# THE COMPLETE ENGLISH COURSE TEXTBOOK

Full CEFR-Aligned English Course Beginner to Advanced (A1-C1 Foundations)

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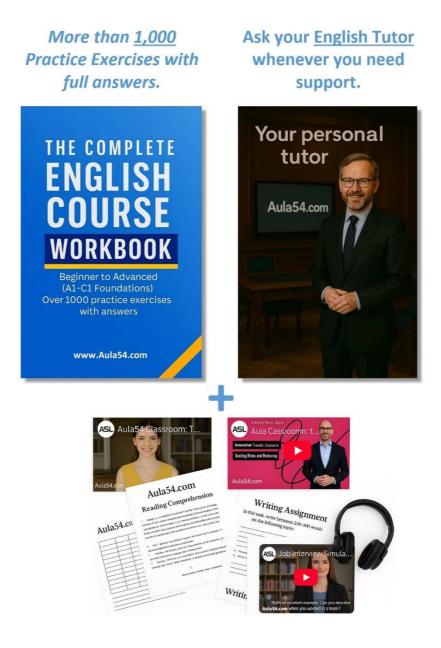
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#### WELCOME TO YOUR COMPLETE ENGLISH COURSE

Learning English is more than memorizing vocabulary or mastering grammar—it's about unlocking opportunities, connecting with people, and expanding the way you see the world. This course is designed to take you on a full journey through the English language, from absolute beginner (A1) to advanced (C1 foundations), step by step, with clarity, structure, and purpose.

Throughout the course, you'll build a strong foundation in pronunciation, grammar, and vocabulary, while also developing real-world communication skills. You'll learn to speak with confidence, understand spoken and written English in a wide variety of situations, and express yourself clearly in both formal and informal contexts. Each unit is carefully crafted to introduce new concepts, reinforce them, and apply them in realistic scenarios.

Whether your goal is to travel, study abroad, advance in your career, or simply feel at home in the global language of communication, this course will give you the tools and confidence to achieve it. There are no shortcuts in learning a language—but with dedication, and the right guidance, every step will bring you closer to fluency.

Let's begin this journey. One lesson at a time. One skill at a time. And soon—one confident conversation at a time.

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#### WHAT IS THE CEFR? (A1, A2, B1, B2, C1, C2)

The **CEFR** (Common European Framework of Reference for Languages) is an **international standard** used to **describe and assess language proficiency**. It was developed by the **Council of Europe** to provide a **common framework** for learning, teaching, and evaluating language skills across Europe and beyond.

The CEFR divides language proficiency into six levels:

- A1 and A2 Basic user
- B1 and B2 Independent user
- **C1 and C2** Proficient user

Each level outlines what a language learner can do in terms of:

- Listening
- Reading
- Speaking
- Writing

This allows learners, teachers, employers, and institutions to have a **shared understanding** of language ability, regardless of the country or language being learned.

#### ♦ A1 – BEGINNER

#### Listening & Reading:

- Understands very basic words and phrases (greetings, introductions, shopping, family).
- Can read signs, menus, and very simple timetables.

#### Speaking & Writing:

- Can introduce themselves and answer basic personal questions (name, age, nationality).
- Forms very short and simple sentences.

#### Interaction:

• Can only communicate if the other person speaks slowly and clearly and is willing to help.

#### ♦ A2 – ELEMENTARY

#### Listening & Reading:

- Understands phrases related to personal info, shopping, work, etc.
- Can read short, simple texts like emails or notices.

#### **Speaking & Writing:**

- Can describe their surroundings and immediate needs in simple terms.
- Can write short notes and simple messages.

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#### Interaction:

• Can handle simple exchanges, but needs help to sustain conversation.

#### ♦ B1 – INTERMEDIATE

#### Listening & Reading:

- Understands main points in clear speech about familiar topics (work, school, leisure).
- Can read straightforward texts of personal interest.

#### **Speaking & Writing:**

- Can manage travel situations in English-speaking countries.
- Can write simple, connected texts on familiar topics.

#### Interaction:

• Can engage in conversations on familiar topics, though errors occur.

#### ♦ B2 – UPPER-INTERMEDIATE

#### **Listening & Reading:**

- Understands main ideas in complex texts (including technical discussions or literature).
- Can follow TV and radio programs on current affairs.

#### Speaking & Writing:

- Speaks fluently and spontaneously with native speakers.
- Writes clear, detailed texts on a wide range of subjects.

#### Interaction:

• Participates actively in discussions, expressing and defending opinions.

#### C1 – ADVANCED

#### Listening & Reading:

- Understands a wide range of demanding texts and can grasp implicit meanings.
- Can follow extended speech even when it's not clearly structured.

#### **Speaking & Writing:**

- Expresses themselves fluently and effortlessly.
- Produces well-structured, detailed, and coherent writing.

#### Interaction:

• Uses the language flexibly and effectively for social, academic, or professional purposes.



#### ♦ C2 – PROFICIENT

#### Listening & Reading:

- Understands virtually everything heard or read with ease.
- Can summarize information from various spoken and written sources.

#### Speaking & Writing:

- Expresses themselves precisely, fluently, and with subtle nuance.
- Produces complex, well-structured texts in a sophisticated style.

#### Interaction:

• Participates naturally in any conversation, including abstract or sensitive topics.



#### UNIT 1 (LEVEL A1): ENGLISH SOUNDS AND PHONETICS

Pronunciation is the foundation of effective communication in any language, and English is no exception. In this first unit, we'll dive into the sounds that make up spoken English and learn how to recognize, understand, and produce them accurately. We begin by exploring the basics of English phonetics and how sounds are classified and described.

We'll work through the vowel and consonant systems of English and pay special attention to stress, rhythm, and intonation—three elements that give English its characteristic musicality. Finally, we'll examine common pronunciation challenges for Spanish speakers and offer practical strategies to overcome them. This unit sets the stage for everything that follows by helping you sound more natural and confident from day one

#### **1.1 INTRODUCTION TO ENGLISH PHONETICS**

#### **Objective:**

To understand what phonetics is, its importance in learning English, and how it helps learners improve pronunciation and listening skills.

#### <sup>A</sup> WHAT IS PHONETICS?

Phonetics is the branch of linguistics that studies the sounds of human speech. In English, phonetics focuses on how sounds are **produced** (articulation), **transmitted** (acoustics), and **perceived** (auditory phonetics).

When learning English as a second language, phonetics becomes a powerful tool. Unlike Spanish, English is **not entirely phonetic**, meaning that **spelling and pronunciation often do not match**. Phonetics helps bridge that gap.

#### **Q** ENGLISH VS. SPANISH: A PHONETIC COMPARISON

| Aspect                 | English                           | Spanish         |
|------------------------|-----------------------------------|-----------------|
| Spelling-pronunciation | Often irregular                   | Mostly regular  |
| Number of vowel sounds | ± 20 (with diphthongs)            | 5               |
| Voiced/voiceless pairs | Many contrasts (/p/ vs /b/, etc.) | Fewer contrasts |
| Phoneme variety        | High                              | Moderate        |

This means Spanish speakers often underestimate the complexity of English pronunciation.

#### **EXAMPLE: THE WORD "ENOUGH"**

How it's written: **enough** How it's pronounced: **/1'n^f/** /1/ like in "bit" /n/ like in "no" /^/ like in "cup" /f/ like in "fun" The letters "gh" produce the **/f/** sound, which is unpredictable unless you know the phonetics.



#### **KEY PHONETIC CONCEPTS TO LEARN**

- Phoneme: the smallest unit of sound in a language
- IPA (International Phonetic Alphabet): the system used to represent phonemes
- Syllable stress: which part of a word is stressed
- Intonation: the rise and fall of voice pitch in speech

#### 1.2 ENGLISH VOWEL SOUNDS

#### **Objective:**

To understand and distinguish the different types of vowel sounds in English: short vowels, long vowels, and diphthongs, and to learn how to produce them accurately.

#### **TYPES OF VOWEL SOUNDS IN ENGLISH**

#### **1. SHORT VOWELS**

Short vowels are brief and typically found in stressed or closed syllables.

| Sound | Example Word | I IPA                         |
|-------|--------------|-------------------------------|
| /1/   | bit          | /bɪt/                         |
| /e/   | pen          | /pen/                         |
| /æ/   | cat          | /kæt/                         |
| /ʌ/   | cup          | /клр/                         |
| /α/   | hot (BrE)    | /hɒt/                         |
| /ʊ/   | book         | /bʊk/                         |
| /ə/   | about        | /əˈbaʊt/ (unstressed – schwa) |

#### **2. LONG VOWELS**

These vowels are held longer and often involve more mouth tension.

|       |              | -      |
|-------|--------------|--------|
| Sound | Example Word | IPA    |
| /i:/  | seat         | /siːt/ |
| /aː/  | car          | /kaː/  |
| /ɔː/  | door         | /dɔː/  |
| /uː/  | blue         | /bluː/ |
| /3ː/  | Bird         | /b3:d/ |

Note: American English uses slightly different vowel lengths and qualities for some of these sounds.



#### 3. DIPHTHONGS

Diphthongs are **two vowel sounds combined into one**, where the tongue glides from one position to another.

#### Sound Example Word IPA

| /aɪ/ | time       | /taɪm/ |
|------|------------|--------|
| /eɪ/ | say        | /seɪ/  |
| /זנ/ | boy        | /bɔɪ/  |
| /aʊ/ | house      | /haʊs/ |
| /əʊ/ | go (BrE)   | /gəʊ/  |
| /ɪə/ | ear (BrE)  | /ıə/   |
| /eə/ | care (BrE) | /keə/  |
| /ʊə/ | tour (BrE) | /tʊə/  |
|      |            |        |

#### G COMMON PROBLEMS FOR SPANISH SPEAKERS

Confusing /1/ and /i:/ (ship vs. sheep) Omitting diphthong glides (no pronounced as /np/ instead of /n $\partial \sigma$ /) Using only 5 vowel sounds as in Spanish  $\rightarrow$  leads to mispronunciation

#### **1.3 ENGLISH CONSONANT SOUNDS**

#### **Objective:**

To identify and correctly pronounce the most important consonant sounds in English, including those that are particularly challenging for Spanish speakers.

#### **CATEGORIES OF ENGLISH CONSONANTS**

#### ♦ 1. VOICED VS. VOICELESS

| Voiceless | Voiced     |
|-----------|------------|
| /p/ pen   | /b/ ben    |
| /t/ ten   | /d/ den    |
| /k/ cat   | /g/ gap    |
| /f/ fan   | /v/ van    |
| /s/ sip   | /z/ zip    |
| /ʃ/ she   | /ʒ/ vision |
| /θ/ think | /ð/ this   |

 $\ll$  **Tip:** Put your fingers on your throat to feel vibration — if it vibrates, it's voiced.

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#### ♦ 2. CONSONANT SOUNDS DIFFICULT FOR SPANISH SPEAKERS

| Sound Example Co | ommon Errors |
|------------------|--------------|
|------------------|--------------|

| /0/ | think | Pronounced as /t/ or /s/ |
|-----|-------|--------------------------|
|-----|-------|--------------------------|

- /ð/ this Pronounced as /d/
- /v/ very Confused with /b/
- /h/ **hat** Often omitted entirely
- /ʃ/ she Pronounced as /s/
- /tʃ/ church Mispronounced as /ch/ in chico
- /dʒ/ judge May be pronounced as /y/ or /ʃ/

#### ♦ 3. OTHER COMMON CONSONANTS

| Sound | Example | Description                   |
|-------|---------|-------------------------------|
| /m/   | man     | nasal sound                   |
| /n/   | no      | nasal sound                   |
| /ŋ/   | sing    | final -ing sound, nasal       |
| /١/   | love    | clear /l/                     |
| /r/   | red     | English /r/, not trilled      |
| /w/   | water   | semi-vowel, rounded lips      |
| /j/   | yes     | like Spanish "y" but smoother |

#### **W** HOW TO IMPROVE CONSONANT PRONUNCIATION

- Use mirrors to observe tongue and lip positions.
- Record yourself and compare with native speakers.
- Isolate difficult sounds and drill them daily.
- Practice in context, not just isolated words.

#### **FUN FACT**

The English "r" /r/ is **not rolled** like in Spanish. It's produced with the tongue pulled slightly back, without touching the palate.

#### 1.4 WORD STRESS AND SYLLABLES

#### **Objective:**

To understand the concept of syllables and word stress in English, recognize patterns, and apply correct pronunciation for improved clarity and natural rhythm.

#### ■ WHAT IS WORD STRESS?

In multisyllabic words, one syllable is pronounced **more strongly** than the others. This is called **word stress**. The stressed syllable is:



- Louder
- Longer
- Higher in pitch

#### Example:

banana  $\rightarrow$  /bə'nɑ:nə/ (stress on the second syllable) photograph  $\rightarrow$  /'fəʊtəgrɑ:f/ (stress on the first syllable) IPA transcription uses a ' before the stressed syllable.

#### COMMON WORD STRESS PATTERNS

| Type of Word          | Typical Stress Pattern                        | Example                 |
|-----------------------|---|-------------------------|
| Two-syllable nouns    | Stress on the <b>first</b> syll.              | TAble, PArent           |
| Two-syllable verbs    | Stress on the <b>second</b> syll.             | reLAX, deCIDE           |
| Words ending in -ic   | Stress on the <b>penultimate</b>              | graphIC, clasSIC        |
| Words ending in -tior | n Stress on the <b>syllable before -tio</b> r | r creAtion, inFORmation |

#### **!** COMMON MISTAKES

Equal stress on all syllables (syllable-timed rhythm). Stress on wrong syllable due to Spanish spelling intuition. Ignoring vowel reduction in unstressed syllables (e.g., using /e/ instead of schwa /ə/).

#### **1.5 SENTENCE STRESS AND RHYTHM**

#### **Objective:**

To understand how stress works at the sentence level, how English rhythm is structured, and how to use stress to sound more natural and fluent.

#### WHAT IS SENTENCE STRESS?

In a sentence, not all words are pronounced with equal emphasis. **Sentence stress** refers to the pattern of emphasizing certain words while **reducing others**.

English is a **stress-timed language**, which means that stressed syllables tend to occur at regular intervals, and **unstressed syllables are spoken more quickly** to maintain rhythm.

#### CONTENT WORDS VS. FUNCTION WORDS

Stressed words in a sentence are usually content words (words that carry meaning):

- Nouns (dog, house)
- Main verbs (eat, go)
- Adjectives (big, beautiful)
- Adverbs (quickly, never)

Unstressed words are often function words (grammatical glue):



- Articles (a, the)
- Prepositions (in, on, to)
- Pronouns (he, they, it)
- Auxiliary verbs (is, do, have)
- Conjunctions (and, but, or)

#### EXAMPLE

I 'WANT to 'GO to the 'MARket.

Stressed: want, go, market (main meaning)

Unstressed: I, to, the (function words)

#### C RHYTHM IN ENGLISH

English uses a **stress-timed rhythm**, which creates a sort of **"beat"** in speech. This is very different from Spanish, which is **syllable-timed**—each syllable has a similar length.

In English:

I 'went to the 'store to 'buy some 'milk.

The stressed syllables (went, store, buy, milk) form the rhythm. Everything else is compressed around them.

#### **COMMON MISTAKES**

Giving equal stress to every word

Overpronouncing function words

Using a syllable-timed rhythm instead of stress-timed

Misplacing stress and affecting meaning or clarity

#### **PRACTICE SENTENCES**

Say these sentences aloud, emphasizing the bold words: She 'WANTS to 'STAY 'HOME. We're 'GOING to the 'CINema 'LATER. I 'DIDn't 'SEE your 'MESsage.

#### **1.6 INTONATION PATTERNS IN ENGLISH**

#### **Objective:**

To understand how intonation works in English, recognize the main patterns, and use them effectively to convey meaning, emotion, and intention.

#### BASIC INTONATION PATTERNS

● 1. RISING INTONATION 
 //
 Used when:

Asking **yes/no questions** → Are you ready? ↗

Expressing **uncertainty** or **surprise**  $\rightarrow$  Really?  $\nearrow$ 



Enumerating items in a list (non-final items)  $\rightarrow$  I bought apples, oranges, and grapes.  $\nearrow \nearrow \checkmark$ 

 $\clubsuit$  2. FALLING INTONATION  $\searrow$ 

Used when:

Making statements  $\rightarrow$  He's at home.  $\searrow$ 

Asking **WH- questions**  $\rightarrow$  Where are you going?  $\bowtie$ 

Giving commands or instructions  $\rightarrow$  Sit down.  $\$ 

Showing certainty or finality

♦ 3. FALL-RISE INTONATION \\

Used when:

Expressing doubt, hesitation, or politeness  $\rightarrow$  Well, I'm not sure...  $\[ \square \] \]$ Offering contrast or partial agreement  $\rightarrow$  It's nice, but...  $\[ \square \] \]$ Showing that the speaker has more to say

#### **!** COMMON MISTAKES

Using flat intonation, which sounds robotic or disinterested

Misusing rising intonation in WH- questions

Not using fall-rise patterns, leading to blunt or rude tone unintentionally

#### 1.7 COMMON PRONUNCIATION PROBLEMS FOR SPANISH SPEAKERS

#### **Objective:**

To identify the most frequent pronunciation challenges faced by Spanish speakers learning English, and provide practical strategies to correct them.

#### Ø WHY DO THESE PROBLEMS HAPPEN?

Spanish and English have very different sound systems. Spanish has:

Fewer vowel sounds (5 vs. ±20 in English)

Fewer consonant contrasts

More consistent spelling–sound correspondence

Syllable-timed rhythm, not stress-timed

As a result, Spanish speakers often **transfer native pronunciation rules** to English, which leads to misunderstandings.



#### ♀ MOST FREQUENT PROBLEM AREAS

#### 1. VOWEL SOUND CONFUSION

| English Sound | d Spanish Speakers Might Say | Example                  |
|---------------|------------------------------|--------------------------|
| /ɪ/ (bit)     | /i/ (beat)                   | ship $\rightarrow$ sheep |
| /æ/ (cat)     | /a/                          | man $\rightarrow$ mon    |
| /ʌ/ (cup)     | /a/ or /o/                   | luck $\rightarrow$ lock  |
| /ɜː/ (bird)   | /e/ or /a/                   | word $\rightarrow$ ward  |

 $\ll$  Fix: Practice minimal pairs and vowel charts. Focus on mouth shape and tongue position.

#### 2. MISSING OR MISPRONOUNCED CONSONANTS Sound Common Error Example

|             |            | -                               |
|-------------|------------|---------------------------------|
| /θ/ (think) | /t/ or /s/ | think $\rightarrow$ tink / sink |
| /ð/ (this)  | /d/        | this $\rightarrow$ dis          |
| /v/ (very)  | /b/        | very $\rightarrow$ berry        |
| /h/ (house) | omitted    | hat $\rightarrow$ at            |

 $\checkmark$  **Fix:** Use mirrors and slow pronunciation to feel airflow and vibration.

#### 3. FINAL CONSONANTS DROPPED OR SOFTENED

#### • Spanish tends to weaken or omit final consonants, especially:

#### $stop \rightarrow sto$

#### $big \rightarrow bi$

 $\checkmark$  Fix: Over-articulate final sounds and practice with word endings in context.

#### 4. WRONG WORD STRESS

Stress placed on the wrong syllable: inTEResting  $\rightarrow$  INteresting

comPUter  $\rightarrow$  COMputer

 $\ll$  Fix: Always check dictionary stress marks and repeat aloud with rhythm practice.

#### 5. FLAT INTONATION AND RHYTHM

Speaking in syllable-timed rhythm causes unnatural delivery.

Using incorrect intonation for questions or emotions.

✓ Fix: Listen and shadow native speakers. Focus on sentence stress and intonation patterns.



#### **X** ADDITIONAL COMMON ERRORS

ErrorCoSpanish rolled /r/  $\rightarrow$  use English /r/ (soft, not trilled)Pronouncing every syllable equally  $\rightarrow$  reduce unstressed ones (use schwa /ə/)Inserting extra vowels after consonant clusters (e.g. eschool for school)Not linking words in connected speech (go on  $\rightarrow$  goʊ\_on)

#### **1.8 PHONETIC PRACTICE**

#### **Objective:**

To apply phonetic knowledge through structured pronunciation and listening activities that develop accurate production and sound recognition.

**PRODUCTION PRACTICE: PRONUNCIATION DRILLS** 

#### 

Minimal pairs are words that differ by only one sound. Practicing them sharpens your ability to hear and produce contrasts.

#### **Examples:**

| Pair         | IPA            | Notes        |
|--------------|----------------|--------------|
| ship / sheep | /ʃɪp/ – /ʃiːp/ | /ɪ/ vs. /iː/ |
| bat / bet    | /bæt/-/bet/    | /æ/ vs. /e/  |
| thin / then  | /θɪn/−/ðen/    | /θ/ vs. /ð/  |
| fan / van    | /fæn/ – /væn/  | /f/ vs. /v/  |

**Activity:** Repeat each pair out loud. Focus on tongue position and mouth shape. Record yourself and compare with native pronunciation.

#### ♦ 2. WORD STRESS DRILLS

Practice with words of 2–4 syllables. Mark the stress and pronounce clearly.

- **DEsert** (noun) / **deSERT** (verb)
- **INteresting** 4 syllables, stress on the first
- **comPUter** stress on the second syllable

Tip: Clap the rhythm or use a metronome app to internalize stress timing.

#### ♦ 3. SENTENCE STRESS AND INTONATION PRACTICE

Use short sentences and identify the content words. Practice emphasizing them with correct intonation.

#### I need to call the doctor 🛛

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Correction



Are you **ready**? Well, I'm **not** so **sure**... Papeat with **rising**, **falling**, and **fall-rise** pitch contours.

#### ♠ LISTENING PRACTICE: SOUND RECOGNITION

#### ✤ 1. IDENTIFY THE VOWEL

Play audio clips\* of minimal pairs and choose the correct word you hear.

#### Did they say "ship" or "sheep"?

Is it "full" or "fool"?

\* Listenings

✤ 2. STRESS AND INTONATION RECOGNITION

Listen to native speakers and mark:

Which words are stressed? What intonation is used: 7,  $\lor$ , or  $\lor 7$ ?

Does the tone suggest a question, certainty, surprise?

Use **subtitled videos** or podcasts for guided practice.

#### ✤ 3. SHADOWING TECHNIQUE

Choose a short native speaker recording (10–15 seconds).

Listen once.

#### Then play and repeat simultaneously, copying intonation, rhythm, and stress.

Do this **daily** for fluency and pronunciation control.

#### 1.9 UNIT 1 REVIEW

#### **Objective:**

To consolidate the key concepts from Unit 1 through a structured review and apply knowledge with a pronunciation self-assessment.

#### REVIEW SUMMARY

Let's recap the main takeaways from Unit 1:

#### <sup>A</sup>B PHONETICS BASICS (1.1)

Phonetics helps decode pronunciation independently of spelling.

English is not phonetic — phonetics bridges the gap.

#### IPA SYMBOLS (1.2)

The International Phonetic Alphabet (IPA) represents exact sounds.

Each symbol = one specific sound  $\rightarrow$  clearer pronunciation.

#### VOWEL SOUNDS (1.3)

Short vs. long vowels + diphthongs.



Spanish has 5 vowels; English has 20+ — need to train ear and mouth.

**CONSONANT SOUNDS** (1.4) Voiced/voiceless, difficult consonants ( $/\theta$ /,  $/\delta$ /, /v/, /h/). Importance of final consonants and articulation.

■ WORD STRESS AND RHYTHM (1.5, 1.6)

Word stress is unpredictable  $\rightarrow$  check IPA and practice rhythm.

Sentence stress = content vs. function words  $\rightarrow$  creates natural rhythm.

INTONATION (1.7) Rising, falling, and fall-rise patterns  $\rightarrow$  change tone and meaning.

SPANISH SPEAKER FOCUS (1.8)

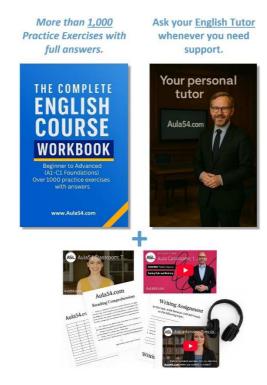
Interference from native language affects clarity.

Awareness and targeted practice fix issues.

#### PHONETIC PRACTICE (1.9)

Minimal pairs, shadowing, rhythm drills improve fluency.

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#### UNIT 2 (LEVEL A1): BASIC GRAMMAR AND SENTENCE STRUCTURE

Understanding grammar is like learning the rules of the road before driving: it doesn't just help you communicate—it helps you do it clearly, correctly, and confidently. In this unit, we'll build the foundations of English grammar and sentence structure. You'll learn how to identify the key parts of a sentence—subject, verb, object, and complement—and how they come together to form meaningful ideas.

We'll explore essential grammar topics such as articles ("a", "an", "the"), noun types, plural forms, and the difference between countable and uncountable nouns. You'll also learn how to form affirmative and negative statements, ask basic yes/no questions, and use subject and object pronouns accurately. This unit will also introduce you to the major word classes (nouns, verbs, adjectives, adverbs) and show you how they work together. Mastering these fundamentals will allow you to express yourself with grammatical accuracy and start building more complex sentences with confidence.

#### 2.1 INTRODUCTION TO SENTENCE ELEMENTS

#### **Objective:**

To understand the basic components that make up English sentences, including subject, verb, object, complement, and adverbial, and how they work together to form clear, grammatically correct statements.

#### **WHAT IS A SENTENCE?**

A **sentence** is a group of words that **expresses a complete thought**. It must include at least a **subject** and a **verb**, and often includes other parts that add meaning.

#### Example:

She (subject) is reading (verb) a book (object) in the park (adverbial).

#### **CORE SENTENCE ELEMENTS**

#### ♦ 1. SUBJECT (S)

The **person**, **place**, **or thing** that performs the action or is described. Usually a **noun** or **pronoun** Comes **before** the main verb Examples: John plays football. She is tired. The book is interesting.

#### 

The action or state in the sentence. Every English sentence must include a verb.

Action verbs: run, eat, play

State verbs: be, seem, have

Examples:

They **study** English.

I **am** happy.



#### 

The **person or thing** that receives the action of the verb.

- Direct Object: receives the action directly
   → She reads *a book*.
- Indirect Object: benefits from the action
   → He gave *me* a gift.

#### ♦ 4. COMPLEMENT (C)

Gives **additional information** about the subject or object, especially with linking verbs like "be", "seem", "become".

Examples:

He is *a doctor*.

That sounds *strange*.

#### 

Tells us how, when, where, or why something happens.

Can be an adverb, phrase, or clause

Often answers when? where? how?

Examples:

She works *hard*.

We met **at 6 p.m.**.

He lives in London.

#### **TYPICAL SENTENCE STRUCTURES**

| Structure | Example                       |
|-----------|-------------------------------|
| SV        | She sings.                    |
| SVO       | I read books.                 |
| SVC       | He is a teacher.              |
| SVOO      | She gave me a gift.           |
| SVOA      | They sent a letter yesterday. |
| SVOC      | They elected him president.   |
|           |                               |

#### ! COMMON ERRORS TO AVOID

- X Omitting the subject: Is raining  $\rightarrow \checkmark$  It is raining
- X Double subjects: My mother she is nice  $\rightarrow \checkmark$  My mother is nice
- X Confusing object and complement: She is a beautiful  $\rightarrow \checkmark$  She is beautiful / She is a beautiful woman



#### 2.2 THE ENGLISH ARTICLES: "A", "AN", "THE"

#### **Objective:**

To understand the use of **definite** and **indefinite articles** in English, recognize when to use "a", "an", or "the", and know when no article is required.

#### <sup>A</sup>B WHAT ARE ARTICLES?

Articles are small words placed **before a noun** to indicate whether it refers to something **specific or general**.

English has two types of articles:

- Indefinite articles: a / an → general or non-specific items
- Definite article: the → specific or previously known items

#### ☑ 1. INDEFINITE ARTICLES: "A" AND "AN"

Use "a" before words that **begin with a consonant sound**:  $\rightarrow$  a cat, a house, a university (you-ni-ver-si-ty = consonant sound /ju/) Use "an" before words that **begin with a vowel sound**:

 $\rightarrow$  an apple, an idea, an hour (h is silent = /avə/)

 $\checkmark$  **Important:** It's the **sound**, not the spelling, that matters.

| Article | Word       | Pronunciation    | Correct?     |
|---------|------------|------------------|--------------|
| а       | orange     | /ˈɒrɪndʒ/        | ×            |
| an      | orange     | /ˈɒrɪndʒ/        | $\checkmark$ |
| а       | university | /ˌjuːnɪˈvɜːsɪti/ | $\checkmark$ |
| an      | hour       | /aʊə/            | $\checkmark$ |

#### 2. DEFINITE ARTICLE: "THE"

Use "the" when referring to something specific or already known to the speaker and listener.

#### USE "THE" WHEN: The noun is already mentioned → I saw a dog. The dog was barking. There is only one of its kind → the sun, the Earth Both speaker and listener know what is meant → Close the door. With superlatives and ordinals → the best student, the first time With unique locations and geographical terms → the Amazon, the Eiffel Tower, the United States



✓ Pronunciation:

- /ðə/ before consonant sounds → the car
- $/\delta i$  before vowel sounds  $\rightarrow$  the apple

#### Ø 3. ZERO ARTICLE (NO ARTICLE)

Don't use articles before:

- Uncountable nouns when speaking in general
   → Water is essential.
- Plural countable nouns in general statements
   → Cats are independent animals.
- Languages, countries, meals, days, months → I speak English. / We eat lunch at noon.

 $\triangle$  But: I had *a coffee* yesterday.  $\rightarrow$  specific item of an uncountable noun

#### **!** COMMON MISTAKES

| Incorrect              | Correct                  | Why?                            |  |  |  |
|------------------------|--------------------------|---------------------------------|--|--|--|
| The water is important | . Water is important.    | General statement – no article  |  |  |  |
| She is a best student. | She is the best student. | . Superlative requires "the"    |  |  |  |
| An university is big.  | A university is big.     | /ju/ = consonant sound          |  |  |  |
| He went to the work.   | He went to work.         | No article for routine activity |  |  |  |

#### 2.3 COUNTABLE AND UNCOUNTABLE NOUNS

#### **Objective:**

To distinguish between countable and uncountable nouns in English, learn how to use them correctly with articles, quantifiers, and verbs.

#### 🕦 WHAT ARE COUNTABLE AND UNCOUNTABLE NOUNS?

In English, nouns are classified into two categories depending on whether they can be **counted as individual units**.

#### ☑ 1. COUNTABLE NOUNS

These are things you can count: one, two, three...

They can be singular or plural and used with a/an in the singular form.

Singular Plural

a book books

an apple apples

one chair two chairs

Quantifiers used:



many

a few

several

a number of

✓ Examples:

I have *two pens* and *a notebook*.

There are *many chairs* in the room.

#### 2. UNCOUNTABLE NOUNS

These are **things that cannot be counted individually**, often substances, abstract ideas, or categories of mass.

They do not take plural forms or "a/an".

Examples

water, milk, sugar information, advice, knowledge money, furniture, traffic Quantifiers used:

much a little a bit of some a piece of (for units) ☆ Examples: Do you have *any sugar*? She gave me *some advice*.

I need *a piece of paper*. (not a paper)

#### IMPORTANT NOTES

Some nouns are uncountable in English, but countable in Spanish:information  $\rightarrow$  uncountable in English  $\rightarrow X$  an informationadvice, furniture, homework, luggage = always uncountableSome nouns can be both countable and uncountable, with a change in meaning:WordCountable ExampleUncountable Examplecoffee Two coffees, please. (cups)I love coffee. (the substance)hairI found a hair in my soup.He has curly hair.paper I bought three papers. (newspapers) I need paper to print.

#### GRAMMAR RULES

Countable Nouns Uncountable Nouns

Can be singular/plural Only singular form (no -s)



Countable NounsUncountable NounsUse a/an, many, fewUse some, much, littleCan say how manyCan say how much

X COMMON ERRORS BY SPANISH SPEAKERS

Incorrect Correct An information was missing. Some information was missing. She gave me a good advice. She gave me good advice. I have many homework. I have a lot of homework.

#### 2.4 SINGULAR AND PLURAL FORMS

#### **Objective:**

To understand the rules for forming plural nouns in English, recognize irregular forms, and apply correct subject-verb agreement with singular and plural nouns.

#### BASIC RULE: ADD -S

For most countable nouns, the plural is formed by adding -s to the singular form.

| Singular Plural |
|-----------------|
|-----------------|

book books car cars apple apples

#### SPELLING RULES FOR PLURAL NOUNS

| 1. NOU | NS E | INDING | IN -: | S, -SH, | -CH, | -X, -Z | $\rightarrow$ ADD | -ES |
|--------|------|--------|-------|---------|------|--------|-------------------|-----|
|--------|------|--------|-------|---------|------|--------|-------------------|-----|

#### Singular Plural

bus buses

watch watches

box boxes

2. NOUNS ENDING IN CONSONANT + -Y  $\rightarrow$  CHANGE -Y TO -IES

#### Singular Plural

baby babies

city cities

But if the noun ends in **vowel + -y**, just add **-s**:



#### Singular Plural

boy boys key keys

#### 3. Nouns ending in -F or -Fe $\rightarrow$ change to -Ves

#### Singular Plural

leaf leaves

knife knives

 $\triangle$  Some exceptions: roof  $\rightarrow$  roofs, belief  $\rightarrow$  beliefs

#### S IRREGULAR PLURAL NOUNS

Some nouns do not follow regular rules and must be memorized:

| Singular Plural |          |  |
|-----------------|----------|--|
| man             | men      |  |
| woman           | women    |  |
| child           | children |  |
| foot            | feet     |  |
| tooth           | teeth    |  |
| mouse           | mice     |  |
| person          | people   |  |
|                 |          |  |

#### **UNCHANGING PLURALS**

Some nouns have the same singular and plural form:

| Word  | Singular Example           | Plural Example             |
|-------|----------------------------|----------------------------|
| sheep | One sheep is in the field. | Five sheep are grazing.    |
| fish  | l caught a fish.           | We caught three fish.      |
| deer  | A deer ran away.           | Several deer were spotted. |

#### NOUNS ONLY USED IN PLURAL FORM

Some nouns are **always plural** and take plural verbs: clothes scissors trousers glasses headphones

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Example: These trousers are too tight.

| ⚠ COMMON ERRORS TO AVOID |             |                  |  |
|--------------------------|-------------|------------------|--|
| Incorrect                | Correct     | Explanation      |  |
| Childs                   | Children    | Irregular plural |  |
| Sheeps                   | Sheep       | No -s needed     |  |
| Informations             | Information | Uncountable noun |  |

This books is interesting These books are interesting Agreement: plural subject/plural verb

#### ✓ SUBJECT-VERB AGREEMENT REMINDER

- Singular noun → takes singular verb
   → The book is on the table.
- Plural noun → takes plural verb
   → The books are on the shelf.

#### 2.5 ADJECTIVES AND WORD ORDER

#### **Objective:**

To understand how to use adjectives correctly in English, including their position in a sentence, order when multiple adjectives are used, and agreement rules.

#### **WHAT IS AN ADJECTIVE?**

An **adjective** is a word that **describes or modifies a noun**. It gives information about **appearance**, **size**, **color**, **origin**, **emotion**, and more.

Examples:

a *red* apple

an **expensive** car

a **tall**, **intelligent** man

#### ▶ POSITION OF ADJECTIVES

#### 

Most adjectives go **before the noun** they describe.

a **new** phone

the **blue** sky

#### 

Adjectives can also come after verbs like "be", "seem", "feel", "become".

She **is tired**.

The cake *smells delicious*.



They *are happy*.

#### **2** ADJECTIVE ORDER (WHEN USING MORE THAN ONE)

When using two or more adjectives before a noun, they follow a specific order in English.

#### Opinion – Size – Age – Shape – Color – Origin – Material – Purpose + noun

| Example: | a **beautiful** (opinion)

- $| \rightarrow |$  a beautiful small (size)
- $| \rightarrow |$  a beautiful small old (age)
- $| \rightarrow |$  a beautiful small old round wooden French writing desk

✓ Natural version: a beautiful small round wooden French desk

Memorize this order using the acronym: OSASCOMP

#### **!** NO AGREEMENT IN GENDER OR NUMBER

Unlike Spanish, English adjectives:
Do not change for plural nouns
Do not agree in gender
Examples:
A *nice* boy / Two *nice* girls
Un *niño simpático* → a *nice* boy
Una *niña simpática* → a *nice* girl

#### ⊘ COMMON MISTAKES

| Incorrect                | Correct                  | Why?                               |
|--------------------------|--------------------------|------------------------------------|
| The house white          | The white house          | Adjective goes before noun         |
| She is a girl very smart | She is a very smart girl | Word order                         |
| Two reds cars            | Two red cars             | Adjective doesn't take plural form |
| A dress beautiful blue   | A beautiful blue dress   | Order: opinion before color        |

#### ☑ BONUS TIP: ADJECTIVE + PREPOSITION COMBINATIONS

Many adjectives are followed by specific prepositions:

| Adjective  | Preposition | Example                    |
|------------|-------------|----------------------------|
| afraid     | of          | She's afraid of spiders.   |
| good       | at          | He's good at math.         |
| interested | in          | I'm interested in history. |
| tired      | Of          | They're tired of waiting.  |



#### 2.6 AFFIRMATIVE AND NEGATIVE SENTENCES

#### **Objective:**

To learn how to construct affirmative (positive) and negative sentences in English using correct word order and auxiliary verbs.

#### ✓ AFFIRMATIVE SENTENCES

An **affirmative sentence** states something true or factual. It follows a basic structure depending on the type of verb used.

#### ♦ 1. WITH THE VERB "TO BE"

Structure Subject + "to be" + complement

Example She *is* a teacher.

They *are* happy.

"To be" changes according to the subject:

I am, You/We/They are, He/She/It is

#### 

#### Structure Subject + base verb (+ s/es in 3rd person)

Example | *like* coffee. / He *likes* tea.

In the third person singular (he, she, it): Add -s to regular verbs  $\rightarrow$  runs, eats, speaks

#### ➤ NEGATIVE SENTENCES

To **negate** a sentence in English, we use **auxiliary verbs**: "to be"  $\rightarrow$  use **not** Other verbs  $\rightarrow$  use **do/does + not** in present simple

#### ♦ 1. WITH THE VERB "TO BE"

Structure Subject + "to be" + not + complement

Example He *is not* tired. / We *aren't* ready.

Contractions are common:

- is not  $\rightarrow$  isn't
- are not  $\rightarrow$  aren't
- **am not** has no contraction form (I'm not)

#### 

Structure Subject + do/does + not + base verb

Example I *do not* like fish. / She *does not* eat meat.



Contractions:

- do not  $\rightarrow$  don't
- does not  $\rightarrow$  doesn't

! Use the **base verb** after "do/does", not the -s form:

• **√** He doesn't like (not likes)

#### **QUICK COMPARISON**

| Affirmative        | Negative                        |
|--------------------|---------------------------------|
| I work every day.  | I <b>don't</b> work on Sundays. |
| She eats fruit.    | She <b>doesn't</b> eat meat.    |
| They are students. | They <b>aren't</b> teachers.    |

#### **!** COMMON ERRORS BY SPANISH SPEAKERS

| Incorrect             | Correct                            | Why?                                    |
|-----------------------|------------------------------------|---|
| She don't like coffee | . She doesn't like coffee.         | Wrong auxiliary for 3rd person          |
| He not is ready.      | He is not ready. / He isn't ready. | Word order with "to be"                 |
| l am not agree.       | I don't agree.                     | "Agree" is not an adjective, needs "do" |

#### 2.7 BASIC QUESTION FORMATION (YES/NO QUESTIONS)

#### **Objective:**

To learn how to form **yes/no questions** correctly using auxiliary verbs and proper word order in both the verb "to be" and other verbs in the present simple.

#### ? WHAT ARE YES/NO QUESTIONS?

Yes/No questions are questions that can be answered with a simple "yes" or "no".

Examples:

Do you like coffee?  $\rightarrow$  Yes, I do. / No, I don't.

Is she at home?  $\rightarrow$  Yes, she is. / No, she isn't.

They follow inverted word order: the auxiliary verb comes before the subject.

#### ♣ 1. WITH THE VERB "TO BE"

Structure To be + subject + complement

Example Are you tired?

Is he your brother?

Am I late?



Short answers:

Yes, I am. / No, I'm not. Yes, she is. / No, she isn't.

# ♦ 2. WITH OTHER VERBS (PRESENT SIMPLE)

Use do/does as auxiliary verbs:

Structure Do/Does + subject + base verb

- Example Do you speak English?
  - Does he work here?

! Use "does" with he, she, it and remove the -s from the main verb.

Short answers:

Yes, I do. / No, I don't. Yes, he does. / No, he doesn't.

# **QUICK REVIEW TABLE**

| Statement          | Yes/No Question       |
|--------------------|-----------------------|
| You are a student. | Are you a student?    |
| She is tired.      | Is she tired?         |
| You speak English. | Do you speak English? |
| He works here.     | Does he work here?    |
| They play tennis.  | Do they play tennis?  |

## NEGATIVE QUESTION VARIANTS

Yes/no questions can also be made negative, usually for confirmation or surprise.

Examples:

Aren't you coming?

Doesn't she like it?

# **!** COMMON MISTAKES

| Incorrect            | Correct             | Why?                            |
|----------------------|---------------------|---------------------------------|
| You are student?     | Are you a student?  | Auxiliary before subject        |
| She do work here?    | Does she work here? | Wrong auxiliary + base verb     |
| He does likes pizza? | Does he like pizza? | No -s in main verb after "does" |
| Is tired she?        | Is she tired?       | Incorrect word order            |



# 2.8 SUBJECT PRONOUNS AND OBJECT PRONOUNS

### **Objective:**

To recognize and correctly use subject and object pronouns in English sentences, understanding their roles and avoiding common mistakes.

#### ♦ WHAT ARE PRONOUNS?

**Pronouns** are words that **replace nouns** to avoid repetition.

Instead of: Maria is a teacher. Maria lives in Madrid. Say: Maria is a teacher. *She* lives in Madrid.

## **SUBJECT PRONOUNS**

Subject pronouns act as the **subject of a verb** (who or what does the action).

| Person  | Subject Pronoun | Example             |
|---|-----------------|---------------------|
| 1st sg  | I               | I am ready.         |
| 2nd sg  | You             | You speak English.  |
| 3rd sg  | He / She / It   | He likes pizza.     |
| 1st pl  | We              | We are students.    |
| 2nd pl  | You             | You are friends.    |
| 3rd pl  | They            | They play football. |
| $\checkmark$ It is used for:                  |                 |                     |
| Things: It is a car.                          |                 |                     |
| Animals (when gender is unknown): It's a cat. |                 |                     |
| Weather/time: It's raining.                   |                 |                     |

# C OBJECT PRONOUNS

Object pronouns are used as the object of a verb or preposition (who/what receives the action).

| Person | Object Pronoun | Example                   |
|--------|----------------|---------------------------|
| 1st sg | me             | She called me.            |
| 2nd sg | you            | l saw you.                |
| 3rd sg | him / her / it | We met him. / I love her. |
| 1st pl | us             | He helped us.             |
| 2nd pl | you            | We invited you.           |
| 3rd pl | them           | She knows them.           |

## 🕏 SUBJECT VS. OBJECT: QUICK COMPARISON



| Sentence                   | Subject Pronoun | Object Pronoun |
|----------------------------|-----------------|----------------|
| I see her every day.       | I               | her            |
| She gave me a gift.        | She             | me             |
| They called us last night. | They            | us             |
| Do you know him?           | You             | him            |

# POSITION IN SENTENCE

Subject pronouns go before the verb: He works here.

Object pronouns go after the verb or after prepositions: I saw her, He spoke to me

# **!** COMMON ERRORS BY SPANISH SPEAKERS

| Incorrect             | Correct                       | Why?                           |
|-----------------------|-------------------------------|--------------------------------|
| Me like pizza.        | I like pizza.                 | "Me" is not a subject          |
| She told I the truth. | She told <i>me</i> the truth. | "I" is subject, "me" is object |
| They invited we.      | They invited <b>us</b> .      | Use object form after the verb |

 $\triangle$  In Spanish, me, te, lo, la, nos... don't match English exactly  $\rightarrow$  careful with translations.

# 2.9 UNIT 2 REVIEW

## **Objective:**

To review the core grammar concepts from Unit 2 and test understanding through practical exercises focused on sentence structure, articles, noun types, and word classes.

## **UNIT 2 SUMMARY**

Let's review what you've learned in this unit:

## **2.1 SENTENCE ELEMENTS**

Every English sentence requires at least a **subject** and a **verb**.

Additional elements: object, complement, adverbial.

# a 2.2 ARTICLES

• **a / an** = general (indefinite)

# the = specific (definite)

No article with plural/uncountable nouns when general.

3 2.3 COUNTABLE AND UNCOUNTABLE NOUNS

Countable = books, apples, chairs

Uncountable = water, information, advice

2.4 SINGULAR AND PLURAL FORMS Regular: +s / +es



Irregular: man  $\rightarrow$  men, child  $\rightarrow$  children

Some nouns stay the same: sheep, fish

→ □ 2.5 ADJECTIVES AND WORD ORDER

Adjectives come before the noun or after linking verbs.

Order: Opinion - Size - Age - Shape - Color - Origin - Material - Purpose.

# ✓ 2.6 AFFIRMATIVE/NEGATIVE SENTENCES

• Use "to be" + not or do/does + not + verb for negatives.

## ? 2.7 YES/NO QUESTIONS

Inversion: **to be / do / does** + subject + verb Use correct auxiliaries and verb forms.

• 2.8 SUBJECT/OBJECT PRONOUNS Subject: I, you, he, she, it, we, they Object: me, you, him, her, it, us, them

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# UNIT 3 (LEVEL A1): GREETINGS, INTRODUCTIONS, AND POLITENESS

English is not just about words and grammar—it's about people. In this unit, we focus on some of the most common and socially important language functions: saying hello, introducing yourself, and interacting politely. You'll learn how to greet others in both formal and informal situations, introduce yourself and others, and take leave in a polite and natural way.

We'll also explore polite expressions, cultural norms of politeness, and the appropriate use of titles like Mr., Ms., or Dr. You'll practice responding to common questions such as "Where are you from?" or "How are you?", and understand the social conventions behind them. Whether you're meeting someone for the first time or saying goodbye after a meeting, this unit will help you make a positive impression and communicate with ease in everyday situations.

## 3.1 FORMAL AND INFORMAL GREETINGS

## **Objective:**

To recognize and appropriately use formal and informal greetings in different contexts, both spoken and written.

#### ♥ WHAT IS A GREETING?

A greeting is a polite expression used when you meet someone. The form of the greeting depends on: The relationship (friend, colleague, stranger) The setting (professional, casual, social)

The time of day

#### 

Used in **professional settings**, with **strangers**, or when showing **respect** (e.g., to elders, clients, or superiors).

#### COMMON FORMAL GREETINGS:

| Greeting                    | Use Case                               |
|-----------------------------|--|
| Good morning                | Before 12 p.m.                         |
| Good afternoon              | From 12 p.m. to 6 p.m.                 |
| Good evening                | After 6 p.m. (not "good night")        |
| How do you do?              | Very formal, often first-time meetings |
| It's a pleasure to meet you | Business or ceremonial contexts        |

 $\checkmark$  Example:

Good morning, Mr. Thompson. It's a pleasure to meet you.



## ✤ FORMAL RESPONSES:

Greeting Typical Response

Good morning Good morning

How do you do? How do you do

Nice to meet you Nice to meet you, too

 ${\ensuremath{\Delta}}$  Good night is **not** a greeting. It's a farewell used before going to sleep.

# ♦ 2. INFORMAL GREETINGS

Used with friends, family, colleagues, or in casual settings.

## ✤ COMMON INFORMAL GREETINGS:

| Greeting        | Use Case                      |
|-----------------|-------------------------------|
| Hi              | Neutral and informal          |
| Неу             | Very casual                   |
| Hello           | Neutral, slightly formal      |
| What's up?      | Slang/informal (U.S. English) |
| How's it going? | Casual, friendly              |

✓ Example:

# Hey, how's it going? Hi Anna! Good to see you again.

#### ✤ INFORMAL RESPONSES:

| Question        | Response                       |
|-----------------|--------------------------------|
| What's up?      | Not much / All good / Same old |
| How's it going? | Pretty good / Not bad / Great! |
| Hi / Hey        | Hi! / Hey! / Hello!            |

# **GREETING ETIQUETTE BY CONTEXT**

| Context        | Suggested Greeting                     |
|----------------|--|
| Job interview  | Good morning, nice to meet you         |
| New neighbor   | Hello, I'm [Name]. Nice to meet you.   |
| Close friend   | Hey! What's up?                        |
| Business email | Dear Mr./Ms. [Last Name], Good morning |

# **PRONUNCIATION TIP**



In **spoken English**, greetings often include **linking** and **reduction**: How are you?  $\rightarrow$  /'haʊə ju/ or /haʊərjə/ What's up?  $\rightarrow$  /wʌtsʌp/ Good morning  $\rightarrow$  /gʊd 'mɔ:nɪŋ/ (not /gu:d/)

## **!** COMMON MISTAKES

| Mistake                          | Correction                 |
|----------------------------------|----------------------------|
| Using "Good night" as a greeting | Use "Good evening" instead |
| Mixing formal/informal phrases   | Match tone with context    |

Translating directly (Buenos días = Good days) Say "Good morning" instead

# 3.2 INTRODUCING YOURSELF AND OTHERS

## **Objective:**

To confidently introduce yourself and other people in English, using appropriate expressions for both formal and informal contexts.

# ♠ INTRODUCING YOURSELF

When meeting someone for the first time, use a greeting followed by your name and sometimes extra personal information like where you're from or your profession.

## ♦ COMMON PHRASES:

| Level    | Example Phrases                    |
|----------|------------------------------------|
| Formal   | Hello, my name is                  |
|          | Nice to meet you.                  |
|          | I'm pleased to meet you.           |
| Informal | Hi, I'm [Name].                    |
|          | Hey, I'm [Name], nice to meet you. |
|          |                                    |

Very casual I'm [Name], what's your name?

✓ Example:

Hello, my name is Ana García. I'm from Madrid. Hi, I'm Alex. I work in tech.

# **PPP INTRODUCING OTHERS**

When introducing people to each other, it's important to say both names and offer some brief context.

✤ FORMAL SITUATIONS



#### Example

Mr. Smith, this is Dr. Johnson. Let me introduce you to our manager, Ms. Taylor. I'd like you to meet our new colleague.

✤ INFORMAL SITUATIONS

#### Example

This is my friend Laura.

Hey, meet my cousin Tom.

Guys, this is Maria—she's new here.

 $\checkmark$  Response from the person being introduced:

Nice to meet you. It's a pleasure. Hi, I've heard a lot about you!

## **USEFUL STRUCTURES**

| Structure  | Example                              |
|--|--------------------------------------|
| l'm [name]   | I'm Carlos.                          |
| I'm from [city/country]  | I'm from Buenos Aires.               |
| I work as a [job] / I'm a [job]                                      | I work as a lawyer. / I'm a teacher. |
| This is [name]   | This is my sister, Marta.            |
| Let me introduce you to [name] Let me introduce you to our director. |                                      |

## CULTURAL TIP

In English-speaking cultures, introductions often include:
A firm handshake (in formal situations)
A smile and eye contact
Sometimes small talk (weather, travel, job)

# **!** COMMON MISTAKES

| Mistake                    | Correction                   | Why?                              |
|----------------------------|------------------------------|-----------------------------------|
| I am called Juan.          | My name is Juan. / I'm Juan. | "I'm called " sounds awkward      |
| He is my friend the Pedro. | This is my friend Pedro.     | No article "the" before names     |
| Let me to introduce you    | Let me introduce you         | "Let me" is followed by base verb |



# **PRONUNCIATION TIPS**

My name is  $\rightarrow$  /mai 'neIm IZ/ Nice to meet you  $\rightarrow$  /naIs tə 'mi:t ju/ Let me introduce you  $\rightarrow$  /'let mi ,Intrə'dju:s ju/ Use **linking and reduced forms** to sound natural.

# 3.3 SAYING GOODBYE AND TAKING LEAVE

## **Objective:**

To learn appropriate expressions for saying goodbye in English in both formal and informal contexts, including common phrases for ending conversations politely.

## ♥ WHAT DOES IT MEAN TO "TAKE LEAVE"?

In English, "taking leave" refers to **ending a conversation or interaction** in a polite way. It's not just about saying "bye" — it can include:

Expressing gratitude

Making future arrangements

Wishing someone well

# ♦ 1. INFORMAL GOODBYE EXPRESSIONS

## Used among friends, family, and peers.

| Expression           | Use Case                      |
|----------------------|-------------------------------|
| Вуе                  | Very common and neutral       |
| See you (later/soon) | Short-term or casual plans    |
| Take care            | Polite and warm               |
| Catch you later      | Slang, casual                 |
| I've got to go       | Used to exit the conversation |
| Talk to you soon     | For ongoing contact           |

✓ Example:

Bye, talk to you tomorrow! I'll catch you later—gotta run!

# ✤ 2. FORMAL AND POLITE LEAVE-TAKING

Used in professional settings, with strangers, or in business communication.



#### Expression

## **Use Case**

| Goodbye  | Neutral formal farewell           |  |
|--|-----------------------------------|--|
| It was a pleasure meeting you                        | Polite for first meetings         |  |
| I look forward to seeing you                         | Polite, positive, forward-looking |  |
| Have a nice day/weekend/evening Common polite phrase |                                   |  |
| I'm afraid I have to go now                          | Very formal and soft              |  |
| I'll be in touch / We'll talk soon                   | For future follow-up              |  |

## **CULTURAL TIPS**

In English, brief goodbyes are typical; you don't need long farewells.Politeness is key, especially in formal contexts.Adding a smile, a handshake, or a friendly tone improves the impression.

# ! COMMON ERRORS BY SPANISH SPEAKERS

| Mistake   | Correction                     | Why?                               |
|---|--------------------------------|------------------------------------|
| Good night at the start of a meeting Use Good evening |                                | "Good night" = final farewell only |
| I see you later                                       | See you later                  | Drop the subject "I" in this case  |
| I'm going to go (as a goodbye)                        | l've got to go / l'd better go | o More natural, idiomatic English  |

## **PRONUNCIATION NOTES**

See you later  $\rightarrow$  /'si: jə 'leɪtə/ Take care  $\rightarrow$  /teɪk 'keə/ Gotta go  $\rightarrow$  /'gɒtə 'gəʊ/ (informal, contracted speech)

# EXAMPLE DIALOG

Emily: Well, I should probably get going—it's getting late.
Daniel: Yeah, same here. It was really great catching up with you.
Emily: Likewise! Let's grab coffee next week if you're free.
Daniel: Absolutely. I'll message you tomorrow to set a day.
Emily: Perfect. Take care and have a great evening!
Daniel: You too! Bye!

# 3.4 COMMON POLITE EXPRESSIONS

# Objective:

To learn and use everyday polite expressions that help maintain courteous and respectful communication in English, both in social and professional settings.

# WHY USE POLITE EXPRESSIONS?

Politeness is a fundamental part of English-speaking cultures. It helps:



Show respect and consideration

Soften requests and refusals

Maintain positive social and professional relationships

Using polite expressions correctly improves your tone, avoids sounding rude, and makes you more effective in conversation.

# BASIC POLITE EXPRESSIONS

| Situation            | Expression                                      |
|----------------------|---|
| Requesting something | Could you please? / Would you mind?             |
| Thanking someone     | Thank you. / Thanks a lot. / Much appreciated.  |
| Responding to thanks | You're welcome. / No problem. / My pleasure.    |
| Apologizing          | I'm sorry. / I apologize. / Excuse me.          |
| Interrupting         | Sorry to interrupt, but / May I ask?            |
| Asking again         | Could you repeat that, please? / Pardon?        |
| Offering help        | Can I help you? / Would you like some help?     |
| Ending politely      | It was nice talking to you. / Have a great day. |

## SOFTENING LANGUAGE

Instead of giving direct commands or refusals, English speakers often use **modal verbs**, **indirect forms**, and **softening phrases**.

| Direct              | Polite/Softened Version               |
|---------------------|---------------------------------------|
| Close the door.     | Could you close the door, please?     |
| I don't understand. | I'm not quite sure I understand.      |
| That's wrong.       | I think there might be a mistake.     |
| No.                 | I'm afraid I can't. / I'd rather not. |

## **CULTURAL INSIGHT**

Politeness in English often uses indirectness: saying things less directly to avoid offense.

"Please", "thank you", and "sorry" are used more frequently than in Spanish. Overuse is rarely a problem; underuse can seem rude or cold.

# **!** COMMON ERRORS BY SPANISH SPEAKERS

| Mistake          | Correction                                    | Why?                            |
|------------------|---|---------------------------------|
| Give me the pen. | Could you give me the pen, please? Too direct |                                 |
| Repeat again!    | Could you repeat that, please?                | Polite form + correct structure |



#### Mistake

Correction

Why?

Sorry, what? (too abrupt) Sorry, could you say that again? Softer, more natural

# **PRONUNCIATION NOTES**

Could you...  $\rightarrow$  /kvdʒə/ (often contracted in speech) Would you mind...  $\rightarrow$  /wvdʒə 'maɪnd/ Excuse me  $\rightarrow$  /Ik'skju:z mi/ or /Ik'skju:z mə/

# EXAMPLE DIALOG

Receptionist: Good morning! How can I help you today? Client: Good morning. I'm here for a meeting with Mr. Richards. Would you mind letting him know I've arrived? Receptionist: Of course. Could you please take a seat while I notify him? Client: Certainly. Thank you very much.

Receptionist: You're welcome. He'll be with you shortly.

## 3.5 USING TITLES AND FORMS OF ADDRESS

## **Objective:**

To understand how to use names, titles, and forms of address appropriately in English depending on the level of formality, cultural context, and relationship between speakers.

# ♥ WHAT ARE FORMS OF ADDRESS?

Forms of address refer to how you speak to or refer to someone in direct communication. This includes:

- Titles (Mr., Ms., Dr., etc.)
- First names
- Last names

## Honorifics or professional roles

Choosing the right form is important for showing respect, formality, and social awareness.

# ♦ COMMON ENGLISH TITLES

| Title   | Use Case  |  |
|---|---|--|
| Mr.   | Adult men (neutral or formal) $ ightarrow$ Mr. Smith  |  |
| Ms.   | Adult women (neutral; marital status unknown)         |  |
| Mrs.  | Married women (traditional) $ ightarrow$ Mrs. Johnson |  |
| Miss  | Unmarried young women (less common today)             |  |
| Dr.   | Doctors (medical or academic)                         |  |
| Prof.   | University professors                                 |  |
| Sir / Ma'am Very formal / respectful → Yes, sir |   |  |



𝒞 Use a **title + last name** in formal situations unless told otherwise.

## FIRST NAME VS. LAST NAME

| Situation                         | Preferred Address         |
|-----------------------------------|---------------------------|
| Formal (first contact, workplace) | Mr./Ms. + Last Name       |
| Informal (friends, colleagues)    | First Name                |
| Very casual or social             | Nickname (if appropriate) |

✓ Hello, Mr. Peterson. It's a pleasure to meet you.✓ Hi John, how are you?

 $\triangle$  Do **not** use someone's **first name** in a professional setting unless they invite you to do so.

#### **PRECIAL NOTES**

In emails:

Dear Mr. Brown  $\rightarrow$  formal

 $\text{Hi Sarah} \rightarrow \text{informal}$ 

Use **Ms.** if you don't know a woman's marital status — it's the safest and most respectful default. In some cultures (e.g., the US), switching to first names happens quickly. In others (e.g., UK, India), **more formality is maintained**.

## **!** COMMON MISTAKES

| Mistake  | Correction                        | Why?                                  |
|--|-----------------------------------|---------------------------------------|
| Hello Miss Laura   | Hello Ms. Martínez or Hello Laura | Avoid using "Miss" with first name    |
| Good morning teacher! Good morning, Mr./Ms. [Last Name] Use proper title in formal setting |                                   |                                       |
| Doctor John (unless invited  | ) Dr. Smith                       | Use last name with professional title |

# **PRONUNCIATION NOTES**

$$\begin{split} & \text{Mr.} \rightarrow /\text{'mIstər}/\\ & \text{Ms.} \rightarrow /\text{mIZ}/\\ & \text{Mrs.} \rightarrow /\text{'mISIZ}/\\ & \text{Dr.} \rightarrow /\text{'doktər}/ (\text{BrE}) /\text{'da:ktər}/ (\text{AmE}) \end{split}$$

# EXAMPLE DIALOG

Receptionist: Good afternoon. Welcome to Lincoln Consulting.
Visitor: Good afternoon. I'm here to meet Dr. Grant.
Receptionist: Of course. May I ask your name, please?
Visitor: Certainly. I'm Mr. Ortega, from Zenith International.
Receptionist: Thank you, Mr. Ortega. Please have a seat while I let Dr. Grant know you've arrived.
Visitor: I appreciate it.



# 3.6 ASKING AND ANSWERING BASIC QUESTIONS (NAME, AGE, NATIONALITY)

#### **Objective:**

To be able to ask and answer simple personal questions related to **identity**, **age**, and **origin**, using correct grammar and polite forms.

# **?** ASKING FOR BASIC INFORMATION

These are among the **first questions** exchanged when meeting someone new. The goal is to gather **personal but non-intrusive** information in a polite and friendly way.

#### ♦ 1. ASKING AND SAYING NAMES

| Answer Example |
|----------------|
|                |

What's your name? My name is Laura. / I'm Laura.

How do you spell your name? It's L-A-U-R-A.

In formal contexts:

 $\rightarrow$  May I have your name, please?

→ Could you tell me your full name?

## ♦ 2. ASKING AND SAYING AGE

## Question Answer Example

How old are you? I'm 25 years old. / I'm 25.

• Formal alternatives are uncommon; this question can feel **too direct** in some cultures. Use only when appropriate.

✓ Optional phrase: If you don't mind me asking...

## ♦ 3. ASKING AND SAYING NATIONALITY

| Question | Answer Example |
|----------|----------------|
|----------|----------------|

Where are you from? I'm from Mexico.

What's your nationality? I'm Spanish.

What country are you from? I'm from Colombia.

"Where are you from?" is more common and conversational.

"What's your nationality?" is more **formal** or used in official documents.

## **SENTENCE STRUCTURE RECAP**

Function Structure

Asking Wh-word + auxiliary + subject + verb

Answering Subject + verb + complement



What's your name?  $\rightarrow$  My name is John. Where are you from?  $\rightarrow$  I'm from Brazil. How old are you?  $\rightarrow$  I'm 28.

# **!** COMMON ERRORS BY SPANISH SPEAKERS

| Mistake            | Correction   | Why?                         |
|--------------------|--|------------------------------|
| Which is your name | ? What's your name?                                    | "Which" = limited options    |
| I have 30 years    | l'm 30 years old                                       | Use verb "to be", not "have" |
| I am of Spain      | I'm from Spain / I'm Spanish Literal translation error |                              |

# **PRONUNCIATION NOTES**

What's your name? → /wpts jp: 'neIm/
Where are you from? → /'weə rə ju frpm/
How old are you? → /haʊ 'əʊld ə ju/
Note: "are you" often contracts to /ə ju/ in natural speech.

# EXAMPLE DIALOG

Isabella: Hi there! I'm Isabella. What's your name? Alex: I'm Alex. Nice to meet you! Isabella: Nice to meet you too. Where are you from, Alex? Alex: I'm from Canada, but I've been living in Spain for three years. And you? Isabella: I'm Spanish, from Valencia. By the way, how old are you? Alex: I'm 27. And you? Isabella: I'm 29. So we're pretty close in age!

# 3.7 USING "NICE TO MEET YOU", "HOW ARE YOU?" AND VARIANTS

## **Objective:**

To understand and use common social phrases such as "Nice to meet you" and "How are you?" appropriately in greetings and introductions, including variations for different levels of formality.

■ 1. "NICE TO MEET YOU" – WHEN AND HOW TO USE IT

This phrase is used when meeting someone **for the first time**. It expresses a **positive attitude** and helps make a polite first impression.

#### Situation

# **Typical Use**

First-time meeting Nice to meet you. / It's a pleasure to meet you.

In reply Nice to meet you too. / Likewise.

 $\checkmark$  Examples:

## Hi, I'm Olivia.



Nice to meet you, Olivia. I'm Marcus. Nice to meet you too.

▲ Don't use this phrase if you've **already met** the person before. Use **"Nice to see you again"** instead.

## **2 VARIANTS AND FORMAL ALTERNATIVES**

| Neutral/Formal               | Very Informal      |
|------------------------------|--------------------|
| It's a pleasure to meet you. | Good to meet you.  |
| Pleased to meet you.         | Great to meet you. |

Nice meeting you. (at the end) Nice seeing you. (informal close)

# 2. "HOW ARE YOU?" – POLITE SMALL TALK

A very common **follow-up greeting** in both formal and informal English.

| Question  | Common Responses                         |  |
|---|--|--|
| How are you?                                    | I'm fine, thanks. / I'm good. / Not bad. |  |
| How's it going?                                 | Pretty good. / Great. / Same as always.  |  |
| How are you doing? Doing well thanks / I'm okay |  |  |

How are you doing? Doing well, thanks. / I'm okay.

☆ It's often **a social routine**, not always a literal inquiry. It's polite to **ask back**: → How are you? → I'm good, thanks. And you?

# CFOLLOW-UP QUESTIONS

After exchanging greetings, you can ask: How was your weekend? How's your day going? What have you been up to?

These encourage conversation beyond hello, especially in friendly or workplace settings.

# **!** COMMON MISTAKES

| Mistake                            | Correction                                   | Why?                            |
|------------------------------------|--|---------------------------------|
| Nice to meet you again!            | Nice to see you again!                       | "Meet" = first time only        |
| How are you? Good. (no<br>subject) | l'm good.                                    | Complete structure<br>preferred |
| How do you do? (as a reply)        | How do you do. (Not a question in this case) | Formal greeting exchange        |



## **CULTURAL NOTE**

In English, greetings like How are you? are often ritualized.

Even if you're not "great", it's normal to answer with something **positive or neutral** in public settings. Save personal honesty for close friends.

## **PRONUNCIATION TIPS**

Nice to meet you  $\rightarrow$  /nais tə 'mi:tʃu/ How are you?  $\rightarrow$  /'haʊ ər ju/  $\rightarrow$  /'haʊə ju/ I'm good, thanks. And you?  $\rightarrow$  /aim gʊd  $\theta$ æŋks ən ju/

# EXAMPLE DIALOG

Claire: Good afternoon! I'm Claire Bennett. Daniel: Hello Claire, I'm Daniel Morgan. Nice to meet you. Claire: Nice to meet you too, Daniel. How are you? Daniel: I'm doing well, thanks. And you? Claire: I'm fine, thank you. It's a pleasure to be here. Daniel: Likewise. I hope we'll have time to talk more during the break.

# 3.8 CULTURAL DIFFERENCES IN POLITENESS

#### **Objective:**

To recognize and understand how politeness norms in English may differ from those in Spanish-speaking cultures, and how to adapt your communication style to avoid misunderstandings.

## **WHY CULTURAL POLITENESS MATTERS**

What is considered **polite or impolite** varies between cultures. In English-speaking societies, **indirectness**, **softened language**, and **ritual expressions** often signal respect and social competence.

Understanding these differences helps:

Avoid sounding too blunt or too formal

Build better cross-cultural relationships

Interpret the real meaning behind phrases

## **KEY DIFFERENCES IN POLITENESS NORMS**

## ♦ 1. DIRECTNESS VS. INDIRECTNESS

#### Spanish Norm

## **English Equivalent**

¿Qué quieres? (direct) Would you like something to drink? (indirect)

| Dame eso.   | Could you | pass me that, please? |
|-------------|-----------|-----------------------|
| Buille Cool | could you | pass me may prease.   |

**No puedo.** I'm afraid I can't. / I'd rather not.

In English, directness may come across as **rude**, especially in formal situations.



# ♦ 2. USE OF "PLEASE", "THANK YOU", AND "SORRY"

English uses these markers of politeness more frequently:

Please is expected in almost any request, even with close friends.

Thank you is often used after routine exchanges:

 $\rightarrow$  Thanks after receiving change at a store.

Sorry is used not only for guilt, but also to express empathy, interrupt, or ask to repeat something.

#### ♦ 3. TONE AND FACIAL EXPRESSION

English relies heavily on tone of voice to express warmth or distance.

A **smile** is often used to soften direct speech.

Neutral tone + direct words = may sound cold or aggressive in English.

## ♦ 4. SMALL TALK AND PERSONAL SPACE

English speakers often use **small talk** to create comfort before getting to the point. Questions about **age, salary, family situation** may be perceived as **too personal** early in the relationship.

## **2 COMMON MISUNDERSTANDINGS FOR SPANISH SPEAKERS**

|        | Behavior                     | Misinterpretation in English        |
|--------|------------------------------|-------------------------------------|
| Being  | too direct                   | Seen as rude or demanding           |
| Not us | ing "please" or "thank you"  | Seen as disrespectful or unfriendly |
| Refusi | ng invitations too bluntly   | Could offend unintentionally        |
| Using  | 'Do you want?" with stranger | s Sounds too abrupt or pushy        |

✓ Better: Would you like...?, Do you feel like...?, Shall we...?

# ADAPTING TO ENGLISH POLITENESS

Use **softeners**: a bit, perhaps, I think, would you mind... Include **social niceties**: How are you?, Have a nice day Mirror the tone and formality of the other speaker Observe context and adjust level of indirectness

# EXAMPLE DIALOG

Lucía: Hello. I need to speak to your manager. Receptionist: Of course. May I ask what it's regarding? Lucía: It's about a billing issue. I'm really upset, and I want this fixed now. Receptionist: I understand your frustration, and I'll do my best to help. Would you mind waiting a few minutes while I contact him? Lucía: Sure, sorry—I didn't mean to be rude. I just wasn't expecting this problem. Receptionist: No problem at all. Thank you for your patience.



# 3.9 UNIT 3 REVIEW

### **Objective:**

To consolidate everything learned in Unit 3 through a comprehensive review and a practical example of natural conversation using greetings, introductions, and polite expressions.

#### **UNIT 3 SUMMARY**

#### **■** GREETINGS

- Formal: Good morning, Good evening, How do you do?
- Informal: Hi, Hey, What's up?

#### **INTRODUCTIONS**

My name is... / I'm...

Let me introduce you to ...

This is my friend/colleague...

#### SAYING GOODBYE

- Formal: It was a pleasure, Goodbye, Have a great day
- Informal: Bye, See you later, Take care
- •

# POLITE EXPRESSIONS

Could you..., Would you mind..., I'm afraid..., Thank you, Sorry

## TITLES AND FORMS OF ADDRESS

Mr., Ms., Dr., Prof. + Last Name in formal situations First name use only after permission or in informal settings

## **?** BASIC QUESTIONS

What's your name? / Where are you from? / How old are you?

## **b** SOCIAL PHRASES

Nice to meet you / How are you? / I'm good, thanks. And you?

## **©** CULTURAL AWARENESS

English prefers **indirectness**, **ritual politeness**, and **softening language** Overuse of "please", "thank you", and "sorry" is preferred to underuse

#### LISTENING AND SPEAKING

Use role-play and audio input to internalize tone, structure, and fluency



# EXAMPLE DIALOG

Marta: Good afternoon, I'm Marta López. It's a pleasure to meet you.
James: Good afternoon, Ms. López. I'm James Carter. Likewise.
Marta: Please, call me Marta. Where are you from, James?
James: I'm originally from Toronto, but I've been based in London for a few years. And you?
Marta: I'm from Seville, Spain. I just arrived yesterday for the conference.
James: Welcome! If you need anything or want to grab a coffee later, let me know.

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# UNIT 4 (LEVEL A1): VERB "TO BE" AND PERSONAL INFORMATION

The verb to be is one of the most used and essential verbs in English. It's the key to describing who you are, where you are, how you feel, and much more. In this unit, we'll focus entirely on understanding and using this verb correctly in all its forms: am, is, and are.

You'll learn how to make affirmative, negative, and interrogative sentences, how to use contractions and short answers, and how to combine to be with subject pronouns. We'll also cover how to talk about your nationality, occupation, emotions, and current conditions—all using simple yet powerful sentence patterns. Spanish speakers often make specific mistakes with this verb, so we'll highlight those challenges and give you tools to avoid them. This unit will give you the building blocks to talk about yourself and others with clarity and confidence.

# 4.1 FORMS OF THE VERB "TO BE" (AM, IS, ARE)

#### **Objective:**

To understand and correctly use the different forms of the verb **"to be"** in the present tense for all subject pronouns, as the foundation for basic English sentence construction.

# <sup>A</sup><sup>3</sup><sup>■</sup> WHAT IS THE VERB "TO BE"?

"To be" is one of the **most important and irregular verbs** in English. It is used to:

Identify people and things  $\rightarrow$  She is a teacher.

Describe states or conditions  $\rightarrow$  They are tired.

Talk about age, nationality, jobs, relationships, and location

# ♦ PRESENT FORMS OF "TO BE"

| Subject       | Verb Form | Example                |
|---------------|-----------|------------------------|
| I             | am        | I am 30 years old.     |
| You           | are       | You are my friend.     |
| He / She / It | is        | She is from Argentina. |
| We            | are       | We are ready.          |
| They          | are       | They are at school.    |

The verb changes completely depending on the subject.

#### SENTENCE STRUCTURE

| Туре          | Structure                              | Example            |
|---------------|--|--------------------|
| Affirmative   | Subject + am/is/are + complement       | He is a doctor.    |
| Negative      | Subject + am/is/are + not + complement | They are not busy. |
| Interrogative | e Am/Is/Are + subject + complement?    | Are you a student? |



# CONTRACTED FORMS (USED IN SPEECH AND INFORMAL WRITING)

| Full Form              | Contracted Form     |
|------------------------|---------------------|
| l am                   | ľm                  |
| You are                | You're              |
| He is / She is / It is | He's / She's / It's |
| We are                 | We're               |
| They are               | They're             |
|                        |                     |

# I'm happy. She's in class. We're late.

## **!** COMMON ERRORS BY SPANISH SPEAKERS

| Mistake   | Correction        | Why?                          |
|---|-------------------|-------------------------------|
| She are my sister.  | She is my sister. | Wrong verb form for "she"     |
| I am agree.   | l agree.          | "Agree" is not used with "am" |
| They is my friends. They are my friends. "They" takes "are" |                   |                               |

# **WHEN NOT TO USE "TO BE"**

Some expressions in Spanish use "ser/estar" but in English they don't:

Tengo hambre  $\rightarrow$  I'm hungry  $\checkmark$ 

Tengo frío  $\rightarrow$  I'm cold  $\ll$ 

Soy de España  $\rightarrow$  I'm from Spain  $\checkmark$ 

In English, these do use "to be", even though Spanish uses "tener".

# EXAMPLE DIALOG

Victor: Hi, I'm Victor, and this is my friend Sarah.
Host: Nice to meet you, Victor. Sarah, are you from around here?
Sarah: Yes, I am. I'm from the north of England.
Victor: I'm from Brazil originally, but now we're both living in London.
Host: That's great. Are you students?
Sarah: No, we're engineers. He's a software developer, and I'm in telecommunications.
Host: Impressive! Welcome to the team.

# 4.2 AFFIRMATIVE SENTENCES WITH "TO BE"

## **Objective:**

To form and use affirmative sentences with the verb "to be" in present tense correctly and fluently, across all subjects and common sentence patterns.



# ♦ AFFIRMATIVE SENTENCE STRUCTURE

# Subject + am / is / are + complement

| Subject             | Verb Form        | Example   |
|---------------------|------------------|---|
| I                   | am               | I am tired.   |
| You                 | are              | You are friendly.                                     |
| He / She / It       | is               | She is a nurse.                                       |
| We                  | are              | We are ready.   |
| They                | are              | They are on holiday.                                  |
| He / She / It<br>We | are<br>is<br>are | You are friendly.<br>She is a nurse.<br>We are ready. |

The verb agrees with the subject — it changes form based on who is being talked about.

#### **COMMON SENTENCE TYPES**

- 1. With adjectives (descriptions):  $\rightarrow$  He is tall. / They are kind.
- 2. With nouns (identities, professions):  $\rightarrow$  She is a teacher. / We are musicians.
- 3. With prepositional phrases (location):  $\rightarrow$  I am at home. / They are in the office.
- 4. With time or age expressions:  $\rightarrow$  It is 3 p.m. / She is 27 years old.

# CONTRACTED FORMS (SPOKEN AND INFORMAL)

## **Full Form Contracted Form**

| l am                | l'm     |  |
|---------------------|---------|--|
| You are             | You're  |  |
| He is               | He's    |  |
| She is              | She's   |  |
| lt is               | lt's    |  |
| We are              | We're   |  |
| They are            | They're |  |
| You're early today. |         |  |

We're from Mexico.

# ✤ USING "TO BE" IN DESCRIPTIONS



| Structure                   | Example                 |
|-----------------------------|-------------------------|
| Subject + to be + adjective | The coffee is hot.      |
| Subject + to be + noun      | My brother is a chef.   |
| Subject + to be + place     | They are in the kitchen |

These are among the **most common sentence types** in English and form the base of everyday communication.

## **!** COMMON ERRORS BY SPANISH SPEAKERS

| Mistake           | Correction         | Why?                              |
|-------------------|--------------------|-----------------------------------|
| She am happy.     | She is happy.      | Wrong form: "am" only with "I"    |
| We is from Chile. | We are from Chile. | "We" needs "are"                  |
| I am engineer.    | I am an engineer.  | Missing article before profession |

Professions and singular countable nouns always need **a/an**: He is a doctor. / She is an artist.

# **TIPS FOR MASTERY**

Repeat common phrases aloud using different subjects.

Practice switching between full and **contracted forms**.

Use real examples from your daily life:  $\rightarrow$  I'm a student. I'm 34. I'm from Cádiz. I'm in class now.

# EXAMPLE DIALOG

Emily: So, what's your job exactly?
David: I'm a logistics coordinator for an export company. It's challenging but interesting.
Emily: Sounds great. Are your colleagues friendly?
David: Yes, they're amazing. Everyone is supportive and helpful.
Emily: And your office—is it far from here?
David: Not really. It's about 20 minutes away. We're right next to the central station.

# 4.3 NEGATIVE AND INTERROGATIVE FORMS

# Objective:

To form negative and interrogative sentences using the verb "to be" in the present tense, for expressing denial, asking questions, and checking or clarifying information.



## ♦ NEGATIVE FORMS WITH "TO BE"

# Structure:

Subject + am/is/are + not + complement

| Subject   | Verb    | Example              |
|-----------|---------|----------------------|
| I         | am not  | I am not tired.      |
| You       | are not | You are not late.    |
| He/She/It | is not  | She is not at home.  |
| We        | are not | We are not students. |
| They      | are not | They are not ready.  |

! Use contractions in informal situations:

| Full Form | <b>Contracted Form</b>               |
|-----------|--------------------------------------|
| is not    | isn't                                |
| are not   | aren't                               |
| am not    | no contraction $\rightarrow$ I'm not |
|           |                                      |

# ♦ INTERROGATIVE FORMS WITH "TO BE"

# Structure: Am/Is/Are + subject + complement?

| Question          | Answer                            |
|-------------------|-----------------------------------|
| Are you Spanish?  | Yes, I am. / No, I'm not.         |
| Is she a lawyer?  | Yes, she is. / No, she isn't.     |
| Are they at home? | Yes, they are. / No, they aren't. |
| Am I late?        | Yes, you are. / No, you're not.   |

 $\ll$  The verb comes **before** the subject in questions — this is key to forming correct English questions.

# SHORT ANSWERS

When replying to yes/no questions, English prefers **short**, **clear answers** using only the auxiliary verb:

Question Positive Answer Negative Answer

Are you hungry? Yes, I am. No, I'm not.



## Question Positive Answer Negative Answer

Is it cold outside? Yes, it is. No, it isn't.

Are they doctors? Yes, they are. No, they aren't.

## **TYPICAL USES IN CONVERSATION**

- Clarifying identity or status:
   → Is this your first visit here?
- Verifying conditions:
   → Are you available tomorrow?
- Expressing disagreement:
   → I'm not interested. / She's not right.

## **!** COMMON MISTAKES

| Mistake             | Correction             | Why?                                     |
|---------------------|------------------------|--|
| She no is here.     | She is not here.       | Wrong word order and literal translation |
| Are you teacher?    | Are you a teacher?     | Missing article before noun              |
| He is not engineer. | He is not an engineer. | Use article "a/an" with professions      |
| You are student?    | Are you a student?     | Question must invert subject and verb    |

# EXAMPLE DIALOG

Nina: Are you from Portugal?

Mateo: No, I'm not. I'm from Argentina, but I live in Lisbon now.
Nina: Oh, I see. Is Portuguese your first language then?
Mateo: Actually, no—it's Spanish. But I'm learning Portuguese.
Nina: That's impressive. Are you here on vacation?
Mateo: Not really. I'm here for work, but I'm staying a few extra days to explore the city.

# 4.4 CONTRACTIONS AND SHORT ANSWERS

## **Objective:**

To understand how and when to use **contractions** and **short answers** with the verb "to be" in everyday communication, for clarity, fluency, and natural tone.

♦ WHAT ARE CONTRACTIONS?



**Contractions** are shortened forms of words, often used in **spoken English** and **informal writing**. They make sentences sound **more natural** and **less robotic**.

| Full Form      | Contracted Form | Example               |
|----------------|-----------------|-----------------------|
| l am           | l'm             | l'm ready.            |
| You are        | You're          | You're very kind.     |
| He is / She is | He's / She's    | She's a doctor.       |
| It is          | lt's            | It's cold today.      |
| We are         | We're           | We're on time.        |
| They are       | They're         | They're my neighbors. |

#### ✤ NEGATIVE CONTRACTIONS

| Full Form | <b>Contracted Form</b> | Example               |
|-----------|------------------------|-----------------------|
| is not    | isn't                  | He isn't here.        |
| are not   | aren't                 | They aren't students. |
| am not    | l'm not                | I'm not interested.   |

 $\ll$  Note: There's no contraction for am not like "amn't" in standard English. We say: I'm not, not amn't.

# ♦ WHEN TO USE FULL VS. CONTRACTED FORMS

ContextPreferred FormFormal writingFull form  $\rightarrow$  She is not...Informal speechContracted  $\rightarrow$  She isn't...Email to a friendContracted  $\rightarrow$  We're coming tonight.Business letterFull  $\rightarrow$  They are currently unavailable.

# SHORT ANSWERS WITH "TO BE"

Short answers are polite, clear, and avoid repeating the full sentence.

QuestionShort PositiveShort NegativeAre you ready?Yes, I am.No, I'm not.Is she your boss?Yes, she is.No, she isn't.Are they here?Yes, they are.No, they aren't.



### Question Short Positive Short Negative

Am I late? Yes, you are. No, you're not.

Always match the verb to the subject and use the correct form of "to be".

## **FLUENCY TIP**

Practice using contractions and short answers in your daily speech. They make your English sound **confident**, **fluent**, **and friendly**.

Don't say: Yes, I am a student.

Say: Yes, I am. 🔗

Don't say: No, I am not a teacher.

Say: No, I'm not. 🔗

## EXAMPLE DIALOG

Olivia: Are you the new project manager?
Hassan: Yes, I am. I'm starting this week.
Olivia: Great. I'm Olivia, by the way.
Hassan: Nice to meet you, Olivia. Are you on the same team?
Olivia: No, I'm not, but we collaborate often. Welcome aboard!
Hassan: Thanks! I'm really excited to be here.

## 4.5 TALKING ABOUT NATIONALITY, AGE, AND OCCUPATION

#### **Objective:**

To describe personal identity using the verb "to be" when talking about **nationality**, **age**, and **profession**, with correct sentence structure and vocabulary.

## 

Use the verb "to be" with adjectives of nationality or phrases with "from":

|           | Structure           | Example                |
|-----------|---------------------|------------------------|
| Subject + | to be + nationality | She is Canadian.       |
| Subject + | to be + from + cou  | ntry I am from Mexico. |
| Country   | Nationality (Adj.)  | Example                |
| Spain     | Spanish             | l'm Spanish.           |
| Argentina | Argentinian         | He is Argentinian.     |
|           |                     |                        |



# Country Nationality (Adj.) Example

| Germany | German    | They are German.  |
|---------|-----------|-------------------|
| Brazil  | Brazilian | She is Brazilian. |

⚠ Capitalize both **countries** and **nationalities** in English.

# ✤ TALKING ABOUT AGE

In English, age is expressed with "to be", not "to have" like in Spanish.

| Structure                              | Example          |
|--|------------------|
| Subject + to be + number + years old I | am 30 years old. |
| Question: How old are you?             | 'm 25.           |

! Avoid: I have 25 years ★ Correct: I am 25 years old

# ♦ TALKING ABOUT OCCUPATION

# Use "to be" + a/an + job title.

| Structure                        | Example                              |
|----------------------------------|--------------------------------------|
| Subject + to be + a/an + job She | e is a teacher. / He is an engineer. |

| Job Title | Example Sentence       |
|-----------|------------------------|
| student   | l'm a student.         |
| doctor    | My father is a doctor. |
| architect | Are you an architect?  |
|           |                        |

software developer He's a software developer.

Use "a" before consonant sounds: a doctor, a lawyer Use "an" before vowel sounds: an artist, an engineer

## **!** COMMON MISTAKES

| Mistake         | Correction        | Explanation                       |
|-----------------|-------------------|-----------------------------------|
| I have 20 years | I am 20 years old | "Age" uses "to be", not "to have" |
| He is engineer  | He is an engineer | Article needed before profession  |
|                 |                   |                                   |

She is from England nationality She is English or from England Don't use "nationality" that way



# EXAMPLE DIALOG

Lucas: Hi, I don't think we've met. I'm Lucas. Aisha: Nice to meet you, Lucas. I'm Aisha. Where are you from? Lucas: I'm from Chile, but I live in Berlin now. And you? Aisha: I'm Canadian, from Toronto. Lucas: Cool. What do you do? Aisha: I'm a graphic designer. What about you? Lucas: I'm a software engineer. Oh, and I'm 29. Aisha: Same here! I just turned 29 last week.

# 4.6 DESCRIBING EMOTIONS AND CONDITIONS

#### **Objective:**

To express emotional and physical states using the verb "to be" with common adjectives, and to understand how to respond appropriately in social interactions.

# ♦ USING "TO BE" WITH EMOTIONS AND STATES

In English, emotional and physical states are described using "to be" + adjective.

| Category        | Example Adjectives                    | Example Sentences                  |
|-----------------|---------------------------------------|------------------------------------|
| Emotions        | happy, sad, angry, excited, nervous   | I'm nervous about the exam.        |
| Physical State  | tired, sick, hot, cold, hungry        | She's tired today. / We're hungry. |
| Mood or Mindset | t bored, confused, surprised, relaxed | He's confused. / They're relaxed.  |

# ✤ COMMON EXPRESSIONS OF STATE

| Expression              | Meaning                        |
|-------------------------|--------------------------------|
| I'm fine / I'm okay     | Neutral or positive response   |
| I'm not feeling well    | A softer way to say "I'm sick" |
| She's under the weather | Idiom for being slightly ill   |
| He's in a good mood     | Emotionally positive state     |

## ♦ QUESTIONS TO ASK ABOUT EMOTIONS AND CONDITIONS

| Question                | Appropriate Context     |
|-------------------------|-------------------------|
| How are you?            | General greeting        |
| Are you okay?           | If someone looks upset  |
| Are you tired?          | After work or activity  |
| Are you feeling better? | After illness or stress |



# Question

**Appropriate Context** 

What's wrong? If someone seems sad or unwell

 $\checkmark$  Use **empathetic tone** and **facial expressions** to match polite concern.

# ✤ RESPONSES USING "TO BE"

| Question         | Positive Response       | Negative Response           |
|------------------|-------------------------|-----------------------------|
| Are you okay?    | Yes, I'm fine.          | No, I'm not feeling well.   |
| Are you nervous? | A little, yes.          | Not really.                 |
| Are they tired?  | Yes, they're exhausted. | No, they're full of energy. |

# **!** COMMON MISTAKES

| Mistake             | Correction       | Why?                            |
|---------------------|------------------|---------------------------------|
| I have cold.        | I am cold.       | Use "to be" for conditions      |
| She is with stress. | She is stressed. | Wrong preposition and structure |
| He has boredom.     | He is bored.     | Emotional states use adjectives |

✓ I'm hungry, not I have hunger

✓ They're bored, not They have boredom

# EXAMPLE DIALOG

Daniel: You look a bit pale. Are you okay?
Isla: I think so. I'm just a little dizzy—I didn't sleep well last night.
Daniel: That's tough. Are you feeling sick?
Isla: Not exactly sick, just exhausted. I've been working late all week.
Daniel: I hear you. I'm pretty tired too. Hopefully the weekend helps.
Isla: Definitely. I'm planning to rest as much as I can.

# 4.7 SUBJECT PRONOUNS + TO BE IN CONTEXT

## **Objective:**

To reinforce the correct use of **subject pronouns** together with the verb "to be" in natural, meaningful sentences, emphasizing clarity, accuracy, and fluency.

# ♦ QUICK RECAP: SUBJECT PRONOUNS + VERB "TO BE"

| Subject Pronoun Verb Form | Example Sentence |
|---------------------------|------------------|
|---------------------------|------------------|

| I             | am  | I am a photographer. |
|---------------|-----|----------------------|
| You           | are | You are very polite. |
| He / She / It | is  | She is my colleague. |



## Subject Pronoun Verb Form Example Sentence

| We   | are | We are ready to start. |
|------|-----|------------------------|
| They | are | They are my parents.   |

 $\checkmark$  Each subject **must match** the correct form of "to be".

## ✤ WHY SUBJECT PRONOUNS MATTER IN ENGLISH

Unlike Spanish, English requires a subject in every sentence — even if it seems obvious.

SpanishEnglishEs médico.He is a doctor.Está en casa.She is at home.Tengo 28 años.I am 28 years old.

Subject omission is **not allowed** in English.

## **PRACTICE IN CONTEXTUAL SENTENCES**

I'm from Ecuador. I'm 32 and I'm an architect. He is very quiet, but he's a great listener. They're on vacation this week. We are students at a language school.

These sentences combine identity, description, and location, offering rich practice.

# ♦ TALKING ABOUT OTHERS WITH PRONOUNS

| Name(s)    | Replace with | Example Sentence    |
|------------|--------------|---------------------|
| Maria      | she          | She is a lawyer.    |
| Peter      | he           | He is Italian.      |
| My friends | they         | They are musicians. |
| You and I  | we           | We are late.        |

## **!** COMMON ERRORS BY SPANISH SPEAKERS

| Mistake          | Correction        | Explanation            |
|------------------|-------------------|------------------------|
| Is my friend.    | He is my friend.  | Missing subject        |
| Are tired.       | We are tired.     | Need a clear subject   |
| She are teacher. | She is a teacher. | Subject-verb agreement |

Always use the pronoun, and match it with the right form of "to be".

error



# EXAMPLE DIALOG

Alma: Who are those people over there? Jonas: They're my cousins. That's David, and she is Ana. Alma: Oh, nice. Are they visiting? Jonas: Yes, they're from Colombia. They're staying with us this week. Alma: That's great! And who's that with them? Jonas: That's my uncle. He's a doctor, and he's here on business.

# 4.8 COMMON MISTAKES WITH "TO BE"

#### **Objective:**

To identify and correct typical errors learners make when using the verb "to be", especially those influenced by Spanish grammar and sentence structure.

## ♦ 1. OMITTING THE SUBJECT

In Spanish, the subject is often implied. In English, it is always required.

Incorrect Correct

Is a good idea. It is a good idea.

Am ready. I am ready.

Is late. He/She is late.

✓ Always include I, you, he, she, it, we, they.

# $\Rightarrow$ 2. WRONG VERB FORM FOR THE SUBJECT

Each subject has **only one correct form** of "to be" in the present.

Incorrect Correct

You is nice. You are nice.

She am tired. She is tired.

They is students. They are students.

 $\checkmark$  Learn the verb chart and use it consistently.

# ♦ 3. USING "TO BE" WHERE IT'S NOT NEEDED

Some Spanish expressions use "ser" or "estar", but English uses a different structure.



| Spanish          | Incorrect English    | Correct English     |
|------------------|----------------------|---------------------|
| Tengo 25 años    | I am have 25 years 🗙 | I am 25 years old 🔗 |
| Tengo hambre     | I am have hunger 🗙   | I am hungry 🔗       |
| Estoy de acuerdo | I am agree 🗙         | I agree 🔗           |

! "To be" is not universal — some verbs like have or agree are used directly.

# ♦ 4. FORGETTING THE ARTICLE WITH JOBS

Professions require "a" or "an" in English.

| Incorrect          | Correct                              |
|--------------------|--------------------------------------|
| She is teacher.    | She is a teacher.                    |
| He is engineer.    | He is an engineer.                   |
| They are students. | $\ll$ (Correct — plural, no article) |

✓ Use "a" before consonant sounds, "an" before vowel sounds.

# ♦ 5. INCORRECT NEGATION

Negatives with "to be" must use **not** — and often a contraction.

Incorrect Correct She no is here. She is not here.

I not am ready. I am not ready.

We are no hungry. We are not hungry.

✓ Contracted forms are more natural: She isn't here., I'm not ready.

## EXAMPLE DIALOG

Leila: You are doctor?
James: Not quite. I'm a medical student—I'm not a doctor yet.
Leila: Ah, okay. Sorry! I'm still learning English.
James: No worries! You're doing great. Just remember to say "Are you a doctor?"
Leila: Right. "Are you a doctor?" Got it.
James: Perfect. And remember: always use "a" before jobs.



# 4.9 UNIT 4 REVIEW

#### **Objective:**

To consolidate all the key concepts from Unit 4 about the verb "to be" in the present tense, with an emphasis on identity, personal information, and accurate sentence structure.

#### 🗏 WHAT YOU LEARNED IN THIS UNIT

## ✓ FORMS OF THE VERB "TO BE"

am, is, are — each matched to its subject Used for: names, jobs, nationality, age, condition, location

#### ✓ AFFIRMATIVE SENTENCES

I'm from Spain.

She is a doctor.

They are tired.

# ✓ NEGATIVE AND INTERROGATIVE SENTENCES

I'm not busy today. Are you a student? Is he from Brazil?

## ✓ CONTRACTED FORMS

I'm, you're, he's, we're, they're isn't, aren't, I'm not

#### ✓ DESCRIBING IDENTITY

Nationality: I'm Colombian. Age: He is 24 years old.

Occupation: She is an engineer.

# ✓ DESCRIBING CONDITIONS AND FEELINGS

We're excited about the event. He's not feeling well.

Are you cold?

✓ USING SUBJECT PRONOUNS IN FULL SENTENCES No omission allowed: always use I, you, he, she, it, we, they

✓ AVOIDING TYPICAL MISTAKES He is teacher → He is a teacher I have 30 years → I am 30 years old

She no is here  $\rightarrow$  She isn't here

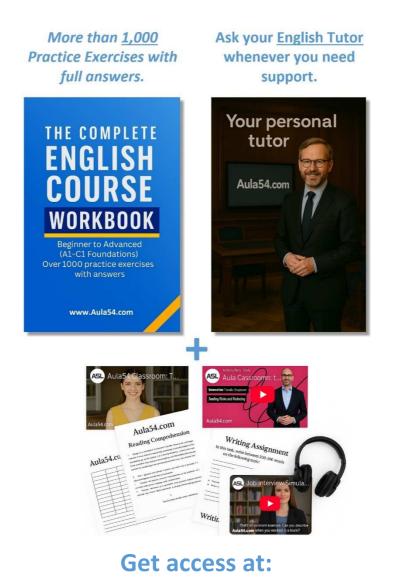
## EXAMPLE DIALOG

Nadia: Hi, I'm Nadia. I'm from Morocco, and I'm a graphic designer. Chris: Nice to meet you, Nadia. I'm Chris. I'm from Ireland, but I live in Madrid now.



Nadia: Cool! Are you a student or working?
Chris: I'm working part-time and studying part-time. What about you?
Nadia: I'm working full-time, but I'm not too busy this week.
Chris: That's good. I'm a little tired, honestly—lots of deadlines!
Nadia: I hear you. I'm not stressed yet... but give it a day or two!

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# UNIT 5 (LEVEL A1): NUMBERS, DATES, AND TIME

Time is at the center of our daily lives, and being able to talk about it fluently in English is essential. In this unit, you'll learn how to use cardinal numbers (1, 2, 3...) and ordinal numbers (1st, 2nd, 3rd...) to talk about age, prices, quantities, and dates. We'll also cover how to say the date in both British and American English, how to tell the time, and how to use prepositions like on, in, and at to speak about time with precision.

You'll become comfortable with days of the week, months, and key expressions for talking about appointments, schedules, and everyday routines. By the end of the unit, you'll be able to ask and answer questions like "What time is it?", "When is your birthday?", and "What's the date today?"—vital skills for navigating both personal and professional situations.

5.1 CARDINAL NUMBERS (1-1,000,000)

#### **Objective:**

To learn how to say, understand, and use **cardinal numbers** in English from 1 to 1,000,000 in real-life contexts such as age, prices, quantities, and dates.

WHAT ARE CARDINAL NUMBERS?

Cardinal numbers are numbers used for counting and expressing quantity:

one, two, three...

twenty, fifty, one hundred...

They are **not used to indicate order** (that's what **ordinal numbers** do — see 5.2).

#### ♦ NUMBERS 1-20 (IRREGULAR PATTERNS)

| Number | Word   |
|--------|--------|
| 1      | one    |
| 2      | two    |
| 3      | three  |
| 4      | four   |
| 5      | five   |
| 6      | six    |
| 7      | seven  |
| 8      | eight  |
| 9      | nine   |
| 10     | ten    |
| 11     | eleven |
|        |        |



# Number Word

- 12 twelve13 thirteen
- 14 fourteen
- 15 fifteen
- 16 sixteen
- 17 seventeen
- 18 eighteen
- 19 nineteen
- 20 twenty

 $\triangle$  From 13–19, most end in -teen, with stress on the second syllable: thirTEEN, fifTEEN

|           | AND BEYOND             |
|-----------|------------------------|
| Tens      | Number Words           |
| 30        | thirty                 |
| 40        | forty (no "u"!)        |
| 50        | fifty                  |
| 60        | sixty                  |
| 70        | seventy                |
| 80        | eighty                 |
| 90        | ninety                 |
| 100       | one hundred            |
| 1,000     | one thousand           |
| 1,000,000 | 0 one million          |
| To combir | ne numbers:            |
| twenty-or | ne, thirty-five, ninet |

one hundred and twenty (UK) / one hundred twenty (US)

# ✤ LARGE NUMBER STRUCTURE

| Number                | Word Form                      |  |
|-----------------------|--------------------------------|--|
| 150                   | one hundred (and) fifty        |  |
| 1,250                 | one thousand two hundred fifty |  |
| 25,000                | twenty-five thousand           |  |
| 300,000               | three hundred thousand         |  |
| 1,000,000 one million |                                |  |
|                       |                                |  |

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✓ "And" is optional in American English, common in British English.

## ♦ USES OF CARDINAL NUMBERS

- Age: I'm 28 years old.
- Money: It costs fifty dollars.
- **Time/Date**: She was born in two thousand and five.
- **Counting**: There are twenty students in the class.
- **Phone numbers / IDs**: Spoken digit by digit  $\rightarrow$  six-zero-nine...

## **!** COMMON MISTAKES

| Mistake  | Correction  |  |
|--|---|--|
| One hundred and one thousands One hundred one thousand or one hundred thousand |   |  |
| Two hundreds   | Two hundred (no "s" after "hundred" with numbers) |  |
| One million(s)   | One million % / Millions of people %              |  |

# EXAMPLE DIALOG

Sophie: How many people live in your hometown?
Marco: Around three hundred thousand, I think.
Sophie: Wow, that's a lot. Mine has only about twenty thousand.
Marco: That's nice, though—probably more peaceful.
Sophie: True. By the way, how old are you?
Marco: I'm twenty-nine. You?
Sophie: Thirty-two. You wouldn't guess, right?
Marco: Not at all. I thought you were twenty-five!

#### 5.2 ORDINAL NUMBERS (1ST, 2ND, ETC.)

#### **Objective:**

To learn how to form and use **ordinal numbers** in English to indicate position, ranking, and dates, and distinguish them clearly from cardinal numbers.

# WHAT ARE ORDINAL NUMBERS?

Ordinal numbers show position or order rather than quantity.

first, second, third... 10th, 21st, 100th... They are used to indicate: Order in a list: the third floor Dates: January 1st Races or competitions: He finished second Rank: the 5th largest city



#### ♦ IRREGULAR ORDINALS 1ST-3RD

#### Number Ordinal Word Abbreviation

| 1 | first  | 1st |
|---|--------|-----|
| 2 | second | 2nd |
| 3 | third  | 3rd |

These don't follow a regular pattern and must be memorized.

# ✤ REGULAR ORDINALS 4TH AND BEYOND

#### **Number Ordinal Word Abbreviation**

| 4  | fourth  | 4th  |
|----|---------|------|
| 5  | fifth   | 5th  |
| 6  | sixth   | 6th  |
| 7  | seventh | 7th  |
| 8  | eighth  | 8th  |
| 9  | ninth   | 9th  |
| 10 | tenth   | 10th |
|    |         |      |

Most are formed by adding **-th** to the cardinal number.

## ♦ SPELLING NOTES

Five  $\rightarrow$  fifth (drop "e") Nine  $\rightarrow$  ninth (drop "e") Twelve  $\rightarrow$  twelfth (irregular) Twenty-one  $\rightarrow$  twenty-first (match last digit)

## COMPOUND ORDINALS

For numbers like 21, 32, 45... only the last part takes the ordinal ending.

# Number Ordinal Word

- 21 twenty-first
- 32 thirty-second
- 45 forty-fifth
- 100 one hundredth

# USING ORDINALS IN CONTEXT



| Context E | kample |
|-----------|--------|
|-----------|--------|

Dates Her birthday is on July 4th.

Addresses He lives on the third floor.

Ranking They came in second place.

Events It's the 20th anniversary.

 ${ \mathscr O}$  For dates in **spoken English**, we say the ordinal: April third  $\to$  April 3rd

# **!** COMMON MISTAKES

| Mistake   | Correction              | Why?                      |  |
|---|-------------------------|---------------------------|--|
| The four floor  | The fourth floor        | Use ordinal for position  |  |
| He finished in the three place He finished in third place Ordinals, not cardinals, for rank |                         |                           |  |
| Today is June fifteen   | Today is June fifteenth | Dates use ordinal numbers |  |

# EXAMPLE DIALOG

Amy: What's your apartment number again?
Ben: I'm on the fifth floor—apartment 503.
Amy: Oh, mine's on the second. Just two floors below.
Ben: Nice! By the way, are you going to the event on the 18th?
Amy: The 18th of this month? Yes, it's my cousin's birthday too.
Ben: Cool! It'll be my third time attending. Always a great time.

# 5.3 SAYING THE DATE IN ENGLISH (BRITISH VS. AMERICAN)

#### **Objective:**

To learn how to correctly say and write dates in English, including the differences between **British** and **American** formats, and how to use ordinal numbers in spoken dates.

# PARTS OF A DATE

A full date in English usually includes:

- Day (number)
- Month (capitalized)

#### Year

Example: 14 February 2024 (British) / February 14, 2024 (American)



#### ♦ BRITISH VS. AMERICAN FORMATS

| Format           | Written Example     | Spoken Example                                 |
|------------------|---------------------|--|
| British English  | 14 February 2024    | the fourteenth of February, twenty twenty-four |
| American English | n February 14, 2024 | February fourteenth, twenty twenty-four        |

# **\*** British = **Day – Month – Year**

American = Month – Day – Year

# ✤ SPOKEN DATES: ORDINALS + "OF" (BRITISH) VS. NO "OF" (AMERICAN)

Type Example

British the fifth of May

American May fifth

 $\ll$  In both cases, use **ordinal numbers** (not cardinals).

#### ♦ SAYING THE YEAR

Pronunciation

1995 nineteen ninety-five

2000 two thousand

Year

2007 two thousand and seven (BrE) / two thousand seven (AmE)

2012 twenty twelve

2024 twenty twenty-four

# ✤ PREPOSITIONS USED WITH DATES

| Expression Type | Preposition | Example                            |
|-----------------|-------------|------------------------------------|
| Specific date   | on          | on the 10th of June / on June 10th |
| Month only      | in          | in July                            |
| Year only       | in          | in 2022                            |
| Day of the week | on          | on Monday                          |

# **!** COMMON MISTAKES

| Mistake   | Correction  | Explanation          |  |
|---|---|----------------------|--|
| Today is 5 of April   | Today is the 5th of April (BrE) / April 5th (AmE) |                      |  |
| In 25th of December On the 25th of December Use "on" with dates |   | Use "on" with dates  |  |
| I was born in July 15 I was born on July 15th                   |   | Full dates need "on" |  |



## EXAMPLE DIALOG

Anna: When's your birthday?
Noah: It's on the twelfth of September. And yours?
Anna: July twenty-third. I always take the day off.
Noah: Nice! Are you doing anything special this year?
Anna: Yeah, I'm planning a trip for the weekend of the 21st.
Noah: Sounds perfect—July's a great time to travel.

# 5.4 TALKING ABOUT AGE AND QUANTITIES

#### **Objective:**

To accurately express age and various quantities in English, using correct grammar, vocabulary, and sentence structure for both **countable** and **uncountable** nouns.

#### 💮 TALKING ABOUT AGE

In English, we use the verb "to be", not "to have", to express age.

| Structure  | Example                                 |  |
|--|---|--|
| Subject + to be + number + years old I'm 32 years old.               |   |  |
| How old + to be + subject?   | How old is she? $\rightarrow$ She's 24. |  |
| <b>!</b> Avoid: I have 30 years $\rightarrow$ Say: I'm 30 years old. |   |  |
| You can also omit "years old" in casual speech:                      |   |  |
| He's five.   |   |  |
| I'm almost twenty.   |   |  |

# TALKING ABOUT QUANTITIES

Use different expressions depending on whether the noun is **countable** or **uncountable**.

#### ♦ COUNTABLE NOUNS

Can be counted with numbers  $\rightarrow$  books, apples, chairs

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

a few There are a few chairs in the room.

many How many students are there?

several We visited several museums.

a couple of I bought a couple of shirts.

#### UNCOUNTABLE NOUNS

Cannot be counted individually  $\rightarrow$  water, sugar, information



| Expression | Example                    |
|------------|----------------------------|
| a little   | We need a little sugar.    |
| much       | There isn't much time.     |
| a bit of   | He added a bit of milk.    |
| some       | Would you like some juice? |

# ♦ TALKING ABOUT QUANTITY WITH NUMBERS

| Туре  | Example                           |
|---|-----------------------------------|
| Countable                                   | There are 20 people in the room.  |
| Uncountable She drank two glasses of water. |                                   |
| Containers/Units                            | A bottle of oil, a slice of bread |

 $\checkmark$  Use **unit words** with uncountable nouns when quantifying them:

two cups of rice three pieces of advice

#### **!** COMMON MISTAKES

| Mistake                      | Correction                     | Why?                                    |
|------------------------------|--------------------------------|---|
| I have 27 years              | I am 27 years old              | Age uses "to be" in English             |
| How much apples do you have  | ? How many apples do you have? | "Apples" = countable $\rightarrow$ many |
| There are a lot of furniture | There is a lot of furniture    | "Furniture" = uncountable               |
| I need some advices          | I need some advice             | "Advice" is uncountable                 |

#### EXAMPLE DIALOG

Ella: How old are your kids now?
Jonas: My daughter is five and my son is three. They're growing fast.
Ella: I bet! I've only got one—he's two and full of energy.
Jonas: I remember those days. How many hours of sleep are you getting?
Ella: Not many! Just a few, to be honest.
Jonas: Same here. We need a lot of coffee and a little patience.

#### 5.5 TELLING THE TIME (HOURS, MINUTES, A.M./P.M.)

#### **Objective:**

To learn how to ask for and tell the time in English accurately, using both the **12-hour clock** and **24-hour clock**, and express time-related situations in daily conversation.



## **ASKING THE TIME**

| Question                    | Example Response              |
|-----------------------------|-------------------------------|
| What time is it?            | lt's two o'clock.             |
| Do you have the time?       | Yes, it's half past five.     |
| Could you tell me the time? | Sure, it's a quarter to nine. |

# ♦ EXPRESSING THE HOUR (O'CLOCK)

Use "o'clock" for full hours only:

It's one o'clock. She arrives at seven o'clock.

 $\triangle$  Don't use "o'clock" with minutes: It's five fifteen igklash

# ✤ EXPRESSING MINUTES PAST OR TO

| Time  | Say               |
|-------|-------------------|
| 5:10  | ten past five     |
| 4:20  | twenty past four  |
| 6:30  | half past six     |
| 8:45  | a quarter to nine |
| 11:50 | ten to twelve     |

✓ "Past" = after the hour
✓ "To" = before the next hour

## ♦ EXACT TIME FORMATS

| Time | Say |
|------|-----|
|------|-----|

- 9:00 nine o'clock
- 9:05 nine oh five
- 9:15 nine fifteen / a quarter past nine
- 9:30 nine thirty / half past nine
- 9:45 nine forty-five / a quarter to ten



#### USING A.M. AND P.M.

To avoid confusion with morning and afternoon times, use:

- **a.m.**  $\rightarrow$  from midnight to noon (12:00 a.m. 11:59 a.m.)
- **p.m.**  $\rightarrow$  from noon to midnight (12:00 p.m. 11:59 p.m.)

#### Time Meaning

6:00 a.m. early morning

- 12:00 p.m. noon
- 6:00 p.m. evening
- 12:00 a.m. midnight

In **spoken English**, people often say: in the morning, in the afternoon, at night instead of a.m./p.m.

#### THE 24-HOUR CLOCK

#### Used in transport, timetables, and the military.

 12-Hour
 24-Hour

 2:00 p.m.
 14:00

 7:45 a.m.
 07:45

 11:30 p.m.
 23:30

 Midnight
 00:00

Say: fourteen hundred (14:00), or fourteen oh five (14:05) √

#### **!** COMMON MISTAKES

| Mistake               | Correction                               | Why?            |
|-----------------------|--|-----------------|
| It is four and half   | It's half past four                      | Use "half past" |
| It's five and fifteen | It's five fifteen or a quarter past five |                 |

I go to bed at eleven of the night I go to bed at eleven p.m. or at night Don't use "of the night"

#### EXAMPLE DIALOG

Leo: What time does the train leave?
Nina: At twenty past six. So we need to be there by six o'clock.
Leo: Got it. And what time is your meeting tomorrow?
Nina: At half past nine in the morning.
Leo: That's early. Mine is at a quarter to twelve.
Nina: Lucky you! I have to wake up at 6 a.m. to get ready.



## 5.6 DAYS OF THE WEEK AND MONTHS

## **Objective:**

To learn the names, order, and correct usage of the **days of the week** and **months of the year** in English, including capitalization, prepositions, and pronunciation.

# DAYS OF THE WEEK

| Day       | Abbreviation |
|-----------|--------------|
| Monday    | Mon          |
| Tuesday   | Tue          |
| Wednesday | Wed          |
| Thursday  | Thu          |
| Friday    | Fri          |
| Saturday  | Sat          |
| Sunday    | Sun          |

Always **capitalize** days in English.

 $\ll$  The week starts on Sunday in U.S. calendars; Monday in most other countries.

# TALKING ABOUT DAYS

Use the preposition "on" with days:

I work on Mondays. She has yoga class on Thursday. Our meeting is on Sunday morning.

To talk about **repetition**, use the **plural form**:

He plays football on Saturdays. They study English on Tuesdays and Thursdays.

## **© COMMON TIME PHRASES WITH DAYS**

| Phrase   | Meaning                 |  |
|--|-------------------------|--|
| every Monday                                     | each Monday of the week |  |
| last Friday                                      | the most recent Friday  |  |
| next Sunday                                      | the upcoming Sunday     |  |
| this Wednesday the Wednesday of the current week |                         |  |



# MONTHS OF THE YEAR

| Month     | Abbreviation |
|-----------|--------------|
| January   | Jan          |
| February  | Feb          |
| March     | Mar          |
| April     | Apr          |
| May       | May          |
| June      | Jun          |
| July      | Jul          |
| August    | Aug          |
| September | Sep          |
| October   | Oct          |
| November  | Nov          |
| December  | Dec          |

 $\checkmark$  Months are always **capitalized** in English.

 ${\mathscr O}$  In is the preposition used with months: in April, in December

# ♦ TALKING ABOUT DATES WITH DAYS AND MONTHS

Combine day and date:

Our class is on Monday, March 18th. My birthday is on Saturday, July 1st.

Use "in" for general reference:

She was born in August.

We're going skiing in January.

# **!** COMMON MISTAKES

| Mistake                  | Correction              | Why?                                   |
|--------------------------|-------------------------|--|
| I have class the Monday. | I have class on Monday. | No article before days                 |
| He was born on April.    | He was born in April.   | "On" is for specific dates, not months |
| In Monday I work late.   | On Monday I work late.  | Use "on" with days                     |



# EXAMPLE DIALOG

Tom: Do you work every day?
Sara: Not every day. I work from Monday to Friday, and sometimes on Saturdays.
Tom: Lucky you. I work Sundays too.
Sara: Ouch. Are you taking any time off this month?
Tom: Yes, I'm on vacation in October. I'm going away the second week.
Sara: Nice! I'm going away in December. I love winter holidays.

# 5.7 PREPOSITIONS OF TIME: "ON", "IN", "AT"

#### **Objective:**

To learn how to correctly use the prepositions **on**, **in**, and **at** when talking about time expressions related to days, months, specific times, and general periods.

# OVERVIEW OF PREPOSITIONS

| Preposition | n Used For                                   | Example                             |
|-------------|--|-------------------------------------|
| on          | Specific days and dates                      | on Monday, on July 4th              |
| in          | Months, years, centuries, parts of the day   | in June, in 1995, in the morning    |
| at          | Specific times, holidays, and certain phrase | s at 6 p.m., at Christmas, at night |

# ♦ "ON" - DAYS AND SPECIFIC DATES

Use on with:

Days of the week: on Sunday, on Thursdays Specific dates: on October 1st Special days: on my birthday, on New Year's Day Day + part of day: on Monday morning

✓ We're meeting on Friday.
 ✓ The party is on June 20th.

## 

Use **in** with: Months: in May Years: in 2020 Decades/Centuries: in the 90s, in the 18th century Seasons: in winter, in summer Parts of the day: in the afternoon, in the evening

 $\checkmark$  She was born in July.  $\checkmark$  We always travel in spring.

Exception: at night, not in the night



# $\Rightarrow$ "AT" - EXACT TIMES AND FIXED EXPRESSIONS

Use **at** with: Clock times: at 3:00, at noon Holidays (without "day"): at Christmas, at Easter Phrases: at night, at the weekend (BrE), at lunchtime, at midnight

 $<\!\!\!<$  The meeting is at 10 a.m.  $<\!\!\!<$  We open at night.

# **SUMMARY TABLE**

| Time Expression   | Preposition | Example           |
|-------------------|-------------|-------------------|
| Monday            | on          | on Monday         |
| July              | in          | in July           |
| 6:00 p.m.         | at          | at 6:00 p.m.      |
| night             | at          | at night          |
| 2024              | in          | in 2024           |
| Sunday morning    | on          | on Sunday morning |
| the weekend (BrE) | at          | at the weekend    |
| New Year's Day    | on          | on New Year's Day |
| Christmas         | at          | at Christmas      |

# **!** COMMON MISTAKES

| Mistake                | Correction                | Explanation                    |
|------------------------|---------------------------|--------------------------------|
| In Monday I work late. | On Monday I work late.    | Use "on" with days             |
| We meet in 5 p.m.      | We meet at 5 p.m.         | Use "at" for clock times       |
| l was born on 1990.    | l was born in 1990.       | Use "in" with years            |
| At the morning I study | . In the morning I study. | Use "in" for morning, not "at" |

## EXAMPLE DIALOG

Luis: Are you free on Friday evening?
Maya: I might be. What time?
Luis: At 7:30. There's a concert in the park.
Maya: Sounds fun. Is it this Friday or next Friday?
Luis: This Friday, on the 14th.
Maya: Okay, let me check. I think I'm traveling in the morning but I'll be free at night.
Luis: Great! Let me know by Thursday afternoon.



# 5.8 TALKING ABOUT SCHEDULES AND APPOINTMENTS

#### **Objective:**

To describe and ask about schedules and appointments using correct time expressions, verbs, and sentence structures in the present simple tense.

#### TALKING ABOUT REGULAR SCHEDULES

Use the **present simple** to talk about activities that happen regularly or according to a timetable:

| Expression Type  | Example                          |
|------------------|----------------------------------|
| Days of the week | I work on Mondays and Thursdays. |
| Times            | She starts work at 9 a.m.        |
| Frequency        | We have class every Tuesday.     |
| Durations        | The meeting lasts two hours.     |

Scommon verbs: start, begin, finish, end, take, last, happen, open, close

# MAKING APPOINTMENTS

Use "have" or "make" for appointments:

I have a dentist appointment at 3:00 p.m. Can we make an appointment for next Thursday? They have a meeting scheduled for 10 a.m.

Use **polite expressions** to confirm or propose times:

Does 2:30 work for you? Would 10 o'clock be okay? What time is good for you?

#### COMMON VOCABULARY FOR SCHEDULES

| Phrase   | Example                               |  |
|--|---------------------------------------|--|
| meeting  | I have a meeting at 11 a.m.           |  |
| class / lesson                                 | Our English class is at 5 p.m.        |  |
| appointment                                    | She has a doctor's appointment today. |  |
| shift  | He works the night shift.             |  |
| deadline                                       | The deadline is on Monday.            |  |
| timetable / calendar Let me check my calendar. |                                       |  |



#### **USEFUL QUESTIONS**

| Question                             | Use Case             |
|--------------------------------------|----------------------|
| What time does it start?             | Confirming schedule  |
| How long does it last?               | Asking for duration  |
| What's your schedule like this week? | Asking availability  |
| Are you available on Friday?         | Setting appointments |

# ! COMMON MISTAKES

| Mistake                            | Correction                         | Why?                                   |
|------------------------------------|------------------------------------|--|
| I have a meeting the 3 p.m.        | I have a meeting at 3 p.m.         | Use "at" for specific times            |
| She has a class in Monday morning. | She has a class on Monday morning. | Use "on" with days                     |
| What hour is your appointment      | ? What time is your appointment?   | Say "time," not "hour" in this context |

# EXAMPLE DIALOG

Zara: Do you have any time free on Wednesday?
Ethan: Let me see... I have a client meeting at 10 and another one at 3.
Zara: What about lunchtime? Maybe 12:30?
Ethan: That works. Let's meet at the café across the street.
Zara: Perfect. How long do you think you'll be free?
Ethan: About an hour—my next meeting starts at 2.

# 5.9 UNIT 5 REVIEW

#### **Objective:**

To consolidate all the key language points from Unit 5, including numbers, dates, time, and time-related expressions, and apply them in natural conversation.

# WHAT YOU LEARNED IN THIS UNIT

## CARDINAL NUMBERS (1–1,000,000)

Used for counting and quantities

twenty-one, one hundred fifty, two thousand

No "s" in hundred or thousand after a number  $\rightarrow$  three hundred, not three hundreds



**W** ORDINAL NUMBERS (1ST, 2ND, ETC.) Used for **dates**, **ranking**, **positions** the third of July, June 21st, He finished second

# **SAYING THE DATE**

• British: the 5th of May, 2024

American: May 5th, 2024 Always use ordinal numbers in speech

#### **TELLING THE TIME**

half past six, a quarter to nine, seven thirty Use **a.m. / p.m.** or in the morning, at night Use "at" for times: at 5:00, at noon

# $\fbox{i} \square DAYS AND MONTHS$

Always capitalized in English

Use "on" for days: on Monday, on Christmas Day Use "in" for months: in October

#### **© PREPOSITIONS OF TIME**

- on → specific days and dates
- in  $\rightarrow$  months, years, parts of the day
- **at**  $\rightarrow$  clock times and fixed phrases (at midnight)
- •

# TALKING ABOUT SCHEDULES AND APPOINTMENTS

Use present simple: My class starts at 9.

Express duration: The meeting lasts one hour.

Make polite arrangements: Are you free on Tuesday?

# **G** LISTENING AND PRONUNCIATION

Focus on teen vs. -ty, stress in numbers

Understand spoken dates and times

Practice linking and contractions: It's at eight.

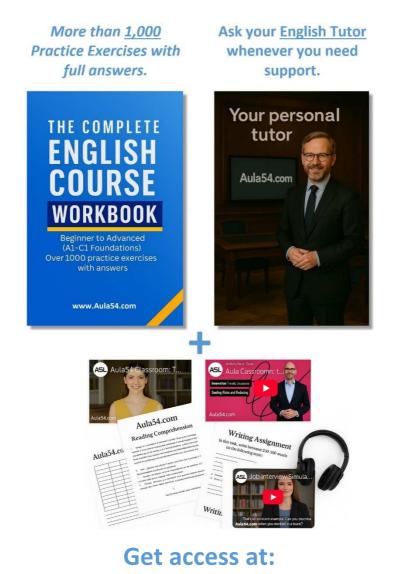
#### EXAMPLE DIALOG

Tanya: Do you have a minute to talk about the schedule for next week? Mark: Sure! What day are we starting the new project?



Tanya: On Monday the 13th, at nine a.m. sharp.
Mark: Got it. And how long is the kickoff meeting?
Tanya: Just one hour. We'll finish by ten. After that, there's a workshop at eleven.
Mark: Sounds packed. What about the review session?
Tanya: That's scheduled for Thursday the 16th at 3:30 p.m.
Mark: Perfect. I'll block those times in my calendar.

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# UNIT 6 (LEVEL A2): DAILY ACTIVITIES AND PRESENT SIMPLE

In this unit, we focus on the language of everyday life—your habits, routines, and preferences. You'll learn to talk about your typical day using the **present simple tense**, one of the most fundamental structures in English. Whether you want to say what time you wake up, what you eat for breakfast, or how often you go to the gym, the present simple gives you the tools to describe your world clearly and naturally.

We'll cover how to form affirmative, negative, and interrogative sentences, and explore adverbs and expressions of frequency like always, usually, sometimes, and never. You'll also learn how to talk about likes and dislikes using verbs like like, love, and hate followed by gerunds. Through real-life contexts and guided practice, you'll become more fluent in talking about your daily life and asking others about theirs.

#### **6.1 COMMON DAILY ROUTINES**

#### **Objective:**

To learn vocabulary and sentence structures to describe daily habits and typical activities using the **present simple tense**, including time expressions and logical sequencing.

# ♥ WHAT ARE DAILY ROUTINES?

**Daily routines** are actions you do **regularly**, often **at the same time each day**. They help describe your lifestyle and structure.

| Time of Day | Common Activities  |
|-------------|--|
| Morning     | wake up, get up, brush teeth, take a shower, get dressed, have breakfast |
| Afternoon   | go to work/school, have lunch, study, attend meetings, take a break      |
| Evening     | cook dinner, do the dishes, watch TV, relax, talk with family            |
| Night       | go to bed, read, fall asleep   |

#### 

Use the **present simple** for actions you do regularly:

I wake up at 7:00. He has coffee every morning. They go to the gym on weekdays.

 $\checkmark$  Include time expressions like: every day, in the morning, on weekdays, after lunch, at night

## SEQUENCING YOUR ROUTINE

To show the order of your actions, use sequencing words:



| Connector  | Example                        |
|------------|--------------------------------|
| First      | First, I wake up at 6:30.      |
| Then       | Then I make coffee.            |
| After that | After that, I take a shower.   |
| Later      | Later, I start work.           |
| Finally    | Finally, I go to bed around 11 |

# **SENTENCE PATTERNS**

I + verb + time → I have lunch at 1 p.m.
She + verb + frequency → She usually exercises in the evening.
They + verb + place → They go to school by bus.
Use adverbs of frequency to describe how often:
always, usually, often, sometimes, rarely, never

# **!** COMMON MISTAKES

| Mistake                          | Correction                     | Explanation                     |
|----------------------------------|--------------------------------|---------------------------------|
| I wake up and I take a breakfast | . I wake up and have breakfast | "Take" is not used with meals   |
| Later I go to my job.            | Later I go to work.            | Say "go to work" (not "my job") |
| After to eat, I read.            | After eating, I read.          | Use verb + -ing after "after"   |

# EXAMPLE DIALOG

Liam: What's your typical weekday like?
Sofia: I wake up at 6:45, then I have a quick shower and get dressed.
Liam: Do you have breakfast at home?
Sofia: Not usually. I grab coffee on the way to work. I start at 8:30.
Liam: And after work?
Sofia: I finish at 5, go to the gym, then head home to cook dinner.
Liam: Sounds like a full day!
Sofia: It is. But I always relax with a book before bed.

# 6.2 PRESENT SIMPLE: AFFIRMATIVE FORMS

# Objective:

To understand and correctly use the **present simple tense in affirmative sentences** to describe routines, habits, and general truths.



#### ♦ WHEN DO WE USE THE PRESENT SIMPLE?

Use the present simple to talk about:

- **Daily routines and habits**  $\rightarrow$  I wake up at 7.
- General facts and truths  $\rightarrow$  Water boils at 100°C.
- Schedules and fixed events  $\rightarrow$  The train leaves at 10.

#### **SENTENCE STRUCTURE: AFFIRMATIVE FORM**

| Subject            | Verb Rule                | Example                |
|--------------------|--------------------------|------------------------|
| I / You / We / The | y base verb              | They live in London.   |
| He / She / It      | base verb + - <b>s/e</b> | s She works from home. |

#### ✤ SPELLING RULES FOR THIRD PERSON SINGULAR

| Ending                               | Rule                   | Example             |
|--------------------------------------|------------------------|---------------------|
| Most verbs                           | Add -s                 | He plays tennis.    |
| Verbs ending in -s, -sh, -ch, -x, -o | Add -es                | She watches TV.     |
| Verbs ending in consonant + y        | Change "y" to "i" + es | He studies English. |
| Verbs ending in vowel + y            | Just add -s            | She enjoys music.   |

 $\checkmark$  Pay attention to **pronunciation** differences too: works /s/, plays /z/, watches /Iz/

#### ♦ COMMON TIME EXPRESSIONS

every day, on weekdays, in the evening usually, always, sometimes, never Example: He always checks his email in the morning.

#### **PAFFIRMATIVE SENTENCE EXAMPLES**

I go to the gym every Monday. She starts work at nine. We have lunch at noon. The bus arrives at 8:15.

 $\checkmark$  Use this tense for all fixed and repeated actions.



## **!** COMMON MISTAKES

| Mistake               | Correction              | Why?                         |
|-----------------------|-------------------------|------------------------------|
| She go to school.     | She goes to school.     | Missing -es for "she"        |
| He don't like coffee. | He doesn't like coffee. | Wrong form; this is negative |
| They works at night   | They work at night.     | No -s for "they"             |

#### EXAMPLE DIALOG

Ben: What time do you start work?
Aria: I usually start at 9 a.m., but on Mondays I start earlier.
Ben: Do you take a lunch break?
Aria: Yes, I have lunch around 1. My coworker eats earlier. He eats at noon.
Ben: I work from home, so my routine is different.
Aria: That's nice. I travel every day, but I like the structure.

# 6.3 PRESENT SIMPLE: NEGATIVE FORMS

#### **Objective:**

To learn how to form and use **negative sentences** in the present simple tense to talk about things you **don't do, don't like**, or that **don't happen regularly**.

# ♦ STRUCTURE OF NEGATIVE SENTENCES

#### Subject + do/does not + base verb

| Subject             | Auxiliary | Example                  |
|---------------------|-----------|--------------------------|
| I / You / We / They | don't     | They don't eat meat.     |
| He / She / It       | doesn't   | She doesn't like coffee. |

 $\checkmark$  Use the **base form** of the main verb — never add -s after doesn't.

# CONTRACTIONS

# **Full Form Contraction**

do not don't

does not doesn't

Contractions are preferred in **spoken English** and **informal writing**: I don't work on weekends. / He doesn't drive.



# ♦ NEGATIVE SENTENCE EXAMPLES

I don't drink tea in the morning. She doesn't speak French. We don't go to the gym on Sundays. It doesn't rain much here in summer.

#### **COMMON PATTERNS**

They don't work on Fridays. He doesn't watch TV at night. You don't need to call me every day. The train doesn't stop at this station.

# **!** COMMON MISTAKES

| Mistake  | Correction                  | Explanation                     |
|--|-----------------------------|---------------------------------|
| She don't like chocolate.  | She doesn't like chocolate. | Use "doesn't" with third person |
| He doesn't plays football.   | He doesn't play football.   | Main verb must be in base form  |
| We no go to school on Sunday. We don't go to school on Sunday. English needs an auxiliary verb |                             |                                 |

#### ✤ NEGATIVE WITH FREQUENCY EXPRESSIONS

| Positive                  | Negative                           |
|---------------------------|------------------------------------|
| I always drink coffee.    | I don't always drink coffee.       |
| He usually works late.    | He doesn't usually work late.      |
| They go running every day | . They don't go running every day. |

#### EXAMPLE DIALOG

Nora: Do you take the bus to work?
Jason: No, I don't. I usually walk or ride my bike.
Nora: That's nice. I don't like public transport—it's always crowded.
Jason: Yeah, I get that. My sister doesn't live nearby, so she drives every day.
Nora: I don't even have a car!
Jason: Honestly, you don't need one in this city.



# 6.4 PRESENT SIMPLE: INTERROGATIVE FORMS

#### **Objective:**

To form and use **yes/no** and **wh- questions** in the present simple tense to ask about habits, routines, and general information.

# ♦ STRUCTURE OF YES/NO QUESTIONS

## Do / Does + subject + base verb

| Subject             | Auxiliary | Example                   |
|---------------------|-----------|---------------------------|
| I / You / We / They | do        | Do you work on Saturdays? |
| He / She / It       | does      | Does she play tennis?     |

 $\checkmark$  The main verb is always in its **base form** (no -s, even with "does").

#### ✤ SHORT ANSWERS

| Question                      | Positive      | Negative        |
|-------------------------------|---------------|-----------------|
| Do you like pizza?            | Yes, I do.    | No, I don't.    |
| Does he study in the morning? | Yes, he does. | No, he doesn't. |
| Do they live here?            | Yes, they do. | No, they don't. |

Avoid repeating the full sentence. Use **do/does** as the response verb.

#### ♦ WH- QUESTIONS (INFORMATION QUESTIONS)

Use question words to ask for **specific information**.

| Wh- Word         | Example                              |
|------------------|--------------------------------------|
| What             | What do you do in the evening?       |
| Where            | Where does she live?                 |
| When             | When do they arrive?                 |
| Why              | Why does he wake up early?           |
| How              | How do you get to work?              |
| Who (as subject) | Who plays the guitar? (No auxiliary) |

Structure: Wh-word + do/does + subject + base verb



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# **COMMON QUESTIONS IN DAILY USE**

Do you go to the gym often? Does your brother live in Madrid? What time do you get up? How many hours does she work? Why don't they eat meat?

## **!** COMMON MISTAKES

| Mistake  | Correction             | Why?                      |
|--|------------------------|---------------------------|
| You work on Sunday?  | Do you work on Sunday? | Missing auxiliary         |
| Where you go?  | Where do you go?       | Use "do" to form question |
| Does he likes music?   | Does he like music?    | No -s after "does"        |
| What do means this word? What does this word mean? Wrong order and verb form |                        |                           |

# EXAMPLE DIALOG

Eva: Do you always get up this early?
Leo: I usually do. I start work at 7 a.m.
Eva: Wow. What time do you go to bed?
Leo: Around ten. Why?
Eva: Just curious. My schedule is the opposite—I'm a night owl.
Leo: That's fair. What do you usually do at night?
Eva: I read, watch series, or write. I don't like mornings at all!

#### 6.5 ADVERBS AND EXPRESSIONS OF FREQUENCY

#### **Objective:**

To use **adverbs and time expressions** to describe how often actions happen, and to understand where these words go in present simple sentences.

#### ♦ COMMON ADVERBS OF FREQUENCY

| Adverb  | Frequency | Example                               |
|---------|-----------|---------------------------------------|
| always  | 100%      | She always checks her email.          |
| usually | 80–90%    | I usually have coffee in the morning. |
| often   | 60–70%    | They often go out on Fridays.         |



| Adverb    | Frequency | Example                      |
|-----------|-----------|------------------------------|
| sometimes | 40–50%    | We sometimes take the train. |
| rarely    | 10–20%    | He rarely eats breakfast.    |
| never     | 0%        | I never watch TV in bed.     |

✓ These adverbs go before the main verb, but after "to be".

# ✤ WORD ORDER RULES

| Verb Type        | Word Order                          | Example                    |
|------------------|-------------------------------------|----------------------------|
| With main verb   | Subject + adverb + verb             | They often study at night. |
| With "to be"     | Subject + "be" + adverb             | She is always on time.     |
| With auxiliaries | Subject + auxiliary + adverb + verb | We don't usually eat out.  |

#### ♦ TIME EXPRESSIONS OF FREQUENCY

Used at the **beginning or end** of the sentence:

| Expression         | Example                        |
|--------------------|--------------------------------|
| every day          | I walk to work every day.      |
| once a week        | She goes to yoga once a week.  |
| twice a month      | We meet twice a month.         |
| three times a year | He travels three times a year. |
| on weekends        | They relax on weekends.        |
| in the morning     | I study in the morning.        |

 $\checkmark$  These expressions help give a **specific schedule**.

# **COMBINING ADVERBS AND EXPRESSIONS**

I usually go to the gym in the evening. He is never late for class. We sometimes eat out on Fridays. They are often tired after work. Use both to give more detail about your routine.

# **!** COMMON MISTAKES



| Mistake                            | Correction                       | Why?                          |
|------------------------------------|----------------------------------|-------------------------------|
| I go always to bed late.           | I always go to bed late.         | Adverb goes before the verb   |
| He never is on time.               | He is never on time.             | Adverb comes after "to be"    |
| We see each other one time at week | . We see each other once a week. | Wrong structure for frequency |

# EXAMPLE DIALOG

Amira: Do you work out often?

Josh: Yeah, I usually go to the gym three times a week.
Amira: Nice! I'm not that consistent. I sometimes do yoga on weekends.
Josh: That still counts. My brother never exercises—he just works all the time.
Amira: That's not healthy. I try to stay active, even if it's just walking every day.
Josh: Same here. I always take the stairs instead of the elevator.

## 6.6 VERB SPELLING RULES IN THE THIRD PERSON

#### **Objective:**

To understand and apply the correct spelling changes for regular verbs in the **third person singular** form of the **present simple tense**.

# 

For he / she / it, most verbs simply add -s:

He works at a hospital. She eats breakfast at 8. It rains a lot in spring.

# SPECIAL SPELLING RULES

# 1. VERBS ENDING IN -S, -SH, -CH, -X, -Z, -O

 $\rightarrow$  Add -es

Verb Third Person Form

watch watches

go goes

fix fixes

do does

teach teaches



#### Verb Third Person Form

push pushes

✓ This change helps with pronunciation — the -es adds a syllable: teaches = /'ti:t∫IZ/

2. VERBS ENDING IN CONSONANT + -Y

→ Change -y to -i and add -es

Verb Third Person Form

study studies

carry carries

try tries

 $\triangle$  Don't forget to remove the "y" and add "ies".

# 3. VERBS ENDING IN VOWEL + -Y

→ Just add -s

Verb Third Person Form

play plays

enjoy enjoys

say says

 $\ll$  No spelling change needed if the letter before "y" is a vowel (a, e, i, o, u).

 $\Rightarrow$  IRREGULAR VERB ALERT: "HAVE"  $\rightarrow$  "HAS"

He has lunch at noon. She has a dog.

0

 ${\mathscr O}$  Memorize this irregular form — it's very common.

! COMMON MISTAKES MISTAKE | CORRECTION | EXPLANATION |

| She go to school. | She goes to school. | Add -es for "go"

- | He studys medicine. | He studies medicine. | Change -y to -ies
- | It don't rain here. | It doesn't rain here. | Grammar error: use "doesn't"

| She have a brother. | She has a brother. | Irregular verb "have"

**PRONUNCIATION TIPS** 

works  $\rightarrow$  /w3:ks/  $\rightarrow$  /s/ sound



loves  $\rightarrow$  /lvvz/ $\rightarrow$  /z/ sound washes  $\rightarrow$  /'wpʃrz/ $\rightarrow$  /rz/ sound The final -s sounds different depending on the verb ending.

# EXAMPLE DIALOG

Isabel: Your son plays football, right?
Tom: Yes, he plays every weekend. He also watches matches on TV.
Isabel: My daughter studies ballet. She practices twice a week.
Tom: That's great. My wife teaches dance at the community center.
Isabel: Really? That's impressive! My husband fixes electronics, but he never dances!
Tom: Mine doesn't either. But he enjoys watching.

## 6.7 USING "LIKE", "LOVE", "HATE" + GERUNDS

#### **Objective:**

To express preferences and opinions using verbs like **like**, **love**, and **hate** followed by **gerunds** (verb + - ing), and to avoid common mistakes in structure.

#### EXPRESSING PREFERENCES

Use like, love, hate, enjoy, don't like, don't mind + verb-ing to talk about general likes and dislikes.

| Verb       | Example Sentence                     |
|------------|--------------------------------------|
| like       | I like reading before bed.           |
| love       | She loves cooking Italian food.      |
| hate       | He hates waiting in line.            |
| enjoy      | We enjoy going to the beach.         |
| don't like | They don't like walking in the rain. |
| don't mind | I don't mind getting up early.       |

 $\checkmark$  The second verb always takes **-ing** (a gerund), not the base form.

# SENTENCE PATTERNS

Subject + like/love/hate + verb-ing + (complement)

I love listening to jazz.

He doesn't like studying late at night.

Do you enjoy playing video games?

You can also add intensifiers: really, absolutely, kind of, a bit

#### I really enjoy watching documentaries.



## She absolutely hates ironing.

#### ♦ QUESTIONS AND NEGATIVES

| Туре   | Example                                      |  |
|--|--|--|
| Yes/No   | Do you like dancing? / Does he like reading? |  |
| Wh- What do you love doing on weekends?                      |  |  |
| Negative He doesn't like cleaning. / We don't enjoy waiting. |  |  |

 $\checkmark$  Use **do/does** for questions and negatives in the present simple.

#### ✤ TALKING ABOUT ACTIVITIES WITH GERUNDS

| Activity Type     | Example                               |
|-------------------|---------------------------------------|
| Sports            | I love swimming. / She likes running. |
| Hobbies           | They enjoy painting.                  |
| Daily tasks       | I don't like cooking at night.        |
| Social activities | We like meeting new people.           |

# ! COMMON MISTAKES

| Mistake                                  | Correction                    | Why?                                      |
|--|-------------------------------|---|
| l like to read books. (ok but<br>formal) | I like reading books. 🔗       | Gerunds are more natural in casual speech |
| He likes cook.                           | He likes cooking.             | Verb must take -ing                       |
| She don't likes studying.                | She doesn't like<br>studying. | Grammar error: third person + negative    |
| They enjoys go out.                      | They enjoy going out.         | Wrong verb form + missing -ing            |

# EXAMPLE DIALOG

Carlos: Do you like working from home?
Maya: I do. I love having a flexible schedule.
Carlos: Same here. I also enjoy cooking my own meals.
Maya: I don't mind cooking, but I hate doing the dishes!
Carlos: Me too. And I really don't like waking up early.
Maya: I actually don't mind it. I like starting the day with a walk.



#### 6.8 TALKING ABOUT HABITS AND PREFERENCES

#### **Objective:**

To talk fluently about personal habits and preferences using the **present simple**, frequency adverbs, and expressions that describe regular activities and likes/dislikes.

♦ DESCRIBING HABITS

Use the **present simple** to talk about things you do regularly:

I drink coffee every morning. She checks her email before work. We always have dinner at 8.

 ${\mathscr A}$  Add adverbs of frequency: usually, often, sometimes, never

# ✤ TALKING ABOUT PREFERENCES

Use verbs like like, prefer, love, enjoy, don't like, hate with:

1. Gerunds:

I like reading at night. She prefers staying home on Sundays.

2. Nouns:

He loves chocolate. They hate loud music.

3. Would rather / Would prefer (more formal/precise):

I'd rather stay in than go out. She would prefer coffee over tea.

# **EXPRESSING DEGREES OF PREFERENCE**

- Expression Example
- I really like... I really like learning languages.
- I kind of like... I kind of like spicy food.

I don't really like... I don't really like driving at night.

- I absolutely love... I absolutely love traveling.
- I can't stand... I can't stand crowded places.



#### ♦ TALKING ABOUT SOMEONE ELSE'S HABITS

SubjectExample SentenceHe / SheShe usually takes the bus to work.My brotherMy brother plays video games every night.My parentsMy parents love going to the theater.

Use -s or -es for third person singular verbs:

He gets up at 7. She finishes at 6.

#### **© COMPARING HABITS AND PREFERENCES**

I like exercising in the morning, but my partner prefers the evening. We usually eat out on Saturdays, but our friends never do.

 $\checkmark$  Use contrast words like but, however, while to show differences.

#### **!** COMMON MISTAKES

| Mistake   | Correction            | Why?                      |  |
|---|-----------------------|---------------------------|--|
| I am going to gym every day. I go to the gym every day. Present simple for habits |                       |                           |  |
| She like cook.  | She likes cooking.    | Verb + -ing after "like"  |  |
| He don't drinks tea.  | He doesn't drink tea. | Use "doesn't" + base verb |  |

# EXAMPLE DIALOG

Naomi: Do you usually eat out on the weekends?
Eric: Not really. I prefer cooking at home. I like trying new recipes.
Naomi: That's cool. I often eat out—especially on Fridays.
Eric: I don't mind it now and then, but I absolutely love staying in.
Naomi: I guess we have different habits. I also go jogging every Saturday.
Eric: I can't stand jogging! I do yoga instead.

# 6.9 UNIT 6 REVIEW

#### **Objective:**

To review and consolidate all the essential grammar and vocabulary from Unit 6 about daily activities, present simple tense, routines, and preferences.



## WHAT YOU LEARNED IN THIS UNIT

#### DAILY ROUTINES

Actions like wake up, get dressed, go to work, have lunch, relax, go to bed

Use present simple to describe routines:

 $\rightarrow$  I start work at 9 a.m. / She finishes at 6.

#### ♦ PRESENT SIMPLE: AFFIRMATIVE, NEGATIVE, INTERROGATIVE

He plays the guitar.

She doesn't drive to work.

#### Do you live nearby?

Use "do/does" for questions and negatives

Third person singular adds -s or -es

#### ♦ FREQUENCY AND HABITS

Adverbs: always, usually, sometimes, rarely, never Time phrases: every day, once a week, in the morning, on weekends

# ♦ SPELLING RULES

study  $\rightarrow$  studies, go  $\rightarrow$  goes, watch  $\rightarrow$  watches, fix  $\rightarrow$  fixes have  $\rightarrow$  has for third person singular

# TALKING ABOUT PREFERENCES

I like swimming. / She loves reading. / They don't enjoy cooking. Verbs + gerunds: enjoy going, hate waiting, prefer walking

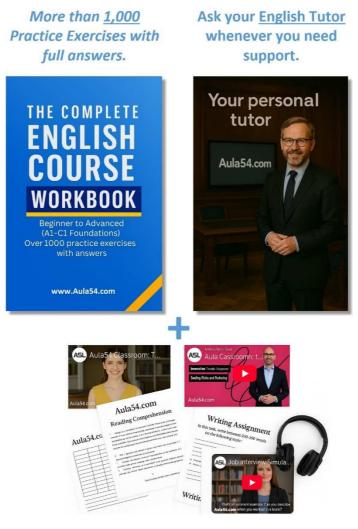
## SPEAKING AND LISTENING SKILLS

Use sequencing: first, then, after that, finally Describe your routine clearly and naturally Ask about others: What do you usually do in the evening?

#### EXAMPLE DIALOG

Sara: What do you normally do during the week?
Joel: I work Monday to Friday. I usually get up at 6:30, go for a run, then have breakfast.
Sara: That's impressive. I'm not a morning person—I get up around 8.
Joel: What about work?
Sara: I start at 9. I work from home, so I don't need to commute.
Joel: That's great. I like going to the office—it helps me focus.
Sara: I enjoy working alone. I usually take a long break at lunch to cook something nice.
Joel: I just grab something quick. I don't really enjoy cooking!

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# UNIT 7 (LEVEL A2): FAMILY, FRIENDS, AND DESCRIPTIONS

Being able to talk about people—how they look, how they feel, and your relationship with them—is a crucial part of communication. This unit gives you the vocabulary and grammar structures to describe people's physical appearance and personality traits, talk about your family and social circles, and express emotions.

You'll learn how to use have got to talk about possessions and physical features, as well as how to use **possessive adjectives and pronouns** correctly. We'll also explore adjectives for describing objects and places in basic terms, and expressions to talk about relationships and preferences. The goal is to help you build more detailed and personal conversations that go beyond basic introductions and start to show more of who you are and who the people around you are.

## 7.1 VOCABULARY: FAMILY MEMBERS AND RELATIONSHIPS

#### **Objective:**

To learn and use essential vocabulary related to **family members** and **personal relationships**, and to describe family structures and connections clearly.

# 🕹 🕹 🛎 BASIC FAMILY MEMBERS

| Relationship      | Vocabulary Word          |
|-------------------|--------------------------|
| madre             | mother / mom / mum (BrE) |
| padre             | father / dad             |
| hijo / hija       | son / daughter           |
| hermano / hermana | brother / sister         |
| esposo / esposa   | husband / wife           |
| bebé              | baby                     |
| hijo único        | only child               |

✓ "Mom" is common in American English; "Mum" is British.

# EXTENDED FAMILY

| Relationship    | Vocabulary Word               |
|-----------------|-------------------------------|
| abuelo / abuela | grandfather / grandmother     |
| nieto / nieta   | grandson / granddaughter      |
| tío / tía       | uncle / aunt                  |
| primo / prima   | cousin                        |
| yerno / nuera   | son-in-law / daughter-in-law  |
| suegro / suegra | father-in-law / mother-in-law |
|                 |                               |



# Relationship Vocabulary Word

cuñado / cuñada brother-in-law / sister-in-law

# ♦ MARITAL AND RELATIONSHIP STATUS

| Expression             | Meaning                            |
|------------------------|------------------------------------|
| single                 | not in a romantic relationship     |
| married                | has a spouse                       |
| divorced               | legally separated                  |
| engaged                | promised to marry                  |
| widowed                | spouse has died                    |
| partner                | general term for significant other |
| boyfriend / girlfriend | romantic partner                   |

 $\ll$  He's single. / She has a boyfriend. / They're married.

# TALKING ABOUT FAMILY

| Expression            | Example                           |
|-----------------------|-----------------------------------|
| I have two brothers.  | My brothers are older than me.    |
| She is the youngest.  | I'm the oldest of three siblings. |
| We're a close family. | We see each other every weekend   |
| They live abroad.     | My parents live in Argentina.     |

Use **"have"** to talk about family members: Do you have any siblings? Yes, I have one sister.

# **!** COMMON MISTAKES

| Mistake                        | Correction                         | Why?                         |
|--------------------------------|------------------------------------|------------------------------|
| He is my familiar.             | He is my relative / family member. | "Familiar" is a false friend |
| I have three cousins brothers. | I have three cousins.              | "Cousins" are not "brothers" |
| My mother she is a teacher.    | My mother is a teacher.            | Avoid repeating the subject  |

# EXAMPLE DIALOG

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Jenna: Do you have a big family? Luis: Not really. I have one sister and a few cousins, but no brothers. Jenna: I have two older brothers and a younger sister. Luis: Are you the oldest? Jenna: No, I'm in the middle. My older brother is married, and he has a baby girl. Luis: That makes you an aunt! Jenna: Yep. She's adorable. Her name is Mia.

## 7.2 DESCRIBING PEOPLE: PHYSICAL APPEARANCE

#### **Objective:**

To describe a person's **physical features**, including height, build, hair, eyes, and other distinguishing characteristics, using appropriate vocabulary and sentence structure.

## DESCRIBING HEIGHT AND BUILD

Feature Common Vocabulary

Height tall, short, medium height, average height

Build slim, thin, fit, athletic, muscular, average build, overweight

✓ Examples:
 She's tall and slim.
 He's of medium height and has an athletic build.

## ✤ HAIR: LENGTH, COLOR, AND STYLE

FeatureExamplesLengthshort, medium-length, longColorblack, brown, blonde, red, grey

Texture/Style straight, wavy, curly, bald, shaved

✓ Examples:
 He has short, dark hair.
 She has long, wavy blonde hair.
 My uncle is bald.

#### ♦ EYES AND FACIAL FEATURES

| Feature | Common Vocabulary |
|---------|-------------------|
|         |                   |

Eye color blue, green, brown, hazel, grey

Glasses wears glasses, wears contact lenses



#### Feature Common Vocabulary

Other beard, moustache, freckles, wrinkles

✓ Examples:
 He has green eyes and a beard.
 She wears glasses and has freckles.

# ✤ GENERAL APPEARANCE

| Description              | Use in Sentences                |
|--------------------------|---------------------------------|
| attractive, good-looking | He's very good-looking.         |
| beautiful / pretty       | She's a beautiful woman.        |
| handsome                 | He's quite handsome.            |
| plain / average-looking  | She's an average-looking person |
|                          |                                 |

young / middle-aged / elderly He's a young man. / They're elderly.

 $\checkmark$  Adjectives go **after "to be"** or **before a noun**: She is beautiful. / He's a handsome guy.

#### **SENTENCE STRUCTURES**

He is tall and slim. She has short, curly hair. They are middle-aged and wear glasses. My grandfather is bald and has a moustache.

## **!** COMMON MISTAKES

| Mistake                   | Correction                | Why?                               |
|---------------------------|---------------------------|------------------------------------|
| She has the hair long.    | She has long hair.        | Don't use "the" with body features |
| He is a person very tall. | He is a very tall person. | Correct adjective placement        |
| She has eyes blue.        | She has blue eyes.        | Use adjective before noun          |

## EXAMPLE DIALOG

Eva: Who's the new guy in your team?Leo: His name is Tom. He's quite tall and has short, dark hair.Eva: Does he wear glasses?Leo: No, but he has a beard and green eyes.



**Eva:** Sounds familiar. Is he the one with the athletic build? **Leo:** That's him. He's very friendly too.

## 7.3 DESCRIBING PEOPLE: PERSONALITY AND EMOTIONS

## **Objective:**

To describe someone's **personality traits** and **emotional states** using common adjectives and correct grammar structures.

## ♦ COMMON PERSONALITY ADJECTIVES

## **Positive Traits Negative Traits**

| friendly              | rude           |
|-----------------------|----------------|
| kind                  | mean           |
| helpful               | selfish        |
| generous              | greedy         |
| patient               | impatient      |
|                       |                |
| hard-working          | lazy           |
| hard-working<br>funny | lazy<br>boring |
| U                     | ,              |
| funny                 | boring         |

 $\checkmark$  Examples: She's very friendly and helpful. He can be a bit impatient.

#### ✤ TALKING ABOUT EMOTIONS (TEMPORARY STATES)

Use "to be" + emotional adjectives to describe how someone feels:

| Emotion | Example Sentence               |
|---------|--------------------------------|
| happy   | I'm happy today.               |
| sad     | He's a little sad.             |
| angry   | She's angry about the news.    |
| nervous | We're nervous before the test. |
| excited | They're excited for the trip.  |
|         |                                |



Emotion Example Sentence

tired I'm tired after work.

worried He's worried about his results.

 $\ll$  These are **temporary**, unlike personality traits, which are more permanent.

#### ♦ ADVERBS TO MODIFY INTENSITY

| Adverb           | Use Example             |
|------------------|-------------------------|
| very             | He's very patient.      |
| a bit / a little | She's a bit shy.        |
| really           | I'm really tired.       |
| quite            | They're quite friendly. |
| too              | He's too serious.       |
|                  |                         |

## **SENTENCE PATTERNS**

She is very smart and hardworking. I'm a bit tired today. They are always honest and responsible. He seems a little stressed.

## **!** COMMON MISTAKES

| Mistake                           | Correction                        | Why?                                       |
|-----------------------------------|-----------------------------------|--|
| He has 25 years and is very nice. | He is 25 years old and very nice. | Use "is", not "has", for age and traits    |
| She is a person very shy.         | She is a very shy person.         | Correct word order                         |
| They are with stress.             | They are stressed.                | Use the adjective, not literal translation |

# EXAMPLE DIALOG

Nico: Have you met our new colleague?
Sana: Yes, she's really nice! Very friendly and easy to talk to.
Nico: I agree. She seems quite confident, too.
Sana: Totally. I was nervous on my first day, but she looks relaxed.
Nico: Same here. I think she'll be a great addition to the team.



# 7.4 VERB "HAVE GOT" FOR POSSESSION

#### **Objective:**

To use the verb **"have got"** to talk about **possession**, **family**, and **physical features**, with correct affirmative, negative, and interrogative forms.

## ♦ WHEN TO USE "HAVE GOT"

"Have got" is commonly used in **British English** to express:

- **Possession**  $\rightarrow$  I've got a bike.
- Family relationships  $\rightarrow$  She's got two brothers.
- Characteristics  $\rightarrow$  They've got blue eyes.

 $\ll$  It's informal and more common in **spoken English** than simply "have".

#### ✤ AFFIRMATIVE FORMS

| Subject       | Full Form    | <b>Contracted Form</b>  |
|---------------|--------------|-------------------------|
| I             | I have got   | l've got                |
| You           | You have got | You've got              |
| He / She / It | He has got   | He's got / She's got    |
| We / They     | We have got  | We've got / They've got |

✓ We've got a big house.

✓ He's got dark hair and glasses.

## ♦ NEGATIVE FORMS

have/has not got  $\rightarrow$  with contractions:

| Subject  | Negative Form | Example                      |
|----------|---------------|------------------------------|
| I        | haven't got   | I haven't got a car.         |
| He / She | hasn't got    | She hasn't got any brothers. |
| They     | haven't got   | They haven't got pets.       |

## ✤ QUESTIONS WITH "HAVE GOT"



## Have / Has + subject + got + noun?

| Question                     | Short Answer                        |
|------------------------------|-------------------------------------|
| Have you got a pen?          | Yes, I have. / No, I haven't.       |
| Has he got any siblings?     | Yes, he has. / No, he hasn't.       |
| Have they got a new teacher? | Yes, they have. / No, they haven't. |

 $\checkmark$  "Got" is **always included** in this structure.

## ♦ AMERICAN ENGLISH ALTERNATIVE

In American English, people usually use "have" instead of "have got":
I have a brother. (AmE)
I've got a brother. (BrE)
Both are correct, but "have got" is more common in conversational British English.

## **!** COMMON MISTAKES

| Mistake                  | Correction                 | Why?                                    |
|--------------------------|----------------------------|---|
| She has got blue eyes?   | Has she got blue eyes?     | Use "has" at the beginning in questions |
| I no have got a computer | . I haven't got a computer | Use "haven't" for negatives             |
| He's got 25 years.       | He is 25 years old.        | "Have got" not used for age             |

## EXAMPLE DIALOG

Lucía: Have you got any brothers or sisters? Jay: Yeah, I've got one younger brother. What about you? Lucía: I haven't got any siblings—I'm an only child. Jay: Lucky! I've got to share everything with my brother. Lucía: Haha. Have you got any pets? Jay: Yes, we've got a cat and a dog. They're both adorable.

## 7.5 POSSESSIVE ADJECTIVES AND PRONOUNS

## **Objective:**

To understand and correctly use **possessive adjectives** and **possessive pronouns** to talk about ownership, relationships, and personal belongings.

#### ♦ POSSESSIVE ADJECTIVES



Used **before a noun** to show ownership.

| Subject Pronoun | Possessive Adjective | Example                       |
|-----------------|----------------------|-------------------------------|
| I               | my                   | This is my phone.             |
| you             | your                 | Is that your bag?             |
| he              | his                  | His car is blue.              |
| she             | her                  | Her brother is tall.          |
| it              | its                  | The cat is licking its paw.   |
| we              | our                  | Our house is big.             |
| they            | their                | Their names are Anna and Leo. |

 ${\mathord{ em} }$  These are always followed by a noun: my book, her name, our family

#### POSSESSIVE PRONOUNS

Used without a noun to show who something belongs to.

| Possessive Adjective | Possessive Pronour | n Example                       |
|----------------------|--------------------|---------------------------------|
| my                   | mine               | This phone is mine.             |
| your                 | yours              | That seat is yours.             |
| his                  | his                | That's his.                     |
| her                  | hers               | This pen is hers.               |
| its                  | _                  | (Rarely used; usually replaced) |
| our                  | ours               | The idea was ours.              |
| their                | theirs             | The books are theirs.           |

 $\checkmark$  Possessive pronouns **replace** noun phrases: This is my car  $\rightarrow$  This car is mine

## ♦ COMMON SENTENCE PATTERNS

This is my sister. That's her husband. These aren't our seats. They're theirs. Is this your phone? No, it's mine. I lost my keys. Have you seen yours?



## **!** COMMON MISTAKES

| Mistake                       | Correction       |                | Why?                 |
|-------------------------------|------------------|----------------|----------------------|
| This is the book of me.       | This is my book. | English uses p | ossessive adjectives |
| This is mine book.            | This is my book. | Don't use pror | noun + noun together |
| Your dog is cute. I like your | . I like yours.  | Use pronoun v  | when noun is missing |

#### EXAMPLE DIALOG

Ava: Is that your phone?
Daniel: No, it's not mine. I think it's hers—Emma left it on the table.
Ava: Ah, okay. Mine is in my bag.
Daniel: I saw it. Your case is green, right?
Ava: Yeah. And what about this notebook? Is it yours?
Daniel: Nope, it's theirs. It has both their names on it.

## 7.6 DESCRIBING THINGS AND PLACES (BASIC ADJECTIVES)

#### **Objective:**

To describe **objects** and **places** using basic adjectives related to **size**, **shape**, **color**, **condition**, and **opinion**, and to use correct adjective order.

#### ♦ COMMON ADJECTIVES FOR DESCRIBING THINGS

| Category  | Examples                             |
|-----------|--------------------------------------|
| Size      | big, small, large, tiny              |
| Shape     | round, square, rectangular, flat     |
| Color     | red, blue, green, black, white       |
| Condition | new, old, clean, dirty, broken       |
| Material  | wooden, plastic, metal, glass        |
| Opinion   | beautiful, ugly, interesting, boring |
|           |                                      |

 ${\mathscr O}$  It's a small black box.

 $\checkmark$  That's a beautiful old wooden table.

## ✤ COMMON ADJECTIVES FOR PLACES

TypeExamplesAppearancepretty, ugly, modern, traditional



| Туре       | Examples                           |
|------------|------------------------------------|
| Atmosphere | quiet, noisy, peaceful, busy       |
| Size       | big, small, huge, tiny             |
| Condition  | clean, dirty, well-kept, abandoned |
|            |                                    |

Location-based central, remote, local, nearby

 $\checkmark$  London is a big, busy city.

 $\checkmark$  The hotel is very clean and quiet.

## ♦ BASIC ADJECTIVE ORDER IN ENGLISH

When using more than one adjective, follow this general order:

 $\mathsf{Opinion} \rightarrow \mathsf{Size} \rightarrow \mathsf{Age} \rightarrow \mathsf{Shape} \rightarrow \mathsf{Color} \rightarrow \mathsf{Origin} \rightarrow \mathsf{Material} \rightarrow \mathsf{Noun}$ 

Example

a beautiful large old round white French wooden table

 $\checkmark$  In real use: a nice small black plastic bag ! Don't say: a plastic black small nice bag **X** 

#### ✤ SENTENCE STRUCTURES

The house is big and bright. It's a new red car. There's a small café near my office. This room is very quiet and clean.

## **!** COMMON MISTAKES

| Mistake                                   | Correction                             | Why?                        |
|---|--|-----------------------------|
| A house big.                              | A big house.                           | Adjective comes before noun |
| The building is very modern and is clean. | The building is very modern and clean. | No need to repeat "is"      |
| I have a red small car.                   | I have a small red car.                | Incorrect adjective order   |

## EXAMPLE DIALOG



Emma: Is this your car? Joel: No, mine is the small grey one across the street. Emma: It looks new! Joel: Thanks. It's actually two years old, but I take care of it. Emma: I like the design. Very simple and modern. Joel: Yeah, and it's perfect for city driving—compact and quiet.

# 7.7 TALKING ABOUT LIKES AND DISLIKES

#### **Objective:**

To express **preferences**, **interests**, and **aversions** using verbs like like, love, enjoy, don't like, hate, and can't stand, followed by **nouns** or **gerunds**.

#### ♦ EXPRESSING LIKES AND LOVES

| Verb    | Structure              | Example                               |
|---------|------------------------|---------------------------------------|
| like    | like + noun / verb-ing | I like music. / I like dancing.       |
| love    | love + noun / verb-ing | She loves animals. / We love cooking. |
| enjoy   | enjoy + verb-ing       | They enjoy reading.                   |
| be into | be into + noun         | He's into photography.                |

 $\checkmark$  I like watching movies at night.

✓ She's into classical music.

## ✤ EXPRESSING DISLIKES AND HATES

| Expression E | xample |
|--------------|--------|
|--------------|--------|

don't like I don't like getting up early.

hate He hates waiting in traffic.

can't stand We can't stand loud places.

be not into She isn't into sports.

 $\checkmark$  These verbs and phrases show stronger negative feelings: hate and can't stand are more intense than don't like

#### ♦ TALKING ABOUT SOMEONE ELSE'S PREFERENCES

He likes playing football.

She doesn't like spicy food.

My parents enjoy gardening.



## My friend can't stand crowds.

 $\checkmark$  Remember **-s** in the third person: She likes, He enjoys, It hates noise.

#### ✤ MAKING IT PERSONAL OR POLITE

| Expression          | Use Example                       |
|---------------------|-----------------------------------|
| I'm a big fan of    | I'm a big fan of science fiction. |
| I prefer (to)       | I prefer tea to coffee.           |
| I'd rather          | I'd rather stay in tonight.       |
| I'm not really into | I'm not really into horror films. |

#### **!** COMMON MISTAKES

| Mistake                                   | Correction                          | Why?                                       |
|---|-------------------------------------|--|
| I like to swim ☆ (formal, less<br>common) | I like swimming 𝒞 (more<br>natural) | Gerunds are preferred in spoken<br>English |
| She don't like rock.                      | She doesn't like rock.              | Use "doesn't" for 3rd person               |
| I like very much travel.                  | I really like travelling.           | Wrong word order and structure             |

## EXAMPLE DIALOG

Omar: Do you like Italian food? Tara: I love it! I could eat pasta every day. Omar: Me too. I also enjoy cooking at home. Tara: That's great. I don't like fast food—it makes me feel awful. Omar: Same here. I prefer homemade meals. Tara: What about music? Omar: I'm really into jazz. I can't stand reggaeton, though.

#### 7.8 TALKING ABOUT RELATIONSHIPS AND SOCIAL LIFE

## **Objective:**

To describe different types of relationships, talk about your social life, and use appropriate vocabulary and expressions for interactions with family, friends, partners, and acquaintances.



#### ♦ TALKING ABOUT RELATIONSHIPS

| Type of Relationship | Vocabulary / Expression                                  |
|----------------------|--|
| Romantic             | boyfriend, girlfriend, partner, fiancé(e), husband, wife |
| Family               | parents, siblings, cousins, in-laws                      |
| Friendship           | friend, best friend, close friend, childhood friend      |
| Other                | colleague, acquaintance, neighbor, roommate              |

 $\ll$  She's my best friend—we've known each other since school.  $\ll$  I'm married, and I've got two kids.

#### ✤ RELATIONSHIP STATUS

| Phrase                                    | Example                               |
|---|---------------------------------------|
| I'm single / married / divorced           | He's married with two children.       |
| I have a partner / boyfriend / girlfriend | I've got a new girlfriend.            |
| We're engaged                             | They're engaged to be married.        |
| They've been together for                 | They've been together for five years. |

# ♦ SOCIAL LIFE VOCABULARY

| Expression               | Use Example                              |
|--------------------------|--|
| hang out                 | We hang out on the weekends.             |
| get along (with someone) | I get along well with my sister.         |
| go out (together)        | They go out every Friday.                |
| spend time with someone  | I spend time with my family on Sundays.  |
| meet up                  | Let's meet up for coffee this afternoon. |

# DESCRIBING SOCIAL HABITS

| Sentence Example                            | Notes                          |
|---|--------------------------------|
| I go out with friends once a week.          | Use frequency expressions      |
| We usually meet for lunch on Saturdays.     | Present simple for routines    |
| He rarely socializes—he's very introverted. | Use adverbs of frequency       |
| She's very outgoing and sociable.           | Adjective to describe behavior |



#### **Z TALKING ABOUT CONFLICTS AND COMPATIBILITY**

| Expression                | Example                                     |
|---------------------------|---|
| argue / have arguments    | We sometimes argue, but we make up quickly. |
| have a lot in common      | We have a lot in common.                    |
| be similar / be different | We're really different, but it works.       |
| get on well / badly       | I get on well with my boss.                 |

## ! COMMON MISTAKES

| Mistake                           | Correction                                | Why?                              |
|-----------------------------------|---|-----------------------------------|
| I have 30 years and a girlfriend. | I'm 30 years old and I have a girlfriend. | Use "am" for age                  |
| We are couple.                    | We are a couple.                          | Article needed before<br>"couple" |
| He's very sympathic.              | He's very nice / friendly.                | "Sympathetic" ≠ "simpático"       |

## EXAMPLE DIALOG

Noah: Do you have a big social circle?
Alba: Kind of. I've got a few close friends, and I meet up with them often.
Noah: Are you in a relationship?
Alba: Yes, I've been with my partner for three years now.
Noah: Nice! Do you get along well?
Alba: Definitely. We share a lot of interests and rarely argue.
Noah: That's great. My last relationship didn't go so well, but I've learned a lot.

# 7.9 UNIT 7 REVIEW

**Objective:** 

To review and consolidate the vocabulary and grammar from Unit 7, focused on describing people, their physical and personality traits, relationships, and possessions.

## WHAT YOU LEARNED IN THIS UNIT

# ♦ FAMILY AND RELATIONSHIPS

Vocabulary for immediate and extended family: mother, uncle, cousin, father-in-law

Describing relationship status: single, married, divorced, engaged

Talking about \*friendships, romantic partners, and social life



#### ♦ PHYSICAL APPEARANCE

Describing height, build, hair, eyes, and distinguishing features:

- $\rightarrow$  She's tall with long, curly hair.
- $\rightarrow$  He has green eyes and wears glasses.

# PERSONALITY AND EMOTIONS

Positive traits: kind, friendly, outgoing

Negative traits: lazy, rude, impatient

Temporary states: tired, happy, nervous, excited

## 

I've got two sisters. / He hasn't got any pets. / Have you got a car?

## ♦ POSSESSIVE ADJECTIVES AND PRONOUNS

Adjectives: my, your, his, her, our, their  $\rightarrow$  That's my phone. Pronouns: mine, yours, his, hers, ours, theirs  $\rightarrow$  This book is hers.

#### DESCRIBING THINGS AND PLACES

Adjectives for size, shape, color, and condition: a small wooden table, a big clean park

Correct adjective order: opinion  $\rightarrow$  size  $\rightarrow$  age  $\rightarrow$  color  $\rightarrow$  noun

## ♦ LIKES, DISLIKES, AND PREFERENCES

Using like, love, hate, enjoy + noun or gerund: → She loves cooking. / They don't like studying late.

Common intensifiers: really, a bit, absolutely

#### ♦ SOCIAL HABITS AND RELATIONSHIPS

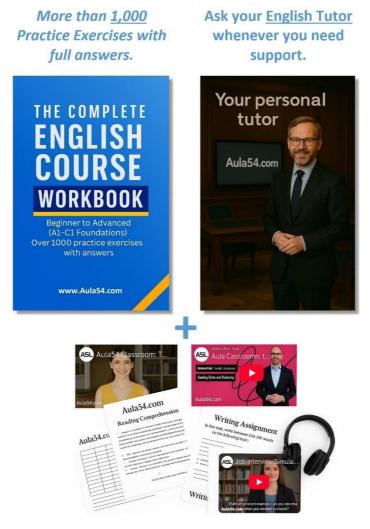
Vocabulary for interactions: hang out, get along, spend time with

Describing conflicts or bonds: We argue sometimes but get along well.

#### EXAMPLE DIALOG

Liam: Do you come from a big family?
Marta: Not really. I've got one brother and a few cousins. What about you?
Liam: I'm the youngest of four. My siblings are all older than me.
Marta: Wow! That must have been fun growing up.
Liam: Sometimes. We're close now. My sister lives nearby and we hang out often.
Marta: Nice! I get along well with my brother too. He's very patient—I'm the emotional one!
Liam: Same here. I'm usually calm, but my brother's the outgoing one. He's got a huge circle of friends.

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# UNIT 8 (LEVEL A2): PLACES, DIRECTIONS, AND PREPOSITIONS

Navigating the physical world in English—asking where something is, giving directions, or describing a place—is essential for travel, work, and daily life. In this unit, you'll learn how to talk about locations, use **prepositions of place and movement** accurately, and ask or answer questions involving direction and spatial relationships.

We'll introduce vocabulary for places in town (like bank, library, bus stop) and show you how to use structures such as there is / there are and where is...? effectively. You'll also practice understanding and giving directions, interpreting simple maps, and describing how far or near things are. By mastering these skills, you'll feel more confident moving around English-speaking environments and helping others do the same.

## 8.1 VOCABULARY: PLACES IN TOWN

#### **Objective:**

To learn and use essential vocabulary for common **places in a town or city**, understand their functions, and describe what you can do in each place using basic sentence patterns.

## Magnetic Places

| Place   | Description / Use                                    |  |
|---|--|--|
| bank  | where you manage money, open accounts, withdraw cash |  |
| post office                                     | send letters and packages                            |  |
| police station                                  | report crimes, ask for help                          |  |
| fire station                                    | where firefighters work                              |  |
| city hall / town hall local government building |  |  |
| library   | borrow books, study, use computers                   |  |
| hospital  | emergency and medical treatment                      |  |
| health center                                   | general healthcare services                          |  |

# ■ □ SHOPS AND COMMERCIAL PLACES

| Place                | Description / Use                |
|----------------------|----------------------------------|
| supermarket          | buy food and household items     |
| grocery store        | smaller food shop                |
| bakery               | buy bread and pastries           |
| butcher's            | buy meat                         |
| pharmacy / drugstore | buy medicine and health products |
| clothing store       | buy clothes                      |
| shopping mall        | large building with many stores  |



| Place | Description / Use |
|-------|-------------------|
|-------|-------------------|

hairdresser's / barber's get your hair cut

# ➡□ LEISURE AND OUTDOOR AREAS

| Place                  | Description / Use                  |
|------------------------|------------------------------------|
| park                   | relax, walk, exercise, play        |
| square                 | open public space in a town center |
| cinema / movie theater | watch films                        |
| museum                 | see exhibitions, art, and history  |
| gym                    | exercise and fitness training      |
| stadium                | watch sports events                |
| zoo / aquarium         | see animals or marine life         |

## I●I □ FOOD AND DRINK ESTABLISHMENTS

| Place                | Description / Use                 |
|----------------------|-----------------------------------|
| restaurant           | sit down to eat meals             |
| café / coffee shop   | drink coffee, tea, eat snacks     |
| bar / pub            | drink alcohol, socialize          |
| fast food restaurant | quick meals (e.g. burgers, pizza) |
| takeaway             | food to eat elsewhere             |

## **TRANSPORT-RELATED PLACES**

| Place                                     | Description / Use            |
|---|------------------------------|
| bus stop                                  | wait for the bus             |
| train station                             | take the train               |
| subway station                            | access the metro/underground |
| airport                                   | take flights                 |
| taxi rank                                 | get a taxi                   |
| petrol station / gas station refuel a car |                              |

## ♦ SENTENCE PATTERNS

There's a bakery on Main Street.

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I usually go to the gym after work. You can catch a bus at the stop in front of the park. She often reads at the library. They work at the hospital.

## DESCRIBING WHAT YOU CAN DO IN EACH PLACE

PlaceAction ExamplesupermarketYou can buy groceries.post officeYou can send a package.parkYou can walk your dog.cinemaYou can watch a film.airportYou can catch a flight.

 $\checkmark$  Use "can" for possibilities: You can buy books at the bookstore.

# **!** COMMON MISTAKES

| Mistake                           | Correction                         | Why?                             |
|-----------------------------------|------------------------------------|----------------------------------|
| I go to the library to buy books. | I go to the bookstore to buy books | . Libraries are for borrowing    |
| I take the bus in the stop.       | I take the bus at the stop.        | Use "at" with stops and stations |
| She works in the hospital public  | She works in a public hospital.    | Adjective order correction       |

## EXAMPLE DIALOG

Jamie: Are there any good places to eat around here? Lina: Yeah, there's a great café just across from the park. Jamie: Nice. What about a place to get groceries? Lina: The supermarket is two blocks away. You'll see it next to the pharmacy. Jamie: And is there a bus stop nearby? Lina: Sure, it's right in front of the library. You can't miss it. Jamie: Perfect. I'll grab something to eat and then catch the bus.

## 8.2 ASKING FOR AND GIVING DIRECTIONS

#### **Objective:**

To ask for and give clear, polite directions using appropriate vocabulary, sentence structures, and common expressions for navigation in town or city environments.



## ♦ HOW TO ASK FOR DIRECTIONS (POLITELY)

| Question                         | Use Example                                    |
|----------------------------------|--|
| Excuse me, how can I get to?     | Excuse me, how can I get to the train station? |
| Where is the nearest?            | Where is the nearest pharmacy?                 |
| Could you tell me how to get to? | ? Could you tell me how to get to City Hall?   |
| Is there a near here?            | Is there a bank near here?                     |
| What's the best way to?          | What's the best way to get to the stadium?     |

# ✤ COMMON RESPONSES: STARTING A DIRECTION

| Phrase                            | Example                          |
|-----------------------------------|----------------------------------|
| Sure. / Of course.                | Sure, it's not far from here.    |
| Go straight (ahead).              | Go straight for two blocks.      |
| Turn left / right                 | Turn right at the traffic light. |
| lt's on your left / right         | The library is on your left.     |
| It's next to / opposite / betweer | It's next to the supermarket.    |

# DIRECTIONAL VERBS AND PHRASES

| Verb / Phrase           | Meaning / Use                              |
|-------------------------|--|
| go past                 | Go past the bank and you'll see it.        |
| cross (the street)      | Cross the road and you'll find the café.   |
| take the first / second | Take the second street on the left.        |
| walk down (a street)    | Walk down Main Street until the corner.    |
| follow (a street)       | Follow this road for 200 meters.           |
| keep going              | Keep going until you reach the roundabout. |

# ♦ REFERENCE POINTS AND LANDMARKS

| Location Phrase   | Example                                  |  |
|---|--|--|
| next to   | The bank is next to the post office.     |  |
| in front of / behind                                      | The museum is in front of the cathedral. |  |
| on the corner There's a bakery on the corner.             |  |  |
| across from / opposite The hotel is across from the park. |  |  |



## Location Phrase

Example

between A and B

It's between the pharmacy and the café.

## ✤ GIVING ESTIMATED DISTANCE OR TIME

| Expression                    | Example                                  |
|-------------------------------|--|
| It's about five minutes away. | It's about a 5-minute walk from here.    |
| It's just around the corner.  | The bookstore is just around the corner. |
| It's two blocks down.         | It's two blocks down this street.        |
| It's not far.                 | Don't worry—it's not far.                |

## **!** COMMON MISTAKES

| Mistake                       | Correction                       | Why?                                  |
|-------------------------------|----------------------------------|---------------------------------------|
| How do I arrive to the cinema | ? How do I get to the cinema?    | Use "get to", not "arrive to"         |
| Go to right                   | Turn right / Go right            | Prepositions are different in English |
| It's in front the supermarket | It's in front of the supermarket | . "Of" is required after "in front"   |

## EXAMPLE DIALOG

Traveler: Excuse me, how can I get to the museum from here?
Local: Sure. Go straight ahead for about two blocks, then turn left at the traffic lights.
Traveler: Got it. Is it near the river?
Local: Yes, it's just across from the river, right next to the library.
Traveler: Great. Thanks so much!
Local: No problem. It's easy to find.

# 8.3 PREPOSITIONS OF PLACE AND MOVEMENT

#### **Objective:**

To understand and correctly use **prepositions of place** (where something is) and **prepositions of movement** (where something is going), essential for describing locations and giving directions.

# ♦ PREPOSITIONS OF PLACE

Used to describe the **position** or **location** of something.



| Preposition            | Meaning / Example                                 |
|------------------------|---|
| in                     | The keys are in the bag.                          |
| on                     | The book is on the table.                         |
| under                  | The cat is under the bed.                         |
| next to                | The café is next to the bank.                     |
| in front of            | The car is in front of the house.                 |
| behind                 | The supermarket is behind the park.               |
| between                | The school is between the church and the library. |
| opposite / across from | The pharmacy is opposite the cinema.              |
| above                  | The clock is above the door.                      |
| below                  | The shoes are below the shelf.                    |

# PREPOSITIONS OF MOVEMENT

Used to describe direction or motion from one place to another.

| Preposition | Meaning / Example                    |
|-------------|--------------------------------------|
| to          | She's going to the office.           |
| into        | He walked into the room.             |
| out of      | She came out of the shop.            |
| onto        | The cat jumped onto the sofa.        |
| off         | He fell off the bike.                |
| through     | We walked through the tunnel.        |
| over        | The plane flew over the city.        |
| under       | The dog ran under the table.         |
| past        | Walk past the museum and turn right. |
| along       | They walked along the river.         |
| around      | We went around the park.             |
| across      | She walked across the street.        |

 $\ll$  Many of these prepositions form part of **phrasal verbs**, but here they're used literally for direction.

## ♦ COMBINING PLACE AND MOVEMENT



| Sentence Example                   | Explanation               |
|------------------------------------|---------------------------|
| He's in the room.                  | Static position           |
| He's going into the room.          | Movement toward inside    |
| They are on the bridge.            | Location                  |
| They're walking across the bridge. | Movement over something   |
| She's walking past the bakery.     | Movement going by a place |

## ✤ PREPOSITIONS IN DIRECTIONS

| Use in Directions             | Example Sentence                           |
|-------------------------------|--|
| Turn left <b>at</b> the light | Turn left at the traffic lights.           |
| Go <b>past</b> the bank       | Go past the bank and it's on your left.    |
| Walk <b>along</b> the road    | Walk along this street until the end.      |
| Go into the building          | Go into the building and ask at reception. |

#### **!** COMMON MISTAKES

| Mistake                               | Correction                               | Explanation                           |
|---------------------------------------|--|---------------------------------------|
| He is on the room.                    | He is in the room.                       | Use "in" for enclosed spaces          |
| Go to straight.                       | Go straight.                             | "To" is not needed here               |
| The restaurant is in front the hotel. | The restaurant is in front of the hotel. | "of" is required after "in front"     |
| She goes in the car.                  | She goes into the car.                   | "In" = location, "into" =<br>movement |

## EXAMPLE DIALOG

Carmen: Where's the nearest ATM?
Leo: It's in front of the supermarket, next to the entrance.
Carmen: Do I turn right at the corner?
Leo: Yes. Walk past the pharmacy and then turn right. The ATM is between the café and the store.
Carmen: Got it. Do I need to go into the supermarket?
Leo: No, it's outside. Just across from the parking lot.

# 8.4 THERE IS / THERE ARE

#### **Objective:**

To use the structures **"there is"** and **"there are"** to describe the existence and presence of people, places, and things in a specific location, both in singular and plural forms.

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#### ♦ BASIC STRUCTURE

| Form      | Use With                     | Example                           |
|-----------|------------------------------|-----------------------------------|
| There is  | singular nouns / uncountable | e There is a bank on the corner.  |
| There are | e plural nouns               | There are three parks in my town. |

 $\ll$  Use "there's" as a contraction of there is: There's a new café nearby.

#### ✤ AFFIRMATIVE FORMS

| Singular                       | Plural                             |
|--------------------------------|------------------------------------|
| There is a hospital near here. | There are two cinemas in the city. |

There's a restaurant on Main St. There are many people at the station.

 ✓ Also used with uncountable nouns: There is milk in the fridge.
 There's traffic on the road.

#### ♦ NEGATIVE FORMS

# Singular Plural

There isn't a gas station nearby. There aren't any shops open today.

There's no bank in this street. There are no public toilets here.

**!** Use **"any"** in negative plural: There aren't any buses. Or use **"no"** with singular/plural: There's no bus. / There are no buses.

#### QUESTIONS

## Type Example Question

Short Answer

Yes / No Is there a hotel near here?

Yes, there is. / No, there isn't.

Are there any restaurants around here? Yes, there are. / No, there aren't.

 ✓ Use "any" in plural and uncountable questions: Are there any buses at night?
 Is there any milk left?



## ♦ QUANTIFIERS WITH "THERE IS / ARE"

| Expression                  | Example                              |
|-----------------------------|--------------------------------------|
| a lot of                    | There are a lot of tourists today.   |
| some                        | There are some cafés in this street. |
| any (questions / negatives) | ) Are there any parks nearby?        |
| no                          | There is no parking in this area.    |

## **WORD ORDER TIPS**

Use "there is / are" + noun + place (if needed): There's a supermarket near the station. There are many trees in the park.

You can also use adjectives:

There's a beautiful museum downtown.

There are some nice cafés around here.

# **!** COMMON MISTAKES

| Mistake   | Correction              | Why?                            |
|---|-------------------------|---------------------------------|
| There are a supermarket.  | There is a supermarket. | Use singular "is" with one item |
| There is many people.   | There are many people.  | "People" is plural              |
| Is there restaurants here? Are there restaurants here? Use "are" for plural nouns |                         |                                 |
| There have a bank.  | There is a bank.        | Use "there is", not "have"      |

## EXAMPLE DIALOG

Tom: Is there a good place to eat around here?
Zoe: Yes, there's a great restaurant on the next street.
Tom: Are there any vegetarian options?
Zoe: Sure! There are a few vegetarian cafés, too.
Tom: That's good. And is there a bus stop nearby?
Zoe: No, there isn't one on this street. But there's one just two blocks away.

## 8.5 DESCRIBING LOCATIONS

## **Objective:**

To describe the **position** of buildings, landmarks, or people within a city, room, or space using accurate vocabulary, prepositions, and descriptive language.



#### ♦ SENTENCE STARTERS FOR DESCRIBING LOCATION

ExpressionExampleIt's located...The museum is located downtown.It's situated...The school is situated on Hill Street.It's in the...The pharmacy is in the city center.It's on the...The hotel is on the corner of King Street.You'll find it...You'll find it next to the library.

## ✤ KEY VOCABULARY FOR LOCATION

TypeVocabularyDirectionalleft, right, straight ahead, aroundProximitynear, close to, far fromOrientationcorner, intersection, junction, blockLandmarksacross from, next to, behind, in front of

✓ Use landmarks to give clear context:
 It's across from the post office.
 It's near the river, between two cafés.

#### PREPOSITIONS COMMONLY USED

| Preposition            | Example                               |
|------------------------|---------------------------------------|
| on the left / right    | The bank is on the left.              |
| at the corner          | It's at the corner of Elm and 3rd.    |
| next to                | It's next to a bakery.                |
| opposite / across from | The cinema is opposite the bookstore. |
| near                   | The hotel is near the train station.  |
| behind / in front of   | The school is behind the church.      |

#### DESCRIBING LOCATION IN DETAIL

Use more than one landmark or detail to be specific:

The supermarket is on Green Street, between a gas station and a pharmacy. The office is on the third floor, next to the elevator. Our classroom is at the end of the hallway, past the bathrooms.



You can also describe relative location:

The hospital is two blocks from here. It's not far from the city center.

## **USEFUL SENTENCE PATTERNS**

It's located in the old town, near the main square. You'll find it on the corner, opposite the bank. There's a bus stop right in front of the building. The entrance is at the back of the house.

## **!** COMMON MISTAKES

| Mistake                             | Correction                             | Why?                              |
|-------------------------------------|--|-----------------------------------|
| It is in the right.                 | It is on the right.                    | Use "on" for direction            |
| The cinema is in front the station. | The cinema is in front of the station. | "of" is required after "in front" |
| Is located in the center.           | It is located in the center.           | Add "it is" for full sentence     |
| Is near from the museum.            | It is near the museum.                 | "Near" does not take "from"       |

#### EXAMPLE DIALOG

Alex: Where's the coffee shop you mentioned?
Lena: It's in the old quarter, right next to the art gallery.
Alex: Is it near the train station?
Lena: Not really. It's closer to City Hall—just across from the main square.
Alex: Got it. So I should walk past the cathedral and turn left at the corner?
Lena: Exactly! Then you'll see it on your right.

#### 8.6 EXPRESSING DISTANCE AND POSITION

#### **Objective:**

To describe the **distance** between places and the **relative position** of objects or locations using common expressions, vocabulary, and sentence structures.

#### ♦ TALKING ABOUT DISTANCE

#### Expression

#### Example

It's (just) around the corner. The pharmacy is just around the corner.

It's a (five-minute) walk. It's a ten-minute walk from here.



| Expression                  | Example                                 |
|-----------------------------|---|
| It's two blocks away.       | The school is two blocks away.          |
| It's not far.               | The library isn't far from here.        |
| It's quite far.             | The zoo is quite far—you'll need a car. |
| It's about 200 meters away. | The bus stop is about 200 meters away.  |

 ${\mathscr O}$  Use units like meters, kilometers, minutes (by foot or car) to give clear estimates.

## ✤ EXPRESSING POSITION WITH REFERENCE POINTS

| Reference Phrase         | Example Sentence                                |
|--------------------------|---|
| next to                  | The ATM is next to the supermarket.             |
| between                  | The café is between the bookstore and the bank. |
| in front of              | The taxi rank is in front of the station.       |
| behind                   | There's a parking lot behind the building.      |
| opposite / across from   | The restaurant is across from the hotel.        |
| at the end of the street | The museum is at the end of this street.        |
| on the corner of X and Y | The shop is on the corner of Pine and 3rd.      |

#### ♦ QUESTIONS FOR ASKING ABOUT DISTANCE AND POSITION

| Question                                  | Typical Response                              |
|---|---|
| How far is it from here?                  | It's about 5 minutes on foot.                 |
| Is it close / far from the train station? | It's pretty close—just around the corner.     |
| Where exactly is it?                      | It's just past the roundabout, near the park. |

 $\ll$  Combine **distance** and **position** in one answer to be more helpful: It's about 300 meters away, next to a big white building.

# DESCRIBING DISTANCE USING TRANSPORTATION

| Phrase  | Example                                  |
|---|--|
| a five-minute walk / drive It's a five-minute walk to the baker |  |
| by foot / by car / by bus                                       | You can get there by bus in ten minutes. |
| a short ride  | It's a short ride by taxi.               |
| within walking distance   | The café is within walking distance.     |
|   |  |



## **!** COMMON MISTAKES

| Mistake  | Correction             | Why?                          |
|--|------------------------|-------------------------------|
| Is far from here?  | Is it far from here?   | Question form needs auxiliary |
| It's to five minutes by foot. It's a five-minute walk. Avoid literal translation |                        |                               |
| It's near to the station.  | It's near the station. | "Near" doesn't need "to"      |
| How many distance is it?   | How far is it?         | Use "how far" for distance    |

## EXAMPLE DIALOG

Isla: How far is the museum from here?
Tom: Not far. It's just a ten-minute walk.
Isla: Great. Is it near the river?
Tom: Yes, it's right behind the bridge—next to the city gallery.
Isla: So I just go straight and cross the bridge?
Tom: Exactly. Then it's on your left, at the end of the street.

# 8.7 ASKING QUESTIONS WITH "WHERE"

#### **Objective:**

To use the question word **"where"** to ask about the **location** or **position** of people, objects, or places, and to form grammatically correct questions using the present simple and "to be".

## ♦ USING "WHERE" TO ASK ABOUT LOCATION

| Question Type       | Example Question      |
|---------------------|-----------------------|
| Place or building   | Where is the library? |
| Person's location   | Where is Sarah?       |
| Object's location   | Where are my keys?    |
| Event location      | Where is the meeting? |
| Asking about origin | Where are you from?   |

✓ Use "Where + is/are" for current location questions.
✓ Use "Where do/does" for habitual or general questions.

#### ✤ STRUCTURE 1: "WHERE + TO BE + SUBJECT?"

| Subject Type | Example Question        | Response Example        |
|--------------|-------------------------|-------------------------|
| Singular     | Where is the restaurant | ? It's near the cinema. |



| Subject Type | Example Question       | Response Example          |
|--------------|------------------------|---------------------------|
| Plural       | Where are the toilets? | They're next to the exit. |
| People       | Where is your sister?  | She's at home.            |
| Objects      | Where are my glasses?  | They're on the table.     |

## ♦ STRUCTURE 2: "WHERE + DO/DOES + SUBJECT + VERB?"

Used to ask about regular places or destinations.

Example QuestionResponse ExampleWhere do you work?I work downtown.Where does he live?He lives in Madrid.Where do they study?They study at the university.

✓ Use **do/does** for actions, not static location.

#### COMMON VOCABULARY FOR RESPONSES

| Category         | Expressions                                 |
|------------------|---|
| General places   | at home, at work, at school, at the office  |
| Cities/countries | in London, in Spain, in New York            |
| Directions       | on the right, around the corner, over there |
| Position         | on the desk, under the bed, in my bag       |

Use "in, on, at, under, behind, next to" to give location details.

## **SHORT ANSWERS AND CLARIFICATIONS**

Where is Tom?  $\rightarrow$  He's at the gym. Where do you live?  $\rightarrow$  I live in Seville. Where are the glasses?  $\rightarrow$  They're in the kitchen, next to the sink. Where's the station?  $\rightarrow$  It's behind the supermarket.

# **!** COMMON MISTAKES

| Mistake         | Correction         | Why?                   |
|-----------------|--------------------|------------------------|
| Where you live? | Where do you live? | Missing auxiliary "do" |



| Mistake  | Correction             | Why?                                 |
|--|------------------------|--------------------------------------|
| Where is live your friend? Where does your friend live? Wrong word order |                        |                                      |
| Where are the hospital?  | Where is the hospital? | Use singular verb with singular noun |
| Where is the keys?   | Where are the keys?    | "Keys" is plural                     |

## EXAMPLE DIALOG

Carlos: Where's the nearest cash machine? Nina: There's one across the street, next to the bakery. Carlos: And where do you usually do your shopping? Nina: I go to the market on Saturdays. It's near the church. Carlos: Where do you live, by the way? Nina: I live in a small flat behind the train station.

## 8.8 FOLLOWING A MAP OR A GUIDE

#### **Objective:**

To develop the ability to **understand and follow directions** using a map or guide, including interpreting visual instructions and using spatial language in English.

### UNDERSTANDING A MAP

When using a map, focus on:

- Landmarks: parks, buildings, statues, rivers, etc.
- **Orientation**: where you are ("You are here")
- Symbols: icons for metro stations, toilets, restaurants, etc.
- Compass directions: north, south, east, west

✓ Always identify your **starting point** and the **destination**.

## USEFUL VOCABULARY AND PHRASES

| Word / Phrase           | Meaning                               |
|-------------------------|---------------------------------------|
| Go straight / Go ahead  | Continue forward                      |
| Turn left / right       | Change direction at a point           |
| Take the first / second | First or second street/turn available |
| Walk past               | Continue walking beyond a landmark    |
| Cross (the street)      | Go to the other side of the road      |
| Follow (the street)     | Stay on the same street               |



| Word / Phrase          | Meaning                         |
|------------------------|---------------------------------|
| At the roundabout      | Traffic circle – choose an exit |
| Across from / Opposite | On the other side               |
| Next to / Beside       | Very close, directly adjacent   |
| At the corner          | Where two streets meet          |

# ♦ READING GUIDE INSTRUCTIONS

| Guide Instruction Example   | Interpretation                                   |  |
|---|--|--|
| From the station, go straight for two blocks.                                       | Walk in a straight line past two crossings       |  |
| Turn right at the lights.   | Turn when you see traffic signals                |  |
| The museum is on your left, across from the hotel. The museum is opposite the hotel |  |  |
| Take the second exit at the roundabout.   | Follow the road that leaves second at the circle |  |

# DIRECTIONAL LANGUAGE ON A MAP

| Direction | Description              |
|-----------|--------------------------|
| north     | up / top of the map      |
| south     | down / bottom of the map |
| east      | right side of the map    |
| west      | left side of the map     |

 ${\mathscr O}$  Combine compass points: northeast, southwest

# ✤ INTERPRETING A WALKING ROUTE

| Step-by-Step Description              | Visual Effect on Map                      |
|---------------------------------------|---|
| Start at the train station            | Locate the icon or label on map           |
| Walk along Main Street                | Follow the line of the road               |
| Turn right at the second intersection | Look for the second crossing              |
| Pass the supermarket and the school   | Identify and walk past these icons        |
| The library is next to the park       | Final destination is adjacent to the park |



#### **TIPS FOR USING A GUIDE**

Look for **bold or highlighted street names** Trace your route **before starting** Use **visual reference points** (bridges, rivers, towers) Always note **distances** or time (5 min walk, 300 meters, etc.)

# **!** COMMON MISTAKES

| Mistake                  | Correction              | Why?                    |
|--------------------------|-------------------------|-------------------------|
| Cross to the street.     | Cross the street.       | No preposition needed   |
| Turn to the right.       | Turn right.             | "To" is unnecessary     |
| Walk through the street. | Walk along the street.  | Use "along" for streets |
| Take the street second.  | Take the second street. | Word order is incorrect |

#### EXAMPLE DIALOG

Sam: I'm looking at the map. Where do we start?
Lara: We're here—at the station. Go straight along Oak Street.
Sam: Okay. Do we turn at the roundabout?
Lara: Yes, take the second exit. Then walk past the school and turn right.
Sam: Got it. The museum should be just ahead, across from the park.
Lara: Exactly! It's right next to the café with the red awning.

## 8.9 UNIT 8 REVIEW

**Objective:** 

To review and reinforce all vocabulary, grammar, and communication skills from Unit 8 related to **places**, **directions**, **prepositions**, and **navigating spaces**.

#### WHAT YOU LEARNED IN THIS UNIT

## ♦ VOCABULARY: PLACES IN TOWN

Common locations: library, pharmacy, bank, park, supermarket, train station

Describing purpose and services at each place:

 $\rightarrow$  You can borrow books at the library.

 $\rightarrow$  There's a pharmacy next to the supermarket.



### ♦ ASKING AND GIVING DIRECTIONS

Polite question forms:

→ Excuse me, how can I get to...?

 $\rightarrow$  Is there a ... near here?

Directional phrases:

ightarrow Turn left, go straight ahead, walk past, take the second right

#### ♦ PREPOSITIONS OF PLACE AND MOVEMENT

Place: in, on, under, behind, next to, in front of, between, opposite

Movement: into, out of, across, over, along, past, through, around

## 

There is a café on the corner.

#### There are two museums in this area.

Used with quantifiers: some, any, a lot of, no

#### DESCRIBING LOCATIONS

Combine spatial language:

 $\rightarrow$  The post office is behind the supermarket, on the left side of the street.

Use reference points:

 $\rightarrow$  It's across from the park and next to the cinema.

## ♦ EXPRESSING DISTANCE AND POSITION

Time and proximity phrases:

- $\rightarrow$  It's a five-minute walk.
- $\rightarrow$  It's not far from here.
- $\rightarrow$  It's just around the corner.

#### ♦ ASKING WITH "WHERE"

Where is the bakery?  $\rightarrow$  It's near the church.

Where do you usually go shopping?  $\rightarrow$  I go to the mall downtown.

## ♦ FOLLOWING A MAP OR A GUIDE

Understanding written and oral instructions:

 $\rightarrow$  Walk along the river, then turn right at the bridge.

Navigating using landmarks and clear steps

# LISTENING PRACTICE: NAVIGATING SPACES

Recognizing fast-paced spoken instructions

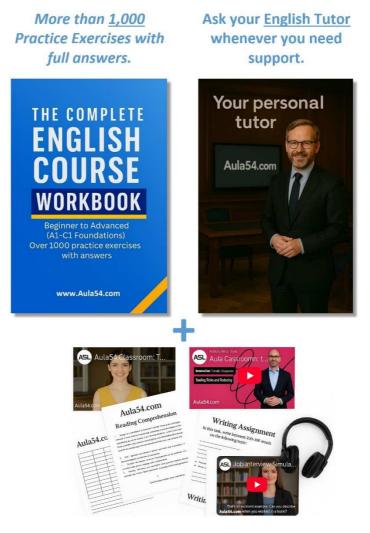
Listening for reference words, sequence markers, and location clues



# EXAMPLE DIALOG

Ravi: Is there a cash machine nearby?
Lena: Yes. Go straight for one block, then turn left. It's next to the post office.
Ravi: Got it. Is it far from the train station?
Lena: Not really. It's just a five-minute walk from there.
Ravi: Thanks! And where's the museum?
Lena: It's across from the library, behind the main square.
Ravi: Perfect. I'll visit after lunch.

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# UNIT 9 (LEVEL A2): FOOD, MEALS, AND ORDERING AT RESTAURANTS

Food is more than just a basic need—it's one of the most common topics of conversation, and this unit gives you the vocabulary and expressions to talk about it fluently. You'll learn the names of foods and drinks, how to talk about your eating habits, and how to navigate menus and restaurant interactions with confidence.

We'll cover the difference between **countable and uncountable nouns**, how to use **quantifiers** like some, any, much, many, and how to make polite requests and offers. You'll also learn typical expressions for ordering food, understanding a menu, and dealing with common restaurant situations. Whether you're preparing to travel or just want to socialize more easily, this unit prepares you for one of the most universally enjoyable parts of life: eating well and talking about it.

## 9.1 VOCABULARY: FOOD AND DRINK

#### **Objective:**

To learn essential vocabulary related to **food**, **drinks**, **meals**, and **eating habits**, and to use these words correctly in context for shopping, cooking, and dining.

## ♦ FOOD CATEGORIES

| Category   | Examples  |  |
|--|---|--|
| Fruits   | apple, banana, orange, strawberry, grapes                             |  |
| Vegetables   | carrot, potato, tomato, lettuce, onion                                |  |
| Dairy  | milk, cheese, butter, yoghurt   |  |
| Meats  | chicken, beef, pork, lamb   |  |
| Fish & seafood   | tuna, salmon, shrimp, crab  |  |
| Grains & starches  | rice, pasta, bread, cereal, flour                                     |  |
| Sweets & snacks  | chocolate, biscuits (BrE) / cookies (AmE), crisps (BrE) / chips (AmE) |  |
| Spices & condiments salt, pepper, sugar, vinegar, ketchup, mustard |   |  |

# DRINKS

| Туре                                       | Examples  |
|--|---|
| Hot drinks                                 | tea, coffee, hot chocolate                            |
| Cold drinks                                | juice, milk, soda (AmE) / fizzy drink (BrE), lemonade |
| Alcoholic drinks beer, wine, whisky, vodka |   |

 $\checkmark$  Use "a glass of", "a cup of", "a bottle of" with drinks: a glass of water, a cup of coffee, a bottle of wine



#### ♦ COOKING AND FOOD PREPARATION

## Action Verb Food Context Example

| boil  | boil the pasta      |
|-------|---------------------|
| fry   | fry the eggs        |
| bake  | bake a cake         |
| grill | grill the chicken   |
| chop  | chop the onions     |
| mix   | mix the ingredients |
| add   | add salt and pepper |
| serve | serve the soup hot  |

 $\checkmark$  We usually bake bread and boil rice.

#### ✤ MEALS AND COURSES

| Term                | Examples                            |
|---------------------|-------------------------------------|
| breakfast           | We have breakfast at 8 a.m.         |
| lunch               | Lunch is usually light.             |
| dinner / supper     | Dinner is around 8 p.m.             |
| snack               | I always eat a snack mid-morning.   |
| starter / appetizer | We ordered soup as a starter.       |
| main course         | The main course was grilled salmon. |
| dessert             | She had ice cream for dessert.      |

# DESCRIBING TASTE AND TEXTURE

| Category                            | Vocabulary                           |
|-------------------------------------|--------------------------------------|
| Taste                               | sweet, salty, bitter, sour, spicy    |
| Texture                             | crunchy, creamy, crispy, soft, chewy |
| Temperature hot, warm, cold, frozen |                                      |

# **EXAMPLE SENTENCE PATTERNS**

I don't like sweet drinks.

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We always eat vegetables with lunch. Can I have a bottle of water, please? He usually has toast and coffee for breakfast.

#### ! COMMON MISTAKES

| Mistake                       | Correction                       | Why?                              |
|-------------------------------|----------------------------------|-----------------------------------|
| l eat a bread.                | I eat bread. or a piece of bread | . "Bread" is uncountable          |
| l like the milk.              | l like milk. (general)           | Use "the" only for specific items |
| A coffee, please. (ok informa | ) Can I have a coffee, please?   | More polite structure             |
| I like very much pasta.       | I really like pasta.             | Correct word order                |

#### EXAMPLE DIALOG

Ella: What do you usually have for breakfast?
Marco: I normally eat cereal with milk, and a piece of fruit.
Ella: I prefer something hot—toast with butter and a cup of tea.
Marco: Sounds good. Do you drink coffee?
Ella: Not really. I don't like the bitter taste.
Marco: I love it—especially strong espresso after lunch.

#### 9.2 MEALS OF THE DAY AND EATING HABITS

#### **Objective:**

To describe the main **meals of the day**, explain typical **eating habits**, and talk about personal or cultural routines related to food.

#### ♦ MAIN MEALS OF THE DAY

| Meal                      | Usual Time         | Common Foods                            |
|---------------------------|--------------------|---|
| breakfast                 | early morning      | cereal, toast, eggs, fruit, coffee, tea |
| lunch                     | midday (12–2 p.m.) | salad, sandwich, soup, meat, rice       |
| dinner                    | evening (6–9 p.m.) | pasta, vegetables, meat, fish           |
| supper (BrE, less formal) | evening            | light meal or snack                     |
| snack                     | between meals      | fruit, biscuits, nuts, yoghurt          |

 $\ll$  Some cultures eat dinner very late (e.g. Spain), others earlier (e.g. UK, USA).

#### ✤ EATING FREQUENCY AND ROUTINE

| Habit Description      | Example Sentence                            |
|------------------------|---|
| eat three times a day  | I usually eat breakfast, lunch, and dinner. |
| skip a meal            | He sometimes skips breakfast.               |
| have a big/small lunch | We usually have a big lunch on Sundays.     |
| eat out                | They often eat out on Fridays.              |
| cook at home           | I prefer cooking at home to eating out.     |
| have leftovers         | We eat leftovers from the day before.       |

#### ♦ ADVERBS AND TIME PHRASES

| Frequency / Time Expression   | Use Example                      |
|-------------------------------|----------------------------------|
| every day                     | I have breakfast every day at 7. |
| once/twice a week             | We eat out once a week.          |
| usually / sometimes / never   | She usually has dinner at 8.     |
| before / after work / school  | I eat lunch after class.         |
| on weekends / during the week | We cook more during the week.    |

#### DESCRIBING CULTURAL HABITS

| Country / Culture | Habit Example                             |
|-------------------|---|
| Spain             | People often eat lunch around 2–3 p.m.    |
| USA               | Dinner is usually served between 5–7 p.m. |
| Japan             | Rice is a common part of every meal.      |
| UK                | Some people have "tea" as a light dinner. |

 $\checkmark$  Use "In [country], people usually..." to describe habits.

#### USEFUL SENTENCE PATTERNS

I don't usually eat breakfast. Lunch is my main meal of the day. We sometimes eat out, but mostly we cook. People in my country have dinner quite late. My family always eats together in the evening.

#### **!** COMMON MISTAKES

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| Mistake                           | Correction                    | Why?  |
|-----------------------------------|-------------------------------|---|
| I take breakfast at 8.            | I have breakfast at 8.        | Use "have" (not "take") for meals                               |
| We do a snack at 5.               | We have a snack at 5.         | Use "have" for all meals  |
| She eats the dinner late.         | She eats dinner late.         | Don't use "the" before meals                                    |
| In Spain, the people eat<br>late. | In Spain, people eat<br>late. | "The people" = specific group; omit article for generalizations |

#### EXAMPLE DIALOG

Sofia: What time do you usually have dinner?
Matt: Around 7 p.m. What about you?
Sofia: Much later—usually 9 or 10. In Spain, that's normal.
Matt: Wow! I'd be starving by then.
Sofia: We also have a light snack around 6. What do you eat for lunch?
Matt: Just a sandwich and fruit. But dinner is our biggest meal.
Sofia: Interesting! For us, lunch is the most important.

#### 9.3 COUNTABLE AND UNCOUNTABLE NOUNS (REVIEW AND EXTEND)

#### **Objective:**

To review and expand understanding of **countable** and **uncountable nouns**, focusing on how they are used in food-related contexts, and how to combine them with quantifiers and correct verb forms.

#### ♦ COUNTABLE NOUNS

Can be **counted individually** Have singular and plural forms

Use a/an, numbers, or many/few/some

Examples Usage

apple, banana I ate an apple. / She bought three bananas.

sandwich, egg Would you like a sandwich?

cookie, tomato There are a few cookies left.

✓ Plural forms end in -s or -es: oranges, sandwiches

#### ✤ UNCOUNTABLE NOUNS

Cannot be counted individually Do **not** have a plural form Use **some, much, a little** 



#### Refer to substances, abstract ideas, or categories

| Examples   | Usage  |
|--|--|
| rice, bread, water                                     | She bought some bread. / I drank a lot of water. |
| cheese, meat, butter                                   | There isn't much cheese left.                    |
| sugar, milk, juice                                     | Add a little sugar to the tea.                   |
| food, money, information Too much food is bad for you. |  |

! Don't say: "I ate two breads."  $\rightarrow$  Say: "I ate two slices of bread."

#### ♦ IDENTIFYING NOUN TYPE IN CONTEXT

| Countable            | Uncountable               |
|----------------------|---------------------------|
| a tomato             | some tomato sauce         |
| an egg               | scrambled egg (as a dish) |
| a glass (object)     | glass (material)          |
| a paper (newspaper)  | paper (material)          |
| a coffee (one drink) | coffee (substance)        |

Some nouns can be **both**, depending on meaning.

#### ✤ QUANTIFIERS WITH COUNTABLE AND UNCOUNTABLE NOUNS

| Quantifier        | Countable                | Uncountable                 |
|-------------------|--------------------------|-----------------------------|
| some              | some apples              | some water                  |
| a few / few       | a few eggs               | $oldsymbol{	imes}$ not used |
| a little / little | 🗙 not used               | a little rice               |
| many / not many   | many sandwiches          | $oldsymbol{	imes}$ not used |
| much / not much   | 🗙 not used               | much sugar                  |
| a lot of          | a lot of oranges         | a lot of milk               |
| any / no          | any bananas / no cookies | s any juice / no pasta      |

 $\checkmark$  Use "any" in questions and negatives: Do you have any cheese? / We don't have any eggs.

♦ EXPRESSIONS OF QUANTITY FOR UNCOUNTABLES



Use unit words to make uncountable nouns measurable:

| Quantity Phrase     | Example                               |
|---------------------|---------------------------------------|
| a piece of          | a piece of cheese / a piece of advice |
| a slice of          | a slice of bread / a slice of cake    |
| a glass / bottle of | a glass of juice / a bottle of water  |
| a bowl / cup of     | a bowl of rice / a cup of coffee      |

#### **!** COMMON MISTAKES

| Mistake                     | Correction                    | Why?                         |
|-----------------------------|-------------------------------|------------------------------|
| I ate two breads.           | I ate two slices of bread.    | "Bread" is uncountable       |
| How many milk do you need?  | How much milk do you need?    | Use "much" with uncountables |
| She gave me an information. | She gave me some information. | "Information" is uncountable |
| There are too much people.  | There are too many people.    | "People" is countable        |

#### EXAMPLE DIALOG

Noah: Do we have any eggs? Lena: Just a few—maybe three. Why? Noah: I want to make an omelette. What about milk? Lena: We don't have much. Just a little in the bottle. Noah: Hmm. Do we have any cheese? Lena: Yes, there's a piece of cheddar in the fridge. Noah: Great. That should work!

#### 9.4 QUANTIFIERS: SOME, ANY, A LOT OF, MUCH, MANY

#### **Objective:**

To understand and use **quantifiers** like some, any, much, many, and a lot of correctly with **countable** and **uncountable nouns**, especially in food and drink contexts.

#### 

| Use         | Countable Nouns | Uncountable Nouns | Example                             |
|-------------|-----------------|-------------------|-------------------------------------|
| Affirmative | some apples     | some water        | There are some apples on the table. |
| Questions   | any bananas?    | any juice?        | Do we have any bananas?             |
| Negatives   | any oranges     | any milk          | We don't have any milk left.        |



✓ "Some" suggests a limited quantity.

 $\ll$  "Any" is used in **questions** and **negatives**.

#### ✤ "A LOT OF" AND "LOTS OF"

Noun Type Example

Countable There are a lot of eggs in the fridge.

Uncountable We drank a lot of juice at lunch.

 $\checkmark$  Both are informal and commonly used in **positive** sentences.  $\checkmark$  "Lots of" is more conversational.

#### 

| Use                    | Countable Noun  | s Uncountable Nouns | Example                                     |
|------------------------|-----------------|---------------------|---|
| Affirmative (formal)   | many chairs     | much time           | There isn't much time left.                 |
| Negative / Question    | many apples?    | much sugar?         | Do you eat much sugar?                      |
| Affirmative (informal) | usually avoided | usually avoided     | Use a lot of instead: I eat a lot of fruit. |

𝒞 "Many" = used with **plural countables** 

 $\checkmark$  "Much" = used with **uncountables** 

! Use a lot of in positive informal sentences for both.

#### QUICK SUMMARY TABLE

| Quantifie | r Countable Noun | s Uncountable Nouns | Example                          |
|-----------|------------------|---------------------|----------------------------------|
| some      | $\checkmark$     | $\checkmark$        | Some tomatoes / some rice        |
| any       | $\checkmark$     | $\ll$               | Any apples? / any coffee?        |
| many      | $\checkmark$     | ×                   | How many biscuits?               |
| much      | ×                | $\ll$               | How much milk?                   |
| a lot of  | $\checkmark$     | $\ll$               | A lot of people / a lot of bread |
| lots of   | $\checkmark$     | $\ll$               | Lots of snacks / lots of juice   |

#### **USING QUANTIFIERS IN CONTEXT**

| Sentence Example         | Explanation            |
|--------------------------|------------------------|
| I didn't eat much bread. | "Bread" is uncountable |



| Sentence Example  | Explanation                                   |  |
|---|---|--|
| Do you need any lemons?   | Question with plural countable noun           |  |
| There are many restaurants in this area.                                | "Restaurants" is countable                    |  |
| We have a lot of fruit at home.   | "Fruit" = uncountable, positive sentence      |  |
| He drinks too much coffee.  | "Coffee" is uncountable, used with "too much" |  |
| She doesn't have many friends in the city. Negative with countable noun |   |  |

#### **!** COMMON MISTAKES

| Mistake                  | Correction                               | Why?                       |
|--------------------------|--|----------------------------|
| Do you have some sugar?  | ? Do you have any sugar?                 | "Any" is used in questions |
| I don't have some water. | I don't have any water.                  | Use "any" in negatives     |
| There is many cheese.    | There is much cheese. or a lot of cheese | "Cheese" is uncountable    |
| I have much friends.     | I have many friends.                     | "Friends" is countable     |
| He eats a lot fruits.    | He eats a lot of fruits.                 | Missing "of"               |

#### EXAMPLE DIALOG

Emma: Do we have any pasta for dinner?
Carlos: Yes, there's some spaghetti in the cupboard.
Emma: Great. And do we have many tomatoes?
Carlos: Not many. Just two.
Emma: What about cheese?
Carlos: We have a lot of cheese—three types, actually.
Emma: Perfect. That's enough for tonight!

#### 9.5 TALKING ABOUT PREFERENCES AND DIETARY NEEDS

#### **Objective:**

To express food preferences, discuss dietary restrictions or habits, and use appropriate structures for accepting, refusing, or requesting food in different situations.

#### EXPRESSING FOOD PREFERENCES

| Verb / Expression | n Example                                 |
|-------------------|---|
| like / love       | I love spicy food. / She likes chocolate. |
| don't like / hate | He doesn't like onions. / I hate olives.  |
| enjoy             | They enjoy eating out.                    |



| Verb / Expression | Example                         |
|-------------------|---------------------------------|
| prefer (to)       | I prefer tea to coffee.         |
| would rather      | I'd rather have fish than meat. |
| I'm not a fan of  | I'm not a fan of sushi.         |
| I can't stand     | I can't stand mushrooms.        |

✓ Use verb + -ing or nouns:
 I like cooking. / He likes fruit.

#### ✤ TALKING ABOUT DIETARY NEEDS

| Expression             | Meaning / Use                                |
|------------------------|--|
| l'm vegetarian.        | No meat or fish                              |
| l'm vegan.             | No animal products at all                    |
| I'm allergic to        | I'm allergic to nuts.                        |
| I'm lactose intolerant | . No milk or dairy                           |
| I can't eat            | l can't eat gluten.                          |
| I don't eat            | l don't eat pork.                            |
| I avoid                | I avoid fried food.                          |
| l'm on a diet.         | Eating plan to lose weight or improve health |
| I'm fasting.           | Not eating for a specific period             |

#### ♦ ASKING AND ANSWERING POLITELY

| Situation                | Example  |
|--------------------------|--|
| Offering food            | Would you like some cake?                        |
| Accepting                | Yes, please. / That would be lovely.             |
| Refusing (politely)      | No, thank you. I'm full. / I don't eat sugar.    |
| Asking about ingredients | Does this have dairy in it? / Is it gluten-free? |
| Stating a preference     | I'd prefer something light, if possible.         |

#### PREFERENCES AT RESTAURANTS

| Expression                     | Example                                |
|--------------------------------|--|
| I'll have                      | I'll have the grilled chicken, please. |
| I'd like                       | I'd like the vegetarian option.        |
| Do you have any vegan options? | Requesting dietary alternatives        |

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#### Expression

Example

Could I get that without...? Could I get that without cheese?

Can I see the allergen information? Health-conscious or required by allergy

#### SENTENCE PATTERNS

I really enjoy trying new dishes. She never eats meat—she's vegetarian. Do you prefer sweet or salty snacks? I'm allergic to shellfish, so I have to be careful. He always asks if something contains gluten.

#### **!** COMMON MISTAKES

| Mistake                         | Correction                                | Why?   |
|---------------------------------|---|--|
| I am vegetarian. ☆<br>(correct) | I'm vegetarian. 🔗 (natural)               | Use adjective, not "a vegetarian" in informal speech |
| I don't eat never fish.         | l never eat fish. or l don't eat<br>fish. | Avoid double negative                                |
| I'm allergic of peanuts.        | I'm allergic to peanuts.                  | Correct preposition = "to"                           |
| l can't support spicy<br>food.  | I can't stand spicy food.                 | "Support" is a false friend                          |

#### EXAMPLE DIALOG

Anna: Are you okay with seafood?
Lucas: Not really. I'm allergic to shellfish.
Anna: Oh no! So sushi is a no?
Lucas: I like vegetarian sushi. I just avoid anything with prawns or crab.
Anna: Got it. I love spicy tuna rolls, but I can eat something milder.
Lucas: Thanks. I'd prefer something with tofu or avocado.
Anna: Perfect. Let's check the menu for vegan options too.

#### 9.6 OFFERING, REQUESTING, AND ORDERING FOOD

#### **Objective:**

To use appropriate language for **offering**, **asking for**, and **ordering food and drinks**, both in casual situations and in formal settings like restaurants or cafés.

#### OFFERING FOOD AND DRINK



| Expression Context / Example                          |    |
|---|----|
| Would you like? Would you like some tea?              |    |
| Do you want? Do you want another slice of cake?       |    |
| Can I get you? Can I get you a drink?                 |    |
| How about? How about a salad?                         |    |
| Have some Have some fruit.                            |    |
| Try some of this Try some of this dessert—it's amazin | g! |

✓ "Would you like..." is more polite; "Do you want..." is informal.

 ${\mathscr O}$  Use "some" for uncountable items or plural nouns: some juice, some grapes

#### ✤ ACCEPTING OR REFUSING POLITELY

| Expression            | Use Example   |
|-----------------------|---|
| Yes, please.          | Would you like tea? $ ightarrow$ Yes, please.             |
| That would be great.  | Can I get you a drink? $\rightarrow$ That would be great. |
| No, thank you.        | Do you want some bread? $ ightarrow$ No, thank you.       |
| I'm full, but thanks. | Have some more cake. $\rightarrow$ I'm full, but thanks.  |
| Maybe later.          | Want something to drink? $\rightarrow$ Maybe later.       |

 ${\mathscr O}$  Always add "thank you" to be polite when refusing.

#### ♦ REQUESTING FOOD OR DRINK

| Expression   | Example                             |
|--------------|-------------------------------------|
| Can I have?  | Can I have a coffee, please?        |
| I'd like     | I'd like the tomato soup.           |
| Could I get? | Could I get a bottle of water?      |
| I'll have    | I'll have the burger and fries.     |
| Do you have? | Do you have any vegetarian options? |
| I'll take    | I'll take the same as her.          |

 ${\mathscr O}$  These phrases are common in restaurants and cafés.

 $\checkmark$  Use "please" at the end for politeness.

#### ✤ ASKING ABOUT THE MENU



| Question                                  | Example                                 |
|---|---|
| What's in the?                            | What's in the lentil soup?              |
| What do you recommend?                    | What do you recommend for a light meal? |
| Is this dish spicy / vegan / gluten-free? | Is the curry spicy?                     |
| Can I see the menu?                       | Can I see the dessert menu?             |
| What's today's special?                   | What's the special today?               |

#### ♦ IN A RESTAURANT: COMMON EXCHANGES

| Server                         | Customer Response                   |
|--------------------------------|-------------------------------------|
| Are you ready to order?        | Yes, I'll have the lasagna, please. |
| Anything to drink?             | Just water for now, thanks.         |
| Would you like dessert?        | Yes, I'd like the chocolate cake.   |
| Anything else?                 | No, that's all for now.             |
| Here you go. / Enjoy your meal | . Thank you! / Thanks, you too!     |

#### USEFUL SENTENCE PATTERNS

Can I have a glass of red wine, please? I'd like the chicken, without onions. Could I get that to go? What's the soup of the day? Do you have any dairy-free desserts?

#### **!** COMMON MISTAKES

| Mistake                          | Correction                               | Why?  |
|----------------------------------|--|---|
| l want a beer.                   | I'd like a beer. / Can I have a<br>beer? | "I want" sounds too direct                      |
| Give me a sandwich.              | Could I get a sandwich?                  | Politeness is preferred                         |
| I take the salad.                | I'll have the salad.                     | Use "I'll have" in restaurant English           |
| Do you have a plate of<br>pasta? | Can I have a plate of pasta?             | "Do you have" is for availability, not ordering |

#### EXAMPLE DIALOG

Server: Good evening. Are you ready to order? Emma: Yes, I'll have the grilled salmon, please. Server: And for you, sir?



Leo: I'd like the chicken curry. Could I get it without coriander?
Server: Of course. Anything to drink?
Emma: Just water for me.
Leo: Same here. Thanks.
Server: Great. I'll be back with your drinks.

#### 9.7 EXPRESSIONS FOR EATING OUT

#### **Objective:**

To learn and use common expressions and phrases used when **eating out** at restaurants, cafés, or fast-food places, including vocabulary for ordering, asking questions, and interacting with staff.

#### ♦ COMMON RESTAURANT PHRASES

| Situation          | Customer Says                              | Staff Says                           |
|--------------------|--|--------------------------------------|
| Entering           | A table for two, please.                   | Do you have a reservation?           |
| Ordering           | I'd like the lasagna.                      | What would you like to drink?        |
| Asking for help    | Could you explain this dish?               | This comes with rice or fries.       |
| Clarifying         | Does this have nuts? / Is this vegetarian? | It's gluten-free.                    |
| During meal        | Could we have some more water, please?     | ? Is everything okay with your meal? |
| Asking for the bil | l Can we have the check, please? (AmE)     | Sure, I'll bring it right over.      |
|                    | Can we have the bill, please? (BrE)        |                                      |

#### ✤ FAST-FOOD AND CASUAL SETTINGS

| Expression                     | Use Case                        |
|--------------------------------|---------------------------------|
| To eat in or take away?        | Dining decision (BrE)           |
| For here or to go?             | Dining decision (AmE)           |
| What can I get for you?        | Fast-food cashier greeting      |
| I'll have a cheeseburger combo | . Simple order                  |
| With fries or salad?           | Choosing a side                 |
| Anything else?                 | Asking if the order is complete |
| That's it, thanks.             | Ending the order                |

#### ♦ VOCABULARY: RESTAURANT ITEMS

|      | Item | Example                       |
|------|------|-------------------------------|
| menu |      | Could I see the menu, please? |



| ltem                      | Example                                |
|---------------------------|--|
| dish / meal               | What's your most popular dish?         |
| starter / appetizer       | We'll share a starter.                 |
| main course / entrée      | I'll have the chicken curry as a main. |
| dessert                   | Do you have any desserts today?        |
| side dish                 | It comes with a side of vegetables.    |
| tap water / bottled water | Still or sparkling?                    |
| bill / check              | Could we have the bill, please?        |

#### ✤ DEALING WITH PROBLEMS POLITELY

| Situation  | Polite Expression                                 |
|--|---|
| Wrong item   | Sorry, I think this isn't what I ordered.         |
| Long wait  | Excuse me, we've been waiting for a while.        |
| Food issue   | This is a bit cold. Could you warm it up, please? |
| Payment error I think there's a mistake on the bill. |   |

 $\checkmark$  Always be polite and calm to maintain a positive tone.

#### ♦ CULTURAL NOTES

In the US and Canada, tipping 15–20% is standard.

In **Europe**, tipping is optional or small (rounding up).

In many places, asking for the check is necessary—staff won't bring it unless requested.

• Sharing food and splitting the bill may vary by culture—check what's common locally.

#### **!** COMMON MISTAKES

| Mistake                 | Correction                                   | Why?                     |
|-------------------------|--|--------------------------|
| Bring me the bill.      | Could we have the bill, please?              | More polite phrasing     |
| I want the chicken.     | I'd like the chicken.                        | "Want" sounds too direct |
| Give me a table for two | . A table for two, please.                   | Remove imperative tone   |
| Do you have menu?       | Do you have a menu? or Could I see the menu? | Article is needed        |

#### EXAMPLE DIALOG



Waiter: Good evening. Do you have a reservation?
Alice: No, but a table for two, please.
Waiter: Right this way. Would you like to see the wine list?
Alice: Yes, please. And could we have some water for the table?
Waiter: Of course. I'll be back with your menus.
Alice: Thanks. Everything looks great so far.

#### 9.8 COMMON MENUS AND FOOD-RELATED SIGNS

#### **Objective:**

To understand typical language found on **menus**, **signs**, and **labels** in restaurants and food establishments, and to interpret key vocabulary related to food service and customer guidance.

#### ♦ MENU SECTIONS AND HEADINGS

| Menu Section | Common Labels / Examples                      |
|--------------|---|
| Starters     | Appetizers, Entrées (AmE), Soups, Tapas       |
| Main courses | Mains, Main Dishes, Entrees (BrE)             |
| Side dishes  | Fries, salad, vegetables, rice                |
| Desserts     | Sweets, Pudding (BrE), Cake, Ice cream        |
| Drinks       | Beverages, Soft Drinks, Hot Drinks, Wine List |
| Specials     | Chef's Special, Today's Special, Lunch Menu   |

≪ Entrée means **starter** in British English, but **main course** in American English.

#### DESCRIPTIVE MENU LANGUAGE

| Expression                   | Meaning                                |
|------------------------------|--|
| served with                  | Grilled chicken served with vegetables |
| topped with                  | Pasta topped with parmesan             |
| choice of                    | Burger with choice of side             |
| comes with                   | Meal comes with soup or salad          |
| freshly made / home-style    | Prepared on-site                       |
| spicy / mild / gluten-free   | Describes flavour or dietary option    |
| vegetarian / vegan / organic | Ingredient type or dietary preference  |
| seasonal / local ingredients | Fresh and sourced locally              |

 $\checkmark$  Watch for ingredients and modifiers to help choose dishes: creamy, crispy, roasted, grilled, stuffed, marinated



#### ♦ COMMON FOOD-RELATED SIGNS

| Sign Text                         | Meaning  |
|-----------------------------------|--|
| Please wait to be seated          | Wait for staff to assign your table            |
| Self-service                      | Take your own food / no table service          |
| All-day breakfast                 | Breakfast items served any time                |
| Takeaway only / To go only        | No dining in—food must be taken out            |
| No outside food or drinks         | You can't bring your own food                  |
| Cash only                         | No card payments accepted                      |
| Restrooms for customers only      | Bathrooms reserved for paying guests           |
| Open kitchen                      | You can see where the food is prepared         |
| Kitchen closes at                 | Last food orders must be before this time      |
| Special dietary options available | e Vegetarian, vegan, gluten-free meals offered |

#### ✤ UNDERSTANDING LABELS AND PRODUCT INFO

| Label or Tag          | Meaning                                  |
|-----------------------|--|
| Best before / Use by  | Expiration date                          |
| Ingredients           | List of what the product contains        |
| Allergens             | Nuts, dairy, gluten, etc. warnings       |
| May contain traces of | Possible contamination (e.g. nuts)       |
| Storage instructions  | Keep refrigerated, Store in a cool place |
| Suitable for          | Suitable for vegans / vegetarians        |
| Heat before serving   | Needs to be warmed up                    |

#### **READING MENU EXAMPLES**

Grilled salmon with lemon butter sauce, served with rice and seasonal vegetables Mushroom risotto (v) – creamy Arborio rice with wild mushrooms and herbs Classic cheeseburger – beef patty, cheddar cheese, lettuce, tomato, and fries

 $\ll$  (v) = vegetarian, (vg) = vegan, (gf) = gluten-free



#### **!** COMMON MISTAKES

| Mistake  | Correction                  | Why?                                   |
|--|-----------------------------|--|
| The menu is very large.  | The menu has many options.  | "Large" may confuse with physical size |
| I read the letter of the day.  | I read the menu of the day. | False friend: "carta" = "menu"         |
| He eats the menu.  | He orders from the menu.    | You don't eat the menu                 |
| There are letters on the wall. There are menus on the wall. Again, "letter" ≠ "menu" |                             |  |

#### EXAMPLE DIALOG

Amy: Do they have any vegetarian options?
Sam: Yes, the menu says "vegan burger with choice of fries or salad."
Amy: Great. What's the soup of the day?
Sam: It's tomato basil. Also, they have a note: "Gluten-free bread available on request."
Amy: Perfect. I'll get the soup and the burger—do they offer takeaway?
Sam: Yep, the sign says "Takeaway available all day."

#### 9.9 UNIT 9 REVIEW

#### **Objective:**

To review all vocabulary, grammar, and communication skills related to **food, meals, eating out**, and **dietary needs**, with real-life applications for restaurants and everyday interactions.

#### WHAT YOU LEARNED IN THIS UNIT

#### ♦ VOCABULARY: FOOD AND DRINK

Categories: fruits, vegetables, dairy, meat, grains, snacks, drinks Preparation methods: boil, fry, grill, bake, chop, mix Meal types: breakfast, lunch, dinner, snack, dessert

#### ♦ MEALS OF THE DAY AND EATING HABITS

Talking about routines:

 $\rightarrow$  I have coffee every morning. / We usually eat dinner at 8.

Cultural differences in meal timing and size

Expressions: eat out, skip a meal, have a snack, cook at home

#### ♦ COUNTABLE AND UNCOUNTABLE NOUNS

Countable: an apple, two eggs, many tomatoes

Uncountable: milk, rice, cheese, water

Use of unit phrases: a slice of bread, a bottle of juice



#### ♦ QUANTIFIERS

some, any, a lot of, many, much, a few, a little

Contextual usage with countables and uncountables:  $\rightarrow$  Do you have any rice? / There are a lot of snacks.

#### 

Likes/dislikes: I love pasta, She doesn't like spicy food

Dietary needs: I'm vegetarian, He can't eat gluten, I'm allergic to peanuts

Preference expressions: I'd rather have fish, I prefer sweet to salty food

#### ORDERING AND OFFERING FOOD

Restaurant expressions:

ightarrow Can I have the chicken, please?

 $\rightarrow$  Would you like a drink?

Accepting/refusing politely:  $\rightarrow$  Yes, please / No, thank you, I'm full

#### ♦ EXPRESSIONS FOR EATING OUT

Table for two, To go or eat in?, What's the special?, Check, please Understanding fast-food vs. formal restaurant language Clarifying orders and asking questions about dishes

#### MENUS AND SIGNS

Menu sections: Starters, Mains, Desserts, Drinks Labels: (v) vegetarian, (gf) gluten-free Signs: Takeaway only, Please wait to be seated, No outside food

#### ♦ LISTENING PRACTICE: AT THE RESTAURANT

Recognizing common interactions: → Are you ready to order?, Would you like dessert?, Is everything okay? Focused listening for quantities, requests, confirmation, and payment

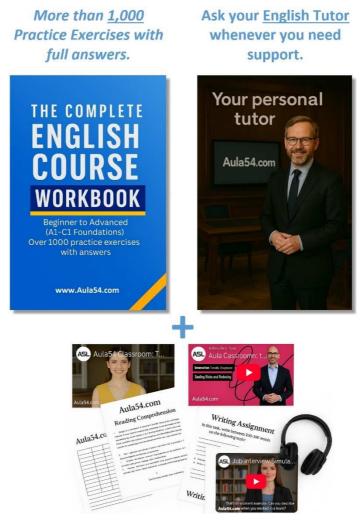
#### EXAMPLE DIALOG

Waiter: Welcome! A table for two?
Maya: Yes, please. Could we sit near the window?
Waiter: Of course. Here are your menus. Can I get you something to drink?
Maya: I'll have a lemonade, and he'll take a glass of red wine.
Leo: I'd like the vegetarian lasagna, please.
Maya: And I'll try the grilled chicken with rice.
Waiter: Perfect. Anything else?
Leo: No, that's all for now.



Maya: Oh—do you have gluten-free bread? Waiter: Yes, we do. I'll bring some.

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#### UNIT 10 (LEVEL A2): LEISURE, HOBBIES, AND PRESENT CONTINUOUS

In this unit, we move from daily routines to what people are doing right now—or at least during a specific moment in time—using the **present continuous tense**. You'll learn how to describe current actions, make short-term plans, and talk about what's happening around you or in photos, videos, and conversations.

We'll explore vocabulary related to free time, sports, and hobbies, and examine how the present continuous differs from the present simple. You'll also learn expressions of time like right now, at the moment, and these days, and how to use the present continuous to make arrangements and describe scenes or actions in progress. This unit helps you bring energy and immediacy to your English, making your conversations more dynamic and real-time.

#### 10.1 VOCABULARY: HOBBIES, SPORTS, AND LEISURE ACTIVITIES

#### **Objective:**

To learn and use essential vocabulary related to **hobbies**, **sports**, and **leisure activities**, including how to talk about frequency, personal preferences, and group vs. individual pastimes.

#### ♦ COMMON HOBBIES AND FREE-TIME ACTIVITIES

| Category  | Examples   |  |
|---|--|--|
| Creative hobbies  | painting, drawing, writing, photography, knitting  |  |
| Indoor activities   | reading, playing chess, watching movies, cooking   |  |
| Outdoor activities gardening, hiking, cycling, birdwatching |  |  |
| Social hobbies  | playing board games, going to concerts, clubbing   |  |
| DIY & crafts  | sewing, woodworking, building models, scrapbooking |  |

 $\checkmark$  Use verbs like do, go, or play depending on the hobby: do yoga, go hiking, play chess

#### COMMON SPORTS AND PHYSICAL ACTIVITIES

| Team Sports                    | Individual Sports          | Other Physical Activities      |
|--------------------------------|----------------------------|--------------------------------|
| football (soccer), basketball, | tennis, swimming, running, | martial arts, dancing, skiing, |
| volleyball                     | golf                       | climbing                       |

✓ Use play for ball games and team sports: play football

 $\checkmark$  Use go + -ing for many physical hobbies: go swimming, go jogging

 ${\mathscr O}$  Use do for non-ball sports and general fitness: do yoga, do karate

#### TALKING ABOUT FREQUENCY



Expression

#### Example

every day / weekendI go jogging every morning.once / twice a weekShe plays tennis twice a week.three times a monthWe go to the theatre three times a month.in my free time / after workI read a lot in my free time.rarely / sometimes / oftenHe rarely plays video games.

#### ✤ EXPRESSING PREFERENCES AND OPINIONS

| Expression                        | Example                                 |
|-----------------------------------|---|
| l love / enjoy / like             | I enjoy cooking and listening to music. |
| I don't like / hate / can't stand | I can't stand doing puzzles.            |
| I'm into / I'm a fan of           | I'm really into hiking.                 |
| My favourite is                   | My favourite hobby is photography.      |
| I prefer X to Y                   | I prefer reading to watching TV.        |

#### ♦ DESCRIBING ACTIVITIES

| Verb Phrase                 | Example                                 |
|-----------------------------|---|
| hang out with friends       | We hang out at the mall on weekends.    |
| take part in a club / group | She takes part in a local drama club.   |
| train / practice            | They practice basketball every Tuesday. |
| relax / unwind              | l relax by playing guitar.              |
| be interested in            | I'm interested in film editing.         |

#### **!** COMMON MISTAKES

| Mistake                        | Correction                   | Why?                         |
|--------------------------------|------------------------------|------------------------------|
| I make yoga every day.         | I do yoga every day.         | Use "do" with yoga           |
| He goes to swim on<br>Sundays. | He goes swimming on Sundays. | Use "-ing" form after "go"   |
| She plays karate.              | She does karate.             | "Karate" is not a ball sport |
| I like very much<br>reading.   | I really like reading.       | Correct adverb placement     |



| Mistake                        | Correction  | Why?   |
|--------------------------------|---|--|
| l practice sport every<br>day. | I do sports every day. / I exercise<br>every day. | Use "do" or "exercise", not "practice" for general fitness |

#### EXAMPLE DIALOG

Liam: What do you usually do after work?
Sophie: I like going for a walk or watching a series. Sometimes I do yoga.
Liam: Nice. I usually play football on Wednesdays and go swimming on the weekend.
Sophie: That sounds great. I prefer individual sports—I'm not a fan of team games.
Liam: Fair enough. I like both, but I need to be active.
Sophie: Same here. It helps me relax.

#### 10.2 PRESENT CONTINUOUS: AFFIRMATIVE, NEGATIVE, QUESTIONS

#### **Objective:**

To form and use the **present continuous tense** in **affirmative**, **negative**, and **interrogative** forms to describe actions happening **right now** or **temporary situations**.

#### ♦ FORMING THE PRESENT CONTINUOUS

#### Structure:

Subject + am/is/are + verb (-ing)

| Subject         | Auxiliary | Example                    |
|-----------------|-----------|----------------------------|
| I               | am        | I am cooking dinner.       |
| You / We / They | are       | They are watching a movie. |
| He / She / It   | is        | She is reading a book.     |

 $\ll$  The verb "to be" changes depending on the subject.  $\ll$  Add **-ing** to the base verb.

#### SPELLING RULES FOR -ING

| Verb Type  | Rule / Example                          |  |
|--|---|--|
| Most verbs   | add -ing: play $ ightarrow$ playing     |  |
| Verb ending in -e  | drop -e: make $\rightarrow$ making      |  |
| One-syllable verbs ending consonant-vowel-consonant double final consonant: run $ ightarrow$ running |   |  |
| Verbs ending in -ie  | change to -ying: die $ ightarrow$ dying |  |



#### ♦ AFFIRMATIVE SENTENCES

Example Sentences I'm studying English right now. He's cooking dinner. They are playing football in the park. We're working on a new project this week.

𝒞 Often used with now, at the moment, right now, currently, this week/month.

#### ✤ NEGATIVE SENTENCES

Structure: Subject + am/is/are + not + verb-ing

Example Sentences I'm not watching TV.

She isn't eating breakfast.

They aren't working today.

We're not studying at the moment.

✓ Use isn't / aren't / am not to form negatives.

#### ♦ QUESTIONS

Yes/No Questions: Am / Is / Are + subject + verb-ing?

Example Questions Short Answers

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

Is she coming? Yes, she is. / No, she isn't.

Are they working? Yes, they are. / No, they aren't.

#### Wh- Questions:

Wh- + am/is/are + subject + verb-ing?



Example

What are you doing?

Where is he going?

Why are they laughing?

#### **USES OF PRESENT CONTINUOUS**

- 1. Actions happening now  $\rightarrow$  I'm talking to you right now.
- Temporary situations
   → He's living in London this month.
- Future arrangements (see Unit 10.5)
   → We're meeting at 6 p.m.

#### **!** COMMON MISTAKES

| Mistake                 | Correction                    | Why?                              |
|-------------------------|-------------------------------|-----------------------------------|
| She is watch TV.        | She is watching TV.           | "watch" needs -ing                |
| Are you go to the party | ? Are you going to the party? | Present continuous = verb-ing     |
| I no am working.        | I am not working.             | "no" is incorrect in this context |
| He don't playing.       | He isn't playing.             | Wrong auxiliary and verb form     |

#### EXAMPLE DIALOG

Emma: What are you doing right now?
Jake: I'm working on a presentation. And you?
Emma: I'm cooking dinner. Are you coming over later?
Jake: I don't know yet. Is Sarah going too?
Emma: No, she isn't. She's staying home tonight.
Jake: Okay. I might come by after I finish this.

#### **10.3 DIFFERENCES BETWEEN PRESENT SIMPLE AND PRESENT CONTINUOUS**

#### **Objective:**

To compare and contrast the **present simple** and **present continuous** tenses, understanding their different uses, time references, and sentence structures.

#### PRESENT SIMPLE: OVERVIEW



| Use Case                      | Example                       |
|-------------------------------|-------------------------------|
| Regular habits and routines   | I go to the gym every Monday. |
| General truths and facts      | Water boils at 100°C.         |
| Timetables / scheduled events | The train leaves at 9 a.m.    |
| Permanent situations          | She lives in Barcelona.       |

 ${\mathscr V}$  Key words: always, usually, often, sometimes, every day, on Mondays

#### ✤ PRESENT CONTINUOUS: OVERVIEW

| Use Case                          | Example                              |
|-----------------------------------|--------------------------------------|
| Actions happening right now       | I'm watching TV right now.           |
| Temporary actions or situations   | He's working from home this week.    |
| Future arrangements (Unit 10.5)   | We're meeting at 7 p.m.              |
| Changing or developing situations | More people are using electric cars. |

#### ♦ COMPARING STRUCTURE

| Present Simple               | Present Continuous              |
|------------------------------|---------------------------------|
| She works in a bank.         | She is working late today.      |
| They play tennis on Sundays. | They are playing tennis now.    |
| Do you speak French?         | Are you speaking French now?    |
| He doesn't like coffee.      | He isn't drinking coffee today. |

✓ Present simple: base verb / -s for 3rd person
 ✓ Present continuous: am/is/are + verb-ing

#### ✤ TEMPORARY VS. PERMANENT

| T١ | /pe |
|----|-----|
|    |     |

### Example

Permanent (simple) I live in Madrid. (I live there regularly.)

Temporary (cont.) I'm staying in Madrid for a few days. (Just now)

#### ♦ HABITS VS. RIGHT NOW



| Habitual (Simple)       | Now / Temporary (Continuous)   |
|-------------------------|--------------------------------|
| He reads every night.   | He's reading a book right now. |
| We eat dinner at 8 p.m. | We're eating out tonight.      |
| I work from home.       | I'm working from a café today. |

#### **QUICK REFERENCE SUMMARY**

| Present Simple           | e Present Continuous           |
|--------------------------|--------------------------------|
| Repeated actions         | Actions in progress now        |
| General statements       | Temporary situations           |
| Scheduled (e.g. classes, | transport) Future arrangements |
| Stative verbs (usually)  | Dynamic actions                |

#### **!** COMMON MISTAKES

| Mistake                      | Correction                              | Why?                             |
|------------------------------|---|----------------------------------|
| I watch a movie now.         | I'm watching a movie now.               | Use present continuous for "now" |
| He is always go to the gym.  | He always goes to the gym.              | Present simple for routine       |
| They play football right now | . They are playing football right now.  | Action is in progress            |
| l'm speak English.           | I'm speaking English. / I speak English | . Depends on context             |

#### EXAMPLE DIALOG

Nina: Do you work from home?
Mark: Usually, yes. I work from home during the week.
Nina: And today?
Mark: Today I'm working from a café because there's no internet at home.
Nina: Makes sense. I'm not working today—I'm taking a day off.
Mark: Lucky you! I rarely take time off.

#### **10.4 TALKING ABOUT ACTIONS HAPPENING NOW**

#### **Objective:**

To use the **present continuous** tense and relevant time expressions to describe actions happening **right now**, and to distinguish between immediate actions and short-term ongoing activities.

♦ KEY GRAMMAR: PRESENT CONTINUOUS



Structure: Subject + am / is / are + verb-ing

Example Sentences I'm eating lunch right now. She's working on her laptop. They're having a meeting. We're not watching TV at the moment.

 $\checkmark$  Use this form to describe anything in progress **as you speak**.

#### ✤ TIME EXPRESSIONS FOR "NOW"

| Expression   | Example                                   |  |
|--|---|--|
| now  | I'm calling you now.                      |  |
| at the moment  | We're studying at the moment.             |  |
| right now  | He's talking to his boss right now.       |  |
| currently  | She's currently working on a new project. |  |
| today / this week They're staying with us this week. |   |  |

 $\checkmark$  These help emphasize that the action is **happening now or around now**.

#### ♦ VERBS COMMONLY USED IN PRESENT CONTINUOUS

| Action Type              | Examples                                |
|--------------------------|---|
| Speaking / Communicating | g talking, texting, emailing, calling   |
| Movement                 | walking, driving, running, flying       |
| Work / Study             | working, studying, teaching, learning   |
| Eating / Drinking        | eating, drinking, cooking               |
| Entertainment            | watching, playing, listening (to music) |

 $\checkmark$  I'm listening to music and drinking tea.

 $\checkmark$  She's reading a book on the sofa.

✤ DESCRIBING WHAT OTHERS ARE DOING



Person / PeoplePresent Continuous ExampleMy brotherMy brother is playing video games.The kidsThe kids are doing their homework.Your parentsYour parents are having lunch.The teacherThe teacher is speaking to a student.

𝒞 Use **"What's he/she doing?"** or **"What are they doing?"** to ask.

#### **SENTENCE PATTERNS**

I'm [verb-ing] right now. She isn't [verb-ing] at the moment. Are they [verb-ing]? What are you doing right now?

#### ! COMMON MISTAKES

| Mistake               | Correction                   | Why?                             |
|-----------------------|------------------------------|----------------------------------|
| She working now.      | She is working now.          | Missing auxiliary "is"           |
| I listen to music now | . I'm listening to music now | . Use present continuous         |
| They not studying.    | They're not studying.        | Contracted form or use "are not" |
| You cooking dinner?   | Are you cooking dinner?      | Question form needs "are"        |

#### EXAMPLE DIALOG

Elena: What are you doing right now? Jake: I'm cooking dinner and listening to a podcast. Elena: Sounds relaxing. I'm just watching the news. Jake: Is your brother home? Elena: No, he's playing football with his friends. Jake: I wish I were doing that instead!

#### **10.5 MAKING PLANS AND ARRANGEMENTS**

#### **Objective:**

To use the **present continuous tense** to talk about **future arrangements**, such as meetings, social plans, and appointments that have already been decided.



#### ♦ PRESENT CONTINUOUS FOR FUTURE PLANS

Structure:

Subject + am / is / are + verb-ing + future time reference

Example Sentences I'm meeting Laura for lunch tomorrow. We're flying to Rome next week. She's having dinner with her parents tonight. They're coming over this weekend.

 $\ll$  Use this form when the plan is already arranged or confirmed, often with a specific time or date.

#### COMMON TIME EXPRESSIONS

| Expression Type   | Examples                            |
|---|-------------------------------------|
| Today / Tonight   | I'm seeing the dentist today.       |
| Tomorrow  | We're having dinner tomorrow night. |
| Specific day or date  | He's flying to Berlin on Friday.    |
| Next week / weekend   | They're visiting us next weekend.   |
| In the morning / afternoon / evening She's working late in the evening. |                                     |

 $\checkmark$  Time reference is important to clarify that it's a **future plan**, not something happening now.

#### ♦ DIFFERENCE FROM "WILL" OR "GOING TO"

# Present ContinuousGoing To / WillI'm meeting John at 4. (already planned) I'm going to meet John. (decided now)She's leaving on Monday. (arranged)She will probably leave on Monday. (prediction)They're staying at a hotel. (confirmed)They might stay at a hotel. (not confirmed)

𝒞 Use **present continuous** for **fixed appointments and plans**, often with other people.

#### MAKING AND CONFIRMING PLANS

#### Expression

Example

What are you doing ...? What are you doing tomorrow night?



| Expression            | Example                               |
|-----------------------|---------------------------------------|
| Are you free?         | Are you free on Saturday?             |
| I'm meeting           | I'm meeting Joe at 3 p.m.             |
| We're planning        | We're planning a dinner on Friday.    |
| Let's meet            | Let's meet at the park after lunch.   |
| I've got something on | Sorry, I've got something on Tuesday. |

#### **SENTENCE PATTERNS**

I'm [verb-ing] + [time]  $\rightarrow$  I'm having lunch with my boss at noon. Are you [verb-ing] + [time]?  $\rightarrow$  Are you working late tonight? We're not [verb-ing] on Saturday. He isn't coming this evening.

#### **!** COMMON MISTAKES

| Mistake                         | Correction                         | Why?                              |
|---------------------------------|------------------------------------|-----------------------------------|
| I go to the dentist tomorrow.   | I'm going to the dentist tomorrow. | Present simple not used for plans |
| She meeting her friend tonight. | She's meeting her friend tonight.  | Missing "is"                      |
| Are you go to the party?        | Are you going to the party?        | Wrong auxiliary                   |
| I'm work late today.            | I'm working late today.            | Use verb + -ing                   |

#### EXAMPLE DIALOG

Lucas: What are you doing this weekend?
Anna: I'm visiting my grandparents on Saturday. And you?
Lucas: I'm going to a concert on Friday night.
Anna: Sounds fun! Are you going with anyone?
Lucas: Yeah, I'm meeting Tom and Sara at the venue.
Anna: Nice. I'm free on Sunday if you want to meet.
Lucas: Great! Let's plan something.

#### 10.6 EXPRESSIONS OF TIME IN THE PRESENT CONTINUOUS

#### **Objective:**

To use **time expressions** that commonly accompany the **present continuous tense**, helping to clearly indicate when temporary actions or current activities are happening.

♦ TIME EXPRESSIONS COMMONLY USED



| Expression                         | Use Example                           |
|------------------------------------|---------------------------------------|
| now                                | I'm studying now.                     |
| right now                          | She's calling you right now.          |
| at the moment                      | We're not working at the moment.      |
| currently                          | They're currently living abroad.      |
| this morning / afternoon / evening | g He's working late this evening.     |
| today                              | I'm not cooking today.                |
| tonight                            | We're going out tonight.              |
| this week / month                  | I'm staying with my sister this week. |

 $\ll$  These expressions make it clear the action is **happening now or around now**, not habitual.

#### ✤ USING TIME EXPRESSIONS IN SENTENCES

| Position in Sentence          | Example                                 |
|-------------------------------|---|
| Beginning of sentence         | Right now, I'm talking to my boss.      |
| End of sentence               | She's doing her homework at the moment. |
| In the middle (after subject) | He's currently taking piano lessons.    |

 $\checkmark$  Flexible placement, but avoid interrupting verb phrases.

#### ♦ COMBINING TIME AND PRESENT CONTINUOUS

They're staying with us this weekend. I'm working from home today. We're not watching TV right now. Is she coming to class tonight?

He's not feeling well this morning.

 ${\mathscr O}$  Use time expressions to give clarity and avoid confusion with other tenses.

#### **CONTRAST WITH PRESENT SIMPLE**

#### **Present Simple**

**Present Continuous** 

I go to the gym on Mondays. I'm going to the gym this morning.

She always walks to work. She's walking today because the car broke down.

 $\checkmark$  Present continuous + time = **temporary**, **non-routine**, or **in-progress**.



#### ! COMMON MISTAKES

| Mistake                      | Correction                       | Why?                        |
|------------------------------|----------------------------------|-----------------------------|
| I'm go to the cinema now.    | I'm going to the cinema now.     | Wrong verb form             |
| She working in this moment   | . She's working at the moment.   | Wrong time phrase           |
| We are study now.            | We are studying now.             | Verb needs -ing             |
| Currently she live in Paris. | She's currently living in Paris. | Present continuous required |

#### EXAMPLE DIALOG

Isla: Are you busy right now?
Matt: Yeah, I'm currently working on a report.
Isla: I'll call back later then.
Matt: Thanks. I'm finishing it this afternoon.
Isla: No problem. I'm studying at the moment too.
Matt: Good luck! Talk to you tonight.

#### **10.7 TALKING ABOUT WEATHER AND ACTIVITIES**

#### **Objective:**

To describe the **weather using present continuous and descriptive expressions**, and to connect weather conditions with **current or planned activities**.

#### 

| Expression          | Example                                  |
|---------------------|--|
| It's raining.       | It's raining, so I'm staying inside.     |
| It's snowing.       | Look! It's snowing outside.              |
| The sun is shining. | The sun is shining and the sky is clear. |
| It's cloudy.        | It's cloudy but not too cold.            |
| lt's windy.         | It's really windy today.                 |
| It's foggy.         | Be careful—it's foggy this morning.      |
| lt's stormy.        | It's stormy tonight—stay indoors!        |

𝒞 Use **"It's + adjective"** or **"It's + verb-ing"** for weather in progress.

#### ✤ WEATHER-RELATED ACTIVITIES



| Weather Condition | Common Activities                               |
|-------------------|---|
| Sunny / warm      | go for a walk, have a picnic, go cycling        |
| Rainy             | stay inside, watch movies, read                 |
| Snowy             | go skiing, build a snowman, drink hot chocolate |
| Windy             | fly a kite, avoid going to the beach            |
|                   |   |

Cloudy / cool go shopping, visit a museum, go for coffee

✓ Use weather to justify present continuous actions:
 It's raining, so we're not going out.
 It's sunny—we're having lunch outside.

#### ♦ QUESTIONS ABOUT THE WEATHER

| Question Type          | Example Question                      |
|------------------------|---------------------------------------|
| General                | What's the weather like?              |
| Current condition      | Is it raining right now?              |
| Future plans + weather | Are you going out if it's snowing?    |
| Weather and decisions  | Are they still hiking if it's stormy? |

#### ✤ VOCABULARY: TEMPERATURE AND FEELINGS

| Description | Example                                  |
|-------------|--|
| hot / warm  | It's hot today—we're going to the beach. |
| cool / cold | It's cold outside. I'm wearing a scarf.  |
| freezing    | It's freezing! We're staying in tonight. |
| humid       | It's really humid—we're not doing much.  |

 $\checkmark$  Talk about **clothes or activities** in response to weather: I'm wearing a jacket—it's chilly.

#### **CONNECTING WEATHER AND PRESENT CONTINUOUS**

It's snowing, and the kids are playing outside. We're having a barbecue because the weather is great. She's not running today because it's too windy. They're watching a movie while it rains.

#### **!** COMMON MISTAKES



| Mistake                | Correction        | Why?                                       |
|------------------------|-------------------|--|
| It rains now.          | It's raining now. | Use present continuous for current weather |
| Is snowing.            | It is snowing.    | Missing subject "It"                       |
| lt's very sun.         | lt's very sunny.  | Use adjective, not noun                    |
| There is a lot of hot. | It's very hot.    | Use "It is" for weather, not "There is"    |

#### EXAMPLE DIALOG

James: Are you going outside today? Lila: No way—it's raining really hard right now. James: Yeah, I'm staying in too. I'm watching a series. Lila: Good idea. It's a perfect day to relax indoors. James: Exactly. Let me know if it stops—I might go for a walk later.

#### 10.8 DESCRIBING WHAT PEOPLE ARE DOING

#### **Objective:**

To describe the **ongoing actions of other people** using the **present continuous**, focusing on detailed, natural-sounding sentences and context-rich vocabulary.

#### ♦ DESCRIBING PEOPLE'S ACTIONS

| Subject   | Present Continuous Example                       |  |
|-----------|--|--|
| I         | I'm writing a message.                           |  |
| He / She  | She's cooking dinner. / He's listening to music. |  |
| We / They | We're talking about our weekend plans.           |  |

Someone / People People are waiting in line.

✓ Always use the correct form of "be": is / are / am

#### ✤ VERBS COMMONLY USED IN PRESENT CONTINUOUS

| Action Type  | Examples                               |  |
|--|--|--|
| Communication  | talking, chatting, texting, presenting |  |
| Movement   | walking, running, dancing, driving     |  |
| Daily routines                                       | eating, drinking, cleaning, shopping   |  |
| Work/study tasks studying, writing, reading, working |  |  |



Action Type

Use of tech typing, scrolling, watching, recording

Examples

 $\checkmark$  He's reading the news on his phone.

✓ They're working on a group project.

#### ♦ ADDING DETAIL AND CLARITY

Add this... To Say...

Time She's doing homework right now.

Place They're playing outside.

Object He's fixing the printer.

Reason / cause She's calling because she needs help.

 $\checkmark$  Use full expressions to sound natural: They're watching a movie at home this evening.

#### ✤ ASKING ABOUT WHAT PEOPLE ARE DOING

| Question   | Example                                 |  |
|--|---|--|
| What is he/she doing?  | What's she doing right now?             |  |
| What are they doing?   | What are the kids doing in the kitchen? |  |
| Who is cooking dinner? Who's making that smell in the kitchen? |   |  |

✓ Use contractions in casual speech: What're you doing?

#### **COMBINING MULTIPLE ACTIONS**

He's cooking and listening to music.

They're playing games while it rains.

I'm working on a report and checking emails at the same time.

 $\checkmark$  Use and, while, or at the same time to connect actions.

#### **!** COMMON MISTAKES

#### Mistake

Correction

Why?

He playing football. He is playing football. Missing "is"



| Mistake   | Correction         | Why?                               |  |
|---|--------------------|------------------------------------|--|
| They is watching TV. They are watching TV. Subject-verb agreement |                    |                                    |  |
| She's cook now.   | She's cooking now. | Use verb + -ing                    |  |
| What do she doing?  | What is she doing? | Question structure needs auxiliary |  |

#### EXAMPLE DIALOG

Ethan: What's Mia doing? Leah: She's talking to her friend on the phone. Ethan: And the twins? Leah: They're playing a game in the living room. Ethan: Sounds peaceful. Leah: For now! I'm enjoying the quiet while it lasts.

#### 10.9 UNIT 10 REVIEW

**Objective:** 

To review the vocabulary, grammar, and communication skills from Unit 10, focusing on **hobbies**, **present continuous tense**, and **describing actions happening now and future arrangements**.

#### WHAT YOU LEARNED IN THIS UNIT

♦ VOCABULARY: HOBBIES, SPORTS, AND LEISURE

Indoor/outdoor hobbies: reading, painting, gardening, photography Sports: football, tennis, running, yoga Activity verbs: do yoga, play basketball, go hiking Talking about preferences: I enjoy hiking. I don't like team sports.

#### PRESENT CONTINUOUS TENSE

**Structure**: am/is/are + verb-ing Affirmative: She's studying English. Negative: They're not working today. Questions: Are you watching TV?

#### ♦ COMPARING PRESENT SIMPLE VS. CONTINUOUS

Present simple = routines  $\rightarrow$  He plays guitar every day.

Present continuous = current/temporary  $\rightarrow$  He's playing now.

Recognizing time expressions: always, every day vs. now, today, this week



#### ♦ TALKING ABOUT NOW

Actions in progress: I'm cooking dinner.

Temporary situations: She's staying with her cousin.

Describing what others are doing: They're playing football at the park.

#### ♦ MAKING PLANS AND ARRANGEMENTS

Future plans with present continuous:

 $\rightarrow$  I'm meeting friends tomorrow.

 $\rightarrow$  We're having dinner with our parents tonight.

Using time references: tonight, this weekend, on Friday

#### ♦ TIME EXPRESSIONS IN PRESENT CONTINUOUS

now, at the moment, right now, currently, today, this evening

Placement: start, middle, or end of sentence

Used to clarify temporary actions: I'm not working today.

#### 

#### Weather verbs: It's raining, snowing, the sun is shining

Describing conditions: It's cold, hot, windy, cloudy

Connecting weather and plans: It's sunny, so we're eating outside.

#### ♦ DESCRIBING WHAT PEOPLE ARE DOING

Use of "be + verb-ing" to describe others' actions:

 $\rightarrow$  He's listening to music.

 $\rightarrow$  They're having lunch together.

Adding detail with place, object, and reason

#### ♦ LISTENING AND SPEAKING PRACTICE

Listening to instructions or live conversations using present continuous

Practicing dialogues:

 $\rightarrow$  What are you doing?

 $\rightarrow$  I'm studying and having a coffee.

#### EXAMPLE DIALOG

Tom: Are you doing anything tonight?
Alma: Yeah, I'm going to a friend's house for dinner.
Tom: Nice. I'm just staying in and watching a movie.
Alma: Sounds good. What's your brother up to?
Tom: He's working late. He's finishing a project this week.
Alma: Hope he gets to rest soon!



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# UNIT 11 (LEVEL B1): PAST EVENTS AND NARRATIVES

Being able to talk about the past is essential for sharing experiences, telling stories, and describing what happened—whether yesterday or years ago. In this unit, we focus on the **past simple tense**, a fundamental structure that allows you to narrate events clearly and accurately.

You'll learn to use **regular and irregular verbs**, ask and answer questions about past experiences, and use time expressions like last week, yesterday, and in 2019. We'll also explore how to organize a story chronologically using connectors like then, after that, and finally, and how to talk about personal experiences or significant events. By the end of this unit, you'll be able to share stories in English with confidence and coherence.

# 11.1 VOCABULARY: REGULAR AND IRREGULAR VERBS

#### **Objective:**

To identify and use common **regular** and **irregular verbs** in the **past simple tense**, especially for talking about past events, stories, and personal experiences.

#### ♦ REGULAR VERBS

Regular verbs form the **past simple** by adding -ed.

| Base Verb  | Past Simple | Example                          |
|--|-------------|----------------------------------|
| walk   | walked      | I walked to school yesterday.    |
| cook   | cooked      | She cooked dinner last night.    |
| play   | played      | We played tennis at the weekend. |
| study  | studied     | They studied for the exam.       |
| ✓ Spelling rules:  |             |                                  |
| live $\rightarrow$ lived, close $\rightarrow$ closed           |             |                                  |
| stop $ ightarrow$ stopped (double consonant after short vowel) |             |                                  |
| study $\rightarrow$ studied (y $\rightarrow$ i)                |             |                                  |

## ✤ IRREGULAR VERBS

Irregular verbs do not follow a fixed rule. Their past forms must be memorized.

| Base Verb | Past Simple | Example                         |
|-----------|-------------|---------------------------------|
| go        | went        | I went to the cinema on Friday. |
| have      | had         | She had breakfast at 8.         |
| do        | did         | We did our homework yesterday.  |
| see       | saw         | He saw a movie last night.      |



# Base Verb Past Simple Example

| eat  | ate  | They ate pizza for dinner.        |
|------|------|-----------------------------------|
| get  | got  | I got a new bike for my birthday. |
| make | made | She made a cake.                  |

#### ♦ COMMON IRREGULAR VERBS: QUICK REFERENCE

| Base  | Past     | Base  | Past   | Base | Past  |
|-------|----------|-------|--------|------|-------|
| be    | was/were | buy   | bought | find | found |
| come  | came     | give  | gave   | take | took  |
| drink | drank    | write | wrote  | run  | ran   |
| begin | began    | speak | spoke  | feel | felt  |

# ✤ TIPS FOR LEARNING IRREGULAR VERBS

Group them by similarity: begin  $\rightarrow$  began, drink  $\rightarrow$  drank, sing  $\rightarrow$  sang Practice them in context: I drank coffee, She sang at the concert Create flashcards or short stories to memorize them Focus on the verbs you use most often in real life

# **!** COMMON MISTAKES

| Mistake                    | Correction                     | Why?                             |
|----------------------------|--------------------------------|----------------------------------|
| Yesterday I go to the park | . Yesterday I went to the park | . Wrong verb form                |
| She didn't went to work.   | She didn't go to work.         | Use base verb after "didn't"     |
| They writed a message.     | They wrote a message.          | "Writed" is not a real past form |
| He buyed a new car.        | He bought a new car.           | Irregular form of "buy"          |

# EXAMPLE DIALOG

Noa: What did you do last weekend?Liam: I visited my parents and we had a big lunch.Noa: Sounds nice! I went to a concert with some friends.Liam: Really? Who played?Noa: A local band. They were amazing! We stayed until midnight.



# 11.2 PAST SIMPLE: AFFIRMATIVE FORMS

# **Objective:**

To use the **past simple tense in affirmative sentences** to describe completed actions in the past, using both **regular** and **irregular** verbs with correct structure and time expressions.

#### ♦ STRUCTURE: PAST SIMPLE AFFIRMATIVE

# Subject + past form of verb

| Subject   | Regular Verb Example    | Irregular Verb Example   |
|-----------|-------------------------|--------------------------|
| I         | I watched a movie.      | I saw a movie.           |
| You       | You worked late.        | You came home late.      |
| He / She  | He cleaned the kitchen. | She ate sushi.           |
| We / They | We visited London.      | They went to the museum. |

✓ Regular verbs: base + -ed
 ✓ Irregular verbs: memorized past form (no -ed)

## ✤ TIME EXPRESSIONS USED WITH PAST SIMPLE

| Expression Type   | Examples  |
|-------------------|---|
| Specific times    | yesterday, last night, last week                    |
| Named dates       | on Monday, in 2020, at 5 p.m.                       |
| Period references | two days ago, a month ago, this morning (past part) |

 $\checkmark$  These clarify that the action is **finished** in the past.

#### ♦ EXAMPLES OF PAST SIMPLE AFFIRMATIVE (REGULAR VERBS)

I studied for the exam last night.

She opened the window.

We walked in the park yesterday.

They enjoyed the party.

 $\checkmark$  Note the spelling rules:

plan  $\rightarrow$  planned, cry  $\rightarrow$  cried, like  $\rightarrow$  liked



#### ✤ EXAMPLES OF PAST SIMPLE AFFIRMATIVE (IRREGULAR VERBS)

He went to school by bus. I had lunch at 2 p.m. We did all the housework. They got a great deal.

 $\checkmark$  No auxiliary is needed in affirmative forms.

#### DESCRIBING A SEQUENCE OF EVENTS

You can list actions one after another:

I got up, took a shower, and left the house.

She cooked dinner, set the table, and served the food.

We arrived at 10, checked in, and relaxed by the pool.

 $\checkmark$  Use **and**, **then**, **after that**, or commas to link actions.

# **SENTENCE PATTERNS**

Subject + past verb + object/time  $\rightarrow$  They watched a film last night.

I + verb + place/reason

 $\rightarrow$  I visited Rome for work.

## **!** COMMON MISTAKES

| Mistake                         | Correction                         | Why?                         |
|---------------------------------|------------------------------------|------------------------------|
| I didn't watched the movie.     | I didn't watch the movie.          | Use base verb after "didn't" |
| She goes to the party yesterday | y. She went to the party yesterday | . Wrong verb tense           |
| They was tired.                 | They were tired.                   | Subject-verb agreement       |
| He not came.                    | He didn't come.                    | Needs "didn't" in negative   |

#### EXAMPLE DIALOG

Carmen: Did you go out last night? Tomas: Yeah, I met some friends and we watched a movie. Carmen: What movie did you see? Tomas: Oppenheimer. It was long but really good. Carmen: I heard that! I stayed in—I cooked dinner and read a book. Tomas: Sounds like a great evening too.



# 11.3 PAST SIMPLE: NEGATIVE AND INTERROGATIVE FORMS

# **Objective:**

To form and use **negative** and **interrogative** sentences in the **past simple tense**, using both regular and irregular verbs correctly.

#### ♦ NEGATIVE FORM IN PAST SIMPLE

#### Structure:

Subject + did not (didn't) + base form of the verb

Example Sentences

I didn't go to the party.

She didn't eat anything for lunch.

We didn't watch that movie.

They didn't understand the question.

 $\ll$  Use the **base form** of the verb (not the past form) after didn't **X** She didn't went  $\rightarrow \ll$  She didn't go

#### ✤ INTERROGATIVE FORM IN PAST SIMPLE

### Yes/No Questions Did + subject + base verb?

Example QuestionsShort AnswersDid you see the match?Yes, I did. / No, I didn't.Did they arrive on time?Yes, they did. / No, they didn't.Did he call you yesterday?Yes, he did. / No, he didn't.

Wh- Questions Wh-word + did + subject + base verb?

| Question             | Example Answer          |
|----------------------|-------------------------|
| Where did you go?    | l went to the beach.    |
| What did she say?    | She said she was tired. |
| When did they leave? | They left at 10 p.m.    |
| Why did he stop?     | Because he felt sick.   |



 $\checkmark$  Wh-word + did + subject + base form

# ♦ NEGATIVE AND INTERROGATIVE WITH REGULAR AND IRREGULAR VERBS

| Verb Type                | Negative Example   | Question Example                |
|--------------------------|--|---------------------------------|
| Regular                  | I didn't visit them.                                     | Did you visit them?             |
| Irregular                | She didn't go to work.                                   | Did she go to work?             |
| Irregular (confused form | ) X Did you went? $\rightarrow$ $\checkmark$ Did you go? | Past form is not used after did |

#### **COMMON SENTENCE PATTERNS**

I didn't + base verb + complement Did + subject + base verb + time/place? Why / Where / What + did + subject + base verb?

## **!** COMMON MISTAKES

| Mistake  | Correction                | Why?                             |  |
|--|---------------------------|----------------------------------|--|
| l didn't went home.  | I didn't go home.         | "Didn't" $\rightarrow$ base form |  |
| Did she liked the film?  | Did she like the film?    | No -ed after "did"               |  |
| He not came yesterday.   | He didn't come yesterday. | Use auxiliary "didn't"           |  |
| Where you went last night? Where did you go last night? Question needs "did" |                           |                                  |  |

# ✤ TIME EXPRESSIONS IN QUESTIONS & NEGATIVES

| Time Reference         | Example                       |
|------------------------|-------------------------------|
| yesterday              | Did you call her yesterday?   |
| last night / last week | They didn't work last night.  |
| two days ago           | What did you do two days ago? |
| on Monday              | Did he arrive on Monday?      |

# EXAMPLE DIALOG

Elisa: Did you travel last weekend? Marco: No, I didn't. I stayed at home. Elisa: Why didn't you go to Madrid? Marco: I was sick. I didn't feel well. Elisa: That's too bad. Did you at least rest? Marco: Yes, I slept a lot and watched some series.



# 11.4 TIME EXPRESSIONS USED IN THE PAST

# **Objective:**

To recognize and use common **time expressions** that indicate **past events**, and to combine them naturally with the **past simple tense** in statements, questions, and narratives.

## ♦ COMMON TIME EXPRESSIONS FOR THE PAST

| Expression Type         | Examples                                    |
|-------------------------|---|
| Specific points in time | e yesterday, last night, last week          |
| Duration (completed)    | two days ago, a month ago, a year ago       |
| Days / Dates            | on Monday, on January 5th                   |
| Time of day             | at 5 p.m., in the morning, in the afternoon |
| Past periods            | in 2010, in the 1990s, in the past          |

 $\ll$  All these indicate **finished time**, so use them with the **past simple**.

#### ✤ EXAMPLES IN CONTEXT

| Time Expression | Past Simple Example            |
|-----------------|--------------------------------|
| yesterday       | l met her yesterday.           |
| last night      | We watched a movie last night. |
| two weeks ago   | They arrived two weeks ago.    |
| on Saturday     | He left on Saturday.           |
| in 2015         | She graduated in 2015.         |
| at noon         | We had lunch at noon.          |

# ♦ WORD ORDER IN SENTENCES

| Position  | Example                      |  |
|---|------------------------------|--|
| Beginning of sentence   | Yesterday, I stayed at home. |  |
| End of sentence   | l stayed at home yesterday.  |  |
| Mid-sentence (less common) I, yesterday, stayed at home. $old X 	o$ not natural |                              |  |

 $\checkmark$  Best to use time expressions **at the beginning or end** of the sentence.



## ✤ PHRASES INDICATING PAST FREQUENCY OR ROUTINE

| Expression           | Example   |  |
|----------------------|---|--|
| every weekend        | We went hiking every weekend when we were kids. |  |
| once / twice a month | She called her grandmother twice a month.       |  |
| when I was younger   | When I was younger, I played the violin.        |  |
| during the holidays  | We travelled a lot during the holidays.         |  |

# **SIGNAL WORDS FOR PAST SIMPLE**

| Signal Word / Phrase  | Typical Use                           |
|-----------------------|---------------------------------------|
| ago                   | I saw him three days ago.             |
| last + [time period]  | They left last night.                 |
| yesterday             | He arrived yesterday.                 |
| in + [past year/date] | I met her in 2012.                    |
| when + [past clause]  | When I was a child, I lived in Chile. |

 $\ll$  These expressions are useful to **anchor events in time** when telling stories or giving background.

#### **!** COMMON MISTAKES

| Mistake                               | Correction                         | Why?                                      |
|---------------------------------------|------------------------------------|---|
| I saw her the last week.              | I saw her last week.               | No article before "last"                  |
| We went to the beach ago two<br>days. | We went to the beach two days ago. | Word order for "ago" is fixed             |
| She met him in last year.             | She met him last year.             | "Last year" doesn't need "in"             |
| l visited Paris at 2010.              | l visited Paris in 2010.           | "In" is the correct preposition for years |

# EXAMPLE DIALOG

Nora: Did you go out last weekend?
Mateo: No, I stayed home. I was really tired after work on Friday.
Nora: I went to a concert on Saturday night.
Mateo: Nice! Who played?
Nora: A jazz band I saw two years ago. They were even better this time.



# 11.5 TELLING A STORY: CHRONOLOGICAL CONNECTORS

## **Objective:**

To learn how to use **chronological connectors** and transition words to tell a clear and structured story about a **past experience** using the **past simple tense**.

# ♦ KEY CHRONOLOGICAL CONNECTORS

| Connector  | Use Example                                |
|------------|--|
| First      | First, we arrived at the station.          |
| Then       | Then we bought our tickets.                |
| After that | After that, we had lunch in a small café.  |
| Later      | Later, we visited the museum.              |
| Finally    | Finally, we took a taxi back to the hotel. |
| In the end | In the end, it was a great day.            |

 $\checkmark$  These connectors help **organize events in time** and improve flow.

# ADDITIONAL STORYTELLING PHRASES

| Connector / Phrase  | Use Example                                 |
|---------------------|---|
| At the beginning    | At the beginning of the trip, we got lost.  |
| After a while       | After a while, we found a map.              |
| A few minutes later | A few minutes later, the guide arrived.     |
| Suddenly            | Suddenly, it started to rain.               |
| Eventually          | Eventually, we reached the top of the hill. |
| Just then           | Just then, the lights went out.             |

✓ Use **"suddenly"** and **"just then"** to add **drama or surprise**.

# ♦ SENTENCE STRUCTURE FOR STORYTELLING

| Step                | Example Sentence  |
|---------------------|---|
| Opening             | Last summer, I visited Greece with some friends.                |
| Step-by-step events | s First, we landed in Athens. Then, we took a bus to the hotel. |
| Use of detail       | The weather was perfect, and the food was delicious.            |
| Ending              | In the end, it was one of the best trips of my life.            |



## ✤ USEFUL VERBS FOR TELLING STORIES

# **Regular Verbs**

Irregular Verbs

walked, talked, stayed, visited, watched went, had, saw, took, got, met, said

 $\checkmark$  Use **past simple tense** throughout the story.

#### **TIPS FOR BETTER STORYTELLING**

Use **connectors** to organize events logically Add **details** (who, where, when, how) to create interest Describe **feelings or reactions**: I was surprised, we were tired Mix **short and long sentences** to keep rhythm natural

## **!** COMMON MISTAKES

| Mistake  | Correction                | Why?                        |
|--|---------------------------|-----------------------------|
| First we was happy.  | First, we were happy.     | Use correct past of "to be" |
| Then we go to the park.  | Then we went to the park. | Verb tense error            |
| After that we meet our guide. After that, we met our guide. Wrong verb form for past |                           |                             |
| In the end it's okay.  | In the end, it was okay.  | Keep tense consistent       |

# EXAMPLE DIALOG

Tasha: How was your weekend?
Omar: Pretty good! First, I cleaned the house. Then I met some friends for lunch.
Tasha: Nice! Did you go anywhere special?
Omar: Yeah, after that we went to a museum. Later, we had coffee near the river.
Tasha: Sounds perfect.
Omar: It was. In the end, I got home around 10—tired, but happy.

# **11.6 SHORT ANSWERS AND QUESTION PRACTICE**

#### **Objective:**

To practice forming **yes/no questions** and giving **short answers** in the **past simple tense**, using regular and irregular verbs for fluency and accuracy.

♦ YES/NO QUESTIONS IN PAST SIMPLE



Structure: Did + subject + base verb?

Example Questions Did you call her yesterday? Did they enjoy the party? Did he finish the report? Did she go to the concert?

 $\checkmark$  Always use the **base form** of the verb after did.

# ✤ SHORT ANSWERS: AFFIRMATIVE AND NEGATIVE

| Question                   | Affirmative    | Negative         |
|----------------------------|----------------|------------------|
| Did you like it?           | Yes, I did.    | No, I didn't.    |
| Did he travel last summer? | Yes, he did.   | No, he didn't.   |
| Did they play football?    | Yes, they did. | No, they didn't. |
| Did she read the book?     | Yes, she did.  | No, she didn't.  |

 $\checkmark$  Use did/didn't – do not repeat the full verb.

**X** Yes, I watched.  $\rightarrow \emptyset$  Yes, I did.

# PRACTICE WITH IRREGULAR VERBS

| Base Verb | Question                       | Answer                      |
|-----------|--------------------------------|-----------------------------|
| go        | Did you go to class yesterday? | Yes, I did. / No, I didn't. |
| have      | Did she have lunch already?    | Yes, she did.               |
| do        | Did they do their homework?    | No, they didn't.            |
| see       | Did you see the match?         | Yes, I did.                 |

 $\checkmark$  Remember: the main verb stays in **base form** in the question.

# PRACTICE WITH REGULAR VERBS

| Base Verb | Question                                       | Answer         |
|-----------|--|----------------|
| watch     | Did you watch the film last night? Yes, I did. |                |
| clean     | Did he clean the kitchen?                      | No, he didn't. |



| Base Verb | Question                 | Answer           |
|-----------|--------------------------|------------------|
| open      | Did she open the window? | Yes, she did.    |
| walk      | Did they walk to school? | No, they didn't. |

# PATTERNS FOR PRACTICE

Did + [subject] + [verb]? → Yes/No + [subject] + did/didn't Practice with I, you, he, she, we, they Ask about yesterday, last night, last weekend, two days ago

## **!** COMMON MISTAKES

| Mistake                    | Correction                              | Why?                            |
|----------------------------|---|---------------------------------|
| Did you went to the beach? | Did you go to the beach?                | Use base form of verb           |
| Yes, I watched it.         | Yes, I did.                             | Short answer uses did           |
| No, he don't.              | No, he didn't.                          | Use past form "didn't"          |
| She did cleaned the house. | She cleaned the house. or She did clean | "Did" not needed in affirmative |

# EXAMPLE DIALOG

Lara: Did you see the football match?
Diego: Yes, I did. It was amazing!
Lara: Did they win?
Diego: No, they didn't. They lost in the last minute.
Lara: Oh no! Did your brother watch it too?
Diego: No, he didn't. He went to bed early.

# **11.7 TALKING ABOUT PERSONAL EXPERIENCES**

#### **Objective:**

To describe **past personal experiences** using the **past simple tense**, including events, feelings, and specific details to make your story engaging and clear.

# DESCRIBING PERSONAL EXPERIENCES

| Structure                           | Example Sentence           |
|-------------------------------------|----------------------------|
| I + past verb + object/time/place I | visited Paris last summer. |

We + past verb + details We saw a great show at the theatre.

He/She + past verb + reason She moved to Berlin for work.



proud

 $\checkmark$  Keep verbs in **past simple** and include **where**, **when**, **and why** to add context.

#### **\*** EXPRESSIONS TO START YOUR STORY

| Phrase                | Example                                      |
|-----------------------|--|
| Last year             | Last year, I travelled to Peru.              |
| A few months ago      | A few months ago, I started a new job.       |
| When I was a child    | When I was a child, I lived in a small town. |
| The best day was when | The best day was when we got our dog.        |
| One time              | One time, I met a celebrity on a plane.      |

#### ♦ USEFUL VOCABULARY FOR EXPERIENCES

| Action | Verhs    |
|--------|----------|
| ACLION | V CI D 3 |

#### Emotion / Reaction Words

surprised, excited, nervous, tired, amazed, happy,

visited, traveled, met, stayed, learned, saw, bought

✓ Combine both types for richer stories:
 I met a famous actor and felt so nervous I couldn't speak!

# ✤ TALKING ABOUT FEELINGS AND REACTIONS

| Expression              | Example                                     |
|-------------------------|---|
| I was really excited    | I was really excited to try the food.       |
| We were amazed by       | We were amazed by the view.                 |
| He felt nervous before  | He felt nervous before the presentation.    |
| It was the first time I | It was the first time I flew alone.         |
| I'll never forget when  | I'll never forget when we got lost in Rome. |

# P HOW TO TELL A SHORT STORY

- 1. Set the scene: When, where, who
- 2. Describe the action: What happened?
- 3. Include feelings or reactions
- 4. End with a reflection or result

# **!** COMMON MISTAKES



| Mistake   | Correction   | Why?                             |
|---|--|----------------------------------|
| I was go to Italy.  | I went to Italy.   | Use past simple, not "was go"    |
| We meet new people.   | We met new people.   | Verb must be in past             |
| I was very enjoy the trip. I really enjoyed the trip. Structure error |  | Structure error: use past simple |
| It was very fun. 🔗  | Acceptable, but It was a lot of fun. is better More natural phrasing |                                  |

## EXAMPLE DIALOG

Ana: Did you have a good trip?
David: Yes! I visited Prague last month with my cousin.
Ana: Oh, cool! What did you do there?
David: We walked around the old town, took lots of photos, and tried traditional food.
Ana: Sounds amazing.
David: It was! The view from the castle was unforgettable. I'd love to go back someday.

# 11.8 COMMON MISTAKES WITH PAST TENSE

## **Objective:**

To identify and correct **frequent mistakes** learners make when using the **past simple tense**, especially related to **verb forms**, **sentence structure**, and **question/negative usage**.

#### ♦ MISTAKE 1: USING PRESENT OR INFINITIVE INSTEAD OF PAST FORM

| Incorrect                   | Correct                       | Why?                               |
|-----------------------------|-------------------------------|------------------------------------|
| Yesterday I go to the park. | Yesterday I went to the park. | Use the past form of "go" = "went" |
| She see a movie last night. | She saw a movie last night.   | "see" $\rightarrow$ "saw" in past  |

 $\ll$  Always change the verb to its correct **past form** in affirmative sentences.

# ✤ MISTAKE 2: USING PAST FORM AFTER "DID" IN QUESTIONS OR NEGATIVES

| Incorrect   | Correct              | Why?                            |
|---|----------------------|---------------------------------|
| Did you went to class?  | Did you go to class? | Use base form after "did"       |
| He didn't came home.  | He didn't come home. | Past is carried by "did/didn't" |
| Did they saw the match? Did they see the match? "see" = base form |                      |                                 |

 $\checkmark$  Did already indicates past, so the **main verb stays in base form**.



#### ♦ MISTAKE 3: INCORRECT PAST FORMS OF IRREGULAR VERBS

Incorrect Correct

buyed bought

runned ran

writed wrote

teached taught

sleeped slept

✓ Irregular verbs don't follow "-ed" rules—they must be memorized.

✤ MISTAKE 4: DOUBLE NEGATIVES

Incorrect Correct

I didn't do nothing. I didn't do anything.

He didn't say no one. He didn't say anyone.

 $\ll$  English uses **only one negative** in a sentence. Double negatives are incorrect.

# ♦ MISTAKE 5: WORD ORDER IN QUESTIONS

Incorrect

Correct

Where you went last night? Where did you go last night?

What she did yesterday? What did she do yesterday?

✓ Questions require did + subject + base verb

# ✤ MISTAKE 6: CONFUSING REGULAR VERB SPELLING

| Mistake   | Correction | Rule                                     |
|-----------|------------|--|
| studieded | studied    | Only add -ed once                        |
| stoped    | stopped    | Double final consonant after short vowel |
| tryed     | tried      | $y \rightarrow i + ed$                   |

# **QUICK REVIEW TABLE**

Structure TypeCorrect ExampleAffirmativeThey visited Rome last year.NegativeHe didn't eat breakfast.QuestionDid you see the show?Wh-QuestionWhere did she go?



## EXAMPLE DIALOG

Mila: Did you liked the party? Jonas: You mean, did I like the party? Yes, I did! Mila: Oops, right! And your friends come too? Jonas: Came. But in a question it's Did they come? Mila: English verbs are tricky! Jonas: They are, but practice makes perfect.

## 11.9 UNIT 11 REVIEW

#### **Objective:**

To consolidate grammar, vocabulary, and listening/speaking skills related to the **past simple tense**, especially for describing **past events**, **experiences**, and **narratives**.

# WHAT YOU LEARNED IN THIS UNIT

#### VOCABULARY: REGULAR AND IRREGULAR VERBS

Regular: visited, watched, cleaned, played

Irregular: went, had, did, saw, got, came, ate Spelling rules for regulars (study  $\rightarrow$  studied, stop  $\rightarrow$  stopped) Past forms must be memorized for irregulars

## ♦ AFFIRMATIVE, NEGATIVE, AND INTERROGATIVE FORMS

Affirmative: I saw a movie yesterday.

Negative: She didn't go to work.

Question: Did they like the concert?

Wh- Questions: What did you do last weekend?

#### ♦ TIME EXPRESSIONS

# Yesterday, last night, last year, in 2018, two weeks ago

Position: beginning or end of sentence Help structure narratives clearly in past context

First, then, after that, later, finally, in the end

Used to create clear sequence of events

Combined with feelings: I was tired but happy.

#### ♦ TALKING ABOUT PERSONAL EXPERIENCES

Use past simple for one-time actions: I met a celebrity once.

Include detail: We stayed in a cabin near a lake.

Reflective phrases: I'll never forget it. / It was unforgettable.

### ♦ SHORT ANSWERS AND QUESTIONS

Did you enjoy it? → Yes, I did. / No, I didn't. Practice for fluency and accuracy in conversations Important for interviews, speaking exams, and small talk



#### ♦ LISTENING AND RETELLING STORIES

Recognizing past forms in biographies and anecdotes

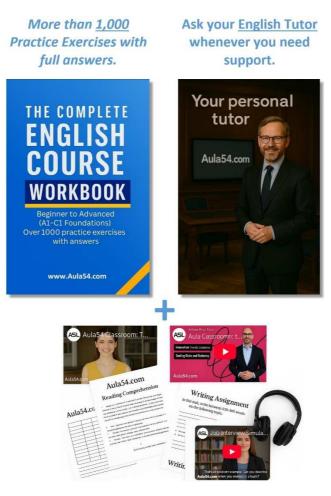
Understanding structure and transitions in spoken narratives

Using expressions like: When I was a child..., That day..., Suddenly...

# EXAMPLE DIALOG

Nora: What did you do over the weekend?
Mateo: On Saturday, I went hiking with some friends. Then we had dinner at a small restaurant.
Nora: Sounds fun!
Mateo: It was. On Sunday, I just relaxed. I didn't do anything special.
Nora: Did you watch that new film on Netflix?
Mateo: No, I didn't. Was it good?
Nora: I loved it. You should definitely watch it this week.

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# UNIT 12 (LEVEL B1): TALKING ABOUT THE FUTURE

We all make plans, imagine possibilities, and react to predictions—and in English, there's more than one way to talk about the future. In this unit, you'll learn to use **three different future forms**—going to, will, and present continuous—each with its specific use and nuance.

You'll also discover time expressions for the future (like next week, in two days, soon), and how to make promises, decisions, and predictions. We'll cover how to distinguish between scheduled events and spontaneous intentions, and help you choose the right future form for each situation. Whether you're making travel plans or talking about your goals, this unit equips you with the grammar and vocabulary to speak about the future naturally and precisely.

# 12.1 FUTURE WITH "GOING TO": PLANS AND INTENTIONS

#### Objective:

To use "going to" for expressing future plans, intentions, and predictions based on present evidence.

## ♦ STRUCTURE: "BE GOING TO" + BASE VERB

| Subject         | Form of "be" + going to + verb | Example                          |
|-----------------|--------------------------------|----------------------------------|
| I               | am going to                    | I'm going to travel next summer. |
| You / We / They | are going to                   | They're going to study medicine. |
| He / She / It   | is going to                    | She's going to buy a new phone.  |

𝒞 Use contractions in natural speech: I'm, you're, he's

# ✤ USING "GOING TO" FOR FUTURE PLANS

#### Situation Type Example Sentence

Pre-decided plans I'm going to meet Laura this evening.

Intention / decision He's going to start a diet next week.

Organized activities We're going to visit our grandparents on Sunday.

 $\checkmark$  The decision is made **before** the moment of speaking.

#### ♦ PREDICTIONS WITH EVIDENCE

#### Situation

Example Sentence

Something is about to happen Look at the clouds. It's going to rain.

Based on what we see / know He's going to fall off the bike!



#### Situation

Example Sentence

Logical future outcome

They're going to be late again.

 $\checkmark$  "Going to" shows we see it coming or have some present clue.

# ✤ TIME EXPRESSIONS FOR "GOING TO"

| Expression                    | Use Example                                |
|-------------------------------|--|
| tomorrow                      | I'm going to clean the house tomorrow.     |
| next + day/week/month/year    | She's going to travel next month.          |
| this + morning/afternoon/etc. | We're going to play football this evening. |
| soon / later / in a few days  | He's going to call you in a few days.      |

# ♦ NEGATIVE AND QUESTIONS

Negative Form: Subject + be + not + going to + verb

I'm not going to eat dessert. She isn't going to join us. They're not going to win.

Yes/No Questions: Be + subject + going to + verb?

Are you going to study tonight? Is he going to buy it? Are we going to be late?

Wh-Questions:

What are you going to do this weekend? Where is she going to stay? When are they going to leave?

## **COMMON SENTENCE PATTERNS**

I'm going to + base verb + time/place He's going to + reason/result Are you going to + activity?



# **!** COMMON MISTAKES

| Mistake                     | Correction                           | Why?                            |
|-----------------------------|--------------------------------------|---------------------------------|
| I going to visit my aunt.   | I'm going to visit my aunt.          | Missing "am"                    |
| She go to study medicine.   | She's going to study medicine.       | Wrong structure                 |
| We're go to the beach.      | We're going to the beach.            | Missing "going to"              |
| Are you going to can do it? | ? Are you going to be able to do it? | "Can" doesn't follow "going to" |

# EXAMPLE DIALOG

Emma: What are you going to do this weekend?
Jack: I'm going to visit my cousin in Valencia.
Emma: That sounds fun!
Jack: Yeah, we're going to try some local food and maybe go hiking.
Emma: Are you going to stay there all weekend?
Jack: No, I'm going to come back on Sunday evening.

# 12.2 FUTURE WITH "WILL": PREDICTIONS AND PROMISES

#### **Objective:**

To use **"will"** to talk about **future predictions**, **spontaneous decisions**, **offers**, and **promises**, with correct structure and common expressions.

### \$ STRUCTURE: "WILL" + BASE VERB

Subject Example Sentence

I / You / We / They I will call you later.

He / She / It She will be here soon.

 $\checkmark$  "Will" is the same for all subjects.

𝒞 Common contraction: I'll, you'll, he'll, we'll, they'll

#### ♦ USES OF "WILL"

| Use Case             | Example                  |
|----------------------|--------------------------|
| Future prediction    | It will rain tomorrow.   |
| Spontaneous decision | I'll help you with that. |
| Promise / intention  | I'll always love you.    |
| Offer / suggestion   | I'll carry your bag.     |



## Use Case Example

Refusal (negative promise) I won't do that again.

𝒞 Use will for decisions made **at the moment of speaking**, or for general future certainty.

# 

| Going To                               | Will                                      |
|--|---|
| Planned: I'm going to meet Ana.        | Instant decision: I'll call her now.      |
| Evidence: It's going to snow.          | Prediction: It will be cold this weekend. |
| Pre-arranged: They're going to travel. | Spontaneous: We'll take a taxi.           |

☆ "Going to" = intentions or evidence-based
☆ "Will" = sudden decisions, beliefs, offers, promises

## ✤ NEGATIVE AND QUESTION FORMS

Negative: Subject + will not (won't) + verb

I won't forget your birthday. They won't be late. She won't tell anyone.

Questions: Will + subject + base verb?

Will it rain tomorrow? Will she come to the meeting? Will you help me with this?

# ♦ COMMON TIME EXPRESSIONS

| Expression                | Example                                |
|---------------------------|--|
| tomorrow                  | I'll finish the report tomorrow.       |
| next week / month / year  | We'll start the new course next month. |
| soon / later / in an hour | They'll call you soon.                 |
| one day / someday         | One day, you'll understand.            |



# **P** TYPICAL SENTENCE PATTERNS

Subject + will + base verb + time I'll + verb (instant decision) Will + subject + verb? (offer/promise/prediction)

# **!** COMMON MISTAKES

| Mistake               | Correction             | Why?                             |
|-----------------------|------------------------|----------------------------------|
| She will goes with us | . She will go with us. | Use base verb after "will"       |
| l not will do it.     | l won't do it.         | Wrong word order and contraction |
| Will arrives soon?    | Will he arrive soon?   | Subject must follow "will"       |
| They'll to call you.  | They'll call you.      | No "to" after "will"             |

## EXAMPLE DIALOG

Lena: I'm not sure what to do. Tom: Don't worry—I'll help you figure it out. Lena: Thanks! Do you think it will rain today? Tom: No, I think it'll be sunny all afternoon. Lena: Great. I'll go for a walk after lunch. Tom: I'll come with you!

# 12.3 PRESENT CONTINUOUS FOR ARRANGED FUTURE EVENTS

#### **Objective:**

To use the **present continuous tense** to talk about **future arrangements** that are already planned or confirmed, especially with a clear time reference.

## ♦ STRUCTURE: "BE" + VERB-ING + FUTURE TIME REFERENCE

- Subject Example Sentence
- I I'm meeting Sara tomorrow afternoon.
- You You're flying to London next week.
- He / She She's having dinner with her parents tonight.
- We / They We're seeing a movie on Saturday.

 $\checkmark$  Use **present continuous** when the future plan is already **scheduled** or **agreed upon**.



## ✤ TYPICAL CONTEXTS FOR PRESENT CONTINUOUS (FUTURE MEANING)

| Situation  | Example                                     |  |
|--|---|--|
| Social plans                                       | I'm meeting friends for lunch on Friday.    |  |
| Appointments                                       | He's seeing the doctor at 10 a.m. tomorrow. |  |
| Travel arrangements We're leaving early on Monday. |   |  |
| Work-related events                                | She's giving a presentation next week.      |  |

 $\checkmark$  Use when the event is on your calendar or booked.

# ♦ TIME EXPRESSIONS USED

| Expression Type      | Examples                                  |
|----------------------|---|
| Today / Tonight      | I'm working late tonight.                 |
| Tomorrow             | They're arriving tomorrow morning.        |
| This + day/time      | She's having an interview this afternoon. |
| Specific dates/times | We're flying to Paris on the 18th.        |
| Next + time word     | I'm meeting my tutor next Tuesday.        |

## ✤ DIFFERENCE BETWEEN PRESENT CONTINUOUS VS. "GOING TO"

| Present Continuous (arranged) | ) "Going To" (planned/intended)      |
|-------------------------------|--------------------------------------|
| I'm meeting my boss at 3.     | I'm going to talk to my boss later.  |
| We're flying at noon.         | We're going to book the flight soon. |
| More fixed and official       | More flexible or not finalized yet   |

# ♦ NEGATIVE AND INTERROGATIVE FORMS

Negative: Subject + be + not + verb-ing

I'm not going out tonight. She isn't coming to class tomorrow. They're not meeting with the client this week.

Questions: Be + subject + verb-ing + future time?

Are you meeting anyone this weekend? Is he coming to the conference?



What time are we leaving tomorrow?

## **REY SENTENCE PATTERNS**

I'm [verb-ing] + [future time expression] Are you [verb-ing] + time? He isn't [verb-ing] tomorrow.

# **!** COMMON MISTAKES

| Mistake                      | Correction                        | Why?                                   |
|------------------------------|-----------------------------------|--|
| I meet my friend tonight.    | I'm meeting my friend tonight.    | Use present continuous                 |
| We going to the airport at 7 | . We're going to the airport at 7 | . Missing "are"                        |
| Is she go to the dentist?    | Is she going to the dentist?      | Wrong verb form                        |
| They not coming.             | They're not coming.               | Use contraction or full form with "be" |

# EXAMPLE DIALOG

Olivia: Are you doing anything tonight?
Marco: Yeah, I'm having dinner with my cousin.
Olivia: Nice. I'm meeting some friends at 8.
Marco: Where are you going?
Olivia: We're going to that new place near the river.
Marco: Sounds fun. I'm not going out after dinner—I have to work early.

# 12.4 TIME EXPRESSIONS FOR THE FUTURE

# **Objective:**

To use common **time expressions** that indicate the **future**, and to apply them correctly with **will**, **going to**, and the **present continuous** for future meaning.

# ♦ BASIC FUTURE TIME EXPRESSIONS

| Time Expression  | Use Example                                  |  |
|--|--|--|
| tomorrow   | I'm going to visit my grandparents tomorrow. |  |
| tonight  | She's working late tonight.                  |  |
| next week / month / year They will move to Madrid next year. |  |  |
| this evening / afternoon                                     | We're having dinner with them this evening.  |  |
| in + [time period]   | The bus will arrive in 10 minutes.           |  |



# Time Expression

# Use Example

| later / soon / shortly | He'll call you later. / I'm leaving soon.           |
|------------------------|---|
| on + [day/date]        | I'm flying on Friday. / She's coming on March 12th. |
| at + [time]            | The train is leaving at 6 p.m.                      |

### ✤ LONGER EXPRESSIONS AND PHRASES

| Expression                     | Use Example                                   |
|--------------------------------|---|
| the day after tomorrow         | I have a meeting the day after tomorrow.      |
| the week after next            | They're going on holiday the week after next. |
| in a few days / weeks / months | We'll make a decision in a few days.          |
| as soon as                     | I'll call you as soon as I arrive.            |
| by [time/date]                 | The report will be ready by Monday.           |
| until / till                   | He's staying in London until Friday.          |

✓ "By" = before or at a certain time

✓ "Until" = up to a point in time

# ♦ MATCHING TIME EXPRESSIONS WITH FUTURE FORMS

| Time Expression  | Common Future Forms                  | Example                             |
|------------------|--------------------------------------|-------------------------------------|
| tomorrow         | going to / will / present continuous | s I'm visiting my aunt tomorrow.    |
| next week        | all future forms                     | They're flying to Berlin next week. |
| in + time period | mostly "will"                        | He'll be back in two hours.         |
| at 9 p.m.        | present continuous / "will"          | The movie starts at 9 p.m.          |
| on + day         | going to / present continuous        | We're meeting on Monday.            |

#### **WORD ORDER TIPS**

• Place time expressions at the end or beginning of the sentence:

I'm going to call her tomorrow.

Tomorrow, I'm going to call her. In questions: Are you coming to the meeting next Friday? Will you be home tonight?



# **!** COMMON MISTAKES

| Mistake                       | Correction                                      | Why?   |
|-------------------------------|---|--|
| I will call you in<br>Monday. | l will call you on Monday.                      | "On" for days, not "in"                            |
| We're meeting in 8<br>p.m.    | We're meeting at 8 p.m.                         | "At" for specific clock times                      |
| She's leaving the next week.  | She's leaving next week.                        | No article "the" with "next"                       |
| He comes tomorrow.            | He's coming tomorrow. or He will come tomorrow. | Present simple not used for future without context |

#### EXAMPLE DIALOG

Nina: Are you free this evening? Tom: Not really—I'm working late tonight. Nina: What about tomorrow? Tom: Tomorrow's good. I'll call you around 6. Nina: Great. We're going to the cinema at 7. Tom: Perfect. I'll meet you there.

## 12.5 MAKING OFFERS AND DECISIONS ON THE SPOT

#### **Objective:**

To use **"will"** correctly for making **spontaneous decisions**, **offers**, and **promises** at the moment of speaking, in informal and formal situations.

## SPONTANEOUS DECISIONS

Use "will" when you decide to do something as you speak.

SituationExample SentenceIn conversationI'm tired.  $\rightarrow$  I'll make some coffee.Problem-solvingWe don't have milk.  $\rightarrow$  I'll go and buy some.Unexpected need The phone's ringing.  $\rightarrow$  I'll get it!

 $\ll$  No prior plan or intention—decision happens now.



#### MAKING OFFERS

Use "will" to politely offer help or support.

| Offer Situation      | Example Expression                   |
|----------------------|--------------------------------------|
| Volunteering help    | I'll carry that for you.             |
| Offering a favor     | I'll send you the file now.          |
| Responding to a need | Don't worry—I'll explain everything. |

 $\checkmark$  Often used in polite speech and friendly conversations.

# ♦ MAKING PROMISES

Use "will" to give assurance or commitment.

| Promise Statement | Example                              |
|-------------------|--------------------------------------|
| Commitment        | I'll be there on time, I promise.    |
| Reassurance       | I won't forget, I promise.           |
| Supportive tone   | I'll help you every step of the way. |

# ✤ NEGATIVE FORM: "WON'T"

Use won't (will not) for negative offers or promises.

| Expression Type             | Example                           |
|-----------------------------|-----------------------------------|
| Promise not to do something | g I won't tell anyone, I promise. |
| Refusal (emotional or firm) | He won't talk to me.              |
| Reassurance                 | Don't worry—we won't be late.     |

# ♦ COMMON SENTENCE PATTERNS

I'll + verb → I'll help you.
I won't + verb → I won't be long.
Will + subject + verb? → Will you help me?
Don't worry, I'll...
Let me... I'll...



It's okay, I'll take care of it.

## **!** COMMON MISTAKES

| Mistake   | Correction                | Why?                             |
|---|---------------------------|----------------------------------|
| I go with you.  | I'll go with you.         | Use "will" for spontaneous offer |
| Don't worry, I help you. Don't worry, I'll help you. Needs auxiliary "v |                           | . Needs auxiliary "will"         |
| I will to do it now. I'll do it now. No "to" after "will"               |                           |                                  |
| I promise I not forget.   | I promise I won't forget. | Negative future = "won't"        |

# EXAMPLE DIALOG

Marta: I can't carry all these bags.
Leo: I'll help you. Give me two of them.
Marta: Thanks!
Leo: Don't mention it. I'll also drive you home if you want.
Marta: That would be great.
Leo: I promise I won't let you carry heavy things again.

# 12.6 FUTURE VS. PRESENT SIMPLE (FOR SCHEDULES AND TIMETABLES)

#### **Objective:**

To distinguish between **present simple** and **future forms** when talking about **scheduled events**, such as transport, public programs, or planned timetables.

# ♦ PRESENT SIMPLE FOR FUTURE SCHEDULES

Use the present simple tense for fixed timetables and routines (e.g. transport, events, class schedules).

| Example Sentence                    | Explanation                |
|-------------------------------------|----------------------------|
| The train leaves at 8:45.           | Timetable = present simple |
| The movie starts at 9 p.m.          | Scheduled event            |
| My flight departs tomorrow morning. | Programmed transport       |
| School finishes next Friday.        | Fixed plan by authority    |

 $\checkmark$  This is a grammatical exception: present tense with future time.



# ✤ WHEN TO USE "WILL" OR "GOING TO"

| Situation Type              | Future Form    | Example                              |
|-----------------------------|----------------|--------------------------------------|
| Personal decision           | will           | I'll call you after the meeting.     |
| Pre-planned personal action | going to       | I'm going to study abroad next year. |
| Public schedules            | present simple | The bus arrives at 6:15.             |

#### ♦ TIME EXPRESSIONS USED WITH PRESENT SIMPLE (FUTURE MEANING)

Expression Type Example Use

Named times at 10 a.m., at 5:30 p.m.

Days / dates on Monday, on July 3rd

Sequence terms after class, when the bell rings

 ${\mathscr O}$  These expressions clarify that the **action refers to the future**, not a habit.

## ✤ COMPARING TENSES

| Present Simple                 | Future Form (will / going to / cont.)   |
|--------------------------------|---|
| The train leaves at 7:00.      | Public timetable                        |
| I'm meeting Anna at 7:00.      | Personal arrangement                    |
| She's going to travel in July. | Intention or plan                       |
| We'll get there by 8.          | Decision made now or general prediction |

# **TYPICAL SENTENCE PATTERNS**

The show begins at... The bank opens at... The exam starts on Monday. Your appointment is at 3 p.m.

# ! COMMON MISTAKES

| Mistake                     | Correction             | Why?                               |
|-----------------------------|------------------------|------------------------------------|
| The train will leave at 9.  | The train leaves at 9. | Use present simple for timetables  |
| My class is starting at 10. | My class starts at 10. | Use present simple, not continuous |



| Mistake | Correction | Why? |
|---------|------------|------|
|         |            |      |

The film will starts at 8. The film starts at 8.

Wrong auxiliary + tense

She going to come on Tuesday. She's going to come on Tuesday. Missing auxiliary "is"

EXAMPLE DIALOG

Rachel: What time does the flight leave?
Sam: It leaves at 6:30 a.m. tomorrow.
Rachel: And when does the gate close?
Sam: At 6:00. We should be there early.
Rachel: OK. I'll set an alarm for 4:30.
Sam: Good idea. I'm going to pack tonight.

# 12.7 TALKING ABOUT PERSONAL AND WORK GOALS

#### **Objective:**

To express **future goals** using **"going to"**, **"will"**, and **other future structures**, and to talk about **career**, **personal development**, and **life plans** clearly and confidently.

## ♦ EXPRESSING FUTURE GOALS

| Expression    | Example                                   |
|---------------|---|
| I'm going to  | I'm going to start a business.            |
| I plan to     | I plan to learn French next year.         |
| I'd like to   | I'd like to work abroad.                  |
| I hope to     | I hope to get a promotion.                |
| l want to     | I want to improve my English.             |
| My goal is to | My goal is to finish my degree this year. |

𝒞 Use **infinitive with "to"** after verbs like want, hope, plan, would like.

# CAREER-RELATED GOALS

| Goal Type   | Examples                                    |  |
|---|---|--|
| Studies   | I'm going to apply for a Master's degree.   |  |
| Professional growth                                   | I want to get more experience in marketing. |  |
| Position or promotion I hope to become a team leader. |   |  |
| Work abroad   | I'd like to work in Canada next year.       |  |



## ♦ PERSONAL GOALS

| Goal Area        | Examples                                 |  |
|------------------|--|--|
| Health & fitness | I'm going to start exercising regularly. |  |
| Travel           | I'd like to visit Japan one day.         |  |
| Learning         | I plan to learn to play the guitar.      |  |
| Financial        | My goal is to save more money this year. |  |

 $\ll$  Goals can be **short-term** (this week/month/year) or **long-term** (in 5 years, in the future).

## ✤ TALKING ABOUT TIMING

| Time Reference         | Example  |
|------------------------|--|
| this year / this month | I'm going to read 10 books this year.          |
| by the end of          | I want to finish my thesis by the end of May.  |
| in + [period]          | I hope to speak English fluently in two years. |
| someday / one day      | I'd like to write a book someday.              |

# COMMON PATTERNS

I'm going to + verb I plan/hope/want to + verb My goal is to + verb One day, I'd like to + verb

# **!** COMMON MISTAKES

| Mistake  | Correction                    | Why?                           |
|--|-------------------------------|--------------------------------|
| I will to travel next year.  | I will travel next year.      | No "to" after "will"           |
| I want study English.  | I want to study English.      | Infinitive with "to" is needed |
| I'm going work in tourism.   | I'm going to work in tourism. | Full "going to" structure      |
| My goal is finish my course. My goal is to finish my course. Infinitive after "is" |                               |                                |

# EXAMPLE DIALOG

Luca: Do you have any goals for this year? Ana: Yes! I'm going to take a certification exam in English.



Luca: That's great. I'd like to start a new job this summer.
Ana: Nice! I also hope to travel more—maybe Spain or Italy.
Luca: My goal is to save enough money to visit Japan next year.
Ana: That sounds amazing. Let's help each other stay motivated!

# 12.8 COMMON MISTAKES IN FUTURE TENSES

#### **Objective:**

To recognize and correct common **errors** in the use of **future tenses**—including "will", "going to", and **present continuous** for future meaning—especially in structure, word choice, and usage.

# ♦ MISTAKE 1: CONFUSING "WILL" AND "GOING TO"

| Incorrect                                  | Correct                                    | Why?                                    |
|--|--|---|
| I'm going to help you right now            | . I'll help you right now.                 | Use "will" for spontaneous actions      |
| She will visit the dentist next<br>Monday. | She's visiting the dentist next<br>Monday. | Use present continuous for appointments |
| We go to the beach tomorrow.               | We're going to the beach tomorrow.         | Needs future form                       |

 $\ll$  Use "will" for sudden decisions, "going to" for intentions, and present continuous for scheduled events.

# ✤ MISTAKE 2: USING "TO" AFTER "WILL"

| Incorrect                 | Correct                  | Why?                 |
|---------------------------|--------------------------|----------------------|
| I will to call you later. | I will call you later.   | No "to" after "will" |
| They won't to come today  | . They won't come today. | Same rule: no "to"   |

✓ The verb that follows "will" or "won't" is always in base form, without "to".

# ♦ MISTAKE 3: FORGETTING "BE" IN "GOING TO"

| Incorrect                  | Correct                      | Why?                   |
|----------------------------|------------------------------|------------------------|
| I going to study medicine. | I'm going to study medicine. | Missing auxiliary "am" |
| She going to travel soon.  | She's going to travel soon.  | Use "is going to"      |
| They going to call you.    | They're going to call you.   | Need full verb "be"    |

 $\ll$  "Going to" must always be used with the correct form of "be".



## ✤ MISTAKE 4: USING PRESENT SIMPLE INSTEAD OF FUTURE

| Incorrect                        | Correct                                | Why?                                    |
|----------------------------------|--|---|
| Tomorrow I meet the director.    | Tomorrow I'm meeting the director.     | Use present continuous for arrangements |
| Next week she travel to<br>Peru. | Next week she's travelling to<br>Peru. | Needs future tense                      |

 $\checkmark$  Present simple is only used for **schedules and timetables**, not personal plans.

#### ♦ MISTAKE 5: WORD ORDER IN QUESTIONS

| Incorrect | Correct |
|-----------|---------|
|           |         |

Will goes she to the party? Will she go to the party?

Are going you to study? Are you going to study?

Is meet he you tomorrow? Is he meeting you tomorrow?

 $\ll$  Questions always start with **will/are/is**, then the **subject**, then the **verb**.

# ✤ MISTAKE 6: DOUBLE FUTURE

When she will arrive, I will call you. When she arrives, I'll call you.

If it will rain, we'll cancel. If it rains, we'll cancel.

 $\ll$  In time clauses (after when, if, before, after, as soon as), use **present simple**, not future.

# **QUICK CORRECTIONS SUMMARY**

| Wrong                               | Right                          |
|-------------------------------------|--------------------------------|
| I will to go                        | I will go                      |
| He going to travel                  | He's going to travel           |
| Are you go to work?                 | Are you going to work?         |
| She will goes                       | She will go                    |
| When I will see you, I'll tell you. | When I see you, I'll tell you. |

# EXAMPLE DIALOG

Lia: Are you going to watch the game tonight? Marc: Yes! But I made a mistake earlier—I said "I will to watch it." Lia: Oh, I see. It should be "I will watch it." Marc: Right. And I also said "He going to play," but forgot the "is."



Lia: Don't worry. You're learning! Just remember: He is going to play. Marc: Thanks. I'll get better with practice!

#### 12.9 UNIT 12 REVIEW

**Objective:** 

To review all grammar, vocabulary, and functional language related to **talking about the future**, using **will**, **going to**, **present continuous**, and **present simple** in appropriate contexts.

WHAT YOU LEARNED IN THIS UNIT

♦ EXPRESSING FUTURE PLANS AND INTENTIONS

I'm going to start a new course in September.

We're going to visit Italy next summer.

• Use "going to" for planned or intended actions.

♦ MAKING PREDICTIONS AND PROMISES WITH "WILL"

It will be sunny tomorrow.

Don't worry—I'll help you with that.

• Use "will" for decisions made now, promises, predictions, and offers.

#### ♦ TALKING ABOUT FIXED FUTURE EVENTS

I'm meeting my boss at 10 a.m. (present continuous)

The train leaves at 6:45. (present simple)

Use present continuous for personal arrangements, present simple for schedules.

#### ♦ USING TIME EXPRESSIONS FOR THE FUTURE

Tomorrow, next week, this Friday, in two days, at 8 p.m., by next month

Time phrases define when future actions happen and help choose the right tense.

♦ MAKING OFFERS, DECISIONS, AND ARRANGEMENTS

I'll carry that for you. (offer)

We'll call you later. (spontaneous decision)

I'm having dinner with friends tonight. (pre-arranged plan)

# 

I want to improve my English.

I hope to start a new job next year.

My goal is to become fluent.

• Use to + base verb after verbs like want, plan, hope, would like.

# ♦ COMMON MISTAKES WITH FUTURE TENSES

• **X** I will to go  $\rightarrow$  **V** I will go



- X She going to travel  $\rightarrow \checkmark$  She's going to travel
- **X** When she will arrive  $\rightarrow \checkmark$  When she arrives

# ♦ LISTENING AND ROLEPLAY PRACTICE

Listening for: plans, offers, spontaneous decisions, predictions, questions

Practicing real-life dialogues: appointments, weekend plans, travel, goals

# EXAMPLE DIALOG

Nina: What are you doing this weekend?Josh: I'm going to visit my grandparents.Nina: That's lovely. I think I'll go hiking if the weather is nice.Josh: Sounds good. I hope it won't rain!Nina: Same! I'll check the forecast later.

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# UNIT 13 (LEVEL B1): MODAL VERBS AND EVERYDAY FUNCTIONS

Modal verbs are small words with big power. They help us express **possibility, necessity, advice, permission, and ability**—all essential parts of everyday interaction. In this unit, we'll explore modal verbs like can, must, should, may, might, have to, and would, and learn how they change the tone and meaning of a sentence.

You'll practice asking for permission (Can I...?), giving advice (You should...), and expressing obligation (You have to...). We'll also look at how modals are used to soften language in polite requests or to make suggestions. This unit focuses not only on grammar but also on **communicative function**, helping you sound more natural, respectful, and confident in common situations.

# 13.1 INTRODUCTION TO MODAL VERBS (CAN, MUST, SHOULD, HAVE TO)

#### **Objective:**

To introduce the most common **modal verbs** in English—**can**, **must**, **should**, and **have to**—and explain their use in expressing **ability**, **necessity**, **obligation**, and **advice**.

# ♦ WHAT ARE MODAL VERBS?

Modal verbs are **auxiliary verbs** that modify the meaning of the main verb. They express things like: Ability  $\rightarrow$  can Obligation  $\rightarrow$  must, have to Advice  $\rightarrow$  should Permission  $\rightarrow$  can, may (formal) Possibility  $\rightarrow$  might, could

 $\checkmark$  Modal verbs are always followed by the **base form** of the main verb: She can swim.  $\bigstar$  She can to swim.

#### ✤ KEY MODALS INTRODUCED IN THIS LESSON

| Modal   | Function                | Example                               |
|---------|-------------------------|---------------------------------------|
| can     | ability / permission    | I can speak English. / Can I come in? |
| must    | strong obligation       | You must wear a seatbelt.             |
| should  | advice / recommendation | You should study more.                |
| have to | external obligation     | I have to pay my taxes.               |

# DIFFERENCES IN USE

| Must vs. Have to   | Explanation   |  |
|--|---|--|
| You must stop here.  | Speaker feels the rule is important (internal obligation) |  |
| You have to stop here. It's a law or external rule (external obligation) |   |  |
| Should vs. Must  | Explanation   |  |

You should eat vegetables. Advice or suggestion



| Should vs | . Must |
|-----------|--------|
|-----------|--------|

Explanation

You must eat vegetables. Strong recommendation / obligation

# MODAL VERB + BASE VERB: STRUCTURE

Subject Modal + Verb (no "to")

- I I can swim.
- You You should study.
- He / She He must leave now.
- We / They We have to finish this.

 $\checkmark$  Only "have to" changes with subject (has to / don't have to): She has to go. / They don't have to leave.

#### ♦ NEGATIVE FORMS

| Modal     | Negative Form Example                  |
|-----------|--|
| can't     | You can't park here.                   |
| mustn't   | You mustn't smoke inside. (prohibited) |
| shouldn't | You shouldn't eat so much sugar.       |

don't have to You don't have to come if you're busy. (no obligation)

Mustn't = prohibited

✓ Don't have to = not necessary, but allowed

#### **COMMON SENTENCE PATTERNS**

Subject + modal + base verb  $\rightarrow$  He should exercise more.

Modal (negative) + base verb → You mustn't touch that.

Question with modal

 $\rightarrow$  Can I ask you a question?

 $\rightarrow$  Should we start now?

# **!** COMMON MISTAKES

| Mistake           | Correction     | Why?                |
|-------------------|----------------|---------------------|
| She can to drive. | She can drive. | No "to" after modal |



| Mistake               | Correction                 | Why?                                 |
|-----------------------|----------------------------|--------------------------------------|
| I must to go.         | l must go.                 | Same rule: base verb only            |
| He has to studies.    | He has to study.           | Main verb stays in base form         |
| You don't must do it. | . You don't have to do it. | "Must" doesn't use "do" in negatives |

# EXAMPLE DIALOG

Tina: Can you drive a manual car?Leo: Yes, I can. But I have to renew my license soon.Tina: You should do that before the end of the month.Leo: I know. They said I must take a new test if I wait too long.

# 13.2 EXPRESSING ABILITY AND POSSIBILITY

#### **Objective:**

To learn how to express **ability** and **possibility** using **modal verbs**, especially **can**, **could**, and **be able to**, in both present and past contexts.

# ♦ EXPRESSING ABILITY IN THE PRESENT

Use can to talk about what someone is able to do now.

Subject + can + base verbExampleI can swim.I can swim 500 meters without stopping.She can speak three languages.She can speak English, Spanish, and French.We can use this software.We can use it to edit videos.

 $\checkmark$  Use **can** with **base form** of the verb.

 ${\mathscr O}$  No "to": X She can to run fast  ${\mathcal I}$  She can run fast

#### ✤ EXPRESSING ABILITY IN THE PAST

Use could or was/were able to for past ability.

Form

**Use Example** 

could + base verb When I was a child, I could climb trees.

was/were able to She was able to finish the project on time.



# Form Use Example

couldn't He couldn't understand the instructions.

✓ Could = general past ability

𝒞 Was able to = specific success in a situation

# ♦ FUTURE AND GENERAL ABILITY

| Time                | Modal Expression | Example                                 |
|---------------------|------------------|---|
| Future              | will be able to  | You'll be able to download it tomorrow. |
| General Possibility | can (sometimes)  | You can see whales in this area.        |
| Theoretical Ability | could            | It could be dangerous.                  |

𝒞 Use will be able to for future ability

#### EXPRESSING POSSIBILITY

Use can, could, and may/might to talk about what is possible.

ModalExamplecanAccidents can happen anytime.couldThat could be the answer.may / might It may rain later. / She might be at home.

 $\checkmark$  Could / may / might = less certain than can

# SUMMARY TABLE Function Present Past Future Ability can could / was able to will be able to Possibility can / could / might could / might could / might / may

# ! COMMON MISTAKES

| Mistake  | Correction            | Why?                |
|--|-----------------------|---------------------|
| He can to speak Italian.   | He can speak Italian. | No "to" after "can" |
| I could to swim when I was five. I could swim when I was five. Same rule |                       |                     |



| Mistake                 | Correction                 | Why?                      |
|-------------------------|----------------------------|---------------------------|
| She was able finish it. | She was able to finish it. | Missing "to" after "able" |
| They can comes later.   | They can come later.       | Use base verb             |

#### EXAMPLE DIALOG

Noah: Can you drive? Lina: Yes, but I couldn't until last year. I finally got my license. Noah: That's great! I hope I'll be able to pass the test next month. Lina: You can do it. Just keep practicing—especially parking!

# 13.3 GIVING ADVICE AND EXPRESSING OBLIGATION

#### **Objective:**

To use **modal verbs** like **should**, **must**, and **have to** to give **advice**, express **obligation**, and distinguish between **strong necessity** and **recommendation**.

# ♦ GIVING ADVICE: "SHOULD" AND "OUGHT TO"

Use should (and its formal alternative ought to) to suggest what is the right or good thing to do.

| Subject + should + base verb      | Example                     |
|-----------------------------------|-----------------------------|
| You should rest if you're tired.  | (advice / recommendation)   |
| We should leave earlier tomorrow. | (suggestion)                |
| He shouldn't skip breakfast.      | (negative advice)           |
| You ought to visit that museum.   | (formal or written English) |

 $\ll$  "Should" is very common in spoken English.

 $\ll$  "Ought to" is more formal and less frequent.

#### ✤ EXPRESSING STRONG OBLIGATION: "MUST" VS. "HAVE TO"

Both must and have to express necessity, but they are used slightly differently:

| Modal   | Example                          | Context                          |
|---------|----------------------------------|----------------------------------|
| must    | You must wear a helmet.          | Strong internal or official rule |
| have to | I have to get up early tomorrow. | External requirement or routine  |



# Modal Example Context

has to She has to finish the report by 5. Third person singular

 $\checkmark$  "Must" often sounds stronger or more formal than "have to".

# ♦ DIFFERENCES BETWEEN "MUST" AND "SHOULD"

Use "must" when... Use "should" when...

It's a law or rule It's a good idea, but not required

The speaker insists The speaker is giving advice

There's a serious consequence There's just a suggestion

# Examples:

You must stop at the red light. (obligation/law) You should eat more vegetables. (advice)

#### ✤ NEGATIVE FORMS

| Modal         | <b>Negative Form</b>        | Meaning                  |
|---------------|-----------------------------|--------------------------|
| mustn't       | You mustn't smoke here.     | Prohibited               |
| don't have to | You don't have to come.     | Not necessary (optional) |
| shouldn't     | You shouldn't drive so fast | . Bad idea / warning     |

! Mustn't = not allowed! Don't have to = not required, but allowed

# **SENTENCE PATTERNS**

You should + base verb  $\rightarrow$  You should call your parents. You must / have to + base verb  $\rightarrow$  You must study more. You don't have to + base verb  $\rightarrow$  You don't have to stay late. You mustn't + base verb  $\rightarrow$  You mustn't be late.

# **!** COMMON MISTAKES

| Mistake                                      | Correction           | Why?                         |
|--|----------------------|------------------------------|
| You should to go home. You should go home.   |                      | No "to" after modal          |
| She musts arrive soon. She must arrive soon. |                      | Modal verbs don't take "-s"  |
| I have study now.                            | I have to study now. | Use "have to" for obligation |



Correction

Why?

You don't must pay. You don't have to pay. "Must" doesn't use "do" in negatives

#### EXAMPLE DIALOG

Mistake

Toby: I have a terrible headache.
Lena: You should drink some water and rest.
Toby: I think I have to leave work early.
Lena: You must see a doctor if it doesn't get better.
Toby: OK. I won't wait too long. Thanks for the advice.

# 13.4 MAKING REQUESTS AND ASKING FOR PERMISSION

#### **Objective:**

To learn how to use modal verbs like **can**, **could**, **may**, and **would** to make **requests** and ask for **permission** politely and appropriately in different contexts.

# ♦ ASKING FOR PERMISSION

| Modal    | Politeness Level | Example                          |
|----------|------------------|----------------------------------|
| Can I?   | Neutral/informal | Can I go to the bathroom?        |
| Could I? | More polite      | Could I leave a bit early today? |
| May I?   | Formal           | May I ask you a question?        |

 $\checkmark$  Use these to ask if something is **allowed**.

✓ "May" is most formal; "can" is most common in everyday speech.

# MAKING REQUESTS

| Modal Expression       | Example                            |
|------------------------|------------------------------------|
| Can you?               | Can you help me with this form?    |
| Could you?             | Could you open the window, please? |
| Would you?             | Would you turn off the lights?     |
| Would you mind + -ing? | ? Would you mind closing the door? |

✓ "Could" and "Would" = more polite than "Can"
 ✓ Use Would you mind...? for extra formality (note the -ing form after)



# ♦ OFFERING HELP (REVERSED REQUEST)

| Expression                  | Example                           |
|-----------------------------|-----------------------------------|
| Can I help you with that?   | Offering assistance               |
| Would you like some coffee? | Offering something                |
| Shall I call a taxi?        | Offering to take action           |
| Do you want me to?          | Do you want me to bring anything? |

# COMMON RESPONSES

| Туре   | Responses   |
|--|---|
| Granting   | Sure!, Of course., No problem., Go ahead.           |
| Refusing   | I'm sorry, but, I'd rather not., I can't right now. |
| Uncertain Let me check., Maybe later., I'm not sure. |   |

 $\ll$  Always add "please" or "thank you" for politeness in requests.

# **PATTERNS TO PRACTICE**

Can/Could/May I + base verb?  $\rightarrow$  Can I borrow your pen? Can/Could/Would you + base verb?  $\rightarrow$  Could you send me the link? Would you mind + verb-ing?  $\rightarrow$  Would you mind helping me?

# **!** COMMON MISTAKES

| Mistake                         | Correction                        | Why?                      |
|---------------------------------|-----------------------------------|---------------------------|
| Can I to go now?                | Can I go now?                     | No "to" after modals      |
| Would you mind to open the door | ? Would you mind opening the door | ? Use -ing form           |
| You can help me?                | Can you help me?                  | Question form needed      |
| I can borrow your pen?          | Can I borrow your pen?            | Start question with modal |

#### EXAMPLE DIALOG

Emma: Could you help me carry this box?
Tom: Of course! Where does it go?
Emma: Just over there. And may I borrow your marker for a second?
Tom: Sure, go ahead.
Emma: Thanks! Would you mind waiting here for a minute?
Tom: Not at all. Take your time.



# 13.5 EXPRESSING NECESSITY AND LACK OF NECESSITY

# **Objective:**

To learn how to express what is **necessary**, **not necessary**, or **optional** using modal structures like **must**, **have to**, **don't have to**, and **need to**.

#### ♦ EXPRESSING NECESSITY

| Expression   | Example Sentence                |  |
|--|---------------------------------|--|
| must   | You must wear a seatbelt.       |  |
| have to / has to I have to finish this report. / She has to call her doctor. |                                 |  |
| need to  | You need to study for the test. |  |

 $\checkmark$  These express **obligation**, often with similar meaning.

 $\ll$  "Must" is more formal or used in official rules; "have to" is more common in speech.

# ✤ EXPRESSING LACK OF NECESSITY

#### Expression

#### **Example Sentence**

don't have to / doesn't have to You don't have to come early. / He doesn't have to pay now.

don't need to / doesn't need to We don't need to bring anything.

✓ Use these when something is not required, but still allowed.
I They do not mean "you're not allowed"—they mean "it's optional."

# ♦ SUMMARY TABLE

| Situation        | Expression           | Example                               |
|------------------|----------------------|---------------------------------------|
| Strong necessity | y must / have to     | You must show your ID.                |
| Obligation       | have to              | I have to go to work.                 |
| Personal need    | need to              | You need to rest.                     |
| No obligation    | don't have to / need | to They don't have to pay in advance. |

#### GRAMMAR STRUCTURE

#### Affirmative

Negative

You have to study. You don't have to study tonight.



# Affirmative Negative She needs to leave soon. She doesn't need to leave yet. We must wear helmets. We don't have to wear helmets indoors.

✓ Only "have to" and "need to" change with subject (he/she/it).

# **!** COMMON MISTAKES

| Mistake                 | Correction                 | Why?                              |
|-------------------------|----------------------------|-----------------------------------|
| You must to wait here.  | You must wait here.        | No "to" after modals              |
| He don't have to go.    | He doesn't have to go.     | Third person + negative = doesn't |
| She not need to pay.    | She doesn't need to pay.   | Use auxiliary "doesn't"           |
| You haven't to do this. | You don't have to do this. | Wrong negative for "have to"      |

# PATTERNS TO PRACTICE

I must / have to / need to + verb You don't have to / don't need to + verb He / She has to / doesn't have to + verb

# EXAMPLE DIALOG

Ryan: Do we have to bring ID for the event?
Zara: Yes, you must bring photo ID to enter.
Ryan: And do we need to wear formal clothes?
Zara: No, you don't have to. Casual is fine.
Ryan: Great. I need to check the time again.
Zara: It starts at 7, but we don't have to arrive early.

# 13.6 USING MODALS IN POLITE LANGUAGE

#### **Objective:**

To use **modal verbs** such as **could**, **would**, **may**, and **might** to express requests, suggestions, and statements politely and diplomatically in both spoken and written English.

#### ♦ MODALS FOR POLITE REQUESTS

| Modal    | Example Request             | Politeness Level |
|----------|-----------------------------|------------------|
| Can you? | Can you send me the report? | Neutral          |



| Modal          | Example Request                        | Politeness Level              |
|----------------|--|-------------------------------|
| Could you?     | Could you help me with this?           | More polite                   |
| Would you?     | Would you close the window?            | Very polite                   |
| Would you mind | ? Would you mind explaining that again | <b>?</b> Very polite + formal |

 $\checkmark$  Could and Would are softer than Can.

𝒞 Would you mind is followed by **verb-ing**.

#### MODALS FOR POLITE SUGGESTIONS

| Modal                                      | Example                              |
|--|--------------------------------------|
| Should                                     | You should try the new restaurant.   |
| Could                                      | You could ask for help if needed.    |
| Might want to                              | You might want to double-check that. |
| Why don't you? Why don't you take a break? |                                      |

𝒞 Use these to **suggest**, not command.

# ♦ POLITE OFFERS AND INVITATIONS

| Modal Expression | Example                            |
|------------------|------------------------------------|
| Would you like?  | Would you like something to drink? |
| Can I?           | Can I get you anything?            |
| Shall we?        | Shall we start the meeting?        |
| May I offer?     | May I offer you some assistance?   |

✓ Use "Would you like..." for invitations.

 $\checkmark$  Use **"May I...?"** in very formal or professional contexts.

# ✤ EXPRESSING UNCERTAINTY OR SOFTENING STATEMENTS

| Modal | Example |
|-------|---------|
|       |         |

might It might be better to wait until tomorrow.

could We could consider another option.

may That may not be the best idea.

 $\checkmark$  These make the tone **less direct** and more respectful or diplomatic.



# **USEFUL SENTENCE PATTERNS**

Would you mind + verb-ing...?  $\rightarrow$  Would you mind waiting here? Could you please + verb...?  $\rightarrow$  Could you please help me? You might want to + verb...  $\rightarrow$  You might want to check that again. May I + base verb...?  $\rightarrow$  May I speak with you privately?

# **!** COMMON MISTAKES

| Mistake                            | Correction                       | Why?   |
|------------------------------------|----------------------------------|--|
| Can you to help me?                | Can you help me?                 | No "to" after modal verbs                      |
| Would you mind to wait?            | Would you mind waiting?          | Use gerund after "mind"                        |
| I want that you explain it.        | I'd like you to explain it.      | "Want" is too direct; soften with "would like" |
| You must do this now.<br>(context) | You should probably do this now. | Use modal to soften tone                       |

#### EXAMPLE DIALOG

Clara: Could you help me with this presentation?Omar: Of course! Would you like to go over it together now?Clara: That would be great. Also, would you mind checking the final slide?Omar: Not at all. And you might want to add a title to slide three.Clara: Good point. Thanks for your help!

# 13.7 FUNCTIONAL EXPRESSIONS IN REAL SITUATIONS

#### **Objective:**

To use **modal verbs** and **functional expressions** in everyday English situations such as giving advice, offering help, asking for permission, and expressing obligations or preferences.

# ♦ AT WORK OR IN PROFESSIONAL SETTINGS

| Situation               | Functional Expression                 |
|-------------------------|---------------------------------------|
| Making a polite request | Could you send me the document?       |
| Offering help           | Shall I forward that for you?         |
| Asking permission       | May I join the meeting?               |
| Stating obligation      | You must submit the report by Friday. |
| Talking about necessity | We have to finish this today.         |



# Situation

**Functional Expression** 

Expressing possibility We might need more time.

 $\ll$  Use could, would, may, must, have to, might depending on tone and context.

# ✤ AT A RESTAURANT OR IN A SHOP

| Situation           | Functional Expression               |
|---------------------|-------------------------------------|
| Ordering food       | Can I have the chicken, please?     |
| Asking for options  | Could I see the menu again?         |
| Making a request    | Would you mind bringing some water? |
| Offering            | Would you like anything else?       |
| Asking for the bill | May we have the bill, please?       |

 $\ll$  "Can I..." and "Could I..." are common in service contexts.

# ♦ GIVING ADVICE AND OPINIONS

| Context           | Expression                                 |
|-------------------|--|
| Advice            | You should get more rest.                  |
| Strong advice     | You must see a doctor.                     |
| Suggestion        | You could try a different route.           |
| Polite suggestion | You might want to consider another option. |
| Personal opinion  | I'd recommend taking a break.              |

 $\checkmark$  Use **should, must, could, might, would** to vary formality and intensity.

# ✤ TRAVEL AND PUBLIC SPACES

| Situation             | Functional Expression                        |
|-----------------------|--|
| Asking for directions | Could you tell me how to get to the station? |
| Asking for permission | Can I take a photo here?                     |
| Expressing rules      | You must wear a mask on the bus.             |
| Stating lack of need  | You don't have to buy a ticket again.        |

 $\checkmark$  Adjust tone depending on the situation: informal vs. formal.



# ♣ AT HOME OR WITH FRIENDS

| Function                                   | Casual Expression                      |  |
|--|--|--|
| Making a suggestion Should we order pizza? |  |  |
| Offering                                   | I'll get the drinks.                   |  |
| Asking help                                | Can you give me a hand?                |  |
| Warning/advice                             | You shouldn't leave the door unlocked. |  |
| Planning                                   | We're going to watch a movie later.    |  |

𝒞 Even in informal settings, **modals** help express **intentions clearly and politely**.

# **TIPS FOR USING MODALS IN REAL LIFE**

Use **"could"** and **"would"** to **soften** your tone Use **"must"** or **"have to"** for rules and urgency Use **"should"** and **"might"** for flexible suggestions Combine modals with polite phrases like **please, thank you, excuse me** 

# **!** COMMON MISTAKES AND FIXES

| Mistake  | Correction              |  |
|--|-------------------------|--|
| You must to bring your ID.   | You must bring your ID. |  |
| Can I to use your charger?   | Can I use your charger? |  |
| Would you mind to close the door? Would you mind closing the door? |                         |  |
| She can goes with us.  | She can go with us.     |  |

# EXAMPLE DIALOG

David: Could you help me book a taxi for the airport?
Anna: Sure! Would you like me to schedule it for 6 a.m.?
David: That would be perfect. I must leave early to avoid traffic.
Anna: No problem. Do you want me to bring your coffee, too?
David: If you don't mind—thank you!



# 13.8 DIFFERENCES BETWEEN SIMILAR MODALS (MUST VS. HAVE TO)

#### **Objective:**

To understand the subtle but important differences between **must**, **have to**, and other similar modal verbs when expressing **obligation**, **necessity**, or **rules**.

# ♦ "MUST" VS. "HAVE TO": OVERVIEW

| Modal   | Typical Use                                 | Example                   |
|---------|---|---------------------------|
| must    | Personal obligation / strong recommendation | You must wear a seatbelt. |
| have to | External obligation (rules, laws)           | I have to pay taxes.      |

 ${\mathscr O}$  In practice, **must** and **have to** are often interchangeable, but their **tone** differs.

#### ✤ KEY DIFFERENCES

| Context   | Must                                      | Have to                       |
|---|---|-------------------------------|
| Speaker's opinion   | You must see this movie!                  | Not commonly used for opinion |
| Legal or external rule  | Rare $\rightarrow$ Visitors must show ID. | You have to wear a uniform.   |
| Written instructions  | You must complete all sections.           | You have to sign the form.    |
| Spoken everyday English Less common (sounds formal/strong) More common in informal speech |   |                               |

#### ♦ NEGATIVE FORMS

| Meaning       | Mustn't                               | Don't have to                             |
|---------------|---------------------------------------|---|
| Prohibition   | You mustn't touch that. (Not allowed) | X Don't have to = Not prohibition         |
| No obligation | X You mustn't come if you're tired.   | ✓ You don't have to come if you're tired. |

✓ Mustn't = not allowed
 ✓ Don't have to = optional

#### ♦ "SHOULD" VS. "MUST"

| Function   | Should                     | Must                                     |
|------------|----------------------------|--|
| Advice     | You should eat more fruit. | You must eat before the test. (stronger) |
| Obligation | X                          | $\checkmark$ You must complete the form. |

 $\checkmark$  Use **should** for advice, **must** for obligation.



#### ♦ SUMMARY TABLE

|                       | Function   | Modal Used    | Example                      |  |  |
|-----------------------|--|---------------|------------------------------|--|--|
|                       | Strong obligation must / have to You must be on time. / I have to work late. |               |                              |  |  |
|                       | Law or rule  | have to       | You have to wear a seatbelt. |  |  |
| Personal urgency must |  | must          | I must tell her the truth.   |  |  |
|                       | Optional action  | don't have to | You don't have to call me.   |  |  |
|                       | Prohibited action  | mustn't       | You mustn't smoke here.      |  |  |

#### **!** COMMON MISTAKES

| Mistake                  | Correction             | Why?                                 |
|--------------------------|------------------------|--------------------------------------|
| You must to be quiet.    | You must be quiet.     | No "to" after modal                  |
| He don't have to go.     | He doesn't have to go. | Use correct auxiliary for 3rd person |
| You mustn't to eat here. | You mustn't eat here.  | "Mustn't" is followed by base verb   |
| You must not to do that. | You mustn't do that.   | No "to" after "mustn't"              |

# EXAMPLE DIALOG

Maya: Do we have to wear formal clothes to the meeting?
Josh: Yes, we have to. It's the company rule.
Maya: Got it. And we must be there by 9, right?
Josh: Exactly. You mustn't be late—they're very strict about timing.
Maya: OK, I'll set my alarm extra early.

# 13.9 UNIT 13 REVIEW

#### **Objective:**

To consolidate knowledge of **modal verbs** and their use in **real-life communication**, covering functions like **ability**, **permission**, **obligation**, **advice**, **offers**, and **requests**.

# WHAT YOU LEARNED IN THIS UNIT

# ♦ INTRODUCTION TO KEY MODALS

# can, must, should, have to

Use modals + base verb: She can speak French.

No "to" after most modals (except have to, ought to)



#### ♦ EXPRESSING ABILITY AND POSSIBILITY

can = present ability  $\rightarrow$  He can cook very well. could = past/general ability or polite suggestion might / could = possibility  $\rightarrow$  It might rain later. will be able to = future ability

#### ♦ ADVICE AND OBLIGATION

should / ought to = advice → You should sleep more. must / have to = strong obligation mustn't = prohibited don't have to = no obligation

#### POLITE LANGUAGE AND REQUESTS

Can/Could/Would you...? = polite requests May I / Could I...? = asking permission Would you mind + verb-ing...? = formal and respectful You might want to... = soft advice

#### ♦ OFFERS, PROMISES, AND DECISIONS

I'll help you. → spontaneous offer
I won't forget. → promise
Shall I...? / Would you like...? → offer/suggestion

#### ♦ DIFFERENCES BETWEEN SIMILAR MODALS

must vs. have to (internal vs. external obligation) mustn't (prohibited) vs. don't have to (optional) should vs. must (advice vs. obligation)

# ♦ FUNCTIONAL LANGUAGE IN CONTEXT

Used modals in daily life:

- $\rightarrow$  Can I see the menu?
- $\rightarrow$  You mustn't smoke here.
- $\rightarrow$  You don't have to bring anything.
- $\rightarrow$  We should leave soon.

#### ♦ LISTENING PRACTICE

Focused on identifying:

 $\rightarrow$  modals in polite requests

 $\rightarrow$  advice, necessity, and offers in conversation

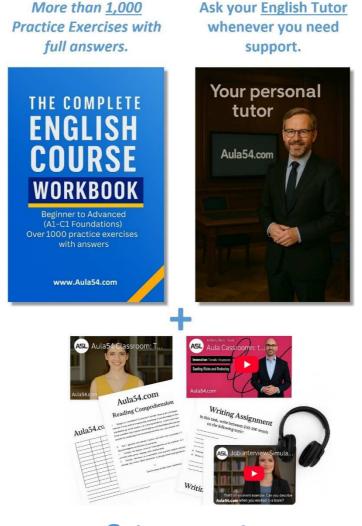
 $\rightarrow$  modal use in office, public, and casual settings



# EXAMPLE DIALOG

Eli: I have to work late tonight.
Maya: That's too bad. You should get some rest soon.
Eli: I know. Could you send the client the files for me?
Maya: Of course. And don't worry—I'll take care of the follow-up too.
Eli: Thanks! I owe you.
Maya: You don't have to say that. Just go get some sleep.

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# UNIT 14 (LEVEL B1): DESCRIBING EXPERIENCES - PRESENT PERFECT

The **present perfect tense** connects the past with the present. It allows you to talk about experiences you've had, things that have recently happened, and actions that continue to affect your current situation. In this unit, you'll learn how to form and use the present perfect, how it differs from the past simple, and how to express the idea of "life so far."

We'll introduce key time expressions such as already, just, yet, ever, never, for, and since, and show you how to use them correctly. You'll also practice asking and answering experience-based questions like Have you ever been to London? and talking about recent events like I've just finished my report. This unit helps you express yourself in a more sophisticated way and prepares you for more advanced interactions.

#### 14.1 PRESENT PERFECT: FORM AND STRUCTURE

#### **Objective:**

To understand how to form and use the **present perfect tense**, especially to describe **past actions** with a connection to the **present**, using **have/has + past participle**.

# ♦ STRUCTURE OF PRESENT PERFECT

| Subject | have/has + past participle | Example |
|---------|----------------------------|---------|
|---------|----------------------------|---------|

I / you / we / they have + past participle **They have visited London.** 

he / she / it has + past participle

She has finished her homework.

𝒞 Use "have" or "has" depending on the subject.

 $\checkmark$  Use the **past participle** form of the verb:

Regular: worked, studied

Irregular: gone, eaten, seen

#### ✤ AFFIRMATIVE, NEGATIVE, AND QUESTIONS

| Form            | Structure                                   | Example                      |
|-----------------|---|------------------------------|
| Affirmative     | have/has + past participle                  | I have seen that movie.      |
| Negative        | haven't / hasn't + past participle          | She hasn't eaten yet.        |
| Yes/No Question | Have/Has + subject + past participle?       | Have you ever been to Paris? |
| Wh- Question    | Wh- + have/has + subject + past participle? | What have you done?          |

# ♦ WHEN TO USE PRESENT PERFECT

# Use Case

Example

Experience (no specific time) **I've traveled to Japan.** Recent event (just happened) **He's just left the office.** 



**Use Case** 

# Example

Ongoing situation (until now) We've lived here for five years.

Result in present She has broken her leg. ( $\rightarrow$  She can't walk now)

 $\checkmark$  Present perfect focuses on **what happened**, not **when exactly**.

# COMMON TIME EXPRESSIONS

| Expression            | Use Example                                       |
|-----------------------|---|
| ever / never          | Have you ever eaten sushi? / I've never tried it. |
| already / yet         | I've already finished. / Have you eaten yet?      |
| just                  | She's just called you.                            |
| for + period          | We've worked here for three years.                |
| sinco + point in time | He's lived in London since 2010                   |

since + point in time **He's lived in London since 2010.** 

# **SENTENCE PATTERNS**

Subject + have/has + past participle Have/Has + subject + past participle? Subject + haven't/hasn't + past participle

# ! COMMON MISTAKES

| Mistake                     | Correction                     | Why?                                    |
|-----------------------------|--------------------------------|---|
| I have went there.          | I have gone there.             | Use <b>past participle</b> , not past   |
| She has not saw it.         | She hasn't seen it.            | "Seen" is past participle of "see"      |
| You ever have eaten octopus | ? Have you ever eaten octopus? | Question structure                      |
| We live here since 2020.    | We have lived here since 2020. | Use present perfect for ongoing actions |

#### EXAMPLE DIALOG

Luis: Have you ever been to Argentina?
Rachel: Yes, I have! I went last year.
Luis: I've always wanted to go. What was your favorite part?
Rachel: The food! And I've kept in touch with some people I met there.
Luis: That's awesome. I haven't traveled much lately.
Rachel: Don't worry—you'll get the chance soon!



# 14.2 USING "HAVE YOU EVER ... ?" FOR LIFE EXPERIENCES

#### **Objective:**

To learn how to use the **present perfect tense** with the question form **"Have you ever...?"** to talk about **life experiences**, ask others about theirs, and respond appropriately using **yes/no answers** and follow-up comments.

# ♦ WHY USE "HAVE YOU EVER...?"

The question "Have you ever...?" is used to ask if someone has **had a particular experience at any point in their life**, up to now. It does not ask **when** it happened—just whether it has **ever** happened.

Have you ever eaten sushi?  $\rightarrow$  (at any point in your life, even once)

# ✤ STRUCTURE: HAVE/HAS + SUBJECT + EVER + PAST PARTICIPLE

| Subject             | Auxiliary Verb | "Ever" | Past Participle | Example                      |
|---------------------|----------------|--------|-----------------|------------------------------|
| l / you / we / they | have           | ever   | visited         | Have you ever visited Italy? |
| he / she / it       | has            | ever   | tried           | Has she ever tried surfing?  |

#### **♦** RESPONSES

| Response Type                                | Example                                 |  |
|--|---|--|
| Yes + details                                | Yes, I have. I went to Japan last year. |  |
| No + comment No, I haven't, but I'd love to. |   |  |
| Short answer                                 | Yes, I have. / No, I haven't.           |  |
|  |   |  |

 $\checkmark$  For follow-up, we often ask:

 $\rightarrow$  What was it like? / When did you do that? / Would you do it again?

# ✤ COMMON TOPICS FOR "HAVE YOU EVER...?"

| Type of Experience | Sample Questions   |
|--------------------|--|
| Travel             | Have you ever been abroad? / Have you ever flown alone?            |
| Food               | Have you ever eaten Indian food?                                   |
| Hobbies            | Have you ever gone hiking? / Have you ever painted something?      |
| Life events        | Have you ever won a prize? / Have you ever lost your phone?        |
| Danger / thrill    | Have you ever ridden a motorcycle? / Have you ever seen a tornado? |



#### ♦ GRAMMAR NOTES

"Ever" usually goes between the auxiliary verb (have/has) and the past participle

Use the **past participle** form of the verb:

 $\rightarrow$  go  $\rightarrow$  gone, do  $\rightarrow$  done, see  $\rightarrow$  seen, try  $\rightarrow$  tried

#### **!** COMMON MISTAKES

| Mistake                           | Correction                       | Explanation                            |
|-----------------------------------|----------------------------------|--|
| Did you ever go to London?        | Have you ever been to<br>London? | Use present perfect, not past simple   |
| Have you ever went there?         | Have you ever gone there?        | Use past participle "gone," not past   |
| Have you ever to travel<br>alone? | Have you ever traveled alone?    | Missing auxiliary "have" and verb form |
| Yes, I ever eat sushi.            | Yes, I have eaten sushi.         | Incorrect use of "ever" in answer      |

# EXAMPLE DIALOG

Anna: Have you ever been to South America?
Liam: No, I haven't. But I've always wanted to visit Peru.
Anna: I went last year! I visited Machu Picchu—it was incredible.
Liam: That sounds amazing. Have you ever done a long hike like that before?
Anna: No, it was my first time. Totally worth it!

# 14.3 ALREADY, JUST, YET, EVER, NEVER

#### **Objective:**

To correctly use the adverbs **already**, **just**, **yet**, **ever**, and **never** with the **present perfect tense** when talking about experiences, recent events, and expectations.

# 

Use Example

Affirmative I've already eaten.

Question Have you already finished your work?

✓ Usually placed **between "have/has" and the verb** 

 ${\mathscr O}$  Indicates something is done sooner than expected



# 

Use Example

Affirmative She's just arrived.

Question Have they just left?

# $\checkmark$ Often used with **very recent actions**

 $\checkmark$  Comes between have/has and past participle

# 

Use Example

Negative I haven't finished my homework yet.

Question Have you eaten yet?

 $\mathscr{O}$  Usually appears at the end of the sentence

 $\mathscr{C}$  Used in questions and negative sentences only

# 

| Use | Example |
|-----|---------|
|-----|---------|

Question Have you ever been to Japan?

Negative (rare) No one has ever said that to me.

 $\checkmark$  Used in **questions** to ask about life experiences

𝒞 Usually placed between have/has and the past participle

# 

| Use   | Example                                    |
|---|--|
| Affirmative (negative meaning                                 | ) I've never ridden a horse.               |
| Emphasis  | She's never spoken to me like that before. |
|   |  |
| ✓ Opposite of "ever"  |  |
| ${\mathscr O}$ Comes between have/has and the past participle |  |

# **SUMMARY TABLE**



| Adverb  | Sentence Type               | Position              |
|---------|-----------------------------|-----------------------|
| already | affirmative/questions       | between have and verb |
| just    | affirmative/questions       | between have and verb |
| yet     | negative/questions          | usually at the end    |
| ever    | questions                   | between have and verb |
| never   | negative (affirmative form) | between have and verb |

# **!** COMMON MISTAKES

| Mistake                       | Correction  |
|-------------------------------|---|
| I just have eaten.            | I have just eaten.                                |
| Have you already done it yet? | Have you done it yet? / Have you already done it? |
| I haven't never been there.   | I've never been there.                            |
| She has eat just.             | She has just eaten.                               |

# EXAMPLE DIALOG

Sam: Have you finished the report yet?
Nina: Yes, I've just sent it to your email.
Sam: Already? That was fast!
Nina: I've never taken this long on a task before, honestly.
Sam: Well, it looks great. Have you ever worked on something similar?
Nina: Not exactly, but I've done a few similar projects.

# 14.4 PRESENT PERFECT VS. PAST SIMPLE

# **Objective:**

To understand the **difference between the present perfect and past simple**, and to use them correctly when referring to **unfinished vs. finished time periods** and **relevant vs. specific past events**.

# ♦ KEY DIFFERENCES

| Present Perfect |  |
|-----------------|--|
|-----------------|--|

#### Past Simple

Focuses on the result or relevance now

No specific time is mentioned

Focuses on a completed event in the past

Specific time is mentioned or implied

Used for life experiences, changes, unfinished time Used for finished time, past actions, stories



#### **STRUCTURE REMINDER**

- Present Perfect: have/has + past participle
   → I've seen that movie.
- Past Simple: verb + -ed (or irregular form)
   → I saw that movie last week.

#### ♦ WHEN TO USE PRESENT PERFECT

| Use Case  | Example                           |  |
|---|-----------------------------------|--|
| Unfinished time   | I've read three books this month. |  |
| Life experience   | Have you ever been to New York?   |  |
| Recent actions with present result She's lost her keys. |                                   |  |
| Time not specified                                      | We've visited Rome before.        |  |

# ✤ WHEN TO USE PAST SIMPLE

| Use Case                 | Example                                  |
|--------------------------|--|
| Completed action         | l saw him yesterday.                     |
| Specific time given      | We went to Paris in 2019.                |
| Storytelling / narration | He opened the door and entered the room. |
| Sequence of events       | First, we arrived. Then, we checked in.  |

# ♦ SIGNAL WORDS AND TIME MARKERS

| Present Perfect                | Past Simple                            |
|--------------------------------|--|
| ever, never, just, already, ye | t yesterday, last night, two days ago  |
| so far, this week, this year   | in 2010, on Monday, when I was a child |
| since, for                     | at 3 p.m., then, earlier today         |

# **QUICK TEST: WHICH TENSE?**

| I (see) that film last year. $ ightarrow \checkmark$ saw (past simple)          |
|---|
| I (see) that film before. $ ightarrow \emph{I}$ have seen (present perfect)     |
| She (finish) her work two hours ago. $	o$ $\checkmark$ finished                 |
| She (finish) her work, so she's free now. $\rightarrow \checkmark$ has finished |

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# **!** COMMON MISTAKES

| Mistake                        | Correction                    | Why?                                |
|--------------------------------|-------------------------------|-------------------------------------|
| I have seen him yesterday.     | I saw him yesterday.          | Use past simple with specific time  |
| I didn't have never gone there | . I've never gone there.      | Double negative and wrong tense     |
| He has visited us two days ago | . He visited us two days ago. | Specific time = past simple         |
| We went to London ever?        | Have we ever been to London   | Present perfect for life experience |

# EXAMPLE DIALOG

Carlos: Have you ever eaten Ethiopian food? Julia: Yes, I've tried it once—it was delicious! Carlos: When did you eat it? Julia: Last summer, when I was in Berlin. Carlos: I've never tried it. But I went to a Moroccan place last week. Julia: Nice! I've been there too. Did you like it?

# 14.5 TALKING ABOUT RECENT EVENTS

#### **Objective:**

To use the **present perfect** tense to describe **recent actions** or **news**, especially when the time is **not specified**, but the result is relevant **now**.

#### ♦ USING PRESENT PERFECT FOR RECENT EVENTS

Structure

Example

have/has + past participle I've lost my keys. / She has just arrived.

 ${\mathscr O}$  Use when the event happened very recently and affects the present moment

#### ✤ COMMON EXPRESSIONS FOR RECENT EVENTS

| Expression              | Use Example                               |
|-------------------------|---|
| just                    | He's just left the building.              |
| already                 | They've already eaten.                    |
| yet                     | Has the taxi arrived yet?                 |
| this morning/week/month | I've met with three clients this morning. |
| recently / lately       | I've seen a lot of progress lately.       |



𝒞 These expressions signal a recent but unspecified time and pair naturally with present perfect

#### ♦ EXAMPLES OF USE

| Situation               | Example                                     |
|-------------------------|---|
| News or announcement    | The CEO has announced a new strategy.       |
| Updates                 | We've launched the new website.             |
| Changes                 | Prices have gone up.                        |
| Complaints or surprises | Someone has taken my seat!                  |
| Arrival / departure     | She's just arrived. / They've already left. |

# ✤ PRESENT PERFECT VS. PAST SIMPLE IN RECENT EVENTS

| Present | Perfect |
|---------|---------|
|         |         |

# Past Simple

I've broken my glasses. (still broken)

I broke my glasses yesterday. (past time)

We've moved to a new office. (new situation now) We moved to a new office in April. (specific date)

 $\ll$  If the result is visible now, use present perfect  $\ll$  If the time is mentioned, use past simple

#### **SENTENCE PATTERNS**

Have/has + just/already/never + past participle Have/has + not + past participle + yet Has + subject + past participle + yet?

#### **!** COMMON MISTAKES

| Mistake                     | Correction                | Why?                        |
|-----------------------------|---------------------------|-----------------------------|
| I have seen him yesterday   | . I saw him yesterday.    | "Yesterday" = past simple   |
| She just has arrived.       | She has just arrived.     | Adverb comes after "has"    |
| They haven't arrived still. | They haven't arrived yet. | Use "yet" at the end        |
| He has already eat.         | He has already eaten.     | Use correct past participle |

# EXAMPLE DIALOG



Ava: Have you seen my phone?
Ben: Yes, you've just left it in the kitchen.
Ava: Oh great. Thanks! Has the delivery arrived yet?
Ben: Not yet. But they've called to confirm the address.
Ava: Okay, I've already paid online, so it should be smooth.

# 14.6 USING "FOR" AND "SINCE" FOR DURATION

#### **Objective:**

To understand the difference between **"for"** and **"since"** when talking about the **duration** of an action or situation that began in the past and continues into the present using the **present perfect tense**.

# ♦ PRESENT PERFECT FOR ONGOING SITUATIONS

The present perfect is used to describe something that started in the past and is still true now.

I have lived in this city for ten years. She has worked here since 2018.

# ✤ "FOR" = A PERIOD OF TIME

Use for to refer to the length of time an action has been happening.

Structure Example

for + [duration] for two hours, for five years, for a long time

Example Sentence I've known her for ten years.

They've been married for a decade.

# 

Use **since** to refer to the **specific moment** when the action began.

#### Structure

Example

since + [specific time] since Monday, since 2010, since I was a child

Example Sentence She has lived here since 2015.

I've worked at this company since January.

✤ COMPARE: "FOR" VS. "SINCE"



#### Example Sentence Explanation

I've studied English for five years. Focus on the duration (how long)

I've studied English since 2018. Focus on the starting point (when)

# ♦ TENSE COMPATIBILITY

"Since" and "for" are most commonly used with the **present perfect**, but can also appear with the **past perfect** and **present perfect continuous**.

| Tense  | Example   |
|--|---|
| Present perfect  | We have lived here for five years.                        |
| Present perfect continuous She has been working since 8 a.m. |   |
| Past perfect   | He had known her for a long time before they got married. |

#### **COMMON TIME EXPRESSIONS**

| With "for"        | With "since"      |
|-------------------|-------------------|
| for a week        | since Monday      |
| for a few minutes | since 10 a.m.     |
| for ages          | since we met      |
| for over a year   | since high school |

# ! COMMON MISTAKES

| Mistake                             | Correction                          | Why?                               |
|-------------------------------------|-------------------------------------|------------------------------------|
| I live here since 2015.             | I have lived here since 2015.       | Needs present perfect              |
| She works here for two months.      | She has worked here for two months. | Present perfect is required        |
| I have lived here since five years. | I have lived here for five years.   | Use "for" with a duration          |
| I know him since 2010.              | I have known him since 2010.        | "Know" requires present<br>perfect |

# **•** EXAMPLE DIALOG

Sam: How long have you been learning French?Emma: I've studied it for about three years.Sam: Wow! Since when?Emma: Since I started university in 2021.



Sam: And are you still taking classes? Emma: Yes, twice a week. It's part of my degree.

# 14.7 DESCRIBING ACHIEVEMENTS AND MILESTONES

# **Objective:**

To use the **present perfect** tense to talk about **personal or professional achievements**, **goals reached**, and **life milestones**, focusing on results and their relevance to the present.

#### ♦ TALKING ABOUT ACHIEVEMENTS

Use have/has + past participle to describe things you have accomplished in your life or recently completed.

| Type of Achievemen   | t Example   |
|----------------------|---|
| Academic             | I've completed my degree.                               |
| Professional         | She has led over 20 projects.                           |
| Personal             | They've climbed Mount Kilimanjaro.                      |
| Creative / Practical | He has written two novels. / We've built our own house. |

 $\checkmark$  These often refer to **results** that are important **now**.

# ✤ KEY VOCABULARY

| Verbs Commonly Used     | Examples                             |
|-------------------------|--------------------------------------|
| complete, finish        | I've completed the course.           |
| achieve, reach          | We've reached all our targets.       |
| win, earn, receive      | She's won three design awards.       |
| publish, launch, create | They've launched a new app.          |
| pass, graduate          | He's just graduated from university. |

# USING TIME EXPRESSIONS

| Expression        | Example  |
|-------------------|--|
| recently          | I've recently started my own business.             |
| so far            | We've had ten meetings so far.                     |
| this year / month | She's published two papers this year.              |
| in my life        | I've never achieved anything like this in my life. |

 $\checkmark$  Use these to **emphasize how recent or ongoing** the success is.

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# ✤ LIFE MILESTONES

| Milestone Type | Example Sentence               |
|----------------|--------------------------------|
| Marriage       | They've just gotten married.   |
| Travel         | I've finally visited Asia.     |
| Family         | We've had our first child.     |
| Career         | He's been promoted to manager. |

# **SENTENCE PATTERNS**

I have + past participle + result or detail He has recently + past participle + time expression We've achieved + objective / milestone

# **!** COMMON MISTAKES

| Mistake                       | Correction                             | Why?                              |
|-------------------------------|--|-----------------------------------|
| I have win a competition.     | I have won a competition.              | Use the correct past participle   |
| She has reach her goals.      | She has reached her goals.             | Regular verb needs "-ed"          |
| We did launch a new website   | . We've launched a new website.        | Present perfect for recent result |
| They have finished last week. | They finished last week. (past simple) | ) Specific time = past simple     |

# EXAMPLE DIALOG

Nora: Have you achieved what you wanted this year?
Tariq: Actually, yes. I've started my own business and already signed three clients.
Nora: That's amazing! I've finally passed my certification exam.
Tariq: Congrats! We've both made great progress.
Nora: Definitely. It's been a productive year so far.

# 14.8 COMMON MISTAKES IN PRESENT PERFECT

#### **Objective:**

To identify and correct the most **frequent mistakes** learners make when using the **present perfect tense**, especially with **structure**, **time references**, and **verb forms**.

## ♦ MISTAKE 1: USING PRESENT PERFECT WITH SPECIFIC PAST TIME

#### X Incorrect

**⊘** Correct

I've seen that movie yesterday. I saw that movie yesterday.

She has gone to the doctor last week. She went to the doctor last week.



 $\checkmark$  Use **past simple** with a **definite time** (yesterday, last week, in 2010).

#### ✤ MISTAKE 2: USING THE PAST FORM INSTEAD OF THE PAST PARTICIPLE

| 🗙 Incorrect | 🖋 Correct | Notes |
|-------------|-----------|-------|
|             |           |       |

I have ate lunch. I have eaten lunch. "eaten" = past participle

He's wrote a book. He's written a book. "written" = past participle

 ${\mathscr O}$  Many irregular verbs have different past and past participle forms.

# ♦ MISTAKE 3: INCORRECT WORD ORDER WITH ADVERBS

She just has arrived. She has just arrived.

I already have finished. I have already finished.

 ${\mathscr O}$  Place just, already, ever, never between have/has and the past participle.

# ✤ MISTAKE 4: DOUBLE NEGATIVES

| X Incorrect                 | 🔗 Correct              |
|-----------------------------|------------------------|
| I haven't never been there. | I've never been there. |

She hasn't done nothing today. She hasn't done anything today.

✓ Avoid **double negatives** in English.

# ♦ MISTAKE 5: WRONG AUXILIARY OR MISSING "HAVE"

He not has arrived yet. He hasn't arrived yet.

You ever been to Paris? Have you ever been to Paris?

 $\checkmark$  Use **have/has** correctly for the subject, and **invert** in questions.

#### **QUICK REVIEW**

| Type of Mistake          | What to Remember                             |
|--------------------------|--|
| Specific past time       | Use <b>past simple</b> , not present perfect |
| Past vs. past participle | e Learn irregular verb forms carefully       |
| Word order               | have/has + adverb + past participle          |
| Double negatives         | Use only one negative word in a sentence     |
| Auxiliary use            | Always use have/has in present perfect       |



#### EXAMPLE DIALOG

Dan: I've wrote three emails this morning.
Mira: You mean you've written three emails.
Dan: Oh, right! Also, I've seen that movie last weekend.
Mira: Careful—that should be I saw that movie last weekend.
Dan: Got it. So... I've learned something new today!
Mira: Now that's perfect use of the present perfect!

#### 14.9 UNIT 14 REVIEW

#### **Objective:**

To consolidate understanding and usage of the **present perfect tense**, especially for **experiences**, **recent events**, **duration**, and **achievements**, with correct grammar and vocabulary.

#### WHAT YOU LEARNED IN THIS UNIT

# ♦ PRESENT PERFECT: FORM AND USE

#### Structure: have/has + past participle

Examples:

 $\rightarrow$  I've visited London.

 $\rightarrow$  She has just finished her work.

#### 

Used for life experiences

 → Have you ever eaten sushi?
 → Yes, I have. / No, I haven't.

# ♦ KEY TIME EXPRESSIONS

- already, just, yet, ever, never
   → They've already left.
   → I've never done that before.
  - $\rightarrow$  Have you finished yet?

#### ♦ PRESENT PERFECT VS. PAST SIMPLE

Present Perfect: I've broken my arm. (present result) Past Simple: I broke my arm last summer. (specific past)

# 

- **for** + period  $\rightarrow$  for two years
- **since** + point in time  $\rightarrow$  since 2020

# ♦ DESCRIBING ACHIEVEMENTS AND MILESTONES

# She has written three books.

We've reached our goal.



#### They've just launched a new product.

COMMON MISTAKES CORRECTED

I have ate lunch  $\rightarrow$  I have eaten lunch I've been in Paris last year  $\rightarrow$  I was in Paris last year

She just has arrived  $\rightarrow$  She has just arrived

Used in questions: Have you ever ...?

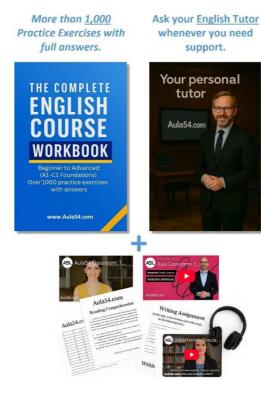
Describing life updates: I've started a new job.

Sharing experiences in natural conversation

# EXAMPLE DIALOG

Noah: Have you finished the book yet?
Leah: Yes, I've just finished it this morning.
Noah: What did you think?
Leah: It's one of the best I've ever read. Have you read it?
Noah: Not yet. But I've heard great things about it.

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# UNIT 15 (LEVEL B1): COMPARISONS AND QUANTIFIERS

In this unit, we focus on how to **compare** people, things, and ideas, and how to express **quantity and degree** accurately. You'll learn how to use **comparative and superlative adjectives** (taller, more expensive, the best), **structures of equality** (as...as, not as...as), and **quantifiers** (a few, a little, many, much, a lot of) to talk about amounts and differences.

We'll also explore common intensifiers like too, enough, so, and such, and connect contrasting ideas using although, however, and but. These tools are essential for expressing opinions, preferences, and evaluations, whether you're describing two cities, giving feedback, or comparing products. Mastering these patterns helps you communicate with more nuance, precision, and fluency.

# 15.1 COMPARATIVE AND SUPERLATIVE ADJECTIVES

#### **Objective:**

To learn how to form and use **comparative** and **superlative adjectives** to compare two or more people, places, or things using correct grammar and structure.

# ♦ COMPARATIVES – COMPARING TWO THINGS

| Rule   | Example  |  |  |
|--|--|--|--|
| One-syllable adjective + -er   | fast $ ightarrow$ faster $ ightarrow$ This car is faster.    |  |  |
| Two-syllable adjective ending in $\textbf{-y} 	o \textbf{-ier}$                                  | happy $ ightarrow$ happier $ ightarrow$ She's happier today. |  |  |
| More than one syllable $\rightarrow$ use more + adjective expensive $\rightarrow$ more expensive |  |  |  |
| Irregular forms  | good $ ightarrow$ better, bad $ ightarrow$ worse             |  |  |
| Structure:   |  |  |  |
| A is <b>adjective-er</b> than B  |  |  |  |
| A is <i>more adjective</i> than B  |  |  |  |
| Examples:  |  |  |  |
| This book is more interesting than that one.<br>Today is colder than yesterday.                  |  |  |  |

| SUPERLATIVES – COMPARING THREE OR MORE                      |  |  |
|---|--|--|
| Rule  | Example  |  |
| One-syllable adjective + -est                               | small $ ightarrow$ the smallest $ ightarrow$ He's the smallest in the class. |  |
| Two-syllable ending in $-y \rightarrow -iest$               | busy $\rightarrow$ the busiest   |  |
| More than one syllable → use <b>the most +</b><br>adjective | the most beautiful   |  |
| Irregular forms   | good $\rightarrow$ the best, bad $\rightarrow$ the worst                     |  |
| Structure:  |  |  |
|   |  |  |



A is the *adjective-est* (in/of group) A is the *most adjective* 

Examples:

She is the most talented singer here. It's the hottest day of the year.

# ♦ COMPARING WITH "THAN"

Sentence Example

My phone is lighter than yours.

This exam was more difficult than the last one.

He runs faster than his brother.

# ✤ COMMON IRREGULAR ADJECTIVES

| Positive | Comparative       | Superlative                 |
|----------|-------------------|-----------------------------|
| good     | better            | the best                    |
| bad      | worse             | the worst                   |
| far      | farther / further | the farthest / the furthest |

# ♦ SHORT VS. LONG ADJECTIVES

Type Examples

Short tall  $\rightarrow$  taller, cold  $\rightarrow$  colder

Long intelligent  $\rightarrow$  more intelligent, expensive  $\rightarrow$  more expensive

✓ Long adjectives = 2+ syllables not ending in -y

#### **SENTENCE PATTERNS**

A is (comparative) than  $B \rightarrow My$  house is bigger than yours.

A is the (superlative)  $\rightarrow$  This is the most important part.

# **!** COMMON MISTAKES

| Mistake                     | Correction             | Why?                        |
|-----------------------------|------------------------|-----------------------------|
| She is more taller than me. | She is taller than me. | Don't use "more" with "-er" |



Mistalia

| WISLAKE                        | correction                | vviiy?                               |
|--------------------------------|---------------------------|--------------------------------------|
| He's the most fastest runner.  | He's the fastest runner.  | Avoid double comparative/superlative |
| It's more hot today.           | It's hotter today.        | Use "-er" with short adjectives      |
| The film is the most funniest. | The film is the funniest. | Use "-est" if adjective is short     |

Compation

# EXAMPLE DIALOG

Luis: This laptop is cheaper than the one I bought last year.Anna: Really? Mine is the most expensive one in the store.Luis: Is it also better?Anna: Yes, it's faster and lighter too.Luis: Sounds like the best choice for work.

#### 15.2 EQUALITY: "AS...AS", "NOT AS...AS"

#### **Objective:**

To use the structure **"as...as"** to show **equality** or **inequality** between people, things, or situations, and to build sentences comparing **similarity or difference**.

# 

Use as + adjective + as to say two things are equal in some way.

| Structure | Example |
|-----------|---------|
| ••••••    |         |

as + adjective + as She is as tall as her brother.

as + adverb + as He runs as fast as I do.

 $\checkmark$  This means both things are **equal** in the quality described.

## ♥ "NOT AS...AS" - EXPRESSING INEQUALITY

Use **not as + adjective + as** to say one thing is **less** than another.

#### Structure

Example

not as + adjective + as This exam is not as difficult as the last one.

not as + adverb + as He doesn't drive as carefully as his sister.

✓ This structure is **softer** and more polite than saying "worse" or "less than."



# ♦ COMMON ADJECTIVES USED WITH "AS...AS"

AdjectiveExamplestallI'm as tall as my cousin.goodThe movie was as good as I expected.fastShe's as fast as her teammates.

expensive This phone is not as expensive as the other one.

#### ✤ ADDING MODIFIERS FOR EMPHASIS

| Modifier   | Use Example                           |
|--|---------------------------------------|
| just   | She's just as talented as her sister. |
| almost   | It's almost as big as the old one.    |
| twice / three times This room is twice as large as mine. |                                       |

 $\checkmark$  Use these to make comparisons stronger or more specific.

# **SENTENCE PATTERNS**

A is as + adjective + as  $B \rightarrow$  This chair is as comfortable as that one. A is not as + adjective + as  $B \rightarrow$  My car is not as fast as yours. [Modifier] + as + adjective + as  $\rightarrow$  This solution is almost as effective as the first.

## **!** COMMON MISTAKES

| Mistake                             | Correction                        | Why?                                  |
|-------------------------------------|-----------------------------------|---------------------------------------|
| He is so tall as me.                | He is as tall as me.              | Use "as," not "so," for comparison    |
| She is not so nice like her sister. | She is not as nice as her sister. | "like" is incorrect in this structure |
| This is as more expensive as that   | This is as expensive as that.     | Do not add "more" to "asas"           |

## EXAMPLE DIALOG

Daniel: Is this laptop as powerful as the other one?
Nina: No, it's not as fast, but it's lighter.
Daniel: So it's not as good for gaming?
Nina: Not really, but it's just as good for browsing and writing.
Daniel: Fair enough. I think I'll choose this one anyway.



#### 15.3 MAKING COMPARISONS WITH "MORE", "LESS", "FEWER"

#### **Objective:**

To use **more**, **less**, and **fewer** to compare **quantities**, **qualities**, and **amounts**, and to distinguish between countable and uncountable nouns when making comparisons.

#### 

| Use With          | Example                                     |
|-------------------|---|
| Countable nouns   | She has more books than me.                 |
| Uncountable nouns | We need more water.                         |
| Adjectives        | This phone is more expensive than that one. |
| Verbs             | He works more than I do.                    |
|                   |   |

 ${\mathscr O}$  "More" is the **most common** comparative for **increasing** something.

#### 

| Use With                                   | Example                          |  |
|--|----------------------------------|--|
| Uncountable nouns I drink less coffee now. |                                  |  |
| Adjectives                                 | This solution is less effective. |  |
| Verbs                                      | She travels less than before.    |  |

 $\ll$  "Less" is used with **uncountable nouns** and to show **lower intensity** or **quality**.

#### 

| Use With        | Example                                |
|-----------------|--|
| Countable nouns | There are fewer students this year.    |
| Plural nouns    | He made fewer mistakes than last time. |

✓ Use "fewer" with countable plural nouns
! Don't confuse with "less," which is for uncountable.

♥ "MORE...THAN" / "LESS...THAN" / "FEWER...THAN"



# StructureExamplemore + noun/adjective + thanThis hotel has more rooms than the other one.less + noun/adjective + thanThis test is less difficult than the last one.fewer + noun + thanWe had fewer problems than expected.

#### COMMON EXPRESSIONS

| Phrase        | Example                                    |
|---------------|--|
| more and more | More and more people are working remotely. |
| less and less | She has less and less free time.           |

no more / no fewer than We had no more than five minutes. / No fewer than ten guests came.

#### **QUICK REFERENCE TABLE**

| Function | Countable Noun | s Uncountable Nouns | Adjectives     |
|----------|----------------|---------------------|----------------|
| More     | more students  | more time           | more difficult |
| Less     | (not used)     | less money          | less important |
| Fewer    | fewer emails   | (not used)          | _              |

#### **!** COMMON MISTAKES

| Mistake                  | Correction                | Why?                                   |
|--------------------------|---------------------------|--|
| I have less friends now. | I have fewer friends now. | "Friends" = countable                  |
| She made less mistakes.  | She made fewer mistakes.  | "Mistakes" = countable                 |
| He has fewer water.      | He has less water.        | "Water" = uncountable                  |
| This one is more cheap.  | This one is cheaper.      | Don't use "more" with short adjectives |

#### EXAMPLE DIALOG

Laura: There are fewer people here than last year.
Ben: Yeah, but they're spending more money.
Laura: That's true. I also noticed there's less noise today.
Ben: Probably because we hired more security.
Laura: Definitely worth it. The whole event feels more organized.



# 15.4 TOO, ENOUGH, SO, SUCH

#### **Objective:**

To correctly use **too**, **enough**, **so**, and **such** to express **quantity**, **intensity**, or **evaluation**, and to understand how they modify adjectives, nouns, and sentences.

- StructureExampletoo + adjectiveIt's too cold to swim.
- too + adjective + to verb **He's too tired to work.**

too much / too many + noun There's too much noise. / Too many people are waiting.

#### $\ll$ "Too" often implies a **problem or excess**.

#### Image: Image

| Structure               | Example                               |
|-------------------------|---------------------------------------|
| adjective + enough      | She's tall enough to play basketball. |
| enough + noun           | We don't have enough time.            |
| enough + noun + to verb | Do we have enough money to buy it?    |

 $\ll$  "Enough" can come **before a noun** or **after an adjective**.

#### 

| Structure             | Example                              |
|-----------------------|--------------------------------------|
| so + adjective        | The movie was so funny!              |
| so + adverb           | She sings so beautifully.            |
| so + adjective + that | It was so hot that we stayed inside. |

 $\checkmark$  Use "so" to **intensify** a quality or feeling.

#### I SUCH" − LIKE "SO" BUT USED WITH NOUNS

| Structure               | Example                      |
|-------------------------|------------------------------|
| such + adjective + noun | It was such a beautiful day. |
| such + noun             | She's such a genius!         |

such + (adjective) + noun + that... It was such a difficult test that many students failed.

 $\ll$  "Such" goes **before nouns**, unlike "so" which is used before adjectives/adverbs.

# Aulo54

#### ♦ SUMMARY COMPARISON

| Word   | Use With                | Example                                    |
|--------|-------------------------|--|
| too    | adjective / much / many | Too hot / too much sugar / too many people |
| enough | adjective / noun        | Warm enough / enough food                  |
| SO     | adjective / adverb      | So tired / so quickly                      |
| such   | adjective + noun        | Such a great idea / such noise             |

# SENTENCE PATTERNS

too + adjective + to verb  $\rightarrow$  Too cold to go outside adjective + enough + to verb  $\rightarrow$  Old enough to vote so + adjective + that  $\rightarrow$  So big that it broke such + adjective + noun + that  $\rightarrow$  Such a mess that we had to leave

# **!** COMMON MISTAKES

| Mistake                               | Correction                              | Why?                                       |
|---------------------------------------|---|--|
| He is too much tired.                 | He is too tired.                        | "Too much" doesn't go before<br>adjectives |
| She is enough smart.                  | She is smart enough.                    | "Enough" goes after adjective              |
| It was so a good book.                | It was such a good book.                | Use "such" with noun                       |
| l didn't have enough big<br>suitcase. | l didn't have a big enough<br>suitcase. | Use correct adjective + enough order       |

## EXAMPLE DIALOG

Liam: It's too late to go out, don't you think? Irene: Maybe, but I'm not tired enough to sleep yet. Liam: That concert was so amazing! Irene: I know! Such energy in the crowd—I loved it. Liam: We should go again. But next time, let's get there early. Too many people arrived late.

## 15.5 QUANTIFIERS: MANY, MUCH, A LOT OF, A FEW, A LITTLE

#### **Objective:**

To use **quantifiers** correctly with **countable** and **uncountable nouns** to express **quantity**, including positive, negative, and interrogative contexts.



Use

#### 

Example

many + plural noun Do you have many friends?

There aren't many apples left.

 $\checkmark$  Use with things you **can count**: books, people, ideas, cars.

Use

Example

much + uncountable noun How much sugar do you take in your coffee?

There isn't much time left.

 $\ll$  Use with things you **cannot count individually**: water, money, information, advice.

#### 

|    | Use                       | Example                         |
|----|---------------------------|---------------------------------|
| а  | lot of + plural noun      | She has a lot of friends.       |
| а  | lot of + uncountable noun | There's a lot of noise in here. |
| lo | ots of (informal)         | We've got lots of time.         |

✓ More natural in **positive** sentences.

# 

| Quantifie | r Use With        | Meaning                        | Example             |
|-----------|-------------------|--------------------------------|---------------------|
| a few     | Countable nouns   | Small number (positive) I hav  | e a few ideas.      |
| a little  | Uncountable nouns | s Small amount (positive) We n | eed a little sugar. |

#### Soth express **some**, not **none**

#### 

| Quantifie | r Use With       | Meaning                        | Example                        |
|-----------|------------------|--------------------------------|--------------------------------|
| few       | Countable nouns  | Not many (negative) Fe         | ew people came to the meeting. |
| little    | Uncountable noun | s Not much (negative) <b>T</b> | here's little hope left.       |

✓ Without "a", both become negative in tone.



#### **SUMMARY CHART**

| Quantifie | r Countable Nouns | s Uncountable Noun | s Tone            |
|-----------|-------------------|--------------------|-------------------|
| many      | $\checkmark$      | X                  | neutral           |
| much      | X                 | $\checkmark$       | formal            |
| a lot of  | $\checkmark$      | $\checkmark$       | informal/positive |
| a few     | $\checkmark$      | X                  | positive          |
| few       | $\checkmark$      | X                  | negative          |
| a little  | X                 | $\checkmark$       | positive          |
| little    | X                 | $\checkmark$       | negative          |

#### **!** COMMON MISTAKES

| Mistake                    | Correction                   | Why?                                |
|----------------------------|------------------------------|-------------------------------------|
| There are much people here | . There are many people here | . "People" is countable             |
| I have a few money.        | I have a little money.       | "Money" is uncountable              |
| There is few time.         | There is little time.        | Use "little" with uncountable nouns |
| He gave me a few advice.   | He gave me a little advice.  | "Advice" is uncountable             |

#### EXAMPLE DIALOG

Nico: How many people are coming to dinner?
Jade: Just a few—maybe four or five.
Nico: Do we have enough food?
Jade: I think so. We have a lot of rice and a little chicken left.
Nico: Great. I'll grab a few drinks from the store just in case.

#### **15.6 TALKING ABOUT PREFERENCES**

**Objective:** 

To express **likes**, **dislikes**, and **preferences** using verbs and structures such as **prefer**, **would rather**, **like...better**, and **enjoy**, including how to compare choices politely and clearly.

#### \$ EXPRESSING PREFERENCES

#### Expression

Example

I prefer + noun/verb-ing I prefer coffee to tea. / I prefer walking.

I'd rather + base verb I'd rather stay home tonight.



| Expression             | Example                           |
|------------------------|-----------------------------------|
| I like + noun/verb-ing | I like pizza. / I like reading.   |
| I likebetter (than)    | I like spring better than summer. |
| I enjoy + verb-ing     | I enjoy listening to podcasts.    |

✓ Use prefer and would rather to talk about choices
 ✓ Use like / enjoy to talk about general habits or tastes

# COMPARING PREFERENCES

| Structure                        | Example                                |
|----------------------------------|--|
| prefer A to B                    | I prefer cats to dogs.                 |
| would rather + base verb + than  | I'd rather watch a movie than go out.  |
| like + noun + better than + noun | She likes tennis better than football. |

 ${\mathscr O}$  These structures help you clearly express a choice between two things

#### MAKING POLITE PREFERENCES

| Structure                 | Example                                    |
|---------------------------|--|
| I'd prefer to + base verb | I'd prefer to leave early, if that's okay. |
| I would rather not + verb | I'd rather not talk about it now.          |
| I think I'd prefer        | I think I'd prefer something lighter.      |
|                           |  |

 ${\mathscr O}$  These soften the statement and make it  ${\bf more\ diplomatic\ or\ respectful}$ 

## ✤ EXPRESSING STRONG LIKES OR DISLIKES

Expression Example

absolutely love I absolutely love spicy food.

really enjoy I really enjoy hiking.

can't stand I can't stand loud music.

don't like at all I don't like horror movies at all.

 ${\mathscr O}$  Combine with intensifiers (really, absolutely, totally) or negatives for emphasis

#### **SENTENCE PATTERNS**

I prefer [noun/verb-ing] to [noun/verb-ing] I'd rather + base verb + than + base verb I like [noun/verb-ing] better than [noun/verb-ing]



I enjoy + verb-ing

I'd prefer to + base verb

#### **!** COMMON MISTAKES

| Mistake                       | Correction                                   | Why?                            |
|-------------------------------|--|---------------------------------|
| I prefer go to the cinema.    | I prefer going to the cinema. / prefer to go | Use verb-ing or to + verb       |
| I'd rather to stay here.      | I'd rather stay here.                        | No "to" after "rather"          |
| I like better coffee than tea | . I like coffee better than tea.             | Word order                      |
| She enjoys to swim.           | She enjoys swimming.                         | "Enjoy" is followed by verb-ing |

#### EXAMPLE DIALOG

Victor: Do you want to eat out tonight? Sophie: I'd rather cook at home. I prefer homemade food. Victor: Fair enough. I enjoy cooking too. What about pizza? Sophie: Sounds perfect. I like pizza better than pasta anyway. Victor: Same here. Let's do it!

#### 15.7 EXPRESSING OPINIONS AND DEGREES

#### **Objective:**

To express **opinions**, **personal views**, and **degrees of intensity** using adjectives, adverbs, and structures such as **I think**, **in my opinion**, **quite**, **really**, **absolutely**, etc.

# ♦ EXPRESSING BASIC OPINIONS

| Structure               | Example                               |
|-------------------------|---------------------------------------|
| I think + clause        | I think it's a great idea.            |
| In my opinion           | In my opinion, the film was too long. |
| I believe / I feel that | I believe she's the best candidate.   |
| Personally, I           | Personally, I prefer quiet cafés.     |

✓ These are useful in both spoken and written English, formal or informal.

#### AGREEING AND DISAGREEING

| Expression                | Use Example                    |
|---------------------------|--------------------------------|
| I agree / I totally agree | I totally agree with you.      |
| That's true / good point  | That's true—it was a bit slow. |



# Expression Use Example

| I see what you mean, but | I see what you mean, but I enjoyed it. |
|--------------------------|--|
| l'm not sure I agree     | I'm not sure I agree with that.        |
| I don't think so         | I don't think that's the case.         |

 $\checkmark$  Use **soft disagreement** to keep conversations respectful.

# ♦ EXPRESSING DEGREES AND INTENSITY

| Adverb     | Use With                | Example                        |
|------------|-------------------------|--------------------------------|
| really     | adjectives/verbs        | I really like this place.      |
| quite      | adjectives/adverbs (UK) | It's quite interesting.        |
| very       | adjectives/adverbs      | She's very talented.           |
| absolutely | strong adjectives       | That's absolutely amazing!     |
| extremely  | adjectives              | He's extremely fast.           |
| not very   | adjectives              | I'm not very hungry right now. |

 $\checkmark$  These **modify** how strong the opinion or feeling is.

# ✤ POSITIVE VS. NEGATIVE OPINIONS

|   | Tone     | Expressions   |
|---|----------|---|
| F | ositive  | It's great. / I love it. / It works well.             |
| ٢ | leutral  | lt's okay. / Not bad. / It's average.                 |
| ٢ | legative | I didn't like it. / It was boring. / It doesn't work. |

# **COMMON SENTENCE PATTERNS**

I think + sentence  $\rightarrow$  I think he's right. In my opinion, + sentence  $\rightarrow$  In my opinion, it was too expensive. Subject + adverb + adjective  $\rightarrow$  The movie was really good. I + adverb + verb  $\rightarrow$  I completely agree.

# **!** COMMON MISTAKES

| Mistake  | Correction           | Why?                            |
|--|----------------------|---------------------------------|
| I think is good.   | I think it's good.   | Subject "it" is missing         |
| She very likes it.   | She really likes it. | Use "really" to intensify verbs |
| Is quite boring.   | It is quite boring.  | Missing subject "it"            |
| In my opinion is not correct. In my opinion, it's not correct. Sentence needs full structure |                      |                                 |



#### EXAMPLE DIALOG

Marcos: What did you think of the concert? Dana: I thought it was amazing. The guitarist was absolutely incredible. Marcos: I agree. The sound was really clear too. Dana: The only thing is—I think the last song was too long. Marcos: Yeah, I see what you mean. But overall, I really enjoyed it.

#### 15.8 CONTRAST CONNECTORS: HOWEVER, ALTHOUGH, BUT

#### **Objective:**

To use **contrast connectors** like **however**, **although**, and **but** to show **opposition or contrast** between two ideas in both spoken and written English.

#### Use

Example

Join two contrasting ideas I like the restaurant, but it's expensive.

Used in middle of sentence He's very friendly, but he talks too much.

✓ "But" is commonly used in both speech and informal writing.

#### 

Use

Example

Usually starts a new sentence The hotel was nice. However, the service was poor.

Comes after a semicolon We arrived early; however, the meeting had already started.

**"However"** is more **formal** and often used in **writing** or **structured speech**.

# 

| Use  | Example                               |
|--|---------------------------------------|
| Start or join two clauses  | Although it was raining, we went out. |
| Can appear mid-sentence  | We went out although it was raining.  |
| "Though" = informal equivalent I liked it, though it was a bit long. |                                       |

 $\ll$  "Although" is more flexible and can go at the start or middle of a sentence.  $\ll$  "Though" is more casual and conversational.



#### COMPARISON TABLE

| Connector | Position     | Style    | Example                              |
|-----------|--------------|----------|--------------------------------------|
| but       | mid-sentence | informal | I called, but no one answered.       |
| however   | start or mid | formal   | However, I disagree with your point. |
| although  | start or mid | neutral  | Although he's rich, he's not happy.  |
| though    | mid or end   | informal | It was tasty. A bit salty, though.   |

#### **SENTENCE PATTERNS**

[Main idea], but [contrasting idea] [Main idea]. However, [contrasting idea]. Although [idea], [opposite idea] [Idea], though.

# **!** COMMON MISTAKES

| Mistake                                 | Correction                               | Why?                                   |
|---|--|--|
| Although it was late, but we<br>stayed. | Although it was late, we stayed.         | Don't use both "although" and<br>"but" |
| However I was tired, I kept<br>working. | However, I was tired, I kept<br>working. | Use comma and correct position         |
| I like it although it's expensive.      | ✓ Correct                                | This structure is fine                 |
| Though he is tired, but he continues.   | Though he is tired, he continues.        | No "but" with "though"                 |

# EXAMPLE DIALOG

Leo: Did you enjoy the movie?
Isla: Yes, although I thought it was too long.
Leo: I agree. The story was good, but the pacing was slow.
Isla: The ending was great, though.
Leo: True! However, I'm not sure I'd watch it again.

# 15.9 UNIT 15 REVIEW

#### **Objective:**

To review and consolidate all the structures and vocabulary used to express **comparisons**, **preferences**, **quantities**, and **opinions** in real-life communication.

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#### WHAT YOU LEARNED IN THIS UNIT

#### ♦ COMPARATIVE AND SUPERLATIVE ADJECTIVES

taller, more interesting, the best, the most expensive

Rules for short adjectives (-er, -est) vs. long adjectives (more, most)

Irregular forms: good  $\rightarrow$  better  $\rightarrow$  the best

#### ♦ EQUALITY STRUCTURES: "AS...AS", "NOT AS...AS"

She's as tall as her brother.

This isn't as easy as I expected.

Add modifiers: almost as fast, just as effective

#### ♦ USING "MORE", "LESS", "FEWER"

more people, less time, fewer mistakes

"fewer" = countable / "less" = uncountable

This phone has more features than the cheaper one.

#### ♦ INTENSIFIERS AND MODIFIERS

too cold, enough money, so fast, such a great movie

Used for strengthening or weakening a description

#### ♦ QUANTIFIERS

many, much, a lot of, a few, a little

Countable vs. uncountable:  $\rightarrow$  few books, little water, a lot of noise

#### EXPRESSING PREFERENCES

I prefer tea to coffee. I'd rather stay home than go out. I like this one better.

#### ♦ EXPRESSING OPINIONS AND DEGREES

I think it's great.
She's very talented. / That's absolutely amazing.
Agreeing and disagreeing politely:
→ I see your point, but...

#### CONTRAST CONNECTORS

but, although, however, though

It's expensive, but I love it.

Although it rained, we went hiking.

#### ♦ LISTENING PRACTICE WITH COMPARISONS

Focused on identifying comparisons and preferences in dialogue

Responding with opinions and alternatives

Real-life decision-making: shopping, travel, restaurants





Carlos: This sofa is more comfortable, but it's more expensive too.Lena: True, but it's also better made. The other one is cheaper, but not as sturdy.Carlos: I think I'd rather pay more for quality.Lena: I agree. It's probably the best choice overall.

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# UNIT 16 (LEVEL B2): CONDITIONAL SENTENCES AND HYPOTHETICAL LANGUAGE

Conditional sentences are essential when we talk about possibilities, plans, regrets, and imagined situations. In this unit, you'll explore the full range of **conditionals** in English—from general truths (zero conditional), to real possibilities (first), imagined futures (second), and regrets about the past (third), including **mixed conditionals** and expressions like wish and if only.

You'll learn how to form each type correctly, when to use them, and how to combine them with modal verbs for added nuance. This unit also emphasizes real-life use: giving advice, imagining different outcomes, making polite suggestions, and expressing dreams or hypothetical scenarios. By mastering conditionals, you'll gain a powerful set of tools to express complexity and emotion in your English.

#### 16.1 ZERO CONDITIONAL: FACTS AND GENERAL TRUTHS

#### **Objective:**

To learn how to use the **zero conditional** to express **facts**, **rules**, and **things that are always true** when a condition is met.

#### ♦ STRUCTURE OF ZERO CONDITIONAL

If-Clause Main Clause

If + present simple present simple

Example: If you heat water, it boils.

 ${\mathscr O}$  Both parts of the sentence use the  ${\it present\ simple\ tense}$ 

𝒞 Used for facts, scientific truths, and general rules

#### EXAMPLES OF USE

Condition (If...)Result (Then...)If it rains,the grass gets wet.If you mix red and yellow, you get orange.If I eat too much sugar,I feel sick.If students don't study,they fail exams.If you press this button,the machine starts.

The order can be reversed:

 $\rightarrow$  The grass gets wet if it rains.



#### ♦ COMMON TOPICS FOR ZERO CONDITIONAL

| Context      | Examples                                   |
|--------------|--|
| Science      | If you freeze water, it becomes ice.       |
| Health       | If you don't sleep, you feel tired.        |
| Instructions | If the light turns red, stop the car.      |
| Habits       | If I drink coffee at night, I can't sleep. |
| Rules        | If you break the rules, you get a warning. |

# ✤ SENTENCE PATTERNS

If + present simple, present simple  $\rightarrow$  If you drop it, it breaks. Present simple + if + present simple  $\rightarrow$  It breaks if you drop it.

# **!** COMMON MISTAKES

| Mistake                             | Correction                        | Why?                           |
|-------------------------------------|-----------------------------------|--------------------------------|
| If you will study, you pass.        | If you study, you pass.           | Use present simple, not "will" |
| If rains, the road is slippery.     | If it rains, the road is slippery | . Subject "it" is missing      |
| If you touch fire, it burns you     | ✓ Correct                         | Standard zero conditional      |
| If I will arrive early, I call you. | If I arrive early, I call you.    | No future in zero conditional  |

## EXAMPLE DIALOG

Emma: What happens if you leave the oven on?
Leo: If you leave it on too long, it overheats.
Emma: And if it overheats?
Leo: It shuts off automatically—safety feature.
Emma: Good to know. I burn everything if I'm not careful.

# **16.2 FIRST CONDITIONAL: REAL POSSIBILITIES**

**Objective:** 

To use the **first conditional** to talk about **realistic future situations** and their possible outcomes, using **if + present simple + will**.



#### ♦ STRUCTURE OF THE FIRST CONDITIONAL

If-Clause Main Clause

If + present simple will + base verb

Example: If it rains, we'll stay inside.

 $\checkmark$  Use for **possible future actions** that are likely to happen.

#### EXAMPLES IN CONTEXT

| If (condition)     | Will (result)              |
|--------------------|----------------------------|
| If I study hard,   | I'll pass the exam.        |
| If she's late,     | we'll start without her.   |
| If we don't hurry, | we won't catch the bus.    |
| If it gets cold,   | they'll close the windows. |
| If you help me,    | I'll finish faster.        |

#### ♦ COMMON TOPICS

| Context     | Example                                 |
|-------------|---|
| Daily plans | If I have time, I'll call you tonight.  |
| Weather     | If it snows, we'll cancel the trip.     |
| Travel      | If we leave now, we'll arrive by 5 p.m. |
| Work/school | If you're late, you'll lose points.     |
| Health      | If you eat too much, you'll feel sick.  |

# ✤ NEGATIVE AND QUESTIONS

| Туре       | Structure                             | Example                          |
|------------|---------------------------------------|----------------------------------|
| Negative I | f + present simple, won't + verb      | If he doesn't call, we won't go. |
| Question N | What will you do if + present simple? | What will you do if she says no? |

# ♦ ALTERNATIVE ORDERS

Form A

Form B

If you don't study, you'll fail. You'll fail if you don't study.

 ${\mathscr O}$  Both are correct. Add a **comma** after the if-clause when it comes first.



# **!** COMMON MISTAKES

| Mistake                                   | Correction                                   | Why?                                   |
|---|--|--|
| If it will rain, we'll stay in.           | If it rains, we'll stay in.                  | "Will" not used in the "if" clause     |
| We go to the park if the weather is nice. | We'll go to the park if the weather is nice. | Use "will" in the result clause        |
| If you will be late, tell me.             | If you are late, tell me.                    | Use present, not "will," after<br>"if" |

## EXAMPLE DIALOG

Jake: If I finish my report early, I'll meet you for dinner. Nina: Great! And if you don't? Jake: Then I'll order takeout and stay in. Nina: Fair enough. What will you eat if you stay home? Jake: Probably pizza—if I have any left!

## 16.3 SECOND CONDITIONAL: UNREAL OR HYPOTHETICAL SITUATIONS

#### **Objective:**

To use the **second conditional** to talk about **imaginary**, **unlikely**, or **hypothetical situations** in the **present or future**, and their possible results.

#### ♦ STRUCTURE OF THE SECOND CONDITIONAL

#### If-Clause

#### **Main Clause**

If + past simple would + base verb

Example: If I won the lottery, I would travel the world.

 $\checkmark$  Use when the condition is **not real**, **unlikely**, or **imagined**.

#### ✤ EXAMPLES IN CONTEXT

| If I had more time, | I'd learn another language. |
|---------------------|-----------------------------|
|---------------------|-----------------------------|

If she were taller, she would play basketball.

If we lived in Italy, we'd eat pasta every day.



If... (imagined condition) Would... (imagined result)

If I didn't have to work, I'd go to the beach.

If he spoke slower, we could understand him.

 $\ll$  "Were" is used instead of "was" for all subjects in formal or written English:  $\rightarrow$  If I were you, I'd call her.

#### ♦ COMMON USES

| Situation Type         | Example Sentence                     |
|------------------------|--------------------------------------|
| Advice                 | If I were you, I'd talk to her.      |
| Imaginary situation    | If we had a car, we'd drive there.   |
| Daydreams or fantasies | If I were famous, I'd live in Paris. |
| Regret or complaint    | If I knew the answer, I'd tell you.  |

# QUESTIONS AND NEGATIVES

FormExampleNegativeIf I didn't love this job, I would quit.QuestionWhat would you do if you lived abroad?MixedIf it weren't so expensive, I'd buy it.

# ♦ MODALS IN THE RESULT CLAUSE

Modal Example

would She would love that.

could I could visit more often.

might He might feel better.

✓ These soften or adjust the degree of certainty or ability.

#### ! COMMON MISTAKES

| Mistake  | Correction           | Why?                                |
|--|----------------------|-------------------------------------|
| If I will see him, I tell you. If I saw him, I would tell you. Use past simple + would |                      |                                     |
| If I was you   | If I were you        | "Were" is correct in formal English |
| She would buys a car.  | She would buy a car. | Use base verb after "would"         |



| Mistake                     | Correction            | Why?                       |  |
|-----------------------------|-----------------------|----------------------------|--|
| I'd go if I will have time. | I'd go if I had time. | No "will" in the if-clause |  |

#### EXAMPLE DIALOG

Lena: If you had a million euros, what would you do? Carlos: I'd open a café on the beach. Lena: That sounds amazing! Carlos: What about you? Lena: I'd travel the world—if I didn't have to work, of course.

#### 16.4 THIRD CONDITIONAL: REGRETS AND IMAGINED PAST

#### **Objective:**

To use the **third conditional** to talk about **unreal past situations** and their **imagined consequences**, often related to **regret**, **criticism**, or **reflection**.

#### ♦ STRUCTURE OF THE THIRD CONDITIONAL

| If-Clause | Main Clause |
|-----------|-------------|
|           |             |

If + past perfect (had + past participle) would have + past participle

Example:

If I had studied, I would have passed the exam.

 $\checkmark$  Use to express what could have happened, but didn't.

#### EXAMPLES IN CONTEXT

| If (past event that didn't happen) Would have | /e (imagined result) |
|---|----------------------|
|---|----------------------|

| I wouldn't have missed the train. |
|-----------------------------------|
| I would have helped her.          |
| we could have gone on holiday.    |
| they might have won the game.     |
| you wouldn't have felt sick.      |
|                                   |

#### **♦ TYPICAL CONTEXTS**

#### Context

**Example Sentence** 

#### Regret

I wish I had spoken up. If I had, things might be different.



Context

Example Sentence

Apologies I'm sorry. If I had known, I wouldn't have said that.

Blame If you had listened, we wouldn't be in this mess.

Hypothetical praise If she had entered, she would have won.

# QUESTIONS AND NEGATIVES

| Form  | Example  |
|---|--|
| Negative  | If he hadn't lied, she would have trusted him. |
| Question  | What would you have done if you had failed?    |
| Modal variations We might have finished earlier if they had helped. |  |

#### ♦ MIXED MODALS

ModalUse Examplewould haveThey would have invited us.could haveI could have passed if I'd studied more.might haveShe might have accepted if you had asked.

✓ These allow different shades of possibility.

#### **!** COMMON MISTAKES

| Mistake   | Correction                                | Why?                                 |
|---|---|--------------------------------------|
| If I studied, I would have passed.              | If I had studied, I would have<br>passed. | Past perfect needed in if-<br>clause |
| If she didn't go, she wouldn't have<br>met him. | If she hadn't gone                        | "Didn't go" is not past<br>perfect   |
| I would had helped you.                         | I would have helped you.                  | "Would" + "have," never<br>"had"     |
| If he would have come, we start.                | If he had come, we would have started.    | Both clauses need proper form        |

#### EXAMPLE DIALOG

Marta: I missed my flight yesterday. James: Oh no! What happened? Marta: If I had left five minutes earlier, I would have made it.



James: That's tough. Did they reschedule you? Marta: Yes, luckily. But I could have avoided all the stress.

#### 16.5 WISH AND IF ONLY: EXPRESSING WISHES

**Objective:** 

To use wish and if only to express regrets, unreal desires, and hypothetical changes in the present, past, or future.

#### ♦ WISHING ABOUT THE PRESENT (UNREAL SITUATIONS)

Structure Example

wish + past simple I wish I had more free time.

if only + past simple If only I were taller.

✓ Use when the current situation is not how you want it to be
 ✓ "Were" is used for all subjects: I wish I were... (formal) or I was (informal)

#### ✤ WISHING ABOUT THE PAST (REGRET)

| Structure | Example |
|-----------|---------|
|-----------|---------|

wish + past perfect I wish I had studied harder.

if only + past perfect If only we had left earlier.

 ${\mathscr O}$  Use when you're talking about something that didn't happen and you regret it

#### ♦ WISHING FOR THE FUTURE (DESIRES OR ANNOYANCES)

| Structure | Example |  |
|-----------|---------|--|
|           |         |  |

wish + would + base verb I wish he would stop talking.

if only + would If only it would stop raining.

 $\ll$  Use when you want someone or something to change in the future  $\ll$  Often shows annoyance or impatience

#### COMMON CONTEXTS AND USES



| Type of Wish | Example |
|--------------|---------|
|              |         |

| Present reality | I wish I knew the answer. (but I don't) |
|-----------------|---|
| Past regret     | She wishes she had gone to university.  |

Future hope/annoyance I wish it would be sunny tomorrow.

#### **SENTENCE PATTERNS**

I wish + past simple  $\rightarrow$  I wish I had a car.

I wish + past perfect  $\rightarrow$  I wish I had gone to the party.

I wish + would + verb  $\rightarrow$  I wish people would be more respectful.

If only + (same structure as "wish")  $\rightarrow$  If only I hadn't said that.

# ! COMMON MISTAKES

| Mistake                          | Correction   | Why?                                  |
|----------------------------------|--|---------------------------------------|
| I wish I have a better<br>job.   | l wish l had a better job.   | Use past simple for present wish      |
| If only I went to the doctor.    | If only I had gone to the doctor.                                  | Past regret = past perfect            |
| l wish she will stop<br>talking. | I wish she would stop talking.                                     | "Wish" + "would" for future annoyance |
| I wish I was there.              | <ul> <li>Acceptable, but were is preferred<br/>formally</li> </ul> | "Were" is correct for all subjects    |

## EXAMPLE DIALOG

Tom: I wish I had taken more photos during the trip.
Leila: Yeah, me too. If only we had remembered the camera!
Tom: At least we have some memories.
Leila: True. I just wish we could go back and do it again.
Tom: Maybe next year! And this time, I hope it won't rain so much.

## **16.6 CONDITIONALS WITH MODALS**

#### **Objective:**

To use **modal verbs** (can, could, might, would, should) within **conditional sentences** to express **ability**, **possibility**, **permission**, **advice**, or **hypothetical outcomes** more precisely.



#### ♦ FIRST CONDITIONAL WITH MODALS

 Structure
 Example

 If + present simple, modal (can/may/should/will) + base verb
 If you study more, you can pass the test.

 If it rains, we might stay home.
 If you're tired, you should rest.

 ${\mathscr O}$  Use when the condition is **likely or real**, but you want to express something other than certainty.

#### ✤ SECOND CONDITIONAL WITH MODALS

| Structure   | Example                                    |
|---|--|
| If + past simple, modal (would/could/might/should) + base<br>verb | If I had more money, I could buy a<br>car. |
|   | If he studied more, he might pass.         |
|   | If I were you, I would talk to her.        |

 $\ll$  Use when the condition is **hypothetical or unlikely**, and you want to show **possibility**, **ability**, **or advice**.

#### ♦ THIRD CONDITIONAL WITH MODALS

#### Structure

#### Example

If + past perfect, modal + have + past participle If she had left earlier, she could have caught the train.

If we had trained harder, we might have won.

If you had told me, I would have helped you.

 $\ll$  Use when referring to imaginary past situations and what could have happened differently.

## **\*** COMMON MODALS USED IN CONDITIONALS

| Modal          | Function                    | Example   |
|----------------|-----------------------------|---|
| can /<br>could | ability / possibility       | If you work hard, you can succeed. / If I were taller, I could play basketball. |
| might          | possibility                 | If you call him, he might answer.   |
| should         | advice /<br>recommendation  | If you're sick, you should see a doctor.  |
| would          | imagined result or decision | If I were you, I would apologize.   |
| may            | permission or possibility   | If you finish early, you may leave.   |



#### **SUMMARY OF FORMS**

| Conditional Type | If-Clause      | Result Clause with Modal       |
|------------------|----------------|--------------------------------|
| First            | present simple | e modal + base verb            |
| Second           | past simple    | modal + base verb              |
| Third            | past perfect   | modal + have + past participle |

# **!** COMMON MISTAKES

| Mistake   | Correction   | Why?  |
|---|--|---|
| If I will go, I can help you.                       | If I go, I can help you.                               | No "will" in if-clause                            |
| If I would know, I would tell<br>you.               | lf I knew, I would tell you.                           | Use past simple for 2nd conditional               |
| If she had listened, she will have<br>learned more. | e If she had listened, she would<br>have learned more. | Use would have + participle in<br>3rd conditional |
| If you would study, you might<br>pass.              | If you studied, you might pass.                        | Past simple, not "would," in if-<br>clause        |

# EXAMPLE DIALOG

Alex: If I had known about the concert, I would have gone with you.Jamie: Yeah, and if you'd come, we could have taken my car.Alex: Next time, if you hear about anything like that, you should tell me.Jamie: Of course! And if I can, I'll save you a ticket.

## **16.7 MIXED CONDITIONALS**

#### **Objective:**

To use **mixed conditionals** to talk about situations where the **time in the if-clause** and the **time in the result clause** are **different**—typically combining **past and present** or **past and future** ideas.

# ♦ MIXED CONDITIONAL TYPE 1: PAST $\rightarrow$ PRESENT RESULT

# Structure

Example

If + past perfect, would + base verb If I had studied medicine, I would be a doctor now.

Meaning

The past didn't happen  $\rightarrow$  this is the result now

 $\checkmark$  Use when a **past condition** affects a **present situation**.



# $\circledast$ MIXED CONDITIONAL TYPE 2: PRESENT $\rightarrow$ PAST RESULT

Structure

Example

If + past simple, would have + past participle **If I were more organized, I would have finished earlier.** Meaning The current state caused a result in the past

 $\ll$  Less common, but used when a **present quality or reality** explains a **past consequence**.

#### ♦ COMPARISON OF CONDITIONAL TYPES

| Туре                      | If-Clause       | <b>Result Clause</b>            | Example   |
|---------------------------|-----------------|---------------------------------|---|
| 3rd (past → past)         | past<br>perfect | would have + past<br>participle | If I had left earlier, I would have arrived on time.  |
| Mixed (past →<br>present) | past<br>perfect | would + base verb               | If I had saved more, I would be rich now.             |
| Mixed (present →<br>past) | past<br>simple  | would have + past<br>participle | If I were more careful, I wouldn't have<br>broken it. |

#### ♦ MORE EXAMPLES – PAST → PRESENT

| If-Clause | Result Clause |
|-----------|---------------|
|           |               |

If she had gone to university, she would have a better job now.

If we had moved to Canada, we would be living in Toronto.

#### $\Rightarrow$ MORE EXAMPLES - PRESENT $\rightarrow$ PAST

| It Clause |
|-----------|
| ι         |

If I were smarter, I would have solved it faster.

If he didn't care so much, he wouldn't have gotten upset.

#### **REY NOTES**

Use **past perfect** in the if-clause for **past conditions**. Use **would + verb** for present/future results. Use **would have + past participle** for past results.



## **!** COMMON MISTAKES

| Mistake  | Correction                                       | Why?  |
|--|--|---|
| If I had studied, I would be<br>passed the test. | If I had studied, I would have passed the test.  | Past result $\rightarrow$ use "would have"  |
| lf I was rich, I would have a<br>yacht.          | If I had been rich, I would have a<br>yacht now. | Mixed condition needs correct tense pairing |
| If I have known, I would tell<br>you.            | If I had known, I would tell you.                | "Had known" for unreal past                 |

## EXAMPLE DIALOG

Eli: If I had gone to that school, I'd be living in the US now.
Sasha: Yeah, and if you spoke better English, you might have gotten the scholarship.
Eli: True... If only I had taken those classes seriously.
Sasha: It's never too late! You wouldn't have missed so many chances if you had believed in yourself earlier.

#### **16.8 USING CONDITIONALS IN REAL-LIFE CONTEXTS**

#### **Objective:**

To apply **zero**, **first**, **second**, **third**, and **mixed conditionals** in **natural conversations**, making predictions, giving advice, expressing regrets, or imagining alternatives in everyday situations.

## ♦ EVERYDAY USE OF CONDITIONAL TYPES

| Conditional<br>Type | Real-life Function                       | Example   |
|---------------------|--|---|
| Zero                | Facts, rules, cause-effect               | If you don't water plants, they die.                |
| First               | Plans, warnings, offers, possibilities   | If it rains, we'll cancel the picnic.               |
| Second              | Advice, dreams, unreal<br>present/future | If I were you, I'd talk to him.                     |
| Third               | Regrets, excuses, blame                  | If we had left earlier, we wouldn't have missed it. |
| Mixed               | Past-present or present-past situations  | If I had studied more, I'd be more confident now.   |

#### ✤ REAL-LIFE SCENARIOS AND EXAMPLES

# 1. Making Decisions

If you don't apply now, you won't get the job. (1st) If I had known about the deadline, I would have submitted it. (3rd)



#### 2. Giving Advice

If I were you, I'd speak to the manager. (2nd) If he studied more, he could pass the exam. (2nd)

#### 3. Expressing Regrets or Complaints

If they had told us, we wouldn't have made that mistake. (3rd) If we hadn't forgotten the tickets, we'd be watching the show right now. (mixed)

#### 4. Making Plans or Predictions

If I finish early, I'll call you. (1st) If we take the train, we'll get there faster. (1st)

#### 5. Describing Routines or Instructions

If the printer doesn't work, press this button. (zero) If the water reaches 100°C, it boils. (zero)

#### ♦ SPEAKING PATTERNS FOR EVERYDAY ENGLISH

| Purpose               | Phrases                                |
|-----------------------|--|
| Softening advice      | If I were you, I'd / You might want to |
| Imagining change      | If things were different, I'd          |
| Checking consequences | What will happen if?                   |
| Showing frustration   | If he had only listened                |
|                       |  |

Making polite suggestions If we met tomorrow, would that work?

# **!** COMMON REAL-LIFE MISTAKES

Mistake Correction

If it will rain, we'll cancel. If it rains, we'll cancel.

If I know the answer, I'd tell you. If I knew the answer, I'd tell you.

If you had helped, we will finish. If you had helped, we would have finished.

#### EXAMPLE DIALOG

Mark: If we leave now, we'll make it in time.
Nora: But what if the traffic's bad?
Mark: Then we might be a little late. Still better than waiting.
Nora: Honestly, if I hadn't been so tired, I'd have packed last night.
Mark: It's fine. If you need help next time, just ask!



#### 16.9 UNIT 16 REVIEW

#### **Objective:**

To review all types of **conditional sentences**, their structures, meanings, and real-life applications, including expressions of **possibility**, **hypothesis**, **advice**, **regret**, and **mixed timeframes**.

🗏 WHAT YOU LEARNED IN THIS UNIT

#### ♦ ZERO CONDITIONAL – FACTS AND GENERAL TRUTHS

Structure: If + present simple, present simple

If you don't water plants, they die.

#### ♦ FIRST CONDITIONAL – REAL POSSIBILITIES

Structure: If + present simple, will + base verb

If it rains, we'll stay home.

#### ♦ SECOND CONDITIONAL – UNREAL PRESENT OR FUTURE

Structure: If + past simple, would + base verb

If I were rich, I'd travel the world.

#### ♦ THIRD CONDITIONAL – PAST REGRETS

Structure: If + past perfect, would have + past participle

If I had studied more, I would have passed the test.

#### ♦ WISH AND IF ONLY

I wish I knew the answer. (present)If only I had studied harder. (past)I wish it would stop raining. (future annoyance)

#### ♦ CONDITIONALS WITH MODALS

If you try harder, you can win. (1st)

If I were you, I might wait. (2nd)

If she had told me, I could have helped. (3rd)

#### ♦ MIXED CONDITIONALS

Past  $\rightarrow$  Present: If I had studied medicine, I'd be a doctor now.

Present  $\rightarrow$  Past: If I were more careful, I wouldn't have made that mistake.

#### ♦ REAL-LIFE CONTEXT APPLICATIONS

Giving advice: If I were you...

Expressing regret: If we had planned better...

Making predictions: If we leave now, we'll catch the train.

Describing routines: If you press this button, it starts.

#### **♦** LISTENING PRACTICE

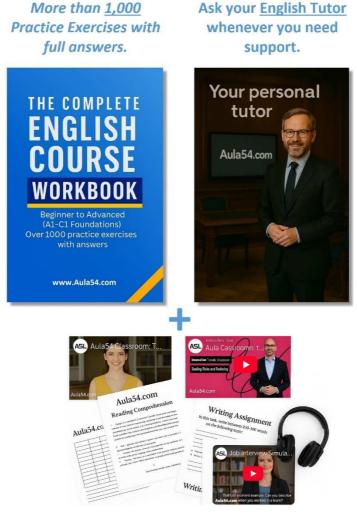
Recognizing conditionals in conversations Understanding intent (regret, advice, imagination) Responding with appropriate conditional forms





Ben: If I had brought my umbrella, I wouldn't be soaked right now.Ava: Yeah, and if we had left earlier, we could have avoided the storm.Ben: I guess if I learn from this, I'll always check the weather first.Ava: Smart thinking. If only I had done the same!

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# UNIT 17 (LEVEL B2): PASSIVE VOICE AND REPORTED SPEECH

In English, sometimes the **focus is on the action itself**, not on who performs it. That's where the **passive voice** becomes useful. Similarly, when we want to share what someone else said, we use **reported speech**. This unit brings together these two key structures, both of which are common in academic, professional, and formal communication.

You'll learn how to transform active sentences into passive ones across different tenses, how to report statements, questions, and commands accurately, and how to deal with **tense shifts**, **time expressions**, and **reporting verbs** like say, tell, ask, and suggest. These structures allow you to sound more formal, objective, and precise in your speaking and writing.

**17.1 INTRODUCTION TO THE PASSIVE VOICE** 

#### **Objective:**

To understand what the **passive voice** is, how it is formed, and when to use it—especially when the **focus is on the action or result**, rather than who performs the action.

#### ♦ WHAT IS THE PASSIVE VOICE?

In a passive sentence, the object of an active sentence becomes the subject.

Active (focus on the doer) Passive (focus on the action)

The chef cooked the meal. The meal was cooked (by the chef).

 $\ll$  Use the passive voice when the **agent is unknown**, **obvious**, or **not important**.

#### **STRUCTURE OF PASSIVE VOICE**

| Tense           | Structure                       | Example                            |
|-----------------|---------------------------------|------------------------------------|
| Present Simple  | am/is/are + past participle     | The emails are sent every day.     |
| Past Simple     | was/were + past participle      | The car was repaired yesterday.    |
| Future Simple   | will be + past participle       | The report will be published soon. |
| Present Perfect | have/has been + past participle | The documents have been signed.    |
| Modal verbs     | modal + be + past participle    | The work must be finished today.   |

# ♦ WHEN TO USE THE PASSIVE VOICE

#### Use Case

Example

Agent is unknown The window was broken.

Agent is obvious or irrelevant He was arrested (by the police).



| Use Case                     | Example                                 |
|------------------------------|---|
| Focus is on the result       | The contract has been signed.           |
| Scientific/technical writing | The samples were tested at 5°C.         |
| Formal or objective tone     | Your request will be processed shortly. |

 $\checkmark$  You can include the agent with **"by"**, but often it's omitted.

# ✤ PASSIVE VS. ACTIVE: SUBJECT FOCUS

FocusSentenceActive (subject = doer)A designer created the logo.Passive (subject = result)The logo was created (by a designer).

# ♦ HOW TO CHANGE ACTIVE TO PASSIVE

Identify the object in the active sentence

Move the object to the subject position

Use the correct form of "be" for the tense

Add the past participle of the main verb

(Optional) Add "by + agent"

They deliver the packages every morning.

 $\rightarrow$  The packages are delivered every morning (by them).

# **!** COMMON MISTAKES

| Mistake                       | Correction                        | Why?                          |
|-------------------------------|-----------------------------------|-------------------------------|
| The cake is make by my mother | . The cake is made by my mother.  | Use past participle "made"    |
| The letter wrote yesterday.   | The letter was written yesterday. | Missing auxiliary "was"       |
| Is repaired the car.          | The car is repaired.              | Wrong word order              |
| The homework has finish.      | The homework has been finished.   | Use "been" in perfect passive |

#### EXAMPLE DIALOG

Noah: Where's the report?
Mia: It was emailed to you this morning.
Noah: Really? I didn't see it.
Mia: Maybe it was sent to the wrong address.
Noah: I hope not. It needs to be submitted today.



# 17.2 PASSIVE VOICE IN PRESENT AND PAST

#### **Objective:**

To use the **passive voice** correctly in both **present** and **past simple** tenses to describe actions where the **focus is on the object or result**, not the subject.

#### ♦ PRESENT SIMPLE PASSIVE

Structure Example

am / is / are + past participle The house is cleaned every day.

Emails are sent before 5 p.m.

✓ Used for **routines**, **facts**, and **general truths**.

#### PAST SIMPLE PASSIVE

Structure

Example

was / were + past participle The documents were signed yesterday.

The package was delivered this morning.

 $\ll$  Used for **completed actions** in the **past** where the doer is unknown, unimportant, or obvious.

#### ♦ COMPARING ACTIVE AND PASSIVE

Active

Passive

She writes the reports. The reports are written by her.

They repaired the car. The car was repaired (by them).

 $\ll$  In passive voice, the **object of the active sentence becomes the subject** of the passive.

#### ♦ WHEN TO USE EACH

| Tense         | Use Case                                      | Example                              |
|---------------|---|--------------------------------------|
| Present Simpl | e routines, general facts, instructions       | English is spoken in many countries. |
| Past Simple   | past events, descriptions of actions complete | ed The bridge was built in 1936.     |



#### **SENTENCE PATTERNS**

Present: [object] + is/are + past participle  $\rightarrow$  This room is used for meetings.

Past: [object] + was/were + past participle  $\rightarrow$  The lights were turned off.

#### **!** COMMON MISTAKES

| Mistake             | Correction            | Why?                   |
|---------------------|-----------------------|------------------------|
| The work is finish. | The work is finished. | Use past participle    |
| They was invited.   | They were invited.    | Subject-verb agreement |
| Is make in Italy.   | It is made in Italy.  | Missing subject        |

The movie was produce in Spain. The movie was produced in Spain. Use correct verb form

#### EXAMPLE DIALOG

Lara: Where's your phone?
Max: It was stolen last night.
Lara: Oh no! Was it taken from the café?
Max: No, it was probably taken on the train.
Lara: I hope it's found soon.
Max: Me too. A report is being filed.

#### 17.3 PASSIVE WITH MODAL VERBS

#### **Objective:**

To form the **passive voice** with **modal verbs** (can, could, should, must, may, might, will, would), especially to express **possibility**, **necessity**, or **advice** in a more formal or objective way.

#### ♦ STRUCTURE: MODAL + BE + PAST PARTICIPLE

| Modal Verb   | Passive Structure               | Example   |
|--------------|---------------------------------|---|
| can          | can be + past participle        | This form can be completed online.                    |
| must         | must be + past participle       | The documents must be signed today.                   |
| should       | should be + past participle     | The instructions should be followed carefully.        |
| may / might  | may/might be + past participle  | The package might be delivered tomorrow.              |
| could        | could be + past participle      | This rule could be misunderstood.                     |
| will / would | will/would be + past participle | You will be informed soon. / It would be appreciated. |



 $\checkmark$  Use the **base form of the modal + be + past participle**.

 $\checkmark$  The subject receives the action, as in all passive forms.

## ✤ COMPARING ACTIVE VS. PASSIVE WITH MODALS

| Active                            | Passive                          |
|-----------------------------------|----------------------------------|
| They must clean the house.        | The house must be cleaned.       |
| You can send the letter tomorrow. | The letter can be sent tomorrow. |
| We should follow the rules.       | The rules should be followed.    |

 ${\mathscr O}$  Passive voice makes statements sound more impersonal, formal, or neutral.

#### ♦ COMMON USES IN REAL LIFE

| Situation               | Example Passive Sentence                |
|-------------------------|---|
| Instructions            | All entries must be submitted by 5 p.m. |
| Rules and policies      | Smoking should not be allowed inside.   |
| Possibilities           | The decision might be delayed.          |
| Official statements     | The winner will be announced tomorrow.  |
| Requests or formal tone | e Your feedback would be appreciated.   |

#### **SENTENCE PATTERNS**

Modal + be + past participle  $\rightarrow$  These reports must be reviewed. Modal + not + be + past participle

 $\rightarrow$  This action should not be repeated.

## **!** COMMON MISTAKES

| Mistake                        | Correction                          | Why?                       |
|--------------------------------|-------------------------------------|----------------------------|
| The email must to be sent.     | The email must be sent.             | No "to" after modal        |
| It can be send tomorrow.       | It can be sent tomorrow.            | Use past participle "sent" |
| The car should repaired today. | The car should be repaired today.   | Missing "be"               |
| They might be go.              | They might go. / They might be gone | . Confused structure       |



### EXAMPLE DIALOG

Elena: Can this form be submitted online?
Luis: Yes, it can be completed and uploaded directly.
Elena: When will I be notified about the result?
Luis: You should be contacted by the end of the week.
Elena: Great. I heard the documents must be translated too.
Luis: That's correct. All papers must be certified and submitted in English.

## **17.4 TRANSFORMING ACTIVE TO PASSIVE SENTENCES**

#### **Objective:**

To learn how to **transform active sentences into passive voice** correctly, preserving the **tense**, **meaning**, and **clarity**, while shifting focus from the subject (doer) to the object (receiver).

#### ♦ BASIC TRANSFORMATION STEPS

Identify the object of the active sentence Move that object to the subject position Use the correct form of the verb "to be" based on the tense Add the past participle of the main verb (Optional) Add "by + agent" if needed

#### ✤ TRANSFORMATION EXAMPLES BY TENSE

| Tense           | Active                      | Passive                              |
|-----------------|-----------------------------|--------------------------------------|
| Present Simple  | She writes emails.          | Emails are written (by her).         |
| Past Simple     | They closed the shop.       | The shop was closed (by them).       |
| Future Simple   | He will send the report.    | The report will be sent (by him).    |
| Present Perfect | We have completed the task. | The task has been completed (by us). |
| Modal Verb      | They must fix the issue.    | The issue must be fixed (by them).   |

# $\Rightarrow$ QUESTIONS: ACTIVE $\rightarrow$ PASSIVE

| Active Question                | Passive Question                           |
|--------------------------------|--|
| Did she sign the document?     | Was the document signed (by her)?          |
| Has he delivered the packages? | Have the packages been delivered (by him)? |
| Can they solve the problem?    | Can the problem be solved (by them)?       |

☆ The auxiliary verb (did, has, can) changes position and form, but tense remains the same.



## ♦ NEGATIVES: ACTIVE $\rightarrow$ PASSIVE

| Active                    | Passive                             |
|---------------------------|-------------------------------------|
| They didn't invite us.    | We weren't invited (by them).       |
| She hasn't called me yet. | I haven't been called yet (by her). |
| He won't repair the car.  | The car won't be repaired (by him). |

#### ♦ WHEN TO INCLUDE "BY + AGENT"

| Include "by" when:     | Omit when:                      |
|------------------------|---------------------------------|
| The agent is important | The agent is obvious or unknown |

You want to emphasize who did the action You want to focus on the action or result

 $\ll$  The Mona Lisa was painted by Leonardo da Vinci. **X** The documents were printed (by someone).  $\rightarrow$  Agent not important

# **SENTENCE PATTERN SUMMARY**

#### Active

Passive

Subject + verb + object Object + be + past participle (+ by + subject)

# **!** COMMON MISTAKES

| Mistake                       | Correction                       | Why?                              |
|-------------------------------|----------------------------------|-----------------------------------|
| Was built the house in 1990.  | The house was built in 1990.     | Wrong word order                  |
| Is cleaned the room every day | . The room is cleaned every day. | Subject should come first         |
| The report has written.       | The report has been written.     | Missing "been" in perfect passive |
| The email sent yesterday.     | The email was sent yesterday.    | Missing auxiliary "was"           |

## EXAMPLE DIALOG

Paula: Did you send the invitations?
Alex: Yes, they were sent this morning.
Paula: Who printed them?
Alex: They were printed by the marketing team.
Paula: Good. The final list should be updated by Friday.
Alex: No problem. It will be handled by the assistant.



# **17.5 INTRODUCTION TO REPORTED SPEECH**

#### **Objective:**

To understand what **reported speech** is, how to report what someone **said**, and how to apply the correct **tense changes** when reporting **statements**, especially in the **past**.

#### ♦ WHAT IS REPORTED SPEECH?

Reported speech (also called **indirect speech**) is when you tell someone **what another person said**, without quoting their exact words.

She said, "I'm tired." She said (that) she was tired.

 $\checkmark$  Use **that** optionally to introduce the reported clause.

✓ Tenses usually shift **one step back in time** (backshifting).

#### COMMON VERBS FOR REPORTING

| Verb          | Example                                   |
|---------------|---|
| say           | He said (that) he was tired.              |
| tell + persor | She told me (that) she would call later.  |
| explain       | He explained that the exam was difficult. |
| add / reply   | She added that she was ready.             |
| report        | They reported that the roads were closed. |

 $\checkmark$  Use **"say"** without an object, but **"tell"** with a person:  $\rightarrow$  He said he was late. / He told me he was late.

#### ♦ TENSE CHANGES IN REPORTED SPEECH

| Direct Speech                                 | Reported Speech  |
|---|--|
| Present simple $ ightarrow$ past simple       | "I live in Paris." $ ightarrow$ She said she lived in Paris. |
| Present continuous $ ightarrow$ past continuo | us "I'm studying." → He said he was studying.                |
| Present perfect $ ightarrow$ past perfect     | "I've finished." $\rightarrow$ She said she had finished.    |
| Past simple $ ightarrow$ past perfect         | "I saw it." $\rightarrow$ He said he had seen it.            |
| Future (will) $\rightarrow$ would             | "I'll help you." $\rightarrow$ He said he would help.        |

 $\checkmark$  No change is needed if the reporting verb is in the **present tense**.



#### ✤ NO CHANGE NEEDED (SOMETIMES)

You don't have to change the tense: If the information is still true If the reporting verb is in the present or future In universal truths "Water boils at 100°C." → She said water boils at 100°C.

## **WORD ORDER AND PATTERNS**

Subject + said (that) + subject + verb  $\rightarrow$  She said that she was tired. Subject + told + object + (that) + clause  $\rightarrow$  He told me that he liked the movie.

# **!** COMMON MISTAKES

| Mistake   | Correction                 | Why?                      |  |
|---|----------------------------|---------------------------|--|
| She said me she was tired.  | She told me she was tired. | Use "told" with an object |  |
| He said that he is busy.  | He said that he was busy.  | Backshift required        |  |
| They told that they would come. They told us that they would come. "Tell" needs an object |                            |                           |  |
| I said her I liked it.  | I told her I liked it.     | Use "told" + person       |  |

# EXAMPLE DIALOG

Eva: Did you talk to Julia?Leo: Yes. She said she was feeling better.Eva: That's good. Did she say anything about the meeting?Leo: She told me she wouldn't be able to join today.

# 17.6 REPORTING STATEMENTS, QUESTIONS, AND COMMANDS

#### **Objective:**

To correctly report different types of sentences in English, including **statements**, **yes/no questions**, **wh-questions**, and **commands/requests**, using proper structure and tense changes.

#### ♦ 1. REPORTING STATEMENTS



| Direct Speech | Reported Speech |
|---------------|-----------------|
|---------------|-----------------|

"I need help," she said. She said (that) she needed help.

"We are tired," they said. They said (that) they were tired.

 $\checkmark$  Tense shift applies: present  $\rightarrow$  past, past  $\rightarrow$  past perfect, etc.

# ✤ 2. REPORTING YES/NO QUESTIONS

#### Structure

Example

asked + if / whether + clause **"Do you like it?"** → He asked if I liked it.

"Have you seen the film?"  $\rightarrow$  She asked whether I had seen the film.

 ${\mathscr O}$  Use if or whether; change pronouns and tense; no question word order

# 

#### Structure

Example

asked + question word + clause **"Where do you live?"** → He asked where I lived.

"Why did she leave?"  $\rightarrow$  I asked why she had left.

 $\checkmark$  Keep the **question word**, change the word order to **statement form**, and shift tense.

## ✤ 4. REPORTING COMMANDS AND REQUESTS

Direct Speech Reported Speech "Sit down," the teacher said. The teacher told us to sit down.

"Please be quiet," she said. She asked us to be quiet.

"Don't touch that," he said. He told me not to touch that.

 $\checkmark$  Use told or asked + object + to + base verb

✓ For negative commands, use **not to + verb** 

# ♦ REPORTING VERBS YOU CAN USE

## Function

Verbs

Statements said, told, explained, mentioned

Yes/No Questions asked, wondered

Wh- Questions asked, wanted to know

Commands/Requests told, ordered, warned, asked, invited, advised

#### **SUMMARY TABLE**



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| Туре            | Structure                    |  |
|-----------------|------------------------------|--|
| Statement       | He said (that) he was tired. |  |
| Yes/No Question | She asked if he had arrived. |  |
| Wh- Question    | He asked why I was late.     |  |
| Command         | They told us to wait.        |  |
|                 |                              |  |

Negative Command He warned me not to touch it.

# **!** COMMON MISTAKES

| Mistake                    | Correction                    | Why?                           |
|----------------------------|-------------------------------|--------------------------------|
| He asked me where did I go | . Word order = statement form |                                |
| She told to go home.       | She told me to go home.       | "Tell" requires an object      |
| He said me to sit.         | He told me to sit.            | "Say" is not used for commands |
| She asked me that I come.  | She asked me to come.         | Use "to + verb" for requests   |

# EXAMPLE DIALOG

Nina: What did the manager say?
Luis: She said we need to improve response times.
Nina: Did she ask why it's taking so long?
Luis: No, but she asked if we had updated the system.
Nina: And the report?
Luis: She told me to finish it before Friday.

# 17.7 TIME AND PLACE SHIFTS IN REPORTED SPEECH

# **Objective:**

To understand how **time and place expressions** change in **reported speech**, especially when the reporting verb is in the **past tense**.

# ♦ WHY TIME AND PLACE SHIFT

When reporting what someone said in the past, we often need to adjust **time** and **place references** to reflect the new context (i.e., the moment of speaking is no longer "now").

## ✤ COMMON TIME EXPRESSION SHIFTS

| Direct Speech | <b>Reported Speech</b> |
|---------------|------------------------|
| today         | that day               |



| Direct Speech | <b>Reported Speech</b>            |
|---------------|-----------------------------------|
| tomorrow      | the next day / the following day  |
| yesterday     | the day before / the previous day |
| now           | then                              |
| this week     | that week                         |
| last week     | the week before                   |
| next week     | the following week                |
| ago           | before                            |
| tonight       | that night                        |

# ♦ COMMON PLACE EXPRESSION SHIFTS

| Direct Speech | <b>Reported Speech</b> |
|---------------|------------------------|
| here          | there                  |
| this (object) | that                   |
| these         | those                  |
|               |                        |

#### EXAMPLE SENTENCES

| Direct Speech               | Reported Speech                              |
|-----------------------------|--|
| "I'll call you tomorrow."   | He said he would call me the next day.       |
| "We met here last week."    | She said they had met there the week before. |
| "I'm leaving now."          | He said he was leaving then.                 |
| "This report is due today." | They said that report was due that day.      |

 $\checkmark$  Apply time/place shifts only if the reporting verb is in the past.

#### ♦ WHEN NO SHIFT IS NEEDED

When the reporting verb is in the **present**:  $\rightarrow$  He says, "I'll call you tomorrow."  $\rightarrow$  He says he will call me tomorrow.

When the time/place reference is still **true or relevant**:  $\rightarrow$  "I'm going to the dentist tomorrow." (and you report it the same day)

# **!** COMMON MISTAKES

| Mistake                            | Correction                             | Why?                          |
|------------------------------------|--|-------------------------------|
| He said he would come<br>tomorrow. | He said he would come the next day.    | Time reference must change    |
| She said she was here.             | She said she was there.                | Use "there" when reporting    |
| They told me they called today.    | They told me they had called that day. | "Today" becomes "that<br>day" |



# EXAMPLE DIALOG

Sara: What did he say about the meeting?
Leo: He said the meeting was scheduled for the next day.
Sara: Did he mention where?
Leo: Yeah, he said it would be held there—in the main office.
Sara: OK. I'll write that down.

# 17.8 REPORTING VERBS: SAY, TELL, ASK, SUGGEST, ETC.

# **Objective:**

To learn how to use a variety of **reporting verbs** correctly in reported speech, each with their specific **structures** and **functions**, including statements, questions, requests, and suggestions.

# ♦ BASIC REPORTING VERBS

| Verb | Structure                       | Example  |
|------|---------------------------------|--|
| say  | say + (that) + clause           | She said (that) she was tired.                       |
| tell | tell + person + (that) + clause | He told me (that) he had a meeting.                  |
| ask  | ask + (person) + if/wh-questior | She asked if I was coming. / He asked where I lived. |

𝒞 Use **"say"** without a person, **"tell"** with a person, and **"ask"** for questions.

# REPORTING REQUESTS AND ORDERS

| Verb                                  | Structure   | Example                            |
|---------------------------------------|---|------------------------------------|
| ask                                   | ask + person + to + base verb                                       | He asked me to help him.           |
| tell                                  | tell + person + to + base verb                                      | She told us to be quiet.           |
| order / instruct + person + to + verb |   | They ordered the team to evacuate. |
| warn                                  | varn warn + (person) + not to + verb She warned me not to touch it. |                                    |

#### ♦ REPORTING SUGGESTIONS AND ADVICE

| Verb      | Structure                               | Example   |
|-----------|---|---|
| suggest   | suggest + verb-ing / that + clause      | He suggested going early. / She suggested that we wait. |
| recommend | recommend + verb-ing / that +<br>clause | I recommend trying the fish.                            |
| advise    | advise + person + to + verb             | The doctor advised me to rest.                          |

 $\ll$  "Suggest" and "recommend" are often followed by **verb-ing** or **that + subject + verb**.  $\ll$  "Advise" is followed by **to + verb** and usually includes a person.



#### ✤ REPORTING AGREEMENTS, OFFERS, AND PROMISES

| Verb    | Structure           | Example                           |
|---------|---------------------|-----------------------------------|
| agree   | agree + to + verb   | She agreed to help us.            |
| offer   | offer + to + verb   | He offered to drive me home.      |
| promise | promise + to + verb | They promised to finish on time.  |
| refuse  | refuse + to + verb  | I refused to answer the question. |

#### **QUICK REFERENCE BY FUNCTION**

| Function    | Verbs                             |
|-------------|-----------------------------------|
| Statements  | say, tell, explain, report, claim |
| Questions   | ask, wonder, inquire              |
| Orders      | tell, order, command, warn        |
| Requests    | ask, beg, urge                    |
| Suggestions | suggest, recommend, propose       |
| Advice      | advise, encourage                 |
| Offers      | offer, promise, agree, refuse     |

## **!** COMMON MISTAKES

| Mistake                      | Correction                                       | Why?  |
|------------------------------|--|---|
| He said me to come.          | He told me to come.                              | "Say" doesn't take a person +<br>infinitive |
| She suggested me to study.   | She suggested that I study. / suggested studying | "Suggest" isn't followed by<br>person + to  |
| They asked to open the door. | They asked me to open the door.                  | "Ask" needs a person before<br>"to"         |
| He recommended me to go.     | He recommended that I go. /<br>recommended going | Use "that clause" or gerund                 |

#### EXAMPLE DIALOG

Eva: Did Carlos tell you what happened?
Tom: Yes. He said that the meeting was canceled.
Eva: Really? I thought he suggested rescheduling it.
Tom: He did. He also promised to send us a new calendar invite.
Eva: Good. I hope he remembers to include everyone this time.



# 17.9 UNIT 17 REVIEW

#### **Objective:**

To review all key concepts related to the **passive voice** and **reported speech**, focusing on their structures, use cases, transformations, and real-world application.

#### WHAT YOU LEARNED IN THIS UNIT

#### ♦ PASSIVE VOICE: FORM AND USAGE

Structure: be + past participle

#### Used to focus on the action or result, not the doer

Tenses:

- $\rightarrow$  The book is read (present simple)
- $\rightarrow$  The book was read (past simple)
- $\rightarrow$  The book will be read (future simple)
- $\rightarrow$  The book has been read (present perfect)
- $\rightarrow$  The book must be read (modal passive)

# ♦ TRANSFORMING ACTIVE TO PASSIVE

They built the bridge.  $\rightarrow$  The bridge was built (by them).

Apply correct tense, subject-object inversion, and optional agent ("by...")

#### ♦ REPORTING SPEECH: STATEMENTS, QUESTIONS, AND COMMANDS

Tense shifts:

"I am tired."  $\rightarrow$  He said he was tired.

Yes/No questions: "Do you like it?"  $\rightarrow$  She asked if I liked it.

Wh- questions: "Where do you live?"  $\rightarrow$  He asked where I lived.

Commands: "Finish it."  $\rightarrow$  She told me to finish it.

Negative commands: "Don't touch that."  $\rightarrow$  He told me not to touch that.

#### ♦ TIME AND PLACE CHANGES

today  $\rightarrow$  that day, now  $\rightarrow$  then, here  $\rightarrow$  there, etc.

#### REPORTING VERBS

say, tell, ask, suggest, advise, offer, promise, warn

Different structures:

 $\rightarrow$  He told me to wait.

- $\rightarrow$  She suggested going earlier.
- $\rightarrow$  They asked if I was ready.

# ♦ LISTENING & SPEAKING PRACTICE

Used in real-life:

→ Meetings, interviews, news, classroom updates

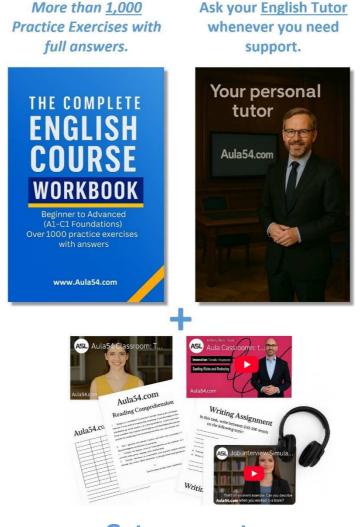
Understanding contextual cues, tone, and grammatical accuracy in reporting information



# EXAMPLE DIALOG

Emma: Did the manager give you instructions?
Tom: Yes. She said the report had to be sent by Friday.
Emma: Did she explain why?
Tom: She told me the board meeting was moved forward.
Emma: Got it. And has the client been informed?
Tom: Yes, the email was sent yesterday.

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# UNIT 18 (LEVEL B2): COMPLEX SENTENCES AND LINKING IDEAS

To speak and write fluently, you need to connect ideas logically and clearly. This unit focuses on **sentence complexity**: how to build longer, more detailed, and more nuanced sentences using **linking devices**, **conjunctions**, **relative clauses**, and **adverbial phrases**.

You'll practice combining simple ideas into complex statements, using connectors like although, because, while, in order to, and however. We'll also cover **gerunds and infinitives**, **purpose and result structures**, and techniques to add variety and fluency to your communication. This unit helps you sound more sophisticated and articulate, especially in written tasks, presentations, and debates.

#### 18.1 SENTENCE TYPES: SIMPLE, COMPOUND, COMPLEX

#### **Objective:**

To understand and differentiate between **simple**, **compound**, and **complex sentences**, and to learn how to use them to improve writing fluency and clarity in English.

# ♦ 1. SIMPLE SENTENCES

A simple sentence contains one independent clause (a subject and a verb) and expresses a complete idea.

| Structure                                    | Example                |
|--|------------------------|
| Subject + Verb                               | She studies every day. |
| Subject + Verb + Object                      | I like chocolate.      |
| Subject + Verb + Complement He is a teacher. |                        |

#### ✤ 2. COMPOUND SENTENCES

A **compound sentence** contains **two independent clauses** joined by a **coordinating conjunction** (for, and, nor, but, or, yet, so — acronym: FANBOYS).

| Structure                    | Example   |
|------------------------------|---|
| Clause 1 + , + FANBOYS + Cla | use 2 She wanted to go out, but it was raining. |
| Clause 1 + ; + Clause 2      | It's late; we should go home.                   |

 $\checkmark$  Each clause could stand alone as a full sentence.



# ♦ 3. COMPLEX SENTENCES

A complex sentence contains one independent clause and at least one dependent clause introduced by a subordinating conjunction (e.g., because, although, when, if, since, while, etc.).

Structure

Example

Subordinator + Dependent Clause + , + Main Clause Although it was late, she kept working.

Main Clause + Subordinator + Dependent Clause She kept working although it was late.

 $\ll$  The **dependent clause** does **not** express a complete idea on its own.

# ✤ COMMON SUBORDINATING CONJUNCTIONS

| Туре                            | Examples                          |
|---------------------------------|-----------------------------------|
| Time                            | when, while, after, before, until |
| Cause/Effect because, since, as |                                   |
| Contrast                        | although, though, even though     |
| Condition                       | if, unless, in case               |

# ♦ SENTENCE TYPE COMPARISON

| Sentence Type | e Example                                   |
|---------------|---|
| Simple        | I go to the gym.                            |
| Compound      | I go to the gym, and I eat healthy.         |
| Complex       | I go to the gym because I want to stay fit. |

 $\checkmark$  Using a mix of all three improves writing **style** and **coherence**.

# ☑ SENTENCE CONSTRUCTION TIPS

Use **simple sentences** for clarity and impact Use **compound sentences** to connect equal ideas Use **complex sentences** to explain, contrast, or add detail



## **!** COMMON MISTAKES

| Mistake                               | Correction   | Why?   |
|---------------------------------------|--|--|
| She go to work, and<br>study English. | She goes to work and studies<br>English.                         | Subject-verb agreement + parallel structure                        |
| I like coffee, because it's<br>hot.   | <ul> <li>✓ Correct (but avoid comma before "because")</li> </ul> | Don't use a comma before "because"<br>unless necessary for clarity |
| Although she tired, she stayed.       | Although she was tired, she stayed.                              | Verb missing in the dependent clause                               |

# EXAMPLE DIALOG

Elisa: How do you organize your day? Victor: I wake up early. (simple) Elisa: And after that? Victor: I make coffee, and I read the news. (compound) Elisa: Sounds relaxing! Victor: It is, although I sometimes work while I eat. (complex)

# 18.2 COORDINATING AND SUBORDINATING CONJUNCTIONS

#### **Objective:**

To understand how to use **coordinating** and **subordinating conjunctions** to connect ideas, form longer sentences, and improve fluency and coherence in writing and speaking.

## ♦ COORDINATING CONJUNCTIONS (FANBOYS)

Used to join two independent clauses (complete sentences) of equal importance.

| Conjunction | Use                   | Example  |
|-------------|-----------------------|--|
| for         | reason                | He stayed home, for he was sick.               |
| and         | addition              | She plays guitar, and she sings too.           |
| nor         | negative alternative  | He doesn't drink coffee, nor does he like tea. |
| but         | contrast              | It's cold, but we're going out anyway.         |
| or          | choice                | You can walk, or you can take a taxi.          |
| yet         | contrast (like "but") | She was tired, yet she finished the job.       |
| so          | result/consequence    | It rained, so we stayed inside.                |

 $\ll$  Use a **comma** before the conjunction when joining two independent clauses.



# ✤ SUBORDINATING CONJUNCTIONS

Used to connect a dependent clause to an independent clause.

| Туре        | Examples                          | Example Sentence                              |
|-------------|-----------------------------------|---|
| Time        | when, after, before, until, while | e l'll call you when I arrive.                |
| Cause/Reaso | n because, since, as              | She left early because she felt sick.         |
| Contrast    | although, though, even though     | Although it was raining, we went outside.     |
| Condition   | if, unless, in case               | If it's sunny, we'll go to the beach.         |
| Purpose     | so that, in order that            | He studies hard so that he can pass the exam. |

 $\checkmark$  The **dependent clause** may come before or after the main clause.

 $\rightarrow$  Although it was late, they continued working.

 $\rightarrow$  They continued working although it was late.

# PUNCTUATION TIPS

| Clause Order                      | Rule                                       |
|-----------------------------------|--|
| Dependent clause first            | Add a comma: If it rains, we'll stay home. |
| Independent clause first          | No comma: We'll stay home if it rains.     |
| Two independent clauses (FANBOYS) | Use a comma before the conjunction         |

# ✤ COMBINING SENTENCES: EXAMPLES

| Example |
|---------|
|         |

Coordinating I like tea, but I prefer coffee.

Subordinating Because I was tired, I went to bed early.

Mixed I wanted to go out, but since it was late, I stayed home.

# **!** COMMON MISTAKES

| Mistake                                 | Correction                              | Why?  |
|---|---|---|
| She is tired but she go out.            | She is tired, but she goes<br>out.      | Verb agreement and comma usage                        |
| Because it was raining. I<br>stayed in. | Because it was raining, I<br>stayed in. | Fragments must be joined properly                     |
| We went home and because it was late.   | We went home because it was late.       | No need for "and" before subordinating<br>conjunction |



#### EXAMPLE DIALOG

Amy: Did you go to the party?
Leo: No, I was too tired, and I had work early.
Amy: That's fair. I went, but I left early because it was loud.
Leo: If I had known, I might have come for a bit.
Amy: Maybe next time—unless you're too busy again!

#### 18.3 RELATIVE CLAUSES: WHO, WHICH, THAT, WHERE

#### **Objective:**

To learn how to use **relative clauses** to give **extra information** about a noun using **relative pronouns** such as **who, which, that, where**, and to distinguish between **defining** and **non-defining** clauses.

#### ♦ WHAT IS A RELATIVE CLAUSE?

A relative clause is a dependent clause that describes a noun. It usually comes immediately after the noun and begins with a relative pronoun.

# **© COMMON RELATIVE PRONOUNS**

| Pronoun | Refers To         | Example                                    |
|---------|-------------------|--|
| who     | people            | The woman who lives next door is a doctor. |
| which   | things or animals | I bought a phone which has a great camera. |
| that    | people or things  | The book that I borrowed is excellent.     |
| where   | places            | This is the café where we met.             |
| whose   | possession        | He's the man whose car was stolen.         |

 $\ll$  Use **that** instead of **who/which** in **defining clauses** (especially in informal English).  $\ll$  Do **not** use a comma in defining clauses.

# ♦ DEFINING VS. NON-DEFINING RELATIVE CLAUSES

| Туре         | Explanation                      | Example  |
|--------------|----------------------------------|--|
| Defining     | Gives essential information      | The girl who called you is my cousin.          |
| Non-defining | Gives extra (non-essential) info | My cousin, who called you earlier, is a nurse. |

✓ Non-defining clauses use commas and never use "that"



# ✤ RELATIVE CLAUSES IN USE

| Sentence with Clause  | Meaning                        |  |
|---|--------------------------------|--|
| The teacher who taught me English was kind.                       | Identifies which teacher       |  |
| The laptop which I bought last week is broken.                    | Identifies the specific laptop |  |
| Paris, where I studied French, is beautiful.                      | Adds extra detail about Paris  |  |
| The man whose car broke down called a tow truck. Shows possession |                                |  |

# **RELATIVE CLAUSE PATTERNS**

noun + who/which/that + verb  $\rightarrow$  The man who called is outside. noun + whose + noun + verb  $\rightarrow$  The student whose phone rang was embarrassed. noun + where + clause  $\rightarrow$  This is the house where I grew up.

#### **!** COMMON MISTAKES

| Mistake                             | Correction                        | Why?                                    |
|-------------------------------------|-----------------------------------|---|
| The woman which lives here is nice. | The woman who lives here is nice. | Use "who" for people                    |
| The school that I went is far.      | The school that I went to is far. | Preposition needed                      |
| My brother, that lives in Spain     | My brother, who lives in<br>Spain | Non-defining → use "who," not<br>"that" |
| The place where I met him in        | The place where I met him.        | Don't repeat the preposition            |

# EXAMPLE DIALOG

Tina: Who was that guy who spoke at the meeting?Marco: That's James, the consultant whose report we used last year.Tina: Oh, I remember. He's the one that gave the presentation on analytics.Marco: Exactly! He's working with the team that developed the new app.

### 18.4 ADVERBIAL CLAUSES OF TIME, REASON, CONTRAST

#### **Objective:**

To learn how to use **adverbial clauses** to express **time**, **reason**, and **contrast**, improving sentence complexity and clarity in both speech and writing.

### ♦ WHAT IS AN ADVERBIAL CLAUSE?

An **adverbial clause** is a **dependent clause** that modifies a verb, adjective, or entire sentence by giving information about **when**, **why**, or **how** something happens.

It usually begins with a subordinating conjunction (e.g., when, because, although).



# ✤ 1. CLAUSES OF TIME

SubordinatorsExampleswhen, while, as soon as, after, before, untilI'll call you when I get home.We waited until the rain stopped.He started cooking after she arrived.

 $\checkmark$  Used to indicate **when** something happens.

# $\Rightarrow$ 2. CLAUSES OF REASON/CAUSE

SubordinatorsExamplesbecause, since, asShe left early because she was tired.Since you're here, let's start.

As it was raining, we stayed indoors.

Section why something happens.

## ✤ 3. CLAUSES OF CONTRAST (CONCESSION)

SubordinatorsExamplesalthough, though, even though, while, whereasAlthough he was tired, he kept working.

Even though they lost, they played well.

While she enjoys hiking, he prefers swimming.

 $\checkmark$  Used to show **contrast** or **unexpected results**.

#### ♦ WORD ORDER AND PUNCTUATION

Clause First Comma Needed

Although it rained, we stayed. ≪

We stayed although it rained. igta

 $\checkmark$  If the **adverbial clause comes first**, use a **comma** before the main clause.

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#### **SENTENCE PATTERNS**

Main clause + time/reason/contrast clause  $\rightarrow$  I went out because I needed fresh air.

Time/reason/contrast clause + , + main clause  $\rightarrow$  Because I needed fresh air, I went out.

# **!** COMMON MISTAKES

| Mistake  | Correction                           | Why?                       |
|--|--------------------------------------|----------------------------|
| I'll call when I will arrive.                                  | I'll call when I arrive.             | Present tense after "when" |
| Because was raining, we stayed in.                             | Because it was raining, we stayed in | Subject missing            |
| Although he tired, he finished.                                | Although he was tired, he finished.  | Missing verb in the clause |
| She stayed home since she was sick. ✓ Correct "Since" = reason |                                      | "Since" = reason           |

## EXAMPLE DIALOG

Elisa: Why didn't you come to the event?
Mark: Because I was finishing a report.
Elisa: Oh, I see. I left early since I had a headache.
Mark: I would have come even though I was tired, but the deadline was today.
Elisa: Hopefully next time, we'll both be free when it happens.

## **18.5 GERUNDS AND INFINITIVES**

#### **Objective:**

To understand when to use **gerunds** (verb + -ing) and infinitives (to + base verb) after common verbs, expressions, and prepositions in English.

#### ♦ WHAT ARE GERUNDS AND INFINITIVES?

- Gerund: the -ing form of a verb that functions as a noun
   → Swimming is fun. / She enjoys reading.
- Infinitive: the base form of a verb with to
   → to swim, to read
   → He wants to leave.

#### ♦ COMMON VERBS FOLLOWED BY A GERUND ( $\sqrt{+-ING}$ )

#### Verb Examples

#### Example Sentences

enjoy, avoid, suggest, recommend, finish, mind, keep, consider

She enjoys cooking.

He avoided answering the question.

I don't mind working late.

✓ These verbs are typically followed by verb + -ing



# ♦ COMMON VERBS FOLLOWED BY AN INFINITIVE ( $\sqrt{+}$ TO)

Verb Examples

#### **Example Sentences**

want, need, hope, decide, learn, offer, agree, plan, promise

I want to leave now.

We decided to take the train.

She promised to call later.

 $\checkmark$  These verbs are followed by to + base verb

# ✤ VERBS FOLLOWED BY EITHER (BUT WITH A CHANGE IN MEANING)

| Verb     | Gerund Meaning                               | Infinitive Meaning  |
|----------|--|---|
| remember | I remember meeting her. (memory of the past) | Remember to call her. (future reminder)                         |
| stop     | He stopped smoking. (quit the habit)         | He stopped to smoke. (stopped another action in order to smoke) |
| try      | Try restarting the app. (experiment)         | Try to restart the app. (make an effort)                        |

## $\Rightarrow$ AFTER PREPOSITIONS $\rightarrow$ USE A GERUND

Preposition PhraseExamplebefore, after, without, by, inBefore going out, call me.She left without saying goodbye.By working hard, you'll succeed.

# ✤ COMMON EXPRESSIONS FOLLOWED BY INFINITIVES

| Expression              | Example                      |
|-------------------------|------------------------------|
| be + adjective + to     | It's hard to understand him. |
| too + adjective + to    | It's too late to call now.   |
| enough + adjective + to | She's old enough to drive.   |



#### **QUICK SUMMARY**

| Use                 | Form                                  |
|---------------------|---------------------------------------|
| As subject          | Swimming is fun. (gerund)             |
| After certain verbs | I want to go. / I enjoy going.        |
| After prepositions  | She's good at drawing. (gerund)       |
| After adjectives    | It's important to study. (infinitive) |

# ! COMMON MISTAKES

| Mistake                      | Correction                   | Why?                                       |
|------------------------------|------------------------------|--|
| I enjoy to cook.             | l enjoy cooking.             | "Enjoy" is followed by gerund              |
| She avoided to answer.       | She avoided answering.       | Same as above                              |
| He suggested me to try again | . He suggested trying again. | "Suggest" not followed by "to"             |
| We're interested to learn.   | We're interested in learning | . Preposition "in" $ ightarrow$ use gerund |

## EXAMPLE DIALOG

Jade: I want to start learning French.
Tom: That's great! I tried learning it once, but I stopped.
Jade: Why?
Tom: I couldn't keep practicing regularly. But I recommend taking an online course.
Jade: Thanks! I'm considering doing that. It sounds fun.

#### **18.6 EXPRESSING PURPOSE AND RESULT**

#### **Objective:**

To learn how to use various structures to express **purpose** (why something is done) and **result** (what happens because of something) using connectors like **to**, **so that**, **in order to**, **so**, and **such...that**.

#### ♦ EXPRESSING PURPOSE

#### Structure

Example

to + base verb She studies hard to pass the exam.

in order to + base verb He left early in order to catch the train.

so that + subject + verb I'm explaining it clearly so that everyone understands.

for + noun / pronoun This button is for opening the door.



- $\checkmark$  Use "to" and "in order to" with verbs
- ${\mathscr O}$  Use "so that" when the subject of the purpose is different

## PURPOSE: SUMMARY OF PATTERNS

| Purpose Clause<br>Form | When to Use                       | Example  |
|------------------------|-----------------------------------|--|
| to + verb              | Most common, informal/forma       | He works to support his family.                    |
| in order to + verb     | Slightly more formal              | They studied in order to pass.                     |
| so that + clause       | When the subject is different     | He explained it slowly so that I could understand. |
| for + noun/pronoun     | To describe function or recipient | This tool is for cutting wood.                     |

#### ♦ EXPRESSING RESULT

| Structure                        | Example  |  |
|----------------------------------|--|--|
| so + adjective/adverb + that     | He was so tired that he fell asleep instantly.             |  |
| such + (adjective) + noun + that | t It was such a cold day that we stayed inside.            |  |
| as a result                      | He missed the bus. As a result, he was late.               |  |
| therefore / thus (formal)        | The company lost money. Therefore, they closed two stores. |  |

 $\checkmark$  Use so/that and such/that to show cause and effect

## RESULT: SUMMARY OF PATTERNS

| <b>Result Structure</b>         | Example   |
|---------------------------------|---|
| so + adjective/adverb + that    | She's so smart that she finished in 10 minutes.   |
| such + (adjective) + noun + tha | t It was such a mess that we left immediately.    |
| as a result                     | The project failed. As a result, we lost funding. |
| therefore / thus                | Sales dropped. Therefore, they restructured.      |

## **COMMON MISTAKE PATTERNS**

| Mistake                        | Correction                              | Why?                       |
|--------------------------------|---|----------------------------|
| He works hard so he buy a car. | He works hard so that he can buy a car. | "so that" + subject + verb |



| Mistake                             | Correction                               | Why?                             |
|-------------------------------------|--|----------------------------------|
| It was so nice weather.             | It was such nice weather.                | Use "such" before a noun         |
| She run to catch the bus.           | She ran in order to catch the bus.       | Tense and purpose structure      |
| He speaks loudly to everyone hears. | He speaks loudly so that everyone hears. | "so that" for clarity of subject |

# EXAMPLE DIALOG

Eric: Why are you leaving so early?Lina: I want to get a good seat, so I'm heading out now.Eric: Makes sense.Lina: The last time I went late, it was such a long line that I missed the opening.Eric: Wow. I'll leave early too, in order to avoid the crowd.

# 18.7 LINKING DEVICES FOR FORMAL AND INFORMAL CONTEXTS

#### **Objective:**

To identify and use a variety of **linking devices** (also called discourse markers or connectors) to improve **cohesion and coherence** in both **formal** and **informal** English, adapting to the tone and purpose of the message.

#### ♦ WHAT ARE LINKING DEVICES?

Linking devices are **words or phrases** that connect ideas, sentences, or paragraphs. They help organize thoughts, show relationships, and guide the reader or listener through the message clearly.

#### ✤ TYPES OF LINKING DEVICES AND THEIR FUNCTIONS

| Function             | Examples (Informal)     | Examples (Formal)                        |
|----------------------|-------------------------|--|
| Addition             | and, also, plus         | moreover, furthermore, in addition       |
| Contrast             | but, though, while      | however, nevertheless, on the other hand |
| Cause/Reason         | because, so             | due to, since, as a result of            |
| Result/Consequence   | so, then                | therefore, thus, consequently            |
| Example/Illustration | like, such as           | for example, for instance                |
| Emphasis             | really, a lot, actually | in fact, indeed, notably                 |
| Sequencing           | then, after that, first | firstly, subsequently, in conclusion     |
| Comparison           | just like, same as      | similarly, likewise                      |



## ♦ FORMAL VS. INFORMAL USE

| Informal Context                     | Formal Equivalent                               |
|--------------------------------------|---|
| She was late, so we left without her | . She was late; therefore, we left without her. |
| I think it's a good idea.            | In my opinion, this is a viable proposal.       |
| It was hard, but I did it.           | It was challenging; however, I completed it.    |
| I want to do it because it's fun.    | I intend to do it as it is enjoyable.           |

✓ In speaking and casual writing, informal connectors are acceptable.

 $\mathscr{C}$  In essays, reports, academic/professional writing, use formal alternatives.

# ✤ PUNCTUATION AND STYLE TIPS

Formal connectors often start new sentences or follow semicolons
 → The results were inconclusive; therefore, the test was repeated.

**Informal connectors** are frequently used in the middle of sentences  $\rightarrow$  It was raining, but we still went outside.

Avoid using too many connectors in a single sentence-keep flow natural

## ♦ TRANSITION WORDS BY TONE AND REGISTER

INFORMAL (spoken, casual messages):
so, then, well, but, because, also, anyway, like
NEUTRAL (emails, general writing):
however, for example, even though, in the end
FORMAL (academic/professional writing):
in contrast, in conclusion, furthermore, nonetheless, hence

#### **PRACTICE STRATEGY**

Read an **informal paragraph** and rewrite it using **formal connectors** Group linking words by **function** and **tone** Practice reading aloud with attention to where **pauses** or **emphasis** are required

# **!** COMMON MISTAKES

| Mistake                                     | Correction                             | Why?                                    |
|---|--|---|
| He didn't study, so therefore<br>he failed. | He didn't study; therefore, he failed. | Don't use "so" and "therefore" together |
| In the other hand                           | On the other hand                      | Incorrect preposition                   |



| Mistake                | Correction                                    | Why?                                 |
|------------------------|---|--------------------------------------|
| Despite of the problem | Despite the problem / In spite of the problem | "Despite" is not followed by<br>"of" |
| Also he was tired.     | He was also tired. / Moreover, he was tired.  | Word order                           |

# EXAMPLE DIALOG

Lily: I wasn't sure what to write, so I just made something up. Chris: Fair enough. In a formal report, though, you might say "Therefore, a provisional estimate was

submitted."

Lily: Yeah, I should probably switch "so" to "thus" or something.
Chris: Exactly. And instead of "but," try "however" or "nevertheless."
Lily: Got it. I guess using the right connector makes your writing sound more serious.
Chris: Absolutely. It improves clarity too.

#### 18.8 IMPROVING FLUENCY WITH SENTENCE VARIETY

#### **Objective:**

To develop **natural-sounding English fluency** by using a range of **sentence structures**, including **simple**, **compound**, **complex**, and **mixed forms**, while mastering **rhythm**, **emphasis**, and **style** in both writing and speaking.

#### ♦ WHY SENTENCE VARIETY MATTERS

Using only one type of sentence (e.g., short simple ones) can make speech or writing sound **monotonous** or **childish**. Variety:

Engages the reader or listener

Emphasizes key points

Enhances expression and tone

Helps structure arguments or narratives clearly

# ✤ TYPES OF SENTENCE STRUCTURES FOR FLUENCY

| Туре                 | Description  | Example  |
|----------------------|--|--|
| Simple               | One independent clause                             | She loves music.   |
| Compound             | Two independent clauses (FANBOYS)                  | He cooked dinner, and she set the table.                         |
| Complex              | Independent + dependent clause                     | Although it was late, they kept working.                         |
| Compound-<br>Complex | Two or more independent + one or<br>more dependent | She was tired, but she stayed because the topic was interesting. |

#### ♦ TECHNIQUES TO IMPROVE FLUENCY THROUGH STRUCTURE

#### 1. Use transitions to connect ideas smoothly

 $\rightarrow$  First, we analyzed the results. Then, we compared them.



# 2. Alternate sentence length

- $\rightarrow$  The room was silent. Everyone was watching. Then, suddenly, she spoke.
- Start with a dependent clause
   → While I agree with your point, I believe we need more evidence.
- Use participle and reduced clauses
   → Knowing the risks, he went ahead. / Given the circumstances, we adapted quickly.
- 5. Insert modifiers for emphasis or clarification
  - $\rightarrow$  The report, surprisingly, showed no errors.

 $\rightarrow$  She, unlike the others, volunteered immediately.

# ✤ COMMON PATTERNS FOR STYLE AND FLOW

| Purpose       | Structure Pattern                         | Example                                      |
|---------------|---|--|
| Emphasis      | Intro phrase + comma                      | To be honest, I didn't enjoy it.             |
| Cause & Effec | t Clause + because/since/as               | He left early because he felt unwell.        |
| Contrast      | Clause + although / even though / however | The task was difficult, but we completed it. |
| Conditions    | lf/unless clause + main clause            | If you're ready, let's begin.                |
| Comparison    | Clause + just as / like / similarly       | She dances just as well as her sister.       |

# ♦ IMPROVING FLUENCY IN SPEAKING

- Pause and stress naturally: vary rhythm using intonation
- Chunk ideas: group words that belong together
   → "Even though it was raining // we still went outside."
- Use discourse markers: Actually, By the way, In that case, So anyway...
- Practice with varied sentence starters:

#### It seems that...

From what I understand...

To put it another way...

# **!** COMMON MISTAKES

| Mistake                                       | Correction                               | Why?                                     |
|---|--|--|
| l like it. Because it's easy.                 | I like it because it's easy.             | Avoid sentence fragments                 |
| Although she was tired. She continued.        | Although she was tired, she continued.   | Subordinating clauses need a main clause |
| The movie was good, and because it was short. | The movie was good because it was short. | Don't mix conjunction types incorrectly  |
| He work fast he finish early.                 | He works fast, so he finishes<br>early.  | Missing connectors and verb agreement    |

# EXAMPLE DIALOG

Amy: How do you make your presentations flow so well? Liam: I try to mix short and long sentences. It helps with rhythm.



#### Amy: Yeah, I tend to just list facts.

Liam: Try using transitions. Like: "To begin with...", "More importantly..." It helps guide the audience.Amy: I'll work on that. Also, starting with a question might catch attention.Liam: Exactly. And ending with a strong statement keeps it memorable.

#### 18.9 UNIT 18 REVIEW

#### **Objective:**

To consolidate all skills related to **complex sentence structures**, **linking ideas**, and **fluency techniques**, ensuring learners can communicate with greater **clarity**, **precision**, **and coherence** in both speech and writing.

WHAT YOU LEARNED IN THIS UNIT

#### ♦ SENTENCE TYPES AND STRUCTURE

- Simple sentences: one clause  $\rightarrow$  I like music.
- **Compound sentences**: two independent clauses  $\rightarrow$  She sings, and he plays guitar.
- **Complex sentences**: independent + dependent clause → Because it was raining, we stayed inside.
- Compound-complex sentences: multiple independent and dependent clauses combined

#### ♦ COORDINATING AND SUBORDINATING CONJUNCTIONS

Coordinating (FANBOYS): for, and, nor, but, or, yet, so

Subordinating: because, although, while, since, if, when, after...

#### ♦ RELATIVE CLAUSES

who, which, that, where, whose

Defining vs. non-defining  $\rightarrow$  The man who called you is here. / My car, which I bought last year, is electric.

#### ♦ ADVERBIAL CLAUSES

Of time: after, when, while

Of **reason**: because, since

Of contrast: although, even though, whereas

#### ♦ GERUNDS AND INFINITIVES

Gerund after certain verbs: enjoy, avoid, suggest  $\rightarrow$  I enjoy swimming. Infinitive after others: want, decide, promise  $\rightarrow$  She wants to leave. Differences in meaning: stop to eat vs. stop eating

#### ♦ PURPOSE AND RESULT

Purpose: to, in order to, so that

Result: so...that, such...that, therefore, as a result

#### ♦ LINKING DEVICES FOR TONE

Informal: so, but, and, like, because

Formal: however, therefore, in addition, as a result, nevertheless



#### ♦ SENTENCE VARIETY AND FLUENCY

Combining sentence types to avoid monotony

Using transitions for flow: Meanwhile, Eventually, On the other hand

Techniques like inversion, reduced clauses, participle phrases for advanced fluency

#### ♦ LISTENING AND SPEAKING PRACTICE

Recognizing and using complex structures in natural speech

Practicing storytelling, summarizing, and elaborating with fluency

Focus on relative clauses, subordinators, discourse markers, and intonation

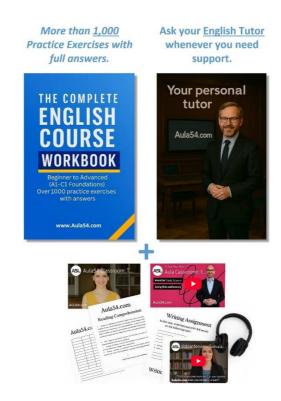
## EXAMPLE DIALOG

**Clara:** You've really improved your speaking. Your ideas flow so smoothly now. **David:** Thanks! I've been working on using more complex sentences—like starting with although or adding relative clauses.

**Clara:** It shows. And your transitions are great. I noticed you said, "However, we should also consider..." in the meeting.

**David:** Yeah, I'm trying to sound more natural and professional at the same time. **Clara:** Keep it up. Variety makes a big difference.

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# UNIT 19 (LEVEL B2): ENGLISH IN REAL-LIFE SITUATIONS

Language is only useful when it helps you deal with real-life situations. In this practical unit, you'll explore vocabulary and expressions used in everyday contexts such as **travel**, **work**, **health**, **banking**, **shopping**, **technology**, and **public services**.

You'll not only learn the right words and phrases for these situations, but also how to **understand public signs**, **ask for help**, **make complaints**, and **interact naturally in service encounters**. This unit is packed with real-world role-plays and listening practice to help you apply everything you've learned in realistic, useful ways.

# 19.1 ENGLISH FOR TRAVELLING (TRANSPORT, HOTELS, EMERGENCIES)

## **Objective:**

To learn essential vocabulary, expressions, and sentence patterns used when **travelling**, including **transportation**, **hotel check-ins**, and handling **emergency situations** abroad.

### ♦ VOCABULARY: TRANSPORTATION

| Word/Phrase          | Meaning (Spanish)        |
|----------------------|--------------------------|
| ticket               | boleto / billete         |
| platform             | andén                    |
| departure            | salida                   |
| arrival              | llegada                  |
| boarding pass        | tarjeta de embarque      |
| gate                 | puerta de embarque       |
| schedule             | horario                  |
| round-trip ticket    | billete de ida y vuelta  |
| single ticket        | billete de ida           |
| subway / underground | metro                    |
| shuttle              | bus lanzadera / transfer |

# ✤ KEY TRAVEL EXPRESSIONS

| Situation           | Expression                                     |
|---------------------|--|
| Asking for info     | Excuse me, where can I buy a ticket?           |
| Confirming time     | What time does the train to London leave?      |
| Clarifying platform | Is this the right platform for the 8:30 train? |
| Delays              | Is the flight delayed or on time?              |

### ♦ VOCABULARY: HOTELS

| Word/Phrase            | Meaning (Spanish)             |
|------------------------|-------------------------------|
| reservation / booking  | reserva                       |
| check-in / check-out   | entrada / salida del hotel    |
| reception / front desk | recepción                     |
| single / double room   | habitación individual / doble |
| key card               | tarjeta de acceso             |
| amenities              | servicios                     |
| room service           | servicio a la habitación      |
| housekeeping           | limpieza                      |
| wake-up call           | llamada para despertar        |

# ✤ HOTEL CHECK-IN/CHECK-OUT PHRASES

| Guest Says                           | Staff Might Say                    |
|--------------------------------------|------------------------------------|
| I have a reservation under the name  | . Can I see your ID, please?       |
| What time is check-out?              | Check-out is at 11 a.m.            |
| Can I have a wake-up call at 6 a.m.? | Certainly. We'll schedule it.      |
| Is breakfast included?               | Yes, it's served from 7 to 10 a.m. |

# ♦ VOCABULARY: EMERGENCIES

| Word/Phrase         | Meaning (Spanish)    |
|---------------------|----------------------|
| emergency           | emergencia           |
| lost / stolen       | perdido / robado     |
| embassy / consulate | embajada / consulado |
| police station      | comisaría            |
| hospital / clinic   | hospital / clínica   |
| health insurance    | seguro médico        |
| injury / pain       | herida / dolor       |
| passport            | pasaporte            |

# USEFUL EMERGENCY PHRASES

| Situation       | Phrase                     |
|-----------------|----------------------------|
| Reporting theft | My wallet has been stolen. |



Phrase

#### Situation

Needing helpCan you help me? I don't speak the language well.Contacting embassyWhere is the nearest embassy?Medical emergencyI need a doctor. / I think I've broken my arm.Lost passportI've lost my passport. What should I do?

# SENTENCE PATTERNS

I'm looking for...  $\rightarrow$  I'm looking for the nearest metro station. Do you know where...?  $\rightarrow$  Do you know where I can buy a SIM card? Can you help me...?  $\rightarrow$  Can you help me find my hotel? Is there a...near here?  $\rightarrow$  Is there a pharmacy near here?

#### **!** COMMON MISTAKES

| Mistake   | Correction                         | Why?                         |
|---|------------------------------------|------------------------------|
| I have a reservation for my name. I have a reservation under my name. Prepositional usage |                                    |                              |
| I need go to airport.   | I need to go to the airport.       | Missing "to" before verb     |
| Where I can find a taxi?  | Where can I find a taxi?           | Word order in questions      |
| He robbed my phone.   | He stole my phone. / I was robbed. | "Rob" ≠ "steal" in structure |

#### EXAMPLE DIALOG

Anna: Excuse me, where can I catch the shuttle to the airport?
Hotel Clerk: Just outside the main entrance. It leaves every 30 minutes.
Anna: Great. Also, I lost my room key.
Hotel Clerk: No problem. Can I see your ID to issue a new one?
Anna: Sure. Oh—and can I get a wake-up call at 6 a.m.?
Hotel Clerk: Of course. We'll take care of it.

# 19.2 ENGLISH AT WORK (EMAILS, MEETINGS, PHONE CALLS)

#### **Objective:**

To master essential vocabulary and expressions used in **professional settings**, including **writing emails**, **participating in meetings**, and **handling phone conversations** in English.



#### ♦ VOCABULARY: OFFICE AND BUSINESS SETTINGS

| Term                 | Meaning (Spanish)              |
|----------------------|--------------------------------|
| agenda               | orden del día                  |
| minutes              | acta de una reunión            |
| deadline             | fecha límite                   |
| schedule             | horario / planificación        |
| update               | actualización                  |
| feedback             | comentario / retroalimentación |
| task                 | tarea                          |
| department           | departamento                   |
| supervisor / manager | supervisor / jefe              |
| colleague            | compañero de trabajo           |
|                      |                                |

# ✤ WRITING EMAILS: STRUCTURE & PHRASES

#### 1. GREETING

| Formal                   | Informal        |
|--------------------------|-----------------|
| Dear Mr./Ms. [Last Name] | Hi [First Name] |
| To whom it may concern   | Hello everyone  |

# 2. OPENING LINES

| Purpose   | Expression   |
|---|--|
| Referring to previous contact Thank you for your email. |  |
| Introducing purpose                                     | I'm writing to inform you about                        |
| Making a request  | Could you please send me?                              |
| Offering help   | If you need any further information, feel free to ask. |

# 3. CLOSING LINES

| Expression                                    | Use Case         |
|---|------------------|
| Looking forward to your response.             | Awaiting reply   |
| Please let me know if you have any questions. | Offering help    |
| Best regards / Kind regards                   | Formal closings  |
| Thanks again / All the best                   | Neutral/informal |

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## ♦ VOCABULARY & PHRASES: MEETINGS

| Expression  | Purpose               |
|---|-----------------------|
| Let's get started.                                | Opening the meeting   |
| The purpose of today's meeting is                 | Clarifying objectives |
| Can we move on to the next point?                 | Progression           |
| That's a great suggestion.                        | Agreement             |
| I'm afraid I have to disagree.                    | Polite disagreement   |
| Let's summarize what we've discussed. Wrapping up |                       |

#### ✤ PARTICIPATING IN A MEETING: FUNCTIONAL PHRASES

| Function   | Phrases                                     |  |
|--|---|--|
| Asking a question  | Can I ask something? / What do you mean by? |  |
| Clarifying   | Just to clarify / Are you saying that?      |  |
| Interrupting politely  | Sorry to interrupt, but                     |  |
| Giving opinion   | In my opinion / I believe that              |  |
| Agreeing/disagreeing I agree with you. / I see your point, but |   |  |

#### ♦ PROFESSIONAL PHONE CALLS

| Expression                      | Use Case                    |
|---------------------------------|-----------------------------|
| Hello, this is [Name] speaking. | Answering the phone         |
| Can I speak to [Name], please?  | Asking for someone          |
| I'm calling about               | Stating reason for the call |
| One moment, please.             | Putting someone on hold     |
| Could you repeat that, please?  | Clarifying information      |
| Thank you for your call.        | Ending call politely        |

# **USEFUL SENTENCE PATTERNS**

I'm writing to request... We'd like to schedule a meeting on... Please find attached... Let me get back to you on that. As discussed in the last meeting...

# **!** COMMON MISTAKES



| Mistake                           | Correction  | Why?                             |
|-----------------------------------|---|----------------------------------|
| I wait your answer.               | I look forward to your reply.                       | Expression misuse                |
| I'm agree with that.              | l agree with that.                                  | "Agree" is not used with<br>"be" |
| Please, can you send me the info? | Could you please send me the information?           | Formal register preferred        |
| Let's speak about the problem.    | Let's talk about the problem. / discuss the problem | "Speak about" less natural       |

# EXAMPLE DIALOG

Manager: Good morning, everyone. Let's begin with the project updates.
Emma: Sure. First of all, we've finalized the design. I'll send you the files by email.
Manager: Excellent. And what about the deadline?
Emma: We may need an extension. I'll write to the client this afternoon.
Manager: Okay. Please let me know once you've heard back.
Emma: Will do.

# 19.3 ENGLISH FOR STUDYING (ACADEMIC VOCABULARY, INSTRUCTIONS)

# **Objective:**

To develop the language skills needed for **academic contexts**, including understanding and using **educational vocabulary**, following **instructions**, and participating in **classroom activities** and **written assignments**.

# ♦ ACADEMIC VOCABULARY: CORE TERMS

| Term         | Meaning (Spanish)                   |
|--------------|-------------------------------------|
| assignment   | tarea / trabajo académico           |
| essay        | redacción / ensayo                  |
| deadline     | fecha límite                        |
| syllabus     | programa de estudios                |
| lecture      | clase magistral                     |
| seminar      | seminario / clase interactiva       |
| course       | curso / asignatura                  |
| term         | trimestre / cuatrimestre / semestre |
| credit       | crédito académico                   |
| grade / mark | nota                                |
| attendance   | asistencia                          |



Term Meaning (Spanish)

feedback comentarios sobre tu trabajo

# ✤ INSTRUCTIONS IN ACADEMIC SETTINGS

| Verb      | Function                                      | Example                                       |
|-----------|---|---|
| describe  | give details                                  | Describe the causes of climate change.        |
| explain   | clarify or give reasons                       | Explain how photosynthesis works.             |
| compare   | show similarities and differences             | Compare the French and American revolutions.  |
| discuss   | examine a topic from different points of view | Discuss the pros and cons of online learning. |
| summarize | e give a brief overview                       | Summarize the main points of the article.     |
| define    | give a clear meaning                          | Define the term "biodiversity."               |

 ${\mathscr O}$  These verbs are often found in exam questions, assignments, and syllabi.

# ♦ TYPICAL CLASSROOM INSTRUCTIONS

| Expression                        | Meaning (Spanish)                      |
|-----------------------------------|--|
| Hand in your assignment by Friday | . Entrega tu trabajo antes del viernes |
| Work in pairs/groups.             | Trabaja en parejas / grupos            |
| Take notes.                       | Toma apuntes                           |
| Open your books to page 47.       | Abre el libro en la página 47          |
| Complete the exercise.            | Haz el ejercicio                       |
| Underline the key words.          | Subraya las palabras clave             |
| Revise for the test.              | Repasa para el examen                  |

# ✤ FUNCTIONAL ACADEMIC PHRASES

| Purpose               | Example                         |  |
|-----------------------|---------------------------------|--|
| Giving opinion        | In my opinion / I believe that  |  |
| Introducing a topic   | This essay will examine         |  |
| Referring to a source | According to the article        |  |
| Clarifying            | What I mean is / That is to say |  |
| Concluding            | In conclusion / To sum up       |  |

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### ♦ ACADEMIC WRITING STRUCTURES

| Component       | Function                | Example   |
|-----------------|-------------------------|---|
| Introduction    | presents the topic      | This paper explores the impact of social media. |
| Body Paragraphs | develops the argument   | Firstly Secondly In contrast                    |
| Conclusion      | summarizes and reflects | To conclude, the data suggests                  |

≪ Academic writing values clarity, logic, evidence, and formality.

# ✤ COMMON CONNECTORS IN ACADEMIC ENGLISH

| Function                                     | Connectors                           |  |
|--|--------------------------------------|--|
| Addition                                     | Furthermore, Moreover, In addition   |  |
| Contrast                                     | However, On the other hand, Although |  |
| Cause/Effect Because, Therefore, As a result |                                      |  |
| Example                                      | For instance, Such as, Namely        |  |
| Conclusion                                   | In conclusion, To sum up, Overall    |  |

#### **!** COMMON MISTAKES

| Mistake                  | Correction                       | Why?                                      |
|--------------------------|----------------------------------|---|
| Make an essay about      | Write an essay on/about          | "Make" is not used for writing tasks      |
| Do a mistake in the test | Make a mistake in the test       | Collocation error                         |
| He explain me the theory | . He explained the theory to me. | Verb pattern                              |
| I have a doubt.          | I have a question.               | In academic English, "doubt" ≠ "question" |

# EXAMPLE DIALOG

Student: Excuse me, could you explain the assignment again?
Teacher: Of course. You need to write a 500-word essay on one of the topics from Unit 3.
Student: When is it due?
Teacher: Please hand it in by next Friday.
Student: And can we use outside sources?
Teacher: Yes, but remember to cite them properly.



# 19.4 AT THE DOCTOR'S: HEALTH AND SYMPTOMS

#### **Objective:**

To understand and use vocabulary and expressions for **describing health problems**, **talking to medical professionals**, and **handling appointments or emergencies** in English-speaking healthcare settings.

# ♦ VOCABULARY: COMMON SYMPTOMS

| Symptom             | Meaning (Spanish)          |
|---------------------|----------------------------|
| headache            | dolor de cabeza            |
| sore throat         | dolor de garganta          |
| cough               | tos                        |
| fever               | fiebre                     |
| chills              | escalofríos                |
| nausea              | náuseas                    |
| dizziness           | mareo                      |
| stomachache         | dolor de estómago          |
| back pain           | dolor de espalda           |
| rash                | sarpullido / erupción      |
| fatigue             | fatiga / cansancio extremo |
| shortness of breath | dificultad para respirar   |

# ✤ TALKING TO A DOCTOR

| Patient Says                      | Doctor Might Say                                |
|-----------------------------------|---|
| I have a headache and feel dizzy. | How long have you had these symptoms?           |
| I've been coughing a lot lately.  | Do you have a fever or chills?                  |
| My stomach hurts after I eat.     | It might be food-related. We'll run some tests. |
| I feel very tired all the time.   | Let's check your blood pressure.                |

# ♦ VOCABULARY: MEDICAL VISITS AND TREATMENT

| Word/Phrase      | Meaning (Spanish)      |
|------------------|------------------------|
| appointment      | cita                   |
| check-up         | revisión médica        |
| prescription     | receta médica          |
| over-the-counter | medicamento sin receta |



# Word/Phrase Meaning (Spanish)

| antibiotic                    | antibiótico        |
|-------------------------------|--------------------|
| side effect                   | efecto secundario  |
| vaccination / shot            | vacuna / inyección |
| blood test                    | análisis de sangre |
| emergency room (ER) urgencias |                    |

# ✤ USEFUL PHRASES AT THE CLINIC

| Situation             | Phrase  |
|-----------------------|---|
| Making an appointment | t I'd like to make an appointment with Dr. Smith.   |
| Describing condition  | I'm feeling unwell. / I think I have the flu.       |
| Asking for help       | Can someone help me? I feel faint.                  |
| During examination    | It hurts here. / I've had this pain for three days. |
| After diagnosis       | Do I need to take medicine? / Is it serious?        |

# PHARMACY VOCABULARY

| Term                   | Meaning (Spanish)        |
|------------------------|--------------------------|
| dosage                 | dosis                    |
| refill                 | reposición de receta     |
| instructions           | instrucciones            |
| tablet / capsule       | pastilla / cápsula       |
| apply / take / swallow | aplicar / tomar / tragar |

 $\ll$  Always follow medical instructions: Take one tablet every 8 hours.

# **SENTENCE PATTERNS**

I have + symptom  $\rightarrow$  I have a sore throat. I've been + verb-ing  $\rightarrow$  I've been coughing since yesterday. It hurts when I...  $\rightarrow$  It hurts when I walk. I'd like to see a doctor about...  $\rightarrow$  ...my back pain.



# **!** COMMON MISTAKES

| Mistake                    | Correction   | Why?                                |
|----------------------------|--|-------------------------------------|
| I have a strong cold.      | I have a bad cold.   | "Strong" is not natural for illness |
| I feel bad the<br>stomach. | I have a stomachache. / My stomach hurts.                              | Use proper collocation              |
| Can you give me a recipe?  | Can you give me a prescription?  | "Recipe" ≠ "Receta<br>médica"       |
| I'm constipated. (EN)      | I have a cold. or I'm congested. (if meant as Spanish<br>"constipado") | False friend                        |

#### EXAMPLE DIALOG

Receptionist: Good morning. How can I help you?
Patient: I'd like to see a doctor. I've had a fever and sore throat for two days.
Receptionist: Do you have an appointment?
Patient: No, this is urgent.
Receptionist: Please take a seat. A nurse will call you shortly.

# **19.5 BANKING AND MONEY MATTERS**

# **Objective:**

To become confident using English in **financial contexts**, including **banking vocabulary**, **payment expressions**, and common **phrases for handling money** in everyday and formal situations.

#### ♦ VOCABULARY: BANKING BASICS

| Meaning (Spanish)          |
|----------------------------|
| cuenta                     |
| cuenta de ahorros          |
| cuenta corriente           |
| saldo                      |
| depósito / ingresar dinero |
| retirada de dinero         |
| cajero automático          |
| transferencia              |
| tasa de interés            |
| comisión / cargo           |
|                            |



# ✤ AT THE BANK: USEFUL EXPRESSIONS

| Customer Says                                | Bank Staff Might Say                        |
|--|---|
| I'd like to open a new account.              | What type of account are you interested in? |
| Can I withdraw 200 dollars, please?          | Do you have your ID?                        |
| I need to transfer money to another account. | Is it a domestic or international transfer? |
| What's my current balance?                   | Let me check that for you.                  |
| Are there any monthly fees?                  | There's a small maintenance fee.            |

# ♦ VOCABULARY: PAYMENTS AND SERVICES

| Term                | Use Case                       |
|---------------------|--------------------------------|
| credit card         | tarjeta de crédito             |
| debit card          | tarjeta de débito              |
| contactless payment | pago sin contacto              |
| PIN                 | código secreto                 |
| online banking      | banca en línea                 |
| direct debit        | domiciliación bancaria         |
| standing order      | orden permanente (pagos fijos) |
| overdraft           | descubierto bancario           |
| statement           | extracto bancario              |

# PAYMENT AND SHOPPING PHRASES

| Expression                      | Meaning                     |
|---------------------------------|-----------------------------|
| How would you like to pay?      | ¿Cómo quiere pagar?         |
| Can I pay by card?              | ¿Puedo pagar con tarjeta?   |
| Do you accept contactless?      | ¿Aceptan pago sin contacto? |
| I'd like to withdraw some cash. | Quiero sacar dinero.        |
|                                 |                             |

I'd like to check my recent transactions. Quiero ver mis últimos movimientos.

## ♦ VOCABULARY: CURRENCY AND EXCHANGE

| Term                | Example                                       |
|---------------------|---|
| currency            | The official currency is the euro.            |
| exchange rate       | What's the current exchange rate for dollars? |
| foreign transaction | There may be a fee for foreign transactions.  |



| Term                | Example                    |
|---------------------|----------------------------|
| change (noun)       | Here's your change.        |
| small bills / coins | Do you have smaller bills? |

# **PUNCTIONAL SENTENCE PATTERNS**

I'd like to open/apply for... → a new account / a credit card
Can I check the balance of...?
I lost my card. Can you cancel it?
Could you explain this charge on my statement?
How long does the transfer take?

# **!** COMMON MISTAKES

| Mistake                                | Correction                               | Why?                              |
|--|--|-----------------------------------|
| I need to retire some money.           | I need to withdraw some money.           | "Retire" ≠ retirar dinero         |
| I want to ingress money in my account. | I want to deposit money into my account. | Use "deposit," not "ingress"      |
| I paid with my credit.                 | I paid with my credit card.              | "Credit" alone is not specific    |
| Give me my change, please.             | ✓ Correct if referring to cash returned  | Often confused with<br>"exchange" |

# EXAMPLE DIALOG

Customer: Hello. I'd like to check my balance, please. Banker: Sure. Do you have your debit card or ID with you? Customer: Yes, here's my ID. Also, I'd like to make a transfer. Banker: Domestic or international? Customer: Domestic—for rent. And I'd also like to order a new checkbook. Banker: Of course. I'll help you with that.

# 19.6 SHOPPING AND SERVICES

## **Objective:**

To build vocabulary and fluency for **shopping situations** and interacting with **service providers**, including **asking for help**, **making complaints**, and **understanding product and payment language**.

♦ VOCABULARY: SHOPPING BASICS



| Term                    | Meaning (Spanish)     |
|-------------------------|-----------------------|
| cashier                 | cajero/a              |
| receipt                 | recibo / ticket       |
| refund                  | reembolso             |
| exchange                | cambio de producto    |
| discount / offer        | descuento / oferta    |
| price tag               | etiqueta de precio    |
| fitting room            | probador              |
| in stock / out of stock | disponible / agotado  |
| size / color / brand    | talla / color / marca |
| shopping cart / basket  | carrito / cesta       |

# ✤ USEFUL EXPRESSIONS IN STORES

| Customer Says                            | Staff Might Say                   |
|--|-----------------------------------|
| Excuse me, do you have this in a medium? | ? Let me check for you.           |
| Can I try this on?                       | The fitting rooms are over there. |
| How much does it cost?                   | It's on sale for \$25.            |
| Do you have it in another color?         | It comes in black and navy blue.  |
| I'd like to return this item.            | Do you have the receipt?          |

# ♦ VOCABULARY: SERVICES

| Service Context         | Vocabulary                             |
|-------------------------|--|
| hair salon              | haircut, trim, appointment, blow-dry   |
| dry cleaner             | wash, press, pick up, drop off         |
| repair shop             | fix, replace, broken, estimate         |
| restaurant              | reservation, order, bill, tip, special |
| online customer service | e shipping, tracking, support ticket   |

# ✤ PHRASES FOR REQUESTING SERVICE

#### Situation

Example Phrase

|                      | ·  |
|----------------------|--|
| Booking              | I'd like to make a reservation for two at 8 p.m. |
| Delivery             | Is home delivery available?                      |
| Asking for a service | Could I get a haircut, please?                   |



#### Situation

Example Phrase

Describing the issue My phone isn't charging. Can someone take a look?

Follow-up I dropped off a jacket yesterday. Is it ready?

# ♦ HANDLING PROBLEMS AND COMPLAINTS

| <b>Complaint Phrase</b>            | Polite Follow-up                     |
|------------------------------------|--------------------------------------|
| This item is damaged.              | Could I exchange it, please?         |
| I didn't receive my order.         | Could you check the tracking status? |
| This isn't what I ordered.         | Can I speak to the manager?          |
| The bill is incorrect.             | Could you double-check it for me?    |
| I've been waiting for a long time. | Is there an estimated wait time?     |

# PAYMENT VOCABULARY

| Term                  | Use Example                              |
|-----------------------|--|
| pay by card / cash    | Can I pay by card?                       |
| contactless payment   | Do you accept contactless?               |
| split the bill        | Can we split the bill?                   |
| loyalty card          | Do you have a loyalty card?              |
| refund / store credit | Would you like a refund or store credit? |

# SENTENCE PATTERNS

I'm looking for...  $\rightarrow$  I'm looking for a black jacket in size large. Do you have this in...?  $\rightarrow$  Do you have this in red? **Could I return/exchange this? Can I get a receipt, please? What's the return policy?** 

# **!** COMMON MISTAKES

| Mistake                            | Correction            | Why?                            |
|------------------------------------|-----------------------|---------------------------------|
| I want to buy it in discount. I wa | int to buy it on sale | "On sale" is the correct phrase |
| I go to make the shopping. I'm     | going shopping.       | Wrong verb + article            |



| Mistake                   | Correction             | Why?                               |
|---------------------------|------------------------|------------------------------------|
| I want to pay with money. | I want to pay in cash. | Collocation                        |
| Where I can try it?       | Where can I try it on? | Question word order + phrasal verb |

#### EXAMPLE DIALOG

Customer: Excuse me, do you have this shirt in a small? Shop Assistant: Let me check in the back for you. Customer: Thanks. Also, what's your return policy? Shop Assistant: You have 30 days with the receipt. Customer: Great. I'll try it on first. Shop Assistant: The fitting rooms are just to the left.

# 19.7 TECHNOLOGY AND SOCIAL MEDIA

#### **Objective:**

To understand and use vocabulary related to **digital technology**, **devices**, **internet tools**, and **social media platforms**, as well as expressions used in **everyday tech-related conversations**.

#### ♦ VOCABULARY: DEVICES AND HARDWARE

| Term                    | Meaning (Spanish)      |
|-------------------------|------------------------|
| laptop                  | ordenador portátil     |
| desktop computer        | ordenador de sobremesa |
| tablet                  | tableta                |
| smartphone              | teléfono inteligente   |
| charger                 | cargador               |
| headphones / earbuds    | auriculares            |
| screen                  | pantalla               |
| keyboard / mouse        | teclado / ratón        |
| USB stick / flash drive | memoria USB            |
| router                  | enrutador              |

# ✤ VOCABULARY: INTERNET AND SOFTWARE

| Term   | Use Case                              |
|--|---------------------------------------|
| browser  | I use Chrome as my browser.           |
| app / application                              | That's my favorite photo editing app. |
| download / upload Did you upload the file yet? |                                       |



| Term             | Use Case                              |
|------------------|---------------------------------------|
| Wi-Fi            | The Wi-Fi signal is weak.             |
| password         | You need a password to log in.        |
| username / login | Enter your username and click login.  |
| link / hyperlink | Click the link in the email.          |
| spam             | I keep getting spam in my inbox.      |
| cloud storage    | All my photos are saved in the cloud. |

# SOCIAL MEDIA VOCABULARY

| Platform          | Common Use                         |
|-------------------|------------------------------------|
| post              | I posted a photo on Instagram.     |
| like              | She liked my comment.              |
| comment           | Leave a comment below.             |
| share             | He shared the article on Facebook. |
| tag / mention     | They tagged me in the photo.       |
| hashtag           | #MondayMotivation is trending.     |
| follow / unfollow | I follow tech influencers.         |
| profile           | Your profile needs an update.      |
| notification      | Did you get the notification?      |

# PHRASES FOR ONLINE ACTIVITY

| Situation              | Expression                                    |
|------------------------|---|
| Starting a device      | Turn it on / boot it up / restart your phone. |
| Internet problems      | The connection is slow / It's not loading.    |
| Needing help           | Can you help me fix this app?                 |
| Managing settings      | Go to your settings and check notifications.  |
| Posting something      | I'm going to post this on Twitter.            |
| Responding to messages | I'll reply to that email later.               |

# ♦ USEFUL VERBS AND COLLOCATIONS

| Verb     | Collocation              | Example                                 |
|----------|--------------------------|---|
| download | l a file / an app        | Download the PDF from the website.      |
| upload   | a photo / a video        | Upload your resume here.                |
| charge   | your phone / the battery | I forgot to charge my phone last night. |
| click    | a link / a button        | Click "submit" to send the form.        |



| Verb       | Collocation             | Example                                      |
|------------|-------------------------|--|
| scroll     | through the feed / page | I was scrolling through Instagram.           |
| log in/out | to your account         | Don't forget to log out of public computers. |

#### **SENTENCE PATTERNS**

I use [app/platform] to...  $\rightarrow$  I use Zoom to attend online classes.

My phone died / ran out of battery.

Can you send me the link?

I forgot my password again!

This website isn't loading properly.

# **!** COMMON MISTAKES

| Mistake                     | Correction                    | Why?                        |
|-----------------------------|-------------------------------|-----------------------------|
| I opened the computer.      | I turned on the computer.     | "Open" ≠ "Turn on"          |
| I wrote a post in Instagram | . I wrote a post on Instagram | . Correct preposition: "on" |
| The Wi-Fi is very low.      | The Wi-Fi signal is weak.     | Use natural collocation     |
| He published a photo.       | He posted a photo.            | "Post" is the common verb   |

# EXAMPLE DIALOG

Emma: Hey, do you know how to reset a password on this app?
Jack: Yeah, just click "Forgot Password" and they'll email you a link.
Emma: Got it. Also, I need to upload my ID for the registration.
Jack: Use the scanner on your phone, then send it through email or cloud.
Emma: Perfect. I'll do it now—before my phone battery dies!

# 19.8 SIGNS, NOTICES, AND PUBLIC LANGUAGE

#### **Objective:**

To recognize and understand common **public signs**, **instructions**, and **informational messages** in English-speaking environments, especially in **transport**, **public buildings**, **shops**, and **emergency contexts**.

# ♦ VOCABULARY: TYPES OF PUBLIC SIGNS

| Туре                                   | Example Text                                | <b>Common Location</b>     |
|--|---|----------------------------|
| Warning / Danger                       | Caution: Wet Floor                          | bathrooms, hallways        |
| Prohibition                            | No Smoking                                  | public transport, airports |
| Instruction / Request Please Wait Here |   | queues, service counters   |
| Directional                            | Exit $\rightarrow$ / Restrooms $\leftarrow$ | public buildings, stations |



| Туре          | Example Text              | <b>Common Location</b>      |
|---------------|---------------------------|-----------------------------|
| Informational | Opening Hours: 9–5 Mon–Fr | i shops, banks              |
| Emergency     | Fire Exit Only / Call 911 | stairwells, emergency plans |

# ✤ TYPICAL WORDING AND MEANINGS

| English Phrase                                     | Meaning (Spanish)                |  |
|--|----------------------------------|--|
| Authorized personnel only Solo personal autorizado |                                  |  |
| Keep out   | Prohibido el paso                |  |
| Mind the gap                                       | Cuidado con el hueco (en trenes) |  |
| In case of emergency                               | En caso de emergencia            |  |
| Out of order                                       | Fuera de servicio                |  |
| Push / Pull  | Empujar / Tirar                  |  |
| Service unavailable                                | Servicio no disponible           |  |
| Use other door                                     | Use otra puerta                  |  |

# ♦ NOTICES IN SHOPS AND SERVICES

| Example Notice   | Meaning / Context                              |  |
|--|--|--|
| No refunds without receipt Must have proof of purchase |  |  |
| Buy one, get one free                                  | Promotional offer                              |  |
| All sales final  | No returns or exchanges                        |  |
| Please have your ID ready                              | Needed for age-restricted products or bookings |  |
| Closed for maintenance                                 | Temporarily not in use                         |  |

# ✤ TRANSPORTATION AND TRAVEL NOTICES

| Sign or Announcement                    | Explanation                         |
|---|-------------------------------------|
| Next train departs at 14:45             | Information about schedule          |
| Tickets must be validated before travel | Validation machines may be required |
| Passengers must remain seated           | Safety instruction                  |
| This area is under surveillance         | CCTV or security cameras in use     |

# ♦ PUBLIC BUILDING NOTICES (LIBRARIES, HOSPITALS, OFFICES)

| Message                     | Use Case              |
|-----------------------------|-----------------------|
| Silence, please             | Library, waiting room |
| Turn off mobile phones      | Hospitals, theaters   |
| Please sign in at reception | Office buildings      |

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Message Use Case

Visitors must wear a badge Controlled-access facilities

# **PUNCTIONAL SENTENCE PATTERNS**

Do not + verb  $\rightarrow$  Do not touch the display. Please + verb  $\rightarrow$  Please take a number and wait your turn. [Verb] only  $\rightarrow$  Use stairs only in case of fire. Subject + must + verb  $\rightarrow$  Passengers must show ID.

# **!** COMMON MISTAKES

| Mistake   | Correction  | Why?                 |
|---|---|----------------------|
| Prohibited to pass.   | No entry / Do not enter   | Not natural phrasing |
| Don't smoke here.   | $\checkmark$ Acceptable, but No smoking is standard More formal and concise |                      |
| Keep silence.   | Silence, please / Please be quiet "Keep silence" is unnatural               |                      |
| Use mask obligatory. Face masks are required Proper structure and formality |   |                      |

# EXAMPLE DIALOG

Maya: I saw a sign that said "Out of Order." Does that mean the elevator's broken?
Tom: Yep. You'll have to use the stairs.
Maya: Also, there's one that says "Push to open," but I kept pulling it.
Tom: Classic mistake! And did you notice the "Mind the gap" message on the train platform?
Maya: I did. That was helpful—I almost tripped!

# 19.9 UNIT 19 REVIEW

#### **Objective:**

To review and reinforce all vocabulary and expressions related to **real-life communication contexts**, with a focus on **practical fluency**, **situational awareness**, and **functional English** for everyday needs.

# WHAT YOU LEARNED IN THIS UNIT

#### ♦ 19.1 ENGLISH FOR TRAVELLING

Vocabulary: ticket, gate, platform, boarding pass

Phrases for transport, hotel check-in, and emergencies

Key structures: I'd like to book..., Where can I...?, Can you help me...?

#### ♦ 19.2 ENGLISH AT WORK

Formal email expressions: I'm writing to ..., Best regards

Meeting language: Let's begin, I agree/disagree, Can I ask...?

Telephone expressions: This is [Name] speaking, Please hold the line



#### 

Academic terms: essay, deadline, lecture, syllabus Instruction verbs: describe, explain, compare, summarize Classroom expressions: Take notes, Revise for the test, Hand in your assignment

#### ♦ 19.4 AT THE DOCTOR'S

Common symptoms: fever, headache, nausea, fatigue Doctor-patient dialogue: How long have you had this?, Take one pill after meals Emergencies: I need help, I've lost consciousness, Call an ambulance

Banking terms: account, balance, withdrawal, deposit Transactions: I'd like to transfer funds, What's my current balance? Errors and questions: Can you explain this charge?, I lost my card

♦ 19.6 SHOPPING AND SERVICES

Store language: Do you have this in a medium?, Can I return it? Product issues: This item is damaged, Where's the receipt? Service expressions: I'd like a haircut, Can you fix this phone?

19.7 TECHNOLOGY AND SOCIAL MEDIA
 Devices and digital actions: download, upload, scroll, post
 Online vocabulary: username, password, link, app
 Social media terms: tag, like, share, comment, follow

♦ 19.8 SIGNS, NOTICES, AND PUBLIC LANGUAGE

Common signs: No entry, Out of order, Emergency exit Public instructions: Please wait here, Push to open, Authorized personnel only Transportation and building signs: Mind the gap, This area is under surveillance

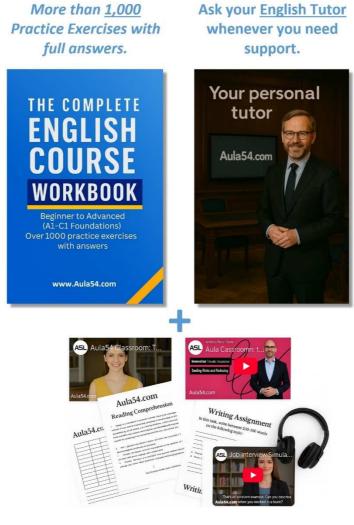
## ♦ 19.9 LISTENING AND ROLE-PLAY

Practical listening in service and help scenarios Fluency practice through customer dialogues and travel interactions Key strategies: anticipate vocabulary, listen for tone, use polite expressions

#### EXAMPLE DIALOG (INTEGRATED SCENARIO)

Receptionist: Welcome! Do you have a reservation? Guest: Yes, it's under García. Also, can I get a wake-up call at 6? Receptionist: Of course. Breakfast is served from 7 to 10. Guest: Thanks. By the way, the Wi-Fi isn't working in my room. Receptionist: I'll ask maintenance to check it. Guest: Also, I lost my debit card and need to go to the bank. Where's the nearest one? Receptionist: There's one two blocks away—next to the pharmacy. Guest: Perfect. I'll head there now.

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# UNIT 20 (LEVEL B2): PHRASAL VERBS AND FIGURATIVE LANGUAGE

Understanding native-level English requires more than just knowing grammar rules or translating vocabulary. It demands the ability to interpret expressions whose meaning isn't always literal. That's where **phrasal verbs** and **figurative language** come in. These forms are deeply embedded in everyday English—from casual conversations and workplace chats to blog posts and informal emails. In this unit, you'll learn to recognise, understand, and use these expressions naturally and confidently.

We'll start by breaking down how phrasal verbs work, explore those used most commonly in daily life, and clarify tricky aspects like separability and multiple meanings. You'll also discover figurative idioms that give colour and emotion to spoken and written English. Whether you're writing a message, having a chat, or reading between the lines, mastering these tools will help you express yourself with fluency, nuance, and authenticity.

#### 20.1 INTRODUCTION TO PHRASAL VERBS: STRUCTURE AND LOGIC

#### **Objective:**

To understand what phrasal verbs are, how they are formed, and how their meaning can differ from the literal meaning of the individual words.

#### ♀ WHAT ARE PHRASAL VERBS?

Phrasal verbs are combinations of a **verb** and one or more **particles** (prepositions or adverbs) that create a new meaning.

#### turn + on = to activate give + up = to stop trying

Unlike standard verb + preposition structures, the meaning of many phrasal verbs is **idiomatic**—it cannot be guessed from the individual words.

#### **STRUCTURE OF PHRASAL VERBS**

| Туре         | Structure                   | Example                       | Meaning                                      |
|--------------|-----------------------------|-------------------------------|--|
| Transitive   | verb + particle +<br>object | She turned off the light.     | "turn off" = deactivate                      |
| Intransitive | verb + particle             | The plane took off.           | "take off" = leave the ground                |
| Separable    | verb + object +<br>particle | He put the book down.         | "put down" = place something on a<br>surface |
| Inseparable  | verb + particle +<br>object | We ran into an old<br>friend. | "run into" = meet by chance                  |

▲ Some phrasal verbs **must be separated** if the object is a **pronoun**:

She turned it off. ♥ She turned off it. ★

#### WHY ARE PHRASAL VERBS IMPORTANT?

✓ They are extremely common in spoken and informal English.
 ✓ They help your English sound natural and fluent.



 $\checkmark$  Many have **multiple meanings** depending on the context.

 $\ll$  They're frequently used in **idioms**, expressions, and daily communication.

Examples:

- **break up**  $\rightarrow$  end a relationship
- get over → recover from an illness or situation
- **bring up** → mention a topic

# S LITERAL VS. IDIOMATIC MEANING

# Phrase Literal Meaning Idiomatic Meaning

**look up** gaze upward search in a dictionary

run out exit while running use all of something

take off remove something plane leaves the ground

This unpredictability makes phrasal verbs challenging but also essential to master.

# ▲ COMMON DIFFICULTIES

- Confusing **separable vs. inseparable** structures
- Misinterpreting the meaning from the literal sense
- Using a standard verb instead of the more natural phrasal verb (continue → carry on, explode → blow up)

#### PRACTICE TIP

When learning a new phrasal verb:

- 1. Memorize it with a sentence, not in isolation
- 2. Identify if it's separable or inseparable
- 3. Learn its register (formal/informal) and context
- 4. Note multiple meanings, if any

# EXAMPLE DIALOG

David: Are you still dating Lucy?
Maya: No, we broke up last month.
David: Oh, I'm sorry. How are you holding up?
Maya: I'm okay. Just trying to get over it and move on.
David: That's good to hear. Let me know if you ever want to talk.

#### 20.2 EVERYDAY PHRASAL VERBS: HOME, WORK, FREE TIME

#### **Objective:**

To learn and practice common phrasal verbs used in everyday situations at home, at work, and during free time, focusing on their meaning, usage, and natural integration into conversation.

# Phrasal VerbMeaningExampletidy upclean or organize a spaceI need to tidy up the living room before guests<br/>arrive.

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PHRASAL VERBS FOR HOME LIFE



| Phrasal Verb          | Meaning                             | Example                                |
|-----------------------|-------------------------------------|--|
| put away              | return something to its place       | Don't forget to put away your clothes. |
| run out of            | use all of something                | We've run out of milk.                 |
| turn on / turn<br>off | activate/deactivate devices         | Can you turn off the lights?           |
| hang up               | suspend clothes on a hook or hanger | Hang up your coat, please.             |
| throw away            | discard something                   | She threw away the broken plate.       |

 $\checkmark$  These are especially useful in **spoken English** when giving instructions or describing chores.

# PHRASAL VERBS FOR THE WORKPLACE

| Phrasal<br>Verb  | Meaning                                       | Example                                      |
|------------------|---|--|
| take on          | accept responsibility or a task               | I've taken on a new project.                 |
| hand in          | submit (e.g., a report)                       | He handed in his resignation.                |
| catch up<br>(on) | reach the same level or complete pending work | I need to catch up on my emails.             |
| run by           | check with someone or get approval            | Can I run an idea by you?                    |
| call off         | cancel  | The meeting was called off due to the storm. |
| look into        | investigate                                   | They're looking into the problem.            |

# € PHRASAL VERBS FOR FREE TIME AND LEISURE

| Phrasal Verb           | Meaning                          | Example                                   |
|------------------------|----------------------------------|---|
| chill out              | relax                            | Let's chill out this weekend.             |
| go out                 | leave home for social activities | We're going out for dinner tonight.       |
| catch up (with someone | ) reconnect and share news       | I caught up with an old friend yesterday. |
| work out               | exercise                         | He works out at the gym every morning.    |
| take up                | start a new hobby                | She's taken up yoga recently.             |
| hang out               | spend time (informally)          | They're hanging out at the park.          |

 $\checkmark$  These phrasal verbs are common in informal conversation and often appear in films, TV shows, and everyday chats.

# STIP: USE CONTEXT TO GUESS MEANING

Phrasal verbs can sometimes be **guessed** from context if you're familiar with the setting or topic:

"I need to catch up on paperwork."  $\rightarrow$  workplace context  $\rightarrow$  deal with pending tasks "We've run out of coffee."  $\rightarrow$  kitchen context  $\rightarrow$  no more left



# ▲ COMMON MISTAKES

| Mistake               | Correction                 | Why?   |
|-----------------------|----------------------------|--|
| We run out milk.      | We've run out of milk.     | Needs auxiliary "have" + "of" after "run out"  |
| He handed the report  | . He handed in the report. | "Hand in" is a set expression meaning "submit" |
| She take up painting. | She has taken up painting  | . Correct tense and verb form                  |

## EXAMPLE DIALOG

Chris: Hey, what are you up to this weekend?
Naomi: Not much. Just catching up on laundry and tidying up the house.
Chris: Sounds productive. I'm going to chill out. I've taken on way too much at work lately.
Naomi: Same here. I'm thinking of taking up something relaxing, like painting.
Chris: That's a great idea. We should hang out sometime and do something creative.

# 20.3 PHRASAL VERBS WITH MULTIPLE MEANINGS

#### **Objective:**

To explore phrasal verbs that have **more than one meaning** depending on the context, and to develop strategies to understand and use them accurately in different situations.

# ${f Q}$ why do phrasal verbs have multiple meanings?

Many phrasal verbs are **idiomatic**, and like many idioms, their meaning can shift based on the sentence or situation. For example:

#### Take off

- → The plane took off. (leave the ground)
- → He took off his shoes. (remove clothing)
- → The business really took off. (become successful)
- 𝒞 Understanding context is key.

#### **Z EXAMPLES OF MULTI-MEANING PHRASAL VERBS**

| Phrasal<br>Verb | Meaning 1                    | Example 1                       | Meaning 2             | Example 2                         |
|-----------------|------------------------------|---------------------------------|-----------------------|-----------------------------------|
| Break<br>down   | stop working                 | My car broke down.              | become<br>emotional   | She broke down in<br>tears.       |
| Pick up         | collect<br>someone/something | I'll pick you up at 7.          | learn/absorb          | He picked up French in<br>Canada. |
| Turn up         | appear unexpectedly          | She turned up at the party.     | increase volume       | Can you turn up the radio?        |
| Take off        | remove                       | Please take off your<br>jacket. | become<br>successful  | Her career really took<br>off.    |
| Get over        | recover from illness         | He got over the flu.            | accept and move<br>on | She finally got over the breakup. |
| Put off         | postpone                     | They put off the meeting.       | discourage            | The smell put me off<br>my food.  |



| Phrasal<br>Verb | Meaning 1      | Example 1                    | Meaning 2 | Example 2                |
|-----------------|----------------|------------------------------|-----------|--------------------------|
| Run into        | meet by chance | l ran into Mark<br>downtown. | collide   | The car ran into a tree. |

# ★ INTERPRETING MEANING FROM CONTEXT

To identify the correct meaning:

- Look at the object or surrounding details
- Ask yourself: IS THIS LITERAL OR FIGURATIVE?
- Is it a person, emotion, event, or physical object?

For example:

She picked up a cold.  $\rightarrow$  "catch" She picked up the kids.  $\rightarrow$  "collect"

# ☆ PRACTICE STRATEGY

When learning a phrasal verb:

- 1. Don't memorize only one definition
- 2. Look up multiple example sentences
- 3. Group them by **context**: transport, emotion, work, etc.
- 4. Use them in your own examples in **different scenarios**

# ▲ COMMON MISTAKES

| Mistake   | Correction           | Why?  |  |
|---|----------------------|---|--|
| I get over with the flu.  | I got over the flu.  | "Get over" means recover; no "with" needed.       |  |
| He picked up me at 8.   | He picked me up at 8 | Object pronoun must go between verb and particle. |  |
| She turned the radio up. $\checkmark$ Correct (separable) Also acceptable: She turned up the radio. |                      |   |  |

#### EXAMPLE DIALOG

Leo: You won't believe what happened today.
Jade: What?
Leo: I ran into my old teacher at the supermarket.
Jade: That's random!
Leo: Yeah—and she said she'd just picked up painting as a hobby.
Jade: Nice. I keep putting off learning something new.
Leo: Maybe this is your sign to finally get on with it.

#### 20.4 SEPARABLE VS. INSEPARABLE PHRASAL VERBS

# **Objective:**

To understand the difference between **separable** and **inseparable** phrasal verbs, learn how word order changes depending on the type, and apply these structures correctly in everyday English.

 ${f Q}$  what are separable and inseparable phrasal verbs?



Phrasal verbs can be classified based on whether the **object** can go between the verb and the particle (separable) or must follow the whole verb phrase (inseparable).

#### SEPARABLE PHRASAL VERBS

With separable phrasal verbs, the object can go:

# between the verb and the particle, or

after the particle (especially if the object is a noun)

 $\checkmark$  If the object is a **pronoun**, it must go in the middle.

| Sentence            | Structure                 | Correct?     |
|---------------------|---------------------------|--------------|
| Turn off the light. | verb + particle + object  | $\checkmark$ |
| Turn the light off. | verb + object + particle  | $\checkmark$ |
| Turn it off.        | verb + pronoun + particle | $\checkmark$ |
| Turn off it.        | verb + particle + pronoun | ×            |

 $\checkmark$  Common separable phrasal verbs:

- turn off / turn on
- take off
- pick up
- put down
- give back
- hand in
- bring up

#### ✤ INSEPARABLE PHRASAL VERBS

With inseparable phrasal verbs, the object **must follow** the full phrase. You **cannot split** the verb and the particle.

Sentence Structure Correct?

Look after the baby. verb + particle + object ✓

Look the baby after. verb + object + particle 🗙

✓ Common inseparable phrasal verbs:

- look after
- run into
- come across
- get over
- take after
- deal with
- go through

#### ☆ MIXED PRACTICE: IDENTIFY THE TYPE

| Phrasal Ver | b Separable? | Example  |
|-------------|--------------|--|
| call off    | Yes          | They called off the meeting. / They called it off. |
| look for    | No           | She's looking for her phone.                       |
| give back   | Yes          | He gave back the book. / He gave it back.          |



# Phrasal Verb Separable?

Example

| come across | No  | I came across an old letter.      |
|-------------|-----|-----------------------------------|
| put on      | Yes | Put on your shoes. / Put them on. |

Tip: If you're unsure, check a dictionary or look at examples in context.

# ▲ COMMON MISTAKES

| Mistake                     | Correction                                   | Why?  |
|-----------------------------|--|---|
| She gave back it.           | She gave it back.                            | Pronouns must go between verb and particle in separables. |
| He picked the bag up it.    | He picked it up. or He picked<br>the bag up. | No double object.   |
| We take care the documents. | We take care of the documents.               | "Take care of" is an inseparable structure.               |

# EXAMPLE DIALOG

Ben: Did you hand in your application?
Lily: Yeah, I handed it in yesterday.
Ben: Nice. I still have to fill mine out.
Lily: Don't leave it until the last minute—they won't put up with late submissions.
Ben: I know, I know. I'll get it done tonight and turn it in first thing.

# 20.5 FIGURATIVE EXPRESSIONS AND IDIOMS (B2 LEVEL)

# **Objective:**

ObjectiveTo recognize and use common **figurative expressions** and **idioms** appropriate for B2 level learners, improving fluency, comprehension, and natural expression in both speech and writing.

# **Q** WHAT ARE IDIOMS AND FIGURATIVE EXPRESSIONS?

An idiom is a fixed phrase whose meaning is not literal but understood through usage and context.

"Break the ice"  $\rightarrow$  to start a conversation in a social setting "Under the weather"  $\rightarrow$  feeling ill

Figurative language uses **imagery** or **metaphor** to express ideas more colorfully or memorably.

"Time flew by" → time passed very quickly

"She has a heart of gold"  $\rightarrow$  she is very kind

These expressions are common in native-level speech and writing, and are essential for sounding **natural and fluent**.

# **COMMON IDIOMS AND THEIR MEANINGS**

| Idiom                 | Meaning                             | Example   |
|-----------------------|-------------------------------------|---|
| Break the ice         | Start a conversation or interaction | He told a joke to break the ice at the meeting. |
| Cost an arm and a leg | Be very expensive                   | That new phone costs an arm and a leg.          |



| Idiom                      | Meaning                               | Example  |  |
|----------------------------|---------------------------------------|--|--|
| Hit the books              | Study hard                            | I have an exam tomorrow, so I need to hit the books.     |  |
| Let the cat out of the bag | Reveal a secret by mistake            | She let the cat out of the bag about the surprise party. |  |
| Once in a blue moon        | Very rarely                           | We go out for dinner once in a blue moon.                |  |
| Under the weather          | Feeling ill                           | I'm not going to work today. I feel under the weather.   |  |
| Pull someone's leg         | Joke with someone                     | Relax, I'm just pulling your leg.                        |  |
| Get cold feet              | Get nervous before doing<br>something | He got cold feet before the wedding.                     |  |
| Be over the moon           | Be extremely happy                    | She was over the moon when she got the job.              |  |

# S LITERAL VS. FIGURATIVE

Understanding figurative meaning is key at B2. Take this example:

Literal: She told the truth.

Figurative: She let the cat out of the bag.

Both mean similar things, but the idiom adds **flavor and naturalness** to the language.

# ☆ WHEN AND HOW TO USE IDIOMS

𝒞 Use idioms:

- In informal speech and writing
- To express emotion, opinion, or surprise
- To connect with native speakers more naturally

⊘ Avoid overusing idioms in:

- Formal academic or business writing
- Situations where clarity is more important than style

# ▲ COMMON MISTAKES

| Mistake                          | Correction                         | Why?                         |
|----------------------------------|------------------------------------|------------------------------|
| She told the cat out of the bag. | She let the cat out of the bag.    | Wrong verb used in idiom.    |
| I'm cold feet about the exam.    | I've got cold feet about the exam. | Idiom needs full expression. |
| It cost an arm or a leg.         | It cost an arm and a leg.          | Fixed phrasing required.     |
| ✓ Idioms are fixed chunks—yo     | u cannot usually modify them.      |                              |

# ✤ TIPS FOR LEARNING IDIOMS

- Learn idioms in context, not in isolation
- Group them by **topic** (e.g., emotions, money, study)
- Practice using them in dialogues and stories
- Note idioms in TV shows, songs, or books
- Don't try to translate them literally from your native language



## EXAMPLE DIALOG

Marcus: How was your interview?
Ella: Great! I think I nailed it.
Marcus: That's awesome.
Ella: Yeah, I was nervous at first, but the interviewer told a joke to break the ice.
Marcus: I'm so happy for you!
Ella: Honestly, I'm over the moon.
Marcus: Let's celebrate! But not somewhere that costs an arm and a leg.

# 20.6 USING PHRASAL VERBS IN CONVERSATION

#### **Objective:**

To develop confidence in using phrasal verbs naturally and fluently in spoken English, with attention to tone, context, and appropriate register.

#### WHY USE PHRASAL VERBS IN SPEAKING?

Phrasal verbs are a central part of **spoken English**, especially in **informal and semi-formal conversations**. Native speakers use them constantly because they are:

Short and efficient

More natural than their formal equivalents

Flexible across topics: work, emotions, social life, and more

For example:

We need to *sort out* the problem.  $\rightarrow$  more natural than resolve the issue She *showed up* late.  $\rightarrow$  more common than arrived late

# S COMMON CONVERSATION FUNCTIONS WITH PHRASAL VERBS

| Function              | Phrasal Verb Example  | Sentence                              |
|-----------------------|-----------------------|---------------------------------------|
| Asking for help       | help out              | Can you help me out with this task?   |
| Making plans          | meet up / hang out    | Let's meet up after work.             |
| Changing topic        | bring up              | There's something I want to bring up. |
| Expressing emotion    | calm down / cheer up  | Calm down, it's going to be fine.     |
| Ending conversation   | head out              | I'm going to head out—see you later.  |
| Explaining situations | figure out / find out | We need to figure out what happened.  |
|                       | your speech more dyn  | amic and idiomatic.                   |

## **I** TONE AND REGISTER

Most phrasal verbs are **neutral to informal**, but some can be used in semi-formal speech. When speaking in professional settings, choose carefully:

| Informal  | Neutral   | More Formal         |
|-----------|-----------|---------------------|
| freak out | get upset | become distressed   |
| hang out  | meet up   | spend time together |
| put off   | delay     | postpone            |



#### Informal Neutral More Formal

get back to respond follow up with

#### CONVERSATION STARTERS USING PHRASAL VERBS

- SO, HOW DID THE MEETING *turn out*?
- DID YOU *run into* ANYONE YOU KNOW?
- WE SHOULD catch up SOON.
- LET ME *fill you in* ON WHAT HAPPENED.
- ARE YOU *up for* GOING OUT LATER?

 $\checkmark$  These expressions help maintain **natural flow** and keep conversation engaging.

#### ▲ COMMON PITFALLS

| Mistake                        | Correction                  | Why?                                       |
|--------------------------------|-----------------------------|--|
| I will call you back later it. | I will call you back later. | No need to repeat the object.              |
| Let's hang together.           | Let's hang out together.    | "Hang" needs "out" for this meaning.       |
| Can you pick up me at 5?       | Can you pick me up at 5?    | Pronoun must go between verb and particle. |

#### **\*** PRACTICE SUGGESTIONS

- Record yourself using new phrasal verbs in daily topics
- **Role-play** with a friend or tutor using real-life scenarios
- **Replace** formal verbs in sentences with phrasal alternatives
- Practice retelling a story or event using at least 5 phrasal verbs

#### EXAMPLE DIALOG

Jake: Hey! What's up? Mira: Not much. Just trying to figure out this new project. Jake: Need me to help out? Mira: That would be awesome. I'm totally stuck. Jake: No worries. Let's sit down and sort it out together. Mira: Thanks! I owe you one. Let me buy you coffee after we wrap up.

# 20.7 PHRASAL VERBS IN EMAILS AND INFORMAL WRITING

#### **Objective:**

To learn how to use phrasal verbs appropriately in **emails and informal written communication**, maintaining a natural and conversational tone while respecting clarity and purpose.

#### № WHY USE PHRASAL VERBS IN WRITING?

In **informal or semi-formal emails**, especially in work or personal contexts, phrasal verbs help make your message sound:

- Friendly and approachable
- Less mechanical or overly formal
- More aligned with spoken English norms



However, in **formal reports or academic texts**, phrasal verbs are usually replaced by more precise, Latinbased verbs (e.g., **postpone** instead of **put off**).

# PHRASAL VERBS COMMONLY USED IN EMAILS

| Phrasal Verb       | Meaning                                | Example  |
|--------------------|--|--|
| get back to        | reply                                  | I'll get back to you later today.                      |
| follow up (on)     | revisit or check status                | Just following up on our last conversation.            |
| look into          | investigate                            | We're looking into the issue now.                      |
| sort out           | resolve                                | We'll sort out the schedule this week.                 |
| put off            | delay                                  | Can we put off the meeting until tomorrow?             |
| set up             | arrange                                | Let's set up a call next week.                         |
| go over            | review                                 | I'd like to go over the document before finalizing it. |
| check in<br>(with) | see how someone is or get an<br>update | Just checking in—how's the task coming along?          |

#### 

- HI ALEX, I JUST WANTED TO *check in* AND SEE HOW THINGS ARE GOING.
- COULD WE *put off* THE MEETING UNTIL FRIDAY?
- I'LL get back to you WITH THE ANSWERS TOMORROW.
- LET'S go over THE DRAFT TOGETHER BEFORE WE SEND IT.
- THANKS FOR bringing up THAT CONCERN—IT'S REALLY HELPFUL.

These expressions help create a tone that's professional but relaxed.

#### S INFORMAL VS. FORMAL STYLE COMPARISON

| Informal (Email) | Formal (Report/Letter) |
|------------------|------------------------|
|------------------|------------------------|

| We'll look into it. |  | We will investigate the issue. |
|---------------------|--|--------------------------------|
|                     |  |                                |

Let's set up a call. Let us schedule a meeting.

I'll get back to you soon. I will respond at my earliest convenience.

We need to sort it out. The matter needs to be resolved.

 $\checkmark$  Choose based on **audience** and **purpose**.

# ▲ COMMON MISTAKES

| Mistake                           | Correction                        | Why?   |
|-----------------------------------|-----------------------------------|--|
| We look the issue into.           | We'll look into the issue.        | "Look into" is inseparable.                  |
| Can you follow it up?             | Can you follow up on it?          | Some phrasal verbs require a preposition.    |
| I'll set the meeting up with her. | I'll set up the meeting with her. | Separable, but clearer with full noun first. |



#### ☆ □ PRACTICAL TIPS

- Use phrasal verbs to keep your tone warm, especially in follow-up emails, requests, or reminders
- When in doubt, aim for clarity—don't overuse informal expressions in professional contexts
- Re-read your message aloud to check if it sounds natural and appropriate

# EXAMPLE EMAIL SNIPPET

Subject: Quick Follow-Up

Hi Rachel,

Just checking in to see if you've had a chance to go over the proposal.

If anything's unclear, I'm happy to **talk it through**. Otherwise, I'll **get back to you** tomorrow with the updated figures.

Best,

Sam

# 20.8 COMMON ERRORS AND HOW TO AVOID THEM

#### **Objective:**

To identify the most frequent mistakes learners make with phrasal verbs and understand how to correct them, focusing on grammar, word order, meaning, and register.

#### ✗ 1. MISPLACING OBJECTS IN SEPARABLE PHRASAL VERBS

When using separable phrasal verbs with a **pronoun**, the pronoun must go **between the verb and the particle**.

Incorrect Correct

Why?

**Please turn off it. Please turn it off.** "It" must be placed between the verb and the particle.

She gave back the book it. She gave it back. Only one object allowed.

 $\checkmark$  With **nouns**, both word orders are possible:

She gave the book back.  $\checkmark$ 

# \$ 2. CONFUSING SEPARABLE AND INSEPARABLE VERBS

Some phrasal verbs cannot be separated—ever.

Correct

Why?

We looked the problem into. We looked into the problem. "Look into" is inseparable.

She ran her old friend into. She ran into her old friend. The verb + particle must stay together.

 $\checkmark$  Always check a reliable dictionary to confirm if a verb is separable.

# **3. TAKING THE MEANING LITERALLY**

Many phrasal verbs are **idiomatic**—their meaning is **not obvious** from the individual words.



| Literal Guess       | Actual Meaning      | Example                            |
|---------------------|---------------------|------------------------------------|
| MAKE UP = create?   | MAKE UP = reconcile | THEY MADE UP AFTER THE ARGUMENT.   |
| BRING UP = lift?    | BRING UP = mention  | SHE BROUGHT UP AN IMPORTANT POINT. |
| TURN DOWN = rotate? | TURN DOWN = reject  | HE TURNED DOWN THE OFFER.          |

 $\ll$  Learn phrasal verbs **in context** and avoid translating word-by-word.

# 44. OVERUSING PHRASAL VERBS IN FORMAL WRITING

Phrasal verbs are common in **speech and informal writing**, but in academic or business texts, they may seem too casual.

| Too Informal        | More Formal          |
|---------------------|----------------------|
| Put off the meeting | Postpone the meeting |
| Look into the case  | Investigate the case |
|                     |                      |

Come up with a solution Propose a solution

 $\checkmark$  In formal writing, use more **precise single-word verbs** when available.

# ✤ 5. MIXING UP SIMILAR PHRASAL VERBS

Some phrasal verbs look alike but mean very different things.

| Confused Pair | Meaning 1       | Meaning 2          |
|---------------|-----------------|--------------------|
| Take off      | remove clothing | depart (a plane)   |
| Pick up       | collect someone | learn something    |
| Break down    | stop working    | become emotional   |
| Get over      | recover         | accept emotionally |

 ${\mathscr A}$  Always pair phrasal verbs with **specific contexts** to clarify meaning.

# ✤ PRACTICE TIP: MINI CHECKLIST

Before using a phrasal verb, ask:

- 1. Is it separable or inseparable?
- 2. Does it need a specific preposition?
- 3. Is it formal enough for this context?
- 4. Am I using it with the right object or word order?
- 5. Does this usage match the intended meaning?

# EXAMPLE DIALOG (HIGHLIGHTING CORRECTIONS)

Olivia: Did you send in the form?

**Carlos:** No, I sent the form in it—wait, that doesn't sound right.

Olivia: You mean "I sent it in."

Carlos: Right! I always mess those up. And I wanted to look the issue up, but I think it's look up the issue.

Olivia: Exactly. That one's separable. Just keep practicing—it gets easier!

# 20.9 UNIT 20 REVIEW

#### **UNIT SUMMARY**

In this unit, you've learned how to confidently understand, use, and apply **phrasal verbs** and **figurative language** across multiple real-life contexts. Mastering these expressions helps you sound more **natural**, **fluent**, and **connected** to everyday English.

# SKEY TAKEAWAYS BY SECTION

# 20.1 Introduction to Phrasal Verbs

- Phrasal verbs = verb + particle
- Their meaning is often **idiomatic**, not literal
- Many are inseparable, and word order matters

# 20.2 Everyday Phrasal Verbs

- Learned essential expressions used at home, work, and during free time
- Examples: tidy up, hang out, take on, chill out, put away

# 20.3 Phrasal Verbs with Multiple Meanings

- Some phrasal verbs change meaning by context
- Examples: take off, break down, pick up, run into

# 20.4 Separable vs. Inseparable Phrasal Verbs

- Separable: turn off the light / turn it off
- Inseparable: look after, come across, get over

#### 20.5 Figurative Expressions and Idioms

- Idioms add color and style to your speech
- Examples: break the ice, under the weather, cost an arm and a leg

#### 20.6 Using Phrasal Verbs in Conversation

- Common in spoken English: sort out, meet up, chill out
- Improve fluency and tone when speaking casually or semi-formally

#### 20.7 Phrasal Verbs in Emails and Informal Writing

- Used in work or personal emails to keep a friendly tone
- Examples: get back to, check in, follow up, look into

#### 20.8 Common Errors and How to Avoid Them

- Object placement mistakes
- Confusing similar phrasal verbs
- Overusing informal expressions in formal contexts

# ✓ SELF-CHECK: CAN YOU...

- $\checkmark$  Use at least 10 new phrasal verbs in different contexts?
- ✓ Identify whether a phrasal verb is separable or inseparable?
- **√** Replace overly formal expressions with natural ones in emails?
- **√** Understand phrasal verbs in fast speech and informal dialogue?

# A REFLECTION PROMPT

Write 10 sentences or a short story using at least **5 phrasal verbs** from this unit. Try to include a mix of:

• Daily activities



- Work or school-related tasks
- Emotional reactions
- Social interactions

Example:

I ran into an old friend while picking up groceries. We decided to hang out later and catch up. I ended up staying out way too late, so I had to put off my morning run.

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# UNIT 21 (LEVEL B2): EXPRESSING OPINIONS AND ARGUMENTATION

Being able to express your opinion clearly and respectfully is an essential communication skill in both spoken and written English—especially at B2 level and beyond. Whether you're participating in a group discussion, writing an argumentative email, or debating a topic in class, you need the right vocabulary, tone, and structure to get your message across effectively.

In this unit, you'll explore how to state your viewpoint, respond to others' opinions, and build logical, well-supported arguments. You'll learn how to agree or disagree politely, express partial agreement, and use persuasive techniques in debates and discussions. Finally, you'll apply these skills to written formats, including short opinion essays and professional emails. By the end of the unit, you'll feel more confident sharing your ideas—and defending them—with clarity and tact.

# 21.1 USEFUL STRUCTURES TO EXPRESS OPINIONS

## **Objective:**

To learn and practice a variety of sentence structures and expressions that allow you to express **opinions** clearly, confidently, and appropriately in both spoken and written English.

# **WHY EXPRESSING OPINIONS MATTERS**

At B2 level, you're expected to:

- Justify your ideas
- Express agreement or disagreement
- Compare viewpoints
- Use appropriate register (formal/informal)
- Adapt your tone depending on audience and context

This section gives you the linguistic tools to do all of that effectively.

#### ♦ BASIC OPINION STRUCTURES

These are common, clear, and suitable for most contexts.

| Structure          | Example                                    |
|--------------------|--|
| I think (that)     | l think it's a great idea.                 |
| In my opinion      | In my opinion, the film was too long.      |
| I believe (that)   | I believe this solution will work.         |
| I feel (that)      | I feel we should try a different approach. |
| I would say (that) | I'd say this option is more practical.     |

# EXPRESSING STRONGER OPINIONS

Use these when you want to emphasize your viewpoint.

#### Structure

#### Example

I'm convinced that...I'm convinced that remote work increases productivity.It seems to me that...It seems to me that he was being honest.There's no doubt that...There's no doubt that this is a major issue.



#### Structure

# Example

I'm absolutely sure that... I'm absolutely sure that we're doing the right thing. I strongly believe that... I strongly believe that education should be free. ✓ These are great for formal writing, debates, or persuasive arguments.

#### PHRASES FOR BALANCED OR TENTATIVE OPINIONS

When you want to **soften** your opinion or leave room for other views.

| Structure  | Example  |
|--|--|
| I tend to think  | I tend to think it depends on the situation.                   |
| As far as I'm concerned  | As far as I'm concerned, it's not a problem.                   |
| To some extent   | To some extent, I agree with you.                              |
| l guess / l suppose  | I suppose that's true in some cases.                           |
| It could be argued that  | It could be argued that social media does more harm than good. |
| ✓ These are useful in discussions, email exchanges, or opinion essays. |  |

#### ▲ COMMON MISTAKES

| Mistake                                  | Correction                                      | Why?   |
|--|---|--|
| I think so the movie was<br>bad.         | I think the movie was bad.                      | No "so" after "I think"                                |
| In my opinion is that this is<br>unfair. | In my opinion, this is unfair.                  | Don't add "is that"                                    |
| I believe to this idea.                  | I believe in this idea. or I believe this idea. | Depends on meaning: "believe in" vs.<br>"believe that" |

#### **☆** □ PRACTICE SUGGESTIONS

Try responding to opinion prompts like:

- Is social media helpful or harmful?
- Should schools eliminate homework?
- Do we rely too much on technology?

Use at least 3 different expressions in each answer.

#### EXAMPLE DIALOG

Ana: What did you think of the new policy?
Max: Well, I think it's unnecessary.
Ana: Really? I tend to think it might actually help the team stay focused.
Max: I see your point, but I'm convinced it'll just add stress.
Ana: Hmm. I suppose it depends on how it's implemented.

# 21.2 AGREEING AND DISAGREEING POLITELY

# **Objective:**



To learn how to express **agreement** and **disagreement** in a polite, natural, and constructive way, both in casual conversation and more formal discussions.

# **WHY IS THIS IMPORTANT?**

At B2 level, it's not enough to say YES or NO. You should be able to:

- Express your agreement with emphasis or reservation
- Disagree diplomatically
- Use expressions that show respect for other views
- Support your response with reasons or examples

# ✓ EXPRESSING AGREEMENT

| Structure   | Example   |  |
|---|---|--|
| I agree (with you / with that).   | I agree with your point about recycling.          |  |
| That's true. / That's a good point.   | That's true. We need to act faster.               |  |
| I think so too.   | Yes, I think so too.                              |  |
| You're right (about that).  | You're right—it's not fair.                       |  |
| I couldn't agree more.  | It's absolutely essential. I couldn't agree more. |  |
| Absolutely / Exactly / Definitely   | Absolutely! That's exactly what I meant.          |  |
| $\mathscr{A}$ These are appropriate in both informal and semi-formal conversations. |   |  |

#### **EXPRESSING PARTIAL AGREEMENT**

| Structure  | Example  |
|--|--|
| I agree to some extent, but  | . I agree to some extent, but there are other factors too. |
| That may be true, but  | That may be true, but it's not the full story.             |
| I see what you mean, but   | I see what you mean, but I have a different opinion.       |
| You have a point, but  | You have a point, but I'm not sure it applies here.        |
| ${\mathscr O}$ These structures help you show respect <b>without fully committing</b> to the idea. |  |

# X DISAGREEING POLITELY

| Structure                          | Example   |
|------------------------------------|---|
| I'm not sure I agree (with that).  | I'm not sure I agree with that interpretation.                  |
| I see it differently.              | Personally, I see it differently.                               |
| I don't quite agree.               | I don't quite agree with your conclusion.                       |
| I understand your point, but       | I understand your point, but I think we need more data.         |
| That's one way to look at it, but. | . That's one way to look at it, but here's another perspective. |
| Actually, I think                  | Actually, I think it might have the opposite effect.            |

 $\checkmark$  These expressions avoid sounding confrontational, and are great for debates, meetings, or group discussions.



## ▲ COMMON MISTAKES

| Mistake  | Correction              | Why?                          |
|--|-------------------------|-------------------------------|
| I'm agree with you.  | I agree with you.       | "Agree" is not used with "am" |
| I don't think so you're right. I don't think you're right. Avoid adding "so" |                         |                               |
| I agree with that's idea.  | I agree with that idea. | No need for "'s" after "that" |

# EXTRA TIP: TONE MATTERS!

Even the right words can sound rude if the tone is wrong. To disagree politely:

- Use a calm and respectful voice
- Show that you **understand** the other side
- Use softening expressions (maybe, perhaps, I wonder if...)

# EXAMPLE DIALOG

Julia: I think students should be allowed to use phones in class.
Sam: Hmm. I see your point, but I'm not sure I agree.
Julia: Why not?
Sam: Well, I agree they're useful tools, but they can be a big distraction too.
Julia: That's true. Maybe they could be used only for specific activities.
Sam: Now that, I could agree with.

# 21.3 EXPRESSING PARTIAL AGREEMENT AND CONTRAST

#### **Objective:**

To expand your ability to express **nuanced opinions**, especially when you **partially agree** or want to **contrast ideas** without rejecting them completely.

# **WHY USE PARTIAL AGREEMENT?**

In real conversations, we often:

- Agree with some aspects but not others
- Acknowledge valid points while adding a different view
- Want to sound balanced and respectful in discussion

This is especially useful in debates, collaborative work, and opinion-based writing.

#### **STRUCTURES FOR PARTIAL AGREEMENT**

# Structure

# Example

| I agree to some extent         | I agree to some extent, but it's more complex than that.           |
|--------------------------------|--|
| I see what you mean, but       | I see what you mean, but I don't think that applies here.          |
| That's a fair point, but       | That's a fair point, but we also need to consider the cost.        |
| You might be right, although   | You might be right, although it's hard to prove.                   |
| I agree with you up to a point | . I agree with you up to a point, but I still have doubts.         |
| It's true that, however        | It's true that prices are rising; however, demand is still strong. |



✓ These expressions help you keep the conversation cooperative, even if you're introducing contrast.

# CONTRASTING TWO IDEAS IN A BALANCED WAY

You can also compare and contrast ideas directly:

| Connector                          | Example   |
|------------------------------------|---|
| While / Whereas                    | While online learning is flexible, it lacks face-to-face interaction.                 |
| On the one hand, on the other hand | On the one hand, public transport is cheap. On the other hand, it's often unreliable. |
| Even though / Although             | Although it's risky, I think it's worth trying.                                       |
| Despite / In spite of              | Despite the challenges, we succeeded.   |

 $\checkmark$  Use these to show both sides of an argument, especially in writing or formal discussions.

| Mistake                                       | Correction                                | Why?                               |
|---|---|------------------------------------|
| I agree some but not all.                     | I agree to some extent.                   | Use the full phrase                |
| In one hand                                   | On the one hand                           | Set expression                     |
| Although he's tired, but he keeps<br>working. | Although he's tired, he keeps<br>working. | Don't use "but" with<br>"although" |

# **\*** PRACTICE IDEAS

**▲ COMMON MISTAKES** 

Try expressing partial agreement in response to prompts like:

- "All jobs will be automated in the future."
- "Online education is better than traditional schooling."
- "Social media has only negative effects."

Aim to use:

- 1 phrase of partial agreement
- 1 contrast structure
- 1 example or justification

## EXAMPLE DIALOG

Mark: Everyone should work from home permanently.
Lena: I agree with you up to a point. It works well for some people.
Mark: It saves time and money.
Lena: True, but not all jobs can be done remotely.
Mark: That's fair.
Lena: And while flexibility is great, some people miss the office environment.

# 21.4 BUILDING ARGUMENTS: LINKING IDEAS LOGICALLY

#### **Objective:**

To develop the ability to **construct clear and coherent arguments**, using logical connectors and transitions that improve structure and flow in both spoken and written English.



#### **WHY LOGICAL STRUCTURE MATTERS**

When presenting an opinion or defending a point of view, especially at B2 level, your argument must be:

- Organized: Each idea follows logically from the last
- Coherent: Ideas are connected clearly
- Persuasive: Transitions guide the listener/reader through your reasoning

Whether you're writing an email, giving a presentation, or debating in class, this skill is essential.

#### ☞ COMMON LINKING DEVICES BY FUNCTION

| Purpose              | Connector                                   | Example  |
|----------------------|---|--|
| Adding points        | also, in addition, moreover,<br>furthermore | Furthermore, it's important to consider the long-term effects.                 |
| Giving examples      | for example, for instance, such as          | Many countries, such as Norway and Sweden, have already adopted this approach. |
| Explaining<br>reason | because, since, as, due to                  | Since the data is incomplete, we can't draw conclusions yet.                   |
| Showing result       | so, therefore, as a result,<br>thus         | The prices increased, so fewer people bought tickets.                          |
| Expressing contrast  | but, however, although,<br>nevertheless     | Although it was risky, they went ahead with the plan.                          |
| Emphasizing          | in fact, indeed, actually                   | Indeed, this has been a long-standing issue.                                   |
| Summarizing          | in conclusion, to sum up,<br>overall        | To sum up, the proposal has strong potential.                                  |

 $\checkmark$  Choose connectors that match the **tone** and **context**—some are more formal than others.

#### ☆ STRUCTURING A SIMPLE ARGUMENT (MODEL)

Claim: I believe students should have less homework.

**Reason**: First, it gives them more time to rest and recharge.

Evidence: For instance, studies show that students with less homework sleep more and perform better.

Counterpoint: Of course, some argue that homework reinforces learning.

Refutation: However, too much can cause stress and even reduce motivation.

Conclusion: Therefore, limiting homework could lead to better results overall.

𝒞 This structure mirrors formal writing and helps in speaking tasks like presentations or discussions.

#### ▲ COMMON MISTAKES

| Mistake                           | Correction                              | Why?   |
|-----------------------------------|---|--|
| Is important because the results. | It is important because of the results. | "Because" needs a full clause;<br>"because of" + noun    |
| Also is good idea.                | lt's also a good idea.                  | Word order error   |
| However he didn't go.             | However, he didn't go.                  | Add a comma after "however"<br>when it starts a sentence |



| Mistake   | Correction   | Why?                                   |
|---|--|--|
| For example, dogs are loyal,<br>cats independent. | For example, dogs are loyal, and cats are independent. | Add a conjunction to complete the idea |

#### PRACTICE ACTIVITY

Choose a topic like:

- Are smartphones making people less social?
- Should university be free?
- Is it better to live in the city or the countryside?

Write or say:

- 1. A clear opinion
- 2. One or two supporting reasons
- 3. A **connector** to add an example
- 4. A contrast or counterargument
- 5. A logical conclusion

#### EXAMPLE DIALOG

Nina: I really think social media does more harm than good.
Ben: I agree it has some downsides. However, it also helps people stay in touch.
Nina: True, but I'd argue that it creates pressure and unrealistic expectations.
Ben: That's a fair point. In fact, I read an article about that last week.
Nina: So, maybe the key is balance—not too much, not too little.

#### 21.5 GIVING EXAMPLES, REASONS, AND EVIDENCE

#### **Objective:**

To improve your ability to **support your opinions and arguments** by using clear and appropriate expressions for giving examples, justifying ideas, and providing evidence in both spoken and written English.

# **WHY SUPPORT MATTERS**

At B2 level, it's not enough to say "I THINK..." — you're expected to **back up your opinions** with:

- Examples
- Personal experiences
- Facts and data
- Logical reasoning

This shows that your ideas are well-developed, credible, and convincing.

#### ♦ GIVING EXAMPLES

| Expression                 | Example  |
|----------------------------|--|
| for example / for instance | For example, many students learn better with visual aids.      |
| such as                    | Countries such as Germany and Denmark have adopted this model. |
| like                       | Some cities, like Barcelona, are reducing car use.             |
| to illustrate this         | To illustrate this, consider how much plastic we use daily.    |



#### Expression

#### Example

a good example of this is... A good example of this is remote work during the pandemic.

 ${\mathscr O}$  Use these to make your point concrete and relatable.

## **Ø GIVING REASONS**

| Expression  | Example  |
|---|--|
| because / since / as  | I chose this course because it fits my schedule. |
| due to / owing to   | Flights were cancelled due to the storm.         |
| the reason why is   | The reason why people oppose the idea is cost.   |
| that's why  | I didn't have time—that's why I didn't finish.   |
| ${\mathscr O}$ "Because" starts a clause; "due to" is followed by a noun. |  |

# **Q** CITING EVIDENCE (FACTS, DATA, STUDIES)

| Expression               | Example  |
|--------------------------|--|
| studies show that        | Studies show that regular sleep improves memory.     |
| research suggests that   | Research suggests that flexible work boosts morale.  |
| according to             | According to the latest survey, over 60% agree.      |
| statistics indicate that | Statistics indicate that car use is decreasing.      |
| it has been proven that  | It has been proven that sugar affects concentration. |
| 𝒞 Use these expressions  | especially in essays, reports, or formal speech.     |

## ✤ BUILDING A STRONG PARAGRAPH (MODEL)

I believe that exercise should be part of every school day. For example, students could start with 20 minutes of movement. This is important because it improves focus and energy levels. In fact, studies show that active students perform better academically. That's why many schools are now integrating fitness breaks into lessons.

## **▲** COMMON MISTAKES

| Mistake                       | Correction                   | Why?                                    |
|-------------------------------|------------------------------|---|
| Because of students are tired | . Because students are tired | "Because of" must be followed by a noun |
| For example, is good.         | For example, it is good.     | Every clause needs a subject            |
| Due the lack of time          | Due to the lack of time      | "Due to" is the correct phrase          |

#### EXAMPLE DIALOG

Sara: I think remote work is the future.Leo: I agree. For instance, my productivity improved a lot at home.Sara: Same here. Also, research shows that people feel less stressed.Leo: Exactly. That's why more companies are switching to hybrid models.



# 21.6 POLITE DISAGREEMENT AND PERSUASION

## **Objective:**

To express disagreement in a **respectful and persuasive** way, using language that maintains a positive tone while helping you influence others' opinions or decisions.

## **WHY POLITENESS AND PERSUASION MATTER**

Disagreement is natural—but at B2 level, it's essential to:

- Avoid sounding rude or aggressive
- Show respect for the other person's point of view
- Use language that invites dialogue, not confrontation
- Present your own ideas persuasively and calmly

This is especially important in discussions, debates, meetings, and opinion writing.

## SOFTENING DISAGREEMENT

These expressions help you disagree without creating tension.

| Expression                                 | Example   |
|--|---|
| l see your point, but                      | I see your point, but I think there's another factor to consider. |
| I understand where you're coming from, but | I understand where you're coming from, but I still disagree.      |
| That's a valid point, however              | That's a valid point. However, we also need to think long term.   |
| I'm not sure I agree                       | I'm not sure I agree with that approach.                          |
| You might be right, but                    | You might be right, but the risks are too high.                   |
| I tend to disagree                         | I tend to disagree, especially in this kind of situation.         |

 $\checkmark$  These phrases show that you're listening—and thinking critically.

## PERSUADING OTHERS DIPLOMATICALLY

Use these to **influence** someone's view or lead them toward your perspective.

| Expression                                  | Example  |
|---|--|
| Have you considered?                        | Have you considered trying a different method?               |
| Wouldn't it be better if?                   | Wouldn't it be better if we waited a bit longer?             |
| What if we?                                 | What if we combined both ideas?                              |
| I'd suggest / I'd recommend                 | . I'd suggest using a simpler solution.                      |
| Perhaps we could                            | Perhaps we could test both options before deciding.          |
| Another way to look at it is                | Another way to look at it is that change brings opportunity. |
| ${\mathscr O}$ These forms are especially u | seful in collaborative settings or group decision-making.    |



## **\*** EXPRESSING DISAGREEMENT + PERSUASION (COMBINED)

I see what you're saying, but I think there's a better alternative. What if we gave it one more week and then decided? You make a good point, although I still believe option B is safer.

Use a 2-step structure:

- Acknowledge their view
- Gently introduce your own opinion

# $\triangle$ common mistakes

| Mistake                | Correction                             | Why?                              |
|------------------------|--|-----------------------------------|
| l don't like your idea | . I'm not sure I agree with your idea. | Sounds too direct—needs softening |
| You are wrong.         | I see it differently.                  | Avoid judgmental tone             |
| This is better.        | Perhaps this would be a better option  | . Use modal for suggestion        |

## EXAMPLE DIALOG

Liam: We should launch the product next week.
Amira: I understand your urgency, but I think we need more testing first.
Liam: But the deadline's close.
Amira: True, but wouldn't it be better to delay slightly and avoid major issues later?
Liam: You might be right. Let's take one more day to finalize everything.

## 21.7 DEBATING: MANAGING INTERRUPTIONS AND TURN-TAKING

## **Objective:**

To learn how to **manage speaking time**, handle **interruptions** respectfully, and use key phrases to take, give, or hold the floor during **debates and discussions**.

## ♥ WHY IS TURN-TAKING IMPORTANT?

In group discussions or debates, fluent communication isn't just about speaking well—it's about:

• Knowing when to speak

Expression

- Knowing how to interrupt or respond
- Helping the discussion flow smoothly

These skills are vital for classroom debates, business meetings, and exam speaking tasks.

## TAKING THE FLOOR (STARTING YOUR TURN)

Use these expressions to **enter the discussion** or introduce a point.

| Can I just say something here? Can I just say something here before we move on? |  |  |
|---|--|--|
| If I may  | If I may, I'd like to respond to that.                     |  |
| I'd like to add something.  | I'd like to add something to what you said.                |  |
| Sorry to interrupt, but   | Sorry to interrupt, but I think that's not quite accurate. |  |

Example



# Expression

Example

Just a quick point... Just a quick point on what she said earlier.

I have a slightly different view. I have a slightly different view I'd like to share.

 $\checkmark$  These are polite but assertive.

# HOLDING THE FLOOR (CONTINUING WHEN INTERRUPTED)

These help you **politely keep speaking** when someone jumps in.

| Expression                                 | Example   |
|--|---|
| If I could just finish                     | If I could just finish my thought                       |
| Let me finish and then I'll listen to you. | Let me finish and then I'll be happy to hear your view. |
| Just a moment—I'll explain.                | Just a moment—I'll explain what I mean.                 |
| I'm getting to that                        | I'm getting to that point—just one second.              |
|  |   |

 $\checkmark$  Use a **calm tone** to avoid sounding defensive.

# YIELDING THE FLOOR (LETTING OTHERS SPEAK)

Use these to show that you're **done speaking** or inviting others to contribute.

| Expression   | Example  |
|--|--|
| That's all from me.  | That's all from me for now—go ahead.               |
| What do you think?   | What do you think about this idea?                 |
| I'd like to hear your thoughts.  | I'd like to hear your thoughts on that.            |
| Feel free to jump in.  | Feel free to jump in if you have something to add. |
| ${\mathscr O}$ Encourages collaboration and keeps the tone respectful. |  |

# INTERRUPTING POLITELY

Interruptions can happen—but they should be respectful and purposeful.

| Expression   | Example  |  |
|--|--|--|
| Sorry, can I just clarify something?   | ? Sorry, can I just clarify something you mentioned?         |  |
| If I may interrupt for a second  | If I may interrupt for a second, there's a small correction. |  |
| Could I add something here?  | Could I add something before we move on?                     |  |
| Just to respond to that  | Just to respond to your last point—                          |  |
| $\mathscr{C}$ Use interruptions to clarify, ask questions, or signal disagreement without sounding aggressive. |  |  |

#### ▲ COMMON MISTAKES

| Mistake                | Correction                | Why?                                  |
|------------------------|---------------------------|---------------------------------------|
| I want to say!         | Can I just say something? | Too direct—needs softening            |
| Shut up, let me finish | ! If I could just finish  | Rude tone—use polite phrasing         |
| Now me talk.           | I'd like to add something | . Grammar and register need adjusting |



#### EXAMPLE DIALOG

Zara: I think we should invest more in local shops.
Leo: Sorry to interrupt, but how would we fund that?
Zara: If I could just finish, I'll explain the cost plan.
Leo: Sure, go ahead.
Zara: Thanks. So, as I was saying...

## 21.8 OPINION-BASED WRITING (EMAILS, SHORT ESSAYS)

## **Objective:**

To develop the skills needed to write **clear**, **structured**, **and persuasive texts** expressing opinions—such as short essays, emails, or forum posts—using appropriate language, connectors, and tone.

## **TEXT TYPES YOU MIGHT WRITE**

- Emails giving your view on a suggestion or request
- **Opinion paragraphs** or short essays for assignments or exams
- Forum posts or comments responding to a question or debate

Each of these requires:

- A clear **opinion**
- Justification (reasons, examples, evidence)
- Logical structure
- The right tone (formal/informal depending on context)

## **COMMON STRUCTURE FOR OPINION WRITING**

Introduction – State your opinion clearly Body – Justify your opinion with 2–3 reasons or examples Conclusion – Summarize or restate your point of view

Stick to one main idea per paragraph

𝒞 Use **connectors** to guide the reader

#### ☞ USEFUL CONNECTORS AND PHRASES

## Function Example Phrases

Introducing opinion In my opinion, I believe that, I think that...

| Adding reasons   | Firstly, in addition, moreover, another reason is |
|------------------|---|
| Giving examples  | For example, for instance, such as                |
| Showing contrast | However, on the other hand, although              |
| Concluding       | To sum up, in conclusion, all in all              |

#### **TONE: FORMAL VS. INFORMAL**

| Situation            | Tone          | Example   |
|----------------------|---------------|---|
| Email to a colleague | e Semi-formal | I think we should reconsider the deadline.          |
| Essay for a test     | Formal        | In my view, online learning offers many advantages. |



Situation Tone

Example

Forum comment Neutral/informal I totally agree—it's a much better way to do it.

 $\checkmark$  Match your vocabulary and sentence structure to the **purpose and audience**.

## ▲ COMMON MISTAKES

| Mistake                                | Correction                                | Why?                                 |
|--|---|--------------------------------------|
| I think so it's a good idea.           | I think it's a good idea.                 | "So" is unnecessary                  |
| Because I like it, so I choose it.     | Because I like it, I chose it.            | Don't use both "because" and<br>"so" |
| Is important to say what you<br>think. | It is important to say what you<br>think. | Subject missing                      |

## **X** WRITING PRACTICE PROMPT

#### Topic: Do you think students should be allowed to use mobile phones in class?

Write 80–120 words. Use:

- One strong opinion
- At least two reasons or examples
- One contrast or counterargument
- A clear conclusion

## SAMPLE PARAGRAPH (STUDENT EXAMPLE)

I believe students should be allowed to use phones in class for learning purposes. Firstly, phones give access to useful tools like dictionaries and educational apps. In addition, students can use them to check information instantly. However, some people argue that phones are a distraction. That's true, but if used responsibly, they can support learning. To sum up, I think phones can be a valuable resource if monitored properly.

## 21.9 UNIT 21 REVIEW

#### **UNIT SUMMARY**

In this unit, you've developed the ability to **express, support, and challenge opinions** effectively—both in writing and speaking. These skills are essential for real-life discussions, exams, work communication, and social interaction in English.

## SKEY TAKEAWAYS BY SECTION

## 21.1 Useful Structures to Express Opinions

- I THINK... / I BELIEVE THAT... / IN MY OPINION...
- Use both strong and soft expressions depending on context

#### 21.2 Agreeing and Disagreeing Politely

- Agreement: THAT'S TRUE. / I COMPLETELY AGREE.
- Disagreement: I SEE IT DIFFERENTLY. / I'M NOT SURE I AGREE.
- Use polite language to maintain a respectful tone

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#### 21.3 Expressing Partial Agreement and Contrast

- I AGREE TO SOME EXTENT, BUT...
- Contrast: WHILE..., ON THE OTHER HAND... / ALTHOUGH...
- Useful for balanced discussions or debates

## 21.4 Building Arguments: Linking Ideas Logically

- Use connectors: FURTHERMORE, HOWEVER, THEREFORE
- Structure your ideas clearly: opinion  $\rightarrow$  reason  $\rightarrow$  support  $\rightarrow$  conclusion

## 21.5 Giving Examples, Reasons, and Evidence

- Support your points with EXAMPLES (E.G. FOR EXAMPLE, SUCH AS)
- Justify with BECAUSE, DUE TO, THE REASON IS...
- Refer to evidence: RESEARCH SHOWS THAT...

#### 21.6 Polite Disagreement and Persuasion

- Disagree tactfully: THAT'S A VALID POINT, BUT...
- Persuade with: HAVE YOU CONSIDERED...? / WOULDN'T IT BE BETTER IF...?

#### 21.7 Debating: Managing Interruptions and Turn-Taking

- Take the floor: CAN I JUST ADD SOMETHING?
- Hold your turn: IF I COULD JUST FINISH...
- Invite others: WHAT DO YOU THINK?

## 21.8 Opinion-Based Writing

- Structure: Introduction → Reasons/Examples → Conclusion
- Keep tone formal or semi-formal depending on context

## SELF-CHECK: CAN YOU...

- ✓ Express your opinion clearly using different structures?
- • Agree or disagree respectfully in a conversation?
- ✓ Write or speak about a social topic for 1–2 minutes with structure?
- ✓ Use polite expressions to interrupt, clarify, and persuade?

## ▲ COMMON MISTAKES

| Mistake                        | Correction  | Why?                                       |
|--------------------------------|---|--|
| Send me the info<br>ASAP.      | Could you please send me the information as soon as possible? | Too direct and abrupt                      |
| Hey, I want a refund.          | Dear Sir/Madam, I would like to request a refund.             | Informal and impolite for a formal request |
| l look forward to<br>meet you. | I look forward to meeting you.                                | After "look forward to", use -<br>ing form |



#### 

Choose one of the following topics and write or speak about it using at least:

- One opinion phrase
- One example
- One contrast
- One conclusion phrase

**Topics:** 

- Should students be graded on behavior?
- Is it better to live alone or with others?
- Are influencers a good role model for young people?

#### **Example starter:**

In my opinion, students should be graded only on academic performance. For example, someone quiet may still be an excellent learner. However, behavior is part of teamwork, so I understand why it's included. All in all, I think academics should be the main focus.

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# UNIT 22 (LEVEL B2): REAL-WORLD WRITING SKILLS

Writing well in English isn't just about correct grammar—it's about knowing **how to adapt your message** to the situation, the reader, and your purpose. In today's world, this means being able to write emails, short reviews, blog posts, descriptions, and even complaints with clarity, tone, and structure that match the context. Whether you're messaging a friend, contacting a company, or writing an article, the way you organise and express your ideas matters.

This unit will help you strengthen your **real-world writing skills** by focusing on formats you'll actually use. You'll learn how to write formal and informal emails, describe people and places, structure opinion paragraphs, and use connectors effectively. You'll also practise writing reviews and practical texts like requests or recommendations—always with attention to **politeness, register**, and **clarity**. By the end of the unit, you'll be able to write more confidently and appropriately in a wide range of everyday and professional contexts.

#### 22.1 WRITING FORMAL AND INFORMAL EMAILS

#### **Objective:**

To learn how to write **clear, effective emails** in both formal and informal registers, focusing on appropriate structure, tone, and vocabulary for real-world situations.

#### ☑ WHY EMAILS MATTER

Emails are one of the most common forms of written communication. At B2 level, you're expected to:

- Recognize the difference between formal and informal styles
- Write emails that are polite, structured, and fit the situation
- Use the right **openings**, closings, and tone

#### BASIC EMAIL STRUCTURE

Whether formal or informal, most emails follow this structure:

- 1. Greeting
- 2. Opening line (reason for writing)
- 3. Main content (1-2 paragraphs)
- 4. Closing line (summary or next step)
- 5. Sign-off

#### **P** FORMAL EMAILS (WORK, APPLICATIONS, REQUESTS)

| Section  | Example   |
|----------|---|
| Greeting | Dear Mr. Smith, / To whom it may concern,                   |
| Opening  | I am writing to enquire about / I would like to request     |
| Body     | Use full sentences, passive voice, no contractions          |
| Closing  | Thank you for your time. / I look forward to your response. |
| Sign-off | Yours sincerely, / Best regards,                            |

✓ Use formal vocabulary: inform, confirm, attend, request, provide



## **PP** INFORMAL EMAILS (FRIENDS, FAMILY, COLLEAGUES)

| Section  | Example   |
|----------|---|
| Greeting | Hi Emma, / Hey!   |
| Opening  | Just wanted to say hi. / How are you doing?                     |
| Body     | Use contractions and casual phrases: can't wait, let me<br>know |
| Closing  | Talk soon! / Take care!   |
| Sign-off | Best, / Cheers, / Love,   |

 ${\mathscr O}$  Use informal language: get back to me, hang out, catch up

# S COMPARISON OF FORMAL VS. INFORMAL

| Idea              | Formal                             | Informal                   |
|-------------------|------------------------------------|----------------------------|
| Ask for help      | I would appreciate your assistance | e. Can you give me a hand? |
| Make a suggestion | n I would like to propose          | How about we?              |
| Say thank you     | Thank you for your attention.      | Thanks a lot!              |

## ▲ COMMON MISTAKES

| Mistake                            | Correction   | Why?                                   |
|------------------------------------|--|--|
| Hi Sir,                            | Dear Sir or Madam,                                 | "Hi" is too casual for formal<br>email |
| l want to know if you can<br>help. | I am writing to enquire whether you could help me. | Too direct—needs polite<br>tone        |
| Yours, Peter                       | Yours sincerely, or Best regards,                  | Sign-off should match register         |

## ▲ PRACTICE PROMPT 1: FORMAL EMAIL

**Context:** You want to ask for information about a course. Write an email to the course director. Use formal style.

#### ⅆ PRACTICE PROMPT 2: INFORMAL EMAIL

**Context:** You're writing to a friend about weekend plans. Use a relaxed tone and include at least one phrasal verb.

# SAMPLE EMAIL: FORMAL

Subject: Enquiry About English Course

Dear Sir or Madam,

I am writing to request further information regarding your Business English course starting in October.

Specifically, I would like to know the course schedule, fees, and whether any materials are included.

Thank you in advance for your assistance.

Yours sincerely,



Laura Gómez

## 22.2 DESCRIPTIVE WRITING: PEOPLE, PLACES, SITUATIONS

## **Objective:**

To learn how to write vivid, well-structured **descriptions of people, places, and situations**, using appropriate vocabulary, sensory details, and descriptive devices to engage the reader.

#### **WHAT MAKES GOOD DESCRIPTIVE WRITING?**

Effective descriptions:

- Create a clear mental image
- Use the **five senses** (sight, sound, smell, touch, taste)
- Include adjectives, adverbs, and precise verbs
- Maintain logical order (e.g. from general to specific, or top to bottom)
- Match the **tone** to the purpose (neutral, nostalgic, dramatic, etc.)

#### 👗 DESCRIBING PEOPLE

Focus on:

- Physical appearance: height, build, facial features, clothing
- **Personality traits**: friendly, shy, talkative, ambitious
- Habits or behavior: the way they walk, talk, or interact

#### Example:

Maria is a tall, slender woman in her early forties, with dark eyes and a warm smile. She always speaks gently and listens more than she talks, making everyone feel at ease around her.

## DESCRIBING PLACES

Focus on:

- Location, atmosphere, and purpose
- Surroundings and landmarks
- **Mood** (peaceful, lively, eerie, etc.)

#### Example:

The café was tucked away on a quiet corner, filled with the scent of fresh coffee and the soft murmur of conversation. Wooden beams, mismatched chairs, and hanging plants gave it a cozy, lived-in charm.

#### **DESCRIBING SITUATIONS**

Focus on:

- What is happening and who is involved
- The atmosphere or emotion
- Any background or relevant details

## Example:

The moment the final whistle blew, the stadium erupted in cheers. Fans hugged, players fell to their knees, and confetti rained down as the team celebrated their long-awaited victory.



#### ∞ USEFUL LANGUAGE

| Туре                                    | Example Phrases |
|---|-----------------|
| .,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |                 |

Visual detail He wore a faded leather jacket...

Sound The wind howled through the trees...

Smell The air smelled of sea salt and grilled fish...

Emotion She felt a wave of relief as the door opened...

Comparison His voice was as rough as gravel...

 $\checkmark$  Use similes (like, as if), metaphors, and strong adjectives to enrich your writing.

#### ▲ COMMON MISTAKES

| Mistake                          | Correction   | Why?                         |
|----------------------------------|--|------------------------------|
| She had a nice face and clothes. | She had sharp features and wore elegant clothes.             | Too vague—needs<br>precision |
| The room was good.               | The room was spacious, with high ceilings and large windows. | "Good" is too general        |
| It smelled like something.       | The air was filled with the rich aroma of roasted spices.    | Be more specific and sensory |

# ▲ PRACTICE PROMPT 1: DESCRIBING A PERSON

Describe someone you admire or know well. Include:

- Physical description
- Personality
- Behavior or habits

#### 

Describe your favorite place to relax. Use:

- Sensory language
- Mood and atmosphere
- Details of what's around you

## 22.3 WRITING SHORT ARTICLES AND BLOG POSTS

#### **Objective:**

To learn how to write **engaging and well-structured short articles or blog posts** with a clear purpose, logical organization, and a personal or informative tone.

## WHAT MAKES A GOOD ARTICLE OR BLOG POST?

Effective articles:

- Have a clear topic and a target audience
- Use an engaging opening to capture attention
- Present ideas in a **logical order** (intro  $\rightarrow$  body  $\rightarrow$  conclusion)
- Include opinions, examples, or personal anecdotes



• End with a memorable conclusion, question, or call to action

## ☑ STRUCTURE OF A SHORT ARTICLE / BLOG POST

- 1. **Title** Catchy and relevant
- 2. Introduction Hook the reader and present the topic
- 3. Body Paragraphs Develop ideas with explanations or examples
- 4. Conclusion Wrap up, give final thoughts or ask a question

 $\checkmark$  Use short paragraphs and **simple headings** to guide the reader if the text is long.

#### ⅆ TONE AND STYLE

| Context               | Style               | Example  |
|-----------------------|---------------------|--|
| Magazine article      | Neutral/informative | e These days, many people are rethinking how they work.                |
| Blog post             | Personal/engaging   | I never thought I'd enjoy remote work, but now I love it.              |
| Student<br>assignment | Clear/organized     | There are several reasons why mobile phones should be banned in class. |

𝒞 Use a **conversational tone** in blogs; more **structured and formal** language in articles.

#### 🕶 USEFUL LANGUAGE

| Function         | Expressions  |
|------------------|--|
| Introducing topi | c Nowadays / Many people think / Have you ever wondered? |
| Giving opinion   | l believe / In my view / From my experience              |
| Giving examples  | For example / A good case of this is                     |
| Linking ideas    | Firstly / However / In addition / As a result            |
| Ending           | To sum up / Overall / What do you think?                 |

## $\triangle$ COMMON MISTAKES

| Mistake                              | Correction  | Why?                       |
|--------------------------------------|---|----------------------------|
| This blog is about my weekend.       | Last weekend, I discovered something surprising.                        | More engaging opening      |
| It was good and nice.                | It was relaxing and full of small surprises.                            | Be more descriptive        |
| I think that social media<br>is bad. | While social media has benefits, I believe it does more harm than good. | Present a balanced<br>view |

#### 🛠 WRITING TASK

Write a short article or blog post (120–150 words): Topic: Is technology making our lives better or worse? Include:

- A title
- A personal or general introduction
- 2 body paragraphs with examples or points
- A conclusion with your final opinion or a question

## SAMPLE OPENING

#### Living in a Digital World: A Blessing or a Curse?

Technology is everywhere—from how we work to how we relax. But is it really improving our lives, or just making things more complicated? In this article, I'll explore both sides of the debate.

## 22.4 OPINION PARAGRAPHS: INTRODUCTION-BODY-CONCLUSION

#### **Objective:**

To write **well-structured opinion paragraphs** with a clear viewpoint, logical development, and a strong conclusion using appropriate connectors and tone.

#### **WHAT IS AN OPINION PARAGRAPH?**

An opinion paragraph is a short piece of writing that presents:

- A clear opinion
- Supporting arguments (reasons, examples, evidence)
- A summary or concluding thought

It's useful in emails, articles, essays, and exam writing tasks.

# BASIC STRUCTURE: THREE-PART PARAGRAPH

- Introduction (1 sentence)
  - State your opinion clearly.
  - In my opinion, working from home is more productive than going to the office.
- Body (2–3 sentences)
  - Give reasons or examples that support your view.
  - Firstly, people save time by not commuting. In addition, they can concentrate better without office noise.
- Conclusion (1 sentence)
  - Summarize or reinforce your opinion.
  - For these reasons, I believe remote work should be encouraged whenever possible.

✓ Each sentence has a **purpose**: introducing, developing, or closing.

#### ➡ USEFUL SENTENCE STARTERS

| Function        | Expressions  |
|-----------------|--|
| Stating opinion | I believe that / I think / In my view                        |
| Giving reasons  | One reason is / This is because / What makes it important is |
| Adding ideas    | Moreover / Another reason is / In addition                   |
| Giving examples | For example / For instance / A good example is               |
| Concluding      | To sum up / Therefore / That's why I believe                 |

#### **X** SAMPLE OPINION PARAGRAPH

In my opinion, children should be allowed to use mobile phones in school. One reason is that phones can be used for learning, like using a dictionary app or taking photos of homework. Moreover, they help students stay in touch with their parents in emergencies. Therefore, I believe that phones can be useful tools if used responsibly.



#### **▲** COMMON MISTAKES

| Mistake                             | Correction  | Why?                        |
|-------------------------------------|---|-----------------------------|
| I think students use phone is good. | I think students should be allowed to use phones.           | Incorrect verb<br>structure |
| For example, is useful.             | For example, phones can help students stay organized.       | Incomplete sentence         |
| I believe this, but it's bad.       | I believe this, although it may have some<br>disadvantages. | Needs a logical link        |

## A PRACTICE TASK

Write one paragraph (5–6 sentences) on the topic below: Topic: Is learning online better than learning in person?

Include:

- Your opinion
- At least two supporting points
- One example
- A clear conclusion

## 22.5 COMMON CONNECTORS AND PARAGRAPH STRUCTURE

## **Objective:**

To learn how to use **linking words and phrases** (connectors) to create clear, organized, and logical paragraphs in written English.

#### **WHY ARE CONNECTORS IMPORTANT?**

At B2 level, connectors help you:

- Link ideas logically
- Show **relationships** (cause/effect, contrast, sequence)
- Improve the **flow** and **cohesion** of your writing
- Make your arguments and opinions more convincing

#### ☞ COMMON CONNECTORS BY FUNCTION

| + ADDING IDEAS  |  |  |
|---|--|--|
| Connector   | Example  |  |
| and   | He plays the guitar and sings.                 |  |
| also  | She also volunteers at a shelter.              |  |
| in addition / moreover / furthermore In addition, exercise helps reduce stress. |  |  |
| not only but also   | Not only is it fun, but it's also educational. |  |
|   |  |  |



## SEQUENCING AND ORGANIZING

| Connector       | Example                             |
|-----------------|-------------------------------------|
| first / firstly | Firstly, we need to plan ahead.     |
| then / next     | Next, I'd like to look at the data. |

finally / in conclusion Finally, we can start the campaign.

# A GIVING EXAMPLES

#### Connector

Example

for example / for instance Many people enjoy outdoor activities. For example, hiking is very popular.

| such as | She likes sports such as tennis and swimming.       |
|---------|---|
| like    | You can use apps like Duolingo to practise English. |

### SHOWING CONTRAST

| Connector   | Example   |  |
|---|---|--|
| but / although / even though Even though it rained, we had a great time.              |   |  |
| however / nevertheless / sti  | ll The course is difficult. However, it's worth the effort. |  |
| on the other hand Some people love cities. On the other hand, some prefer rural life. |   |  |
|   |   |  |

# C SHOWING CAUSE AND EFFECT

| Connector            | Example                         |
|----------------------|---------------------------------|
| because / since / as | She left because she was tired. |

so / therefore / as a result / thus The team worked hard. As a result, they won the game.

## **PHOW TO BUILD A PARAGRAPH USING CONNECTORS**

**Topic sentence**  $\rightarrow$  Introduce your idea **Supporting sentence(s)**  $\rightarrow$  Give reason or evidence **Example**  $\rightarrow$  Add detail or illustration **Link or summary**  $\rightarrow$  Connect or close

Example:

Learning English online has many advantages. Firstly, it offers flexibility in terms of time and place. For example, students can study whenever they want, even while travelling. In addition, online platforms often provide interactive materials. Therefore, many people prefer online learning over traditional classes.

## ▲ COMMON MISTAKES

| Mistake                                      | Correction                                  | Why?  |
|--|---|---|
| She studies hard. Because she wants to pass. | She studies hard because she wants to pass. | "Because" clause must be part of the<br>same sentence |
| Also he is friendly.                         | He is also friendly.                        | "Also" usually goes after the subject                 |
| Although it was late. We kept<br>talking.    | Although it was late, we kept<br>talking.   | Connector must link both clauses directly             |



## 

Write a paragraph (5–6 sentences) on one of the topics:

- Why is reading important?
- Is it better to work alone or in a team?

Use at least:

- 1 connector to add information
- 1 connector to give an example
- 1 connector to show contrast or result

## 22.6 POLITENESS AND REGISTER IN WRITTEN COMMUNICATION

#### **Objective:**

To understand how to adapt the **level of formality (register)** and use **polite language** appropriately in written English, depending on the context, purpose, and audience.

## WHAT IS REGISTER?

**Register** refers to how formal or informal your language is. It depends on:

- Who you're writing to (friend, manager, stranger)
- What the purpose is (complain, inform, invite, apologize)
- Where the message appears (email, report, blog post, etc.)

At B2 level, you should be able to **adjust your register** based on the situation.

## COMPARING FORMAL VS. INFORMAL REGISTER

| Function  | Informal                  | Formal                                      |
|---|---------------------------|---|
| Greeting  | Hi Sarah,                 | Dear Ms. Collins,                           |
| Asking  | Can you send me the file? | Could you please send me the file?          |
| Apologizing                                     | Sorry I'm late.           | I apologize for the delay.                  |
| Suggesting                                      | How about meeting later?  | I would like to suggest that we meet later. |
| Ending  | See you soon!             | I look forward to hearing from you.         |
| $\checkmark$ Informal = conversational, relaxed |                           |   |

 $\checkmark$  Formal = polite, structured, often passive

#### ☑ WHERE REGISTER MATTERS MOST

| Situation             | Register |
|-----------------------|----------|
| Email to a friend     | Informal |
| Email to a customer   | Formal   |
| Complaint letter      | Formal   |
| Group chat or comment | Informal |
| Job application       | Formal   |



Register

Situation

Project update to manager Semi-formal

 ${\mathscr O}$  Always match tone and phrasing to the recipient.

## ₽ POLITENESS STRATEGIES

Use modal verbs, indirect forms, and softeners to sound respectful:

| Goal   | Polite Version                        |  |
|--|---------------------------------------|--|
| Ask  | Would you mind? / Could you possibly? |  |
| Request action                                     | I was wondering if you could          |  |
| Apologize I'm sorry for the inconvenience.         |                                       |  |
| Reject or disagree I'm afraid that's not possible. |                                       |  |

Soften tone Perhaps... / It seems that... / I believe that...

𝒞 Avoid using "must", "need" or "do this" in formal writing—it sounds too direct.

## 

**Context:** Write two versions of a short message requesting a meeting:

- To your friend
- To a company manager

Compare tone, vocabulary, and structure.

# SAMPLE FORMAL VERSION

Subject: Request for a Meeting

Dear Ms. Alvarez,

I hope this message finds you well. I would like to request a short meeting to discuss the upcoming project deadlines. Please let me know your availability.

I look forward to your reply.

Best regards,

David Ramos

## 22.7 WRITING A REVIEW (BOOK, FILM, PRODUCT)

#### **Objective:**

To learn how to write **clear, structured, and engaging reviews** of books, films, or products, using appropriate language to describe, evaluate, and give recommendations.

# WHAT MAKES A GOOD REVIEW?

A strong review:

- Gives essential **details** (what it is, who it's for, context)
- Includes a **brief summary** without spoilers



- Shares your **personal opinion**
- Highlights strengths and weaknesses
- Ends with a **clear recommendation**

You're not just describing—you're evaluating.

#### BASIC STRUCTURE OF A REVIEW

- 1. Introduction What are you reviewing? Why?
- 2. Summary Brief overview of the story, features, or purpose
- 3. Evaluation What's good? What could be better?
- 4. **Recommendation** Who would enjoy it? Is it worth it?

 $\checkmark$  Use clear paragraphs and organise logically.

#### ➡ USEFUL LANGUAGE FOR REVIEWS

#### + POSITIVE COMMENTS

- The acting was brilliant.
- It's well worth watching.
- The story kept me hooked until the end.
- The design is sleek and user-friendly.
- I couldn't put it down!

#### NEGATIVE COMMENTS

- The plot was slow and predictable.
- I was disappointed by the ending.
- The product didn't live up to expectations.
- Some characters felt unrealistic.
- It crashed several times during use.

#### **©** RECOMMENDATION PHRASES

- I'd definitely recommend it to anyone who...
- If you're a fan of..., you'll enjoy this.
- It's perfect for people who like...
- I wouldn't recommend it unless you...

#### ⅆ PRACTICE TASK: FILM OR BOOK REVIEW

Write 120–150 words reviewing one of the following:

- A book you read recently
- A movie or series you liked (or didn't like)

Include:

- Title and type of work
- Short description (no spoilers!)
- Your opinion (what stood out)
- A recommendation (who should watch/read it and why)

#### SAMPLE REVIEW (FILM)

#### Review of "The Secret Life of Walter Mitty"

This film tells the story of a man who escapes his boring daily routine through wild daydreams—until he begins a real adventure across the globe.



The visuals are absolutely stunning, with scenes filmed in Iceland and the Himalayas. The soundtrack also adds emotional depth to the journey.

Some viewers might find the story predictable, but the inspiring message and beautiful imagery make it worth watching.

I'd recommend it to anyone who enjoys films about self-discovery and travel. It's not action-packed, but it's a film that stays with you.

## 22.8 PROOFREADING AND AVOIDING TYPICAL ERRORS

#### **Objective:**

To develop the habit of **checking and correcting your writing** by identifying typical mistakes in grammar, spelling, punctuation, and style, improving clarity and accuracy.

## **WHY PROOFREAD?**

Even good ideas can be misunderstood if the writing is full of small errors. Proofreading helps you:

- Spot and correct mistakes before submission
- Make your writing clearer and more professional
- Avoid confusion, repetition, and inconsistency
- Build confidence in self-editing

 $\ll$  At B2 level, your writing should be mostly accurate, with only occasional slips.

## f Q common areas to check

#### SPELLING AND TYPOS

- Use spell check—but don't rely on it completely
- Watch out for easily confused words: their / there, it's / its

#### 𝒞 GRAMMAR

- Verb tense consistency
- Subject–verb agreement: She go  $X \rightarrow$  She goes  $\checkmark$
- Countable/uncountable nouns: much informations X → much information 🔗

#### **⊘** PUNCTUATION

- Comma use: after connectors (However, ...)
- Periods at the end of sentences
- Avoid run-on sentences

#### ✓ CAPITALIZATION

- Names, places, titles: I met Professor Smith in London.
- First word of every sentence

#### ✓ WORD CHOICE AND REPETITION

- Avoid vague words: GOOD, NICE, BAD  $\rightarrow$  be more specific
- Don't repeat the same word/phrase too often
- Replace informal expressions in formal writing



## ℜ QUICK PROOFREADING CHECKLIST

Before submitting, ask yourself:

- **?** Have I answered the task fully?
- Are spelling and punctuation correct?
- Is the paragraph structure clear?
- Did I use connectors logically?
- • Did I use the right tone and register?

**Read your text aloud** to check fluency

V Leave a few minutes between writing and proofreading to get fresh eyes

#### **COMMON MISTAKES AND HOW TO FIX THEM**

| Mistake                 | Correction              | Explanation  |
|-------------------------|-------------------------|--|
| I am agree with you.    | l agree with you.       | No "am" with "agree"                                 |
| He don't like it.       | He doesn't like it.     | Subject-verb agreement                               |
| There is many people.   | There are many people   | . "People" is plural                                 |
| She has 25 years.       | She is 25 years old.    | "Have" not used for age                              |
| Thanks for your helping | . Thanks for your help. | "Help" is uncountable and not used in -ing form here |

#### ⅆ PRACTICE TASK

Review the following short paragraph and correct any mistakes you find:

I think social medias is very important in todays world. It allow people to communicate fastly and share ideas. However, it can be bad if people spend to much time online and not talk with their family. In general, I belive it's useful, but should be use with care.

✓ How many corrections can you make?

#### SUGGESTED REVISION

I think social media is very important in today's world. It allows people to communicate quickly and share ideas. However, it can be harmful if people spend too much time online and don't talk with their family. In general, I believe it's useful, but it should be used with care.

## 22.9 WRITING FOR PRACTICAL TASKS (COMPLAINTS, REQUESTS, RECOMMENDATIONS)

#### **Objective:**

To learn how to write **functional, real-world texts** such as complaints, requests, and recommendations, using clear structure, polite tone, and effective language.

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#### WHEN ARE THESE USEFUL?

At B2 level, you're expected to write:

- Emails requesting information or action
- Complaint letters to a company or service
- Recommendations for people, places, or products

These tasks appear in exams, work emails, and daily life situations.

## ★ 1. MAKING REQUESTS

Use polite forms and clear structure:

#### Section

#### Example

Reason for writing I am writing to request further information about...

Specific request Could you please send me...? / I would appreciate it if you could...

Closing I look forward to your reply. / Thank you in advance.

#### Useful phrases:

- Would it be possible to ...?
- Could you let me know ...?
- I would be grateful if you could...
- •

## ★ 2. WRITING A COMPLAINT

Structure:

- 1. **Introduction** Say what you are writing about
- 2. Details of the issue What went wrong? When?
- 3. Effect or impact How did it affect you?
- 4. Action required What do you want them to do?

**Useful phrases:** 

- I am writing to express my dissatisfaction with...
- Unfortunately, the product/service did not meet my expectations.
- I would appreciate it if you could resolve this matter as soon as possible.
- I am requesting a full refund / replacement / apology.

Stay calm and polite—angry language weakens your case.

## ★ 3. WRITING A RECOMMENDATION

Structure:

- 1. Introduction What are you recommending?
- 2. **Details** Describe strengths, features, benefits
- 3. Personal opinion or experience
- 4. Recommendation Who is it good for?

Useful phrases:

- I highly recommend this...
- One of the best things about it is...
- It's ideal for people who...
- I wouldn't hesitate to recommend it to...



# ▲ COMMON MISTAKES

| Mistake                               | Correction  | Why?                         |
|---------------------------------------|---|------------------------------|
| I want a refund now.                  | I would like to request a refund.   | Too direct                   |
| Give me more information.             | Could you please provide more information?                                | Lacks politeness             |
| This restaurant is good.<br>Go there. | I highly recommend this restaurant for its friendly staff and great food. | Needs justification and tone |

## 

- 1. **Request**: Write an email asking for more information about a weekend language course.
- 2. **Complaint**: Write a formal complaint about a damaged item you received.
- 3. Recommendation: Recommend a café, app, or book you enjoyed recently.

## 120–150 words. Use:

- Appropriate greeting and sign-off
- Polite language
- Clear structure and purpose

# 22.10 UNIT 22 REVIEW

#### **UNIT SUMMARY**

In this unit, you've focused on **real-world writing skills** essential for everyday communication, academic assignments, and workplace contexts. You've developed tools to write clearly, appropriately, and effectively for various purposes.

## SKEY TAKEAWAYS BY SECTION

#### 22.1 Writing Formal and Informal Emails

- Match tone and structure to your audience
- Use phrases like I look forward to hearing from you (formal) or Let me know what you think (informal)

#### 22.2 Descriptive Writing: People, Places, Situations

- Use vivid adjectives, sensory language, and structured detail
- Describe people by appearance + personality; describe places by mood + layout

#### 22.3 Writing Short Articles and Blog Posts

- Begin with a hook, develop your idea clearly, and end with a final thought or question
- Keep the tone appropriate for blogs (personal) or articles (informative)

## 22.4 Opinion Paragraphs: Introduction–Body–Conclusion

- Start with your opinion, support it with reasons/examples, end with a summary
- Use phrases like In my view... / For example... / That's why I think...



## 22.5 Common Connectors and Paragraph Structure

- Use logical connectors to organize ideas: in addition, however, for example, therefore
- Each paragraph needs unity and flow

# 22.6 Politeness and Register in Written Communication

- Formal writing uses modal verbs, indirect expressions, and structured closings
- Know when to switch between Could you possibly... and Can you ...?

## 22.7 Writing a Review (Book, Film, Product)

- Use structure: intro  $\rightarrow$  summary  $\rightarrow$  evaluation  $\rightarrow$  recommendation
- Use expressions like It's well worth watching or I wouldn't recommend it unless...

## 22.8 Proofreading and Avoiding Typical Errors

- Check for spelling, grammar, punctuation, and style
- Use a checklist and allow time to revise

## 22.9 Writing for Practical Tasks

- Requests: I would be grateful if you could...
- Complaints: I am writing to express my dissatisfaction...
- Recommendations: It's perfect for anyone who enjoys...

## SELF-CHECK: CAN YOU...

- ✓ Write a formal and informal email for different situations?
- $\checkmark$  Describe a person, place, or situation using detail and tone?

- ✓ Proofread your own texts and correct common errors?
- **√** Write a functional complaint, request, or recommendation?

#### ▲ FINAL PRACTICE TASK

## Choose one of the following prompts and write 120–150 words:

- 1. A review of a book, film, or app you've used recently
- 2. A formal email requesting information about a new course
- 3. An opinion paragraph on the topic: Is it better to live in the city or the countryside?

## Use:

- Paragraph structure
- Clear register (formal/informal)
- Appropriate connectors and tone



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# UNIT 23 (LEVEL C1): ADVANCED GRAMMAR AND DISCOURSE STRUCTURES

At C1 level, grammar isn't just about forming correct sentences—it's about **refining how ideas are expressed** for style, clarity, and impact. This unit focuses on advanced grammar and discourse techniques that help you sound more natural, more persuasive, and more sophisticated in both speech and writing.

You'll explore structures like **inversion, cleft sentences**, and **complex conditionals** to add emphasis, variety, and precision to your communication. You'll also learn how to express subtle meaning with past modal verbs and narrative devices, and how to improve flow and cohesion through **nominalisation**, **ellipsis**, and **parallelism**. Each section is designed to deepen your control of English at a structural level—so you can express complex ideas with both confidence and elegance.

## 23.1 INVERSION FOR EMPHASIS (NEVER HAVE I...)

#### **Objective:**

To learn how to use **inversion structures** for emphasis in formal, written, or dramatic spoken English, especially with negative adverbials like NEVER, RARELY, NOT ONLY, and HARDLY.

#### **WHAT IS INVERSION?**

Inversion means **changing the normal word order**—placing the **auxiliary verb before the subject**—to emphasize a specific part of the sentence.

Normal: I have never seen such a beautiful view. Inverted: Never have I seen such a beautiful view.

This structure is used for:

- Stylistic emphasis
- Formal writing and speech
- Dramatic or rhetorical effect

## COMMON INVERSION TRIGGERS

These expressions often trigger inversion when placed at the beginning of a sentence:

| Trigger                                | Example  |
|--|--|
| Never                                  | Never have I felt so tired.                        |
| Rarely / Seldom                        | Rarely do we see this kind of honesty.             |
| Hardly / Barely / Scarcely             | Hardly had I arrived when the phone rang.          |
| Not only but also                      | Not only did he win, but he also broke the record. |
| No sooner than                         | No sooner had she left than it started raining.    |
| Little (meaning "not much")            | Little did they know what was coming.              |
| Only them ( and a latent ( and and and | Only then did I realize my mistaly                 |

Only then / only later / only when Only then did I realize my mistake.

✓ Inversion usually involves an **auxiliary verb** (do/does/did or have/has/had), or a **modal verb**.

## **INVERSION PATTERNS**

#### WITH PRESENT OR PAST SIMPLE



Never have I felt so relaxed. Rarely does she complain. Use do/does/did for inversion in these tenses.

WITH PAST PERFECT

Hardly had he spoken when she interrupted. No sooner had I sat down than the bell rang.

Use had + subject + past participle

#### WITH MODALS

Not only will she attend the meeting, but she will also present. Only by working hard can you succeed.

## ▲ COMMON MISTAKES

| Mistake                 | Correction                 | Why?                                   |
|-------------------------|----------------------------|--|
| Never I have seen this. | Never have I seen this.    | Auxiliary goes before the subject      |
| Hardly I arrived when   | Hardly had I arrived when  | Use "had" for past perfect inversion   |
| Not only he works fast  | Not only does he work fast | Use "does" in present simple inversion |

## 

- I have never tried sushi before.
   → Never have I tried sushi before.
- He rarely goes out on weekdays.
   → Rarely does he go out on weekdays.
- She had just closed the door when the phone rang.
   → Hardly had she closed the door when the phone rang.

## EXAMPLE DIALOG

Liam: Did you enjoy the performance? Noa: It was amazing. Never have I seen anything like it! Liam: Right? And not only did they sing, but they danced too. Noa: Only then did I understand how powerful that final scene was.

## 23.2 CLEFT SENTENCES (WHAT I LOVE IS ..., IT WAS JOHN WHO ... )

#### Objective:

To use **cleft sentences** to give emphasis or focus in both spoken and written English, helping you structure sentences in a more sophisticated and impactful way.

#### WHAT IS A CLEFT SENTENCE?

A **cleft sentence** splits a simple sentence into two clauses to **highlight one specific part** of the message—what you want the listener or reader to focus on.

Basic: I love this city. Cleft: What I love is this city.

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It's especially useful when you want to:

- Emphasize a subject, object, or action
- Add variety to sentence structure
- Sound more formal or expressive

## ♦ COMMON TYPES OF CLEFT SENTENCES

#### 1. WHAT-CLEFTS

Used to emphasize an action or idea

| Structure | Example |
|-----------|---------|
|-----------|---------|

What + subject + verb + be + focus What I need is a break.

What + happened + was + clause What happened was that he missed the train.

 $\checkmark$  Often used in spoken English for storytelling or clarification.

## 2. IT-CLEFTS

Used to emphasize a person, thing, time, or place

 Structure
 Example

 It + be + emphasized part + who/that/when/where...
 It was Sarah who called you.

 It's the weekend when we usually relax.

 It was in Paris that we first met.

✓ The emphasized part goes after "It was..." or "It is..."

## 3. ALL-CLEFTS (LESS COMMON BUT USEFUL)

Used to emphasize limits or minimum expectations

Example

All + subject + verb + be... All I want is some peace and quiet.

All + subject + verb + is to... All you have to do is wait.

# TRANSFORMING SIMPLE SENTENCES

| <b>Basic Sentence</b>         | Cleft Sentence                         |
|-------------------------------|--|
| He met her in Spain.          | It was in Spain that he met her.       |
| I enjoy working with you.     | What I enjoy is working with you.      |
| The problem is your attitude. | What the problem is, is your attitude. |
| He fixed the bike.            | It was he who fixed the bike.          |



## **▲** COMMON MISTAKES

| Mistake                  | Correction               | Why?                                  |
|--------------------------|--------------------------|---------------------------------------|
| Is Sarah who called.     | It is Sarah who called.  | Needs "It" at the start               |
| What do I want is peace. | What I want is peace.    | Don't invert in cleft clause          |
| It was called by Sarah.  | It was Sarah who called. | Avoid passive if subject is the focus |

## A PRACTICE TASK

Transform the following into cleft sentences:

- **1.** She told me the truth.
  - $\rightarrow$  It was she who told me the truth.
- We need a solution.
   → What we need is a solution.
- He left because of the noise.
   → What made him leave was the noise.

## EXAMPLE DIALOG

Emily: I can't believe he lied. Tom: What upsets me is that he didn't even apologize. Emily: Exactly. It was his reaction that shocked me the most. Tom: All I wanted was an honest answer.

## 23.3 FUTURE PERFECT AND FUTURE CONTINUOUS

#### **Objective:**

To understand and use the **future perfect** and **future continuous** tenses to describe actions that will be completed or in progress at a specific time in the future.

#### ♦ FUTURE PERFECT

## **STRUCTURE**

will have + past participle

Subject

Example

I / You / He / We will have finished / done / left She will have graduated by June.

**Past Participle** 

## 🖈 USE

To talk about actions that will be **completed** before a specific point in the future.

By this time next year, I will have saved enough to travel abroad. They will have finished the project before the deadline.

## **TIME EXPRESSIONS COMMONLY USED**

will have

- by tomorrow / by next week / by the time...
- before / in two years / by then



 $\checkmark$  Use it when you want to **project completion** into the future.

## ♦ FUTURE CONTINUOUS

## **STRUCTURE**

| will be + verb-ir | ng            |                           |                                 |
|-------------------|---------------|---------------------------|---------------------------------|
| Subject           | will be       | Verb-ing                  | Example                         |
| I / You / He / W  | e will be wor | king / studying / driving | At 10 a.m., I will be teaching. |

## 🖈 USE

To talk about actions that will be **in progress** at a specific moment in the future.

This time tomorrow, we will be flying to New York.

She will be working all weekend.

It emphasizes duration or future routine.

# COMPARISON

| Situation                     | Future Perfect                               | Future Continuous                                |
|-------------------------------|--|--|
| Focus on completion           | He will have finished the book by<br>Friday. | -  |
| Focus on activity in progress | _  | He will be reading the book on Friday afternoon. |
| Planning ahead                | We'll have moved by June.                    | We'll be living in Madrid by then.               |

#### $\triangle$ common mistakes

| Mistake  | Correction         | Why?                                  |
|--|--------------------|---------------------------------------|
| She will has finished. She will have finished. Use "have" not "has" after "will" |                    |                                       |
| We will be go.   | We will be going.  | Use verb + -ing for future continuous |
| I will have eating.  | I will have eaten. | Future perfect uses past participle   |

## 

Complete the following sentences:

- By next month, I \_\_\_\_\_ (complete) the course. → will have completed
   At 8 n m, they
   (have) dispersion
- At 8 p.m., they \_\_\_\_\_ (have) dinner.
   → will be having
- 3. She \_\_\_\_\_ (finish) the report by the time the meeting starts.  $\rightarrow$  will have finished
- 4. This time tomorrow, I \_\_\_\_\_ (relax) on the beach.
   → will be relaxing



#### EXAMPLE DIALOG

Lucas: Will you be home tomorrow night?Sophie: No, I'll be working late. I have a deadline.Lucas: Oh right. Will you have finished the presentation by Friday?Sophie: Hopefully. If I stay focused, I'll have completed most of it by Thursday.

# 23.4 PAST PERFECT CONTINUOUS AND NARRATIVE DEVICES

#### **Objective:**

To use the **past perfect continuous** for describing ongoing past actions before a point in the past, and to apply **narrative devices** that improve storytelling and cohesion in written or spoken English.

## ♦ PAST PERFECT CONTINUOUS

#### **STRUCTURE**

had been + verb-ing

| Subject           | had been | Verb-ing                   | Example  |
|-------------------|----------|----------------------------|--|
| I / You / He / We | had been | working / waiting / living | She had been studying for hours before the exam started. |

# 🖈 USE

To describe an action that was **in progress** for a period of time **before** another action or point in the past.

He had been working all day when I called him. They had been waiting for over an hour before the bus arrived.

 $\checkmark$  Emphasizes **duration** or **cause and effect** of a past situation.

## ☑ TIME EXPRESSIONS OFTEN USED

- for / since
- before / when
- until / by the time

## PAST PERFECT SIMPLE VS. PAST PERFECT CONTINUOUS

| Past Perfect Simple            | Past Perfect Continuous                   |
|--------------------------------|---|
| ad finished work before dinner | He had been working all day before dinner |

He had finished work before dinner. He had been working all day before dinner.

Focus on result

Focus on duration/process

Completed action Ongoing action up to the past

#### ▲ COMMON MISTAKES

| Mistake               | Correction           | Why?                 |  |
|-----------------------|----------------------|----------------------|--|
| He had being working. | He had been working. | Wrong form of "been" |  |



Mistake

| Correction |
|------------|
|------------|

Why?

They was been waiting. They had been waiting. Use "had", not "was"

I had wait since 5. I had been waiting since 5. Use continuous for duration

## **NARRATIVE DEVICES FOR STORYTELLING**

#### 1. TIME MARKERS

Help structure your story

• Suddenly, Just then, Eventually, A few moments later, By the time...

#### ✤ 2. TENSION BUILDERS

Create suspense or progression

- What nobody knew was...
- It had all started when...
- Little did I know...

#### **3. FLASHBACK SIGNALS**

Introduce events from the past

- I remembered that...
- Looking back, I realized...
- Earlier that day...

## ♥ 4. SEQUENCING EVENTS

Maintain flow

• At first, Then, Meanwhile, After that, Finally

#### **\*** PRACTICE TASK

Write a short story (100–150 words) beginning with: **"It had been raining for hours when..."** Include:

- At least one past perfect continuous structure
- One or more narrative devices
- Logical event sequence

#### EXAMPLE

It had been raining for hours when I finally arrived at the old house. My shoes were soaked, and my coat clung to me like wet paper. Just then, a loud creak echoed through the hallway. I had been hearing strange sounds since I entered, but this one made me freeze. What nobody told me was that I wasn't the first person to return that night.

## 23.5 COMPLEX CONDITIONALS AND HYPOTHETICALS

## Objective:

To master the use of **advanced conditional structures** and **hypothetical language** for discussing unreal, imagined, or alternative past and future situations.



# TYPES OF COMPLEX CONDITIONALS

# ♦ MIXED CONDITIONALS

Used when **the condition and result refer to different times** (e.g. past  $\rightarrow$  present or past  $\rightarrow$  future).

## 1. PAST $\rightarrow$ PRESENT RESULT

## Structure

If + past perfect, would + base verb If I had studied medicine, I would be a doctor now.

 $\ll$  The action didn't happen in the past, and now the result is different.

#### 2. PAST $\rightarrow$ FUTURE RESULT

## Structure

Example

Example

If + past perfect, would + be + verbing If he had booked earlier, he would be flying first class tomorrow.

# ♦ HYPOTHETICAL LANGUAGE (SOFTENING, SPECULATING)

Used to express uncertainty, imagination, or diplomatic suggestions.

| Expression                                    | Use            | Example                           |
|---|----------------|-----------------------------------|
| I wish / If only + past simple                | Unreal present | t I wish I had more free time.    |
| I wish / If only + past perfect               | Unreal past    | If only I had taken that job.     |
| It's time + past simple                       | Suggestion     | It's time we left.                |
| I'd rather + subject + past simple Preference |                | l'd rather you didn't smoke here. |
| Suppose / Imagine / What if?                  | Hypothetical   | What if we moved to another city? |

# SUMMARY OF ADVANCED CONDITIONAL PATTERNS

| Туре  | Structure                                       | Example                               |
|-------|---|---------------------------------------|
| 2nd   | If + past simple, would + base verb             | If I had more time, I would travel.   |
| 3rd   | If + past perfect, would have + past participle | If I had known, I would have come.    |
| Mixed | l lf + past perfect, would + base verb          | If you had told me, I would know now. |

#### ▲ COMMON MISTAKES

| Mistake                                 | Correction                                    | Why?                                   |
|---|---|--|
| If I would have gone, I would see her.  | If I had gone, I would see her.               | Don't use "would" in the if-<br>clause |
| I wish I would be there.                | I wish I were there.                          | Use "were" for unreal<br>present       |
| If I studied harder, I would<br>passed. | If I had studied harder, I would have passed. | Wrong tense for past result            |



## EXAMPLE DIALOG

Ava: If I had taken Spanish in school, I'd be fluent by now.
Mason: Same here. And if I hadn't been so lazy, I would've passed the exam.
Ava: I wish we could go back in time.
Mason: Well, we can't. But what if we started lessons now?

## 23.6 MODAL VERBS IN THE PAST (SHOULD HAVE, MIGHT HAVE...)

#### **Objective:**

To use **modal verbs + have + past participle** for expressing **regret**, **criticism**, **possibility**, or **hypothetical past situations** in both spoken and written English.

## **Q** STRUCTURE

## Modal verb + have + past participle

| Modal                                       | Meaning                     | Example                             |
|---|-----------------------------|-------------------------------------|
| should have                                 | regret / criticism          | I should have studied harder.       |
| shouldn't have                              | regret about a wrong action | n You shouldn't have said that.     |
| could have                                  | possibility or ability      | We could have won the game.         |
| might have / may have                       | uncertainty / speculation   | She might have missed the train.    |
| must have                                   | deduction / assumption      | He must have forgotten the meeting. |
| can't have / couldn't have strong disbelief |                             | They can't have finished already.   |

## ★ USES AND MEANINGS

#### ✓ REGRET OR ADVICE (SHOULD/SHOULDN'T HAVE)

- You should have told me earlier.
- I shouldn't have eaten so much cake.

# **?** POSSIBILITY AND SPECULATION (MIGHT/COULD/MAY HAVE)

- They might have taken the wrong bus.
- He could have been injured.

#### **P** DEDUCTION OR ASSUMPTION (MUST HAVE)

• She must have left early. Her car isn't here.

## **X** STRONG NEGATIVE ASSUMPTION (CAN'T HAVE / COULDN'T HAVE)

• He can't have written this. The style is too different.



## S MODAL VERBS IN PRESENT VS. PAST

| Present       | Past                 |
|---------------|----------------------|
| should do     | should have done     |
| might be      | might have been      |
| must be tired | must have been tired |
| can't know    | can't have known     |

## ▲ COMMON MISTAKES

| Mistake             | Correction                 | Why?                           |
|---------------------|----------------------------|--------------------------------|
| She should studied  | . She should have studied. | Use "have + past participle"   |
| He must forgot.     | He must have forgotten.    | "Forgotten" is past participle |
| I might went there. | I might have gone there.   | Use correct auxiliary          |

## EXAMPLE DIALOG

Jason: I can't believe I missed the interview.
Anna: You should have set two alarms.
Jason: I know. And I shouldn't have stayed up so late.
Anna: Don't worry. They might have another opening soon.
Jason: Really? That must have been what the email was about!

# 23.7 NOMINALISATION FOR FORMAL STYLE

#### **Objective:**

To use **nominalisation**—turning verbs or adjectives into nouns—to make your writing more **formal**, **concise**, **and impersonal**, especially in reports, essays, and academic texts.

## WHAT IS NOMINALISATION?

Nominalisation is the process of converting a verb, adjective, or clause into a noun form, allowing for:

- More formal tone
- Greater **objectivity**
- **Tighter structure** in academic and professional writing

Informal: **People complained about the noise.** Formal: **There were several complaints about the noise.** 

## SEXAMPLES OF NOMINALISATION

#### Verb / Adjective Noun Form (Nominalised)

| decide      | decision       |
|-------------|----------------|
| fail        | failure        |
| improve     | improvement    |
| responsible | responsibility |
|             |                |



## Verb / Adjective Noun Form (Nominalised)

| possible | possibility |
|----------|-------------|
| arrive   | arrival     |
| grow     | growth      |
| discuss  | discussion  |

# + HOW TO USE IT IN SENTENCES

#### ♦ REPLACE VERBS WITH NOUNS

## Informal

# Formal (with nominalisation)

We improved the system. There was an improvement in the system.

The team analysed the data. The analysis of the data was conducted.

They agreed on a strategy. An agreement on the strategy was reached.

## ✓ USEFUL PATTERNS

The [noun] of [noun/verb-ing]...

 $\rightarrow$  The success of the campaign surprised us.

There was a [noun] in...

 $\rightarrow$  There was a rise in fuel prices.

[Noun] is necessary for...

→ Clarification is necessary for all participants.

#### ▲ COMMON MISTAKES

| Mistake                 | Correction                | Why?                                     |
|-------------------------|---------------------------|--|
| The decide of the group | The decision of the group | Use correct noun form                    |
| A grow in demand        | A growth in demand        | "Grow" is a verb, not a noun             |
| Discuss of the problem  | Discussion of the problem | Use noun form without "of" if not needed |

#### EXAMPLE PARAGRAPH (WITH NOMINALISATION)

The **implementation** of new policies resulted in a noticeable **improvement** in team performance. Furthermore, the **evaluation** of last quarter's results led to the **identification** of key areas for growth. A final **decision** on restructuring is expected next month.

## 23.8 ELLIPSIS, SUBSTITUTION AND PARALLEL STRUCTURES

## **Objective:**

To improve **cohesion and style** in writing and speaking by using **ellipsis** (omission), **substitution** (replacement), and **parallel structures** (balanced sentence patterns).

### ♦ 1. ELLIPSIS (OMISSION)



**Ellipsis** means leaving out words that are understood from context, to avoid repetition and make the sentence more concise.

| Example  | Explanation |
|--|-------------|
| She can play the guitar, and he can too. $ ightarrow$ (play the guitar is omitted)   |             |
| I've read the article, but she hasn't. $ ightarrow$ (read the article is omitted)  |             |
| Do you want coffee or tea? — Tea, please. $ ightarrow$ (I want tea is implied)   |             |
| <ul> <li>✓ Common in both spoken and written English</li> <li>✓ Often follows auxiliary verbs, conjunctions, or short answers</li> </ul> |             |

# argle 2. SUBSTITUTION

Substitution uses a short word or phrase to replace a longer expression mentioned earlier.

| Word            | Used for             | Example   |
|-----------------|----------------------|---|
| do / does / die | <b>d</b> actions     | He enjoys hiking. I do too.                         |
| SO              | clauses / statements | s She passed the test. I think so.                  |
| one / ones      | nouns                | I prefer the blue shirt. The red one is too bright. |
| not             | negative repetition  | Some students passed, some did not.                 |
| ✓ Prevents rep  |                      |   |

 ${\mathscr O}$  Keeps the focus on **new information** 

# SELLIPSIS VS. SUBSTITUTION

# Technique Example

Ellipsis I love sushi, and my brother does too. (loves sushi is omitted)

Substitution I prefer the old version. This one is confusing. (one = version)

# ♦ 3. PARALLEL STRUCTURES

**Parallelism** means using the **same grammatical form** in a list or structure to make writing clearer and more elegant.

| Non-parallel  | Parallel  |
|---|---|
| She likes dancing, to sing, and jogs.                     | She likes dancing, singing, and jogging.              |
| The job requires attention, accuracy, and to be creative. | The job requires attention, accuracy, and creativity. |
| <b>^</b>  |   |

𝒞 Use the same **tense, form, or structure** in a list, comparison, or sentence with "and", "or", or "but".



#### **▲** COMMON MISTAKES

| Mistake                                       | Correction                                | Why?                         |
|---|---|------------------------------|
| She likes cooking, to swim, and jogging.      | She likes cooking, swimming, and jogging. | Mixed forms                  |
| l think yes.                                  | I think so.                               | Use "so" for substitution    |
| They read the book, and we read the book too. | They read the book, and we did too.       | Use ellipsis or substitution |

# EXAMPLE PARAGRAPH (USING ALL THREE)

I enjoy writing, editing, and publishing content online. My sister does too, although she prefers fiction while I focus on non-fiction. We started our blogs last year, and since then, she's improved faster than I have. Her style is unique, clear, and engaging—everything a good writer should be.

#### 23.9 ADVANCED SENTENCE COMBINING TECHNIQUES

#### **Objective:**

To improve writing fluency and sophistication by using **advanced sentence combination techniques**, reducing repetition and creating more varied, natural-sounding structures.

# WHY COMBINE SENTENCES?

Combining short, simple sentences helps:

- Avoid repetition
- Improve cohesion and flow
- Create stylistic variety
- Emphasize relationships between ideas (contrast, cause, time...)

# ♦ TECHNIQUE 1: USING COORDINATING CONJUNCTIONS

and, but, or, so, for, nor, yet

#### Simple

#### Combined

She loves books. She buys many. She loves books, and she buys many.

He was tired. He kept working. He was tired, but he kept working.

✓ Use for equal and related ideas



Combined

#### ♦ TECHNIQUE 2: USING SUBORDINATING CONJUNCTIONS

#### because, although, when, if, since, even though, while, as soon as, unless

#### Simple

She was late. She missed the bus. She was late because she missed the bus.

I will call you. I finish the task. I will call you when I finish the task.

✓ Use to show cause/effect, time, contrast, condition

#### ♦ TECHNIQUE 3: USING RELATIVE CLAUSES

Use who, which, that, where, whose to combine and describe

#### Simple

#### Combined

The woman is a doctor. She helped me. The woman who helped me is a doctor.

I read a book. It was interesting. I read a book that was interesting.

 $\checkmark$  Adds information without repeating the subject

#### ♦ TECHNIQUE 4: USING PARTICIPIAL PHRASES

Use present or past participles to reduce clauses:

# Clause Reduced

While he was walking home, he saw a cat. Walking home, he saw a cat.

The window that was broken is now fixed. The broken window is now fixed.

✓ More concise, natural, and academic.

#### ♦ TECHNIQUE 5: USING APPOSITIVES

Add non-defining information using commas:

#### Original Appositive

My friend is an artist. Her name is Lea. My friend, Lea, is an artist.

#### ▲ COMMON MISTAKES

| Mistake   | Correction                          | Why?                         |
|---|-------------------------------------|------------------------------|
| He is smart, he wins everything. He is smart, so he wins everything. Use conjunction to connect |                                     |                              |
| The book was boring. I read it.   | I read a book that was boring.      | Combine with relative clause |
| Eating lunch. I saw a friend.   | While eating lunch, I saw a friend. | Need a subject reference     |



#### EXAMPLE PARAGRAPH (WITH COMBINED SENTENCES)

Sarah, who works in marketing, is one of the most creative people I know. Always thinking ahead, she brings fresh ideas to every project. Her latest campaign, which launched last week, has already received excellent feedback. Because of her hard work, the company has grown significantly.

# 23.10 UNIT 23 REVIEW

#### **UNIT SUMMARY**

In this unit, you've explored **advanced grammar and discourse structures** to express ideas with greater clarity, emphasis, and fluency. These tools are key for sophisticated writing, speaking, and academic communication.

#### SKEY TAKEAWAYS BY SECTION

#### 23.1 Inversion for Emphasis

- Emphasize with inversion: NEVER HAVE I SEEN... / NOT ONLY DID HE...
- Common triggers: NEVER, RARELY, NO SOONER, HARDLY, LITTLE, ONLY THEN

#### 23.2 Cleft Sentences

- Add focus with: WHAT I NEED IS... / IT WAS JOHN WHO...
- Highlight different sentence elements (subject, object, time, place)

#### 23.3 Future Perfect and Future Continuous

- FUTURE PERFECT: action completed before a point  $\rightarrow$  I WILL HAVE FINISHED
- FUTURE CONTINUOUS: action in progress at a point  $\rightarrow$  I WILL BE WORKING

#### 23.4 Past Perfect Continuous and Narrative Devices

- HAD BEEN + -ING for past duration
- Use time markers, tension builders, flashbacks for storytelling

#### 23.5 Complex Conditionals and Hypotheticals

- Mixed conditionals: IF I HAD STUDIED, I WOULD BE A DOCTOR NOW
- Hypotheticals: SUPPOSE, I WISH, IF ONLY, WHAT IF...

#### 23.6 Modal Verbs in the Past

- SHOULD HAVE, MIGHT HAVE, MUST HAVE to express regret, speculation, deduction
- CAN'T HAVE and COULDN'T HAVE for strong negative assumptions

#### 23.7 Nominalisation for Formal Style

- Replace verbs/adjectives with nouns: DECIDE → DECISION
- Improves formality and objectivity

#### 23.8 Ellipsis, Substitution, Parallel Structures

- Avoid repetition: SHE SINGS, AND HE DOES TOO
- Use parallel grammar: SHE LIKES DANCING, SINGING, AND JOGGING

#### 23.9 Advanced Sentence Combining Techniques

- Combine with: AND, ALTHOUGH, WHO, WHILE EATING, WHOSE ....
- Creates variety, fluency, and style



#### ✓ SELF-CHECK: CAN YOU...

- ✓ Use inversion and cleft sentences to add focus?
- **√** Write clearly using future and past perfect forms?
- **V** Use mixed conditionals and past modals correctly?
- **√** Nominalise and structure ideas formally?
- Combine sentences and avoid repetition naturally?

#### I FINAL WRITING PROMPT

#### Write 150–180 words on this topic:

"If you could go back in time and change one decision, what would it be and why?"

Try to use:

- At least one mixed conditional
- One cleft sentence
- One example of inversion or nominalisation
- Cohesive devices and clear structure

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# UNIT 24 (LEVEL C1): STYLE, REGISTER, AND NUANCE

At higher levels of English, success doesn't just depend on *what* you say—but **how** you say it. The same message can sound formal or casual, confident or uncertain, diplomatic or blunt, depending on your tone, register, and word choice. This unit focuses on the **nuances of style** that distinguish advanced speakers and writers.

You'll learn to adjust your language depending on context, using tools like **hedging**, **evaluative vocabulary**, and **diplomatic phrasing** to sound precise, persuasive, or tactful. You'll explore how to interpret **implied meaning**, recognise and use **irony and understatement**, and integrate **idiomatic expressions** to express emotion and opinion more naturally. Whether you're writing a formal email, expressing disagreement in a meeting, or interpreting subtle messages in conversation, this unit will help you communicate with **greater sophistication**, **sensitivity**, **and confidence**.

#### 24.1 FORMAL VS. INFORMAL REGISTER: LEXICAL AND STRUCTURAL SHIFTS

#### Objective:

To distinguish between **formal and informal English** in vocabulary, grammar, and structure, and to use the appropriate **register** depending on the context, purpose, and audience.

#### **WHAT IS REGISTER?**

**Register** refers to the level of **formality** in language. It affects:

- Word choice (lexis)
- Grammar and syntax
- Sentence structure
- Tone and conventions

At C1 level, you must be able to **adapt your language** to different contexts—e.g., academic writing vs. friendly emails.

#### Q LEXICAL DIFFERENCES: FORMAL VS. INFORMAL

| Meaning | Informal         | Formal             |
|---------|------------------|--------------------|
| Ask     | ask              | request / enquire  |
| Help    | give a hand      | assist / support   |
| Need    | want             | require            |
| Say no  | turn down        | decline / reject   |
| Get     | get              | obtain / receive   |
| Start   | kick off / begin | commence           |
| Think   | reckon / guess   | consider / believe |

✓ Formal = precise, impersonal, often longer words

✓ Informal = shorter, more casual, idiomatic



# STRUCTURAL DIFFERENCES

| Informal Style                          | Formal Style  |
|---|---|
| Contractions: I'M, DON'T, CAN'T         | No contractions: I AM, DO NOT, CANNOT                         |
| Direct questions: CAN YOU HELP<br>ME?   | Indirect questions: COULD YOU TELL ME WHETHER YOU CAN ASSIST? |
| Phrasal verbs: FIND OUT, PUT OFF        | One-word verbs: DISCOVER, POSTPONE                            |
| Ellipsis: GOT IT?                       | Full structure: HAVE YOU UNDERSTOOD?                          |
| First-person: I THINK THIS IS<br>WRONG. | Objective tone: IT APPEARS TO BE INCORRECT.                   |

# S REGISTER SHIFT IN PRACTICE

| Informal  | Formal                            |  |
|---|-----------------------------------|--|
| I'm writing to let you know.  | . I am writing to inform you that |  |
| We're gonna look into it.   | We will investigate the matter.   |  |
| Can you get back to me? Could you please respond at your earliest convenience?                |                                   |  |
| ${\mathscr O}$ The more <b>impersonal and structured</b> the language, the more formal it is. |                                   |  |

# ▲ WHEN TO USE EACH REGISTER

| Context           | Register                                   |
|-------------------|--|
| Email to a friend | Informal                                   |
| Job application   | Formal                                     |
| Academic essay    | Formal                                     |
| Online chat       | Informal                                   |
| News article      | Neutral to formal                          |
| Complaint letter  | Formal                                     |
| Blog post         | Depends on audience (semi-formal/informal) |

# ▲ COMMON MISTAKES

| Mistake                                | Correction  | Why?                                      |
|--|---|---|
| I wanna ask something in my<br>report. | I would like to request clarification in my report. | Use full forms and precise verbs          |
| We think this is fine.                 | It is believed that this solution is acceptable.    | Formal tone avoids personal opinion       |
| She didn't turn up.                    | She failed to attend.                               | Phrasal verb replaced with<br>formal verb |



24.2 HEDGING AND SOFTENING STATEMENTS (IT SEEMS THAT... / IT COULD BE ARGUED THAT...)

#### **Objective:**

To use **hedging language** to express opinions more diplomatically and cautiously, which is essential for **academic writing**, **formal discussions**, and **polite disagreement**.

# **WHAT IS HEDGING?**

**Hedging** is the use of words or phrases to make a statement **less direct, less absolute, or more polite**. It helps:

- Avoid overgeneralization
- Show open-mindedness
- Indicate **uncertainty** or **probability**, not certainty
- Make critiques or opposing views sound respectful

# $\mathbf{Q}$ common hedging structures

| MODAL VERBS                     |             |
|---------------------------------|-------------|
| Example                         | Use         |
| This might be a valid point.    | Possibility |
| That could explain the results. | Suggestion  |
| It may indicate a deeper issue. | Uncertainty |

# ♦ VERBS OF THINKING AND REPORTING

| Example                       | Use                               |
|-------------------------------|-----------------------------------|
| I believe that this may help. | Personal opinion                  |
| Many researchers suggest that | Indirect reporting                |
| It is thought that            | Passive structure for objectivity |

♦ INTRODUCTORY CLAUSES

| Example | Use |
|---------|-----|
|---------|-----|

It seems that... Tentative conclusion

It could be argued that... Formal, cautious assertion

There appears to be... Observation without certainty

#### ♦ ADVERBS AND ADJECTIVES

Example

Use

Possibly / probably / generally / typically Modify strength of claim

Somewhat / relatively / to a certain extent Express limitation or qualification

A potential solution / a likely outcome Reduce certainty



# SEFORE AND AFTER: STRONG VS. SOFTENED

| Strong Claim                      | Hedged Version  |
|-----------------------------------|---|
| This solution is wrong.           | This solution may be inappropriate in some cases.             |
| She is always late.               | She tends to be late.   |
| The project failed because of him | . The project may have encountered issues due to his actions. |
| This proves the theory.           | This appears to support the theory.                           |

# ▲ COMMON MISTAKES

| Mistake                  | Correction                                    | Why?                       |
|--------------------------|---|----------------------------|
| He didn't do it right.   | He may not have completed the task correctly. | More tactful               |
| That idea makes no sense | . That idea might need further clarification. | Softer, invites discussion |
| Everyone agrees with me. | It is widely believed that                    | Avoids exaggeration        |

# EXAMPLE DIALOG (WITH HEDGING)

Mira: I think we need to replace the software.Josh: That could be a good idea, but perhaps we should test alternatives first.Mira: True. It seems that the current version isn't meeting all our needs.Josh: It might also be worth consulting IT before we decide.

# 24.3 DIPLOMATIC LANGUAGE IN EMAILS AND DISCUSSIONS

**Objective:** 

To use **diplomatic expressions** in writing and speech to communicate criticism, disagreement, requests, or bad news **politely and professionally**, especially in formal or sensitive contexts.

#### WHY USE DIPLOMATIC LANGUAGE?

At C1 level, you're expected to:

- Express yourself clearly without sounding rude or too direct
- Maintain good relationships in the workplace or academic environment
- Adapt your tone depending on the formality and purpose of the message
- Show respect for differing opinions or authority

#### ♦ DIPLOMATIC PHRASES FOR COMMON SITUATIONS

#### **1. MAKING SUGGESTIONS**

Direct

#### Diplomatic

We should do this. Perhaps we could consider doing this.

Do this instead. It might be better to try another approach.

Let's change it. Would it be possible to revise this slightly?



Direct

# 2. DISAGREEING POLITELY

| Din | loma  | atic |
|-----|-------|------|
| Pip | IOIII | auc  |

I disagree. I see your point, but I'm not sure I fully agree.

You're wrong. That's an interesting idea, though I have a different perspective.

This is a bad plan. I have some concerns about this approach.

# 3. GIVING NEGATIVE FEEDBACK

#### Direct

# Diplomatic

This report is full of mistakes. There are a few areas in the report that could be improved.

You did this incorrectly. This may need to be reviewed for accuracy.

This isn't good enough. This doesn't quite meet our usual standards.

 $\checkmark$  Softening criticism makes people more receptive to feedback.

#### 4. MAKING REQUESTS OR ASKING FAVORS

Direct

# Diplomatic

Send it to me now. Could you please send it to me at your earliest convenience?

I want a meeting. Would it be possible to schedule a meeting?

I need your help. I'd appreciate your assistance with this.

# DIPLOMATIC EXPRESSIONS TOOLKIT

| Function          | Example                              |
|-------------------|--------------------------------------|
| Soft disagreement | That's one way to look at it, but    |
| Soft suggestion   | It might be helpful to               |
| Vague authority   | It seems that / It appears that      |
| Polite request    | Would you mind? / I was wondering if |
| Partial agreement | I agree to some extent, however      |

# 

| Mistake                  | Correction   | Why?                        |
|--------------------------|--|-----------------------------|
| You don't<br>understand. | Maybe I didn't explain it clearly.                 | Avoids blaming the listener |
| Your idea won't work.    | There might be some challenges with that approach. | Softer tone                 |
| Give me the data.        | Could you please share the data with me?           | More respectful             |

# EXAMPLE EMAIL (DIPLOMATIC TONE)

Subject: Quick Follow-Up

Dear Alex,



I hope you're doing well. I just wanted to check in regarding the proposal—would you happen to have an update? If any additional time is needed, please don't hesitate to let me know.

Best regards,

Elena

#### 24.4 EMOTIVE AND EVALUATIVE LANGUAGE

#### **Objective:**

To use **emotive** and **evaluative language** effectively to express opinions, attitudes, and emotional responses in writing and speaking—especially in reviews, persuasive texts, and discussions.

#### **WHAT ARE EMOTIVE AND EVALUATIVE WORDS?**

- Emotive language appeals to feelings or attitudes (WONDERFUL, AWFUL, HEARTBREAKING)
- Evaluative language expresses judgment or value (EFFECTIVE, DISAPPOINTING, IMPRESSIVE)

These types of language help:

- Strengthen your argument or point of view
- Make your writing more engaging and vivid
- Convey subtle emotional or critical tone

# ♦ EMOTIVE LANGUAGE: EXPRESSING EMOTION

| Positive     | Neutral     | Negative      |
|--------------|-------------|---------------|
| inspiring    | impressive  | devastating   |
| exciting     | notable     | disappointing |
| heartwarming | memorable   | frustrating   |
| breathtaking | unusual     | infuriating   |
| fascinating  | significant | appalling     |
|              |             |               |

 $\checkmark$  Use emotive adjectives and adverbs to evoke feelings and emphasize tone.

#### ✤ EVALUATIVE LANGUAGE: JUDGING QUALITY OR VALUE

| Function  | Example Phrases                                   |  |
|---|---|--|
| Praise  | THIS IS AN OUTSTANDING EXAMPLE OF                 |  |
| Criticism   | THE SOLUTION WAS POORLY EXECUTED.                 |  |
| Comparison  | FAR MORE EFFECTIVE THAN / NOT NEARLY AS USEFUL AS |  |
| Personal judgment IN MY VIEW, THIS WAS A CLEVER CHOICE. |   |  |
| Suggesting quality                                      | IT DEMONSTRATES A HIGH LEVEL OF PRECISION.        |  |
| ✓ Used in essays, reviews, commentaries, debates        |   |  |

# **2** SENTENCE FRAMES WITH EMOTIVE/EVALUATIVE LANGUAGE

- The film was absolutely [thrilling / disappointing].
- What makes this project particularly [effective / weak] is...
- It left me feeling [moved / frustrated / confused].



- This solution is [unacceptable / brilliant / thought-provoking].
- In my opinion, it's a [powerful / ineffective] response.

#### ▲ COMMON MISTAKES

| Mistake             | Correction                                    | Why?                                    |
|---------------------|---|---|
| The movie was good. | The movie was gripping and visually stunning. | Too vague                               |
| The idea is bad.    | The idea lacks clarity and depth.             | Use specific evaluation                 |
| It made me sad.     | It was deeply moving.                         | Emotive expression is more<br>impactful |

#### EXAMPLE PARAGRAPH

The documentary was both eye-opening and deeply unsettling. It exposed the harsh realities behind the scenes of the fashion industry, offering a powerful commentary on consumerism and exploitation. In my opinion, it's a must-watch for anyone who wants to understand the true cost of fast fashion. The visuals were haunting, and the interviews left a lasting impression.

#### 24.5 PRECISION VS. VAGUENESS (ROUGHLY, SOMEWHAT, APPROXIMATELY ... )

#### Objective:

To use **precise and vague expressions** appropriately, depending on the context and communicative goal—balancing clarity with flexibility, especially in formal writing, discussions, and academic contexts.

#### **WHY DOES THIS MATTER?**

At C1 level, you should know:

- When to be exact (data, definitions, factual reporting)
- When to be vague or cautious (estimates, speculation, softening opinions)

Using this balance helps:

- Sound more credible and diplomatic
- Adapt to academic, scientific, or casual communication
- Show awareness of uncertainty or lack of absolute proof

#### ♦ EXPRESSIONS FOR PRECISION

| Туре               | Examples   |
|--------------------|--|
| Quantifiers        | EXACTLY, SPECIFICALLY, PRECISELY, NO MORE THAN, AT LEAST |
| Measurements       | 5.25%, 3 KILOMETRES, 1,000 WORDS                         |
| Specific time      | ON MARCH 3RD AT 9:00 A.M., FOR 45 MINUTES                |
| Clear descriptions | A 30-YEAR-OLD MALE WITH 10 YEARS OF EXPERIENCE           |

♥ Use precise language in **reports, proposals, research, instructions** 

#### ✤ EXPRESSIONS FOR VAGUENESS OR APPROXIMATION



Туре

# Examples

| Approximate quantity | ABOUT, ROUGHLY, NEARLY, AROUND, APPROXIMATELY      |
|----------------------|--|
| General time         | SOON, LATELY, AT SOME POINT, A WHILE AGO           |
| General frequency    | OFTEN, OCCASIONALLY, SOMETIMES, EVERY NOW AND THEN |

Hedging adjectives/adverbs SOMEWHAT, RELATIVELY, SORT OF, A BIT, MORE OR LESS

Precise

 $\checkmark$  Useful when:

- You don't have exact figures
- You want to avoid sounding overly certain
- You're generalizing politely

#### Sefore and after: precision vs. vagueness

# Vague

It was kind of expensive. It cost approximately €450.

We met a while ago. We met in October during the workshop.

Many people use it. Over 60% of respondents use it daily.

# ▲ COMMON MISTAKES

| Mistake                          | Correction                                     | Why?                                     |
|----------------------------------|--|--|
| lt was 10ish.                    | It was approximately 10 o'clock.               | Use formal approximation                 |
| He's tallish and sort of strong. | He is around 1.85m tall and of athletic build. | Avoid vague modifiers in formal contexts |
| We'll meet soon.                 | We are scheduled to meet on Friday at 3 p.m.   | "Soon" is too vague for planning         |

# EXAMPLE PARAGRAPH

The training session lasted approximately 90 minutes and covered three core modules. Roughly 25 participants were present, most of whom had prior experience. While exact feedback is still being collected, early responses suggest that the content was somewhat useful, though the pace could have been slightly faster. A more detailed analysis will follow in the next report.

# 24.6 IRONY, UNDERSTATEMENT, AND SARCASM

#### **Objective:**

To recognize and use **irony**, **understatement**, and **sarcasm** appropriately for subtle, humorous, or rhetorical effect—especially in advanced spoken and written English.

# WHAT'S THE DIFFERENCE?

| Technique | Definition   | Example                           |
|-----------|--|-----------------------------------|
| Irony     | Saying the opposite of what is meant, often to highlight contradiction | "GREAT WEATHER!" (DURING A STORM) |



| Technique      | Definition   | Example   |
|----------------|--|---|
| Understatement | Minimizing something to create effect or humor     | "IT'S JUST A SCRATCH." (ABOUT A LARGE<br>DENT IN A CAR)           |
| Sarcasm        | A sharp or mocking remark, often meant to ridicule | "WOW, YOU'RE SO ORGANIZED," (TO<br>SOMEONE WHO FORGOT EVERYTHING) |

 $\checkmark$  All three require context and tone to be understood

 ${\mathscr O}$  Irony and understatement are **subtle**; sarcasm is often more **blunt and emotional** 

#### ♦ IRONY: CONTRADICTION BETWEEN WORDS AND REALITY

# Туре

#### Example

Verbal irony "What a pleasant surprise." (after something expected and unpleasant)

Situational irony A fire station burns down.

Dramatic irony The audience knows something the character doesn't.

 $\ll$  Irony often involves **tone of voice** in speech, or **contrast** in written contexts.

## ✤ UNDERSTATEMENT: DOWNPLAYING FOR EFFECT

Used for:

- Politeness
- Humor

Situation

• Sarcasm in disguise

#### Understatement

A freezing day "It's a bit chilly today."

A terrible movie "It wasn't exactly Oscar material."

Someone bleeding "You might want a bandage for that."

#### ▼ SARCASM: IRONY WITH A BITE

| Expression                                 | Real Meaning                  |
|--|-------------------------------|
| "NICE JOB PARKING!" (car is crooked)       | THAT WAS TERRIBLE PARKING.    |
| "OH GREAT, ANOTHER MEETING."               | I DON'T WANT ANOTHER MEETING. |
| "YOU'RE SO HELPFUL." (after no help given) | YOU WERE NOT HELPFUL AT ALL.  |

 $\checkmark$  Be cautious: sarcasm can come across as **rude or hostile**, depending on tone and context.

# ▲ COMMON MISTAKES

| Mistake                        | Issue                   | Тір                                     |
|--------------------------------|-------------------------|---|
| Using sarcasm in formal writin | g Inappropriate tone    | Avoid in academic or professional texts |
| Misreading irony as literal    | Misunderstanding meanin | g Pay attention to context and tone     |
| Overusing irony or sarcasm     | Confuses the reader     | Use sparingly for clarity and effect    |



#### EXAMPLE DIALOG (IRONY AND UNDERSTATEMENT)

Sam: We missed the train... again.
Nina: Well, that's just perfect timing.
Sam: At least we've got 90 minutes to enjoy this lovely platform.
Nina: Yeah, it's practically a luxury spa—minus the comfort.

# 24.7 IDIOMS FOR EXPRESSING ATTITUDE AND OPINION

#### **©** OBJECTIVE

To use **idiomatic expressions** to express personal **attitudes**, **emotions**, **and opinions** in a natural and nuanced way, especially in conversation, informal writing, and opinion pieces.

#### **WHY USE IDIOMS?**

Idioms:

- Make your English sound more fluent and expressive
- Add color, emphasis, or subtlety to opinions
- Reflect attitude or emotional stance (positive, critical, skeptical...)

At C1 level, idioms help you sound less literal and more idiomatic—closer to native-level fluency.

#### ♦ IDIOMS TO EXPRESS STRONG OPINIONS

| Idiom                   | Meaning                 | Example  |
|-------------------------|-------------------------|--|
| In my book              | According to my opinior | In my book, that was a total success.          |
| lf you ask me           | Personally speaking     | If you ask me, they should lower the prices.   |
| As far as l'm concerned | From my perspective     | As far as I'm concerned, it's a waste of time. |
| To my mind              | In my view              | To my mind, this law is outdated.              |

#### **\*** IDIOMS SHOWING ATTITUDE OR EMOTION

| Idiom                    | Attitude         | Example   |
|--------------------------|------------------|---|
| Over the moon            | Extremely happy  | She was over the moon with her exam results.    |
| Down in the dumps        | Depressed        | He's been down in the dumps all week.           |
| On the fence             | Undecided        | I'm still on the fence about moving abroad.     |
| Rub me the wrong way     | Irritate me      | His arrogant tone really rubs me the wrong way. |
| Hit the nail on the head | Be exactly right | She hit the nail on the head with that comment. |

#### ▼ IDIOMS FOR CRITICISM OR SKEPTICISM

| Idiom          | Use                    | Example  |
|----------------|------------------------|--|
| A bit much     | Excessive              | That reaction was a bit much, don't you think?           |
| Miss the point | Misunderstand          | He's totally missed the point of the discussion.         |
| Out of touch   | Unaware or unrealistic | c That proposal shows they're out of touch with reality. |



| Idiom | Use | Example |
|-------|-----|---------|
|       |     |         |

Too good to be true Not believable

The deal sounded too good to be true—and it was.

#### ▲ USE WITH CARE

- Idioms are mostly informal or semi-formal
- Avoid in academic writing or official documents
- Ensure idiomatic accuracy—don't translate directly from your native language

#### EXAMPLE DIALOG

Alex: So, what did you think of the meeting?
Lena: Honestly, I'm still on the fence.
Alex: Really? I thought the manager hit the nail on the head.
Lena: Maybe, but some of the proposals rubbed me the wrong way.
Alex: Yeah, I see your point. A few of them were a bit much.

# 24.8 IMPLICIT MEANING AND PRAGMATIC INFERENCE

#### **Objective:**

To understand and interpret **implicit meaning**—what is **meant but not directly said**—and to make **pragmatic inferences** based on context, tone, and social norms.

#### **WHAT IS IMPLICIT MEANING?**

Implicit meaning occurs when a speaker **implies** something rather than states it outright. Listeners/readers must use:

- Context
- Tone of voice
- Cultural/social knowledge
- Common sense

This is a key skill in advanced comprehension and fluent interaction.

# **Q** EXAMPLES OF IMPLICIT MEANING

| What's Said        | What's Meant     |
|--------------------|------------------|
| It's getting late. | We should leave. |

That's an interesting choice of words. I don't agree with you.

Are you sure that's the best idea? I don't think it is.

I suppose you could try that. I don't really recommend it.

✓ The meaning depends heavily on intonation, facial expression, and situation.

# PRAGMATIC INFERENCE

**Pragmatic inference** is using real-world knowledge + context to understand meaning. Examples:

"I HAVE A LOT OF WORK TO DO." → Implicit: I CAN'T GO OUT TONIGHT.



"DO YOU REALLY NEED ANOTHER PAIR OF SHOES?"  $\rightarrow$  Implicit: YOU ALREADY HAVE TOO MANY.

"WELL, THAT'S ONE WAY TO DO IT..." → Implicit: I DON'T THINK IT'S THE BEST WAY.

#### ♦ POLITENESS, CULTURE, AND INDIRECTNESS

In English (especially British English), people often soften opinions or hint indirectly:

- "YOU MIGHT WANT TO CHECK THAT AGAIN." → You made a mistake.
- "IT COULD BE IMPROVED SLIGHTLY." → It needs a lot of work.
- "HE'S QUITE CONFIDENT." → He's arrogant (depending on tone).

Understanding these **social cues** is essential for advanced communication.

#### ▲ COMMON PITFALLS

| Issue                     | Тір                                   |
|---------------------------|---------------------------------------|
| Taking things literally   | Always consider tone + context        |
| Ignoring sarcasm or irony | Listen for intonation and facial cues |

Not recognizing cultural styles English often uses indirectness for politeness

#### EXAMPLE DIALOG

Mark: So, what did you think of her proposal? Lisa: It was... creative. Mark: Not a fan? Lisa: Let's just say it's a bold approach. Mark: Ah, got it.

# 24.9 SPOKEN VS. WRITTEN TONE: DIFFERENCES IN CHOICE AND RHYTHM

#### **Objective:**

To understand the **differences in tone, vocabulary, and structure** between spoken and written English, and to adapt appropriately for **context, formality, and audience**.

#### WHY DOES TONE MATTER?

Tone is the **attitude or emotion** behind your words. It changes depending on:

- **Purpose** (inform, entertain, persuade...)
- Mode (speech vs. writing)
- Audience (friends, colleagues, academic readers...)

Spoken tone is typically more **casual, flexible**, and **interactive**, while written tone is usually more **formal, structured**, and **precise**.

#### **Q** KEY DIFFERENCES

| Feature   | Spoken English           | Written English    |
|-----------|--------------------------|--------------------|
| Tone      | Casual, spontaneous      | Planned, polished  |
| Structure | Fragmented, less grammar | Complete sentences |



| Feature    | Spoken English                  | Written English           |
|------------|---------------------------------|---------------------------|
| Vocabulary | Informal, contractions          | Formal, precise           |
| Repetition | Common for emphasis             | Often avoided             |
| Rhythm     | Pauses, hesitations, intonation | Punctuation controls flow |
| Feedback   | Immediate (listeners react)     | Delayed or none           |

#### ✤ SPOKEN ENGLISH: TONE AND STYLE

Often includes:

- Contractions (I'M, DON'T, WON'T)
- Fillers (WELL, YOU KNOW, LIKE)
- Tag questions (ISN'T IT?, YOU SEE?)
- Discourse markers (ACTUALLY, ANYWAY, SO...)
- Intonation and stress to show emotion or emphasis

"Well, I guess we could try something different, you know?"

#### ♦ WRITTEN ENGLISH: TONE AND STYLE

Tends to be:

- More formal and concise
- Avoids slang and abbreviations
- Uses topic sentences, paragraphs, and clear logic
- Often uses the **passive voice** for objectivity

"An alternative approach may be required in light of recent data."

# **Z EXAMPLES: SPOKEN VS. WRITTEN COMPARISON**

| Spoken                        | Written                                   |
|-------------------------------|---|
| She's kind of upset, I think. | She appears to be somewhat upset.         |
| So, what do you wanna do?     | What would you prefer to do?              |
| I didn't get it at all.       | The concept was not entirely clear to me. |
| You said that, right?         | It was previously stated that             |

# ⚠ REGISTER SHIFT PITFALLS

| Mistake                                | Correction                      | Why?  |
|--|---------------------------------|---|
| Using slang in formal writing          | Replace with precise vocabulary | "Cool" → "beneficial"                       |
| Overusing formal tone in casual speech | Soften for natural flow         | Avoid "thus" or "hence" in everyday<br>talk |
| Forgetting audience                    | Match tone                      | Essay ≠ message to a friend                 |

#### EXAMPLE REFLECTION

**Spoken**: "Anyway, I guess it's okay, but I don't know if I'd do it again, you know?" Written: "Overall, the experience was acceptable, though I am unsure whether I would repeat it."

# 24.10 UNIT 24 REVIEW

#### **UNIT SUMMARY**

In this unit, you developed advanced control over **tone**, **style**, **and nuance**—key elements for sounding natural, polished, and context-appropriate in both spoken and written English.

# S KEY TAKEAWAYS BY SECTION

#### 24.1 Formal vs. Informal Register

- Formal: precise, impersonal (REQUIRE, RESPOND, DECLINE)
- Informal: relaxed, conversational (NEED, GET BACK TO, TURN DOWN)
- Match the register to audience and context

#### 24.2 Hedging and Softening Statements

- Use MIGHT, SEEMS, POSSIBLY, IT COULD BE ARGUED... to reduce certainty
- Helps in academic writing, diplomacy, and respectful disagreement

#### 24.3 Diplomatic Language in Emails and Discussions

- WOULD IT BE POSSIBLE... / I WAS WONDERING IF... / I HAVE SOME CONCERNS ABOUT...
- Tone is respectful, tactful, and professional—even when disagreeing

# 24.4 Emotive and Evaluative Language

- AMAZING, DISAPPOINTING, POWERFUL, FRUSTRATING... for strong opinion and expression
- Adds voice and impact in reviews, essays, or debates

#### 24.5 Precision vs. Vagueness

- Precision: EXACTLY, SPECIFICALLY, 12.5%
- Vagueness: ROUGHLY, SOMEWHAT, AROUND
- Useful for balancing certainty and flexibility

#### 24.6 Irony, Understatement, and Sarcasm

- "NICE TIMING." (after being late) → sarcasm
- Recognize tone + context to interpret or use these appropriately

#### 24.7 Idioms for Expressing Attitude and Opinion

- ON THE FENCE, RUBS ME THE WRONG WAY, HIT THE NAIL ON THE HEAD
- Make opinions vivid, emotional, or subtly critical

#### 24.8 Implicit Meaning and Pragmatic Inference

- Read between the lines: "IT'S GETTING LATE" → LET'S LEAVE
- Understand what's meant, not just what's said

# 24.9 Spoken vs. Written Tone

- Spoken: WELL, I GUESS IT'S FINE.
- Written: OVERALL, THE RESULT APPEARS ACCEPTABLE.
- Choose the right style based on mode and audience

#### SELF-CHECK: CAN YOU...

- ✓ Express your opinion carefully and diplomatically?
- ✓ Use strong emotional and evaluative language when needed?
- ✓ Infer meaning from context and subtext?
- $\checkmark$  Match spoken or written tone to the communication setting?



# INAL PRACTICE TASK

#### Choose one of the following prompts (150–180 words):

- 1. A **review** of a cultural event, using emotive and evaluative language.
- 2. A formal email expressing polite disagreement with a colleague.
- 3. A short discussion script that includes irony, hedging, and an idiom.

Try to include:

- 1 example of hedging or softening
- 1 idiomatic expression
- Either irony, precision, or implicit meaning

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# UNIT 25 (LEVEL C1): MASTERING FORMAL AND ACADEMIC WRITING

At an advanced level of English, being able to write accurately is not enough—you also need to express complex ideas with clarity, structure, and a polished academic tone. Whether you're writing an essay, a report, or a formal proposal, your work must follow conventions that demonstrate logical organisation, balanced argumentation, and precise language. This unit focuses on helping you master the key elements of **formal and academic writing** so you can write with confidence, clarity, and credibility.

Throughout the unit, you'll learn how to plan and structure essays, write compelling introductions with clear thesis statements, and develop coherent paragraphs supported by well-connected ideas. You'll also explore how to use advanced cohesive devices, refute counterarguments, summarise and synthesise sources, and adopt a formal writing style. Finally, you'll learn how to edit your own writing effectively to produce polished and professional work. This is your final step toward writing like a true academic communicator.

#### 25.1 ESSAY WRITING: PLANNING AND STRUCTURE

#### Objective:

To master the process of **planning and structuring formal essays**, with a clear introduction, body, and conclusion—essential for academic and exam writing at C1 level.

#### WHY PLAN AN ESSAY?

Planning helps to:

- Clarify your argument and viewpoint
- Organize ideas logically
- Avoid repetition or off-topic content
- Stay within word limits and time constraints

A strong essay has:

- A clear thesis
- Well-developed paragraphs
- Cohesive transitions and a consistent tone

#### BASIC ESSAY STRUCTURE (THREE-PART MODEL)

# 1. INTRODUCTION (10–15%)

- Brief context or background
- Paraphrase the question (if relevant)
- State your thesis (main opinion or purpose)
- Outline the main points you'll discuss

In recent years, the debate over online education has intensified. While some believe it compromises quality, others argue it increases accessibility. This essay will examine both perspectives before concluding that digital learning is a vital tool in modern education.

#### 2. BODY PARAGRAPHS (70-80%)

Each paragraph should follow the **PEEL structure**:



| Step | What it means     | Example   |
|------|-------------------|---|
| Р    | Point (main idea) | One major advantage of online education is flexibility.                               |
| E    | Explain           | Students can study at their own pace and fit learning around other commitments.       |
| E    | Evidence/Example  | For instance, many working adults enroll in evening webinars or asynchronous courses. |
| L    | Link              | This flexibility makes education more accessible for non-traditional learners.        |

#### Use connectors to link ideas:

# Moreover, In contrast, On the other hand, As a result, For instance...

 $\checkmark$  Aim for 2–3 strong paragraphs, each focusing on **one idea**.

#### 3. CONCLUSION (10–15%)

- Restate the main idea (paraphrase your thesis)
- Summarize key arguments
- Optional: final thought, recommendation, or implication

In conclusion, although online learning presents certain challenges, its ability to adapt to different lifestyles and provide global access to education makes it a valuable modern alternative to traditional classrooms.

#### **ESSAY TYPES AT C1 LEVEL**

| Туре                 | Goal                                    | Example  |
|----------------------|---|--|
| Opinion              | Express and justify your view           | Do you agree that public transport should be free?       |
| For and Against      | Present both sides before<br>concluding | Discuss the advantages and disadvantages of remote work. |
| Problem–<br>Solution | Identify an issue and suggest solutions | What can be done to reduce urban pollution?              |
| Discussion           | Explore various viewpoints              | What are the effects of tourism on local communities?    |

#### ▲ COMMON PLANNING MISTAKES

| Mistake                     | Correction                             |
|-----------------------------|--|
| No thesis statement         | Always state your main opinion clearly |
| Ideas not grouped logically | Use one paragraph per topic            |
| Lack of linking devices     | Add connectors to improve cohesion     |
| Weak or vague conclusion    | Restate your opinion with confidence   |

# 🛠 PRACTICE TASK: ESSAY PLAN

Topic: Should mobile phones be allowed in the classroom?



Plan:

- Introduction → Paraphrase + thesis
- Paragraph  $1 \rightarrow$  Educational benefits
- Paragraph 2  $\rightarrow$  Potential distractions
- Conclusion  $\rightarrow$  Balanced view, final position

#### 25.2 INTRODUCTION AND THESIS DEVELOPMENT

#### **Objective:**

To write **effective introductions** for academic essays, with clear background, a focused topic, and a **strong thesis statement** that guides the rest of the argument.

#### **WHY THE INTRODUCTION MATTERS**

The introduction is your **first impression**. A strong one:

- Engages the reader
- Presents the **topic and context**
- Clearly states your position or purpose
- Previews the main points (optional but helpful)

#### ♦ STRUCTURE OF AN ACADEMIC INTRODUCTION

- 1. **Hook** (optional): A general idea, fact, or question to introduce the topic
- 2. Context or background: Explain why the topic matters
- 3. Paraphrased question: Reformulate the prompt if needed
- 4. Thesis statement: Your main point or argument
- 5. Essay outline (optional): A roadmap of your body paragraphs

#### **EXAMPLE BREAKDOWN**

#### Essay topic: Should schools ban mobile phones?

In today's digital age, mobile phones are more common than textbooks in the classroom. While some argue they distract students, others see them as learning tools. This essay argues that mobile phones should be allowed in schools because they enhance learning opportunities and support communication.

| Part                   | Function       |
|------------------------|----------------|
| In today's digital age | Hook + context |
| While some argue       | Shows debate   |
|                        |                |

This essay argues that... Thesis statement

# C WRITING A STRONG THESIS

#### A thesis statement is:

- One sentence
- Clear and direct
- Expresses your main point or opinion
- Matches the type of essay (opinion, discussion, etc.)



#### GOOD THESIS EXAMPLES

# Essay Type Thesis Statement

Opinion Online learning is more effective than traditional classrooms.

For/Against While remote work increases flexibility, it may reduce team productivity.

Problem–Solution Urban pollution requires stronger public policies and greener infrastructure.

# **⊘** Avoid vague, neutral, or too broad thesis statements:

- X I will talk about education today.
- $\checkmark$  Education systems must adapt to digital transformation to remain relevant.

# **☆** □ PRACTICE TASK

#### Topic: Is social media good for teenagers?

Write an introduction including:

- A short context
- A balanced opening (if needed)
- A clear thesis (e.g., THIS ESSAY ARGUES THAT...)
- Optional: brief mention of your main supporting points

# EXAMPLE INTRODUCTION

Social media has become an integral part of teenagers' lives, influencing how they communicate, learn, and spend their free time. While critics point to its harmful effects on mental health and attention span, supporters argue it fosters creativity and connection. This essay argues that, when used responsibly, social media can be a powerful tool for teenage development and self-expression.

# 25.3 PARAGRAPHING AND LOGICAL PROGRESSION

#### **Objective:**

To write clear, coherent paragraphs that each develop a **single idea**, and to sequence those paragraphs logically to support the essay's overall argument.

## **WHY PARAGRAPH STRUCTURE MATTERS**

Each paragraph should:

- Focus on one clear point
- Include supporting details (explanations, evidence, examples)
- Connect smoothly to the **next paragraph**

Good paragraphing improves:

- Clarity of ideas
- Flow of reasoning
- Reader engagement and comprehension



#### ♦ THE PEEL STRUCTURE (FOR BODY PARAGRAPHS)

| Step                   | What It Does                    | Example  |
|------------------------|---------------------------------|--|
| <b>P</b> – Point       | States the main idea            | One major benefit of online classes is flexibility.                        |
| <b>E</b> – Explain     | Expands the idea                | Students can study at their own pace and location.                         |
| <b>E</b> –<br>Evidence | Adds data or examples           | For example, many adults now take evening courses while working full-time. |
| <b>L</b> – Link        | Connects to thesis or next idea | This flexibility makes education accessible to a wider audience.           |

# OGICAL PROGRESSION BETWEEN PARAGRAPHS

Use clear transitions to guide the reader:

| Function  | Transition Examples                     |  |
|---|---|--|
| Adding a point                                    | Furthermore, In addition, Moreover      |  |
| Contrasting                                       | However, On the other hand, In contrast |  |
| Giving examples                                   | For instance, To illustrate             |  |
| Showing cause/effect                              | As a result, Therefore, Because of this |  |
| Summarizing or concluding In summary, To conclude |   |  |

 $\ll$  Begin each new paragraph with a **topic sentence** that signals what it's about.

# PARAGRAPH ORDER: BUILDING AN ARGUMENT

| Pattern                | Example                                |
|------------------------|--|
| Strongest to weakest   | Start with your best point             |
| Chronological          | Useful for narratives or processes     |
| Problem–Cause–Solution | Ideal for social/issue essays          |
| Balanced               | Present both sides before your opinion |

#### **▲** COMMON MISTAKES

| Mistake  | Correction  |
|--|---|
| Too many ideas in one paragraph Break into separate paragraphs |   |
| No topic sentence  | Begin with a clear statement of the paragraph's focus         |
| No transitions   | Use linking expressions to guide flow                         |
| Abrupt ending  | End with a sentence that wraps up or leads into the next idea |

# **\*** PRACTICE TASK

Write a body paragraph using PEEL for the topic:



# "Mobile phones can support learning in schools."

Include:

- One main point
- Explanation
- Example
- Linking sentence to the next idea (e.g. HOWEVER, SOME EDUCATORS RAISE CONCERNS ABOUT DISTRACTIONS.)

#### 25.4 COHESIVE DEVICES AND DISCOURSE MARKERS (C1 LEVEL)

#### **Objective:**

To use a range of **cohesive devices** and **discourse markers** to connect ideas, guide the reader, and achieve clarity and fluency in formal writing.

#### ☑ WHAT ARE COHESIVE DEVICES?

Cohesive devices are words and phrases that:

- Link ideas between sentences and paragraphs
- Show logical relationships (addition, contrast, cause, sequence, etc.)
- Help create a clear **flow of thought** in essays and academic texts

#### They include:

- Transition signals (e.g. however, moreover)
- **Reference words** (e.g. this, that, such)
- Synonyms and reformulations
- Repetition or lexical chains

#### ♦ ADVANCED DISCOURSE MARKERS BY FUNCTION

#### **ADDITION**

• Moreover, Furthermore, In addition, What is more, Not only that

#### CONTRAST

• However, Nevertheless, On the other hand, By contrast, Even so

#### **EMPHASIS**

• Indeed, In fact, It is worth noting that, Significantly, Undoubtedly

#### SEQUENCE / LISTING

• Firstly, Secondly, Then, Subsequently, Finally, To begin with

#### CAUSE AND EFFECT

• Therefore, Thus, As a result, Consequently, For this reason



#### **REFORMULATION**

• In other words, That is to say, To put it another way

#### **CLARIFICATION**

• Namely, Specifically, More precisely, Such as

#### **REFERENCE AND COHESION**

• This, That, These, Those, Such a case, The former / the latter

#### SAMPLE PARAGRAPH USING ADVANCED MARKERS

Many students benefit from studying in groups. **Firstly**, it encourages collaboration and critical thinking. **Moreover**, it helps clarify doubts by sharing knowledge. **However**, some learners may find it distracting. **That said**, the benefits of group study often outweigh the drawbacks. **In conclusion**, group learning can be a valuable strategy when managed well.

#### ▲ COMMON PITFALLS

| Issue  | Тір  |
|--|--|
| Overusing the same markers                   | Vary your linking phrases to improve style                                       |
| Using informal connectors in<br>formal texts | Avoid WELL, SO, LIKE in academic writing   |
| Misusing "however"                           | Remember it doesn't join clauses directly—use a semicolon or full stop before it |

#### 25.5 ARGUMENTATION: BALANCE, COUNTERARGUMENTS, REFUTATIONS

#### **Objective:**

To present **balanced arguments** by including **counterarguments** and offering clear **refutations**, strengthening your position in academic writing and persuasive essays.

#### **WHY INCLUDE COUNTERARGUMENTS?**

Including opposing views:

- Shows you've considered multiple perspectives
- Makes your argument more credible and nuanced
- Allows you to preempt objections and respond with stronger reasoning

At C1 level, this skill demonstrates mature, well-structured thinking.



#### ♦ STRUCTURE OF A BALANCED ARGUMENT

| Element        | Function                      | Example  |
|----------------|-------------------------------|--|
| Claim          | Your main point               | Mobile phones are beneficial in class.                         |
| Counterargumen | t Opposing view               | Some argue they distract students.                             |
| Refutation     | Response to the opposing view | However, when properly regulated, phones can enhance learning. |

 $\ll$  Use one counterargument per essay or paragraph (depending on length), and clearly **refute** it.

# ✤ USEFUL LANGUAGE FOR COUNTERARGUMENTS AND REFUTATIONS

#### **INTRODUCING A COUNTERARGUMENT:**

- It could be argued that... ٠
- Some people claim that...
- A common objection is that...
- Opponents might say... •

#### **REFUTING:**

- However, this view overlooks... •
- Nevertheless, this argument fails to consider...
- While this may be true in some cases, it is generally not supported by evidence. •
- This position does not account for...
- Such concerns are valid, but they can be addressed by... •

#### **EXAMPLE PARAGRAPH**

Many educators support using mobile phones in class due to their educational potential. However, some argue that phones create distraction and reduce attention spans. While this is a valid concern, it fails to consider the role of proper classroom management and clear guidelines. In fact, when used for research or interactive learning, phones can increase engagement and autonomy.

#### 25.6 WRITING PROPOSALS AND REPORTS

#### **Objective:**

To write clear, formal proposals and reports, using appropriate structure, language, and tone for academic or professional purposes.

#### WHAT'S THE DIFFERENCE?

Type Purpose Style

Proposal Suggest improvements or actions Persuasive, forward-looking

Report Present results, findings, or analysis Objective, factual

#### Both require:

- Clear headings and structure •
- Formal and concise language •
- Logical organisation of content



# **COMMON STRUCTURE OF A PROPOSAL**

- 1. Title
- 2. Introduction / Purpose Reason for writing
- 3. Background / Current Situation Brief context
- 4. Recommendations / Suggestions Detailed and specific
- 5. Benefits / Justification Why your ideas work
- 6. Conclusion Summary + action to be taken

#### **COMMON STRUCTURE OF A REPORT**

- 1. Title
- 2. Introduction Purpose and scope
- 3. Methodology How information was gathered (optional in informal reports)
- 4. Findings / Analysis Facts, evidence, data
- 5. **Conclusion** Summary of key findings
- 6. Recommendations (if required) steps to improve

#### FORMAL LANGUAGE FOR BOTH

| Function  | Example Phrases  |  |
|---|--|--|
| Purpose   | The aim of this proposal is to / This report outlines      |  |
| Suggesting  | It is recommended that / One possible solution would be to |  |
| Justifying  | This would allow / This approach ensures                   |  |
| Presenting results The data suggests that / A survey conducted revealed |  |  |
| Concluding  | In conclusion, it is clear that                            |  |

 $\ll$  Avoid contractions and personal language (I THINK, WE SHOULD) unless asked to include personal opinion.

#### ▲ COMMON MISTAKES

| Mistake                    | Correction   | Why?                          |
|----------------------------|--|-------------------------------|
| We want better facilities. | It is recommended that student facilities be improved. | Avoid informal tone           |
| There's a problem with     | An issue has been identified regarding                 | Use objective language        |
| We did a survey.           | A survey was conducted among 100 participants.         | Passive voice is<br>preferred |

#### ℜ PRACTICE TASK: PROPOSAL WRITING PROMPT

**Context:** You've been asked to write a proposal suggesting how your language school could improve its online learning platform.

Write:

- A brief **introduction**
- Two suggestions (e.g., live chat support, interactive content)
- A conclusion with a call to action



# 25.7 SUMMARY AND SYNTHESIS SKILLS

#### **Objective:**

To develop the ability to **summarise** main ideas clearly and **synthesise** information from multiple sources, especially in academic and professional writing.

# WHAT'S THE DIFFERENCE?

#### Concept

Definition

Summary Condensing the main ideas of one source, keeping the core message

Synthesis Combining ideas from two or more sources to form a new, coherent understanding or argument

✓ At C1 level, you're expected to do both effectively—especially in essays, reviews, and research tasks.

#### ♦ SUMMARY WRITING: KEY FEATURES

- 1. Identify the main idea
- 2. Remove examples, statistics, or repetition
- 3. Use your own words (paraphrasing)
- 4. Keep it concise and objective

#### **Example Source:**

"The internet has transformed the way people access information, offering both immediate convenience and the risk of misinformation."

#### Summary:

The internet has changed how information is accessed, offering speed but also spreading false content.

**⊘** Avoid copying long phrases verbatim.

#### ✤ SYNTHESIS WRITING: KEY FEATURES

#### When to use:

- In essays comparing viewpoints
- In literature reviews
- When combining results from studies or articles

#### How to do it:

- Identify shared themes or contrasts
- Combine them into a single argument or perspective
- Use linking phrases to clarify relationships

#### **SYNTHESIS SENTENCE FRAMES**

#### Function

#### Example

Agreement Both Smith (2019) and Taylor (2021) argue that online learning increases engagement.

Contrast While Brown (2018) supports strict regulations, Jones (2020) warns of their drawbacks.

Integration These findings suggest that flexibility and control are key factors in user satisfaction.

**Evaluation** Although opinions differ, there is general consensus on the need for reform.



# ℜ SUMMARY AND SYNTHESIS PRACTICE

# Instructions:

Read the two texts below and write:

- 1. A one-sentence summary for each
- 2. A two-sentence synthesis combining them

#### Text A:

"Online classes offer convenience, allowing students to study at their own pace."

#### Text B:

"Some critics argue that the lack of face-to-face interaction in online learning can harm motivation and focus."

#### Summary A:

Online classes provide flexible learning at the learner's pace.

#### Summary B:

Online learning may reduce motivation due to limited social interaction.

#### Synthesis:

While online education offers convenience and flexibility, some believe it may negatively affect motivation due to reduced personal contact.

| ⚠ COMMON MISTAKES                      |                              |                               |  |
|--|------------------------------|-------------------------------|--|
| Mistake                                | Correction                   | Why?                          |  |
| Copy-pasting full sentences            | Paraphrase in your own words | Avoid plagiarism              |  |
| Listing sources without combining them | Integrate ideas              | Synthesis requires connection |  |
| Adding personal opinion in summary     | Stay objective               | Summary ≠ commentary          |  |

#### 25.8 ACADEMIC STYLE: AVOIDING REDUNDANCY AND INFORMALITY

#### **Objective:**

To write in a clear, concise, and formal academic style by avoiding redundant language, colloquialisms, and informal expressions.

# **WHAT IS ACADEMIC STYLE?**

Academic writing is:

- **Objective** avoids personal language unless required
- Formal no slang, contractions, or casual tone
- **Precise** uses accurate vocabulary
- Concise avoids unnecessary repetition or wordiness

#### ♦ COMMON REDUNDANCIES TO ELIMINATE

Redundant phrases repeat meaning unnecessarily. They make writing longer without adding value.

Redundant Improved

Each and every Each

In my personal opinion In my opinion



# RedundantImprovedAbsolutely essentialEssentialFuture plansPlansBasic fundamentalsFundamentalsDue to the fact thatBecause

 $\ll$  Tip: If removing a word doesn't change the meaning, it's probably redundant.

# ✤ INFORMAL LANGUAGE TO AVOID

| Informal       | Formal                                  |
|----------------|---|
| a lot of       | many / a significant number of          |
| stuff / things | items / elements / factors              |
| gonna / wanna  | going to / want to                      |
| kids           | children                                |
| big deal       | important issue                         |
| get / got      | receive / obtain / become               |
| l think        | It appears that / It can be argued that |

# 

# PHRASES TO REPLACE FOR CONCISENESS

| Wordy                                | Concise         |
|--------------------------------------|-----------------|
| At this point in time                | Currently / Now |
| In order to                          | То              |
| There is a need for                  | Must / Should   |
| It is important to note that Notably |                 |

# **SENTENCE REVISION PRACTICE**

#### Original:

In my personal opinion, it's a really big issue that needs to be dealt with in the near future.

# Improved (Academic Style):

In my opinion, it is a significant issue that should be addressed soon.

# ▲ COMMON MISTAKES

| Mistake                      | Correction                     | Why?                        |
|------------------------------|--------------------------------|-----------------------------|
| Lots of people got involved. | Many individuals participated. | Avoid slang and vague terms |



| Mistake                              | Correction                     | Why?                               |
|--------------------------------------|--------------------------------|------------------------------------|
| The basic fundamentals of the theory | The fundamentals of the theory | Redundant adjective                |
| This stuff is useful.                | These elements are valuable.   | Use precise academic<br>vocabulary |

# 25.9 EDITING AND SELF-CORRECTION TECHNIQUES

#### **Objective:**

To develop effective **editing** and **self-correction strategies** that improve clarity, accuracy, and overall quality in academic and professional writing.

#### WHY EDIT YOUR WRITING?

Even advanced learners make mistakes during drafting. Editing helps:

- Identify and fix grammar, punctuation, and spelling errors
- Improve structure, flow, and cohesion
- Ensure your tone is consistent and appropriate
- Eliminate repetition, vagueness, and off-topic ideas

# ♦ STEP-BY-STEP EDITING PROCESS

#### 1. TAKE A BREAK BEFORE EDITING

Let your mind reset so you can read your work with "fresh eyes."

# 2. EDIT FOR CONTENT AND STRUCTURE FIRST

- Does the thesis match the content?
- Are paragraphs well organised and clearly linked?
- Are examples relevant and varied?

# 3. EDIT FOR STYLE AND WORD CHOICE

- Use formal and precise language
- Avoid redundancies and informal words
- Replace vague terms (THINGS, STUFF) with specifics

#### 4. EDIT FOR GRAMMAR AND PUNCTUATION

- Subject-verb agreement
- Verb tense consistency
- Proper use of commas, periods, and colons
- Correct prepositions and articles

# 5. FINAL PROOFREADING



Check:

- Spelling
- Capitalisation
- Typing or formatting errors
- Word count

# JUSEFUL TOOLS AND TECHNIQUES

| Method   | How It Helps  |
|--|---|
| Read aloud   | Helps you spot awkward phrasing and rhythm issues                           |
| <b>Reverse reading</b> (sentence by sentence from the end) | Breaks flow and helps detect individual errors                              |
| Peer review  | Another reader catches issues you might miss                                |
| Checklists   | Focus on specific areas (e.g., transitions, verb forms)                     |
| Editing apps   | Tools like Grammarly or LanguageTool help catch grammar<br>and style issues |

#### ★ EDITING PRACTICE

#### **Original Draft:**

In my opinion, social media is kind of bad because it makes people like more disconnected. Also, there's lots of information, and some of it might be fake. So I think it's important to be careful.

#### **Edited Version:**

Social media can negatively impact real-life communication by promoting disconnection among users. Additionally, it spreads large volumes of content, including misinformation. Therefore, it is essential to engage with online platforms critically.

#### ▲ COMMON SELF-EDITING MISTAKES

| N          | Vistake           | Тір   |
|------------|-------------------|---|
| Only chec  | king grammar      | Review content, structure, and logic too    |
| Relying on | ly on spell check | Tools miss missing words or wrong context   |
| Not check  | ing tone          | Match register to your audience             |
| Editing wh | nile writing      | First draft = ideas; edit later for clarity |

# 25.10 UNIT 25 REVIEW

#### **UNIT SUMMARY**

In this unit, you developed advanced academic writing skills to produce structured, formal, and persuasive texts. You learned how to **plan, organise, and refine** your writing with a high degree of accuracy and clarity.



#### KEY TAKEAWAYS BY SECTION

#### 25.1 Essay Writing: Planning and Structure

- Plan essays using the three-part model: introduction, body, conclusion
- Each paragraph should support the thesis clearly and logically

#### **25.2 Introduction and Thesis Development**

- Start with context, then present a clear, concise thesis
- Avoid vague openings; use a focused, purposeful tone

#### 25.3 Paragraphing and Logical Progression

- Use PEEL (Point, Explain, Example, Link) for paragraph structure
- Ensure ideas flow logically between and within paragraphs

#### 25.4 Cohesive Devices and Discourse Markers

- Use a variety of linking phrases: FURTHERMORE, HOWEVER, THUS, NOTABLY
- Avoid overusing common transitions (AND, BUT, SO)

#### 25.5 Argumentation: Balance, Counterarguments, Refutations

- Present opposing views, then refute them logically
- Use formal structures: IT COULD BE ARGUED THAT... HOWEVER...

#### 25.6 Writing Proposals and Reports

- Use formal, structured headings and passive voice
- Focus on clarity, recommendations, and evidence

#### 25.7 Summary and Synthesis Skills

- Summarise concisely; paraphrase rather than copy
- Synthesize by comparing and combining ideas from multiple sources

#### 25.8 Academic Style: Avoiding Redundancy and Informality

- Avoid informal language (A LOT OF, STUFF, KIDS)
- Eliminate wordiness and use precise academic vocabulary

# 25.9 Editing and Self-Correction Techniques

- Revise for structure, tone, and logic before checking grammar
- Use tools like reading aloud, checklists, or peer feedback

#### ✓ SELF-CHECK: CAN YOU...

- **V** Write an academic essay with a clear introduction and thesis?
- ✓ Organise body paragraphs using PEEL structure and logical flow?
- **√** Use cohesive devices and discourse markers at a C1 level?
- **√** Include and respond to counterarguments appropriately?
- **√** Edit and refine your writing with clarity and confidence?

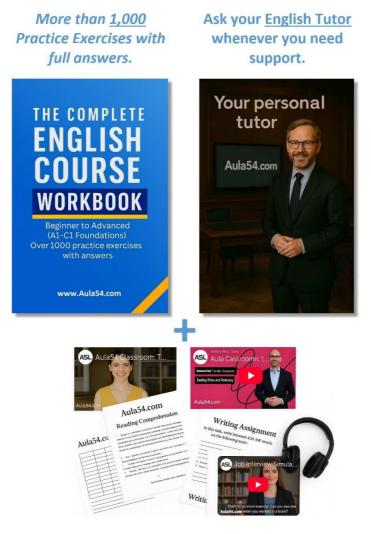


#### A FINAL WRITING TASK

#### Choose one of the following essay prompts (180-220 words):

- "UNIVERSITY EDUCATION SHOULD BE FREE FOR ALL."
   Write an opinion essay with clear structure, argumentation, and academic style.
- WRITE A PROPOSAL SUGGESTING TWO WAYS YOUR COLLEGE COULD IMPROVE STUDENT WELL-BEING.
  - Use headings and formal, objective tone.
- COMPARE AND SYNTHESIZE IDEAS FROM TWO ARTICLES ABOUT ONLINE PRIVACY. Present a balanced perspective using summary and synthesis.

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# FINAL WORDS

You've reached the end of this course—a journey that began with simple greetings and the verb **to be**, and has led you through the full depth of the English language. Along the way, you've explored the sounds, structures, and expressions that form the foundation of effective communication in English. You've developed the confidence to hold conversations, express opinions, write with clarity, and understand a wide range of authentic materials. Most importantly, you've acquired the tools to keep learning independently and using English as a part of your daily life.

This is not the end—it's a new beginning. Mastering a language is not about perfection, but about continuous growth. You now have a solid framework of grammar, vocabulary, and communication strategies that will allow you to adapt to any context, whether it's academic, professional, or personal. English is not just a subject you've studied—it's a skill you own.

Keep reading, listening, writing, and speaking. Challenge yourself. Be curious. The language will always offer more to explore. And remember: every conversation, every article, every film you understand a little better is proof of how far you've come.

#### Stay curious, stay confident — you've got this.

With sincere thanks and best wishes,

Aula54 Team.

