Choose the best option for the sentences below.

- 1 You see this transport in the sky.
a) a ship b) a train c) a cableway
- 2 It flies like a bird.
a) a train b) a plane c) a car
- 3 People use it to exercise.
a) a bicycle b) a bus c) a ship
- 4 This transport is on the sea.
a) a car b) a ship c) a motorbike.
- 5 Taxi drivers use it.
a) a bus b) a bicycle c) a car





WH-QUESTIONS

3

Read the following conversation and fill in the blanks with the Wh-question words.

1

Study the chart below.



What / Which (choice)

Why (reason)

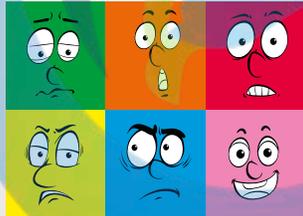


Where (place)

When (time)



Who (person)



How (manner)

4

Complete the following exercises.

- does she live? (**Where/What**)
- do you go every day? (**Where/Why**)
- do you live with? (**Who/How**)
- is your sister's name? (**What/Why**)
- does she get here every day? (**Where/How**)
- is your birthday? (**What/When**)
- don't you go too? (**Where/Why**)
- are you today? (**Why/How**)
- is that thing? (**What/Where**)
- one is your favorite? (**What/Which**)

P. 88 Grammar Booster: Wh-Questions

2

Write questions using the words in brackets.

-? (Why)
-? (Where)
-? (How)
-? (What)
-? (When)
-? (Who)
-? (Which)





READING

Lorraine's lifestyle



1 BEFORE YOU READ Discuss the questions below with your partner.

- Do you have a bicycle?
- Do you live near your school?
- Do you have a car?

2 Read the following text and do the following exercises.

3 After reading, mark True or False according to the statement.

1 Lorraine lives in Wisconsin USA.

True False

2 She has a motorcycle.

True False

3 She lives near her university.

True False

4 She sometimes goes by car to university.

True False

5 It's not possible to go on foot there.

True False

4 Fill in the blanks about Lorraine's life.

1 She early.

2 She goes to the University by

3 Her best friend is

4 She doesn't have a car, but she has a

Hi, my name is Lorraine. I live in the USA, state of Louisiana and I am 20 years old. I am a university student, but unfortunately, I live far from the University, so sometimes I go by bus or I go in my brother's motorcycle. It is impossible to go on foot, so I get up early.

My best friend Linda lives far from the University too, but she has a car. Most students here have a car, it's normal here but I don't have one, why? Maybe, because I don't work. My parents have a car, my brother has a car too but I have a beautiful bicycle. It's super funny. Huh!

University is my life, I do my homework, I love my friends and I love social life.

FREEDOM ACADEMY



LISTENING

1 BEFORE YOU LISTEN Discuss the questions below with your partner.

- Where do people usually go by plane?
- Who do you usually go to the movies with?
- When do you usually take a taxi?
- What is your favorite means of transport?
- Why do people travel by plane?

2 Listen to the conversation at the airport office and mark True or False.



- 1** The visitor is from Armenia. True False
- 2** Derek works at the airport. True False
- 3** Derek's father is from Germany. True False
- 4** Derek is with his brother. True False
- 5** The airport is in Germany. True False

3 Now find the statements that doesn't mention the audio and cross them out.

- 1** Derek is from Germany.
- 2** Derek's grandfather works in Sweden.
- 3** Dorian is Derek's brother.
- 4** Derek's uncle doesn't have a house.
- 5** Dorian dances every Saturday.
- 6** Derek and Dorian have family in Sweden.



WRITING

1 Answer the questions below.

1 What is the color of your motorcycle?

.....

2 How is your mother's car?

.....

3 How do you get home?

.....

2 Write three paragraphs about how you get to some places, for example: the school, work, cinema, zoo, etc. Include frequency adverbs in your writing.

E.g. Home

On weekdays, I sometimes go home on foot. Rarely, I use a taxi. I always take a bus or minibus.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



SPEAKING

1

Ask five students the following questions and complete the chart. Use means of transport when necessary.

- How do you get to school?
- How do you get to work?
- How do you get home?
- How do you get to another country?
- How often do you use the cableway?
- What's your favorite transport?

E.g.

I get home by taxi.



STUDENT'S NAMES	SCHOOL	WORKPLACE	HOME	COUNTRY	TRANSPORT
			by taxi		

2

Now, work with a partner and create a conversation. Use WH questions words. Look at the following example.

- A:** Hi! What's your name?
B: My name is Pedro.
A: Where do you live?
B: I live on Maple Street.
A: Where is your school?
B: My school is in the center.
A: And how do you get there?
B: I go by bus and sometimes by taxi.
A: Which is your favorite one?
B: By taxi, but it is expensive.
A: Who do you go with?
B: I go with my sister.
A: After school, how do you get home?
B: I go home by taxi or bus.
A: Ok thanks.



DO WE HAVE ANY CHEESE?

2



CONVERSATION MODEL

FREEDOM

ACADEMY

1

Listen and read the conversation below.

George: Do we have any eggs?

Winnie: We have some. Maybe, three eggs.

George: OK. And do we have any cheese?

Winnie: No, we don't have any cheese.

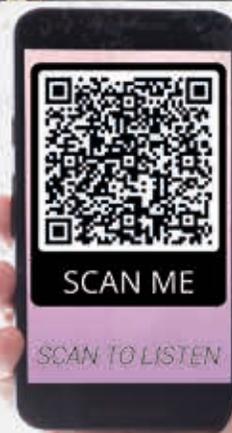
George: Oh, that's too bad. I want to make an omelet.

Winnie: Well, I can go to the store and buy some.

George: No, that's OK.

2

Work in pairs. Listen again and practice the conversation model.

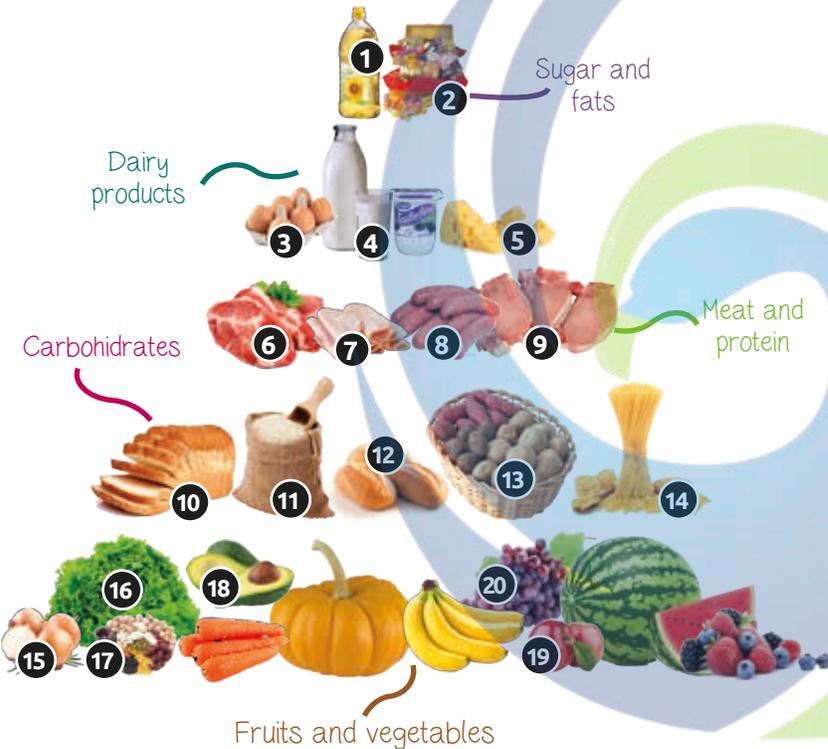


VOCABULARY

FOOD PYRAMID

1 Match the pictures 1 - 20 to the words below.

- | | | | |
|-----------------------------------|---------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> eggs | <input type="checkbox"/> grapes | <input type="checkbox"/> candies | <input type="checkbox"/> cheese |
| <input type="checkbox"/> onions | <input type="checkbox"/> milk | <input type="checkbox"/> meat | <input type="checkbox"/> ham |
| <input type="checkbox"/> potatoes | <input type="checkbox"/> pork | <input type="checkbox"/> rice | <input type="checkbox"/> avocados |
| <input type="checkbox"/> apples | <input type="checkbox"/> oil | <input type="checkbox"/> pasta | <input type="checkbox"/> sausage |
| <input type="checkbox"/> bread | <input type="checkbox"/> beans | <input type="checkbox"/> lettuce | <input type="checkbox"/> buns |



COUNT, NON-COUNT NOUNS

1 Read the information in the chart below. Pay attention to the examples.

COUNTABLE NOUNS	
Nouns you can count E.g. concrete objects, people, animals, and so on.	 - I want a bun.  - I need an onion.  - I have 4 bananas.
NON COUNTABLE NOUNS	
Nouns you cannot count. E.g. ideas, abstract concepts, liquids, gases, powder, part of a whole, etc.	 - I don't like milk.  - We need some pasta.  - We don't have any meat.

NB. Non countable nouns don't have plural.

2 Choose if the following nouns are countable or uncountable. Choose the appropriate option.

- | | | |
|-----------|----------|--------------|
| 1 bread | a) Count | b) Non-count |
| 2 bun | a) Count | b) Non-count |
| 3 oil | a) Count | b) Non-count |
| 4 sausage | a) Count | b) Non-count |
| 5 rice | a) Count | b) Non-count |

3 Complete the sentences below with Is or Are.

- Buns delicious.
- This meat not very fresh.
- The potatoes in sacks.
- These grapes completely flavourless.
- Sugar not healthy for you.

P. 75 Vocabulary Booster: Food

2 What do you eat every day? Write a list with your most common meals. (Check the vocabulary booster)

BREAKFAST	LUNCH	DINNER
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Work in pairs. Ask and answer questions. What do you usually have for breakfast/ lunch/ dinner?

For breakfast, I often have yogurt. I never eat buns.
For lunch, For dinner



A/AN - SOME - ANY

1 Read the information in the chart below. Pay attention to the words in bold.

COUNT NOUNS	NON COUNT NOUNS
An apple → Apples	Bread
A potato → Potatoes	Lettuce
? Do we need any potatoes?	? Do we need any lettuce?
+ Yes, let's buy some potatoes.	+ Yes, let's buy some lettuce.
- No, we don't need any potatoes.	- No, we don't need any lettuce.

P. 90 Grammar Booster: A / an, some, any

2 Complete the chart below with the information from the pictures.

 sandwich ✓	 apple ✓	 bananas ✗
 rice ✓	 candies ✓	 milk ✗
A/AN	SOME	ANY

That is This is	We have We need	I don't have He doesn't want
-----------------------------	-----------------------------	--

3 Read the conversation below. Choose the right option.

Miles: What do you want for lunch, Maya?
Maya: Let's make **some** / **any** pasta.
Miles: Good idea. We have **some** / **any** carrots. We don't have **some** / **any** tomatoes.
Maya: Ok, I can get **some** / **any** at the store. What else?
Miles: Do we have **some** / **any** cheese?
Maya: No, we don't have **some** / **any**. I can get **some** / **any**.

4 Practice the conversation changing the food words.

5 Choose the correct option to complete these sentences.

- I don't see in the library.
 - any classmates
 - some classmates
 - any classmate
- I have in my house.
 - some fruits
 - a fruits
 - any fruit
- I need apple for this recipe.
 - an
 - some
 - any
- I want for my collection.
 - some old books
 - an old books
 - some old book
- I always have egg for breakfast.
 - an
 - a
 - any
- We don't see people in the streets.
 - an
 - a
 - any

6 Fill in the blanks with A, An, Any or Some.

- I usually have yogurt for breakfast.
- I don't have milk because I have lactose intolerance.
- At 10, we have salteña with a coke.
- Mom! We don't have anything in the fridge except potato.
- Do you have onions?
- Please! Give me water.
- I eat fruit every day.
- Do you want banana or peach?
- My mom needs flour to make pancakes.
- We have sandwich and coffee at 6 pm.



READING

1 BEFORE YOU READ Tick (✓) your choices for your breakfast.

FOR MY BREAKFAST I HAVE	
Ham 	Avocado 
Waffles 	Beans 
Juice 	Pork 
Coffee 	Sweet potato 
Fried eggs 	Onion 
Rice 	Cheese 

2 Talk about your answers with a partner.

For breakfast I have coffee. I don't have onions.

3 Read the article beside and answer the questions below.

1 A traditional American breakfast doesn't usually include ...

- a) bacon b) coffee c) avocado

2 Calentado is yesterday's served with fresh fried eggs.

- a) rice b) tortillas c) leftovers

3 Pork belly is an ingredient of ...

- a) pan con chicharron
- b) chilaquiles
- c) calentado

4 Which breakfast includes onions?

.....

5 What are the most common ingredients in all breakfasts?

.....

What do people have for breakfast around the world?

AMERICAN BREAKFAST IN THE USA

A classic American breakfast includes eggs, bacon, ham, sausage, accompanied by black coffee and fruit juice on the side.

Also pancakes and waffles are essentials of this breakfast because they're easy to prepare. Orange juice is Americans' favorite juice because of its health benefits.



CALENTADO IN COLOMBIA

Calentado, a popular breakfast dish in Colombia.

Calentado is essentially yesterday's leftovers re-fried and served with some fresh eggs and Arepas (cornmeal cakes). It includes sausage, rice, pinto beans and frying bananas with fried eggs and avocado.



PAN CON CHICHARRÓN IN PERU

One classic breakfast in Peru is Pan con Chicharrón.

Pan con Chicharrón is a sandwich with fried pork and sweet potato with Salsa Criolla. You can find it in markets and streets around the historic center.



CHILAQUILES IN MEXICO

Chilaquiles are a delicious breakfast and also they're one of the best-loved Mexican dishes, since Aztec times.

Chilaquiles are tortilla chips (totopos) smothered in red or green salsa with milk cream, a fried egg, onions and cheese.



4 What is the traditional breakfast in your city or country? What ingredients does it include?

The traditional breakfast in my city includes ...



LISTENING

1

BEFORE YOU LISTEN Work in pairs. Ask some questions about the shopping list then compare to the food in the fridge. Tick (✓) the food to buy.



A: Do we need any beer?

B: No. We don't need any beer. Do we need any pasta?

A: Mmm... Yes. We need some pasta.

2

Look at the pictures below. Choose your favorite food then describe its ingredients.

WHAT DISH DON'T YOU LIKE?



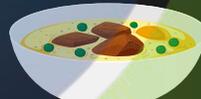
salad



pasta



omelet



peanut soup

To Buy

- Sparkling water
- Apples
- Honey
- Grapes
- Bread
- Lettuce
- Eggs

3

Listen to Silvy and Jerry talking about their shopping list then choose the right option.



1 What does she want to cook?

- a) pasta b) soup c) omelet

2 They have potato.

- a) some b) any c) a

3 They don't have apples.

- a) a b) some c) any

4 Who has the shopping list?

- a) Silvy b) Jerry c) No one

5 Do they need sparkling water?

- a) some b) any c) an

6 Finally, they want to cook

- a) soup b) salad c) omelet





WRITING

1 Complete the snack survey. Use the food below. You can also include other snacks.

WHAT SNACKS DO YOU USUALLY EAT?



snacks I often eat	snacks I sometimes eat	snacks I never eat

2 Describe your favorite dish. What ingredients do you need?

.....

.....

.....

.....

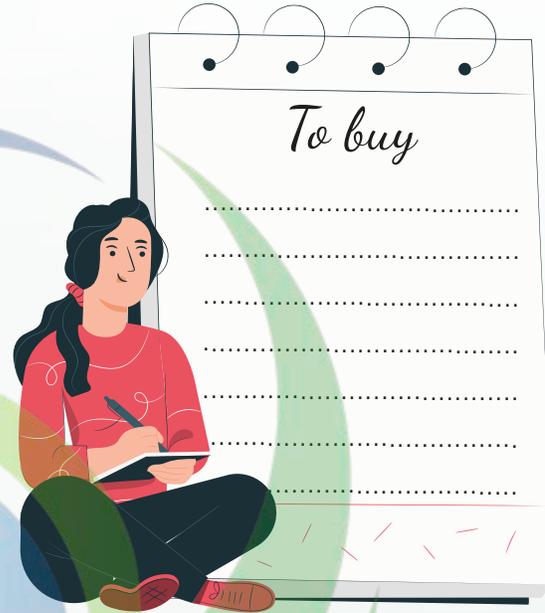
FREEDOM

ACADEMY



SPEAKING

1 You have to organize a dinner, but your fridge is empty. Fill in the shop list below with the food you wanna buy.



2 Let's play a memory game. You have to cook many dishes. Mention the necessary ingredients. Repeat the ingredients your partners mentioned then add one of your choice. You don't have to forget the ingredients, if so you lose.

- A: I have to cook Lasagna and I need to buy pasta.
- B: I have to cook Lasagna and I need to buy pasta and some cheese.
- A: I have to cook Lasagna and I need to buy pasta, some cheese and



CONVERSATION MODEL

1

 Listen and read the conversation below.

Harper: How much bread do you eat a day?

Miles: A lot! About five or six pieces.

Harper: And what about drinks? How many cans of soda do you have a week?

Miles: About four or five.

Harper: Really? That's a lot.

2

Work in pairs. Listen again and practice the conversation model.



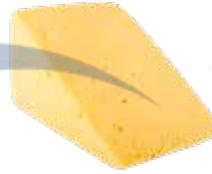
VOCABULARY

CONTAINERS

FOOD PARTITIVES

1 Listen to some phrases. Then match them with the words below.

3 Look at the quantifiers below.



a piece of cheese



a pinch of salt



2 slices of bread

- | | |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> a can | <input type="checkbox"/> a package |
| <input type="checkbox"/> a box | <input type="checkbox"/> a cup |
| <input type="checkbox"/> a carton | <input type="checkbox"/> a bottle |
| <input type="checkbox"/> a jar | <input type="checkbox"/> a teaspoon |
| <input type="checkbox"/> a bag | <input type="checkbox"/> a glass |



SCAN ME



a kilo of flour



a liter of vinegar



10 kilos of dog food

4 Make phrases using the pictures below.

P. 76 Vocabulary Booster: Containers

2 Listen again. Write some phrases using the containers above and the words below.

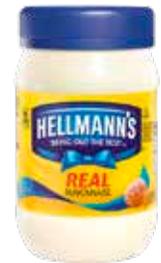
- | | | |
|--------|-------|------------|
| water | jam | cigarettes |
| milk | peas | coffee |
| cereal | chips | wine |



.....
.....



.....
.....



.....
.....

..... a bottle of water



.....
.....



.....
.....



.....
.....



QUANTIFIERS

1 Look at the chart below.

MUCH - MANY - A LOT

UNCOUNTABLE	ANSWERS
How much water do you drink every day?	I drink a lot of water. I drink much water. I don't drink much water. I don't drink any water.
COUNTABLE	ANSWERS
How many glasses of water do you drink every day?	I drink a lot of glasses of water. I drink many glasses of water. I don't drink many glasses of water. I don't drink any water.

A LITTLE - A FEW

UNCOUNTABLE	ANSWERS
How much alcohol do you drink?	I drink a little alcohol.
COUNTABLE	ANSWERS
How many meals do you eat every day?	I eat a few meals.

P. 92 Grammar Booster: Quantifiers

2 Complete the conversation with the words in the box.

many	quite a lot	lot of	a little
much	a few	how much	how many

Tim: Hi, Sarah. I'm at the supermarket. What do I need to buy?

Sarah: We don't have any milk. We need milk. Can you get two liters, please?

Tim: All right. And eggs?

Sarah: We have Please buy one mapple of six.

Tim: OK. Do we need vegetables?

Sarah: Yes, we do. Buy a vegetables. You know my mother is a vegetarian!

Tim: And cheese do we need?

Sarah: We have in the fridge, so just buy a little.

Tim: What about rice?

Sarah: We have of rice in the cupboard, just one small packet.

Tim: OK. I can buy some more, then.

Sarah: Right, I think that's everything. See you later!

3 Practice the conversation changing the food words.

4 Complete the sentences with **A little** or **A few**.

- 1 She has sugar in her tea.
- 2 Richard has sandwiches for lunch.
- 3 Peter can speak French.
- 4 Carlo makes mistakes in his homework.
- 5 I write emails every day.
- 6 We have milk in the fridge.
- 7 We need oil for the recipe.
- 8 She has money in her wallet.
- 9 I just need salt for the recipe.
- 10 She puts sugar on her tea.

5 Put the words in the correct order to make sentences.

E.g. need / oranges / we / how / do / many?
How many oranges do we need?

1 few / for / carrots / We / a / need / salad / the.
.....

2 drinks / a / beer / of / She / lot.
.....

3 don't / much / sorry! / have / money / I'm / I.
.....

4 eats / brother / little / My / bread / a.
.....

5 day / you / fruit / every / do / much / have / How?
.....

6 a / cakes / butter / need / for / little / the / We.
.....

7 in / don't / afternoon / I / coffee / usually / the / much / drink.
.....



COOKING VERBS

1 BEFORE YOU READ Match the verb phrases below to the pictures.

- Heat oil
- Serve food
- Peel potatoes
- Fry potatoes
- Cut potatoes
- Add salt



.....



.....



.....



.....



.....



.....

2 Read the recipe about salchipapas then answer the questions below.

- How much sugar do you need for the recipe?
.....
- How much potato do you need?
.....
- How much sausage does the recipe need?
.....
- After cutting the sausage you have to until golden.
 - a) fry
 - b) serve
 - c) add
- Before frying you have to oil in the saucepan.
 - a) peel
 - b) heat
 - c) cut

Salchipapas recipe

Ingredients (4 servings)

- 1/2 kilo of potatoes
- 1 package of sausage
- 1 tablespoon of mustard
- 2 tablespoons of mayonnaise
- 1 teaspoon of ketchup
- 1 pinch of salt
- 1 cup of oil for frying
- Llajua sauce (optional)



Directions

- Peel and cut the potatoes in sticks.
- Heat the oil in a heavy saucepan over high heat.
- Fry the potatoes in the hot oil until golden, then dry them with paper towels and add salt.
- Cut the sausage in rounds or oval slices, then fry in a teaspoon of oil until golden and crispy.
- Now, add the fries to the pan with the sausages.
- Serve immediately, with ketchup, mayonnaise, mustard, and llajua sauce.





LISTENING

1 BEFORE YOU LISTEN Review the pronunciation of the figures below.

1250	2 1/2	2158
125	50000	4858

HOW MUCH FOOD DO PEOPLE EAT IN A LIFETIME?

2 Listen the article, then choose the right option.

1 In Europe, people eat chickens in their lifetime.

- a) 12000 b) 1200 c) 120

2 How many cans of beans do people in Brazil eat?

- a) 8000 b) 9480 c) 8840

3 How much chili does each Mexican consume a year?

- a) 17 pounds b) 10 kilos c) 18 kilos

4 Italians eat 6 1/2 every week.

- a) kilos of rice b) dishes of pasta c) any pasta.

5 People in the USA consume of sugar a year.

- a) 450 pounds b) 4500 kilos c) 45000 cups

6 Bolivians drink more than 50000 every week.

- a) bottles of beer b) cups of coffee c) glasses of wine.

3 Work in pairs. Take turns asking and answering the questions below.



SCAN ME

What food or drinks from the article do you consume a lot?

What other food do you eat a lot?



WRITING

WHAT CAN YOU COOK?

1 Think about a recipe you usually cook. List the ingredients that you need. Then explain the directions to cook your recipe. Use the Salchipapas recipe on page 16 as a model.

.....

.....

.....

.....

.....

.....

.....

.....



SPEAKING

HEALTHY SURVEY

1 Work with a partner. Look at the survey below and add two extra questions to interview your partner.

Do you have a healthy life?

1 How much water do you drink every day?

- a) I drink a lot of water.
- b) I drink much water.
- c) I don't drink any water.

2 How many meals do you eat during a day?

- a) I eat 3 meals a day.
- b) I eat 5 meals a day.
- c) I eat 8 meals a day.

3 How much exercise do you do?

- a) I do a lot of exercise every day.
- b) I do some exercise.
- c) I do a little exercise.
- d) I don't do any exercise.

2 Based on your partners' information, answer the questions below.

A: Do you think your partner has a healthy life?

B: Yes, ...

A: What do you recommend to your partner to have a better life?

B: I think he needs to drink/ eat more ...

UNIT

6



LEARNING OUTCOMES

By the end of the lesson, the student will be able to:

- 1** - Describe their houses.
- Use prepositions of place while talking about rooms, furniture and objects in the house.
- 2** - Describe actions in progress, temporary situations and related to daily situations.
- 3** - Practice the simple present and present progressive explaining the basic difference between what you do regularly vs what are you doing right now referring with habits and activities at the moment.

WHERE IS THE BATHROOM?



CONVERSATION MODEL

1

Listen and read the conversation below.

A: Hey Ted! Your house is beautiful.

B: Thanks. Sit down, please.

A: Ok, where?

B: There are 2 sofas in front of the coffee table. There, please.

A: Sure. Mmm excuse me, is there a bathroom?

B: Yes, there is. It is next to the dining room.

2

Work in pairs. Listen again and practice the conversation model.



VOCABULARY

1 Label the pictures with the correct names. Then match the names of the objects and furniture.

PARTS OF THE HOUSE

- Living room
- Bathroom
- Dining room
- Bedroom
- Kitchen

OBJECTS AND FURNITURE

- sink
- chair
- fridge
- table
- pillow
- coffee table
- sofa
- china cabinet
- night table
- cupboard
- closet
- shower
- toilet
- bookshelf
- bed



P. 77 Vocabulary Booster: Appliances

2 Work in pairs. Take turns to ask and answer.

3 Complete the sentences below with the correct vocabulary.

Where is the

*kitchen / dining room / coffee table
sofa / pillow / living room*

It's in the

Is there a

Yes, there is.

No, there isn't.

- 1** We always have lunch and dinner in the
- 2** We sometimes watch movies in the
- 3** Please, sit in the to watch the movie.
- 4** My mom likes to cook in the
- 5** There are 2 on my bed.
- 6** Excuse me, my coffee is hot. Where is the



THERE IS – THERE ARE

1 Complete the chart below with the correct verb To Be.

AFFIRMATIVE SENTENCES

SINGULAR	There	is	a one	sofa in the living room.
PLURAL	There	are	2 4	bathrooms in my house.

NEGATIVE SENTENCES

SINGULAR	There	.....	not	a one	pillow on the bed.
PLURAL	There	.....	not	3 5	beds in the house.

YES / NO QUESTIONS

SINGULAR	.....	.....	a one	sofa in the living room?
PLURAL	.....	there	2 4	bathrooms in my house?

SHORT ANSWERS

SING.	Yes, there	.....	No, there	.....	not.
PL.	.....	.....	.....	.....	.....

Contractions: There **is not** = there **isn't**
There **are not** = there **aren't**

P. 94 Grammar Booster: There is / there are

2 Look at the clues in parenthesis. Complete the conversation with the correct form of There is or There are. Then practice with a partner.

Ana: Excuse me, (?) a china cabinet in the dining room?

Ted: No, there isn't. (+) 5 chairs and one table in the dining room.

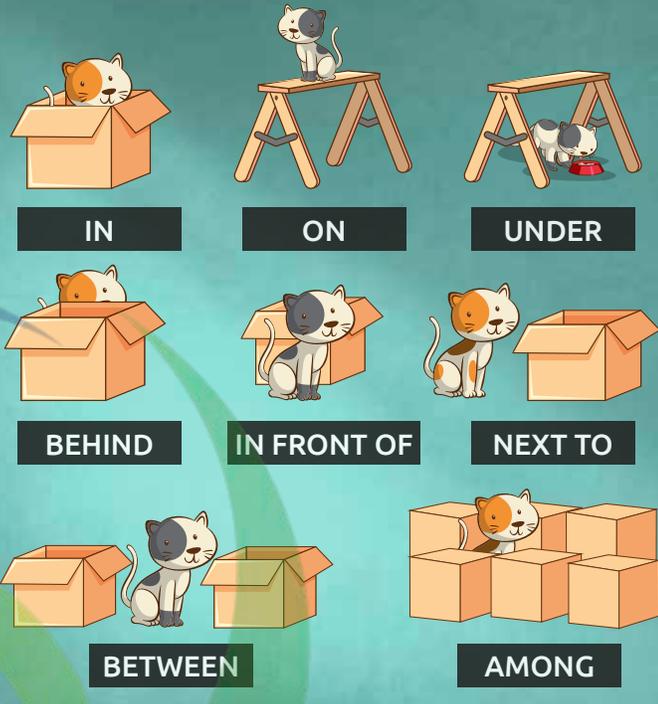
Ana: (?) 2 bathrooms in your house?

Ted: Yes, there are. But (-) 2 showers. (+) only one bathroom.

Ana: (?) a cupboard in the kitchen?

Ted: Yes, there is. Also, (+) a nice sink.

PREPOSITIONS OF PLACE



REMEMBER

Where? = Used to ask about places.
E.g. **Where** is my cell-phone?
It is **on** the coffee table.

3 Look at the picture. Answer the questions using the right preposition.



1 Where are the pillows?
.....

2 Where is the night table?
.....

3 Where is the lamp?
.....

4 Where is the chair?
.....



READING

1 BEFORE YOU READ Match the rooms with the furniture.

BEDROOM

- bed*
- coffee table*
- closet*
- night table*

LIVING ROOM

- sofa*
- pillows*

2 Work in pairs. Take turns to ask and answer.

Is there a?

Yes, there is.

No, there isn't.

3 Read about Ana's and Peter's house description, then choose True or False.



Peter's house

Hello, I am Peter Porter. I am 25 years old. I like my house but my favorite room is my bedroom. In my bedroom, there is a night table next to the bed. There is a closet in front of the bed. There are 4 pillows on my bed. I really love my bedroom.



Ana's house

Hi! My name is Ana. There are 10 rooms in my house, but my favorite room is the living room because, there, I watch TV with my family every day. There is one sofa in front of the TV. There is a coffee table between the sofa and the TV. There are 5 chairs and 1 table next to the sofa. I have lunch there with my family every day. I really like my living room.

- | | | |
|--|------|-------|
| 1 Peter does not like his house. | True | False |
| 2 Peter's favorite room is the living room. | True | False |
| 3 There is a night table in Peter's bedroom. | True | False |
| 4 There are four pillows on Peter's bed. | True | False |
| 5 There is a closet next to Peter's bed. | True | False |
| 6 There are 10 rooms in Ana's house. | True | False |
| 7 There is a sofa beside the TV in Ana's living room. | True | False |
| 8 There is a coffee table between Ana's sofa and TV. | True | False |
| 9 Ana watches Tv with her family in the living room. | True | False |
| 10 There are 6 chairs and 1 table in Ana's living room. | True | False |





LISTENING

3

Listen again. Then, answer the questions.

1

BEFORE YOU LISTEN Work in pairs and ask the questions below.

- What is your favorite room?
- Is there a china cabinet in your living room?
If so, where is it?

2

Listen to the conversation. Then choose True or False.

- Ted's favorite room is the kitchen.
True False Doesn't say
- There are 15 rooms in Ted's house.
True False Doesn't say
- Ted's favorite room is the living room.
True False Doesn't say
- Ted always watches TV in his bedroom every day.
True False Doesn't say
- There isn't a sofa in Ted's living room.
True False Doesn't say
- Ted always has dinner in the kitchen with his family.
True False Doesn't say
- There is a china cabinet in Ted's living room.
True False Doesn't say
- Ted's friend doesn't have a favorite room.
True False Doesn't say

1 What is Ted's favorite room? Why?

.....

.....

2 What is in Ted's living room?

.....

.....

3 Where is the coffee table?

.....

.....

4 What is Ted's friend favorite room? Why?

.....

.....

5 What is your favorite room? Why?

.....

.....

6 What is in your living room?

.....

.....



SCAN ME

FREEDOM ACADEMY



WHAT ARE YOU DOING?

2



CONVERSATION MODEL

1

 Listen and read the conversation below.

Roberto: Hey Leslie, what are you doing?

Leslie: Hi Roberto. Now, I am studying for the test.

Roberto: And your parents?

Leslie: Well, my father is watching TV and my mother is cooking.

Roberto: And what about your siblings?

Leslie: My brother is exercising and my sister is sleeping. And you?

Roberto: Right now, I am helping my brother with his homework.

Leslie: That's great!

2

Work in pairs. Listen again and practice the conversation model.



VOCABULARY

WHAT ARE THEY DOING?

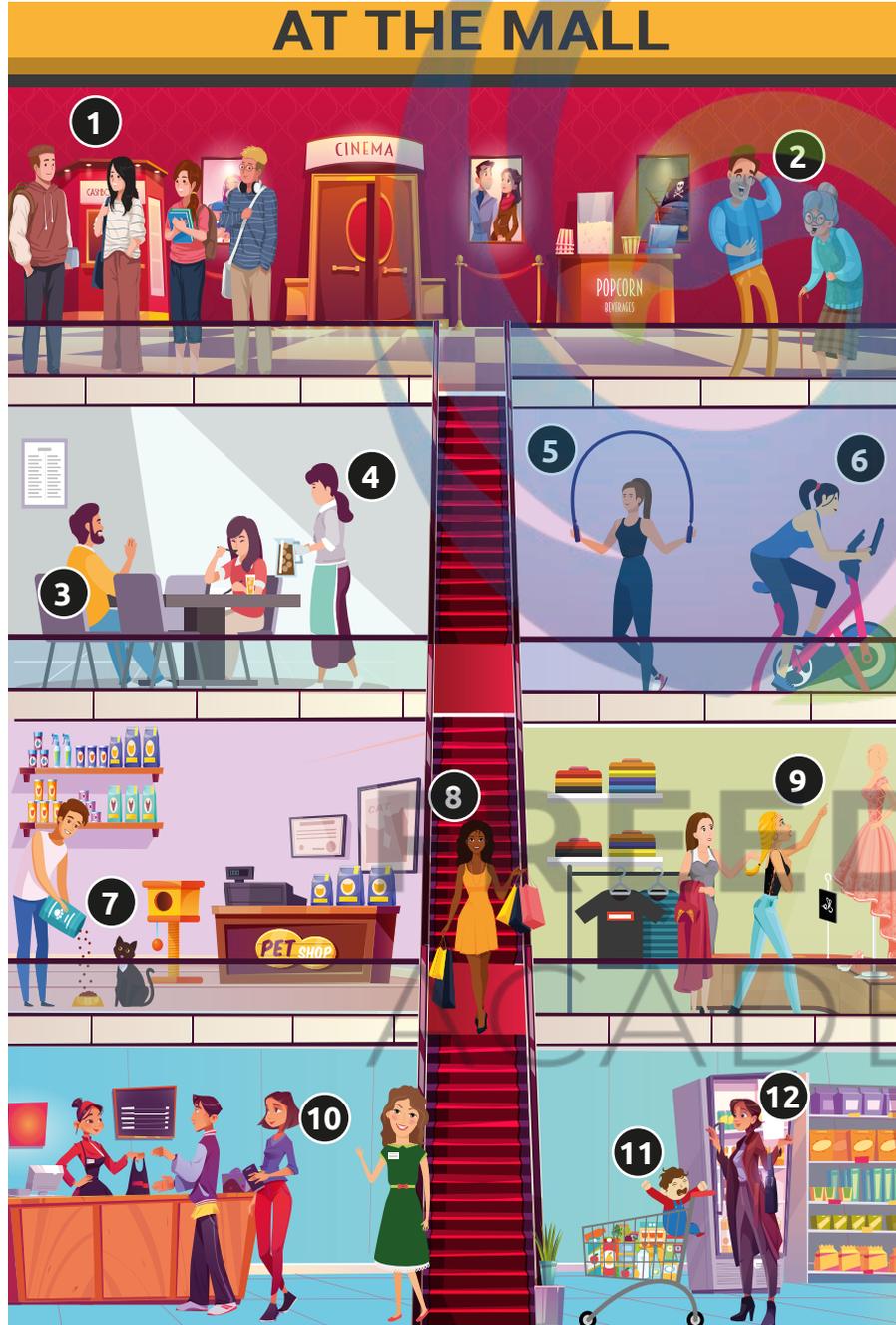


SCAN ME

1 Listen some phrases. Then match them with the pictures below.

- | | | |
|--|---|---|
| <input type="checkbox"/> talking to friends | <input type="checkbox"/> feeding the cat | <input type="checkbox"/> bringing bags |
| <input type="checkbox"/> serving food | <input type="checkbox"/> riding a bicycle | <input type="checkbox"/> looking at clothing |
| <input type="checkbox"/> waiting on the line | <input type="checkbox"/> jumping | <input type="checkbox"/> sitting at the table |
| <input type="checkbox"/> crying a lot | <input type="checkbox"/> laughing | <input type="checkbox"/> buying |

AT THE MALL



2 Complete the sentences below with the appropriate verb. Use the verbs from exercise 1.

- 1 My mother is the pets because they are hungry.
- 2 I am at the ATM. I need money.
- 3 The baby is I don't understand him.
- 4 The traffic is terrible. I am my bike to get my job.
- 5 The children are at the mall. They are some candy.
- 6 They are and talking a lot.
- 7 My boyfriend is a cake.
- 8 I am at the people in the park.

3 Answer the questions below. Guess who from your family, relatives or friends are doing the following activities.

- 1 Who is serving food?
..... I think my mother is serving food.....
- 2 Who is riding a bicycle?
.....
- 3 Who is crying?
.....
- 4 Who is waiting on the line?
.....
- 5 Who is feeding the cat/dog?
.....
- 6 Who is laughing?
.....
- 7 Who is buying at the supermarket?
.....



THE PRESENT PROGRESSIVE

1 Study the chart below.

SPELLING RULES

jump + ing	jumping
cry + ing	crying
sit + t + ing	sitting
ride + ing	riding

2 Complete the chart below with the verb to be (am/is/are) and add a verb ending in -ing.

AFFIRMATIVE

I	am	sleeping..
You	.....	work.....
He	.....	.....
We	.....	.....
They	.....	.....

NEGATIVE

I	am not	.....
You	.....	.....
She	is not	.....
We	.....	.....
They	.....	.....

QUESTIONS

Am	I	.....
.....	you	.....
.....	it	.....
Are	we	.....
.....	they	.....

TIME EXPRESSIONS

now - right now - today - at the moment

3 Fill in the blanks with the verbs in brackets using the present progressive tense.

Tom: What you (do)?

Mich: I (study) for the test.

Tom: And George? he (read) the books?

Mich: No, he isn't. He (eat) his lunch.

Tom: And the teachers? they (wait) for us?

Mich: Yes, they are.

Tom: Ok, so let's study together. I don't want to fail the course.

Mich: Ok.

4 Fill in the blanks with the present progressive tense.

1 Ted (take) a shower right now.

2 Sally (watch) TV at the moment.

3 Nick (read) comics now.

4 Tom (walk) to school today.

5 Kate (prepare) dinner.

6 The children (eat) candy.

7 The cat (run).

8 He (drink) coffee.

9 My mom (cook).

10 They (listen) to music now.

P. 96 Grammar Booster: Present Progressive





READING

1 BEFORE YOU READ Work with a partner and guess what your relatives are doing right now. Use the following questions as a guide and create more.

- What do you think your father is doing right now?
- What do you think your mother is doing now?
- What do you think your siblings are doing at the moment?
- What do you think your grandparents are doing today?
- What do you think your best friend is doing this morning?

2 Read the following text and answer the questions below.

- 1 What is Rachel's mother doing?
.....
- 2 What is Rachel's best friend doing?
.....
- 3 What are Rachel's aunts doing?
.....
- 4 Who are helping Rachel?
.....
- 5 Where are Rachel's grandparents sleeping?
.....

3 Choose the right option.

- 1 Who are greeting Rachel's guests?
a) Her neighbors.
b) Her grandparents.
c) Her best friend.
- 2 Who is waiting for the boy that is bringing the big cake?
a) Carlos b) Yovana c) Rachel
- 3 Who are playing online games?
a) Rachel's siblings.
b) Rachel's friends.
c) Rachel's nephews and nieces.
- 4 Why are Rachel's grandparents tired?
a) They don't like the party.
b) They are very old.
c) They work a lot.
- 5 Who are making a lot of noise?
a) Ignacio's friends.
b) Amy's friends.
c) Carlos's friends.

My big birthday party



My name is Rachel. Today, I turn 18 years and this is my birthday party in my house. My father, Ignacio, is receiving the guests and smiling to them. My mother, Elisa, is serving some cookies and drinks. She is walking from one place to another. My parents are very happy today.

My siblings are happy too. My sister, Yovana, is talking to her friend Megan. They are laughing and talking a lot. My other sister, Wanda, is with her boyfriend. They are helping my mom. My brother, Carlos, is eating some candies and drinking some soda with his friends. They are making a lot of noise.

My grandparents are sleeping on the sofa because they are very tired. They are very old. My uncles are moving the tables and chairs for the big cake. My aunts are buying many plastic spoons, plates and glasses from the shop that is across my house. My nephews and nieces are playing online games on their smartphones and tablets. They are very concentrated on them.

Some of my neighbors are coming to the party. They are entering with some gifts and greeting my guests. There are many children in the party. They are running and making a lot of noise. So, I am with my best friend, Amy; we are looking at the people in the party and I am also waiting for my boyfriend. I think he is bringing the big cake and candles to celebrate.





LISTENING

3

Listen again then write the names and their activities based on Silvia's description.

1

BEFORE YOU LISTEN Work in pairs. Look around. Describe what is happening all around in the classroom and outside the windows. You can use some of the questions below.

- What is he doing?
- What is she doing?
- What are they doing?
- What is that doing?
- What is the man with red cap doing?
- What is the woman with a big bag doing?
-

2

Listen to Silvia describing activities that people are doing in her neighborhood; then answer True or False.

- Mary and Virginia are going to the supermarket.
True False
- Many children are waiting in line at the ATM.
True False
- Many children are playing in the park.
True False
- Kael is skipping rope.
True False
- Some pigeons are drinking water.
True False

PEOPLE	ACTIVITIES IN PROGRESS
Silvia	She is watching people.
Mary and Virginia	.....
.....	He is buying some cookies.
The shop owner	.....
.....	They are waiting on the line.
Tyler and Mark	.....
.....	He is crying.
The baby's mother	.....
.....	She is playing with a ball.
Matthew	.....
.....	She is playing volleyball.
Mr. and Mrs. Warrens	.....
.....	They are sitting under a big pine.
Ana	.....
.....	He is running with his friends.



SCAN ME





WRITING

1 Write sentences for each picture: What is happening?



.....
.....
.....
.....
.....



.....
.....
.....
.....



SPEAKING

1 Work in pairs. Look at the locations below, choose one, but don't tell your partner. Describe what people are doing in that location using the present progressive and your partner has to guess the place.

mall	school	park
bank	bar	gym
restaurant	house	workplace

- A:** In this place:
- People are waiting on the line.
 - People are paying the bills.
 - People are depositing money.
 - People are opening accounts.
 - A police officer is checking people's belongings.
- B:** Do you mean a bank?
- A:** Yes, you're right. /No, you're wrong.

A: In this place:

.....

.....

.....

.....

.....

FREEDOM ACADEMY



WHAT DO YOU DO FOR FUN ?

3



CONVERSATION MODEL

1

Listen and read the conversation below.

Jade: What do you do for fun?

Paul: I often play online games on my cellphone.

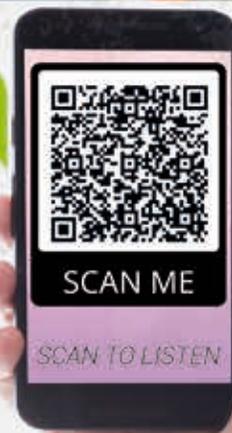
Jade: That's cool.

Paul: Yeah, But in this moment I can't because I am working out.
What about you?

Jade: Well, I usually play pool. In fact, I am going to play it.

2

Work in pairs. Listen again and practice the conversation model.



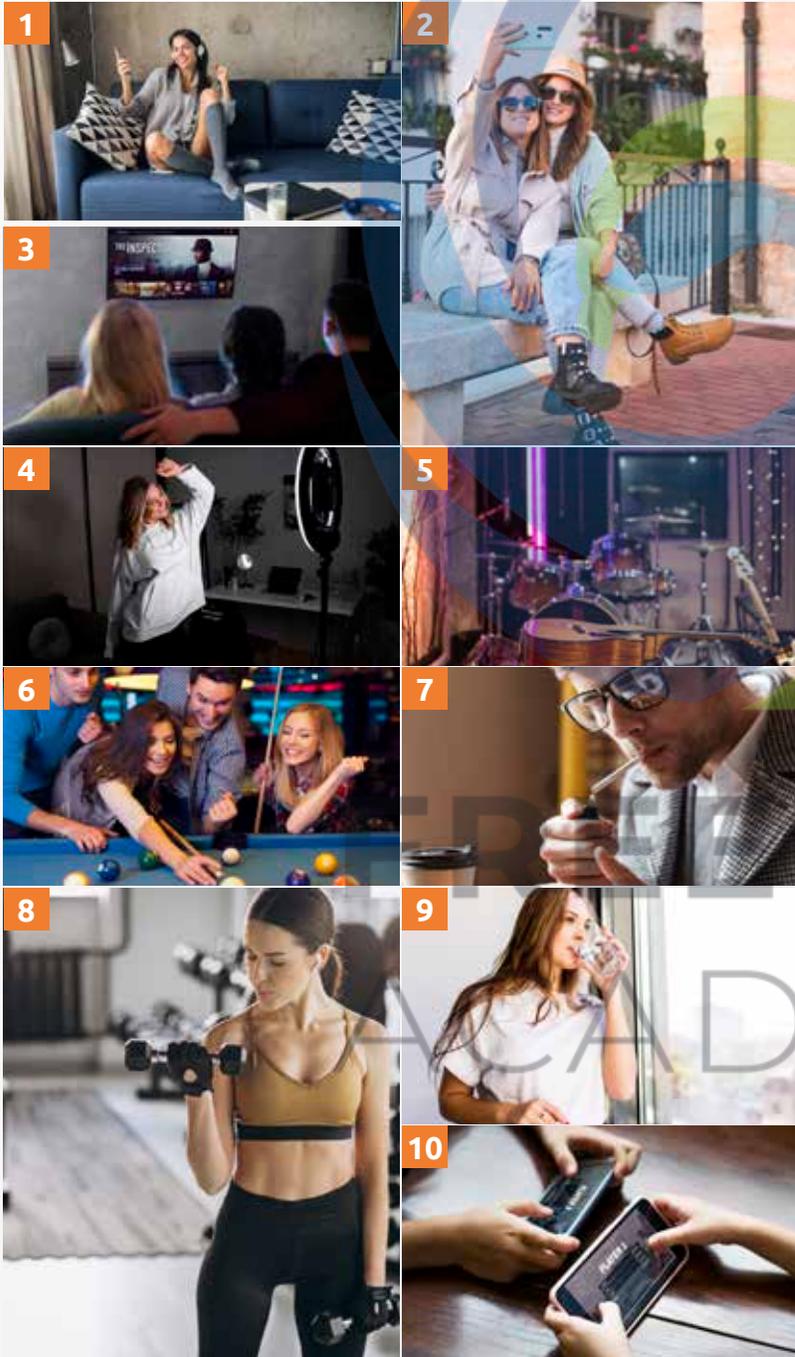


VOCABULARY

HABITS AND AT THE MOMENT EVENTS

1 Put the numbers in the correct pictures. The listen and repeat.

- Smoke
- Take selfies
- Stream Netflix
- Drink Water
- Make TikToks
- Play pool
- Listen to music
- Work out
- Play online games
- Play a musical instrument



3 Complete the sentences using the words in vocabulary.

- 1 I am not good looking but I like to with my friends.
- 2 To relax, my family and I at nights. Our favorite series is Breaking Bad.
- 3 I want to to form a rock band.
- 4 It's healthy to
- 5 After my job, I two cigarettes.
- 6 You should try to It's fun.
- 7 I always to do all my activities.
- 8 After the class we go to
- 9 Sometimes we lose our tempers when we .
- 10 I hate going to the gym but I need to to be in shape.

4 Work in pairs. Look at the pictures in exercise 1 and make questions. Follow the example below.

E.g.

Look at picture 2. What do they do every day?

They take selfies every day.

Look at picture 2. What are they doing in this moment?

They are taking selfies.





SIMPLE PRESENT VS PRESENT PROGRESSIVE

1

Look at the chart below.

PRESENT SIMPLE	PRESENT PROGRESSIVE
HABITS / REGULAR ACTIONS	ACTIONS IN PROGRESS
I drive to work every day. She usually smokes .	I can't talk. I' m driving now. She' s not smoking right now.
FACTS / PERMANENT STATES	TEMPORARY ACTIONS
I have a brother. Dogs live around 15 years.	I' m going home by bus today. I' m living with my aunt until I find a flat.
SIGNAL WORDS	SIGNAL WORDS
<i>Always, sometimes, every day, usually, never, once a month, and so on.</i>	<i>Now, at the moment, these days, right now, today and so on.</i>

P. 98 Grammar Booster: Present Progressive



USEFUL LANGUAGE

Don't use the following verbs in progressive:

- be - like - need - love
- want - have - know - hate

3

Complete the short conversations with the correct form of the verb in parenthesis.

CONVERSATION 1

A: Hey Charlee, what you (do)?

B: I (make) TikToks right now.

A: You always (make) TikToks.

B: Well, I (like) it.

CONVERSATION 2

A: My fiancé (be) a Spanish teacher.

B: Wow! where she (work)?

A: Well, in a restaurant. She (work) as a waitress at the moment until she (find) a new job.

CONVERSATION 3

A: Jade, you (have) time?

B: Not really, I (stream) Netflix.

A: Come on! I (need) your help.

4

Look at the pictures and write what they usually do but what they are doing right now. Use the signals words.



E.g. She often drinks water, but she is drinking coffee now.

1



2

3



4

5



6

7



A STRANGE DAY

Lemmy (be) at home now with his two children. Every Saturday he (work out) in the morning to be in shape. Now he (not work out) because he (sleep). His children (not stream) Netflix because they do their school homework first. Now they (stream) their favorite series.

Lemmy; (smoke) that's strange. He, (not smoke) maybe he's stressed. On Saturday afternoons, Lemmy (listen) to music to relax and his children (play) video games online. Then Lemmy and his two children (take) selfies and (make) TikToks for fun.

Now it's Saturday afternoon, Lemmy and his children (not want) to take selfies and make tik toks. Lemmy (not listen) to music to relax, he (play) one of his musical instruments. He is a talented person. Because of his children (not play) video games online, they're (stream) Netflix again.

1

BEFORE YOU READ Work in pairs. Answer the questions below.

- What do you usually do?
- What does your bestie usually do?
- What are you doing in this moment?
- What is your best friend doing right now?

2

Read and complete the story with the verbs in parenthesis.

3

Answer the following questions.

1 Where is Lemmy in this moment?

.....

2 Is Lemmy with his two children?

.....

3 What does Lemmy usually do every Saturday morning?

.....

4 Why is Lemmy smoking?

.....

5 What do Lemmy and his children do on Saturday afternoons?

.....

6 What are they doing now?

.....

4

Giving your opinion.

1 What do you think is going on with him?

.....

.....

2 What things can break your routine?

.....

.....

.....



UNIT

7

I can't
do it



LEARNING OUTCOMES

By the end of the lesson, the student will be able to:

- 1** - Talk about their abilities and skills using modal can and the expression Be able to.
- 2** - Give a good presentation in front of people taking into account the tips learned in the lesson.
- Talk about how to give a good presentation in public using adjectives and adverbs correctly.
- 3** - Talk with more than one adjective describing his favorite clothes.

WHAT CAN YOU DO?



I can't do it



CONVERSATION MODEL

1

 Listen and read the conversation below.

A: What languages can you speak?

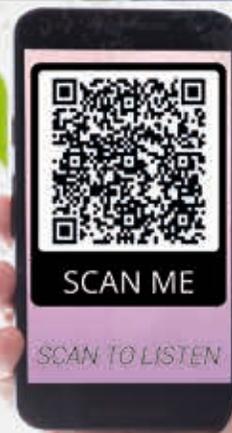
B: I can speak English and Chinese.

C: I can't speak Chinese but I can speak Spanish.

D: I can't speak Spanish but I can speak Chinese.

2

Work in pairs. Listen again and practice the conversation model.



VOCABULARY

ABILITIES

1 Listen and match the verbs in the chart to the pictures A–J.

- | | |
|---------------------------------|-------------------------------|
| <input type="checkbox"/> cook | <input type="checkbox"/> play |
| <input type="checkbox"/> sing | <input type="checkbox"/> run |
| <input type="checkbox"/> play | <input type="checkbox"/> jump |
| <input type="checkbox"/> juggle | <input type="checkbox"/> fix |
| <input type="checkbox"/> speak | <input type="checkbox"/> bake |



SCAN ME



4 Complete the blanks with the correct verb.

- 1 She is an excellent chef. She can very well.
- 2 Sky can very well. She sings in church.
- 3 Liam likes languages. He can English, German and French.
- 4 He is able to with four balls.
- 5 Aimee is a mechanic. She can cars.

ADVERBS



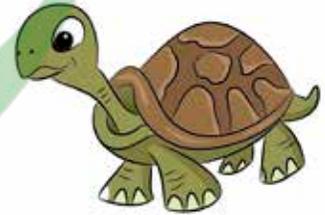
really well / very well



not very well



fast



slowly

As well = also or too.

A little bit = not much

5 Fill the blanks with the correct adverb.

- 1 My mom can speak French. I speak French
- 2 He's an expert. He is able to cook
- 3 I can dance tango, but
- 4 Martha cooks like a turtle.
- 5 She can run very
- 6 Liam swims, but I can't. I swim slowly.
- 7 The little girl can play

P. 80 Vocabulary Booster: Abilities

2 Work in pairs. Ask your classmate about his abilities.

What can you do?

I

3 Now tell the class.

Gwen can



CAN / BE ABLE TO

1 Read the information in the chart below and complete it.

CAN: ABILITY AND SKILLS

AFFIRMATIVE

I	can	play the piano as well.
You	can	juggle very well.
He	.....	play chess.
She	can	cook deliciously.
It	can	swim fast.
We	can	play soccer.
They	.....	run very fast.

NEGATIVE

I	can't	sing very well.
She	can't	play any musical instrument.
They	can't	fix computers.

QUESTIONS

	Can	you	swim?
	.....	Mark	speak Spanish?
	Can	clowns	juggle balls?
What	can	you	do?

SHORT ANSWERS

Yes, I can.	No, I can't.
Yes, she can.	No, she can't.
Yes, they can.	No, they can't.

BE ABLE TO : ABILITY AND SKILLS

AFFIRMATIVE

I	am able to	play the piano as well.
You	are able to	juggle very well.
He	is able to	play chess.
She	.....	cook deliciously.
It	.....	swim fast.
We	.....	play soccer.
They	.....	run very fast.

NEGATIVE

I	.....	sing very well.
She	isn't able to	play an instrument.
They	.....	fix computers.

QUESTIONS

Are	you	able to	swim?
.....	Mark	able to	speak Spanish?
.....	clowns	able to	juggle balls?
What	are	you	able to do?

SHORT ANSWERS

Yes, I am.	No, I am not.
Yes, she is.	No, she isn't.
Yes, they are.	No, they aren't.

P. 100 Grammar Booster: Can, be able to

2 Fill in the blanks with Can or Be able to.

Heather: you play the piano?

Mark: Yes, How about you?

Heather: No, But I play the guitar really well.

Mark: That's great. you to play other instrument?

Heather: No, But my brother play the piano as well.

Mark: I want to play the guitar. you teach me?

Heather: Mmm. I to teach. I'm not patient.

Mark: Please, I to learn fast.

Heather: Okay. But you help me with the piano?

Mark: Sorry, I am play the piano very well.

Heather: Mmm

3 Look at the pictures below. What can they do? Write their abilities and use adverbs.



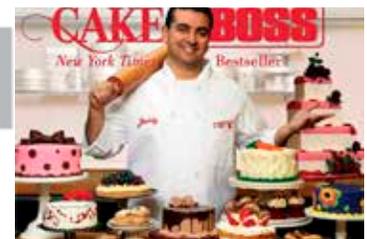
1 Michael Phelps
.....



2 Ariana Grande is
.....



3 CR7 and Messi are
.....



4 Buddy
.....

3 Arrange the sentences below.

1 they / can / bake / well?

2 really well / Mary/ is able to / speak
.....

3 juggle /Nahomi / can / not / three balls
.....



READING

Can you ...?

1 BEFORE YOU READ Work with a partner and practice the conversation below. Change the words in color if necessary.

- A: So, tell me about your abilities. What can you do?
- B: I can and What about you?
- A: Well, I can very well. Can you ?
- B: Yes, I can. I can fast. Can you ?

2 Read the dialogue about Liam and Sky. They talk about things they can do and things they cannot do well. Answer the questions below.

- 1 Who is able to cook well?
.....
- 2 How well can Liam sing?
.....
- 3 Who can play a musical instrument?
.....
- 4 Who is able to juggle?
.....
- 5 Can they both speak French?
.....
- 6 What languages can Sky speak?
.....

3 Tick with (✓) if they can do the activities and (x) if they cannot. Then qualify the activities using adverbs.

ABILITY	SKY	LIAM	ADVERB
1 Cook			A little bit
2 Play an instrument			
3 Speak languages			
4 Sing			
5 Juggle balls			

Liam: So Sky, let's talk about abilities. Can you cook?

Sky: Yes, and no. I can cook a little bit. But I really like to eat. I'm not a great chef, but I can cook. I cook to survive. What about you, Liam? Can you cook?

Liam: Yeah, I can. I really like cooking. I love cooking Italian food. I also love baking. So, I can bake cakes, cookies and bread.

Sky: Okay.

Liam: How about singing? Can you sing?

Sky: Yes, I can sing. I love singing. I sing a lot in church. What about you? Can you sing?

Liam: No, I can't sing very well. I like to go to karaoke.

Sky: Mmm interesting. Can you play any instrument?

Liam: No, I can't play anything. How about you?

Sky: No, I can't. But I can play my voice. Hahaha.

Liam: That's nice.

Sky: What about juggling? Are you able to juggle?

Liam: Yeah, I am able to juggle with three balls and I am able to juggle with four, but not really well. I can do it for about 10 seconds.

Sky: Wow, I am not able to juggle. So please teach me.

Liam: Of course! Let's talk about languages. Can you speak other languages?

Sky: Yes, I can speak three languages.

Liam: Which ones?

Sky: I think English is my best language but I also speak German, Arabic language, and I speak French as well. And you?

Liam: Well, I can speak English and I can speak some Polish. And I can also speak a little bit of French.

Sky: Okay. Maybe next time we'll have this conversation in French then.

Liam: Okay.





LISTENING

1 BEFORE YOU LISTEN Write the activities in the columns according to your abilities.

<i>play basketball</i>	<i>sing well</i>	<i>fix a computer</i>
<i>play baseball</i>	<i>cook an omelet</i>	<i>change a tire</i>
<i>jump high</i>	<i>bake cookies</i>	<i>fix a car</i>
<i>play soccer</i>	<i>make websites</i>	<i>play instruments</i>

I CAN

.....

.....

.....

.....

I CAN'T

I can't play basketball.

.....

.....

.....

2 Listen to the interview and write their abilities.

AIMEE

CAN

.....

.....

.....

.....

CAN'T

.....

.....

.....

.....

TODD

CAN

.....

.....

.....

.....

CAN'T

.....

.....

.....

.....

3 Listen to the interview and choose True or False.

OUR ABILITIES

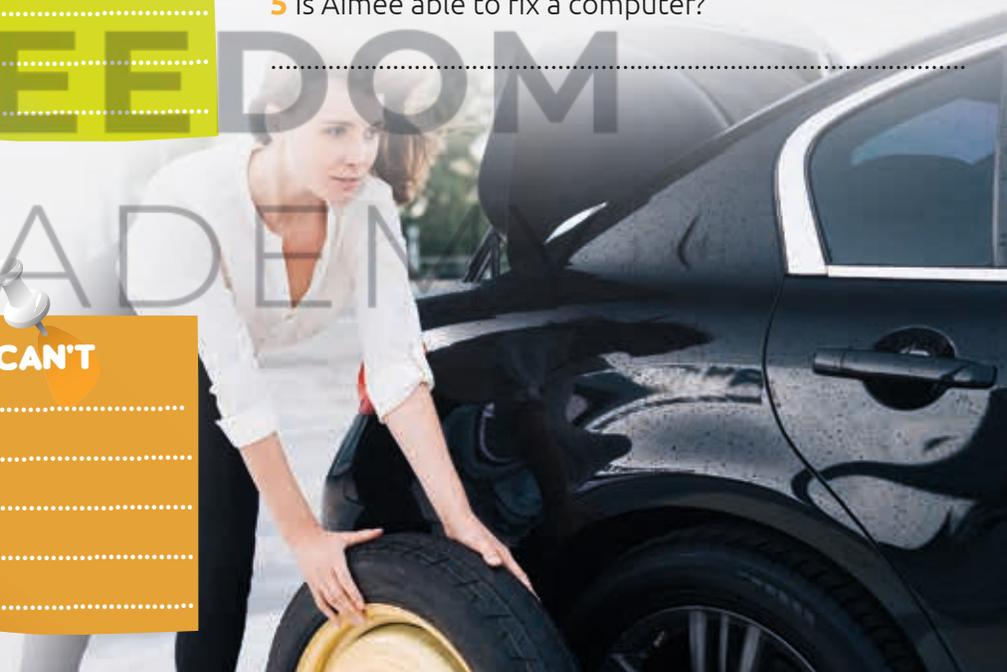
- Todd can jump very high.
True False
- Aimee has a beautiful voice.
True False
- She can't cook very well.
True False
- Todd can fix computers.
True False
- Todd is really good at computers.
True False



4 Answer the questions below.

- What sport can Todd play well?
.....
- What can Todd's friend do well?
.....
- What can Aimee cook?
.....
- What can she do?
.....
- Is Aimee able to fix a computer?
.....

FREEDOM ACADEMY



DO YOU SPEAK LOUDLY?

2



CONVERSATION MODEL

1

 Listen and read the conversation below.

Susan: George! I need recommendations for my English speech.

George: Ok. Learn your topic well and don't be nervous.

Susan: Yeah! I know my topic.

George: Use visual aids wisely. Include only what is important.

Susan: Got it!

George: Speak loudly and clearly.

Susan: George, you are a good friend. Thanks a lot for your help!

2

Work in pairs. Listen again and practice the conversation model.



ADJECTIVES AND ADVERBS

1 Listen to the adjective words and match with their corresponding adverbs.



1 quick



2 late



3 loud



4 careful



5 appropriate



6 clear



7 nervous



8 good



9 healthy



10 early

- Well
- Loudly
- Early
- Quickly
- Clearly
- Nervously
- Carefully
- Healthily
- Appropriately
- Late



SCAN ME

2 Complete the sentences with the correct adjective.

- 1 Mr. Brandon has a voice. I can listen to him very well.
- 2 When I talk, I am so I sweat and I forget my topic.
- 3 My partner always has oral presentations. His scores are over 90.
- 4 I don't like clothing. But it's compulsory in my university.
- 5 I am a person. I always read many times my topic.

3 Complete the sentences with the correct adverb.

- 1 Shirley speaks in her presentations. Her voice is very strong.
- 2 My partner always gets to his class. His alarm clock doesn't work.
- 3 Miss Smith arrives to the university. She is very responsible.
- 4 My friend wears for his speech. He likes formal clothing.
- 5 Sonia eats before her presentation. She doesn't like junk food.

4 Ask the following questions to a partner.

Do you speak clearly when you are in front of the class?

Do you wear appropriately at school, university or work?

Are you a nervous person?

What do you eat before a presentation?



ADJECTIVES AND ADVERBS

2

Read the questions and circle if it is an adjective or an adverb. Then, discuss the questions with a partner.

1

Read the information in the chart below. Pay attention to the words in bold.

ADJECTIVES

Adjectives give information about nouns. They go before a noun or after the verb to be.

E.g.

"My partner is **nervous**." or "My partner is a **nervous** person."

"You are **honest**. I want your **honest** feedback"

Some examples of adjectives

bad	good	clear	slow
fluent	early	easy	fast
academic	gentle	friendly	late

On a separate sheet of paper, write sentences using the adjectives in the chart.

ADVERBS

Adverbs give information about verbs.

E.g. "My professor always dresses **appropriately**."

"Karen speaks **loudly**."

These are the most common adverbs.

well	late	easily	carefully
angrily	seriously	fast	hard
clearly	strongly	properly	differently
early	slowly	quickly	closely
badly	humbly	truly	automatically

On a separate sheet of paper, write sentences using the adverbs in the chart.



3

Practice with the questions from the survey. Draw an arrow to indicate the verb or noun to which the adjective or adverb gives information.

E.g.

I speak ^{adv}nervously in front of people.

I am a ^{adj}nervous person.

4

Circle the adjective or the adverb to complete each sentence.

- 1 My classmate is a **nice / nicely** person.
- 2 I can speak Spanish very **good / well**.
- 3 Of course, I am always **happy / happily** when I get a good score after a presentation.
- 4 My friends tell me that I give my speeches **bad / badly**.
- 5 Thomas is very **kind / kindly**. He always helps me with my topics.
- 6 The man comes in **nervous / nervously**.
- 7 Laura talks **loud / loudly** to her professor.
- 8 I can give **good / well** seminars at university.
- 9 My friend speaks **quick / quickly** his second language.
- 10 My sister is very **lazy / lazily**; she always does her homework **angry / angrily**.

P. 102 Grammar Booster: Adjectives and adverbs



READING

1 BEFORE YOU READ Work with a partner and ask the following questions.

When you have a presentation at school or university:

- How do you feel?
- How do you speak to the audience?
- How do you dress?
- Do you arrive early or late?
- Do you have good or bad presentations?

Now complete the chart with your partner's information. Organize them in positive and negative aspects.

NAME	POSITIVE ASPECT	NEGATIVE ASPECT
Adrian....	arrives early.....	is nervous.....
.....
.....
.....
.....

2 Read the text beside about John's presentations and answer the questions. What is important for a good presentation? According to the reading passage, check (✓) if the tips are important or not.

STATEMENT	YES	NO
1 A careful research for information is important.	✓	
2 It's not necessary to answer the questions at the end of a presentation.		
3 Speak politely to the audience.		
4 It doesn't matter to arrive some minutes late.		
5 Wear informal clothing for your presentations.		

John's Tips



John is a student from Oxford University. All his friends say that he makes a good impression when he gives a presentation in front of a group.

Let's list some of the tips that he follows for a good presentation.

- He is careful when he searches information on the internet about his topic. In other words, he looks for information carefully.
- His voice is clear and easy to understand. It means that he speaks clearly.
- He speaks politely to the audience. He is very polite.
- He is good at answering the questions at the end of the presentation. It means that he answers the questions well.
- He always dresses appropriately for his presentations. To him, it's important to wear appropriate clothing.
- He is never nervous because he studies his topic very well.
- He is early. He arrives 30 minutes before the presentation.

3 Read the text again and answer the questions.

- Where does John study?
.....
- What do John's friends say about his presentations?
.....
- How does he speak?
.....
- How does he dress in his presentations?
.....
- Are his tips important for you?
.....



LISTENING

1 BEFORE YOU LISTEN Hannah and Carter have some problems with oral presentations. Read their bad experiences and give them some recommendations.

When I give presentations at school, I am very nervous and I speak slowly. I don't do a good job. I don't know how to deal with that situation. I hate presentations in front of people. What can I do?

When I give presentations at university, I always forget about my topic and I am usually silent and I read my notes. I can't do it well. What can I do?



- Breathe deeply

- Get important information

GIVING SOME ADVICE FOR A SPEECH

2 Listen to the audio and write the tips that the person gives. Use adjectives and adverbs in your sentences.



SCAN ME

Follow this example:

- Speak loudly

-
-
-
-
-
-
-
-
-
-

3 Listen again and answer the questions:

1 What do you have to do after you read many times?

.....

2 What do you have to do after you organize your ideas?

.....

3 How do you have to speak in front of the audience?

.....

4 What do you have to do before you start your presentation?

.....





WRITING

TIPS FOR A GOOD JOB INTERVIEW

1 Tom is a boy who has an interview next week. And he wants some tips to do it well. Write sentences about what you do for a good job interview.



Use this words as adjectives or adverbs to write the sentences.

- | | |
|---------|-------------|
| early | careful |
| patient | angry |
| nervous | appropriate |
| clear | honest |
| late | slow |
| gentle | good |

E.g. I am an angry person but I never answer the questions angrily.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)



SPEAKING

1 Give tips for the following people in the pictures. Then, speak about this to the class. Use adjectives and adverbs correctly.



MEETING YOUR PARENTS IN-LAW

- E.g.
- Don't be nervous when you talk.
 - Speak politely.
 - Wear appropriately.
 - Get early to their house.
 - Answer the questions carefully.



IN A CLASS, FOR A NEW TEACHER



MEETING NEW PEOPLE

WHAT ARE YOU WEARING?

3



CONVERSATION MODEL

1

Listen and read the conversation below.

Jade: Hey, what are you wearing today?

Sam: I am wearing my new black blouse.

Jade: Is it comfortable?

Sam: Yes. It's comfortable.

Jade: Is your favorite color black?

Sam: Not really. It's a gift from my parents.

2

Work in pairs. Listen again and practice the conversation model.



CLOTHING

1 Look at the pictures. Match the colors to the correct clothes. Then listen and repeat.

a. gray pants
b. white high heels
c. orange coat
d. blue blouse

a. purple shoes
b. brown tie
c. white suit
d. sky blue shirt

a. black turtleneck
b. silver watch
c. blue jacket
d. black and white sneakers

2 PAIRS Talk about the following questions.

- What are your favorite clothes?
- What are your favorite colors?
- Where do you usually buy your clothes?

3 Unscramble the words to describe the clothes.



ONRT

T



COMFORBLETA

C



DLO

O



WEN

N



IRDYT

D



ELANC

C



TTGHI

T



ESOO

L



IGB

B



MASLL

S



EAUTIFULB

B



YLGU

U



ADJECTIVE ORDER

3

Look at the pictures and describe what people are wearing.

1

Study the chart below.

OPINION

loose, beautiful, ugly

COLOR

blue, black, white

NOUN

coat, tie, sneakers

EXAMPLES

- I hate that **ugly** coat.
- She's wearing **white** shoes.
- He loves his **beautiful orange** turtleneck.
- I am wearing a **nice brown and blue** tie.

P. 104 Grammar Booster: Adjective order



USEFUL LANGUAGE

To describe what you are dressing use the verb **WEAR** not the verb **USE**.

- I am wearing a black blouse. (more common)
- I am using a black blouse. (not common)

2

Underline the correct option.

CONVERSATION 1

- A: Paul? Where are you?
 B: I am in the park next to a tree.
 A: What are you wearing?
 B: I am wearing a white t-shirt/a t-shirt white.
 and a tight blue jacket/a tight jacket blue.

CONVERSATION 2

- A: What are your favorite clothes?
 B: Well, I love my beautiful black tie / my black beautiful tie
 A: In my case, my favorite is my loose orange coat / my loose coat orange.



E.g.

She's wearing a light blue T-shirt and white jeans.



1
.....
.....



2
.....
.....



3
.....
.....



4
.....
.....



5
.....
.....



6
.....
.....



7
.....
.....



READING

- 1** BEFORE YOU READ Work in pairs. Discuss the questions below.

What do you usually wear?

I always wear *sneakers*...

What are you wearing now?



- 2** Read the text beside. Write the names to the corresponding picture then answer the questions.

- The person who never wears the same clothes for special moments is ...
 - Ann
 - Sam
 - Mark
 - Clark
- The person who likes wearing casual clothes is ...
 - Ann
 - Sam
 - Mark
 - Clark
- The person who has a good opportunity is ...
 - Ann
 - Sam
 - Mark
 - Clark
- Formal clothes are not for ...
 - Ann
 - Sam
 - Mark
 - Clark
-'s wearing a black jacket.
 - Ann
 - Sam
 - Mark
 - Clark
- isn't wearing a suit.
 - Ann
 - Sam
 - Mark
 - Clark
- is wearing loose blue pants.
 - Ann
 - Sam
 - Mark
 - Clark
- They don't like fashion clothes.
 - Ann
 - Sam
 - Mark
 - Clark

FRIENDS AND THEIR CLOTHING STYLE

Ann is interested in fashion. She is always reading magazines about it. She usually wears different clothes for special moments. Today it's her best friend's birthday party. She is wearing a beautiful white dress, a tight black jacket, a lovely black purse, a silver watch and black boots. She looks nice for the party.

Sam isn't interesting in fashion. I think she likes casual and comfortable clothes. She's wearing a loose yellow sweater, red glasses; torn blue pants and white sneakers.

Her sister Clark is wearing an orange hat a colorful bufanda, a tight black blouse and loose blue pants and white sneakers. Definitely, they love casual clothes. They don't like to wear clothes that are in fashion.

Mark hates wearing suits, T-shirts, and ties. Today he has a job interview. It's a good opportunity for him. The problem, he is wearing an ugly black shirt and white jeans and white sneakers. He isn't wearing a suit or any formal clothes.



UNIT

8



LEARNING OUTCOMES

By the end of the lesson, the student will be able to:

- 1** - Tell bad experiences in the past.
- 2** - Describe past events, situations and actions.
- 3** - Use the simple past tense to talk about experiences in the past. using correctly the tense in negative and interrogative.

HOW WAS THE EXPERIENCE?



CONVERSATION MODEL

1

Listen and read the conversation below.

Karl: Where were you yesterday?

Tyler: I was in the cinema.

Karl: How was the experience?

Tyler: It was terrifying.

2

Work in pairs. Listen again and practice the conversation model.



VOCABULARY

ADJECTIVES TO DESCRIBE BAD EXPERIENCES

1 Listen and repeat the following words.



Dangerous



Unpleasant



Terrifying



Horrifying



Unsafe



Polluted



Disgusting



Unattractive



Strange



Interesting



2 Write two dangerous places:

1

Why?

Because

.....

2

Why?

Because

.....

3 Write two disgusting food:

1

Why?

Because

.....

2

Why?

Because

.....

4 Write two polluted places.

1

Why?

Because

.....

2

Why?

Because

.....

5 Write about your worst experiences.

1 What about the movie *Chucky*?
It was terrifying.

2 What about the food

It was

3 What about the place

It was

4 What about the game

It was

5 What about the song

It was



WAS / WERE

1 Look at the following charts, pay attention to the verb To Be in past.

POSITIVE		NEGATIVE	
I	was	I	was not (wasn't)
He		He	
She		She	
It	were	It	were not (weren't)
We		We	
You		You	
They		They	

QUESTION	SHORT ANSWERS	
Was	I	Yes, I was. / No, I wasn't.
	He	Yes, he was. / No, he wasn't.
	She	Yes, she was. / No, she wasn't.
	It	Yes, it was. / No, it wasn't.
Were	We	Yes, we were. / No, we weren't.
	You	Yes, you were. / No, you weren't.
	They	Yes, they were. / No, they weren't.

P. 106 Grammar Booster: The verb to be in the past



USEFUL LANGUAGE

there is = there was
there are = there were.

PAST TIME EXPRESSIONS

Yesterday, the day before yesterday, last weekend,
two years ago,

2

Fill with Was or Were, Wasn't and Weren't in the blanks.

Carl: Hi Rosie! Where you yesterday?

Rosie: I at Mark's party.

Carl: How it?

Rosie: It dangerous.

Carl: Why?

Rosie: Because there were many people. They strange.

Carl: Oh, I get it.

3

Change the following sentences into questions.

*E.g. She was in the park.
Was she in the park?*

1 My parents were at the cinema yesterday.

2 Carolina was 10 years old last year.

3 Henry was very lazy at school.

4 They were sad last night.

5 My dogs were hungry yesterday.



READING

1

BEFORE YOU READ. Work with a partner; then ask and answer the following questions.

*What place of your city is dangerous? Why?
In what restaurant is the food disgusting? Why?
What place of your city is unattractive? Why?*

2

Read the following text and answer the questions beside.

My experience out of my country



I'm Ethan and I want to talk about my experience traveling around the world. There were interesting and beautiful cities. But also, there were very dangerous and strange places. And I want to describe some of these unpleasant places. First, Tijuana is a very terrifying place. When I was in a flea market, it was horrifying because there were many people walking around me and I was with some important objects in my backpack; thieves usually steal objects of value in that place.

Second, Caracas is another unsafe place in the world. I was in a place in Caracas with some friends. They were excited with the idea to travel to this city. But when we were there, Caracas wasn't the place that people imagine. This place was dangerous as well and also was very polluted and unattractive. So, we were there only for a few days.

Finally, I don't want to refer to the safety of a place, but about its gastronomy. Cuba was a place in which the food was disgusting for me. There wasn't too much variety, the plates were only with rice, beans, shrimp and pork. For me, the food was very disgusting.

3

Choose the correct option.

- Ethan is talking about ...
 - Bad experiences.
 - Good experiences.
 - Good situations.
- The place that was terrifying is:
 - Caracas.
 - Tijuana.
 - Cuba.
- Where was it horrifying for Ethan?
 - When he was at the supermarket.
 - When he was in a flea market.
 - When he was in the hotel.
- Where do thieves usually steal object of value?
 - At the supermarket
 - At the flea market
 - At the park
- Which place is considered as unsafe?
 - Caracas
 - Tijuana
 - Cuba
- Ethan was in Caracas...
 - alone.
 - with companion.
 - with pets.
- Ethan considers Caracas a place.
 - beautiful
 - funny
 - dangerous
- Ethan and his friends were in Caracas for ...
 - many days.
 - some days.
 - a complete month.
- Ethan considers Cuba's food as ...
 - tasty.
 - delicious.
 - disgusting.
- There weren't many kinds of food in ...
 - Caracas.
 - Tijuana.
 - Cuba.



LISTENING

1 BEFORE YOU LISTEN Work with a partner; then ask and answer the following questions.

In your country, what places you don't recommend to visit. Why?

In your country, what restaurants you don't recommend to eat in. Why?

In your country, what kind of people you don't recommend to be in touch. Why?

2 Listen to the conversation and answer the questions.



3 Choose the correct option.

- 1 Who was in another country?
 - a) Jake
 - b) Mr. Brown
 - c) Kyle
- 2 Jake was in China ...
 - a) during 30 days.
 - b) during 7 days.
 - c) during 20 days.
- 3 Jake was in China because of ...
 - a) money
 - b) family
 - c) work
- 4 There are places in China.
 - a) dangerous
 - b) ugly
 - c) beautiful
- 5 What do Chinese people wear at streets?
 - a) Big coats
 - b) Face masks
 - c) Small hats
- 6 In China, you can't see the ...
 - a) moon.
 - b) sun.
 - c) sky.
- 7 Who considers Chinese gastronomy strange?
 - a) Jake
 - b) Mr. Brown
 - c) Kyle
- 8 Who considers Chinese food expensive and tasteless?
 - a) Jake
 - b) Mr. Brown
 - c) Kyle
- 9 Who thinks Chinese people are kind?
 - a) Jake
 - b) Mr. Brown
 - c) Kyle
- 10 Why does Jake consider China as an inhospitable place?
 - a) Because Chinese people were very serious.
 - b) Because Chinese people were very aggressive.
 - c) Because Chinese people were very unfriendly.





CONVERSATION MODEL

1

 Listen and read the conversation below.

Ashley: What did you do yesterday?

Jaxon: I got up very early because I went to my first interview.

Ashley: And what did you do later?

Jaxon: After that, I had lunch with my family in a restaurant. We ate spaghetti. And you?

Ashley: I was at home. I just did the housework all day. I went to bed too late.

2

Work in pairs. Listen again and practice the conversation model.



YESTERDAY ACTIVITIES

1 Listen and match the verbs with the correct picture.

- | | |
|--|--|
| <input type="checkbox"/> Got up | <input type="checkbox"/> Cleaned |
| <input type="checkbox"/> Took a shower | <input type="checkbox"/> Arrived home |
| <input type="checkbox"/> Studied | <input type="checkbox"/> Read a book |
| <input type="checkbox"/> Had breakfast/ lunch/dinner | <input type="checkbox"/> Brushed the teeth |
| <input type="checkbox"/> Went to work | <input type="checkbox"/> Watched TV |
| <input type="checkbox"/> Had classes | <input type="checkbox"/> Went to bed |



SCAN ME



1



2



3



4

2 Write the verbs in present and simple past tense.

- | | | | | |
|----|--------|-------|--------|-------|
| 1 | Get up | ..... | Got up | ..... |
| 2 | ..... | ..... | ..... | ..... |
| 3 | ..... | ..... | ..... | ..... |
| 4 | ..... | ..... | ..... | ..... |
| 5 | ..... | ..... | ..... | ..... |
| 6 | ..... | ..... | ..... | ..... |
| 7 | ..... | ..... | ..... | ..... |
| 8 | ..... | ..... | ..... | ..... |
| 9 | ..... | ..... | ..... | ..... |
| 10 | ..... | ..... | ..... | ..... |
| 11 | ..... | ..... | ..... | ..... |
| 12 | ..... | ..... | ..... | ..... |



5



6



7



8

3 Now practice with a partner. Ask and answer questions. Divide your activities in the three parts of the day: morning, afternoon and evening.

What did you do yesterday morning?

In the morning, ...

What did you do yesterday evening?

In the evening, ...



9



10



11



12

P. 85 Vocabulary Booster: Daily routine verbs in past.



THE PAST SIMPLE TENSE

1 Pay attention to the verbs in the charts.

SIMPLE PAST TENSE OF REGULAR VERBS IN AFFIRMATIVE

I **brushed** my teeth three times.
 She **cleaned** her house.
 Santiago **studied** yesterday morning.
 We **finished** work at 8:00 pm.
 My father **arrived** at home very late.

SIMPLE PAST TENSE OF IRREGULAR VERBS IN AFFIRMATIVE

You **took** a shower yesterday.
 She **had breakfast** at her boyfriend's home.
 Ian **went** to bed at midnight.
 We **had** classes all day.
 Chloe **read** a complete book.

P. 108 Grammar Booster: *The simple past tense*

REGULAR VERBS

Add "ed" or "d" to the regular verb to form the simple past.
 Like = Liked Stay = Stayed

IRREGULAR VERBS

Irregular verbs do not follow the usual rules for verb forms.
 Go = Went Make = Made

2 Complete the sentences with the verbs below in Past Simple.

play watch have drink go help read work study sleep

- I in my brother's bed yesterday.
- My parents a movie on Netflix.
- Yesterday, I to school at 3:00 pm.
- I from 8:00 am to 10:00 pm.
- She dinner with me.
- You that book last week.
- Karl with me for the test.
- Lucy video games all day.
- I my mother in the kitchen.
- They coffee with some friends.

3 Fill in the blanks with past tense of the verb in brackets.

William: Evelyn! How are you? What did you do last weekend?
Evelyn: Hi William. My last weekend was good. I (do) many things.
William: Tell me!
Evelyn: On Saturday I (get up) at 6:00. and I (go) my grandparents' house.
William: Really? What did you do there?
Evelyn: Well, we (have) lunch pizza and then we (watch) a film. After that, we (arrive) at home in the afternoon and I (study) for my test.
William: Oh! You (have) a family weekend!
Evelyn: Yeah! On Sunday, I (clean) my house, I (help) my mom and I (do) my homework. And what about you?
William: I (get up) so late both days. On Saturday, I went to a party and we (drink) much beer.

Evelyn: Oh my God!
William: Yes. And on Sunday, I (have) dinner in a Mexican restaurant. That's all.
Evelyn: Great weekend. For next time, let's go out.

3 From the dialogue, write the correct form for regular and irregular verbs in the chart below.

REGULAR VERBS	IRREGULAR VERBS
.....
.....
.....
.....
.....
.....



READING

1 BEFORE YOU READ Choose two of the places below for spending a weekend and talk with a partner about what you did. Use verbs in simple past.

Use the following question:

What did you do last weekend?

Last weekend, I got up

.....



At home



At relatives' house

2 Read the following text and choose True or False.

- 1 Sharon's weekend was boring.
True False
- 2 Sharon had lunch with her boyfriend.
True False
- 3 Sharon brushed her teeth in the morning and in the evening.
True False
- 4 Sharon played video games with her little cousin.
True False
- 5 Sharon's friends cried in the cinema.
True False
- 6 Sharon and her friends ate fried chicken in a restaurant.
True False
- 7 Sharon took a shower twice that day.
True False
- 8 For dinner, Sharon prepared fried chicken.
True False
- 9 Sharon ate much during the dinner with her family.
True False
- 10 She slept at 11:00 pm.
True False

My routine on Sunday



My name is Sharon and it was my routine last Sunday. That day was so funny because I did many things. First, in the morning I got up at 6:00 am, then I took a shower, brushed my teeth and had breakfast. For breakfast, I had some eggs, toast and orange juice. After that, I watched the news and I played video games with my little brother. At noon, I had lunch with my family; my mother cooked a delicious plate of Lasagna.

In the afternoon, I left home and went to the cinema with my friends. We bought popcorn and soda. We saw a romantic movie. I cried in the cinema because the movie had a very sad ending. Later, my friends and I walked by the city. We went shopping and bought some clothes and also we ate fried chicken in a restaurant. After that, we went for some ice cream. It was a wonderful afternoon with my friends.

In the evening, I returned home and I had dinner with my family again. They prepared fried chicken too. I only ate a little. After that, I did my homework, I watched a chapter of my favorite series called Grey's Anatomy. Later, I checked my e-mail and I took a shower again. Finally, I brushed my teeth, I went to bed at 11:00 pm and I slept.

3 Write numbers from 1 to 6 to order the story.

- She cried in the cinema because of the sad movie.
- She woke up in the morning.
- She had dinner with her family.
- At midday, she had lunch with her family.
- She did homework at night.
- She took a shower.



LISTENING

1

BEFORE YOU LISTEN Ask your partners about their last week. And see the differences in the activities they had every day.

- What did you do last weekdays?
- What did you do last Saturday?
- What did you do last Sunday?

E.g. From Monday to Friday, I got up at 6:00 am. because I went to school. Some days, I had breakfast at home.

E.g. On Saturday, I got up at 8:00.....

E.g. On Sunday, I got up at

2

Listen to Brenda, Samuel and Cindy talking about what they did yesterday. Who mention those activities? Tick (✓) in the correct name.



Brenda



Samuel



Cindy

3

Listen again and answer the following questions.

- 1 What time did Brenda get up?
.....
- 2 What did Brenda and her friend do in the afternoon?
.....
- 3 What did Samuel have for breakfast?
.....
- 4 What did Samuel do after he read a story?
.....
- 5 Where did Cindy have lunch?
.....

ACTIVITY	BRENDA	SAMUEL	CINDY
I went to bed at 10:00 pm.			
I did my homework.			
I had math and English classes.			
My mother cooked soup.			
We watched some movies all afternoon.			
I had a presentation about French Revolution.			
I had lunch at school.			
I had soccer practice.			
I had oat pancakes with bananas and two eggs.			
Her family ordered pizza.			

WHERE DID YOU TRAVEL?

3



A-Z CONVERSATION MODEL FREEDOM

1 Listen and read the conversation below.

Leslie: Monica, where did you travel?

Monica: I traveled to London.

Leslie: Did you visit the Royal Parks?

Monica: No, I didn't. I only visited some museums and the city.

Leslie: Did you stay in a hotel?

Monica: Yes, I did. It was a beautiful hotel.

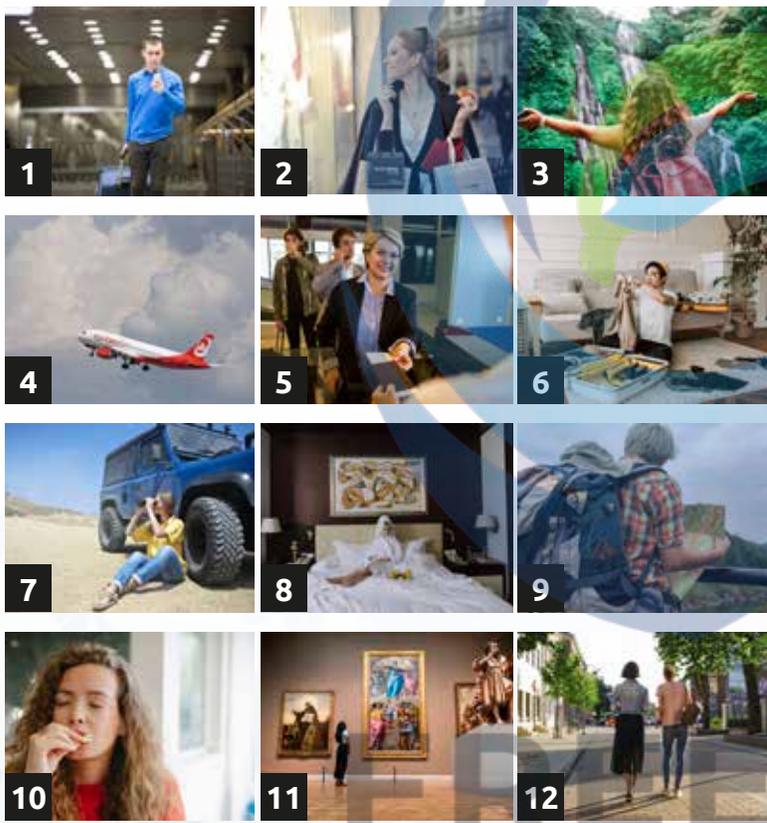
2 Work in pairs. Listen again and practice the conversation model.



TRAVELING VERBS

1 Match the verbs with the correct picture.

- | | | |
|-----------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> Left | <input type="checkbox"/> Enjoyed | <input type="checkbox"/> Walked |
| <input type="checkbox"/> Arrived | <input type="checkbox"/> Saw | <input type="checkbox"/> Stayed |
| <input type="checkbox"/> Traveled | <input type="checkbox"/> Bought | <input type="checkbox"/> Flew |
| <input type="checkbox"/> Visited | <input type="checkbox"/> Packed | <input type="checkbox"/> Tried |



P. 86 Vocabulary Booster: More verbs to describe a trip.

2 Match the following verbs with their simple past.

- | | |
|----------|----------|
| 1 Visit | Saw |
| 2 Buy | Left |
| 3 Travel | Visited |
| 4 Try | Stayed |
| 5 Enjoy | Packed |
| 6 Walk | Flew |
| 7 See | Bought |
| 8 Stay | Tried |
| 9 Arrive | Traveled |
| 10 Pack | Enjoyed |
| 11 Fly | Walked |
| 12 Leave | Arrived |

3 Look at the short conversations and fill in the blanks with the correct form of the verbs.

E.g. A: Did you travel to Panama?
B: No, I didn't. I traveled to Ecuador.

A: Did your parents churches?
B: Yes, they did. They visited 2 churches.

A: Did he stay in a hotel?
B: No, he didn't. He in a house.

A: Did you clothes?
B: Yes, I did. I bought a sweater and pants.

A: Did she arrive in the morning?
B: No, She didn't. She in the afternoon.

A: Did they see Animals in Peru?
B: Yes, they did. They llamas.

4 Now practice the conversations with a partner.



SIMPLE PAST TENSE

1 Study the chart below.

NEGATIVE SENTENCES			
I	did not	enjoy	the place.
You	did not	see	
He	did not	visit	
She	did not	enjoy	
We	did not	go (to)	
They	did not	like	

YES/NO QUESTIONS			
Did	you	go	to the gym?
Did	he	go	shopping?
Did	she	go	home?
Did	we	go	to school?
Did	they	go	to the movies?

SHORT ANSWERS			
Yes,	I did.	No,	I didn't.
	you did.		you didn't.
	he did.		he didn't.
	she did.		she didn't.
	they did.		they didn't.

INFORMATION QUESTIONS			
Where	did	you	travel?
What	did	he	buy?
Why	did	she	come back?
When	did	they	visit that place?

NB. Answer with full sentences

P. 110 Grammar Booster: The simple past tense

2 Write the questions to complete the short conversations below.

- 1 **A:**
B: She traveled to Peru.
- 2 **A:**
B: Juliet bought many souvenirs.
- 3 **A:**
B: Roger went with my parents.
- 4 **A:**
B: I spent 200 dollars.
- 5 **A:** an interesting place?
B: Yes, it was.
- 6 **A:** visit the waterfalls?
B: Yes, I did.

BE CAREFUL!

In negative and interrogative sentences, the main verb has to be in the base form.

did not = didn't

- She didn't travel..
- Did she travel?

CONTRACTIONS

In negative sentences, we can use:

did not or didn't

- Pablo didn't pack.
- Pablo did not pack.

2 Study the grammar explanation and fill in the dialogue with the correct form of the verb in negative and interrogative.

Pablo: (you/travel) anywhere last weekend?

Miriam: Yes,

Pablo: Where (you/go)?

Miriam: I went to Thailand with Meghan. This is a very cheap place and beautiful as well; we (we/not/spend) too much money.

Pablo: How long did you stay?

Miriam: We stayed for 5 days.

Pablo: (you/buy) anything?

Miriam: No, we We only visited the places and took pictures. But, what (you/do) last weekend? (you/not/travel) with us.

Pablo: (I/not/do) anything. I only stayed at home. I was so bored.

3 According to the previous dialogue, answer the following questions.

- 1 Did Pablo stay at home last weekend?

- 2 Who did Miriam travel with?

- 3 How much money did they spend in the trip?

- 4 Did Miriam and her friend buy anything?

- 5 What did Miriam and Meghan do in Thailand?



READING

- 1** **BEFORE YOU READ** Did you travel abroad or some place in your country? Talk with a partner about that experience. Talk about you remember from your trip. Use negative forms as well to describe the activities you didn't do.

E.g. "I remember I traveled to Rome when I was a child. Rome was beautiful and full of history ..." But, I didn't visit many places there. I arrived to Rome

- 2** **Read the description of a trip experience and choose the correct option to complete the sentences below.**

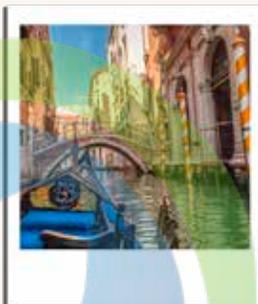
- 1** Hannah knows Venice because ...
- a She lived there for ten years.
 - b She lived there before.
- 2** On her holiday, she wanted to ...
- a do new things.
 - b do familiar things like in her university days.
- 3** Staying with a friend was like ...
- a Hannah's old life.
 - b staying in a hotel.
- 4** What did she buy in the supermarket?
- a She bought different foods.
 - b She bought cheese and chocolate biscuits.
- 5** Did they visit the shopping and buy other things?
- a Yes, they did.
 - b No, they didn't.
- 6** How long did Hannah stay in Venice Italy?
-

My last holiday

Hi! My name is Hannah. And I want to talk about my last holiday. It was a week trip to Venice in Italy. Well, I know Venice well because I lived there when I was at university, more than eleven years ago.



I left this city in the morning, at dawn. I flew by plane and I arrived there in the afternoon. I didn't pack many things because I only traveled for a few days. In Venice, I didn't stay in a hotel, I stayed with one of my old friends. It was so much fun, and like my old life. I wanted to do all the same things I did in my university days, so I visited the university. It changed a lot and looked more modern. I also went to the supermarket near my old house. I loved seeing all the different foods. I bought my favorite cheese and chocolate



biscuits but they were a bit more expensive than I remember!

We didn't buy other things, but we did some touristy things. We walked by St. Mark's Basilica, a beautiful and famous church in Venice. The views of the city were amazing; we saw the old buildings. We also walked across the stunning Rialto Bridge. My friend's flat is very near the Gondola Ride so we enjoyed a trip on some form of water borne transportation. Those things didn't change, of course.





LISTENING

1 BEFORE YOU LISTEN Work in pairs. Use the verbs from the main vocabulary and Booster to describe a trip experience you had. Include negative sentences as well.

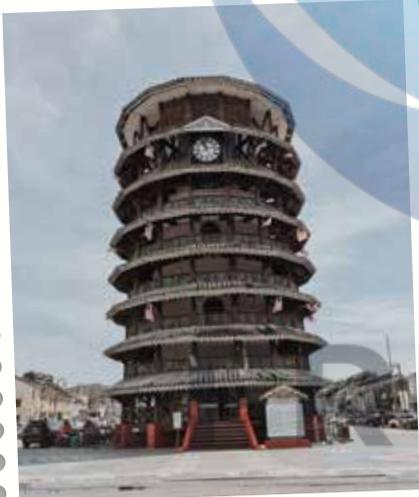


When I was a child, I traveled to Turkey. In that place, I spend a lot of money but I didn't



When I traveled to Africa. I rushed through the airport to catch the plane In Africa, I didn't see

2 Now listen to the three short trip descriptions and answer the questions.



SCAN ME



- 1 Where did they go?
.....
- 2 Which places did they visit in Perak?
.....
- 3 Did they take pictures from the places?
.....
- 4 Where did they have lunch?
.....



- 1 Who did she travel with?
.....
- 2 Did she sleep in the plane?
.....
- 3 Her family liked the breakfast.
True False
- 4 She didn't speak English.
True False

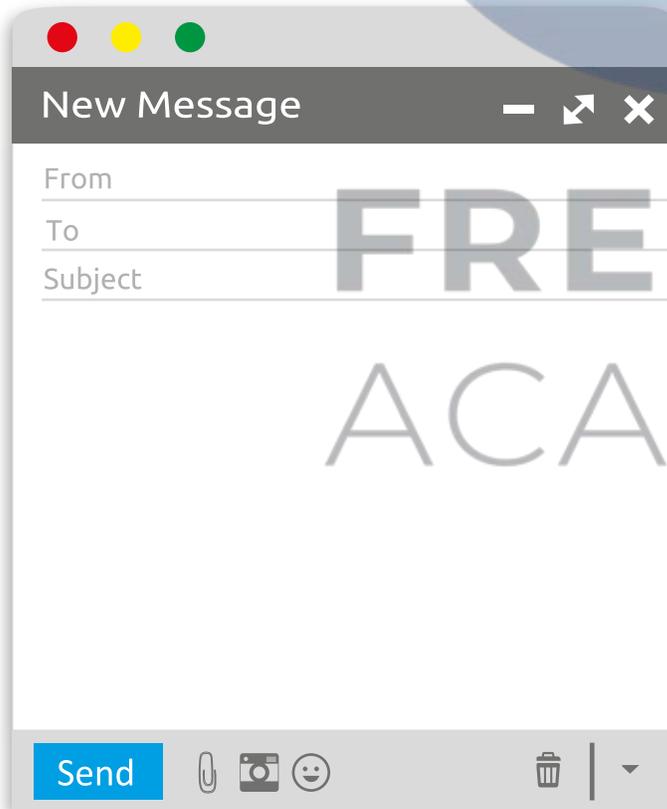
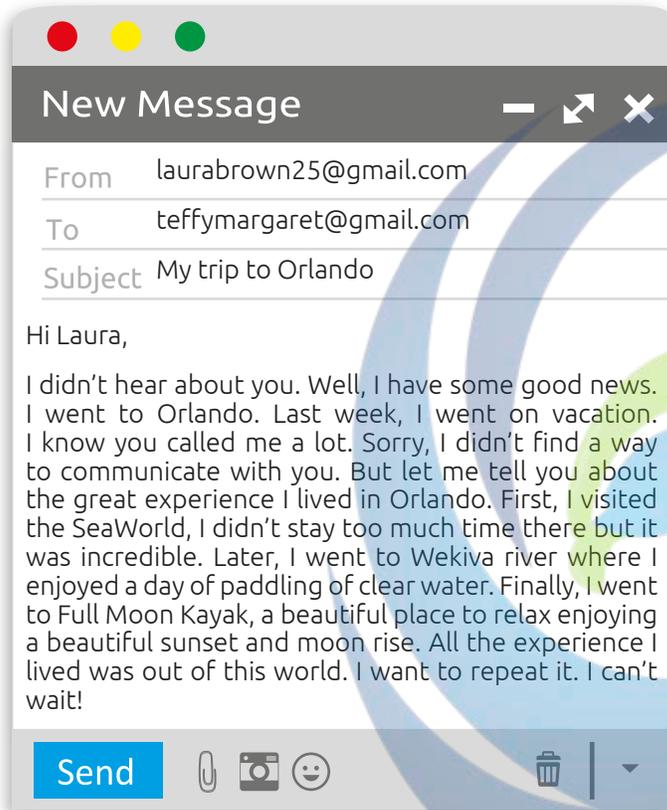
- 1 Did Molly travel by train?
a Yes, Molly did.
b Yes, she did.
c No, she did.
- 2 What time did Molly arrive to the train station?
.....
- 3 What did they eat at the restaurant?
.....
- 4 Lucy and Molly didn't go to the disco because
.....



WRITING

1

Write a letter to a friend about an experience you lived. You could write about a trip in your country or abroad. Remember to use negative forms as well. Use the example below.



SPEAKING

1

Use the prompts below to create simple past questions. Then ask two students to complete the columns in the chart.

1 When / go on holiday?

When did you go on holiday?

2 Where / go?

.....

3 Who / go with?

.....

4 Where / stay?

.....

5 How long / stay there?

.....

6 What / do?

.....

QUESTIONS	STUDENT 1	STUDENT 2
1		
2		
3		
4		
5		
6		

2

Work with a partner and create a conversation asking and answering questions. Look at the example.

E.g.

A: Hello! Where did you travel 2 weeks ago?

B: I traveled to Disneyland.

A: Wow! Did you spend a lot of money?

B: No, I didn't.

A: How did you get there from the hotel?

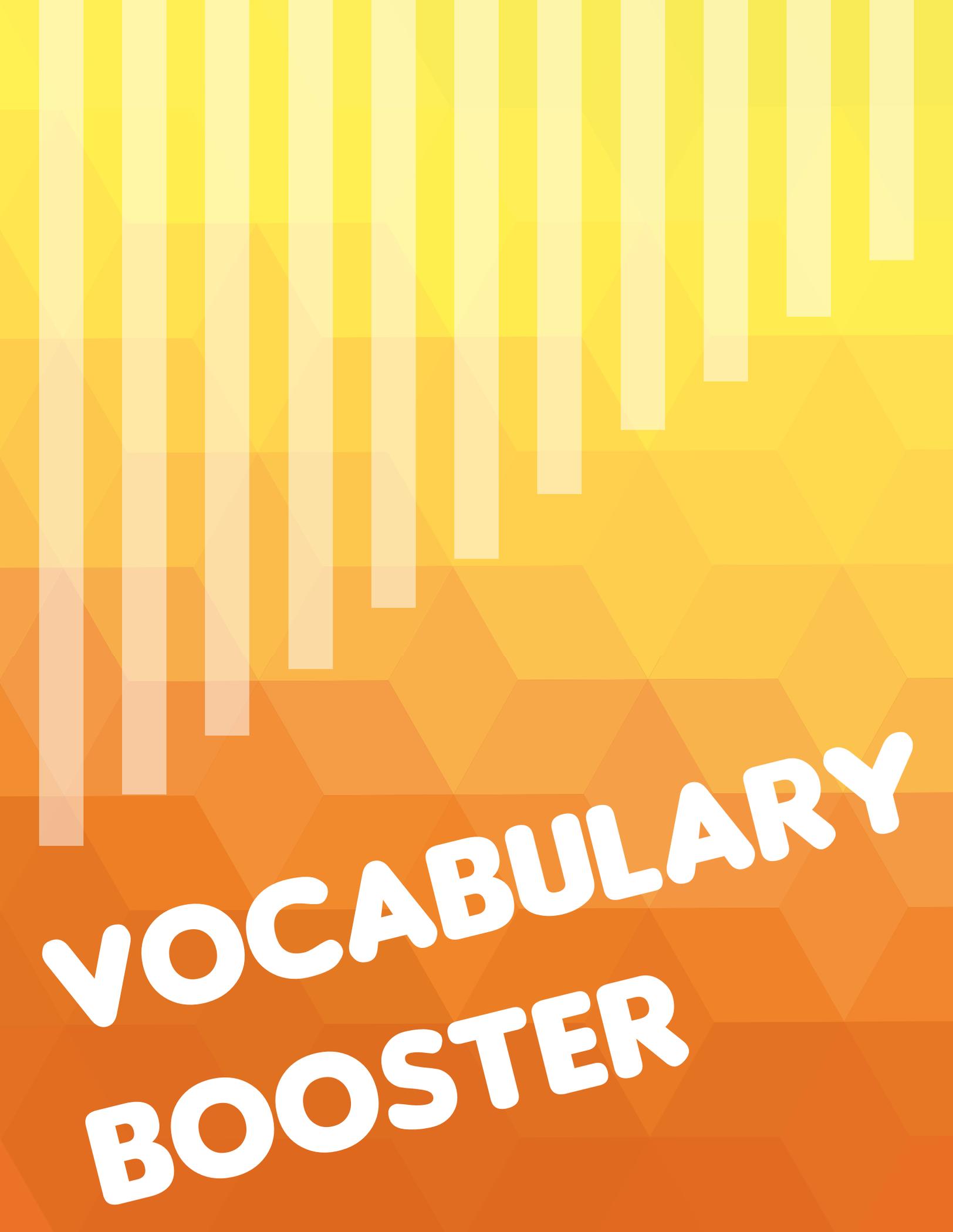
B: I caught the train. It was amazing.

A: What did you try there?

B: I tried Clam Chowder. It was delicious.

A: Did you eat McDonalds?

B: No, I didn't. I didn't eat any kind of hamburger.

The background features a warm color palette of yellow and orange. The upper portion is filled with vertical bars of varying heights, creating a bar chart effect. The lower portion is filled with a pattern of overlapping hexagons. The text 'VOCABULARY BOOSTER' is written in a bold, white, sans-serif font, slanted upwards from left to right.

**VOCABULARY
BOOSTER**

MEANS OF TRANSPORT

1 Listen and repeat the words.



ambulance
/æmbjələns/



boat
/bəʊt/



canoe
/kənu/



tractor
/træktər/



hot air balloon
/hət ɛr bælən/



fire truck
/faɪətrʌk/



helicopter
/helɪkɒptər/



submarine
/sʌbməɪn/



subway
/sʌbweɪ/



truck
/trʌk/



van
/væn/



yacht
/jɑt/

FREEDOM
ACADEMY

FRUITS AND VEGETABLES

1 Listen and repeat the words.

VEGETABLES

FRUITS



potatoes
/pə'teɪtəʊz/



tomatoes
/tə'meɪtəʊz/



avocadoes
/ævə'kɑ:dəʊz/



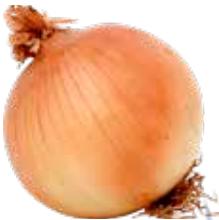
grape fruit
/greɪp fruɪt/



oranges
/ə'rɪ:ndʒɪz/



tangerine
/tændʒerɪ:n/



onion
/ˈɒnjən/



cucumber
/kju:kəmbər/



bell peppers
/bel pepərz/



watermelon
/wɔ:tərmelən/



papaya
/pə'pɑ:jə/



pineapple
/paɪnæpəl/



corn
/kɔ:rn/



peas
/pi:z/



carrots
/kærəts/



pears
/perz/



mangoes
/mæŋəʊz/



peach
/pi:tʃ/



cauliflower
/kɔ:ləflaʊər/



cabbage
/kæbɪdʒ/



lettuce
/letɪs/



pomegranate
/pə:mgrænɪt/



raspberries
/ræsberɪz/



coconut
/kəʊkənʌt/

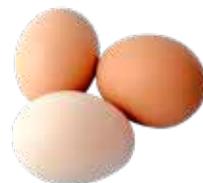
SNACKS



buns
/bʌnz/



chips
/tʃɪps/



eggs
/egz/



candies
/kændɪz/



cookies
/kʊkɪz/



nuts
/nʌts/

PARTITIVES

1 Listen and repeat the words.



meat
/mit/



pork
/pɔrk/



sea food
/si fud/



fish
/fiʃ/



brown sugar
/braʊn ʃʊgə/



flour
/flaʊə/



butter
/bʌtə/



mayonnaise
/meiəneiz/

CONTAINERS



crate
/kreit/



flask
/flæsk/



bucket
/bʌkət/



basket
/bæskət/



maple
/meɪpəl/



10 kilos
/ten kilouz/



tube
/tub/



bowl
/boʊl/

HOUSEHOLD

1 Listen and repeat the words.

APPLIANCES



stove
/stouv/



fridge
/fridʒ/



blender
/blendər/



mixer
/miksər/



washing-machine
/wɑːʃɪŋ məʃiːn/



kettle
/ketl/

FURNITURE



couch
/kaʊtʃ/



night stand
/naɪt stænd/



dresser
/dresər/



bookshelf
/bʊkʃelf/



ironing board
/aɪərnɪŋ bɔːrd/



wardrobe
/wɔːrdroʊb/



dressing table
/dresɪŋ teɪbəl/



desk
/dɛsk/



rack
/ræk/



TV stand
/tiːviː stænd/

HOUSEHOLD PRODUCTS



bathmat
/bæθmət/



curtains
/kɜːrtənz/



comforter
/kɒmfərtər/



pillow
/pɪləʊ/



hanger
/hæŋgər/



lamp
/læmp/

ACTION VERBS

1 Listen and repeat the words.



The dog is following me.
/ðə dɒg əz fə'lɒvɪŋ mi/



I am receiving people in my house.
/aɪ əm rə'si:vɪŋ pi:pəl ɪn maɪ haʊs/



She is swinging at the park.
/ʃi əz swɪŋɪŋ ət ðə pɑ:k/



It is dreaming.
/ɪt əz dri:mɪŋ/



She is making noise.
/ʃi əz meɪkɪŋ nɔɪz/



They are laughing.
/ðeɪ ər læfɪŋ/



He is skipping rope.
/hi əz skɪpɪŋ ru:p/



They are preparing a cake.
/ðeɪ ər prɪ'peəriŋ ə keɪk/



I am sliding.
/aɪ əm slaɪdɪŋ/

HABITS AND ACTIVITIES AT THE MOMENT



Listen and repeat the words.



bake
/beɪk/



play board games
/pleɪ bɔ:rd geɪmz/



knit
/nɪt/



read books
/ri:d bʊks/



travel
/trævl/



go shopping
/gəʊ ʃɑ:pɪŋ/



play pool
/pleɪ pu:l/



take photos
/teɪk fəʊtəʊz/



fix cars
/fɪks kɑ:rz/



do crafts
/dʊ kræfts/



act
/ækt/



write poems
/raɪt pəʊəməz/

ACTION VERBS

1 Listen and repeat the words.



build
/bɪld/



design
/dɪzain/



draw
/drɔː/



knit
/nɪt/



paint
/peɪnt/



jog
/dʒɑːg/



scratch
/skrætʃ/



write
/raɪt/



fly
/flaɪ/



dance
/dæns/



act
/ækt/



whistle
/hwɪsəl/



drive
/draɪv/



swim
/swɪm/



type
/taɪp/

TYPES OF PRESENTATION

1 Listen and repeat the words.



Conference
/kən'fərəns/



Debate
/də'beɪt/



Discourse
/dɪ'skɔːrs/



Interview
/ɪn'tɜːvju/



Lecture
/lektʃər/



Monography defense
/mə'nɒgrə'fi dɪ'fens/



Roundtable discussion
/raʊndteɪbəl dɪ'skʌʃən/



Symposium
/sɪmpə'ziəm/



Theses defense
/θiːz dɪ'fens/

COLORS

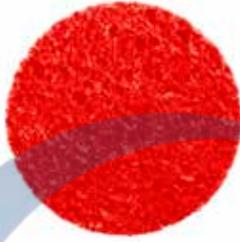
1 Listen and repeat the words.



plum
/plʌm/



fuchsia
/fjuːʃə/



red
/red/



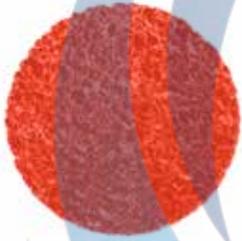
hot pink
/hɔːt piŋk/



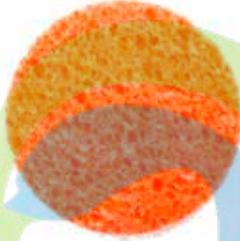
petal
/petl/



pink
/piŋk/



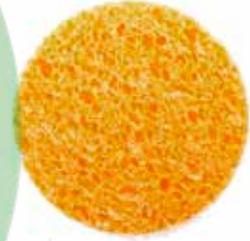
coral
/kɔːrəl/



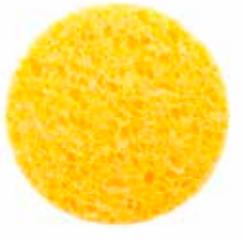
peach
/piːtʃ/



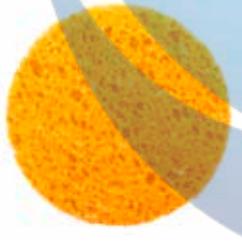
pumpkin
/pʌmpkiŋ/



mustard
/mʌstərd/



yellow
/jeləʊ/



golden
/gəʊldən/



ochre
/oʊkər/



ivory
/aɪvəriː/



sage
/seɪdʒ/



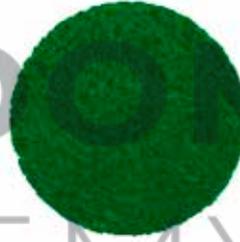
chartreuse
/ʃɑːtrʊz/



green
/ɡriːn/



moss
/mɔːs/



kelly
/keliː/



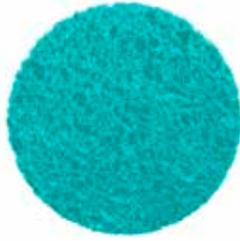
forest
/fɔːrɪst/



seasprite
/siːsprɪt/



mint
/mɪnt/



turquoise
/tɜːrkwɔɪz/



lilac
/laɪlək/



purple
/pɜːrpəl/

CLOTHING

1 Listen and repeat the words.



tracksuit
/træksu:t/



hoodie
/hudi:z/



vest
/vest/



overalls
/oʊvə:ɔ:lz/



cap
/kæp/



purse
/pɜ:rs/



dress
/dres/



skirt
/skɜ:rt/



cardigan
/kɑ:rdəgən/



leggings
/legɪŋz/



sandals
/sændlz/



boots
/bu:ts/



ring
/rɪŋ/



earings
/i:riŋz/



bracelet
/breɪslɪt/



glasses
/glæsɪz/



bow tie
/bau taɪ/



belt
/belt/

LINGERIE



boxers
/bɔ:ksəz/



shorts
/ʃɔ:rts/



bikini
/bɪki:ni:/



swim suit
/swɪmsu:t/



bra
/bra:z/



underwear
/ʌndəwer/



gloves
/glʌvz/



socks
/sɔ:ks/



tank top
/tæŋk tɔ:p/



scarf
/skɑ:rf/



pajamas
/pəʒɑ:məz/



stockings
/stɔ:kiŋz/

ADJECTIVES TO DESCRIBE PLACES

1 Listen and repeat the words.



creepy
/kri:pi/



crowded
/kraʊdəd/



deserted
/dizɜ:tɪd/



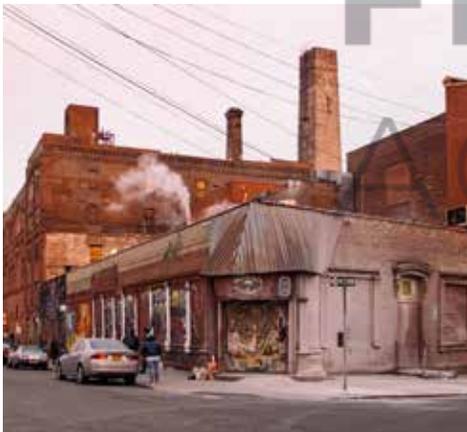
dull
/dʌl/



inhospitable
/ɪnˈhɒspətəbəl/



lifeless
/laɪfləs/



rundown
/rʌndaʊn/



unattractive
/ʌnəˈtræktɪv/



untidy
/ʌnˈtaɪdi/

**FREEDOM
ACADEMY**

DAILY ROUTINE VERBS IN PAST

1 Listen and repeat the words.



Eat /it/
Ate /eit/



Play video games /pleɪ vɪdiəʊ ɡeɪmz/
Played video games /pleɪd vɪdiəʊ ɡeɪmz/



Prepare /prɪpeə/
Prepared /prɪpeəd/



Go shopping /ɡəʊ ʃɑːpɪŋ/
Went shopping /wɛnt ʃɑːpɪŋ/



Check e-mail /tʃɛk ɪmeɪl/
Checked e-mail /tʃɛkt ɪmeɪl/



Leave home /li:v hoʊm/
Left home /left hoʊm/



Shave /ʃeɪv/
Shaved /ʃeɪvd/



Comb my hair /kəʊm maɪ heə/
Combed my hair /kəʊmd maɪ heə/



Cook /kʊk/
Cooked /kʊkt/



Do homework /dʊ hoʊmwɜːrk/
Did homework /dɪd/hoʊmwɜːrk/



Surf the net /sɜːf ðə nɛt/
Surfed the net /sɜːft ðə nɛt/



Wash the dishes /wɒʃ ðə dɪʃəz/
Washed the dishes /wɒʃt ðə dɪʃəz/

TRAVELING VERBS

1 Listen and repeat the words.



Know - Knew
/nou/ /nu/



Take - Took
/teɪk/ /tu:k/



Wait - Waited
/weɪt/ /weɪtəd/



Spend - Spent
/spend/ /spɛnt/



Get into - Got into
/get ɪntu/ /gɒt ɪntu/



Drive - Drove
/draɪv/ /drəʊv/



Catch - Caught
/kætʃ/ /kɒt/



Pay - Paid
/peɪ/ /peɪd/



Rush - Rushed
/rʌʃ/ /rʌʃt/



Meet - Met
/mi:t/ /mɛt/



Lose - Lost
/lu:z/ /lɒst/



Shop - Shopped
/ʃap/ /ʃɒpt/



**GRAMMAR
BOOSTER**

WH -QUESTIONS

Wh-questions begin with what, when, where, who, why and how. We use them to ask for information.

The answer cannot be yes or no.

The use of **"By"** for traveling

We use by to show how someone travels:

Eg. They come by train/ by car/ by plane.

WHO

is a person



HOW

is a number, or the way something is done.



WHERE

is a place.



WHY

is the reason something happened.



Note: Do not use "the" "my" or "a" when you use "by".
instead use:

- "On the plane"
- "In my car"
- "On the boat"

WHAT

is a thing or an action.



WHEN

is a time.



FREEDOM
ACADEMY

EXERCISES

1 Circle the correct option.

1 do you do Sunday mornings?

- a) How
- b) What
- c) Where

2 Jimmy! is your house?

- a) What
- b) Why
- c) Where

3 is your new teacher?

- a) What
- b) Who
- c) When

4 does the school bus arrive?

- a) Why
- b) What
- c) When

5 do you live alone?

- a) What
- b) When
- c) Why

6 do you sleep only 5 hours?

- a) Why
- b) What
- c) How

2 Cross out the sentences that are incorrect.

- 1 Billy read newspapers every morning.
- 2 My little nephew doesn't listen to her mom.
- 3 They don't are well.
- 4 We do Susan cooks dinner.
- 5 She isn't cook well.
- 6 Johan usually travels by train.
- 7 My uncles does the dishes every weekend to help at home.
- 8 I don't spend too much on transportation.
- 9 How are you from?
- 10 Diego isn't travel by a plane.
- 11 My best friend don't sleep well.
- 12 They are in my house.

3 Now rewrite 8 sentences from the list above using the correct grammar.

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

FREEDOM
ACADEMY



A/AN SOME AND ANY

If a noun can be counted, it is called a countable noun, however if it cannot be counted, we refer to it as an uncountable noun. These types of nouns are very commonly seen in the English language and for this reason, it is important that you are aware of how they function.

COUNTABLE NOUNS:

- They are nouns you can count:
fact, vegetable, chip, etc.
- Use a/an or the in the singular:
I usually eat an apple every day.
- Have a singular and plural form:
lemon lemons

UNCOUNTABLE NOUNS:

- They are nouns you can't count:
meat, cheese, pasta, etc.
- Don't have a plural form:
I like a lot of cheese on my pasta.
You can't say one meat, two meats, etc.
- Some more common uncountable nouns are:
food, salad, bread, spaghetti, soup, milk, juice, fruit, rice
- Some nouns can be both countable and uncountable:
How much ice cream do Italians eat?

A/AN

USE

- We use **A** or **AN** with singular nouns.
- A** is used when a noun starts with a consonant sound;
e.g. A dog, a book, etc.
- **AN** is used when a noun starts with a vowel sound;
e.g. An apple, an hour, etc.

SOME

USE

- Use **some** to describe an amount that is not big and not small. You can use **some** with countable and uncountable nouns:
We have some bananas.
There's some juice in the fridge.
- You can also use some when making offers or requests with countable and uncountable nouns:
Would you like some chips?
Can I have some pasta?

ANY

USE

- Use **any** in negative sentences to talk about zero amounts. You can use **any** with both countable and uncountable nouns:
There aren't any vegetables.
We haven't got any bread.
- Use any with countable and uncountable nouns.
To ask about quantity:
Do we have any milk?
Are there any eggs in the fridge?

STATEMENT

NEGATIVE

QUESTION

Plural Nouns

I have **some** cookies.

I don't have **any** cookies.

Do you have **any** cookies?

Uncountable Nouns

I need **some** water.

I don't need **any** water.

Do you need **any** water?

NB: With questions in which we expect the answer to be 'Yes', we can use 'some' instead of 'any'.
E.g.: "Could you please give me some bananas?"

EXERCISES

1 Fill in the blanks below to complete the sentences. Use 'some' or 'any'.

- 1 I don't need money because I'm going to bring my lunch to school.
- 2 He doesn't have pens, but I have pens.
- 3 I need help with my homework.
- 4 I'm tired. Do we have time to take a nap?
- 5 **A:** Do they have library cards?
B: No, they don't have
- 6 Paul wants to buy new shoes.
- 7 Excuse me, I need information about the flight to Boston.
- 8 I'm sorry, but we don't have more tickets.
- 9 Mr. Smith has questions that he wants to ask you.
- 10 They have apples, but they don't have bananas.

2 Use the prompt and the picture to make sentences about you.



E.g. *some*

I have some avocados.

1 *any*



2 *an*

3 *some*

3 Choose the best option.

- 1 I want to put ... sugar into my coffee.
 - a) some
 - b) any
 - c) a
- 2 My sister goes to a movie theater with ... friends.
 - a) some
 - b) any
 - c) a
- 3 ... people are waiting outside the movie theater.
 - a) Some
 - b) Any
 - c) A
- 4 There are ... cookies on the table. Let's have
 - a) some / some
 - b) any / any
 - c) a / a
- 5 There is ... white car next to the truck.
 - a) some
 - b) any
 - c) a
- 6 I need ... minute to finish my work, and then I can leave.
 - a) some
 - b) any
 - c) a
- 7 Stewart needs ... dozen eggs and ... tomatoes.
 - a) some / a
 - b) any / some
 - c) a / some
- 8 Do you have ... pets, like cats or dogs?
 - a) some
 - b) any
 - c) a
- 9 I don't have ... tests on Monday, but I have ... test on Wednesday.
 - a) some / any
 - b) any / a
 - c) a / some
- 10 Many programs on TV are quite boring, but ... programs are okay.
 - a) some
 - b) any
 - c) a

QUANTIFIERS

Quantifiers adjectives or phrases that are used at the beginning of a noun phrase to express quantity. They are used with people and objects

LARGE QUANTITY



SMALL QUANTITY



A LOT OF/LOTS OF

Use a lot of/lots of + noun

We use a **lot of** or **lots of** (*more informal*) before both plural countable and uncountable nouns. We normally use them in positive sentences.

- She spends a lot of time watching TV.
- We had lots of good moments together.

Use a lot/lots at the end of a sentence

We must always use **a lot of** or **lots of** including of before a noun. However, we can use the expressions a lot or lots (*without of*) at the end of a sentence.

- **A:** How many beers do you usually have?
B: I don't know; I have a lot.
- I like her a lot.
- I need a lot of pasta for the dinner.

MANY/MUCH

Many before plural countable nouns

We use it in negative and interrogative sentences. We don't normally use it in affirmative sentences.

- **A:** How many people do you know?
B: Not many.

Much before uncountable nouns

We use it in negative and interrogative sentences. We don't normally use it in affirmative sentences.

- We don't have much coffee in the flask.
- How much sugar do you put on your tea?

A FEW/ A LITTLE

Few/little mean 'almost none; not enough.'

Use (a) few before plural countable nouns

- I have to do a few things this afternoon.

Use (a) little before uncountable nouns.

- We have a little milk in the fridge; we have to buy more.
- **A:** Do you speak English?
B: Yes, I speak a little English.
- I always put a little milk on my tea.

EXTRA KNOWLEDGE

Uncountable	Countable
<p>Is there any cheese in the fridge?</p> <p>Yes, there is some cheese in the fridge.</p> <p>There isn't any coke in the fridge.</p> <p>HOW MUCH? How much cake is there in the fridge? There is a slice of cake in the fridge.</p>	<p>Are there any apples in the fridge?</p> <p>Yes, there is an apple in the fridge.</p> <p>There aren't any oranges in the fridge.</p> <p>HOW MANY? How many eggs are there in the fridge? There are two eggs in the fridge.</p>

EXERCISES

1 Look at the picture below. Make sentences with how much and how many.



Eg. **A:** How many eggs do we have?
B: We have 6 eggs.

- 1 A:** ?
B:
- 2 A:** ?
B:
- 3 A:** ?
B:
- 4 A:** ?
B:
- 5 A:** ?
B:
- 6 A:** ?
B:
- 7 A:** ?
B:

2 Choose the correct words much, many, a lot of, a little, a few, to complete these sentences.

- 1 A:** How much water do you drink?
B:
 a Much b A lot of c A lot
- 2** goals did they score?
 a. How many b. How much c. How little
- 3** Nowadays we don't use cash, because we use our credit cards.
 a many b much c a lot
- 4** There's pressure on the players.
 a a lot of b much c many
- 5** They got married months after they met for the first time.
 a much b a little c a few
- 6 A:** How much milk do you want in your coffee?
B: Only
 a a little b a few c much
- 7** There were problems during the festival.
 a any b no c none
- 8** I don't want gifts.
 a none b no c any
- 9 A:** How many gifts do you want?
B:
 a None b Any c No
- 10** I eat vegetables.
 a much b a lot of c many

3 Choose the correct phrase.

- 1** How many grams of butter there are in **a bar of butter/ a jar of butter?**
- 2** My sister always opens **a jar of crisps/ a packet of crisps** upside down. It's quite annoying.
- 3** Can you buy **a bunch of milk/ a bottle of milk?** We don't have any left.
- 4** I want to buy **a piece of flowers/ a bunch of flowers** for Mother's Day.
- 5** My dog eats **a bar of bread/ a loaf of bread** and some rolls.
- 6** Melissa, do you want **a spoon of pizza/ a slice of pizza?**

FREEDOM
ACADEMY

THERE IS AND THERE ARE

Use **there is** or **there are** to talk about things we can see and things that exist.

- **There is** for singular nouns.

- **There are** for plural nouns.

Add **not** or **n't** to the end of the verb to talk about things that doesn't exist.

- **There isn't** a table in the kitchen.

- **There aren't** four chairs in the dining room.

AFFIRMATIVE SENTENCES (+)

There	is	a table among four chairs.
	are	five chairs in the dining room.



NEGATIVE SENTENCES (+)

There	isn't	a table behind four chairs.
	aren't	five chairs in the dining room.

YES/NO QUESTIONS (?)

To make a question, change the word order from subject-verb to verb-subject:

There is a/an + singular noun... = Is there a/an + singular noun...?

There are + plural noun... = Are there + plural noun...?

Is	there	a table in the dining room?
Are		two sofas in the living room?

SHORT ANSWERS

Yes, there is .	No, there isn't .
Yes, there are .	No, there aren't .

INFORMATION QUESTIONS: WHERE ... ?

We use where when we want to ask about places or position.

Where + verb to be + subject?
Where is the coffee table?

Subject + verb to be + preposition + object.
It is next to the flower vase.



EXERCISES

1 Choose There is or There Are

- 1 twelve students in the classroom.
- 2 a cat under the table.
- 3 a wardrobe in the bedroom.
- 4 many flowers in the garden.
- 5 three windows in the room.
- 6 a stadium opposite the theater.
- 7 a book on the chair.
- 8 five chairs in the dining room.

2 Correct the mistakes.

isn't

- 1 There ~~aren't~~ a lamp on the desk.
- 2 There is two cats under the tree.
- 3 Are there a flower pot on the floor?
- 4 Is there three cars in the yard?
- 5 There is two lamps on the night table.
- 6 There is three umbrellas in the shelf.
- 7 There isn't four pillows on the bed.
- 8 Is there six chairs in the dining room?

3 Look at the pictures. Give short answers.



- 1 Is there a lamp on the night table?.....
- 2 Is there a night table in front of the bed?
Where is it?
- 3 Where is the purple book?
- 4 Are there 5 books in the bookshelf?
- 5 Is there a closet in the bedroom?

4

Look at the picture and complete with the correct preposition.



- 1 The wardrobe is the night table.
- 2 The lamp is the night table.
- 3 The bed is the night table and the dressing table.
- 4 The pillows are the bed.
- 5 The window is the bed.
- 6 The night table is the bed and the wardrobe.



5

Look at the picture and complete with the correct preposition.

- 1 Is there a lamp on the coffee table?
.....
- 2 Is there a coffee table next to the sofa?
.....
Where is it?
.....
- 3 Where is the rug?
.....
- 4 Are there 2 books on the coffee table?
.....
- 5 Is there a Tv stand in the living room?
.....

THE PRESENT PROGRESSIVE

This tense is used to refer to events that are in progress at the time of speaking or writing. Its structure is formed with the verb "to be" in present tense plus an -ing ending verb.

AFFIRMATIVE

I am playing.
 You are playing.
 He is playing.
 She is playing.
 It is playing.
 We are playing.
 You are playing.
 They are playing.

NEGATIVE

I am not playing.
 You are not playing.
 He is not playing.
 She is not playing.
 It is not playing.
 We are not playing.
 You are not playing.
 They are not playing.

QUESTIONS

Am I playing?
 Are you playing?
 Is he playing?
 Is she playing?
 Is it playing?
 Are we playing?
 Are you playing?
 Are they playing?

CONTRACTIONS

It is possible to contract the subject pronouns and the form of the verb "to be".

Examples:

- I am = I'm listening to music.
- He is = He's working hard.
- They are = They're writing a letter.
- She is not = She isn't crying now.
- We are not = We aren't sleeping.

YES/NO QUESTIONS AND SHORT ANSWERS

They start with am, is or are. We give yes or no answer to this type of questions.

Examples:

Are you cleaning the house?

- Yes, I am.
- No, I am not.

Is she drinking coffee?

- Yes, she is.
- No, she isn't.

Are they reading books?

- Yes, they are.
- No, they aren't.

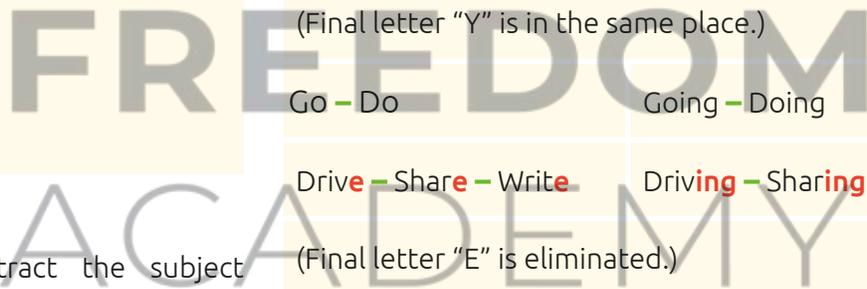
-ING ENDING VERBS

The rules for the correct spelling of -ing form of verbs are:

BASE FORM	"ING" FORM
Cook – Eat – Speak	Cooking – Eating – Speaking
Buy – Enjoy – Try	Buying – Enjoying – Trying
(Final letter "Y" is in the same place.)	
Go – Do	Going – Doing
Drive – Share – Write	Driving – Sharing – Writing
(Final letter "E" is eliminated.)	
Lay – Lie	Lying – Lying
Skip* – Put* – Swim*	Skipping – Putting – Swimming

*The final three letters are:

"consonant – vowel – consonant", that's why we have double consonant "pp – tt – mm"



EXERCISES

1 Find 20 verbs in the word search and write them below.

Q	S	I	N	G	H	A	V	E	Y
W	S	W	I	M	R	P	O	A	D
A	D	R	I	V	E	J	H	T	R
L	A	I	D	T	A	K	E	F	I
K	S	D	G	J	D	A	S	K	N
Z	L	E	K	W	A	T	C	H	K
C	O	O	K	C	L	E	A	N	T
X	K	I	C	K	G	W	A	S	H
B	C	V	L	I	S	T	E	N	X
P	L	A	Y	S	M	A	K	E	W
N	K	H	R	E	E	T	E	L	L

- 1 6 11 16
- 2 7 12 17
- 3 8 13 18
- 4 9 14 19
- 5 10 15 20

2 Use the verbs you found in the word search to complete the sentences below in the present progressive tense. The first part is negative and the second part is positive.

- 1 They aren't to school today, they're their bikes.
- 2 He isn't a film, he's a book.
- 3 I'm not dinner, I'm dinner at a restaurant.
- 4 She isn't to work, she's the bus.
- 5 We aren't tea, we're cakes.
- 6 He's not the house, he's his clothes.
- 7 They aren't to music, they're a song.

3 Write sentences in present progressive with the following prompts.

- 1 (he / walk to school now)
He's walking to school now.....
- 2 (I / study at the moment)
.....
- 3 (I / not / sleep)
.....
- 4 (you / play board games)
.....
- 5 (we / watch TV)
.....
- 6 (she / not / work in Spain)
.....
- 7 (he / not / wait for the bus)
.....
- 8 (they / read)
.....
- 9 (we / not / go to the cinema now)
.....
- 10 (you / not / read the newspaper)
.....

4 Make present progressive questions (yes/no and "wh")

- 1 (you / eat / cake?)
.....
- 2 (what time / you / go to the cinema?)
.....
- 3 (why / you / study?)
.....
- 4 (when / you / leave?)
.....
- 5 (you / smoke?)
.....
- 6 (he / play / tennis later?)
.....
- 7 (you / go / shopping at the weekend?)
.....

SIMPLE PRESENT AND PRESENT PROGRESSIVE

To express that something happens in general or that something is happening right now we use Simple Present and Present Progressive.

SIMPLE PRESENT USUALLY ACTIVITIES

- James knits jackets to relax.
- I often write poems for her.
- She sometimes goes shopping.

Sign Words

always
first
never
once in a week
every

PRESENT PROGRESSIVE ACTIVITIES AT THE MOMENT

- Look! James is knitting a jacket.
- I am writing a poem for her right now.
- She is going shopping in this moment.

Sign Words

at the moment
in the moment
now
right now
look!

USEFUL LANGUAGE

The following verbs are usually only used in Simple Present.

- | | |
|--------|--------|
| - Be | - Love |
| - Have | - See |
| - Know | - Hate |
| - Like | - Want |

EXERCISES

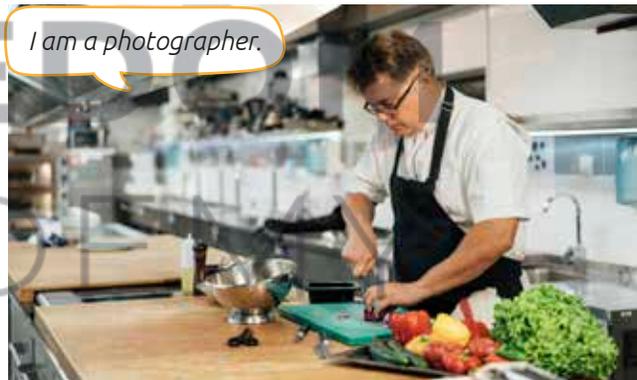
1 Fill the blanks with the correct form.

- 1 Look! Karl (write) poems for her.
- 2 Quiet please! she (do) this craft.
- 3 She usually (read) books.
- 4 I (want) to knit a new jacket.
- 5 My mother (bake) a delicious cake in this moment.
- 6 When I am bored, I (listen) to music.

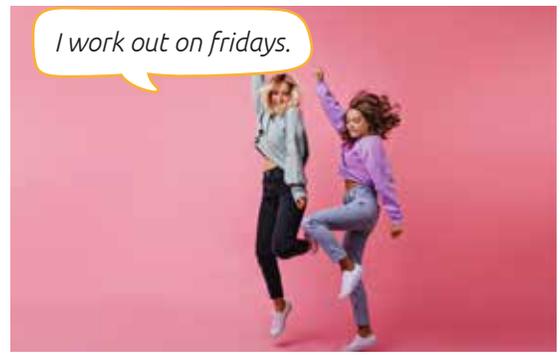
2 Unscramble and order the sentences.

- 1 are / streaming / now / Netflix / My / friends
.....
- 2 Sometimes / I / two / smoke / cigarettes
.....
- 3 Do / they / pool / on / weekends / play /
.....
- 4 Are / taking / Clark and her friend / photos
.....
- 5 In / moment / this / my / friends / drinking / are / wa-
ter / they / tired / are
.....

3 Answer the questions about the pictures.



- 1 **A:** Does he take photographs?
B: Yes,
- A:** Is he taking a photograph?
B: No,
- A:** What is he doing?
B:



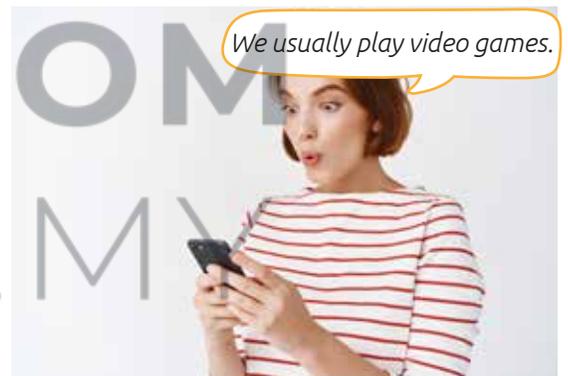
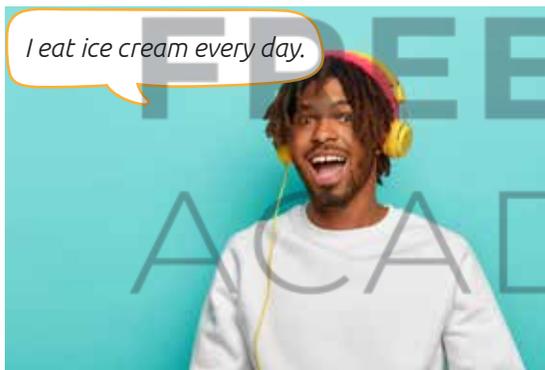
2 A: Does she drive a taxi?
B: Yes,
A: Is she driving a taxi now?
B: No,
A: What is she doing?
B:

5 A: What do they do for a living?
B:
A: Are they working now?
B:
A: What are they doing?
B:



3 A: Does she teach?
B:
A: Is she teaching?
B:
A: What is she doing?
B:

6 A: What do they usually do?
B:
A: Are they playing video games?
B:
A: What are they doing?
B:



4 A: What does he eat every day?
B:
A: Is he eating ice cream in this moment?
B:
A: What is he doing?
B:

7 A: Does she work out on Fridays?
B:
A: Is she working out?
B:
A: What is she doing?
B:

CAN

Use **can** + verb to talk about ability. **Can** expresses ability. **Cannot** shows inability.

AFFIRMATIVE	INTERROGATIVE	NEGATIVE	SHORT ANSWERS	
I can knit.	Can I knit?	I cannot knit.	Yes, I can .	No, I can't .
You can paint well.	Can you paint well?	You cannot paint.	Yes, you can.	No, you can't.
He can draw.	Can he draw?	He can't draw.	Yes, he can.	No, he can't.
She can whistle.	Can she whistle?	She can't whistle.	Yes, she can.	No, she can't.
It can jump.	Can it jump?	It cannot jump.	Yes, it can.	No, it can't.
We can drive.	Can we drive?	We can't drive.	Yes, we can.	No, we can't.
You can dance.	Can you dance?	You can't dance.	Yes, you can.	No, you can't.
They can act.	Can they act?	They can't act.	Yes, they can.	No, they can't.

INFORMATION QUESTION	CONTRACTIONS
What can you do?	I cannot design. = I can't design.
Where can I drive fast?	She cannot write. = She can't work.
When can she swim?	

Note: **can** is used only in the present tense.

Sky can swim really fast.

BE ABLE TO

Use **be able to** to express ability. If we say "I am able to swim", it is like saying "I can swim".

AFFIRMATIVE	INTERROGATIVE	NEGATIVE	SHORT ANSWERS	
I am able to knit.	Am I able to knit?	I am not able to knit.	Yes, I am .	No, I 'm not .
You are able to paint.	Are you able to paint?	You're not able to paint.	Yes, you are.	No, you aren't.
He is able to draw.	Is he able to draw?	He's not able to draw.	Yes, he is.	No, he isn't.
She is able to whistle.	Is he able to whistle?	She's not able to whistle.	Yes, she is.	No, she isn't.
It is able to jump.	Is it able to jump?	It's not able to jump.	Yes, it is.	No, it isn't.
We're able to drive.	Are we able to drive?	We're not able to drive.	Yes, we are.	No, we aren't.
You are able to dance.	Are you able to dance?	You're not able to dance.	Yes, you are.	No, you aren't.
They are able to act.	Are they able to act?	They're not able to act.	Yes, they are.	No, they aren't.

INFORMATION QUESTION	CONTRACTIONS
What are you able to do?	I am not able to design. = I 'm not able to design.
Where am I able to drive fast?	She is not able to write. = She isn't able to work.
When is she able to swim?	

Note: *be able to* is possible in all tenses

Santiago **was able to** draw really well.

Past

Sky **is able to** drive as well.

Present

You will **be able to** speak English.

Future

EXERCISES

1 Choose the correct forms.

- 1 **Can / Can't** you play any musical instrument?
- 2 Can you **speak / play** soccer?
- 3 No, I **can / can't**.
- 4 She can't bake **very well / not very well**.
- 5 Yes, I **can / can't**.
- 6 Can you play the piano **well / not very well** ?
- 7 I **can / can't** paint well but I can draw really well

2 Write the conversations.

E.g. you/ speak Spanish? – no + speak Chinese

A: *Can you speak Spanish?*

B: *No, I can't. I can speak Chinese.*

- 1 they / play the violin? – yes + very well

A:

B:

- 2 she / swim fast? --no

A:

B:

- 3 Helen / draw well? --- yes + paint + as well

A:

B:

- 4 Gustavo / speak two languages? -- yes + speak Italian and English.

A:

B:

5 Match the questions to the answers.

- 1 Can Paulo speak French?
- 2 Can Camila type fast?
- 3 Can your brother swim fast?
- 4 I can't whistle. Can you?
- 5 Can your mom play soccer?
- 6 Are you able to whistle?
- 7 Is Silvia able to knit a sweater?

3 Complete the conversations with can, am/ is/ are able to in affirmative or negative form.

Conversation 1

A: I can swim five kilometers. you?

B: No, I swim but Irun fast.

Conversation 2

A: your sister play the guitar?

B: No, but she play the violin very well.

A: Great she play this song?

Conversation 3

A: My parents are from Asia. They to speak Chinese and Japanese.

B: you and your brothers to speak Chinese or Japanese?

A: No, we We always speak Spanish and English.

Conversation 4

A:you able to play soccer?

B: Yes, I but not very well. What about you?

A: No, I I'm terrible but my dad is play really well.

Conversation 5

A: I need a good builder. your uncle to build?

B: Yes, he He has his building Company.

A: Ok, I'm interested.

4 Write sentences using the activities below.

Draw – Type – Paint – Whistle – Drive – Knit

E.g. I can draw really well.

1

2

3

4

5

6

..... **a** Yes, he can.

..... **b** No, he swims slowly.

..... **c** Yes, she is. She is excellent.

..... **d** No, she can't.

..... **e** No, I can't, but my friend can do it really well.

..... **f** Yes, I am.

..... **g** No, she cannot. But she can write fast.



BASIC FORMS OF ADVERBS

ADJECTIVES

We use adjectives to describe nouns and pronouns. Adjectives can come before nouns or after the verb TO BE.

Before the noun:

- I have a loud voice.
- What an interesting topic!



After the verb TO BE

- The presentation is important.
- He is shy.



ADVERBS

Adverbs are used to describe verbs, adjectives or other adverbs. They are often (but not always) made by adding 'ly' to the adjective.



- He cleans the glasses carefully...



- She arrives early to the class.

BASIC FORMS OF ADVERBS

1 For most adverbs of manner, add -ly to the adjective form.

bad	badly
fluent	fluently
loud	loudly
nervous	nervously
normal	normally

2 With adjectives ending in -y, change y to i and add -ly.

easy	easily
happy	happily
healthy	healthily

3 With adjectives ending in -ic, add -ally.

automatic	automatically
academic	academically
basic	basically
dramatic	dramatically

4 With adjectives ending in a consonant + -le, drop e and add -y.

gentle	gently
terrible	terribly
humble	humbly
simple	simply

5 With adjectives ending in -ue, change ue by -uly.

due	duly
true	truly

6 The adverb and adjective form of the following words are the same:

early	early
fast	fast
hard	hard
late	late

7 Well is the adverb form of the adjective good. Well can also be an adjective. It means "healthy."

He is well.

8 Some adjectives that end in -ly do not have an adverb form. Do not use them as adverbs.

- elderly
- friendly
- lively
- lonely
- lovely
- ugly

EXERCISES

1 Write down the correct form of the red word in parentheses (adjective or adverb).

- 1 Tom is **(slow)** He works
- 2 Sue is a **(careful)** girl. She climbs the ladder
- 3 The dog is **(angry)** It barks
- 4 He acts **(excellent)** He's an actor.
- 5 They learn English **(easy)** They think English is an language.
- 6 Max is a **(good)** singer. He sings
- 7 The weather is **(awful)** today. The wind blows
- 8 The little boy is **(sad)** He speaks
- 9 Thomas is **(nervous)** He speaks in front of people.
- 10 This door is **(automatic)** It opens
- 11 That car is **(fast)** You can drive it
- 12 She's a **(beautiful)** singer. She sings

2 Identify the underlined word as either an adjective or an adverb.

- 1 He's a dangerous driver.
- 2 He eats his dinner very quickly.
- 3 She's a bad speller.
- 4 Please try to be careful.
- 5 He walks so heavily in those boots.
- 6 She plays the piano perfectly.
- 7 He is a quick talker, but he never listens.
- 8 She writes very badly.
- 9 There is a loud noise. Do you hear it?
- 10 She's a careful driver, I think.
- 11 She can run very fast.
- 12 That is a cute puppy.

3 Look at the underlined words. Are they adjectives or adverbs? Circle the right word.

- 1 Nick is a really friendly boy.
a Adjective
b Adverb
- 2 Does your sister work hard at school?
a Adjective
b Adverb
- 3 She thinks quickly.
a Adjective
b Adverb
- 4 Don't run so fast, I can't follow you.
a Adjective
b Adverb
- 5 I usually get very tired after a long walk in the forest.
a Adjective
b Adverb
- 6 Sarah is not afraid of spiders.
a Adjective
b Adverb
- 7 The weather is awful today.
a Adjective
b Adverb
- 8 My cat is so lazy. She just sleeps all day!
a Adjective
b Adverb
- 9 Can you swim perfectly?
a Adjective
b Adverb
- 10 Be patient when you hold the baby.
a Adjective
b Adverb

ADJECTIVE ORDER

When more than one adjective comes before a noun. They are always normally in a particular order.

1 DETERMINER	5 COLOR
an the my that	black purple pink white
2 OPINION	6 MATERIAL
lovely cool comfortable awful	plastic wool fabric leather
3 SIZE	7 ORIGIN
big small tiny huge	American Korean Argentinian British
4 CONDITION	8 NOUN
new clean old dirty	dress jacket bra socks

Study the examples below.

- I love ^{determiner} my ^{opinion} lovely ^{condition} new ^{color} orange ^{origin} American ^{material} wool ^{noun} sweater.
- She is wearing ^{determiner} a ^{opinion} beautiful ^{noun} dress.
- He is wearing ^{determiner} the ^{condition} new ^{color} black ^{noun} jeans.
- Clark loves ^{determiner} his ^{size} big ^{color} pink ^{origin} Korean ^{material} wool ^{noun} gloves.

EXERCISES

1 Look at the pictures and write sentences with the words given.

Example:

black/lovely/a/American/
suit/

He is wearing a lovely
black American suit.



1 New/Korean/glasses/
black

She is wearing

.....
.....



E.g. He is wearing a blue tie, a white shirt, a comfortable black suit and American black shoes. **1**

2 torn/new/blue/jeans/
sneakers/and/shoes/
brown

I love my

.....
.....



3 tie/blue/American/cool

He likes his

.....
.....



2 **3**

4 Beautiful/dress/purple/
fabric/a

She is wearing

.....
.....



5 Tight/t-shirt/purple/
dirty

I don't like his

.....
.....



4 **5**

FREEDOM
ACADEMY

VERB TO BE; WAS AND WERE

Was and Were are both past tenses of the verb to be. WAS, however, can be used only with the first and third person singular, i.e. I, he, she, it, while WERE can be used with the rest of the pronouns, i.e. you, we, they.

AFFIRMATIVE FORM

SUBJECT	TO BE IN PAST	COMPLEMENT
I	was	in the park yesterday.
You	were	sad last week.
He	was	friendly two years ago.
She		
It		
We	were	patient last year.
You		
They		

NEGATIVE FORM

We have to add not after the Was or Were to form negative sentences. Also, the contracted negative form of to be in past is was not = wasn't; were not = weren't.

SUBJECT	TO BE IN PAST	COMPLEMENT
I	was not (wasn't)	in the park yesterday.
You	were not (weren't)	sad last week.
He	was not (wasn't)	friendly two years ago.
She		
It		
We	were not (weren't)	patient last year.
You		
They		

QUESTION FORM

In question sentences, was and were are before the subject.

TO BE IN PAST	SUBJECT	COMPLEMENT
Was	I	in the park yesterday?
Were	you	sad last week?
Was	he	friendly two years ago?
	she	
	it	
Were	we	patient last year?
	you	
	they	

THERE WAS – THERE WERE

In the past tense we use **There was** for a singular object and **There were** for plural objects.

AFFIRMATIVE	NEGATIVE
There was ...	There was not (wasn't) ...
There were ...	There were not (weren't) ...
QUESTION	SHORT ANSWER
Was there ...?	Yes, there was.
Were there ...?	No, there wasn't.
	Yes, there were.
	No, there weren't.

There was is used when you refer to one thing or person while **There were** is used when you refer to more than one thing or person.

Example:

There was a car in the garage.



There were cars in the garage.



EXERCISES

1 Circle Was or Were.

- 1 Mark **was / were** rude last year.
- 2 **Was / were** your mother emotional?
- 3 My dogs **was / were** very naughty.
- 4 Yesterday, I **was / were** very quiet.
- 5 Dinosaurs **was / were** prehistoric animals.
- 6 **Was / were** your friends at school yesterday?
- 7 John and I **was / were** in the garden.
- 8 My grandmother **was / were** a nurse. She wasn't a doctor.
- 9 I **was / were** thin when I was 6 years old.
- 10 Ten years ago, I **was / were** a baby.

2 Fill in the blanks with was or were.

- 1 I happy.
- 2 You angry.
- 3 She in London last week.
- 4 He on holiday.
- 5 It cold.
- 6 We at school.
- 7 You at the cinema.
- 8 They at home.
- 9 The cat on the roof.
- 10 The children in the garden.

3 Rewrite the sentences below by changing the verb to be into the past simple (was / were).

- 1 I am tired.
.....
- 2 Susana is sad.
.....
- 3 Betty is in bed.
.....
- 4 Mary is too young.
.....
- 5 You are in Canada.
.....
- 6 The door is open.
.....
- 7 It is my house.
.....
- 8 We are good pupils.
.....
- 9 Betsy and Martha are at school.
.....
- 10 These are my teachers.
.....

3 Complete with there was or there were.

- 1 a bank near my house.
- 2 many bottles of water.
- 3 ten children in the park.
- 4 some pencil on the desk.
- 5 a giraffe at the zoo.
- 6 a shark in the pool.
- 7 four dogs on the street.
- 8 some people near the bank.
- 9 many men at the school.
- 10 a woman in the shop.



THE PAST SIMPLE TENSE

It is used to describe a completed action, event, activity or situation that happened in the past.

For affirmative sentences we use regular and irregular verbs.

- | | |
|--|--|
| <p>1 I watched TV last week.</p> <p>2 We ate meat with my best friend yesterday.</p> <p>3 The bus stopped a few minutes ago.</p> <p>4 I met my wife 9 years ago.</p> <p>5 He bought a new house last month.</p> <p>6 They cleaned the house yesterday.</p> | <p>watch > watched
= regular verb</p> <p>eat > ate
= irregular verb</p> <p>stop > stopped
= regular verb</p> <p>meet > met
= irregular verb</p> <p>buy > bought
= irregular verb</p> <p>clean > cleaned
= regular verb</p> |
|--|--|

SPELLING RULES FOR REGULAR VERBS

A regular verb is one that forms its simple past tense and its past participle by adding -ed or -d to the base form of the verb.

REGULAR VERBS	EXAMPLES
If a verb ends in <i>-e + d</i>	Like → liked Move → moved
If a verb ends in consonant + <i>-y</i> , change <i>-y</i> to <i>-i</i> and add <i>-ed</i> .	Carry → carried Study → studied
If a verb ends in <i>vowel + -y</i> , add <i>-ed</i> .	Stay → stayed Enjoy → enjoyed
If a verb ends in a consonant-vowel-consonant (CVC) pattern, double the final consonant and add <i>-ed</i> .	Plan → planned Stop → stopped
For all other verbs, add <i>-ed</i> .	Work → worked Ask → asked

TIME EXPRESIONS FOR PAST SIMPLE

Use them at the beginning or at the end of a sentence.

YESTERDAY

- Yesterday morning
- Yesterday afternoon
- Yesterday evening
- The day before yesterday

E.g.

Yesterday, Shirley visited the museum.
Shirley visited the museum yesterday.

AGO

- a day ago
- five weeks ago
- two months ago
- three years ago

E.g.

Two days ago, my parents visited the lake.
My parents visited the lake two days ago.

LAST

- last Sunday
- last week
- last month
- last year

E.g.

Last weekend, Brian didn't buy any souvenirs.
Brian didn't buy any souvenirs last weekend.

SPELLING RULES FOR IRREGULAR VERBS

An irregular verb is one that does not form its **simple past tense** or its **past participle** by adding «-ed» or «-d» to the **base form**. Some irregular verbs do not change; put put put, while others change completely; buy bought bought, etc.

Look at the chart.

BASE FORM	SIMPLE PAST TENSE
be	was/were
come	came
get	got
go	went
know	knew
make	made
say	said
see	saw
take	took
think	thought
hit	hit

THE PAST SIMPLE TENSE

NEGATIVE STATEMENTS

To form the negative of a sentence in the Simple Past you need to use the past form of the auxiliary verb 'do' – that is 'did' + 'not' + the infinitive of the verb you want to use.

SUBJECT	DID NOT (DIDN'T)	BASE FORM OF VERB
I	did not didn't	buy travel the tickets four days ago. to London.
You		
He		
She		
It		
We		
You		
They		

INFORMATION QUESTIONS

Use Wh – questions at the beginning to form information questions.

WH-WORD	SIMPLE PAST VERB	
What	happened	yesterday?
Who	bought	the tickets?

WH-WORD	DID	SUBJECT	BASE FORM OF VERB
What	did	I	study?
Where		you	
When		he	
Who		she	
Why		it	
		we	
	you		
		they	

YES/NO QUESTIONS AND SHORT ANSWERS.

Yes/No questions are questions that can be answered by a simple yes or no. To form these questions, use the following structure: Did + subject + verb + rest of the sentence.

DID	SUBJECT	BASE FORM OF VERB	
Did	I	swim visit	on Saturday? the museums?
	you		
	he		
	she		
	it		
	we		
	you		
	they		

For negative and interrogative sentences, use the verb in the base form.

E.g.

I didn't travel with my girlfriend.

Did you visit the waterfalls?

SHORT ANSWERS

Yes, I did.	No, I didn't.
Yes, you did.	No, you didn't.
Yes, he / she / it did.	No, he / she / it didn't.
Yes, we did.	No, we didn't.
Yes, they did.	No, they didn't.

EXERCISES

1 Complete the sentences. Use the negative form.

- 1 I drank coffee but I tea.
- 2 She found her purse but she
..... her keys.
- 3 The children broke the window but they
..... the door.
- 4 He had a shower but he
breakfast.
- 5 My father made a cake but he
..... any pastries.
- 6 We spoke English and French but we
..... German.
- 7 We tried Sushi and Sashimi but we
..... Ramen.
- 8 My brother was selfish but he
..... stingy.

2 Write these questions in the past.

- 1 Does she buy the newspaper in the shop over there?
.....
- 2 Do they do their homework in the evening?
.....
- 3 Do they have a good holiday?
.....
- 4 Do they find any animal in the forest? .
.....
- 5 Is it dark when she gets up in the morning? .
.....
- 6 Do Carla and Jason travel on Sunday?
.....
- 7 Does Mr. Coleman cook on weekends?
.....
- 8 Does he clean his house every day?
.....

3 Write questions for these answers.



1 *Where did you go yesterday?*
I went to the park.



2
My friend arrived at four fifty.



3
He said "hello!"



4
They ate popcorn at the cinema.



5
We went on an excursion.



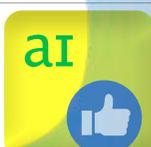
6
They visited their grandparents.

LIST OF REGULAR VERBS

PRESENT	PAST	PARTICIPLE	PRESENT	PAST	PARTICIPLE
arrive /əraɪv/	arrived /əraɪvd/	arrived /əraɪvd/	love /lʌv/	loved /lʌvd/	loved /lʌvd/
ask /æsk/	asked /æskt/	asked /æskt/	miss /mɪs/	missed /mɪst/	missed /mɪst/
boil /bɔɪl/	boiled /bɔɪld/	boiled /bɔɪld/	mix /mɪks/	mixed /mɪkst/	mixed /mɪkst/
call /kɔ:l/	called /kɔ:ld/	called /kɔ:ld/	move /mu:v/	moved /mu:vd/	moved /mu:vd/
carry /kæri:/	carried /kæri:d/	carried /kæri:d/	need /ni:d/	needed /ni:did/	needed /ni:did/
clap /klæp/	clapped /klæpt/	clapped /klæpt/	open /oʊpən/	opened /oʊpənd/	opened /oʊpənd/
clean /kli:n/	cleaned /kli:nd/	cleaned /kli:nd/	order /ɔ:rdər/	ordered /ɔ:rdərd/	ordered /ɔ:rdərd/
close /kloʊs/	closed /kloʊzd/	closed /kloʊzd/	phone /foʊn/	phoned /foʊnd/	phoned /foʊnd/
compare /kəmper/	compared /kəmperd/	compared /kəmperd/	play /pleɪ/	played /pleɪd/	played /pleɪd/
complete /kəmplɪt/	completed /kəmplɪtɪd/	completed /kəmplɪtɪd/	point /pɔɪnt/	pointed /pɔɪntɪd/	pointed /pɔɪntɪd/
cook /ku:k/	cooked /ku:kt/	cooked /ku:kt/	rain /reɪn/	rained /reɪnd/	rained /reɪnd/
check /tʃek/	checked /tʃekt/	checked /tʃekt/	rob /rɔ:b/	robbed /rɔ:bd/	robbed /rɔ:bd/
decide /dɪsaɪd/	decided /dɪsaɪdɪd/	decided /dɪsaɪdɪd/	shout /ʃaʊt/	shouted /ʃaʊtɪd/	shouted /ʃaʊtɪd/
describe /dɪskraɪb/	described /dɪskraɪbd/	described /dɪskraɪbd/	smile /smaɪl/	smiled /smaɪld/	smiled /smaɪld/
destroy /dɪstrɔɪ/	destroyed /dɪstrɔɪd/	destroyed /dɪstrɔɪd/	snow /snoʊ/	snowed /snoʊd/	snowed /snoʊd/
die /daɪ/	died /daɪd/	died /daɪd/	start /stɑ:rt/	started /stɑ:rtɪd/	started /stɑ:rtɪd/
end /end/	ended /endɪd/	ended /endɪd/	stay /steɪ/	stayed /steɪd/	stayed /steɪd/
enjoy /endʒɔɪ/	enjoyed /endʒɔɪd/	enjoyed /endʒɔɪd/	stop /stɒp/	stopped /stɒpt/	stopped /stɒpt/
happen /hæpən/	happened /hæpənd/	happened /hæpənd/	study /stʌdi:/	studied /stʌdi:d/	studied /stʌdi:d/
help /help/	helped /helpt/	helped /helpt/	talk /tɔ:k/	talked /tɔ:kt/	talked /tɔ:kt/
hunt /hʌnt/	hunted /hʌntɪd/	hunted /hʌntɪd/	travel /trævl/	traveled /trævlɪd/	traveled /trævlɪd/
imagine /ɪmædʒɪn/	imagined /ɪmædʒɪnd/	imagined /ɪmædʒɪnd/	visit /vɪzɪt/	visited /vɪzɪtɪd/	visited /vɪzɪtɪd/
kill /kɪl/	killed /kɪld/	killed /kɪld/	wait /weɪt/	waited /weɪtɪd/	waited /weɪtɪd/
laugh /læf/	laughed /læft/	laughed /læft/	want /wɑ:nt/	wanted /wɑ:ntɪd/	wanted /wɑ:ntɪd/
like /laɪk/	liked /laɪkt/	liked /laɪkt/	wash /wɑ:ʃ/	washed /wɑ:ʃt/	washed /wɑ:ʃt/
live /lɪv/	lived /lɪvd/	lived /lɪvd/	watch /wɑ:tʃ/	watched /wɑ:tʃt/	watched /wɑ:tʃt/
look /lʊk/	looked /lʊkt/	looked /lʊkt/	work /wɜ:rk/	worked /wɜ:rkt/	worked /wɜ:rkt/

LIST OF IRREGULAR VERBS

PRESENT	PAST	PARTICIPLE	PRESENT	PAST	PARTICIPLE	PRESENT	PAST	PARTICIPLE
arise	arose	arisen	fight	fought	fought	ring	rang	rung
/əraɪz/ awake	/ərouz/ awoke	/əɪrɪzən/ awoken	/faɪt/ find	/fɔ:t fɔ:t/ found	/fɔ:t fɔ:t/ found	/rɪŋ/ run	/ræŋ/ ran	/rʌŋ/ run
/əweɪk/ be	/əwouk/ was/were	/əwoukən/ been	/faɪnd/ fly	/faʊnd/ flew	/faʊnd/ flown	/rʌn/ say	/ræn/ said	/rʌn/ said
/bi:/br/>become	/wʌz hwɜ:r/ became	/bɪn/ become	/flaɪ/ forget	/flu:/br/>forgot	/floun/ forgotten	/seɪ/ see	/sed/ saw	/sed/ seen
/bɪkʌm/ begin	/bɪkeɪm/ began	/bɪkʌm/ begun	/fəget/ get	/fəgɑ:t/ got	/fəgɑ:tɪn/ got	/si:/br/>send	/sɔ:/br/>sent	/si:/br/>sent
/bɪgɪn/ bet	/bɪgæn/ bet	/bɪgʌn/ bet	/get/ give	/gɑ:t/ gave	/gɑ:t/ given	/send/ set	/sent/ set	/sent/ set
/bet/ bite	/bet/ bit	/bet/ bitten	/gɪv/ go	/geɪv/ went	/gɪvən/ gone	/set/ shake	/set/ shook	/set/ shaken
/baɪt/ blow	/bɪt/ blew	/bɪtɪn/ blown	/gou/ grow	/wɛnt/ grew	/gɔ:n/ grown	/feɪk/ shoot	/ʃʊk/ shot	/feɪkən/ shot
/blou/ break	/blu:/br/>blew	/bloun/ broken	/grou/ have	/gru:/br/>had	/groun/ had	/ʃu:t/ shut	/ʃɑ:t/ shut	/ʃɑ:t/ shut
/breɪk/ bring	/broʊk/ brought	/broʊkən/ brought	/hæv/ hear	/hæd/ heard	/hæd/ heard	/ʃʌt/ sing	/ʃʌt/ sang	/ʃʌt/ sung
/brɪŋ/ build	/brɔ:t/ built	/brɔ:t/ built	/hɪr/ hide	/hɜ:rd/ hid	/hɜ:rd/ hidden	/sɪŋ/ sit	/sæŋ/ sat	/sʌŋ/ sat
/bɪld/ burn	/bɪlt/ burnt	/bɪlt/ burnt	/haɪd/ hit	/hɪd/ hit	/hɪdɪn/ hit	/sɪt/ sleep	/sæt/ slept	/sæt/ slept
/bɜ:rn/ buy	/bɜ:rnt/ bought	/bɜ:rnt/ bought	/hɪt/ hold	/hɪt/ held	/hɪt/ held	/slɪp/ smell	/slept/ smelt	/slept/ smelt
/baɪ/ catch	/bɔ:t/ caught	/bɔ:t/ caught	/hould/ hurt	/held/ hurt	/held/ hurt	/smel/ speak	/smelt/ spoke	/smelt/ spoken
/kætf/ choose	/kɔ:t/ chose	/kɔ:t/ chosen	/hɜ:rt/ keep	/hɜ:rt/ kept	/hɜ:rt/ kept	/spi:k/ spell	/spouk/ spelt	/spoukən/ spelt
/tʃu:z/ come	/fouz/ came	/tʃouzən/ come	/ki:p/ know	/kept/ knew	/kept/ known	/spel/ spend	/spelt/ spent	/spelt/ spent
/kʌm/ cost	/keɪm/ cost	/kʌm/ cost	/noʊ/ learn	/nu:/br/>learnt	/noʊn/ learnt	/spend/ stand	/spent/ stood	/spent/ stood
/kɔ:st/ cut	/kɔ:st/ cut	/kɔ:st/ cut	/lɜ:n/ leave	/lɜ:rnt/ left	/lɜ:rnt/ left	/stænd/ steal	/stʊd/ stole	/stʊd/ stolen
/kʌt/ do	/kʌt/ did	/kʌt/ done	/li:v/ let	/left/ let	/left/ let	/sti:l/ swim	/stou/ swam	/stoulən/ swum
/du:/br/>draw	/dɪd/ drew	/dʌn/ drawn	/let/ lose	/let/ lost	/let/ lost	/swɪm/ take	/swæm/ took	/swʌm/ taken
/drɔ:/br/>dream	/dru:/br/>drew	/drɔ:n/ drawn	/lu:z/ make	/lɔ:st/ made	/lɔ:st/ made	/teɪk/ teach	/tʊk/ taught	/teɪkən/ taught
/dri:m/ drink	/dremt/ dreamt	/dremt/ dreamt	/meɪk/ mean	/meɪd/ meant	/meɪd/ meant	/ti:tʃ/ tell	/tɔ:t/ told	/tɔ:t/ told
/drɪŋk/ drive	/dræŋk/ drank	/dræŋk/ drunk	/mi:n/ meet	/ment/ meant	/ment/ meant	/tel/ think	/tould/ thought	/tould/ thought
/draɪv/ eat	/droʊv/ drove	/drɪvən/ driven	/mi:t/ meet	/met/ met	/met/ met	/θɪŋk/ throw	/θɔ:t/ threw	/θɔ:t/ thrown
/i:t/ fall	/eɪt/ ate	/i:tɪn/ eaten	/peɪ/ pay	/peɪd/ paid	/peɪd/ paid	/θrou/ wake	/θru:/br/>threw	/θroun/ waken
/fɔ:l/ feed	/fel/ fell	/fɔ:lən/ fallen	/pu:t/ put	/peɪd/ put	/peɪd/ put	/weɪk/ win	/wouk/ woken	/weɪkən/ woken
/fi:d/ feel	/fed/ fed	/fed/ fed	/pʊt/ read	/pʊt/ read	/pʊt/ read	/wɪn/ write	/wɔ:n/ wrote	/wɔ:n/ written
/fi:l/ feel	/felt/ felt	/felt/ felt	/ri:d/ ride	/ri:d/ rode	/ri:d/ ridden	/raɪt/ write	/rou/ wrote	/rou/ written

		USUAL SPELLING		ALSO			USUAL SPELLING		ALSO
	peach /pi:tʃ/	ee	three feel	key		table /teɪbəl/	a	name make	break
		ea	please read	she we			ai	rain paint	eight
		i	pizza ski	people			ay	play day	they
		ie	field peace						
	ticket /tɪkət/	i	six film	busy		toasts /təʊsts/	o	home phone	slow
			sing window	building			oa	road coat	low
			it is	system					
	bag /bæg/	a	cat thanks			house /haʊs/	ou	out house	
			man camera				ow	how down	
			map factory						
	car /kɑ:r/	ar	bar far card			coin /kɔɪn/	oi	coin noise	
		a	father				oy	enjoy toy	
	ball /bɔ:l/	or	short	bought		like /laɪk/	i	like nice	buy
		al	tall mall	water			y	my shy	lie
		aw	draw saw	want			igh	light high	
		au	Australia						
	sugar /ʃʊgər/	u	full bull	woman					
		oo	good book	could					
			look cook	would					
				should					
	boot /bu:t/	oo	too food	two					
		u	excuse	you					
		ew	new	juice					
				shoe					
	sun /sʌn/	u	number up	study					
			much luck	young					
		o	some come	Monday					
			mother month						
	girl /gɜ:rl/	er	person	work					
		ir	third	word					
		ur	nurse	world					
		air	air	learn					
	burger /bɜ:rgər/		sister	ago					
			murder						
			able						
			beautiful						
	egg /eg/	e	check spell	friend					
			ten sell	breakfast					
		ead	bread head						

		USUAL SPELLING		ALSO			USUAL SPELLING		ALSO
	pen /pen/	p pp	push stop happy stopping			thumb /θʌm/	th	think three thumb	
	box /bɒks/	b bb	big best rob robber			mother /mʌðər/	th	then that this mother	
	cat /kæt/	c k ck	car cat fact keep key king back pocket	architect school mechanic		church /tʃɜːrtʃ/	ch t tch	check church future question catch kitchen	
	glasses /glæsəz/	g gg	garden leg egg bigger			jacket /dʒækət/	j g ge dge	jam jar general age large judge dodge	
	flag /flæg/	f ff ph gh	feel first leaf off coffee phase phone laugh enough			love /lʌv/	l ll	lemon milk well yellow	
	violin /vaɪəlɪn/	v	very travel every			rice /raɪs/	r rr wr	red road room ferry sorry write wrist	
	tooth /tuːθ/	t tt ed	tea tower wait better bottle stopped washed			way /weɪ/	w wh	week way white what	once one
	dice /daɪs/	d dd	day deep do address add			yoga /jəʊgə/	y ju	yesterday yes usual unit	
	sign /saɪn/	s ss c sc	sit saint son glass class city pencil science			map /mæp/	m mm	more lemon summer	autumn comb
	zipper /zɪpər/	s z ss zz	gives easy zipper zone scissors jazz			nurse /nɜːrs/	n nn kn	nine nurse nail dinner sunny know knee	
	shark /ʃɑːrk/	c ch sh s	ocean machine she sugar	Russia Special Station		sing /sɪŋ/	ŋ ŋk ŋg	uncle think thank sing long	
	television /teləvɪʒən/	si g	television Asia Usually garage			horse /hɔːrs/	h wh	help behind whose who	

ADJECTIVES

ADVERBS

active	/æktiv/
massive	/mæsiv/
amazing	/əmeɪzɪŋ/
annoying	/ənoɪɪŋ/
bad	/bæd/
basic	/beɪsɪk/
careful	/keə'fʊl/
cheerful	/tʃɪə'fʊl/
clear	/klɪə/
comfortable	/kʌmfətəbəl/
considerable	/kənsɪdərəbəl/
continuous	/kən'tɪnjuəs/
crazy	/kreɪzi/
creative	/kri'eɪtɪv/
excellent	/eksələnt/
powerful	/paʊə'fʊl/
courageous	/kə'reɪdʒəs/
dangerous	/deɪndʒərəs/
enthusiastic	/ɪnθju:ziæstɪk/
fast	/fɑ:st/
firm	/fɜ:m/
good	/gʊd/
glorious	/glɔ:riəs/
hard	/hɑ:d/
harmful	/hɑ:rmfʊl/
hateful	/heitfʊl/
healthy	/helθi/
intentional	/ɪntenʃənəl/
mad	/mæd/
quick	/kwɪk/
sad	/sæd/
slow	/sləʊ/
true	/tru:/

actively	/æktivli/
massively	/mæsɪvli/
amazingly	/əmeɪzɪŋli/
annoyingly	/ənoɪɪŋli/
badly	/bædli/
basically	/beɪsɪkli/
carefully	/keə'fʊli/
cheerfully	/tʃɪə'fʊli/
clearly	/klɪə'li/
comfortably	/kʌmfətəbli/
considerably	/kənsɪdərəbli/
continuously	/kən'tɪnjuəsli/
crazily	/kreɪzili/
creatively	/kri'eɪtɪvli/
excellently	/eksələntli/
powerfully	/paʊə'fʊli/
courageously	/kə'reɪdʒəsli/
dangerously	/deɪndʒərəsli/
enthusiastically	/ɪnθju:ziæstɪkli/
fast	/fɑ:st/
firmly	/fɜ:mli/
well	/wel/
gloriously	/glɔ:riəsli/
hard	/hɑ:d/
harmfully	/hɑ:rmfʊli/
hatefully	/heitfʊli/
healthily	/helθili/
intentionally	/ɪntenʃənəli/
madly	/mædli/
quickly	/kwɪkli/
sadly	/sædli/
slowly	/sləʊli/
truly	/tru:li/