



UNIVERSIDAD NACIONAL DE SAN JUAN

FACULTAD DE FILOSOFÍA, HUMANIDADES Y ARTES

DEPARTAMENTO DE TURISMO

CURSILLO DE INGRESO

MÓDULO: Inglés

Profesoras:

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Contacto

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Google Classroom

<https://classroom.google.com/c/NzgwNjQ4NDg5MjA3?cjc=o66cv7hp>

Código para unirse: o66cv7hp

2025 - 2026

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Planeamiento de cátedra.

UNIT 1: AN INTRODUCTION TO TOURISM AND GENERAL ENGLISH

→ PART I: What is Tourism?

→ PART II: Describing yourself.

- ◆ The use of the verb “to be” to give personal information.
- ◆ General information about yourself.
- ◆ The alphabet to spell your name and surname.
- ◆ The numbers to tell your age.
- ◆ Countries and nationalities to tell where you are from.
- ◆ Jobs and occupations to describe what you do for a living.
- ◆ Practice.

→ PART III: Introductions.

- ◆ Personal pronouns.
- ◆ Subject, object, possessive and reflexive pronouns. Possessive adjective.
- ◆ Articles.
- ◆ Greetings and farewells.
- ◆ Practice.

→ PART IV: Talking about time and dates.

- ◆ Days of the week.
- ◆ Ordinal numbers.
- ◆ Months of the year.
- ◆ Seasons.
- ◆ How to say the date.

→ PART V: Talking about the present.

- ◆ Simple Present.
- ◆ Present Continuous.

UNIT 2: FOOD AND DRINKS.

→ PART I: Introduction to food classification.

- ◆ Expressing likes and dislikes.
- ◆ Food containers and quantities.
- ◆ There is - There are.
- ◆ Plural and singular nouns.
- ◆ Countable and uncountable nouns.
- ◆ Some - Any - A - An.
- ◆ Demonstratives.
- ◆ Colours.

→ PART II: Menu: Starter / Main Course / Desserts / Drinks.

- ◆ Ordering food and drinks - At a café.
- ◆ Asking for the bill.

UNIT 3: BOOKING AND ACCOMMODATIONS.

→ PART I: Transport and Travel.

- ◆ Means of transport.
- ◆ Booking a flight.
- ◆ At the airport.
- ◆ Train travel.
- ◆ Bus travel.

→ PART II: Hotels and Accommodations.

- ◆ Facilities and amenities.
- ◆ Booking hotels.
- ◆ Check-in.
- ◆ Comparatives and superlatives.
- ◆ Practice.

→ PART III: Talking about trips.

- ◆ Simple Past.
- ◆ Future with Present Continuous.

Fundamentación

Inglés es el idioma utilizado globalmente como “lingua franca” para la comunicación. Es por esta razón que creemos en la necesidad del aprendizaje de este idioma por parte de los futuros Técnicos y Licenciados en Turismo para poder expandir sus habilidades comunicativas en el área donde se desempeñarán. El módulo Inglés del Curso de Nivelación de la carrera de Turismo les otorgará las herramientas básicas para cursar las cátedras de Inglés en el cursado de la carrera, y una base para poder desenvolverse en distintas situaciones comunicativas.

Objetivos Generales:

1. Desarrollar en los estudiantes habilidades básicas en el idioma inglés, enfocándose en contextos de turismo y hotelería.
2. Fomentar la comprensión y el uso práctico de expresiones, vocabulario y estructuras gramaticales comunes en situaciones cotidianas del sector turístico.
3. Proveer herramientas comunicativas en inglés que permitan a los estudiantes desenvolverse en interacciones básicas relacionadas con viajes, gastronomía y alojamiento.
4. Facilitar el aprendizaje de aspectos culturales relevantes al turismo para promover un servicio al cliente efectivo y culturalmente consciente.

Objetivos Específicos:

- **Unidad 1: Introducción al Turismo y al Inglés General**
 1. Identificar y describir información personal y básica a través del verbo “to be”.
 2. Aprender a saludar, despedirse y presentarse en contextos formales e informales.
 3. Practicar la ortografía de nombres propios y números para dar información personal básica.
 4. Expresar información sobre nacionalidades, ocupaciones y otros datos personales.
 5. Hablar sobre su rutina y las actividades que están realizando en el momento.
- **Unidad 2: Comidas y Bebidas**
 1. Reconocer vocabulario esencial relacionado con alimentos y bebidas, incluyendo categorías básicas.
 2. Diferenciar entre sustantivos contables e incontables y sus respectivos cuantificadores (some, any, a/an).
 3. Describir preferencias y expresiones de gustos y disgustos en relación a la comida.
 4. Practicar diálogos básicos de interacción en restaurantes y cafés, incluyendo la orden de comida y la solicitud de la cuenta.
- **Unidad 3: Reservas y Alojamiento**
 1. Aprender vocabulario clave relacionado con medios de transporte, reservas de viajes y procesos de check-in.

2. Familiarizarse con los servicios y facilidades que ofrece un hotel, como también con el proceso de reserva y check-in/check-out.
3. Usar adjetivos comparativos y superlativos para describir y comparar servicios y opciones de alojamiento.
4. Participar en actividades prácticas para simular situaciones reales de atención al cliente en el contexto hotelero.
5. Hablar sobre viajes pasados y planes a futuro a corto plazo.

Evaluación

Examen final:

Habrá un examen escrito que consta de 2 partes: una parte de lectura comprensiva y otra de producción escrita. La lectura comprensiva buscará hacer foco en el trabajo con vocabulario y análisis de texto. La producción escrita consistirá en la producción de diálogos utilizando contenidos gramaticales trabajados durante el cursado. Se aprueba con 6 (seis).

Importante:

- ❖ El cursillo es de carácter **nivelatorio**.
- ❖ El examen es **obligatorio**. El examen cuenta con dos instancias de recuperación.
- ❖ Para acreditar el módulo de inglés se debe aprobar en alguna de las instancias con una nota igual o mayor a 6 (seis).

Un par de consejos antes de entrar a la universidad:

- ❖ Recuerda que todo es una instancia de aprendizaje. Todos podemos aprender a nuestro ritmo. Aprovecha la experiencia.
- ❖ Confía en tus docentes y tutores. No tengas miedo a consultar y preguntar. Estamos para ayudarte.
- ❖ Si por esos casos, no llegas a aprobar alguna de las instancias, revisa dónde estuvieron las equivocaciones y consulta. ¡Estamos para aprender!

Good luck!

Cronograma tentativo

7 de noviembre	Unidad 1: Parte I Unidad 1: Parte II
14 de noviembre	Unidad 1: Parte III
21 de noviembre	FERIADO Unidad 1: Parte IV (actividad asincrónica)
28 de noviembre	Unidad 1: Parte IV Unidad 1: Parte V (comienzo)
3 de febrero	Última parte de Unidad 1: Parte V

	Unidad 2: Parte I
4 de febrero	Unidad 2: Parte II Unidad 3: Parte I
10 de febrero	Unidad 3: Parte II
11 de febrero	Unidad 3: Parte III
17 de febrero	Feriado carnaval
18 de febrero	Parcial
24 de febrero	Consulta y clase de “remedial teaching” para el recuperatorio
25 de febrero	Recuperatorio
4 de marzo	Extraordinario

Carga horaria total: 75 horas cátedra.

Contacto docentes.

- HORARIOS lunes a viernes de 9hs a 19hs.
- inglescursilloturismoffha@gmail.com

BIBLIOGRAFÍA

Dooley, J., Evans, V., & Garza, V. (2011b). *Career paths. Tourism*. Express Publishing.

Latham-Koenig, C., Seligson, P., Lambert, J., & Oxenden, C. (2022). *English file: Elementary*. OXFORD UNIV PRESS.

Walker, R., & Harding, K. (2010). *English For Careers, Tourism* (Ser. 1). OXFORD UNIV PRESS.

Stephenson, H., Dummet, P., Hughes, J. (2014). *Life Beginner. Students Book*. National Geographic.

Cuadernillo específico de la cátedra.

https://www.liveworksheets.com/w/en/english-second-language-esl/51214#goog7le_vignette

<https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/using-there-there-are#:~:text=We%20use%20there%20is%20to,there%20are%20for%20plural%20nouns>

https://bogglesworldesl.com/survival_travel_english/hotel_esl.htm

<https://www.woodwardenglish.com/>

UNIT 1: AN INTRODUCTION TO TOURISM AND GENERAL ENGLISH

PART I: What is tourism?

1. ANSWER THE QUESTIONS










a. What is tourism? Write a definition.

b. Why is tourism important?

c. What types of tourism do you know?

d. What activities do tourists usually do in these places?

2. LOOK AT THE PICTURES AND COMPLETE WITH ITS CORRESPONDING NAME.

3. MATCH THE TYPES OF TOURISM WITH THE DEFINITIONS.

Beach Tourism	<ul style="list-style-type: none"> ● Traveling to watch or participate in sports events, like football matches.
Winter Tourism	<ul style="list-style-type: none"> ● Tourism to learn.
Cultural Tourism	<ul style="list-style-type: none"> ● Tourism to celebrate religious events or visit important religious places.
Adventure Tourism	<ul style="list-style-type: none"> ● Traveling to natural places to protect the environment and enjoy wildlife.
Eco-Tourism	<ul style="list-style-type: none"> ● Visiting beaches for swimming, sunbathing, and relaxing by the sea.
Social/Educational Tourism	<ul style="list-style-type: none"> ● Tourism to look after your body and mind.
Health Tourism	<ul style="list-style-type: none"> ● Doing exciting activities like hiking, zip-lining, or rafting.
Sports Tourism	<ul style="list-style-type: none"> ● Tourism holidays to resorts where there is snow.
Religious Tourism	<ul style="list-style-type: none"> ● Visiting museums, historical sites, and experiencing local traditions.

4. ANSWER THE QUESTIONS.

- a. What language is most common among tourists?
- b. Why do hotel staff need to speak English?
- c. What happens if a tourist asks for help in English?
- d. What words related to tourism do you know?

Aa

accomodation

Bb

booking

Cc

check-in

Dd

destination

Ee

eco-tourism

Ff

flight

Gg

guide

Hh


hotel

Ii

itinerary

Jj

jet lag


Kk

key card


Ll


layover

Mm

motorcoach

Nn

non-stop flight

Oo

optional

Pp

passport



Other basic terminology:

Tourist - turista

Luggage - equipaje

Beach - playa

Map - mapa

Restaurant - restaurante

Reservation - reserva

Ticket - boleto

5. LOOK AT THE FOLLOWING PICTURES, READ THE WORDS AND SAY WHAT JOBS THESE PEOPLE HAVE.



pilot
waiter
tour guide
resort rep
flight attendant
chef

tourist information officer
porter
travel agent
hotel manager
receptionist
airline check-in clerk

1. WHAT JOBS DO THE PEOPLE IN THE PICTURES DO? CHOOSE FROM THE LIST.
2. PUT THE OTHER JOBS INTO CATEGORIES, FOR EXAMPLE, TRAVEL JOBS, HOTEL JOBS.
3. HOW MANY DIFFERENT CATEGORIES ARE THERE? CAN YOU THINK OF OTHER TOURISM JOBS FOR EACH OF THE CATEGORIES?
4. WHAT IS THE BEST JOB IN TOURISM IN YOUR OPINION?

PART II: Describing yourself.

THE USE OF THE VERB “TO BE” TO GIVE PERSONAL INFORMATION

1. WATCH THE FOLLOWING VIDEO TO GIVE PERSONAL INFORMATION.



<https://www.youtube.com/watch?v=5kjCcBsBzUs>

GENERAL INFORMATION ABOUT YOURSELF

1. LOOK AT THE PHOTO AND READ THE DESCRIPTION.



NAME: Lionel
SURNAME: Messi
FULL NAME: Lionel Andrés Messi Cuccittini
NICKNAME: Leo
AGE: 37 years old
NATIONALITY: Argentinian
PROFESSION: Football player

2. COMPLETE THE DESCRIPTION ABOUT LIONEL MESSI.

Hello, I am Lionel Messi. My _____ is Leo. My _____ is Lionel Andrés Messi Cuccittini. I am _____ years old. I am _____. I am a _____ and I play for the Argentine Football Team.

3. **COMPLETE WITH INFORMATION ABOUT YOURSELF.**

a. WHAT IS YOUR NAME? _____

b. WHAT IS YOUR SURNAME? _____

c. WHAT IS YOUR FULL NAME? _____

d. WHAT IS YOUR NICKNAME? _____

(If you do not have a nickname, you say "I do not have a nickname")

e. HOW OLD ARE YOU? _____

f. WHAT IS YOUR NATIONALITY? _____

g. WHAT IS PROFESSION/OCCUPATION? _____

THE ALPHABET TO SPELL YOUR NAME AND SURNAME

HOW DO YOU SPELL YOUR NAME?

1. **WATCH THE FOLLOWING VIDEO AND DO THE ACTIVITIES.**



<https://www.youtube.com/watch?v=T43ieThJBaM>

THE ALPHABET

2. **WRITE THE PRONUNCIATION OF EACH LETTER.**

A ____

J ____

S ____

B ____

K ____

T ____

C ____

L ____

U ____

D ____

M ____

V ____

E ____

N ____

W ____

F ____

O ____

X ____

G ____

P ____

Y ____

H ____

Q ____

Z ____

I ____

R ____

a. **READ THE QUESTIONS.**

WHAT IS YOUR NAME?

My name is Paula.

HOW DO YOU SPELL IT?

P-A-U-L-A.

b. ANSWER WITH INFORMATION ABOUT YOURSELF.

- i. HOW DO YOU SPELL YOUR NAME?
- ii. HOW DO YOU SPELL YOUR SURNAME?

THE NUMBERS TO TELL YOUR AGE

HOW OLD ARE YOU?

1. WATCH THE FOLLOWING VIDEO AND DO THE ACTIVITIES.



<https://www.youtube.com/watch?v=dNP6L6y7ZEM>

NUMBERS

1 ONE	2 TWO	3 THREE	4 FOUR	5 FIVE	6 SIX	7 SEVEN	8 EIGHT
9 NINE	10 TEN	11 ELEVEN	12 TWELVE	13 THIRTEEN	14 FOURTEEN	15 FIFTEEN	16 SIXTEEN
17 SEVENTEEN	18 EIGHTEEN	19 NINETEEN	20 TWENTY	30 THIRTY	40 FORTY	50 FIFTY	60 SIXTY
70 SEVENTY	80 EIGHTY	90 NINETY	100 ONE HUNDRED				

h. LISTEN TO THE AUDIO AND REPEAT THE PAIRS.

i. READ THE QUESTION.

HOW OLD ARE YOU?

I am thirty-seven (37) years old.

WHAT IS YOUR PHONE NUMBER?

My phone number is 2644463855

WHAT IS YOUR ID NUMBER?

My ID number is 25.407.893

j. ANSWER THE QUESTION.

- i. HOW OLD ARE YOU? I am _____ years old.
- ii. WHAT IS YOUR PHONE NUMBER? My phone number is _____
- iii. WHAT IS YOUR ID NUMBER? My ID number is _____

COUNTRIES AND NATIONALITIES TO TELL WHERE YOU ARE FROM

WHERE ARE YOU FROM?

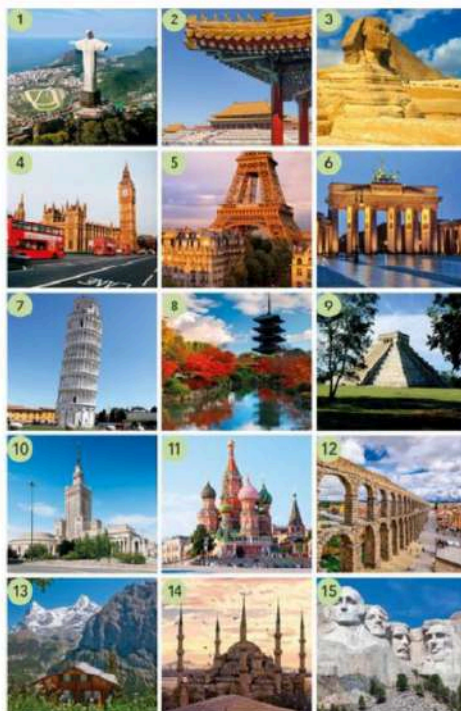
WHAT IS YOUR NATIONALITY?

1. WATCH THE FOLLOWING VIDEO.



https://youtu.be/NJVV1LDt2hE?si=SqGw21FoaIJx_IcB

2. LISTEN TO THE AUDIOS AND REPEAT. THEN, DO THE ACTIVITIES.



1. Brazil
2. China
3. Egypt
4. England / the UK
5. France
6. Germany
7. Italy
8. Japan
9. Mexico
10. Poland
11. Russia
12. Spain
13. Switzerland
14. Turkey
15. the United States of America / the USA

	COUNTRIES	NATIONALITIES
	Brazil	Brazilian
	China	Chinese
	Egypt	Egyptian
	England	English
	France	French
	Germany	German
	Italy	Italian
	Japan	Japanese
	Mexico	Mexican
	Poland	Polish
	Russia	Russian
	Spain	Spanish
	Switzerland	Swiss
	Turkey	Turkish
	the United States	American
	the UK	British
	Argentina	Argentinian

k. READ THE QUESTIONS.

WHERE ARE YOU FROM?

I am from Spain.

WHAT IS YOUR NATIONALITY?

I am Spanish.

l. ANSWER THE QUESTIONS.

- i. WHERE ARE YOU FROM? I am from _____.
- ii. WHAT IS YOUR NATIONALITY? I am _____.

m. <https://wordwall.net/es/resource/54659970>

JOBS AND OCCUPATIONS TO DESCRIBE WHAT YOU DO FOR A LIVING.

WHAT IS YOUR JOB OR OCCUPATION?

1. READ THE VOCABULARY RELATED TO JOBS AND DO THE ACTIVITIES.



Dentist



Paramedic



Surgeon



Nurse



Doctor



Fireman



Lifeguard



Police Officer



Flight
Attendant



Pilot



Scientist



Reporter



Footballer



Waiter



Housekeeper



Student



Construction
Worker



Gardener



Secretary



Businessman



Photographer



Farmer



Catholic
Nun



Lunchroom
Supervisor



Repairman



Foreman



Painter



Electrician



Architect



Engineer



Mechanic



Carpenter

n. READ THE QUESTIONS.

WHAT DO YOU DO FOR A LIVING?

I am a teacher.

WHAT IS YOUR JOB OR OCCUPATION?

I am a teacher.

o. ANSWER THE QUESTIONS.


- i. WHAT DO YOU DO FOR A LIVING? I am a _____.
- ii. WHAT IS YOUR JOB OR OCCUPATION? I am a _____.

TIME TO PRACTICE!

1. LISTEN AND CIRCLE THE WORD YOU HEAR.

- | | | | | |
|---------------|---------|---------|---------|---------|
| 1. L O | 6. M S | 11. T B | 16. Y I | 21. T V |
| 2. F H | 7. Q U | 12. D G | 17. A H | 22. Z G |
| 3. C P | 8. A H | 13. X S | 18. U W | 23. A K |
| 4. B C | 9. L M | 14. P B | 19. C E | 24. U W |
| 5. U R | 10. J G | 15. N M | 20. Z G | 25. Y I |
| | | | | 26. O L |

2. LISTEN TO THE MAN CHECKING INTO A HOSTEL AND COMPLETE.

PASSPORT	UNITED STATES OF AMERICA
	FIRST NAME T _ m
	LAST NAME P e _ _ r _ _ n
	CITY OF ORIGIN T u _ _ o _
	PASSPORT NUMBER 0 _ 2 _ _ 2 _ 4 _

3. LISTEN TO THE WOMAN CHECKING IN AND CHOOSE THE CORRECT OPTION.

Name:	Elaine	Elaine	
Last name:	Bennet	Benett	
Nationality:	American	Canadian	
City:	Boomtown	Bloomington	
Passport number:	05 289 3647	05 285 3645	

4. READ THE FOLLOWING EXTRACT AND DO THE ACTIVITIES.

“Hello, I am Valeria Adarvez. My nickname is Vale. I am 21 years old and I am from Argentina. I am Argentinian. I am a student at FFHA. I’m studying for a bachelor’s degree in Tourism. I work in a bar on weekends. I am a waitress.” What about you?

- a. WRITE YOUR PERSONAL INFORMATION. THEN, IN PAIRS OR GROUPS OF THREE, INTRODUCE YOURSELVES. INCLUDE:

- A. NAME
- B. SURNAME
- C. NICKNAME
- D. AGE
- E. COUNTRY OF ORIGIN
- F. NATIONALITY
- G. PROFESSION OR OCCUPATION.

PART III: Introductions.

1. WATCH THE FOLLOWING VIDEO ABOUT THE USE OF THE VERB “TO BE”.



<https://www.youtube.com/watch?v=5kjCcBsBzUs>

PERSONAL PRONOUNS

En inglés tenemos, como en español, pronombres personales.

I - Yo

We - Nosotros

You - Vos / Ustedes

They - Ellos

He - Él

She - Ella

It - Eso

IMPORTANTE: In English, we ALWAYS need the subject at the beginning of the sentence.

- **I** am from Argentina.
- **She** is from Uruguay.
- **They** are from Venezuela.

2. LOOK AT THE FOLLOWING QUESTIONS. *WHAT IS THE DIFFERENCE?*

- *Where are you from? I am from Argentina.*
- *Where is she from? She is from Uruguay.*
- *Where are they from? They are from Venezuela*

We use the verb TO BE to say our *names, nationality, job, and age*. We also use it to describe an *object, a place, a day, or an activity*.

For example:

- The car is red.
- Argentina is beautiful.


- Today is sunny.
- Basketball is fun.

¿Qué significa el verbo TO BE en español? _____

The verb **TO BE** has 3 different forms in the Present Tense → **AM - IS - ARE**

Verb "To Be"

SUBJECT + VERB



TO BE + COMPLEMENT

I	.....	am	}	(name)
He	.....	is		(job)
She	.....		are	(nationality)
It	.....			}	(age)
You	.....	are		
We			
They	.....		

Affirmative (+)

Subject	verb to be (am/is/are)		+...
	short form	long form	
I	'm	am	William
You	're	are	
He	's	is	a student
She	's	is	
It	's	is	Argentinian
We	're	are	
You	're	are	9 years old
They	're	are	

You're students. You are 20 years old.

Negative (-)

Subject	verb to be (am/is/are)		+...
	short forms	long form	
I	'm not	-	William
You	're not	aren't	
He	's not	isn't	a student
She	's not	isn't	
It	's not	isn't	Argentinian
We	're not	aren't	
You	're not	aren't	9 years old
They	're not	aren't	

You're not - you aren't - you are not

3. **FILL** IN THE BLANKS WITH THE CORRECT FORM OF THE VERB “TO BE”.

1. It ___ late.
2. I ___ a teacher.
3. You ___ my friend.
4. He ___ at work.
5. She ___ very smart.
6. It ___ sunny today.
7. We ___ happy.
8. They ___ here.
9. You ___ so kind.
10. We ___ excited about the trip.

4. **READ** THE TEXT. **FILL** IN THE BLANKS WITH THE CORRECT FORM OF THE VERB “TO BE”.

I _____ a student. My sister _____ a doctor. We _____ from the same family. Our parents _____ very supportive. My brother _____ a teacher. He _____ passionate about his job. Our dog _____ very cute. It _____ always eager to play. Our home _____ cozy and comfortable. We _____ grateful for what we have.

5. **UNSCRAMBLE** THE WORDS TO MAKE CORRECT SENTENCES USING THE VERB “TO BE”.

1. doctor / he / a / is

2. are / happy / we

3. they / students / are

4. she / teacher / a / is

5. it / hot / is

6. **REWRITE** THE FOLLOWING SENTENCES BY CHANGING THE SUBJECT AS INDICATED.

1. He is my brother. (They)

2. She is a doctor. (You)

3. It is interesting. (These books)

4. We are busy. (I)

5. They are at the park. (She)

7. **IDENTIFY AND CORRECT THE MISTAKES WITH THE VERB "TO BE".**

1. She are a doctor.

2. We is going to the beach.

3. They am my classmates.

4. You was late for the meeting.

5. It were a beautiful day.

8. **WRITE 3 TRUE SENTENCES ABOUT YOURSELF, AND 2 TRUE SENTENCES ABOUT A FRIEND.**

Interrogative (?) - Para respuestas cortas

Verb to be	Subject	+...?
Am	I	William?
Are	you	a student?
Is	he	Argentinian?
Is	she	9 years old?
Is	it	
Are	we	
Are	you	
Are	they	

Answers: Yes, (subject) (to be).
No, (subject) (to be).

Are you a nurse?
Yes, I am. / No, I'm not.

9. REWRITE THE FOLLOWING SENTENCES AS QUESTIONS.

1. They are neighbors.

2. You are hungry.

3. She is an engineer.

4. We are tired.

5. He is a musician.

Interrogative (?) - Para respuestas largas

Wh-
questions

Verb to be

Subject

+...?

WH-QUESTIONS: son las palabras que especifican qué tipo de información se busca.

- **What...? (Qué)**
- **When...? (Cuándo)**
- **Where...? (Dónde)**
- **Why...? (Por qué)**
- **Who...? (Quién)**
- **Which...? (Cuál/es)**
- **Whose...? (De quién)**
- **How...? (Cómo)**

Answers: se responde con la información que se solicita utilizando la estructura afirmativa.

- **Where are you from?**
I am from Argentina.
- **What is your name?**
My name is ...

10. MATCH THE QUESTIONS WITH THE CORRECT ANSWER.

- What** time is it?
- Where** is she?
- How many** cats do you have?
- How old** are you?
- Who** is him?
- How much** does this cost?
- Whose** pencil is this?
- Which drink** do you want?
- When** is the party?
- Why** are you sad?

- I have 10 cats
- He is my father
- I want water
- Because I hurt my head
- She is at school
- It is next Saturday
- It is five to three
- Thirty five dollars
- It is Martin's pencil
- I am 35 years old

11. COMPLETE THE QUESTIONS WITH THE CORRECT WORD. READ THE ANSWERS.

1. _____ color is your hair? It's is black.
What Where When Who
2. _____ are my glasses? They are on your head.
What Where When Who
3. _____ do you visit your friends? On Sundays.
What Where When Who
4. _____ is the Colombian President? Mr. Duque
What Where When Who
5. _____ old is your father? He is 60
What How Where When
6. _____ do you have English class? On Tuesday and Friday
What How Where When
7. _____ does your mother work? Because we need money
Who Why How many How old
8. _____ children are there in your classroom? 3 children
Who Why How many How old
9. _____ do you play squash? Every weekend
Who How often How many How old
10. _____ does he usually eat for breakfast? A cup of coffee and bread
What When How many Who

12. LOOK AT THE FOLLOWING PICTURES. WHAT QUESTIONS CAN YOU ASK ABOUT THEM? WRITE THEM AND ANSWER.



----- ----- ----- ----- ----- ----- ----- ----- ----- -----	----- ----- ----- ----- ----- ----- ----- ----- ----- -----	----- ----- ----- ----- ----- ----- ----- ----- ----- -----
--	--	--

SUBJECT, OBJECT, POSSESSIVE AND REFLEXIVE PRONOUNS. POSSESSIVE ADJECTIVE.

In English, we have different types of pronouns. Let's look at the examples:

- **I** need help. What type of pronoun is this?
- Can you help **me**? Is this the same type of pronoun?

En el caso del segundo ejemplo, "me" es el pronombre de la persona que recibe la acción. En este caso, a mí. Este pronombre se llama **Object Pronoun**.

The **object pronoun** often has a different form compared to the subject pronoun. It generally goes **AFTER** the verb. Sometimes it goes after a preposition (*to, with, at, for*).

SUBJECT PRONOUN

I	I need help.
YOU	You need help.
HE	He needs help.
SHE	She needs help.
IT	It needs help.
WE	We need help.
THEY	They need help.

OBJECT PRONOUN

ME	Can you help me ?
YOU	Can I help you ?
HIM	Can you help him ?
HER	Can you help her ?
IT	Can you help it ?
US	Can you help us ?
THEM	Can you help them ?

verb + object pronoun

- Can you **help me**?
- I **sent her** some chocolate.
- I will **miss him**.

preposition + object pronoun

- Where's Phillip? I'm waiting **for him**.
- Do you want to come **with us**?
- Why are you looking **at me**?

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Now, let's look at the two following examples:

- **I** have a book.
- This is **my** book. (my is a **possessive adjective**)
- The book is **mine**. (mine is a **possessive pronoun**)

Como el nombre indica, ambos se refieren a lo que tenemos, nos pertenece o poseemos. Los possessive pronouns se utilizan para evitar repetir la misma palabra.

A Possessive Pronoun replaces a *possessive adjective + noun* to avoid repeating information that is already clear.

- This book is **my book**, not **your book**. (Sounds repetitive)

- This book is **mine**, not **yours**. (Sounds more natural)

POSSESSIVE ADJECTIVE

MY	My shirt is green.
YOUR	Your book is new.
HIS	His pillow is soft.
HER	Her dog is small.
ITS	Its bone is old.
OUR	Our bird is noisy.
YOUR	Your house is big.
THEIR	Their car is slow.

POSSESSIVE PRONOUN

MINE	The shirt is mine .
YOURS	The book is yours .
HIS	The pillow is his .
HERS	The dog is hers .
---- *	* We don't use its as a possessive pronoun.
OURS	The bird is ours .
YOURS	The house is yours .
THEIRS	The car is theirs .

Finally, we have the **Reflexive Pronouns**, for example:

- I cook **myself** dinner every night.
- The cat cleans **itself**.
- She baked the cake all by **herself**.

What is the meaning of this pronoun? Do they do the actions with help or alone?

ENGLISH PRONOUNS

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (male)	he	him	his	his	himself
3rd person (female)	she	her	her	hers	herself
3rd thing	it	it	its	(not used)	itself
1st person (plural)	we	us	our	ours	ourselves
2nd person (plural)	you	you	your	yours	yourselves
3rd person (plural)	they	them	their	theirs	themselves

Subject Pronouns

1. Sarah and _____ like movies. (I, me, my, myself)
2. _____ are in the park. (They, them, their, themselves)

Object Pronouns

3. Can you give the salt to _____? (he, him, his, himself)
4. My friends invite _____ to play. (I, me, my, myself)

Possessive Adjectives

5. This is _____ book. (your, yours, you, yourself)
6. The students do _____ work. (their, theirs, them, themselves)

Possessive Pronouns

7. Tom is a friend of _____. (mine, my, me, myself)

Reflexive Pronouns

8. _____ goes to the beach by _____. (he, him, his, himself)

All together

9. I can't find my pen. Have you seen _____? (it, its, it's, itself)
10. Maria and _____ kids are here. (she, her, hers, herself)
11. I make breakfast for _____. (I, me, my, myself)
12. She has _____ lunch. (her, hers, she, herself)
13. _____ cat is cute. (My, mine, me, myself)

14. We plan _____ trip. (our, ours, us, ourselves)
15. My brother and _____ play soccer. (I, me, my, myself)
16. _____ love books. (We, us, our, ourselves)
17. That cake looks good! Can I have some of _____? (it, its, it's, itself)
18. _____ is my friend. (She, her, hers, herself)
19. The kids do the work by _____. (they, them, their, themselves)
20. We clean the room by _____. (we, us, our, ourselves)
21. The keys are here. Are they _____? (yours, your, you're, yourself)
22. This is not _____. It is Sarah's. (mine, my, me, myself)
23. The jacket is not _____; it's John's. (ours, our, we, ourselves)
24. She buys gifts for _____. (her, hers, herself, she)
25. The teacher helps _____ with English. (we, us, our, ourselves)
26. Please tell _____ the story. (he, him, his, himself)
27. They want to see _____ today. (she, her, hers, herself)
28. The cat cleans _____ every day. (it, its, itself, it's)
29. He finishes the puzzle by _____. (he, him, his, himself)
30. Be proud of _____ for trying. (you, your, yours, yourself)

ARTICLES

A - AN - THE

The **articles** in English are “**a**”, “**an**”, and “**the**”.

→ A / AN

“**a**” and “**an**” are used to mention things for the 1st time, to talk about jobs, and to describe. **For example:**

- This is **an** interesting city.
- She is **a** teacher.
- There is **a** big house in the mountains.

“**a**” and “**an**” have the same meaning, but “**a**” is used when the next word starts with a consonant, and “**an**” when the next word starts with a vocal. **For example:**

- **An** activity.
- **A** tree.
- **A** house (the H in English is not silent like in Spanish).
- **A** university (when the next word is pronounced /iu/, we use “**a**”).

→ THE

“**the**” is used to mention things that were already mentioned, or that we all know. **For example:**

- **The** house in the mountains is incredible!

- **The** moon is beautiful today.

Other uses:

- specific things: **The** children are in **the** garden (you know what children and what garden)
- common places: we are going to **the** park (you know which park)

A / AN: un/una

THE: el/la/los/las

A + consonant: a house/ a plant / a zombie

AN + vowel: an umbrella/ an apple / an elephant

The house , the apple , the Pope, the Sun, the last Iphone

1. TIME TO PRACTICE! COMPLETE WITH THE CORRECT ARTICLE (A-AN-THE)

- I saw _____ interesting movie yesterday.
- She bought _____ new dress for the party.
- We visited _____ museum in the city center.
- Can you pass me _____ salt, please?
- He is _____ excellent guitarist.
- They have _____ adorable puppy.
- I would like _____ cup of coffee, please.
- There is _____ old castle on top of the hill.
- She has _____ amazing talent for painting.
- Let's have _____ picnic in _____ park.

GREETINGS AND FAREWELLS

- WATCH THE FOLLOWING VIDEOS TO LEARN ABOUT GREETINGS AND FAREWELLS.

<https://www.youtube.com/watch?v=DwMaYplusoM>



https://www.youtube.com/watch?v=Sz_4ebLdWk





HOW ARE YOU?



REMINDER!!

Cuando respondemos que estamos bien, debemos agregar **"THANKS"**, **"THANK YOU"** or **"THANKS FOR ASKING"** al final. Por ejemplo:

ANNA: Hello Carla! How are things?

CARLA: Hi Anna, I'm great, **thanks**. And you?

ANNA: That's great. I'm doing well, **thanks for asking**.



2. IN PAIRS, CREATE A SHORT DIALOGUE USING GREETINGS AND FAREWELLS. ALSO, ASK QUESTIONS TO GET TO KNOW YOUR CLASSMATE.

PART IV: Talking about time and dates.


DAYS OF THE WEEK

1. WATCH THE FOLLOWING VIDEO ABOUT THE DAYS OF THE WEEK.



<https://youtu.be/xNZwIw5haTM>

a. AFTER WATCHING THE VIDEO, COMPLETE WITH THE CORRECT NAMES OF THE DAYS OF THE WEEK.



Weekdays
(5 days)

Weekend
(2 days)

M

T

W

T

F

S

S

Yesterday	Today	Tomorrow
	Saturday	
	Sunday	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Monday	
	Tuesday	
	Sunday	
	Thursday	

b. WHAT DAY IS IT TODAY? It's _____

ORDINAL NUMBERS

1. WATCH THE FOLLOWING VIDEO ABOUT ORDINAL NUMBERS IN ENGLISH.



<https://youtu.be/rBycKGkHVpY>

Ordinal numbers: We usually add "THE" and -TH to the cardinal number to form ordinal numbers, but there are lots of exceptions which you will have to learn!!

1 st the _____	11 th the _____	21 st the _____
2 nd the _____	12 th the _____	22 nd the _____
3 rd the _____	13 th the _____	23 rd the _____
4 th the _____	14 th the _____	24 th the _____
5 th the _____	15 th the _____	25 th the _____
6 th the _____	16 th the _____	26 th the _____
7 th the _____	17 th the _____	27 th the _____
8 th the _____	18 th the _____	28 th the _____
9 th the _____	19 th the _____	29 th the _____
10 th the _____	20 th the _____	30 th the _____
		31 st the _____

2. MATCH EACH ORDINAL NUMBER WITH THE CORRECT WORD.

1 st	●	● the seventeenth
2 nd	●	● the first
3 rd	●	● the eleventh
11 th	●	● the twenty- seventh
27 th	●	● the eighty- eighth
14 th	●	● the fourteenth
88 th	●	● the third
17 th	●	● the second

3. WITHOUT LOOKING AT THE PREVIOUS EXERCISES, WRITE THE FOLLOWING NUMBERS.

2nd -----

6th -----

11th -----

15th -----

18th -----

1st -----

23rd -----

30th -----

17th -----

25th -----

MONTHS OF THE YEAR

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ENGLISH

Months of the Year

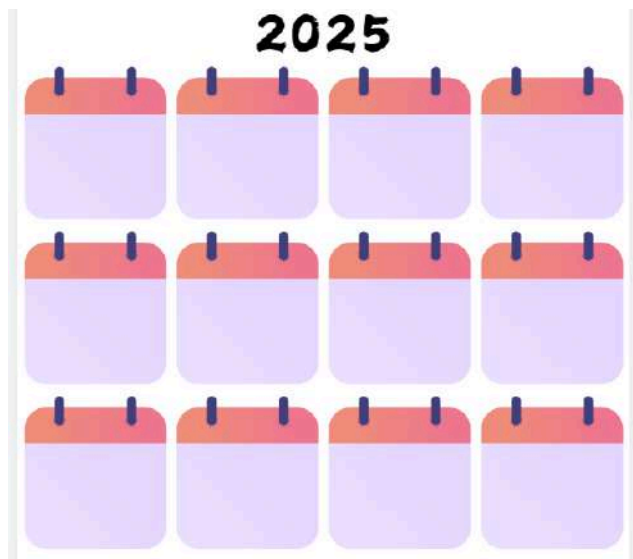
Months of the Year always start with a **CAPITAL LETTER**

february ❌
February ✅

april ❌
April ✅

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1. COMPLETE THE CALENDAR WITH THE MONTHS.



2. READ AND ANSWER THE FOLLOWING QUESTIONS.

- a. What month are we in? _____
 b. When do we come back for the entry course (cursillo)? _____

NOTE: When we say *ONLY* the month, we use *IN*.



https://www.youtube.com/watch?v=9kkv0Z_Jneo

MONTHS OF THE YEAR

JANUARY	...is the fifth month of the year.
FEBRUARY	...is the second month of the year.
MARCH	...is the eleventh month of the year.
APRIL	...is the third month of the year.
MAY	...is the tenth month of the year.
JUNE	...is the first month of the year.
JULY	...is the eighth month of the year.
AUGUST	...is the fourth month of the year.
SEPTEMBER	...is the sixth month of the year.
OCTOBER	...is the twelfth month of the year.
NOVEMBER	...is the seventh month of the year.
DECEMBER	...is the ninth month of the year.

SEASONS

<https://wordwall.net/es/resource/10037686/english/seasons-game-anagram>

WHAT SEASON ARE WE IN? We're in _____.

WHAT ARE THE FOUR SEASONS? _____, _____,
 _____ OR _____, AND _____.

HOW TO SAY THE DATE

ENGLISH
VOCABULARY

The DATE in English



There are two ways of saying the date in English.

Written English

Spoken English

Numbers



March 7

MONTH + DAY

March seventh

Even if the *-th* isn't written, an ordinal number is still said.

3 / 7 / 17

MONTH / DAY / YEAR



7th March

DAY + MONTH

The seventh of March

7 / 3 / 17

DAY / MONTH / YEAR

Days

We always use **ordinal numbers** for the date in spoken English.

- 1st first
- 2nd second
- 3rd third
- 4th fourth
- 5th fifth
- 6th sixth
- 7th seventh
- 8th eighth
- 9th ninth
- 10th tenth

Months

Months always start with capital letters.

august ❌
August ✅

What day is this?

3 / 5 / 18

March 5, 2018

3rd May 2018

Big difference!

Years

Years are normally divided into two parts.*

1984

nineteen eighty-four

- 1652 sixteen fifty-two
- 1941 nineteen forty-one
- 2017 twenty seventeen

* **Exception:** For the years from 2000 to 2010, we normally say *two thousand and + number*.

2006 two thousand and six

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1. TIME TO PRACTICE! Ordinal numbers, months and seasons.

<https://wordwall.net/es/resource/6072400/months-and-ordinal-numbers>

<https://www.educaplay.com/learning-resources/18953388-ordina.html>

2. READ AND ANSWER THE QUESTIONS.

WHEN IS YOUR BIRTHDAY?

My birthday is on October 20th.

a. WHEN IS YOUR BIRTHDAY? My birthday is on

b. WHAT DAY IS IT TODAY? Today is _____

PART V: Talking about the present.

SIMPLE PRESENT: I - YOU - WE - THEY

Las siguientes actividades han sido extraídas y adaptadas del libro Life Beginners (2014)

1. READ THE FOLLOWING TEXT ABOUT THE SAMI PEOPLE.

The Sami people

By Jessica Benko

Henrik Gaup and his family are Sami. The Sami people live in Norway, Sweden, Finland and Russia. They are the 'people of the reindeer'. Henrik Gaup is a traditional Sami. 'I have five children', he says. I teach my children about the reindeer. They don't study with books'. Henrik and his family speak Sami, but many children don't understand it. Reindeer are very important to the Sami people. In the Sami language the word for 'a group of reindeer' is eallu and the word for 'life' is eallin.

2. UNDERLINE THESE WORDS IN THE ARTICLE. THEN COMPLETE THE SENTENCES WITH THREE OF THE WORDS.

live - have - teach - speak - understand

The Sami people _____ in Norway, Sweden, Finland, and Russia.

They _____ the Sami language.

Many children _____ it.

3. COMPLETE THE INFORMATION IN THE GRAMMAR BOX.

	Subject	Auxiliary	Verb	(...)
Affirmative	I	-		
Negative	You			
	We			
	They			

4. READ THESE QUESTIONS FROM AN INTERVIEW WITH A TEACHER AT SCHOOL. MATCH THE QUESTIONS (1-5) WITH THE ANSWERS (A-E)

1. Do you work at Kakenya's school?
2. Do boys study at the school?
3. Do the girls live with their families?
4. Do they go home in summer?
5. Do the girls learn English at the school?

- a) No, they don't. The school is for the girls.
- b) No they don't. They live at the school.
- c) Yes, they do. They go home to their villages.
- d) Yes, they do. And in summer we teach extra classes in English too.
- e) Yes, I do. I teach there. We have five teachers.

5. LOOK AT THE GRAMMAR BOX. THEN, LOOK AT THE QUESTIONS IN THE PREVIOUS EXERCISE. COMPLETE THE BOX WITH THE RULES.

(Wh-word)	-----	Subject	Verb	...?
Why Where When How often etc.	-----	I You We They		

6. PUT THE WORDS IN ORDER TO MAKE QUESTIONS.

- a) study / you / at a college / do / ?
- b) classes / do / have / you / every day / ?
- c) like / you / do / your classes / ?
- d) you / do / live / near your university / ?
- e) do / with your family / live / you / ?
- f) you / go home / in the holidays / do / ?

7. READ ABOUT CATHY GULPILIL AND HER HUSBAND ALBERT. THEN, DO THE FOLLOWING ACTIVITIES.



Cathy Gulpilil and her husband Albert are from the Northern Territory of Australia. Now they live in Sydney. They have two children. Cathy and Albert teach at a college. They speak English and Yirram – their parents' language. Cathy's and Albert's parents live in the Northern Territory. They don't like Sydney very much. Cathy and Albert's children understand Yirram, but they don't speak it.

8. WRITE THE QUESTIONS.

- a) where / Cathy and Albert / live?
- b) they / have / children?
- c) where / they / teach?
- d) they / speak / their parents' language?

- e) their parents / like / Sydney?
- f) their children / speak Yirram?

9. **WORK IN PAIRS. ASK AND ANSWER THE QUESTIONS FROM THE PREVIOUS EXERCISE. TAKE TURNS!**

10. **COMPLETE THE SENTENCES WITH THESE VERBS. THERE IS ONE EXTRA VERB.**

have - like - live - play - speak - study - understand

- a) My friends _____ engineering at college.
- b) I _____ in a small town.
- c) 'Do you _____ Arabic?'
- d) 'No, I don't, but I _____ some words.'
- e) My parents don't _____ a TV.
- f) I _____ summer.

SIMPLE PRESENT: HE - SHE - IT

Las siguientes actividades han sido extraídas y adaptadas del libro Life Beginners (2014)

1. **READ THE FOLLOWING TEXT ABOUT CHEN HONG. THEN, UNDERLINE THE PRESENT SIMPLE VERBS.**

DAY AND NIGHT
A writer in China

Chen Hong is from Shanghai. She's a writer. She gets up at six o'clock in the morning. She doesn't have breakfast. She goes to an exercise class. The class is on the Bund, near the river. It starts at 7.15 and it finishes at 7.45. Then Chen has breakfast with her friends. She starts work at 8.30. She works at home. At midday, she has lunch. She finishes work at 6.30 in the evening. At eight o'clock, she has dinner with her family. She goes to bed at 10.30. Chen Hong doesn't work every day, but she goes to her exercise class every day.

2. **COMPLETE THE GRAMMAR BOX.**

	Subject	Auxiliary	Verb + __	(...)
Affirmative	He	-		
Negative	She It			

3. **COMPLETE THE TEXT ABOUT AN ASTRONOMER WITH THE CORRECT FORM OF THE VERBS.**

finish - get up - go - go - have - have - not/work - start - work - work

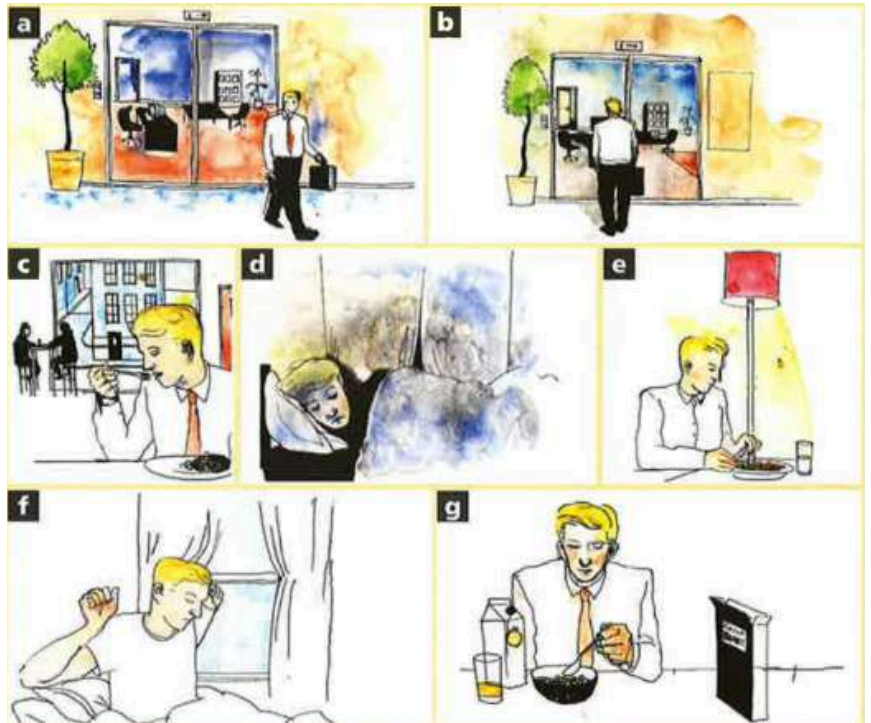
An astronomer in Chile

Ronaldo Godoy is an astronomer. He ¹ _____ in an observatory in Chile. Ronaldo ² _____ work at nine o'clock at night. At midnight, he ³ _____ a snack. He ⁴ _____ work at 1.30 in the morning and he ⁵ _____ home. He ⁶ _____ to bed at two o'clock. Ronaldo ⁷ _____ at 8.45 and he ⁸ _____ breakfast with his family. Ronaldo ⁹ _____ on Monday, Tuesday and Wednesday. He ¹⁰ _____ every day.



4. **MATCH** THE SENTENCES (1-7) WITH THE PICTURES (a-h). THEN, **COMPLETE** WITH THE TIME OR PLACE.

- a) I get up at six o'clock. **E** _____
- b) I have breakfast at _____
- c) I start work at _____
- d) I have lunch in a _____
- e) I finish work at _____
- f) I have dinner at _____
- g) I go to bed at _____



5. **WRITE** 7 SENTENCES ABOUT YOUR ROUTINES, AND SEVEN ABOUT A FRIEND'S.


6. **LOOK** AT THE EXPRESSIONS IN THE GRAMMAR BOX. **UNDERLINE** SIMILAR EXPRESSIONS IN THE TEXT.

PREPOSITIONS OF TIME

at six thirty 

in the morning 

on Tuesday/Tuesdays 

at night 

7. LOOK AT THE PHOTOS (1 and 2) AND THE CAPTIONS. READ THE SENTENCES AND WRITE A (archaeologists), G (geologists) OR B (both).
- They work on archaeological sites.
 - They work outside.
 - They study rocks.
 - They study old objects.



Cynthia Liutkus-Pierce

Geologist

Location: the USA

In winter, Cynthia works in her university office in North Carolina. She gives lectures and she talks to her students every week. She often has meetings with other geologists. Every summer, she travels to Africa. She usually gets up and has breakfast at six o'clock in the morning because it's very hot. She never works late. She has dinner at eight o'clock. She goes to bed early, but she sometimes wakes up because the animals are noisy.



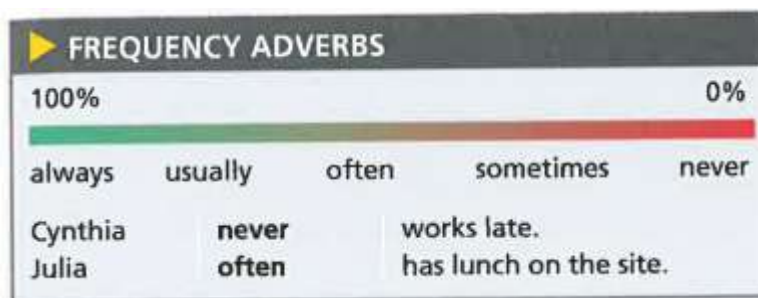
Julia Mayo Torne

Archaeologist

Location: Panama

Julia is originally from Panama. After twenty years in Spain, she's in Panama again. Her typical day changes with the seasons. In the dry season, Julia goes to her site. It's a good site and she usually finds objects every day. She often has lunch at the site. In the evening, she always has coffee with her colleagues. They talk about their day. Then she reads before she goes to bed. In the rainy season, Julia returns to her laboratory. She studies the objects from the site, and writes articles and reports.

8. LOOK AT THE GRAMMAR BOX. THEN, LOOK AT THE ARTICLE. UNDERLINE THE FREQUENCY ADVERBS.



9. REWRITE THE SENTENCES WITH THE ADVERB IN THE CORRECT POSITION.

1. Julia gets up early. (sometimes)
2. Julia has lunch with her colleagues. (always)
3. Cynthia goes to Africa in summer. (always)
4. Julia reads novels. (usually)
5. Cynthia travels in winter. (never)
6. Cynthia writes reports. (often)

10. MAKE THE SENTENCES IN THE PREVIOUS EXERCISE TRUE FOR YOU.

11. LOOK AT THE GRAMMAR BOX AND COMPLETE WITH THE MISSING INFORMATION.

(Wh-word)	_____	_____	_____	...?
What Where	does	she he	do work	?
ANSWERS	She is a geologist. He works in Africa.			
-	Does	she he	work	at university?
ANSWER	Yes, No,	he/she	does. doesn't.	

12. PUT THE WORDS IN ORDER TO MAKE QUESTIONS.

- a. Julia / does / where / work / ?
- b. meet / does / who / Cynthia / ?
- c. Cynthia / schoolchildren / teach / does / ?
- d. Julia / like / does / coffee / ?
- e. does / have lunch / where / Julia / ?
- f. Cynthia / does / what time / get up / ?

13. ANSWER THE QUESTIONS.

14. READ ABOUT JOEL MURRAY. WRITE EIGHT SENTENCES WITH THE UNDERLINES WORDS. USE *he*.



Hi. I'm Joel. I'm 46. I'm a truck driver. ¹ I have a new job. In my new job, ² I drive from New Mexico to Arizona every week. That's about 2,400 kilometres. ³ I work Monday to Friday. ⁴ I start work early – at six o'clock. ⁵ I don't have breakfast, but ⁶ I eat a snack in my truck. ⁷ I have lunch in a snack bar with other drivers. ⁸ I work late.

15. REWRITE SENTENCES 3, 6, AND 8 WITH THESE ADVERBS.

3 usually	6 sometimes	8 often
-----------	-------------	---------

- Joel drives to Arizona _____ Mondays and Wednesdays.
- He doesn't work _____ the evening.
- He finishes work _____ 4: 30 in the afternoon.
- He has a holiday _____ August.

16. COMPLETE THE QUESTIONS WITH THREE OF THESE EXPRESSIONS. THEN, ANSWER THE QUESTIONS.

How - How many - How much - How often - How old

- _____ is Joel?
- _____ kilometres does he drive every week?
- _____ does Joel work late?

17. MATCH A VERB FROM "A" WITH A WORD FROM "B"

A	B
finish get up go have have have start	breakfast dinner early lunch to bed work work

18. WORK IN PAIRS. ASK AND ANSWER QUESTIONS ABOUT YOUR DAY WITH EXPRESSIONS FROM THE PREVIOUS EXERCISE.

19. COMPLETE THE SENTENCES WITH THESE VERBS. YOU CAN USE SOME VERBS MORE THAN ONCE.

talk - travel - work - write

- Journalists _____ articles.
- Nurses _____ to people.

- c. Businessmen _____ to different countries.
- d. Shop assistants _____ to customers.
- e. Waiters _____ late.
- f. Artists _____ at home.

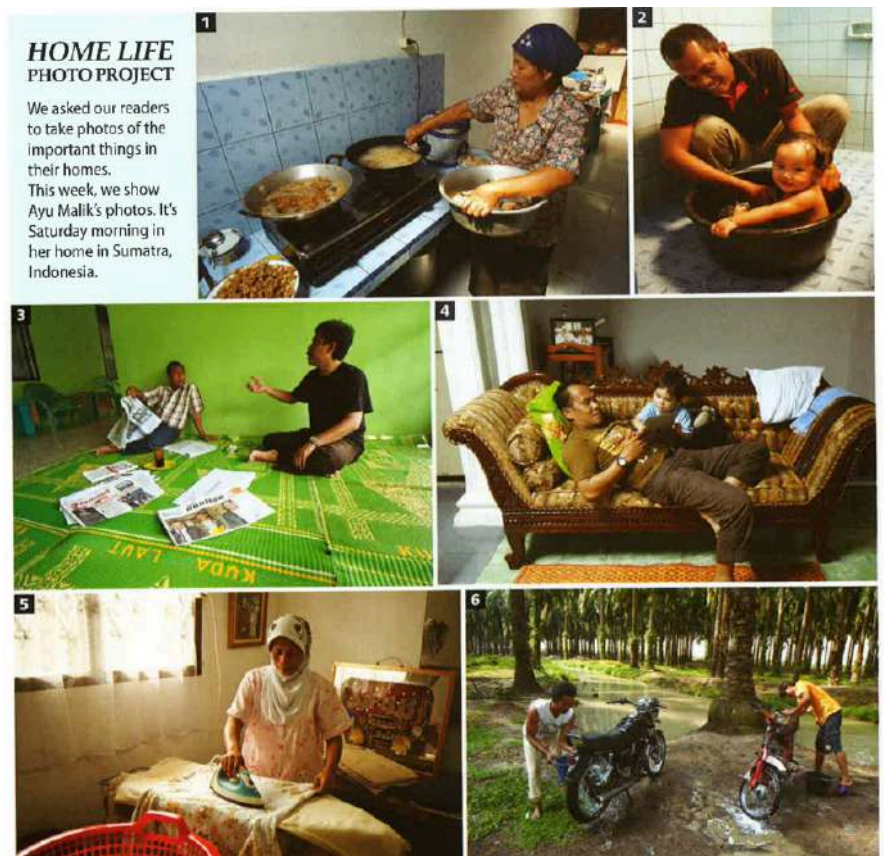
NOTE: We use the Simple Present to talk about routines or general facts or truths.

PRESENT CONTINUOUS: I - YOU - WE - THEY

Las siguientes actividades han sido extraídas y adaptadas del libro Life Beginners (2014)

1. LOOK AT THE PHOTOS AND THEN READ THE FOLLOWING INTERVIEW.

- I:** Ayu, tell us about these photos.
A: Well, this is my mother. She's in the kitchen. She's cooking.
I: What's she making?
A: She's making lunch. We have a big family lunch every Saturday.
I: And who's this?
A: That's my husband, Amir, in the bathroom. He's bathing our daughter.
I: How old is your daughter?
A: She's eighteen months old. And this is my father with his friend. They're talking and drinking coffee.
I: What are they sitting on?
A: They're sitting on the mats we use in Indonesia. And then this photo is Amir's brother with his son.
I: What are they doing? Are they reading?
A: No, they aren't. They're playing a game on Amir's computer. This is my sister. She's in the bedroom. She's ironing. I usually help her.
I: And what about this last one?
A: This is my brother – he's wearing an orange T-shirt – and his friend. They're washing their motorbikes. They do that every Saturday.
I: Which is your favourite photo?
A: Oh, I think it's the one of my husband and my daughter because they are both smiling and happy.



2. MATCH THE SENTENCES WITH THE PHOTOS.

- a. They are drinking coffee.
- b. He is playing a computer game with his son.
- c. He is bathing his daughter.
- d. They are washing their motorbikes.
- e. She's making lunch.
- f. She's ironing.

3. RE-READ THE SENTENCES FROM THE PREVIOUS EXERCISE. WHAT ARE THEY REFERRING TO? WHAT DO WE USE THIS PRESENT CONTINUOUS FOR?

4. LOOK AT THE GRAMMAR BOX. WHICH AUXILIARY VERB DO WE USE TO MAKE THE PRESENT CONTINUOUS? THEN, COMPLETE THE MISSING INFORMATION.

Subject	Auxiliary verb	Verb + ___	...
I	am	working	at university.
You We They	---		
He She It	--		

5. LOOK AT THE PHOTOS AGAIN AND WRITE TRUE SENTENCES. USE THE NEGATIVE FORM WHEN NECESSARY.

Example:

- Ayu's mother / eat → *Ayu's mother isn't eating.*
- Amir / play with his daughter.
- Ayu's father and his friend / read a book.
- Amir's brother / watch TV.
- Ayu's sister / do homework.
- Ayu's brother and his friend / wash their cars.

6. LOOK AT THESE QUESTIONS FROM THE CONVERSATION WITH AYU MALIK. WHICH PHOTOS ARE THE QUESTIONS ABOUT?

- What's she making?
- Are they sitting outside or inside?
- What are they doing?
- Are they reading?

(Wh-word)	Auxiliary verb	Subject	Verb + ___	...?
(What)	am	I	doing reading	now?
	are	you we they		
	is	he she it		

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

7. LOOK AT THE PHOTO OF AYU'S FAMILY IN THE LIVING ROOM. WRITE QUESTIONS. THEN, ASK AND ANSWER THE QUESTIONS WITH A PARTNER.

Example:

children / watch TV *Are the children watching TV?*

- a. boy / lie on the sofa
- b. man / sit on a chair
- c. women / wear scarves
- d. girls / sit on the floor

NOTE: We use the Present Continuous to express what we are doing right now, or during this time period.

UNIT 2: FOOD AND DRINKS

PART I: Introduction to Food Classification

In the world of food, different types of foods belong to specific groups. Classifying food helps us understand what we are eating and how we can organize it. For example, we can group food by color, where it comes from, or its type.

Some common food categories are:

- **Vegetables:** Foods like lettuce, carrots, and broccoli.
- **Fruits:** Foods like apples, bananas, and oranges.
- **Meats:** Foods like chicken, beef, and pork.
- **Dairy:** Foods like milk, cheese, and yogurt.

1. LOOK AT THE IMAGES AND CLASSIFY FOOD AND DRINKS.

FOOD AND DRINKS

BURGER TEA COFFEE PIZZA BEER SANDWICH HOT DOG BISCUIT LEMONADE

WINE SALAD SPAGHETTI MILKSHAKE SOUP WATER TACOS SODA CROISSANT CRISPS / CHIPS

FOOD

DRINKS

FRUITS AND VEGETABLES



FRUITS



VEGETABLES



DAIRY PRODUCTS, MEAT AND OTHERS



DAIRY PRODUCTS

MEAT

OTHERS



2. READ EACH STATEMENT BELOW AND CIRCLE TRUE OR FALSE. IF THE STATEMENT IS FALSE, CORRECT IT.

a. An apple is a type of vegetable. (True/False)

- b. Cheese belongs to the dairy category. (True/False)
- c. Lettuce belongs to the meat category. (True/False)
- d. Butter is in the dairy category. (True/False)
- e. Grapes are in the fruit category. (True/False)
- f. Bananas are classified as dairy. (True/False)
- g. Carrots belong to the vegetable group. (True/False)

3. READ THE FOLLOWING QUESTIONS.

WHAT IS YOUR FAVORITE FOOD?

My favorite food is pasta.

What about you? What is your favorite food?

WHAT IS YOUR FAVORITE DRINK?

My favorite drink is coffee.

What about you? What is your favorite drink?

4. LOOK AT THE PICTURES AND FILL IN THE GAPS.



Breakfast
/ˈbrekfəst/

- bread /bred/
- butter /ˈbʌtə/
- cereal /ˈsiəriəl/
- 1 cheese /tʃiːz/
- coffee /ˈkɒfi/
- eggs /egz/
- jam /dʒæm/
- (orange) juice /dʒuːs/
- milk /mɪlk/
- sugar /ˈʃʊɡə/
- tea /tiː/
- toast /təʊst/

Lunch /lantʃ/ or dinner /ˈdɪnə/

- fish /fɪʃ/ e.g. salmon, tuna
- herbs /hɜːbz/
- meat /miːt/ e.g. chicken, sausages, steak, ham
- (olive) oil /ɔɪl/
- pasta /ˈpæstə/
- rice /raɪs/
- salad /ˈsæləd/
- seafood /ˈsiːfʊd/
- spices /ˈspɑːsɪz/

Vegetables
/ˈvedʒtəblz/

- carrots /ˈkærəts/
- chips /tʃɪps/ (or French fries)
- a lettuce /ˈletɪs/
- mushrooms /ˈmʌʃrʊmz/
- onions /ˈɒnjənz/
- peas /piːz/
- peppers /ˈpepəz/
- potatoes /pəˈteɪtəʊz/
- tomatoes /təˈmɑːtəʊz/

Fruit /fruːt/

- apples /æplz/
- bananas /bəˈnɑːnəz/
- oranges /ˈɒrɪndʒɪz/
- a pineapple /ˈpaɪnæpl/
- strawberries /ˈstrɔːbərɪz/

Desserts
/dɪˈzɜːts/

- cake /keɪk/
- fruit salad /fruːt ˈsæləd/
- ice cream /aɪs ˈkriːm/

Snacks
/snæks/

- biscuits /ˈbɪskɪts/
- chocolate /ˈtʃɒklət/
- crisps /krɪps/
- nuts /nʌts/
- a sandwich /ˈsænwɪdʒ/
- sweets /swiːts/

NOTE: Learning to classify food is important in tourism and hospitality, especially in restaurants and hotels where people order different types of food.

- IN THE MORNING: breakfast
- IN THE AFTERNOON: lunch
- IN THE EVENING: a snack
- AT NIGHT: dinner

NOTE: In English, we use the verbs **EAT** / **HAVE** before the meal.

e.g. “We **HAVE LUNCH** at 1pm”, “They **EAT DINNER** all together”

5. CHECKING VOCABULARY. COMPLETE THE FOLLOWING ACTIVITY WITH THE MISSING VOWELS.

FOOD & DRINK QUIZ

- 1 two kinds of Italian food
pzz *pizza* _____ pst
- 2 two things you can add to coffee
mlk sgr
- 3 a kind of food that vegetarians don't eat
mt
- 4 a drink you buy in a bottle
mnrl wtr
- 5 something cold, sweet, and delicious
c crm
- 6 a vegetable you can make chips from
ptt
- 7 something you use to make an omelette
ggs
- 8 a lot of people are addicted to this sweet food
chcclt
- 9 a snack made with two pieces of bread
sndwch
- 10 the three meals we usually have every day
brkfst lnrch dnnr

EXPRESSING LIKES AND DISLIKES

1. DO YOU LIKE...? IN PAIRS, ASK AND ANSWER THE FOLLOWING QUESTIONNAIRE.

Do you like..?

Food and Drinks Questionnaire

Yes, I do.

No, I don't.

1- Do you like to eat strawberry?

2- Do you like to eat broccoli?

3- Do you like to eat chocolate?

4- Do you like to eat cupcake?

5- Do you like to eat pizza?

6- Do you like to eat spinach?

7- Do you like to eat banana?

8- Do you like to drink orange juice?

9- Do you like to drink tea?

10- Do you like to drink milkshake?

11- Do you like to drink hot chocolate?

12- Do you like to drink soda?

13- Do you like to drink lemonade?



FOOD CONTAINERS AND QUANTITIES

In English, we use specific phrases to talk about the amount or container of uncountable food items. These phrases help us understand how much or what kind of container we need when we can't count the food directly.

- A cup of... (used for drinks or liquids): a cup of tea, a cup of coffee
- A glass of... (used for beverages): a glass of water, a glass of juice, a glass of wine
- A bottle of... (used for drinks): a bottle of milk, a bottle of soda, a bottle of water
- A bowl of... (used for portions): a bowl of soup, a bowl of rice, a bowl of cereals
- A piece of... (used for food items): a piece of bread, a piece of cake
- A slice of... (used for foods cut into thin pieces): a slice of cheese, a slice of pizza
- A can of... (used for drinks or preserved food): a can of soda, a can of beans, a can of tuna

1. FILL IN THE GAPS WITH THE CORRECT CONTAINER PHRASE.

- I'd like _____ orange juice, please.
- Could you bring me _____ coffee in the morning?
- She opened _____ tuna for lunch.
- He always has _____ milk with his lunch.
- We shared _____ cake after the meal.
- I need _____ water to take with me on my hike.
- My mom asked for _____ bread from the bakery.
- For lunch, I had _____ beans with my meal.

2. READ AND ANSWER THE FOLLOWING QUESTIONS.

WHAT DO YOU NORMALLY EAT AND DRINK FOR BREAKFAST?

I eat cookies and drink a cup of coffee for breakfast.

What about you?

_____ for breakfast

WHAT DO YOU NORMALLY EAT AND DRINK FOR DINNER?

I normally eat a bowl of rice and I drink a glass of water or soda.

What about you?

_____ for dinner.

THERE IS - THERE ARE

Affirmative

- We use **“there is”** to say that something exists or is in a place.

There is lettuce in the fridge.

There is an apple in the fridge.

- We use **“there is”** for singular nouns and **“there are”** for plural nouns.

There is a restaurant in the hotel.

There are four cafés in the city.

- We can say **“there’s”** instead of there is. We often say this when we speak. But there is no short form for there are.

There is a restaurant in the hotel > There’s a restaurant in the hotel

Negative

- For negatives, we use **“there isn’t”** or **“there’s not”** (= there is not) for singular and **“there aren’t”** (= there are not) for plural.

There isn’t an orange.

There aren’t any bananas in the fridge.

***NOTE:** We often use *there isn’t a + singular noun, there isn’t any + uncountable noun and there aren’t any + plural noun.**

There isn’t a shop near my house.

There isn’t any milk in the fridge.

There aren’t any cupcakes on the table.

- To show that the negative is important, we also often use there is no + uncountable noun and there are no + plural noun. (It is possible to use there is no + singular noun, but it’s not as common.)

There’s no milk.

There are no toilets in the park.

Questions

- For questions, we say **“IS”** there for singular nouns and uncountable nouns and **“ARE”** there for plural nouns.

Is there a café near here?

Is there any milk in the fridge?

Are there any restaurants in the city?

- To answer, we say “Yes, there is” (not Yes, there’s) or “No, there isn’t”, or “Yes, there are” or “No, there aren’t”.

Is there a café near here? Yes, there is. / No, there isn’t.

Is there any milk in the fridge? Yes there is. / No, there isn’t.

Are there any restaurants in the city? Yes, there are. / No, there aren’t.

ENGLISH GRAMMAR **There is - There are** *Woodward ENGLISH*

Meaning: To say that something exists (or doesn't exist)

AFFIRMATIVE

There is + singular noun	There is a book on the desk.
There are + plural noun	There are books on the desk.
There is + uncountable noun	There is some milk in the fridge.

NEGATIVE

There isn't + singular noun	There isn't a pen on the table.
There aren't + plural noun	There aren't any pens here.
There isn't + uncountable noun	There isn't any juice in the fridge.

QUESTIONS

There is a cat on the chair.	There are cats on the sofa.
Is there a cat on the chair?	Are there cats on the sofa?

How many + **plural noun** + **are there ... ?**

How many **students** **are there** in your class?

How many **days** **are there** in February?

CONTRACTIONS

There's = There is
There's not = There is not
There isn't = There is not
There aren't = There are not

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

PLURAL AND SINGULAR NOUNS

Regular Nouns

add -S

1 car	2 cars
1 dog	2 dogs
1 book	2 books
1 house	2 houses
1 apple	2 apples

Ends in S, CH, SH, X or Z

add -ES

1 bus	2 buses
1 match	2 matches
1 dish	2 dishes
1 box	2 boxes
1 quiz	2 quizzes

Ends in F or FE

remove F/FE add -VES

1 leaf	2 leaves
1 wolf	2 wolves
1 life	2 lives
1 knife	2 knives
<i>Exceptions: roof - roofs</i>	
<i>cliff - cliffs</i>	

Ends in VOWEL + Y

add -S

1 day	2 days
1 key	2 keys
1 boy	2 boys
1 guy	2 guys
1 donkey	2 donkeys

Ends in CONSONANT + Y

remove Y add -IES

1 city	2 cities
1 baby	2 babies
1 story	2 stories
1 party	2 parties
1 country	2 countries

Irregular Nouns

1 man	2 men
1 child	2 children
1 foot	2 feet
1 tooth	2 teeth
1 mouse	2 mice
1 person	2 people

Ends in VOWEL + O

add -S

1 zoo	2 zoos
1 radio	2 radios
1 stereo	2 stereos
1 video	2 videos
1 kangaroo	2 kangaroos

Ends in CONSONANT + O

add -ES

1 hero	2 heroes
1 echo	2 echoes
1 tomato	2 tomatoes
1 potato	2 potatoes
<i>Exceptions: piano - pianos</i>	
<i>photo - photos</i>	

No Change

1 sheep	2 sheep
1 deer	2 deer
1 fish	2 fish
1 series	2 series
1 species	2 species

1. FILL IN THE GAPS WITH THE CORRECT FORM (**THEIR IS - THEIR ARE - IS THERE - ARE THERE**)

1. _____ a lemon on the table.
2. _____ two red apples.
3. How many carrots _____? There are seven carrots.
4. _____ some bananas and some oranges.
5. _____ (NOT) any cheese in the fridge.
6. _____ potatoes, garlic and some onions.
7. _____ (NOT) carrots in the fridge.
8. _____ three eggs.
9. How many bottles of water _____ in the fridge?
_____ three bottles of water.
10. _____ an onion on the table.

COUNTABLE AND UNCOUNTABLE NOUNS

In English, nouns can be classified as **countable** or **uncountable**. This helps us understand how we can talk about quantities and use the right words with each noun.

- **Countable Nouns** are things we can count. They can be singular or plural.
 - **Example:** *apple* (one apple, two apples), *carrot* (one carrot, three carrots).
 - With countable nouns, we use *a/an* or numbers like *one, two, three*.
- **Uncountable Nouns** are things we cannot count individually. They are usually in a singular form and don't have a plural.
 - **Example:** *water, milk, rice, sugar*.
 - With uncountable nouns, we don't use numbers. Instead, we use *some, much, a lot of*, or phrases like *a glass of* or *a bottle of*.
- When we talk about food, it's important to know if the noun is countable or uncountable so we can use the correct words when ordering or talking about food.

1. LOOK AT THE LIST OF FOOD AND DRINK ITEMS BELOW. WRITE C IF THE NOUN IS *COUNTABLE*, AND U IF IT IS *UNCOUNTABLE*.

- Bread _____
- Apples _____
- Rice _____
- Carrots _____
- Water _____
- Cheese _____
- Tomatoes _____
- Milk _____
- Grapes _____
- Sugar _____

SOME - ANY - A - AN

A and AN

- We use **A/AN** (articles) with singular countable nouns.
 - A sandwich
 - A bottle of water
 - A buger
- **AN** is used when the next word starts with a vowel sound.
 - An apple
 - An ice-cream
 - An orange

DEMONSTRATIVES

THIS-THESE, THAT-THOSE

The **demonstrative pronouns** in English are “**this**”, “**that**”, “**these**”, and “**those**”.

We use demonstratives to talk about things that are at a short or long distance from us.

- We use “**this**” and “**that**” to talk about 1 thing.
- We use “**these**” and “**those**” to talk about more than 1 thing.
- We use “**this**” and “**these**” to talk about things in a short distance to us.
- We use “**that**” and “**those**” to talk about things in a long distance to us.

For example:

- **This** apple is delicious (the apple is close to me, and it is 1 apple).
- **These** apples are delicious (the apples are close to me, and they are more than 1).
- **That** apple is delicious (the apple is NOT close to me, and it is just 1 apple).
- **Those** apples are delicious (the apples are NOT close to me, and they are more than 1)

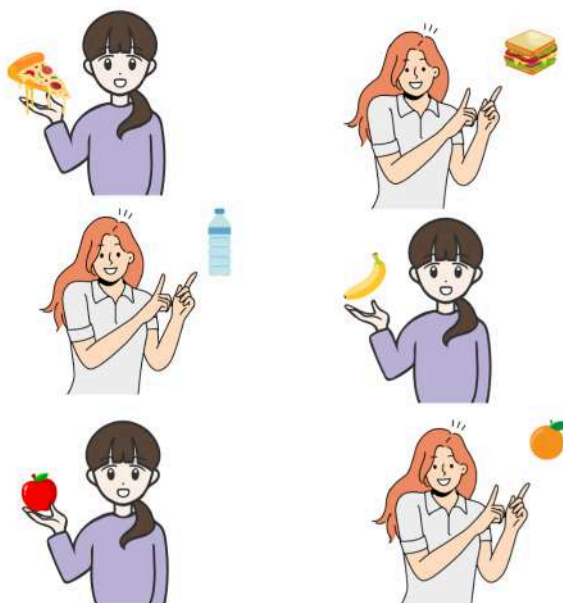
- **This:** este/ esta This house / This dog

- **These:** estos/ estas These houses / These girls

- **Those:** esos/esas Those houses

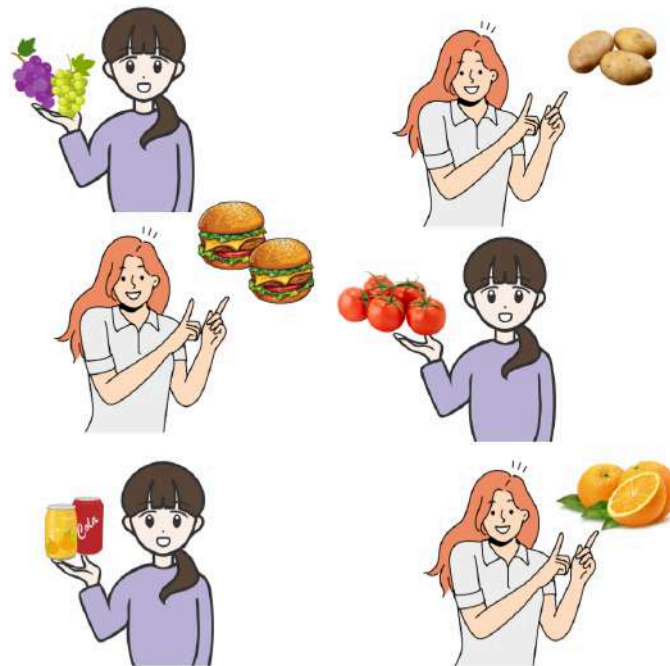
- **That:** aquel/aquella That house

1. LOOK AT THE PICTURE AND COMPLETE WITH “THIS” OR “THAT”.



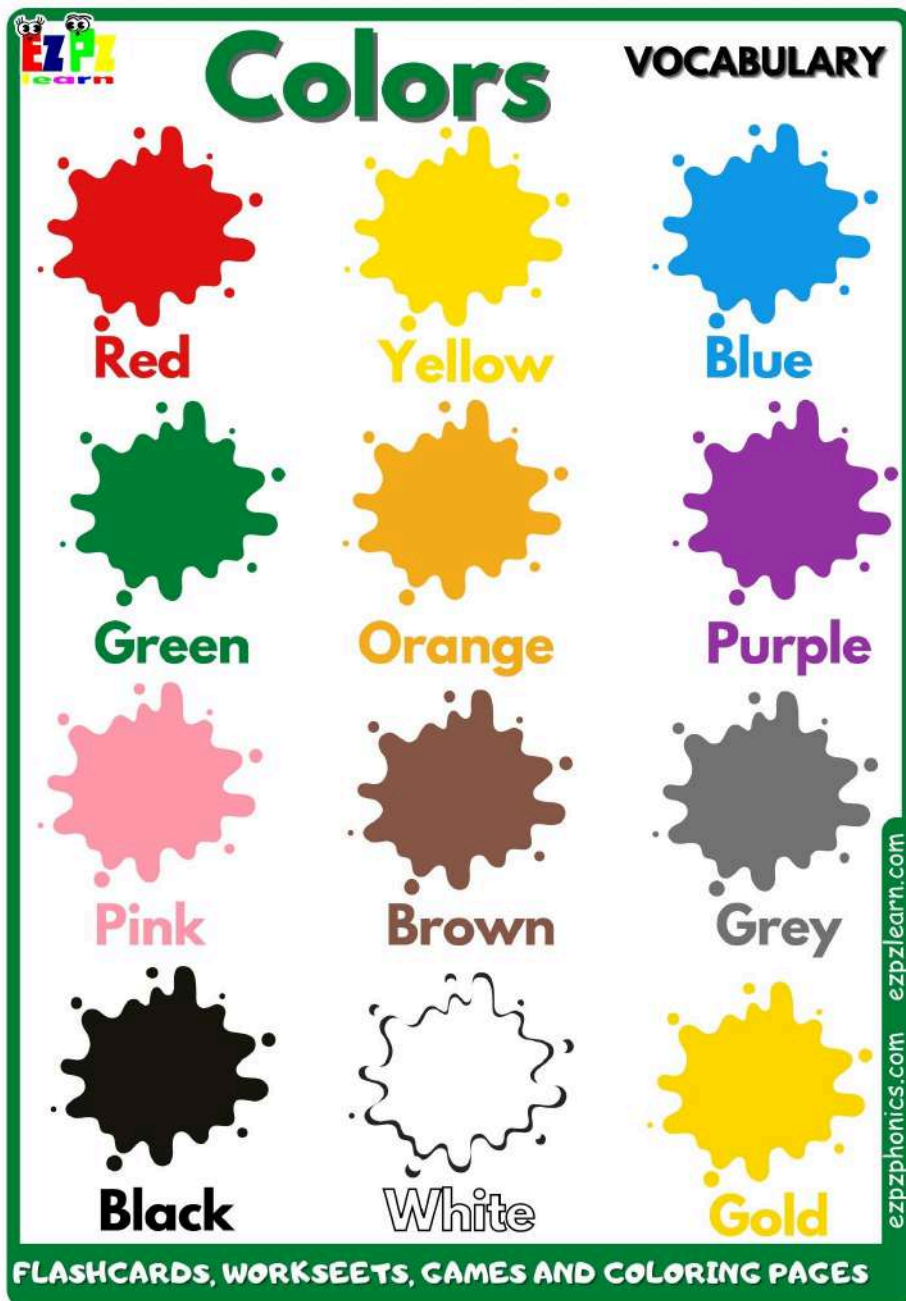
- a. _____ is an apple.
- b. _____ is a sandwich.
- c. _____ is a pizza.
- d. _____ is a bottle of water.
- e. _____ is an orange.
- f. _____ is a banana.

2. LOOK AT THE PICTURE AND COMPLETE WITH "THESE" OR "THOSE".



- a. _____ are some oranges.
- b. _____ are potatoes.
- a. _____ are grapes.
- b. _____ are tomatoes.
- c. _____ are burgers.
- d. _____ are drinks.

COLOURS
COLORS + FOOD



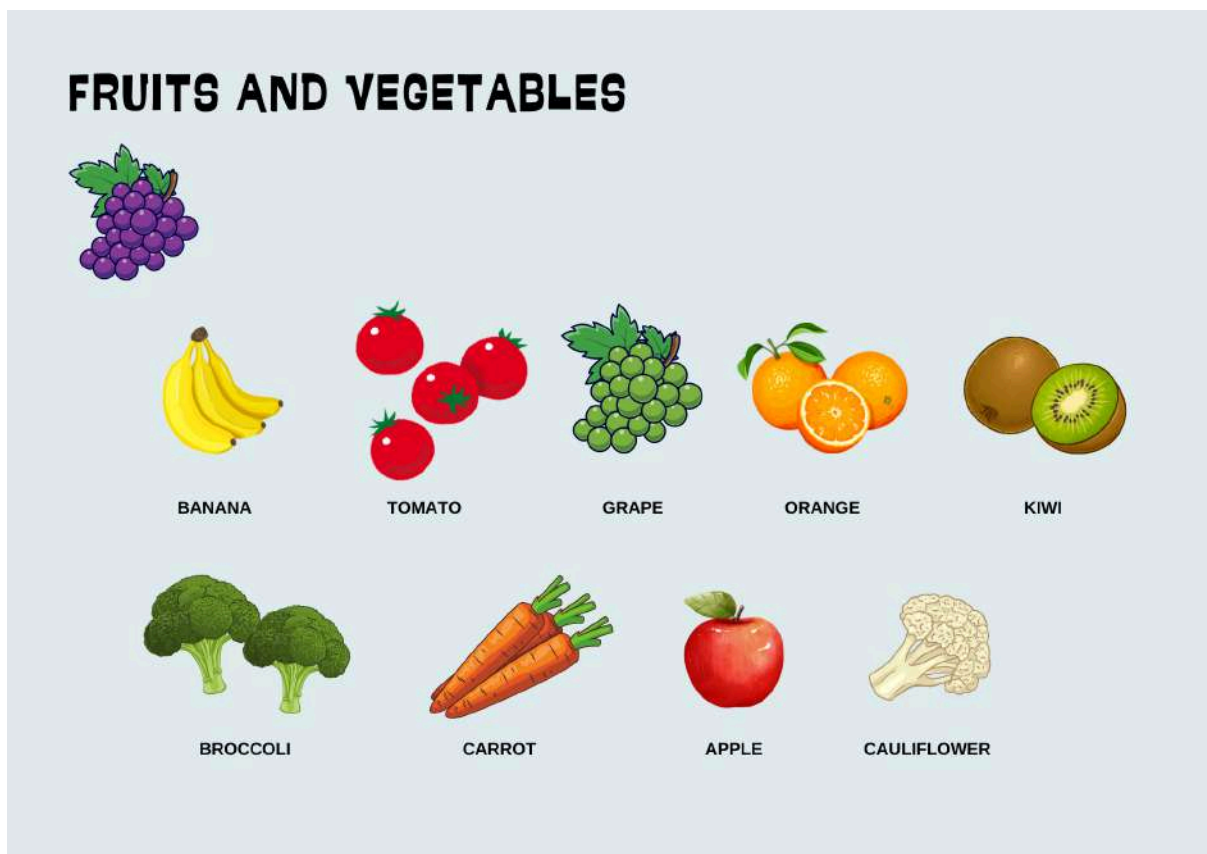
- Red: *strawberries, apples, tomatoes*
- Green: *lettuce, broccoli, peas*
- Yellow: *bananas, lemons, corn*
- Orange: *carrots, oranges*
- Brown: *chocolate, bread*
- White: *rice, milk, eggs*

1. LOOK AT THE LIST OF FOODS AND COMPLETE EACH SENTENCE BY CHOOSING THE CORRECT COLOR TO DESCRIBE IT. *You can use the colors: red, green, yellow, orange, brown, white, purple.*
 - a. *The apple is _____.*
 - b. *The banana is _____.*
 - c. *The chocolate is _____.*

- d. The carrot is _____.
- e. The grapes are _____.
- f. The milk is _____.
- g. The bread is _____.
- h. The tomato is _____.
- i. The eggplant is _____.
- j. The rice is _____.
- k. The lemon is _____.
- l. The pears are _____.

2. **LOOK** AT THE PICTURE AND **WRITE** SENTENCES USING “THERE IS” OR “THERE ARE”. Include the correct quantifier or number, the color and the name of the fruit or vegetable.

e.g. There are some purple grapes.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

PART II: Menu: starter / main course / desserts / drinks



1. LOOK AT THE IMAGE AND CATEGORIZE THE FOOD.



STARTERS / ENTRÉES	MAIN COURSE / MAIN DISH	DESSERTS	DRINKS / BEVERAGES

NOTE: Set Menu → Some restaurants offer a “set menu” with a selection of courses for a fixed price. It may include a starter, main course, and dessert.

ORDERING FOOD AND DRINKS - AT A CAFÉ

1. LISTEN TO THE CONVERSATION AND DO THE ACTIVITIES.

1 LISTENING & SPEAKING

a 1.2 Read and listen.



1

Helen A cappuccino, please.
 Barista 1 What's your name?
 Helen Helen.
 Barista 1 Ellen?
 Helen No, Helen.
 Barista 1 Helen. OK.



2

Barista 2 Are you Diana?
 Helen No, I'm not. I'm Helen.
 Barista 2 Sorry.
 Helen? Your cappuccino.
 Helen Thanks.



3

Tom Hello. Are you Helen?
 Helen Yes, I am. And you're Tom.
 Tom Yes! Nice to meet you.
 Helen Nice to meet you.
 Tom Just a minute.



4

Tom Hi. A tea, please.
 Barista 1 OK. What's your name?
 Tom Tom.
 Barista 1 Dom. A tea.
 Tom No, I'm Tom, not Dom.

b 1.3 Listen and repeat the conversations.

2. HIGHLIGHT THE QUESTIONS IN THE CONVERSATIONS 1-4. *WHAT DO THEY MEAN?*

3. LET'S LEARN SOME NEW WORDS!

REMINDER

VOCABULARY



CAFÉ



FORK



WAITER



KNIFE



WAITRESS



SPOON



CUTLERY



MENU



NAPKIN



BILL OR CHECK



TIP

REMINDER

VOCABULARY



A CUP OF TEA



A SODA CAN



A CUP OF COFFEE



SUGAR



A COFFEE MUG



SWEETENER



A GLASS OF WATER



DISH



A GLASS OF WINE



STRAW



A BOTTLE OF
WATER

REMINDER

VOCABULARY

COMMON EXPRESSIONS



ORDERING

USEFUL EXPRESSIONS:

- "CAN I HAVE...?" – ¿PUEDO PEDIR...?
- "I WOULD LIKE..." – ME GUSTARÍA...
- "COULD I GET...?" – ¿PODRÍA TRAERME...?

- "CAN I HAVE A COFFEE, PLEASE?" – ¿PUEDO PEDIR UN CAFÉ, POR FAVOR?
- "I WOULD LIKE A SANDWICH, PLEASE." – ME GUSTARÍA UN SÁNDWICH, POR FAVOR.
- "COULD I GET A TEA AND A CROISSANT?" – ¿PODRÍA TRAERME UN TÉ Y UN CROISSANT?
- "I WOULD LIKE A CAPPUCCINO." – ME GUSTARÍA UN CAPUCHINO.
- "COULD I GET A LATTE, PLEASE?" – ¿PODRÍA TRAERME UN CAFÉ CON LECHE, POR FAVOR?
- "CAN I HAVE A MUFFIN AND A BLACK COFFEE?" – ¿PUEDO PEDIR UNA MAGDALENA Y UN CAFÉ SOLO?
- "I WOULD LIKE A SANDWICH AND A TEA, PLEASE." – ME GUSTARÍA UN SÁNDWICH Y UN TÉ, POR FAVOR.

ASKING FOR SIZE AND OPTIONS:

- "WHAT DO YOU HAVE?" – ¿QUÉ TIENEN?
- "DO YOU HAVE ANY SANDWICHES?" – ¿TIENEN SÁNDWICHES?
- "CAN I SEE THE MENU?" – ¿PUEDO VER EL MENÚ?
- "WHAT SIZE WOULD YOU LIKE?" – ¿QUÉ TAMAÑO LE GUSTARÍA?
- "SMALL, MEDIUM OR LARGE?" – ¿PEQUEÑO, MEDIANO O GRANDE?
- "WOULD YOU LIKE IT HOT OR ICED?" – ¿LO QUIERE CALIENTE O FRÍO?
- "DO YOU WANT MILK OR SUGAR?" – ¿QUIERE LECHE O AZÚCAR?

REMINDER

VOCABULARY

COMMON EXPRESSIONS



ORDERING

USEFUL EXPRESSIONS:

- "IS THE COFFEE STRONG?" – ¿EL CAFÉ ES FUERTE?
- "DO YOU HAVE DECAF COFFEE?" – ¿TIENEN CAFÉ DESCAFEINADO?
- "CAN I HAVE THIS TO-GO?" – ¿PUEDO LLEVAR ESTO PARA LLEVAR?
- "CAN I GET THIS WITHOUT SUGAR?" – ¿PUEDO PEDIR ESTO SIN AZÚCAR?
- "WHAT PASTRIES DO YOU HAVE?" – ¿QUÉ REPOSTERÍA TIENEN?

ASKING FOR THE BILL

USEFUL EXPRESSIONS:

- "HOW MUCH IS THE LATTE?" – ¿CUÁNTO CUESTA EL CAFÉ CON LECHE?
- "CAN I PAY WITH CASH?" – ¿PUEDO PAGAR EN EFECTIVO?
- "DO YOU ACCEPT CREDIT CARDS?" – ¿ACEPTAN TARJETAS DE CRÉDITO?
- "HERE'S MY CARD." – AQUÍ ESTÁ MI TARJETA.
- "KEEP THE CHANGE." – QUÉDESE CON EL CAMBIO.

POLITE EXPRESSIONS

USEFUL EXPRESSIONS:

- "PLEASE" – POR FAVOR
- "THANK YOU" – GRACIAS
- "EXCUSE ME" – DISCULPE
- "YOU'RE WELCOME" – DE NADA

EXTRA VOCABULARY

- TO-GO: PARA LLEVAR
- EAT-IN: PARA CONSUMIR AQUÍ

ASKING FOR THE BILL

“**How much...?**” is used to ask about the price of an item.

- STRUCTURE FOR SINGULAR NOUNS: “**How much**” + “**IS**” + the item?

How much is the pizza? It's \$12.000.

How much is the coffee? It's \$1200.

- STRUCTURE FOR PLURAL NOUNS: “**How much**” + “**ARE**” + the items?

How much are the sandwiches? They're \$7.500

How much are the two drinks? They're \$.00 each.

1. IN PAIRS, LOOK AT THE MENU, ASK AND ANSWER QUESTIONS WITH “HOW MUCH...?”.

TO MAKE ME HAPPY:

MAKE ME COFFEE,
BRING ME COFFEE,
BE COFFEE ...



COFFEE SHOP

Original Taste



HOT COFFEE

	SMALL	MEDIUM	LARGE
Espresso	1000	1200	1500
Macchiato			2500
Cappuccino			3000
Mocaccino			3200
Caramel latte			3500
Vanilla latte			3500
Americano	1200	1300	1700

Plant milk available!

WHAT GOES BEST
WITH A CUP OF COFFEE?
Another cup

ICED COFFEE

	SMALL	MEDIUM	LARGE
Brewed coffee	1200	1400	1700
Iced coffee			1400
Americano	1200	1400	1700
Caramel latte			3500
Vanilla latte			3500
Espresso tonic	1200	1400	2000

NON-COFFEE

Hot tea (black, green, herbal)	800
Iced tea	800
Hot chocolate	2600
Fresh mint and ginger lemonade	3200
Fruit smoothie	3600
Orange juice	3500
Sparkling and still water	2200

TO MAKE ME HAPPY:
MAKE ME COFFEE,
BRING ME COFFEE,
BE COFFEE ...



CAKES *and* PIES

Cheesecake	6000
Lemon pie	5800
Apple pie	5400
Carrot cake	4500
Tiramisu	5200
Cupcakes	3600



PASTRIES

Croissant	4000
Donut	2500
Cookies	2600
Brownie	3000
Muffin	3200
Cinnamon roll	3500
French toast	5000

ROLE-PLAY

1. WORK IN GROUPS OF 3, TWO OF YOU WILL BE **CUSTOMERS**, AND THE OTHER WILL BE THE **WAITER**.
 - **Scenario:** The 2 customers are ordering food from a menu. After ordering, they will ask for the bill.
 - Remember to include polite expressions and the common questions that we have seen.

UNIT 3: Booking and Accommodations

PART I: Transport and Travel

MEANS OF TRANSPORT


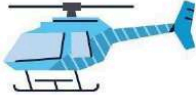


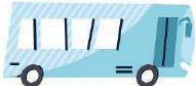







1. WATCH THE FOLLOWING VIDEO ABOUT MEANS OF TRANSPORT.



https://www.youtube.com/watch?v=IFVBjt_MepU

2. LOOK AT THE PICTURES AND WRITE THE NAMES OF THE MEANS OF TRANSPORT.

Train	Plane	Helicopter	Ship
Bus	Bicycle	Motorcycle	Boat
Car	Spaceship	School bus	Taxi

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3. COMPLETE WITH THE CORRECT WORD OR PHRASE.

- I go to work ___ bus. However, I go home ___ foot.
- How do you come to university? I come _____.
- How long does it take from your home to university? It _____.

4. THERE ARE TYPICAL VERBS USED FOR THE DIFFERENT TYPES OF TRANSPORT. MATCH WITH THE CORRECT COLOR. THERE IS MORE THAN 1 CORRECT ANSWER.

- take
 - catch
 - wait for
 - get off
 - get on
 - land
 - miss
 - ride
 - take off
- Bus
- Train
- Flight
- Bike

5. MATCH THE PICTURES WITH THESE PLACES.

airport bus stop car park coach station platform port

1


2


3


4


5


6


BOOKING A FLIGHT

1. WATCH THE FOLLOWING VIDEOS ABOUT BOOKING FLIGHTS.



<https://youtu.be/QfZK3N6FPdg> (up to 1:13)

<https://www.youtube.com/watch?app=desktop&v=TUbPDdvWB8g> (from 9:48. Then, go



back to 8:45 to 9:46)

2. WRITE THE NAME OF THE VOCABULARY IN THE CORRECT DEFINITION.

- a. A person who is traveling in a vehicle, but is not operating it.

- b. A ticket that allows you to travel to a destination and return.

- c. A ticket that allows you to travel to a destination without returning.

- d. The bags, suitcases, and personal belongings that a person takes with them when traveling. _____ or luggage.
- e. A type of insurance that covers the costs and losses associated with traveling, such as medical expenses, trip cancellations, and lost luggage.
- f. Small plastic cards that allow you to pay. _____ or _____.
- g. The baggage you give to the airport workers to store.

- h. The baggage you can take with you inside the plane. _____
- i. The four main cabin classes in a plane: _____, _____, _____, and _____.

3. COMPLETE THE DIALOGUE BETWEEN AN AIRLINE TICKET AGENT AND A CUSTOMER.


Airline Ticket Agent: How can I _____ you today?
 Customer: I need to _____ a flight to New York.
 ATA: Great! When are you planning to travel?
 C: I want to fly next _____.
 ATA: Do you prefer a morning or evening flight?
 C: I prefer a _____ flight.
 ATA: Any specific Airline you prefer?
 C: No, any Airline is fine.



ATA: How many _____ will be traveling?
 C: Just one, _____.
 ATA: Do you need a _____ or _____ ticket?
 C: I need a round trip ticket.
 ATA: When will you return from New York?
 C: I plan to return the following Monday.
 ATA: Let me check available flights for you.
 C: Thank you.
 ATA: I found a flight at 8:00 a.m. Does that work?
 C: Yes, that works perfectly.
 ATA: Your return flight is at 5p.m. Is that okay?
 C: Yes, that's fine.
 ATA: Would you like to choose your seats now?
 C: Yes, I prefer a window seat.
 ATA: Window seats are available. Would you like to add _____?
 C: Yes, one checked bag, please.
 ATA: Do you need _____?
 C: No, I don't.
 ATA: Do you have any special _____ requests?
 C: No, standard meals are fine.
 ATA: Can I have your contact information for the booking?
 C: Sure! It's john.doe@gmail.com, and ____-_____
 ATA: Thank you. I will process your booking now.
 C: Great! How much is the total cost?
 ATA: The total cost is \$350.
 C: Can I pay with a _____?
 ATA: Yes, we accept all major _____.
 C: Okay, here's my card.
 ATA: Thank you! Your payment has been processed.
 C: Wonderful! When will I receive my _____?
 ATA: You will receive your _____ via email shortly.
 C: Thank you for your help.
 ATA: You're welcome! Have a great trip.
 C: I will! Thanks again.
 ATA: If you need anything else, feel free to call us.
 C: Sure I will. Bye!
 ATA: Goodbye!

4. NOW IT'S YOUR TURN TO CREATE A DIALOGUE BETWEEN A CUSTOMER AND THE TRAVEL AGENT TO BOOK A FLIGHT. CHOOSE ONE OF THE FOLLOWING SITUATIONS AND USE THE INFORMATION FROM EACH.

Personal information	Flight information
 <p> First name: Emilio Family name: Conti Nationality: Italian </p> <p> Date of birth: 12th October 1980 Address: 26 Gorani Street Milano Telephone number: +39 - 02 479211 E-mail: e.conti80@hotmail.com Passport number: AM4107932 Master card no. 5643 2810 0312, exp. 04/12 </p> <p style="text-align: right;"><i>Emilio Conti</i></p>	<p> From Milan to Prague From 2nd September to 7th September Airline preference: Wizz Air Schedule preference: morning Round trip Aisle seat Direct flight </p> 



FLIGHTS

Airline: Wizz Air


departure ✈	Milan Bergamo	02-09-11 12:40 pm	
arrival ✈	Prague	02-09-11 2:00 pm	
flight no.	W6 2682	class	-
stopover	-	duration	1h 20min
transfer	-	price	29.99 Euro

Airline: Wizz Air

departure ✈	Prague	09-09-11 10:50 am	
arrival ✈	Milan Bergamo	09-09-11 12:10 pm	
flight no.	W6 2681	class	-
stopover	-	duration	1h 20min
transfer	-	price	39.99 Euro

Tax included. Service fee is not included.

Personal information	Flight information
 <p> First name: Sofia Family name: Piccolo Nationality: Italian </p> <p> Date of birth: 21st January 1978 Address: 145 Casoretto Street Milano Telephone number: +39 - 02 642097 E-mail: sofipi@hotmail.it Passport number: IT5212010 Visa card no. 4803 5632 0763, exp. 02/13 </p> <p style="text-align: center;"><i>Sofia Piccolo</i></p>	<p> From Milan to Prague From 19th September to 21st September Schedule preference: afternoon Business class Round trip Window seat Vegetarian Direct flight The cheapest flight </p> 



FLIGHTS



The two cheapest are the following: 108 Euro or 237.04 Euro
Airline: Air One

departure ✈	Milan Malpensa	19-09-11 2:10 pm	
arrival ✈	Prague	19-09-11 3:45 pm	
flight no.	520 Air One AP	class	business
stopover	-	duration	1h 35min
transfer	-		

Airline: Air One

departure ✈	Prague	21-09-11 4:35 pm	
arrival ✈	Milan Malpensa	21-09-11 6:10 pm	
flight no.	521 Air One AP	class	business
stopover	-	duration	1h 35min
transfer	-	price (all)	108 Euro

Tax included. Service fee is not included.

Personal information	More passengers
 <p> First name: János Family name: Tóth Nationality: Hungarian Date of birth: 1st July 1976 Address: 145 Erkel Street, Siófok Telephone number: +36 - 84 312436 E-mail: j.toth.76@gmail.com Passport number: AK568911 Master card no. 4780 3612 4051, exp. 05/12 </p> <p style="text-align: center;"><i>János Tóth</i></p>	<p> Full name: Maria Tóth Full name: Julia Tóth Age: 33 years old Age: 10 months old Nationality: Hungarian Nationality: Hungarian Passport number: AJ654532 Passport number: AL654532 </p> <p style="text-align: center;">Flight information</p> <p> From Budapest to Antalya From 2nd August to 9th August Airline preference: Wizz Air Round trip / Aisle seat Direct flight </p> 



FLIGHTS

Airline: Wizz Air

departure ✈	Budapest	02-08-11 5:00 am	
arrival ✈	Antalya	02-08-11 8:20 am	
flight no.	W6 2331	class	-
stopover	-	duration	3h 20min
transfer	-	price	224.98 Euro

Airline: Wizz Air

departure ✈	Antalya	09-08-11 9:00 am	
arrival ✈	Budapest	09-08-11 10:35 am	
flight no.	W6 2332	class	-
stopover	-	duration	1h 35min
transfer	-	price	184.38 Euro

Tax included. Service fee is not included.

AT THE AIRPORT

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different places in the airport?
- 2 What do people do while they wait at the airport?



1 arrivals terminal



2 departures terminal



Finding Your Way in an Airport

An airport is a confusing place. Many people fly in from other cities and they enter through the **arrivals terminal**. Then, they pick up their bags at the **baggage claim**.

Other **passengers** use the **departures terminal** to fly out from the airport. First, they check in. Then, they pass a security screening. Sometimes, a **security screening** takes a long time.

Some people get hungry at the airport, so they eat at the **food court**. Others buy presents at the **duty-free shop**.

Each plane departs from a specific **gate**. All passengers check their **boarding passes** for the gate number. Some people arrive early at the gate. It is before the **boarding time** and they relax in the **departure lounge**.

Explore Guide 14

1. READ THE ARTICLE FROM A TRAVEL GUIDE, AND THEN MARK THE FOLLOWING STATEMENTS AS TRUE (T) OR FALSE (F).

- ___ A passenger is hungry so he buys food at the baggage claim.
- ___ Passengers always pass through the security screening quickly.
- ___ The boarding pass shows the gate number.

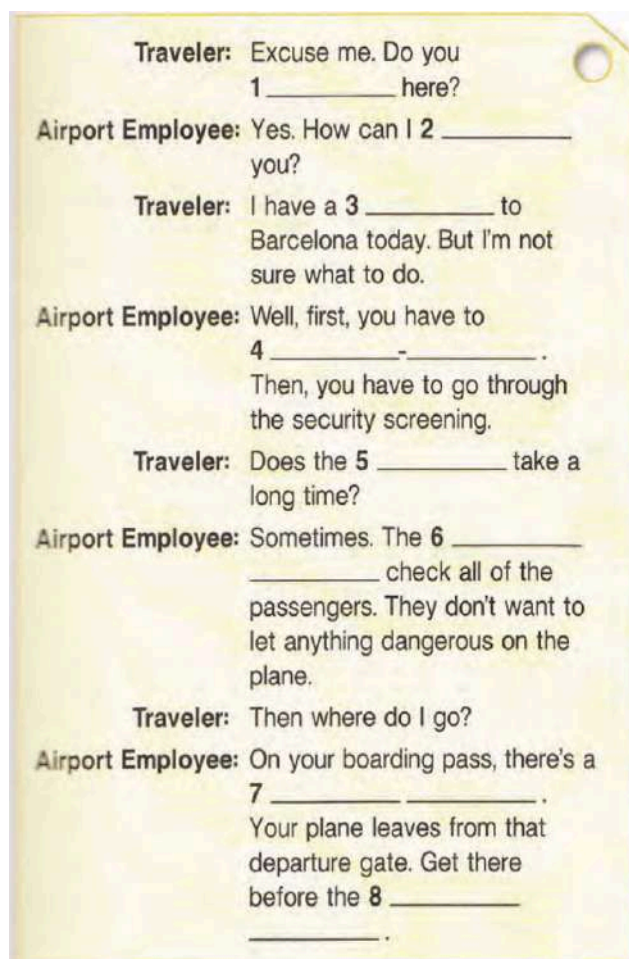
2. COMPLETE THE SENTENCES. FILL IN THE BLANKS WITH THE CORRECT WORDS FROM THE WORD BANK.



- a. Lisa buys gifts for her mother at the _____.
- b. Halley and John look for their bags at the _____.
- c. Samantha's plane leaves from _____ 27.
- d. Michael is hungry so he buys food at the _____.
- e. Lily goes to her gate because it is almost _____.
- f. Meredith waits at the arrivals terminal when her mother _____ from Berlin.
- g. Mary and Chris take a long time to pass through the _____.

3. READ THE FOLLOWING DIALOGUE AND FILL IN THE BLANKS.

gate number - check-in - screening - flight - boarding time - airport workers - work - help



4. WRITE INSTRUCTIONS TO PASSENGERS DEPARTING FROM THE AIRPORT.

Don't Get Lost!

How to Get To Your Airplane

- 1 First, _____
- 2 Next, _____
- 3 Shop or eat at the _____
- 4 Look at your boarding pass to find your

- 5 Wait in the _____

5. FINALLY, WITH A PARTNER, WRITE DOWN A DIALOGUE BETWEEN A TRAVELER AND AN AIRPORT EMPLOYEE.

USE LANGUAGE SUCH AS:

Do you work here?
First, you have to ...
Then where do I go?

Student A: You are a traveler and you are at the airport. Ask Student B questions about:

- His or her job
- Where to go in the airport
- Where to find gate information

Student B: You are an airport worker. Answer Student A's questions.

TRAIN TRAVEL

1. READ THE ARTICLE FROM A MAGAZINE ABOUT TRAIN TRAVEL AND DO THE ACTIVITIES BELOW.

The Convenience of Trains

Imagine you are a traveler. You watch the beautiful **scenery** as you travel. At night, you sleep on a comfortable **berth**. The following day, you arrive at your destination rested and relaxed. What type of transportation offers this experience? Train travel! It is a popular way to get around. Just follow these simple steps to travel **by rail**. First, you

go to the train **station** and you find a **ticket kiosk**. Next, an **attendant** helps you check the **timetable**. The timetable shows when trains depart. Third, you choose a **one-way** or **round-trip** ticket. Is your destination far away? Then take an **overnight train**. Next, you buy your ticket. Now, you are ready to **catch the train**!

1 timetable

2 ticket kiosk

3 catch the train

4 attendant

5 station

2. RE-READ AND ANSWER THE QUESTIONS.

a. What is the passage mostly about?

- i. the advantages of overnight trains.
- ii. the instructions for buying train tickets.
- iii. the duties of a kiosk attendant.
- iv. the cost of train travel.

b. According to the passage, which is NOT true about train travel?

- i. It is difficult to buy a train ticket.

- ii. It lets passengers enjoy the scenery.
 - iii. Timetables have information about trains.
 - iv. Overnight trains are expensive.
- c. One job of a kiosk attendant is to _____
- i. keep the train station safe.
 - ii. carry a traveler's luggage.
 - iii. help travelers find train departure times.
 - iv. make sure the beds are ready for passengers.

3. MATCH THE WORDS (1-6) WITH THE DEFINITIONS.

1 _ attendant

2 _ round-trip

3 _ timetable

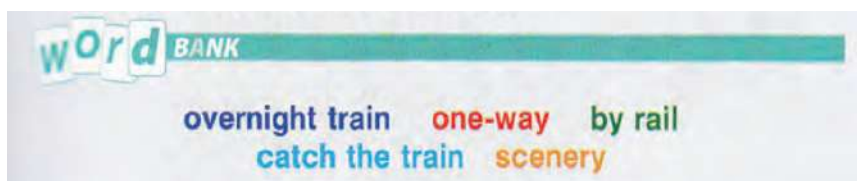
4 _ station

5 _ berth

6 _ ticket kiosk

- A. trains come and go from there.
- B. a type of bed that is on trains.
- C. a train station worker.
- D. the place to purchase rail tickets.
- E. a list that shows train departures and destinations.
- F. a type of ticket that lets a traveler take a train to and from a destination.

4. COMPLETE THE SENTENCES. FILL IN THE BLANKS WITH THE CORRECT WORD FROM THE WORD BANK.



- a. I go to the train station and buy a ticket. I am ready to _____.
- b. Hilary buys a ticket to paris. It is a(n) _____ ticket.
- c. We look out the window. We see the pretty _____.
- d. Peter sleeps on the train during the night. He rides a(n) _____.
- e. Roger likes to travel _____. He thinks it is fun.

5. READ THE FOLLOWING DIALOGUE AND FILL IN THE BLANKS.

Good morning - one-way - one - next train- leave - check

Kiosk Attendant: 1 _____ . How may I help you?

Traveler: I want to catch the 2 _____ to Berlin.

Kiosk Attendant: Okay. Let's 3 _____ the timetable. The next train is an overnight train.

Traveler: Are there any tickets left?

Kiosk Attendant: We only have 4 _____ left. There are no more berths available.

Traveler: That's fine. When does it 5 _____ .

Kiosk Attendant: It leaves at 9 o'clock.

Traveler: Okay. Can I please have a 6 _____ - _____ ticket?

6. WITH A PARTNER, COMPLETE THE INFORMATION IN THE CHART, AND USE IT TO WRITE DOWN A DIALOGUE WITH THE INFORMATION.



Timetable for Monday Departures

Destination	Morning Departure Times	Overnight Departure Times	Trains Available
_____	7:00, 9:45, 10:30	7:30, _____	_____
Paris	8:05, 9:05, 10:05	8:30, 10:00	Yes
Amsterdam	9:50, 10:45, 11:40	9:00, _____	No

USE LANGUAGE SUCH AS:

How may I help you?
Are there any tickets left?
When does the train leave?

Student A: You are the kiosk attendant. Answer Student B's questions. Tell him and her about:

- the times for departing trains
- the types of tickets available

Student B: You are the traveler. You want to buy a train ticket. Ask Student A questions to find:

- the types of tickets available
- the time the train departs

Make up a destination and the type of ticket you want.

BUS TRAVEL

1. READ THE ARTICLE FROM A BLOG ABOUT BUS TRAVEL AND DO THE ACTIVITIES BELOW.

The Benefits of Bus Travel

Imagine you're a traveler looking for an **affordable** way to reach your destination. Traveling **by bus** or **by coach** offers



many **benefits**. It's not only budget-friendly, allowing you to travel **cheaply**, but also **flexible**, with various routes and schedules available to suit your plans.

When you're ready to start your journey, make sure you have your **boarding pass** in hand. Many buses, especially on an **express route**, stop only at key locations, helping you reach your destination faster. You'll also find that long-distance buses provide extra **legroom** for comfort.

As you relax and watch the scenery go by, the bus may make occasional **stops** along the way, allowing you to stretch or grab a snack. Whether you're traveling alone or with friends, bus travel offers an easy and convenient option for exploring new places.



coach

2. SAY IF THE SENTENCES ARE TRUE OR FALSE.

- a. Traveling by bus is usually more expensive than other forms of transportation. ___
- b. An express route stops at only a few key locations. ___
- c. A boarding pass is required before you start a bus journey. ___
- d. Long-distance buses provide more legroom for comfort. ___

3. FILL IN THE BLANKS WITH WORDS FROM THE ARTICLE.

- a. Many people choose to travel by bus because it's _____ and _____.
- b. You need a _____ before starting your journey.
- c. An _____ route has only a few key stops.

4. MATCH EACH WORD TO ITS CORRECT DEFINITION.

- | | |
|------------------|---|
| 1. affordable | a) Extra space to stretch your legs on a bus or coach. |
| 2. boarding pass | b) A piece of paper or digital ticket allowing you to board the bus. |
| 3. express route | c) A route with only a few scheduled stops to make the trip faster. |
| 4. legroom | d) Within a budget; not expensive. |
| 5. stop | |

e) A location where the bus pauses for passengers to get on or off.

5. FILL IN THE BLANKS WITH THE CORRECT WORD FROM THE PREVIOUS EXERCISE.

- a. The bus provides extra _____ for passengers to be comfortable during long trips.
- b. It's an _____ route, so the bus only makes a few stops.
- c. Many people choose to travel by bus because it's _____ and allows them to travel cheaply.
- d. You need to show your _____ before getting on the bus.
- e. The bus made a _____ at the station to let passengers off.

6. READ THE FOLLOWING DIALOGUE AND COMPLETE THE GAPS WITH WORDS FROM THE WORD BANK.



express route station arrive flexible
driver Marino stops schedule

Passenger: Excuse me, are you the
1 _____?

Coach driver: Yes. How can I help you?

Passenger: I want to go to 2 _____. Does
this bus go there?

Coach driver: No, this is a(n) 3 _____
to Rome.

Passenger: So this bus doesn't make any
4 _____ at all?

Coach driver: No, it doesn't. It goes straight to
Rome. But the 5 _____ route
stops in Marino.

Passenger: How long does it take to 6 _____
in Marino?

Coach driver: I don't know for sure. There's a
7 _____ inside the 8 _____.
You can find out there.

Passenger: Thanks. I'll do that.













Part II: Hotels and Accommodations

1. WATCH THE FOLLOWING VIDEO TO LEARN THE DIFFERENT TYPES OF ACCOMMODATIONS.



<https://www.youtube.com/watch?v=4rE64EAIGt4>

Types of accommodation

 hotel	 log cabin	 caravan	 tent / campsite
 guest house	 hostel	 chalet	 bed and breakfast
 motel	 boat	 cottage	 apartment

All these types of accommodations can be classified into catered and self-catered accommodation. Which belongs to each category?

CATERED ACCOMMODATION	SELF-CATERED ACCOMMODATION



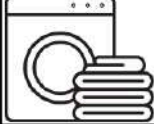


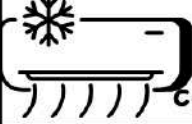
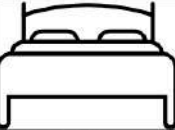
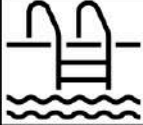



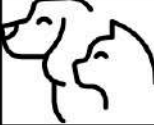






FACILITIES AND AMENITIES

1. WATCH THIS VERY SHORT EXPLANATION OF FACILITIES AND AMENITIES.



https://www.youtube.com/shorts/mxIrRDQqE_E

Facilities and amenities

 single room	 parking	 laundry service
 twin room	 gym	 air conditioning
 double room	 swimming pool	 airport pick-up / drop-off
 restaurant	 wheelchair access	 pet friendly
 bar	 late check-out	 room service
 free wifi	 elevator / lift	 concierge service

Extra Services & Facilities:

laundry service / room service / turn-down service / valet parking / indoor swimming pool / outdoor swimming pool / leisure centre / spa / Wi-Fi / airport shuttle / buffet



Room Types by Beds:

single / double / triple

Room Types by Class:

standard / deluxe / suite

Bed Types:

single / double / queen / king



What facilities and amenities should the perfect accommodation have for you?

BOOKING HOTELS

1. WATCH THE FOLLOWING VIDEO ABOUT A DIALOGUE BETWEEN A HOTEL RECEPTIONIST AND A CLIENT.



<https://www.youtube.com/watch?v=aJ5wvl7RrQk>

- a. What facilities does the hotel have?
- b. What information is necessary to book a hotel?

2. NOW, READ THE FOLLOWING DIALOGUE ABOUT A SIMILAR SITUATION. HIGHLIGHT THE IMPORTANT QUESTIONS THE RECEPTIONIST/FRONT DESK ASKS.

Front Desk: Welcome to the Wyatt Hotel. How may I help you?

Traveler: I'd like a room please?

Front Desk: Would you like a single or a double?

Traveler: I'd like a double, please?

Front Desk: May I have your name, please?

Traveler: Timothy Findley.

Front Desk: Could you spell that, please?

Traveler: F-I-N-D-L-E-Y.

Front Desk: How many are in your party?

Traveler: Just two.

Front Desk: How many nights would you like to stay?

Traveler: Just tonight.

Front Desk: How will you be paying?

Traveler: Is Visa OK?

Front Desk: That'll be fine. Would you like a wake-up call?

Traveler: Yes, I'd like a wake-up call for 6:30. Do you have a pool?

Front desk: Yes, we do. On the 2nd floor. Here's your key. That's room 405 on the fourth floor.

3. BELOW IS A MIXED UP CONVERSATION. REARRANGE THE CONVERSATION SO IT MAKES SENSE. ALSO CIRCLE AN **F** IF THE **FRONT DESK** IS SAYING THE LINE, OR A **G** IF THE **GUEST** IS SAYING THE LINE.

- _____ (F) (G) Would you prefer a single or a double?
_____ (F) (G) 10 P.M.? Thanks. Oh! And can I get a wake-up call for 6:30 A.M.
_____ (F) (G) And how about a restaurant?
_____ (F) (G) Great. What time does the restaurants close?
_____ (F) (G) It's \$145.00 a night. How many nights will you be staying?
_____ (F) (G) It's D-A-V-I-E-S.
_____ (F) (G) I'd like a room, please?
_____ (F) (G) Great. I'll pay with VISA then. What time is checkout?
_____ (F) (G) And how do you spell that, sir?
_____ (F) (G) So that's D-A-V-I-E-S. How would you like to pay for the room?
_____ (F) (G) Do you take VISA?
_____ (F) (G) There are restaurants on the 1st and 3rd floor and there's a café next to the lobby.
_____ (F) (G) Yes, we do. We take VISA, Mastercard, and American Express.
_____ (F) (G) A double, please. How much is that?
_____ (F) (G) Checkout is at 10 o'clock. Your room number is 505. Is there anything else you would like to know?
_____ (F) (G) Yes, there is. It's on the 2nd floor. But you have to bring the towel from your room.
_____ (F) (G) OK. One night comes to \$145.00 plus tax. May I have your name please?
_____ (F) (G) Is there a pool here?
_____ (F) (G) Welcome to the Beachside Inn. How may I help you?
_____ (F) (G) They both close at 10:00 P.M.
_____ (F) (G) Sure. No problem. Wake-up call for 6:30 A.M. Enjoy your stay.
_____ (F) (G) Just tonight.
_____ (F) (G) It's Davies. Robertson Davies.

ROLE-PLAY

1. NOW, IT'S TIME TO ROLE PLAY. IN PAIRS, ACT OUT THE CONVERSATION AND COMPLETE THE CHART WITH THE INFORMATION EACH PERSON NEEDS. YOU HAVE USEFUL QUESTIONS AND PHRASES TO HELP YOURSELVES, AND THE HOTEL INFORMATION BELOW.
2. FINALLY, WRITE DOWN YOUR DIALOGUE.

Front Desk					
Client Name	Room Size	Number of People	Number of Nights	Wake-up Call (Y/N)	Payment Method
Guest					
Hotel Name	Room Number	Price	Checkout Time	Restaurant Location	Pool Location

Important questions:

- a. How may I help you?
- b. Can I have your name, please?
- c. How do you spell that?
- d. Would you like a single or a double?
- e. How many people are you traveling with?
- f. How many nights will you be staying?
- g. How will you be paying?
- h. Would you like a wake-up call?
- i. Is there anything else you would like to know?

Important Phrases:

1. I'd like a room, please.
2. How much is a _____ room?
3. Is there a pool?
4. What floor is the _____ on?
5. Where is the restaurant located?
6. What time is the checkout?
7. Do you accept VISA/Mastercard?

THE HUTTON HOTEL		
	Price	Available Rooms
Single	\$120.00	802, 1107, 1108
Double	\$160.00	708, 710, 904
Suite	\$220.00	1201
Pool	4 th floor	
Restaurants	2 nd floor 3 rd floor	
Checkout	10:00A.M.	
Laundry	Yes	
Service		

The Shirleyton Hotel		
	Price	Available Rooms
Single	\$120.00	203,204,206
Double	\$165.00	604, 605, 708
Suite	\$230.00	None
Pool	5 th floor	
Restaurants	1 st floor 3 rd floor	
Checkout	11:00A.M.	
Laundry	Yes	
Service		

The Wyatt		
	Price	Available Rooms
Single	\$110.00	708, 710, 904
Double	\$145.00	802, 1107, 1108
Suite	\$190.00	1401
Pool	4 th floor	
Restaurants	2 nd floor 3 rd floor	
Checkout	10:30A.M.	
Laundry	Yes	
Service		

The Sleeper Inn		
	Price	Available Rooms
Single	\$95.00	604, 605, 708
Double	\$125.00	203,204,206
Suite	\$150.00	501
Pool	2 nd floor	
Restaurants	1 st floor 3 rd floor	
Checkout	10:00A.M.	
Laundry	Yes	
Service		

CHECK-IN

1. WATCH THE FOLLOWING VIDEO ABOUT A WOMAN CHECKING IN A HOTEL, AND COMPLETE THE CHART.



<https://www.youtube.com/watch?v=pNMrossA-CQ>

You hear	You say
Good evening, Madam.	Hello. I have a reservation. My name is Jennifer Zi_l__ski.

Can you _____ that, please?	_____
For five nights?	Yes, that's right
Can I have your _____, please?	Just a second. Here you are.
Thank you. Can you sign here _____? Thank you Here's your _____. It's room 306, on the third floor. The _____ is over there.	The lift? Oh, the _____.
Yes. Enjoy your stay, Ms _____	Thank you!

What specific information is needed in the check-in? _____

2. NOW, WATCH THE FOLLOWING VIDEO TO SEE THE CHECK OUT OF A HOTEL.



<https://www.youtube.com/watch?v=-pQCh17CjvQ>

3. IN PAIRS, WRITE DOWN A DIALOGUE ABOUT HOTEL CHECK-IN AND CHECK-OUT. CONTINUE USING THE SAME CHARACTERS AS IN THE BOOKING ROLE-PLAY.

COMPARATIVES AND SUPERLATIVES

In tourism, you always describe and compare things such as accommodation, flights, restaurants, etc.

Examples of descriptions:

- Hotel Alkazar is expensive.
- The car is fast.
- Traveling by bus is cheap.

Examples of comparisons:

- Hotel Del Bono is **more expensive than** Hotel Alkazar.
- Alkazar is **cheaper than** Hotel Del Bono.
- Hotel Alkazar is **less expensive than** Hotel Del Bono.
- Traveling by train is **faster than** by bus.
- **The best** restaurant in San Juan is _____.

How do we compare? We use Comparative and Superlative Forms.

In the case of comparatives, you compare two things.

<u>COMPARATIVES</u>	
We use -er for short adjectives (one syllable)	
Small → smaller	This room is smaller than that one.
Cheap → cheaper	This flight is cheaper than the other.
We also use -er for two syllable words that end in -y (-y → -ier)	
Lucky → luckier	My sister is luckier than me.
Early → earlier	The check-in here is earlier than in the other hotel.
We use more for words with <u>two syllables that don't end in -y</u>, or with words that have <u>more than two syllables</u>.	
Expensive → more expensive	Portho Gelatto is more expensive than Grido.

In the case of superlatives, we use it when something is the most of a group.

<u>SUPERLATIVES</u>	
We use -est for short adjectives (one syllable)	
Small → the smallest	This room is the smallest (in the hotel).
Cheap → the cheapest	This flight is the cheapest.
We also use -est for two syllable words that end in -y (-y → -iest)	
Lucky → luckiest	My sister is the luckiest (in the family).
Early → earliest	The check-in here is the earliest (in the city).
We use the most for words with <u>two syllables that don't end in -y</u>, or with words that have <u>more than two syllables</u>.	
Expensive → the most expensive	Portho Gelatto is the most expensive (ice-cream parlour).

NOTE: there are some exceptions to these rules. These are called irregulars:

ADJECTIVE	COMPARATIVES	SUPERLATIVES
bad far(distance) good less	worse (than) farther / further (than) better (than) lesser (than)	the worst the farthest/furthest the best the worst

THE FOLLOWING ARE VERY COMMON ADJECTIVES USED IN TOURISM TO DESCRIBE PLACES, ACCOMMODATIONS, ETC.

Descriptive adjectives: Used to describe places, such as "ancient", "beautiful", "bustling", "charming", "contemporary", "compact", "cosmopolitan", "crowded", "exciting", "famous", "fantastic", "fascinating", "huge", "lively", "picturesque", "polluted", and "touristy". For hotels or restaurants, you can use: "cheap", "expensive", "tall", "famous", "well-known", "luxurious", "comfortable", etc.

TIME TO PRACTICE!

1. It was just the _____ most crowded _____ time of the day. (**crowded**)
2. Nothing could be _____ more desolate _____ than those shores. (**desolate**)
3. It was _____ earlier _____ than he had thought. (**early**)
4. A conference is _____ than a conversation. (**formal**)
5. A girl should be _____ than a man. (**small**)
6. He looked even _____ than he felt. (**good**)
7. I have not the _____ idea in the world. (**slight**)
8. It is the _____ hill in the whole country. (**high**)
9. It was _____ than he had expected. (**bad**)
10. Nothing could be _____ than their time. (**favourable**)
11. Nothing is _____ than this rational conclusion. (**plain**)
12. He is the _____ thing in my life. (**big**)
13. He is _____ than an eldest son. (**bad**)
14. He is the _____ of men. (**critical**)
15. They are far _____ than we are. (**conventional**)

1. AS STUDENTS OF THE TOURISM PROGRAM, YOU HAVE TO FIND DIFFERENT HOTELS FROM SAN JUAN AND ARGENTINA, AND COMPARE THEM. YOU HAVE TO DO THE SAME WITH THE MEANS OF TRANSPORT SO THAT YOU CAN CHOOSE THE BEST WAY TO GO TO A DESTINATION.

PART III: TALKING ABOUT TRIPS

SIMPLE PAST - WAS/WERE

Las siguientes actividades han sido extraídas y adaptadas del libro Life Beginners (2014)

1. READ THE TEXT AND COMPLETE WITH THE CORRECT NAME.



Ferdinand Magellan



Yuri Gagarin



Roald Amundsen



Junko Tabei



Ann Bancroft



Valentina Tereshkova

Explorers Quiz: historical moments

Do you know these famous explorers? Can you complete the 'firsts' with their names?

- The first round-the-world expedition was from 1519 to 1522. The expedition captain was _____.
- The first successful South Pole expedition was in 1911. The expedition leader was _____.
- The first man in space was _____. The first woman in space was _____. They were both from Russia.
- On 16 May 1975, _____ was the first woman at the top of Everest.
- The first woman at the North Pole was _____ on 1 May 1986.

2. GO TO THE TEXT AGAIN AND CHECK "was" AND "were". WHAT IS THE MEANING OF IT? IS IT IN THE PRESENT? COMPLETE THE GRAMMAR BOX BELOW.

Subject	verb	...
I / He / She / It	---	the captain.
You / We / They	----	from Russia.

3. COMPLETE THE PARAGRAPHS WITH "was" AND "were".

Yuri Gagarin ¹ _____ born in 1934. His parents ² _____ farmers. From 1955 to 1961, he ³ _____ a pilot. The first space rockets ⁴ _____ small and so the first people in space ⁵ _____ small too. Gagarin ⁶ _____ a small man – 1.57 metres.

Valentina Tereshkova ⁷ _____ born in 1937 in central Russia. Her parents ⁸ _____ from Belarus. She ⁹ _____ a factory worker. After their trips into space, on 12 April 1961 and 16 June 1963, Gagarin and Tereshkova ¹⁰ _____ famous all over the world.

4. COMPLETE THE GRAMMAR BOX WITH THE NEGATIVE AND INTERROGATIVE FORMS OF “was” AND “were”. THEN, COMPLETE THE ANSWERS.

AFFIRMATIVE		
Subject	verb + ___	...
I / He / She / It	_____ ' (____ not)	happy. an explorer.
You / We / They	_____ ' (____ not)	

_____	subject	...
---	I / he / she / it	a teacher? Argentinian?
----	you / we / they	

Yes, _____

Yes, _____

No, _____

No, _____

5. WRITE QUESTIONS WITH “was” OR “were”.

- Michael Johnson / on TV / ?
- your hero / David Attenborough / ?
- your parents / famous / ?
- you / happy at school / ?
- your teachers / friendly / ?
- you / good at sport / ?

6. COMPLETE THE ARTICLE ABOUT BRADLEY WIGGINS WITH “was” OR “were”.



Bradley Wiggins: the first British winner of the *Tour de France*

Bradley Wiggins ¹ _____ the first British winner of the *Tour de France*, but he ² _____ born in Great Britain. He ³ _____ born in Belgium. Wiggins's mother ⁴ _____ English, but his father ⁵ _____ British – he ⁶ _____ Australian. Wiggins's father ⁷ _____ a professional cyclist. Wiggins's first medal ⁸ _____ at the Olympic Games in 2000 when he ⁹ _____ 20 years old. He ¹⁰ _____ third in the 2011 *Vuelta a España* and he ¹¹ _____ the winner of the 2012 *Tour de France*.

7. COMPLETE THE SENTENCES ABOUT THE *TOUR DE FRANCE* WITH “was” OR “were”.
- The first wace _____ in 1903.
 - The cyclists in 1903 _____ from France, Italy, Germany and Belgium.
 - The first winner five times in a row (1991-1995) _____ Miguel Indurain.
 - From 2006 to 2009 the winners _____ from Spain.
 - In 2011 the winner _____ Australian.
 - The British cyclist Chris Froom _____ second in the 2012 race.

8. COMPLETE THE DATES IN THE SENTENCES WITH THESE WORDS.

in - in - of - on - the

- I was born on the third _____ June.
- My sister was born _____ 1987.
- My wife was born on _____ 27th of September.
- My son was born _____ April.
- My father was born _____ the 2nd of January, 1959.


SIMPLE PAST - IRREGULAR AND REGULAR VERBS

1. **READ** THE ARTICLE ABOUT AN UNUSUAL DISCOVERY AND **ANSWER** THE QUESTIONS.

The mystery of the 'Ötzi' Iceman

THE DISCOVERY In September 1991, two German tourists were on holiday in the Austrian Alps.

They went for a walk and they found a body in the ice. The body was very old – it wasn't the body of a mountaineer. The police took it to the University of Innsbruck in Austria.



This body was a mystery. Was it a man or a woman? Who was he or she? The person had an unusual knife and a bag with arrows. Where was he or she from? How old was the body? There were many questions. But this wasn't a police investigation. It was a scientific investigation.

- Where were the tourists from?
 - Where were they in September, 1991?
 - Where was the body?
 - What kind of investigation was it?
2. **READ** THE ARTICLE AGAIN. **UNDERLINE** THE PAST FORMS (1-5) IN THE ARTICLE. THEN, **WRITE** THE VERBS NEXT TO THE PAST FORMS.

1. was/were	<u>be</u>	be
2. went	-----	find
3. found	-----	go
4. took	-----	have
5. had	-----	take

3. LOOK AT THE GRAMMAR BOX. THEN, LOOK AT THIS SENTENCE. CHOOSE THE CORRECT OPTION.

There is **only one / more than one** past simple form for each verb.

SIMPLE PAST AFFIRMATIVE - IRREGULAR VERBS		
Subject	verb “ ___ ___ ”	...
I You He She It We They	went found	for a walk. a body.

4. NOW, READ THE FOLLOWING EXTRACT WHICH IS A CONTINUATION OF THE PREVIOUS STORY. MARK THE VERBS IN SIMPLE PAST THAT YOU FIND.

The scientists at the University of Innsbruck started their investigation. They took photos and they studied the body. They discovered the body was a man. They called him 'Ötzi' because the body was in the Ötztal mountains in the Alps. The scientists finished their report. It was very interesting.

Ötzi was a small man. He was about 45 years old when he died. He was from the north of Italy and he lived about 5,000 years ago. The scientists think he walked to the mountains. The scientists think he died in spring. They also think an arrow killed him.

5. LOOK AT THE GRAMMAR BOX. WHAT DO WE ADD TO VERBS IN THE REGULAR PAST SIMPLE FORM?

SIMPLE PAST AFFIRMATIVE - REGULAR VERBS		
Subject	verb + ___	...
I You He She It We They	studied called finished	the body. him Ötzi. their report.

6. WRITE TRUE SENTENCES WITH THIS INFORMATION. BE CAREFUL! THE VERBS ARE NOT IN ORDER.

Albert Einstein	died	from Germany.
Dian Fossey	had	gorillas in Africa.
John Lennon	lived	in 1980.
Marie Curie	studied	in North America.
Queen Victoria	was	nine children.
The Apache people	went	to university in Paris.

7. COMPLETE THE SENTENCES. USE THE PAST SIMPLE FORM OF THE VERB.

- My grandmother _____ six children.
- She _____ (die) in 1998.
- My grandfather _____ (study) with Albert Einstein.
- My mother _____ (go) to university with JK Rowling.
- I _____ (live) in Italy from 2009 to 2011.

8. READ THE TEXT ABOUT ALASTAIR HUMPHREY.

After ten years of international adventures, last year Alastair Humphreys stayed in the UK. He had a different kind of adventure: a 'local adventure'. He didn't go on a typical, dangerous trip. We asked him about his local adventure.

Tell us about your last adventure.
Did you go to a dangerous place?

No, I didn't. I didn't leave the UK. I stayed in London. I went around London on the M25 motorway. But I didn't drive.

Did you walk?

Yes, I did. I left my house in London in January. It was cold and it was snowy. It wasn't easy. I saw new places. In fact, I saw some beautiful places. And I met interesting people. It was a local adventure.

And then what did you do?

I had one or two more local adventures and I made videos about them. People around the world watched the videos. But they didn't just watch them – they liked my ideas and they went on local adventures too.

ALISTAIR HUMPHREYS

DISCOVER YOUR LOCAL AREA

Age: 35

Home: London

Profession: British writer and adventurer

ADVENTURES:

2001–2005: cycling trip around the world

2008: *Marathon des Sables*

2009: across India on foot

2010: across Iceland

9. LOOK AT THE GRAMMAR BOX. WHICH AUXILIARY VERB DO WE USE TO MAKE QUESTIONS AND NEGATIVE SENTENCES IN THE SIMPLE PAST?

SIMPLE PAST NEGATIVE			
Subject	auxiliary verb	verb	...
I You He She It We They	didn't	leave watch	the UK. them.

SIMPLE PAST INTERROGATIVE				
(Wh-word)	Auxiliary verb	Subject	verb	...
	did	I You He She It We They	do	?

Yes, _____

No, _____

10. LOOK AT THE EXAMPLE. THEN, WRITE QUESTIONS ABOUT ALASTAIR HUMPHREYS. THEN, ANSWER.

Example:

cycle / around the world two years ago?

Did he cycle around the world two years ago?

- run / a marathon in 2008?
- walk across India / in 2009?
- where / stay last year?
- when / leave his house in London?
- swim / across the English Channel?

11. IN PAIRS, ASK AND ANSWER QUESTIONS ABOUT A TRIP IN THE PAST.

FUTURE

Las siguientes actividades han sido extraídas y adaptadas del libro Life Beginners (2014)

1. LOOK AT THE INFORMATION ABOUT THREE EVENTS. THEN, READ A CONVERSATION BETWEEN TWO FRIENDS. TICK THE EVENTS THEY TALK ABOUT.



- A: Hi Lauren, it's Alex.
 L: Oh, hello. Where are you?
 A: I'm on the bus. I'm going home from work. So, what are you doing this weekend?
 L: Well, I'm going shopping tomorrow.
 A: Of course. You always go shopping on Saturdays.
 L: No, I don't! Anyway, Sports Gear is having a sale tomorrow.
 A: Really?
 L: Yes, they're selling all the winter sports stuff at half price.
 A: Wow! And what about on Sunday?
 L: I don't know. What are you doing?
 A: Well, do you remember Helen Skelton? She went down the Amazon River last year.
 L: Oh yes.
 A: She's giving a talk about her trip on Sunday evening. I'm going with my brother. Would you like to come?
 L: Where is it?
 A: At the Natural Science Museum. Tickets are free.
 L: OK! Why not?

2. READ AGAIN AND ANSWER THE QUESTIONS.

- When is LAuren going shopping?
- Why is she going shopping?
- Who is giving a talk at the Natural Science Museum?
- What is Alex doing on Sunday?

3. WHAT TENSE IS IT? ARE THEY TALKING ABOUT THE PRESENT? IF NOT, TO WHAT MOMENT IN TIME ARE THEY REFERRING TO?

4. LOOK AT THE GRAMMAR BOX AND CHECK THE TIME EXPRESSIONS.

▶ PRESENT CONTINUOUS WITH TIME EXPRESSIONS

What are you doing **this weekend**?
 Sports Gear is having a sale **tomorrow**.
 She's giving a talk about her trip **on Sunday evening**.

For further information and practice, see page 168.

5. WRITE A SHORT DIALOGUE ASKING ABOUT THE PLANS FOR THE FUTURE.