

# LET'S TALK ABOUT PUBLIC HEALTH

Carmen Cecilia Mejía Calle



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Escuela Superior Politécnica de Chimborazo

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## INTRODUCTION

**LET'S TALK ABOUT PUBLIC HEALTH** is a book for students who have already started their long journey to learning English as a foreign language. It is intended to address freshmen university students who have chosen to prepare themselves in the area of Public Health. For this reason, most of the readings deal with specific vocabulary about health care issues.

Is intended for advanced beginner students (A1+). Knowing that all students in Ecuador have studied English as a mandatory subject in the Ecuadorian system of education (*Lengua Extranjera – Ministerio de Educación*, n.d.). It presupposes that they have already used at least the most basic vocabulary of general English and have a grasp of the structures of the English language. Therefore, this book goes into important grammatical constructions but avoids advanced vocabulary and complicated structures.

Aims to develop communicative competence in English within the healthcare context by strengthening both language comprehension and production. This is achieved through the structured study of grammar, reading comprehension, oral fluency, and the expansion of specialized vocabulary. Its specific objectives include enhancing understanding of English language structures through charts with clear and simple explanations; improving reading skills through short stories and comprehension activities; increasing oral fluency through class speaking exercises; and expanding healthcare-related vocabulary through readings, targeted exercises, and the development of English for Specific Purposes (ESP) projects.

It has been developed considering some theoretical concepts which undergo the core of this text. For instance, the idea of English Language Teaching (ELT), which is also called English for Speakers of Other Languages (ESOL) clearly demonstrate the status of English as a global language (White et al., 2008). The fact that almost all the countries in the world (if not all) have English language teaching organizations has promoted the study of English as a Foreign Language (EFL) and is present in all levels of education including higher education. This leads us to understand the first concept here used: SECOND LANGUAGE ACQUISITION.

The concept of Second Language Acquisition (SLA) has been researched by various scholars. SLA is the process by which people **learn** (acquire) a second (a third, a fourth, etc.) language as opposed to how people **teach** a language. Studies go back to Chomsky who mentioned several factors that influence SLA: age, motivation, input, cognitive factors, social factors, individual differences, language transfer, linguistic environment, etc. (Chomsky, 1965). However, around the 1970s and 1980s, especially, the dynamics of second language acquisition process were mainly researched and highlighted by Stephen Krashen.

Krashen identified five hypotheses which englobe his SLA theory (Krashen, 1982). These hypotheses are the acquisition-learning distinction, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. They have been considered when developing LET'S TALK ABOUT PUBLIC HEALTH; thus, the gradually increasing input (grammar point charts and readings) and the activities (exercises and projects) in the book follow the natural order of acquiring a language. They promote the

students' own monitoring of their learning, and the friendly suitable English for Specific Purposes about health care (ESP) topics immerse students in enjoying issues of their academic interest. There is a useful chart in Annex 6 which may help students monitor their learning on their own.

ENGLISH FOR SPECIFIC PURPOSES (ESP) is the next concept used in the text. It is an approach to language teaching that modifies the instruction to meet the specific learner's needs. It is easier to understand what it means when we contrast it with general English courses, which cover a broad range of topics (Uyun, 2020). LET'S TALK ABOUT PUBLIC HEALTH focuses specifically on vocabulary and structures which can be useful in the professional or academic field of health care. Nevertheless, this book *does* use general English since the students' interaction is not only academic, but similarly in common, regular, everyday communication. This is how it is necessary to point out one of the most useful approaches in ELT as is the FUNCTIONAL-NOTIONAL APPROACH. The Notional-Functional approach is part of the Communicative Approach in language teaching (*Notional-Functional Approach*, 2023) and organizes the teaching of the language in its different *functions*. Moreover, *notions* refer to the specific vocabulary (and parts of speech) used in those different circumstances.

This book emphasizes the fact that language is for communication; therefore, it uses the FUNCTIONS OF THE LANGUAGE learners most need for interacting in class and in any given situation pertaining academic and professional involvement within public health care area.

In order to achieve students' accurate performance in the different skills in ELT, this book contemplates the importance of combining the different functions of the language along with the grammatical structures, specialized vocabulary, and different activities. All these will help students practice not only through drilling repetitive exercises, but also through critical thinking activities that will promote further research, deduction, interpretation, evaluation, and analysis of facts and the information available. One of the skills appears not to be overtly shown in this work: the listening skill; however, the interaction promoted in class can, without doubt, create a positive environment to also practice this important skill. (Información bordo calendario, s. f. 2024)

Finally, it is important to mention that TALKING ABOUT PUBLIC HEALTH is a textbook which can be the start for many teachers to create their own material according to the needs of their students considering their field of study. The images used, the readings, the vocabulary lists as well as some exercises have been empowered with the assistance of Artificial Intelligence (AI) devices and applications.

### **What is in the book?**

LET'S TALK ABOUT PUBLIC HEALTH has four chapters. Each chapter involves learning one or two *LANGUAGE FUNCTIONS* which have three *PARTS* within themselves: *PART 1* has some charts with *GRAMMAR POINTS*. They abstract the different possibilities of usage of the various structures of the language introducing some vocabulary related to public health. *PART 2* has the necessary explanations of the *USAGE* of grammatical structures

and there are some *EXERCISES* that promote the use of that structure, the new vocabulary, and there are some ideas for students to go further in researching or asking for more information.

The exercises have been made a bit challenging for students. After the exercises, each chapter has PART 3: in PART 3, there are one or two *READINGS* that will promote the use of the language in context, and each reading has activities to facilitate reading comprehension and the use of the structures studied in the chapter. Finally, at the end of each chapter, there is an *ESP PROJECT* that will encourage the usage of the structures, the specialized vocabulary, and the academic knowledge in public health. To sum up, each chapter has the following:

1. LANGUAGE FUNCTIONS
2. PART 1: GRAMMAR POINTS (one or more grammatical structures)
3. PART 2: USAGE (one or more depending on the functions of the language)
4. PART 3: READING (one or more depending on the usage of the grammar addressed)
5. PART 4: ESP PROJECT

Then, each chapter has the following contents:

CHAPTER 1: DESCRIBING PEOPLE, ANIMALS, OBJECTS AND LIVING CONDITIONS has the basics. The main language function developed here is TALKING ABOUT PERSONAL INFORMATION. The grammar points are shown through meaningful charts in which the students can easily see how the structures of the verb TO BE work when describing something or somebody. This verb has probably been studied by students before and seems to be simple;

however, it can become a problem if not used accurately. This book studies the verb TO BE in six different structures that along with the new vocabulary of general English and public health will be of great interest for students. Besides working on the different structures, there are plenty of exercises and reading that will reaffirm the usage of the language at this level. Finally, all this will be put into practice with the ESP project: A SURVEY ABOUT LIVING CONDITIONS which will give the student the chance to see how it is possible to make real life questions and get answers by using simple structures with the verb TO BE.

CHAPTER 2: PEOPLE'S BELONGINGS AND ROUTINES increases their level of difficulty with the study of the simple present. This chapter has two language functions. The first one is TALKING ABOUT POSSESSIONS which enhances the use of the verb TO HAVE and the possessive adjectives, and the other is TALKING ABOUT ROUTINES which studies the simple present in its different structures and uses. These language functions have the corresponding grammar points in charts for explanations and various exercises to practice them. There are two readings which exemplify the use of the language in context, and they promote the use of specialized vocabulary about public health. Then, the ESP PROJECT CREATE A VIDEO: A VISIT TO THE DOCTOR will give the students the opportunity to develop a real-like conversation which will be presented in class, increasing the possibilities to be exposed to the different structures and vocabulary learned.

CHAPTER 3: WHAT ARE YOU DOING? – KEEP YOURSELF CLEAN AND HEALTHY is a chapter in which the students will put together the previous knowledge about the verb TO BE and the



action verbs used. It has two different but complementing language functions. One is DESCRIBING WHAT YOU ARE WEARING AND DOING and the other GIVING AND FOLLOWING ORDERS AND INSTRUCTIONS. As shown in the previous chapters here we find the grammar point explanation charts about the present progressive and after that we have the imperative. These are followed by exercises and two readings which in the same way will lead the students to the use of the studied structures practicing vocabulary about public health. The ESP PROJECT POSTER PRESENTATION DOs AND DON'Ts ABOUT PUBLIC HEALTH will foster real usage of the imperative, and the follow up activities involve the students in the use of the present progressive.

CHAPTER 4: EVENTS, TRIPS, MEMORIES AND REPORTS addresses two language functions which are DESCRIBING PAST EVENTS and NARRATING PAST SITUATIONS AND EVENTS. This chapter dedicates its contents to the use of simple past and past progress with the aim of allowing students to refer to what existed in the past. This will be achieved by using the verb to be and the forms of *THERE BE*. They will talk about states and actions that happened in the past by using regular and irregular verbs narrating events and writing reports by combining simple past and past progressive accurately. As the last chapter in this book, it englobes the structures previously seen in the book, and as usual, there are grammar point explanation charts and plenty of exercises and ideas to practice these tenses in context. There are also two readings with their corresponding reading comprehension activities. The final ESP project is HOSPITAL OR CLINIC VISIT REPORT. It will put into practice the use of the past tenses studied here plus the relevant vocabulary about public health.

At the end, the TALKING ABOUT PUBLIC HEALTH book has a few ANNEXES where students can find specialized, as well as general English vocabulary lists that can be useful in their training to become public health workers

## CHAPTER 1: DESCRIBING PEOPLE, ANIMALS, OBJECTS AND LIVING CONDITIONS

**Figure 1:** City of Zamora, Zamora Chinchipe, Ecuador



Source: Author

### 1.1. Learning Objectives

In this chapter, students will be able to:

- Describe people, animals and objects by using the verb TO BE with simple complements as nouns to indicate what they are.
- Describe people, animals and objects by using the verb TO BE with adjectives as a complement to indicate their physical appearance.
- Talk about where people, animals and objects are situated by using the verb TO BE and the basic prepositions of place.

- Specify the existence of countable on non-countable nouns in a determined place by using the different forms of THERE BE.
- Generate a survey about living conditions by using simple questions with the verb TO BE

## 1.2. Language Function: Talking about Personal Information

### 1.2.1. The Verb TO BE – Simple Present Tense

**Figure2:** Nurse and doctor



**Source:** AI ARTGURU (created on 4-19-2024)

### 1.2.1.1. Part 1: Grammar Point – The Verb TO BE

## GRAMMAR CHARTS

**Table 1:** Verb TO BE – affirmative sentences.

	FORM	SUBJECT	TO BE	Contraction	EXAMPLE
<b>AFFIRMATIVE SENTENCES (+)</b>	1st person	I	am	I'm	I'm here.
	2nd person	You	are	you're	You're busy.
	3rd person	He	is	he's	He's a friend.
	3rd person	She	is	she's	She's a doctor.
	3rd person	It	is	it's	It's cold today.
	1st person pl.	We	are	we're	We're hungry.
	2nd person pl.	You	are	you're	You're beautiful.
	3rd person pl.	They	are	they're	They're asleep.

Source: Author

**Table 2:** Verb TO BE – negative sentences.

	SUBJECT	TO BE	Contraction	EXAMPLE
<b>NEGATIVE SENTENCES (-)</b>	I	am not	I'm not	I'm not thirsty.
	you	are not	you aren't you're not	You aren't here. You're not a cat!
	he	is not	He isn't he's not	He isn't there. He's not at home.
	she	is not	she isn't she's not	She isn't a mother. She's not an actress.
	it	is not	it isn't it's not	It isn't warm today. It's not too hot today.
	we	are not	We aren't we're not	We aren't asleep. We're not sleepy.

	you	are not	you aren't you're not	You aren't tired. You're not at work.
	they	are not	they aren't they're not	They aren't here. They're not at work.

Source: Author

**Table 3:** Verb TO BE – interrogative sentences.

	TO BE & SUBJECT	(+) Short Answer	(-) Short Answer
<b>QUESTIONS ( ? )</b>	Am I correct?	Yes, I am.	No, I'm not.
	Are you tired?	Yes, you are.	No, you aren't. No, you're not.
	Is he asleep?	Yes, he is.	No, he isn't. No, he's not.
	Is she here?	Yes, she is.	No, she isn't. No, she's not.
	Is it warm?	Yes, it is.	No, it isn't. No, it's not.
	Are we students?	Yes, we are.	No, we aren't. No, we're not.
	Are you thirsty?	Yes, you are.	No, you aren't. No, you're not.
	Are they here?	Yes, they are.	No, they aren't. No, they're not.

Source: Author

**EXERCISE 1:**

- a) Ask the name of some people in your class (WHAT IS YOUR NAME?); ask their major (WHAT IS YOUR MAJOR?) and where they are from (WHERE ARE YOU FROM?). List their names and answers.

Example:

<u>Mariela</u>	<u>medical student</u>	<u>Ibarra</u>

b) Use your notes and introduce your new friends to the class.

Example:

This is Mariela. She is a medical student. She is from Ibarra.

### 1.2.1.2. **Part 2: Usage**

The verb TO BE in the present simple is used mainly to describe something. It has the possibility to get three different types of sentence complements: a noun, an adjective or a prepositional phrase (location). Study each structure, and find interesting ideas to complete the sentences:

### 1.2.1.3. **Different structures of the verb TO BE**

#### **Structure 1a: NOUN + VERB + NOUN (Singular)**

<u>Ecuador</u>	<u>is</u>	<u>a country.</u>		<u>A dog</u>	<u>is</u>	<u>an animal.</u>
<b>N</b>	<b>V</b>	<b>N</b>		<b>N</b>	<b>V</b>	<b>N</b>

When the complement of the verb TO BE is a singular noun, it is necessary to use an indefinite article. Look at the following chart with some short definitions:

**Table 4:** Indefinite article

The use of a/an	
<ul style="list-style-type: none"> <li><b>a</b> = indefinite article (not a specific object, one of a number of the same objects) When the next word starts with a consonant sound.</li> </ul>	
Bogota is <b>a</b> city.	<b>A</b> computer is <b>a</b> machine.
<ul style="list-style-type: none"> <li><b>an</b> = indefinite article (not a specific object, one of a number of the same objects) with vowel sound (a, e, i, o, u).</li> </ul>	
<b>An</b> ant is <b>an</b> insect.	A cat is <b>an</b> animal.
<b>Notes to consider.</b> <ol style="list-style-type: none"> <li>All the words with a/an are common nouns.</li> <li>When a noun starts with a “u”, but has a “y” sound, we use “a” and not “an”: <u>a</u> university.</li> <li>When a noun starts with a silent “h”, we use “an”: <u>an</u> hour.</li> </ol>	

Source: Author

**EXERCISE 2:**

- a) Complete the sentences. Use the BE forms, and a noun as a complement.

**Example:** English is a language.

A fly is an insect.

1. Spanish

\_\_\_\_\_

3. Madrid

\_\_\_\_\_

5. Tokyo

\_\_\_\_\_

7. A dictionary

\_\_\_\_\_

9. An Elephant

\_\_\_\_\_

2. A bee

\_\_\_\_\_

4. Africa

\_\_\_\_\_

6. Polish

\_\_\_\_\_

8. Farsi

\_\_\_\_\_

10. A cow

\_\_\_\_\_

- b) Write the subject of the following sentences:



**Example:** Guayaquil is a city.

- |                        |                          |
|------------------------|--------------------------|
| 1. _____ is a city.    | 2. _____ is a vegetable. |
| 3. _____ is a country. | 4. _____ is a fruit.     |
| 5. _____ is an animal. | 6. _____ is a language.  |
| 7. _____ is an insect. | 8. _____ a mammal.       |
| 9. _____ is a street   | 10. _____ a plant.       |

c) Try these harder examples. Make sure to use the verb **TO BE** in your sentences. If necessary, you can look up the definition online. (You can Google: "What is \_\_\_?"). Then, write your own answer in a few words.

1. Malaria

\_\_\_\_\_

2. A tongue depressor

\_\_\_\_\_

3. Cholera

\_\_\_\_\_

4. Deafness

\_\_\_\_\_

5. Depression

\_\_\_\_\_

6. Autism

\_\_\_\_\_

7. Anorexia

\_\_\_\_\_

8. Hepatitis B

\_\_\_\_\_

9. Brain

\_\_\_\_\_

## 10. A weighing scale

**Structure 1b: NOUN + VERB + NOUN (Plural)**

Ecuador and Colombia are countries. Dogs are animals.  
*N (Plural)*                      *V*                      *N (Plural)*                      *N(Plural)* *V*                      *N(Plural)*

**EXERCISE 3:**

**a) Complete the sentences. Use IS – ARE and a noun as a complement.**

**Example:** Mary and Peter are students.

1. A stethoscope

2. Africa and Europe

3. Cuenca and Ambato

4. Beetles

5. India and Iran

6. Arabic and Russian

7. Diabetes

8. Meat

9. Tigers

10. Bread

**b) Write the subject of the following sentences:**

**Example:** Ants are insects.

1. \_\_\_\_\_ are cities.

2. \_\_\_\_\_ are illnesses.

3. \_\_\_\_\_ are  
countries.

5. \_\_\_\_\_ are  
proteins.

7. \_\_\_\_\_ are  
insects.

9. \_\_\_\_\_ are  
books.

4. \_\_\_\_\_ are  
languages.

6. \_\_\_\_\_ are  
syndromes.

8. \_\_\_\_\_ are  
conditions.

10. \_\_\_\_\_ are eating  
disorders.

### Structure 2: NOUN + VERB + ADJECTIVE (Singular - Plural)

<u>A Ball</u>	<u>is</u>	<u>round.</u>	<u>Peter and Sandra</u>	<u>are</u>	<u>intelligent.</u>
N	V	ADJ.	N	V	ADJ.

When the complement of the verb TO BE is an adjective, it is not necessary to use an indefinite article unless a noun follows the adjective. Look at the following example:

<u>Peter</u>	<u>is</u>	<u>an</u>	<u>intelligent</u>	<u>person.</u>
N	V	ART.	ADJ	N.

Another aspect to consider: **NEVER PLURALIZE AN ADJECTIVE.** Unlike Spanish, Adjectives don't have a singular and plural form OR any gender form. Adjectives are the same always. Never add a -s to an adjective.

<u>Peter and Joe</u>	<u>are</u>	<u>intelligent</u>	<u>persons.</u>
NOUN(S)	VERB	ADJECTIVE	PLURAL NOUN.

### Structure 3 - negative sentences: NOUN + VERB + NOT + COMPLEMENT

<u>Bill</u>	<u>is</u>	<u>not</u>	<u>tall.</u>
-------------	-----------	------------	--------------

<b>NOUN(S)</b>	<b>VERB</b>	<b>NOT</b>	<b>ADJECTIVE (OR ANY</b>
<b>COMPLEMENT)</b>			

\* Check chart 2 for negative forms and contractions

#### **EXERCISE 4:**

**a) Look around and find people or objects that you can describe using the VERB TO BE and an ADJECTIVE. You can choose 10 adjectives from the chart in annex 4 or use your own. Then, write 10 affirmative sentences.**

**Example:** This classroom is big.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**b) Complete the sentences by using is or are and an ADJECTIVE as a complement.**

**Example:** The sun is round.

1. The moon

\_\_\_\_\_

2. A park

\_\_\_\_\_

3. A hotel and a school

\_\_\_\_\_

4. Hospitals and clinics

\_\_\_\_\_

5. Lemons

\_\_\_\_\_

6. A mouse

\_\_\_\_\_

7. An elephant

\_\_\_\_\_

8. Vitamins

\_\_\_\_\_

9. An aspirin-

\_\_\_\_\_

10. The weather in Riobamba

\_\_\_\_\_

**c) Make TRUE affirmative or negative sentences. Use AM – IS – ARE.**

Example: The board/flat                      The board is flat.

1. Education/important

---

2. The earth/square

---

3. Lemons/sweet

---

4. A turtle/fast

---

5. A ball/round

---

6. Life/beautiful

---

7. English/easy

---

8. Oranges/red

---

9. I/intelligent

---

10. Diamonds/cheap

---

#### **Structure 4: NOUN + VERB + A LOCATION (prepositional phrase)**

(Singular - Plural)

This is the third type of complement in a sentence when using the verb TO BE as the main verb. Locations most of the time use prepositions. These prepositions are most commonly followed by "the" and a noun. Both the speaker and the listener likely know which object is being referred to.

Examples:

The keys are on the table. (We both know which table.)

N            V            LOCATION (PREPOSITIONAL PHRASE)

The post office is next to the bakery. (Not: next to bakery)

N	V	LOCATION	(PREPOSITIONAL PHRASE)
---	---	----------	------------------------

However, locations can be expressed by a single word without a preposition:

Examples:

My mom      is      here.

N                  V                  LOCATION (NOT A PREPOSITIONAL PHRASE)

The book is upstairs.

N V LOCATION (NOT A PREPOSITIONAL PHRASE)

Occasionally, prepositions can be used with "a/an." This usually indicates that the speaker knows of the place, but the listener does not.

For example, compare these two sentences:

**My house is by a river.** (You probably don't know which one.)

**My house is by the river.** (You know the river I'm talking about.)

### Some Common Prepositions of Location.

Write the meaning next to each word:

**Table 5:** Prepositions

PREPOSITION	MEANING	PREPOSITION	MEANING
on		by	
in		under	
at		beside	
above		behind	
next to		between	
from		in front of	
inside		on top of	

Source: Author

**EXERCISE 6:**

a) Write sentences about the picture below. Use the verb **TO BE** and prepositions of location.

Figure 3: Girl studying



Source: AI Copilot (created on 4-23-2024)

Example: The cat is in the cage.

1. The \_\_\_\_\_ fish

\_\_\_\_\_

2. The \_\_\_\_\_ clocks

\_\_\_\_\_



3. The \_\_\_\_\_ pencils

\_\_\_\_\_

4. The \_\_\_\_\_ books

\_\_\_\_\_

5. The \_\_\_\_\_ chair

\_\_\_\_\_

6. The \_\_\_\_\_ pencil

\_\_\_\_\_

7. The \_\_\_\_\_ cage

\_\_\_\_\_

8. The \_\_\_\_\_ apple

\_\_\_\_\_

9. The \_\_\_\_\_ girl

\_\_\_\_\_

10. The \_\_\_\_\_ table

\_\_\_\_\_

**b) Write negative sentences about the same picture.**

Example: The cat isn't on the table.

1. The fish isn't \_\_\_\_\_

2. The \_\_\_\_\_ clocks

\_\_\_\_\_

3. The \_\_\_\_\_ pencil

\_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### Structure 5: Questions with the Verb TO BE

There are two kinds of questions: yes/no questions and information questions:

1. **YES/NO QUESTIONS** have the verb TO BE at the beginning of the sentence, and the answer is expected to be **YES** or **NO**:

Examples:

**Are** Afghanistan and Iran countries in Asia? Yes, they are.

Is Peru next to Venezuela? No, it isn't.

2. **INFORMATION QUESTIONS** start with a question word (also called WH word), and the expected answer is a piece of information.

- WHAT?
- WERE
- WHEN?
- WHO?
- HOW?
- WHY?
- WHICH?

**EXERCISE 7:**

**a) Fill in the gaps with the correct form of the verb to be - am, is, are to form questions.**

1. \_\_\_\_\_ Jane and Alice's sisters?
2. \_\_\_\_\_ this car yours?
3. \_\_\_\_\_ I in your way?
4. \_\_\_\_\_ Maria John's sister?
5. \_\_\_\_\_ you twenty-five years old?
6. \_\_\_\_\_ the Smiths divorced.
7. \_\_\_\_\_ this your new bicycle?
8. \_\_\_\_\_ they are American.
9. \_\_\_\_\_ we wrong?
10. \_\_\_\_\_ it second-hand?

**b) Fill in the gaps with the correct question word (WHAT, WHEN, WHO, WHERE etc) and match the answer.**

- |  |                                   |
|--|-----------------------------------|
| 1. _____ is your name?                 | _____ It's in my locker.          |
| 2. _____ is Bangkok?                   | _____ It's next to the reception. |
| 3. _____ is that in the picture?       | _____ She is a psychologist.      |
| 4. _____ is the nutritionist's office? | _____ Very well, thank you.       |
| 5. _____ are you from?                 | _____ It is in Thailand.          |
| 6. _____ are you?                      | _____ My name is Sonya.           |

7. \_\_\_\_\_ is your birthday? \_\_\_\_\_ Her office is next to mine.
8. \_\_\_\_\_ is your mom's job? \_\_\_\_\_ I'm from Colombia.
9. \_\_\_\_\_ is your office? \_\_\_\_\_ That's my father.
10. \_\_\_\_\_ is your doctor's uniform? \_\_\_\_\_ It's in January.

**c) Write a possible question to the following answers:**

1. \_\_\_\_\_? No, I am not a pilot.
2. \_\_\_\_\_? Veronica.
3. \_\_\_\_\_? Yes, she is.
4. \_\_\_\_\_? In Quito.
5. \_\_\_\_\_? From Haiti.
6. \_\_\_\_\_? That's my best friend.
7. \_\_\_\_\_? Yes, we are.
8. \_\_\_\_\_? No, it isn't round.
9. \_\_\_\_\_? Fine, thank you.
10. \_\_\_\_\_? My favorite sport is tennis.

**d) Look at the Ecuadorian map and write questions. Use WHERE in your questions and a preposition such as BETWEEN or NEXT TO in your answers:**

**Example:**

Where is Cotopaxi?

It is between Pichincha and Bolivar.

It is next to Los Rios.

**Figure 4:** Map of Ecuador



**Source:** (EDU, 2024)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### 1.2.1.4. **Part 3: Reading** *Meet Dr. Rodriguez*

**Figure 5:** Dr. Rodríguez



Dr. Rodriguez is a dedicated healthcare professional. Her full name is Tanya Elizabeth Rodriguez. She is from Colombia, but lives in Chicago. She is a young doctor, specializing in family medicine. Her clinic isn't large; it's a cozy space where patients feel comfortable. Dr. Rodriguez is compassionate and patient. She is always ready to listen to her patients' concerns. Her office is organized, with medical charts neatly arranged. She isn't a fan of disorder. Dr. Rodriguez is bilingual, which helps her communicate effectively with diverse patients. She is passionate about preventive care and encourages her patients to adopt healthy lifestyles. Overall, Dr. Rodriguez is an essential part of the healthcare team at her clinic.

\* This reading has been empowered with the use of Open AI Chat GPT 3.5

## EXERCISE 8

- a) Read the short description of Dr. Rodriguez and answer the following questions by choosing the best answer.

- 1. What is Dr. Rodriguez's specialty?**
  - A. Brain surgery
  - B. Family medicine
  - C. Cardiology
- 2. Where does Dr. Rodriguez work?**
  - A. In a large hospital
  - B. In a cozy clinic
  - C. In an emergency room
- 3. What quality describes Dr. Rodriguez's approach to patients?**
  - A. Impatient
  - B. Compassionate
  - C. Disorganized
- 4. How does Dr. Rodriguez communicate with diverse patients?**
  - A. She speaks only one language.
  - B. She is bilingual.
  - C. She uses sign language.
- 5. What does Dr. Rodriguez encourage her patients to do?**
  - A. Adopt unhealthy lifestyles!
  - B. Exercise regularly
  - C. Skip preventive care
- 6. What is the atmosphere like in Dr. Rodriguez's clinic?**

- A. Chaotic
- B. Cozy
- C. Overcrowded

**7. What does Dr. Rodriguez's office look like?**

- A. Disorderly
- B. Organized
- C. Empty

**8. What type of doctor is Dr. Rodriguez?**

- A. A specialist in brain surgery
- B. A general practitioner
- C. A cardiologist

**9. What does Dr. Rodriguez consider essential for patient well-being?**

- A. Preventive care
- B. Ignoring healthy habits
- C. Frequent hospital visits

**10. What role does Dr. Rodriguez play in the healthcare team?**

- A. Non-essential
- B. Essential
- C. Administrative

\* This questionnaire was generated with the assistance of AI Copilot (April 19, 2024)

- b) Consider the reading above and write your own description using different nouns, adjectives and location words and phrases. Then, write a description of a friend or relative.

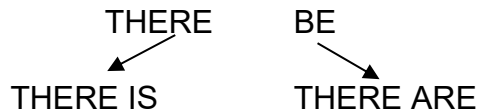
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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

#### 1.2.1.5. *There be (present tense)*



**Table 6:** Explanation chart THERE IS/THERE ARE

SENTENCE TYPE	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
SINGULAR	There is a pill on the table.	There isn't a pill on the table.	Is there a pill on the table?
PLURAL	There are cotton swabs on the table.	There aren't any cotton	Are there any cotton swabs on the table?

		swabs on the table.	
<b>COUNTABLE</b>	<b>There are</b> three nurses in this department.	<b>There aren't</b> any nurses in this department.	How many nurses <b>are there</b> in this department?
<b>NON-COUNTABLE</b>	<b>There is</b> a saline solution in the cabinet.	<b>There isn't</b> much saline solution in the cabinet.	How much saline <b>is there</b> in the cabinet?
<b>GENERALIZATION</b>	<b>There is</b> always traffic in this city.	<b>There isn't</b> always peace in the world.	<b>Is there</b> usually a lot of traffic here?

**Source:** Author with assistance of Open AI Chat GPT 3.5

Use "there is" to say there exists **one** thing and "there are" to say there exist **two or more** things somewhere. Examples:

- **There is** one teacher in this classroom, but
- **There are** many students here.

Negative sentences deny the existence of something. "Is not" contracts to "isn't" and "are not" contracts to "aren't". Examples:

- **There isn't** a doctor in the ambulance.
- **There aren't** any blood samples in the lab.

To ask a question, put the verb first:

- **Is there** a desk?
- **Are there** any people?

"Wh" questions follow the normal question word order. Examples:

- How many pictures **are there**?
- Why **are there** two chairs?

### Definition of Countable and Non-Countable Nouns

The main difference between countable and non-countable nouns is whether you can count the things they refer to or not.

Countable nouns refer to things that exist as separate and distinct individual units. They usually refer to what can be perceived by the senses.

Examples:

Table	chair	scale	finger	remark
girl	bottle	award	candidate	pencil
orange		house		

Note that you can always pluralize these words:

tables	chairs	scales	fingers
--------	--------	--------	---------

Non-countable nouns refer to things that can't be counted because they are seen as wholes that can't be divided into parts. They often refer to abstractions and occasionally have a collective meaning (for example, furniture). Non-countable nouns also refer to substances.

Examples:

anger	love	peace	courage
furniture	education	luggage	homework
Progress	weather	milk	saline solution
water	fuel	sugar	oil

**Some Important Rules to Consider with THERE BE:**

## How many

**"How many"** is used to inquire about the quantity of countable nouns.

Example:

- **How many** books **are there** on the table?

**There are** ten books on the table.

## How much

**"How much"** is used to inquire about the quantity of uncountable nouns.

Example:

- **How much** juice **is there** in the refrigerator?

**There is** a little juice in the refrigerator.

## Plural nouns

Note that most plurals are formed by adding "-s" to the noun or object.

Example:

- book – s = books
- house – s = houses

However, there are some exceptions. Some of the most important exceptions include:

- man – men.
- child – children
- foot – feet
- person – people
- woman – women
- tooth – teeth

## Quantifiers with THERE BE

We use **"a"** with singular objects that we **can** count and begin with a consonant sound.

Examples:

- a book
- a teacher
- a dog

We use **"a"** with an object that we **can** count and begin with a vowel sound.

Examples:

- an orange
- An electrician
- an elephant

We use **"some"** with objects we **cannot** count, or that we **can** count but it is plural.

Examples:

- some milk.
- some money
- some tomatoes
- some people

## EXERCISE 9:

### a) Do we use *a*, *an* or *some* for these words?

1. \_\_\_\_\_ book
2. \_\_\_\_\_ pencils.
3. \_\_\_\_\_ wine
4. \_\_\_\_\_ rice
5. \_\_\_\_\_ shoes
6. \_\_\_\_\_ apple
7. \_\_\_\_\_ music
8. \_\_\_\_\_ tomato
9. \_\_\_\_\_ dogs
10. \_\_\_\_\_ rain
11. \_\_\_\_\_ cassette
12. \_\_\_\_\_ computers
13. \_\_\_\_\_ egg
14. \_\_\_\_\_ food
15. \_\_\_\_\_ students

### b) Complete the questions using *MUCH* or *MANY* and provide complete responses.

1. How \_\_\_\_\_ money do you have?  
\_\_\_\_\_
2. How \_\_\_\_\_ people live in your city?  
\_\_\_\_\_
3. How \_\_\_\_\_ does that book cost?  
\_\_\_\_\_
4. How \_\_\_\_\_ rice is there?  
\_\_\_\_\_

5. How \_\_\_\_\_ apples are there in the basket?

\_\_\_\_\_

6. How \_\_\_\_\_ petrol do we need?

\_\_\_\_\_

7. How \_\_\_\_\_ illnesses are there in the world?

\_\_\_\_\_

8. How \_\_\_\_\_ teachers do you have?

\_\_\_\_\_

**c) Complete the sentences about the picture. Use *is* or *are*.**

This is a painting by Vincent Van Gogh:

**Figure 6:** Arlès' Bedroom by Vincent Van Gogh



**Source:** (*Los 20 cuadros de Vincent Van Gogh más famosos e importantes*, 2023)

1. There \_\_\_\_\_ a bed.

2. There \_\_\_\_\_ a few pictures.

3. There \_\_\_\_\_ two chairs.

4. There \_\_\_\_\_ a small table.

5. \_\_\_\_\_ there are any windows.

6. No, there \_\_\_\_\_ only one window.

7. \_\_\_\_\_ there is a TV.
8. No, there \_\_\_\_\_ no TV.
9. How many pillows \_\_\_\_\_ there?
10. There \_\_\_\_\_ two pillows on the bed.

**d) Make questions using IS THERE or ARE THERE.**

1. Is there a door in the picture? Yes \_\_\_\_\_.
2. \_\_\_\_\_? No, \_\_\_\_\_.
3. \_\_\_\_\_? Yes, \_\_\_\_\_.
4. \_\_\_\_\_? No, \_\_\_\_\_.
5. \_\_\_\_\_? Yes, \_\_\_\_\_.
6. \_\_\_\_\_? No, \_\_\_\_\_.

**e) Make questions. Use HOW MANY? And write the answers.**

1. How many beds are there in the picture?  
There is \_\_\_\_\_.
2. \_\_\_\_\_?  
\_\_\_\_\_.
3. \_\_\_\_\_?  
\_\_\_\_\_.
4. \_\_\_\_\_?  
\_\_\_\_\_.
5. \_\_\_\_\_?  
\_\_\_\_\_.



### 1.3. Part 4: ESP Project

#### *A Survey about Living Conditions*

**Table 7:** Survey about living conditions.

QUESTION	RESPONSES			
Name				
Address				
Cell phone – Home phone				
Number of family members				
Any pets? (If yes, specify)	Yes	No	Specify:	
Number of House Rooms				
Number of Bathrooms				
Potable Water Available	Yes	No	Observation:	
Electricity Available	Yes	No	Observation:	
Internet Access	Yes	No	Observation:	
Primary Source of Cooking Fuel	Gas	Electric	Wood	Other:
Access to Public Transportation	Yes	No	Observation:	
Condition of the House	Good	Fair	Poor	Other:
Nearest Hospital or Clinic	(Name/How far?)			
Monthly Income Range	<\$460.00	\$460.00 – \$1000.00		>\$1000.00

**Source:** Author with assistance of Open AI Chat GPT 3.5

## ACTIVITIES:

1. Create a set of questions in which you ask about people's living conditions. Use the survey to generate your questions. Try to use the verb TO BE in all your questions including there is/there are if necessary. Here are some examples:
  - What is your address?
  - Is there electricity in your house?
2. Then, roleplay the survey in class. Divide the class into two groups: One group will interview, and the other group will be subdivided in pairs which will be interviewed as different families with different living conditions.
3. The people who are interviewed should get together and agree on their "living conditions" pretending they are a family.
4. The interviewers will later get together to analyze the data, and they will share it to the whole class

## CHAPTER 2: PEOPLE'S BELONGINGS AND ROUTINES

**Figure 7:** Devil's Lake, WI, USA



**Source:** Author

### 2.1. Learning Objectives

In this chapter, students will be able to:

- Talk about their own and other people's belongings by using HAVE and HAS and the different POSSESSIVE ADJECTIVES.
- Describe their own and others' habits, routines, and facts by using the simple present tense.
- Talk about the frequency with which activities are performed by using the different adverbs of frequency.
- Create dialogues concerning doctor's visits to talk about different feelings, symptoms and illnesses.

## 2.2. Language Function: Talking about Possessions

### Using HAVE and HAS

#### 2.2.1. Part 1a: Grammar Point – Simple Present Tense HAVE and HAS

### GRAMMAR CHARTS

**Table 8:** Verb to have - affirmative.

AFFIRMATIVE SENTENCES		
SINGULAR	PLURAL	
<ul style="list-style-type: none"> <li>I <u>have</u> a car.</li> <li>You <u>have</u> an office here.</li> <li>She <u>has</u> a computer.</li> <li>He <u>has</u> a clinic.</li> <li>It <u>has</u> a big engine.</li> </ul>	<ul style="list-style-type: none"> <li>We <u>have</u> good recipes.</li> <li>You two <u>have</u> the flu.</li> <li>They <u>have</u> new surgical gloves.</li> </ul>	I you we + <u>have</u> they  she he + <u>has</u> it

Source: Author

**Table 9 :** Verb to have - negative.

NEGATIVE SENTENCES		
SINGULAR	PLURAL	
<ul style="list-style-type: none"> <li>I <u>don't have</u> a car.</li> <li>You <u>don't have</u> an office here.</li> <li>She <u>doesn't have</u> a computer.</li> <li>He <u>doesn't have</u> a clinic.</li> <li>It <u>doesn't have</u> a big engine.</li> </ul>	<ul style="list-style-type: none"> <li>We <u>don't have</u> good recipes.</li> <li>You two <u>don't have</u> the flu.</li> <li>They <u>don't have</u> new surgical gloves.</li> </ul>	I you we + <u>don't have</u> they  she he + <u>doesn't</u> <u>have</u> it

Source: Author

For now, you are going to practice affirmative sentences only. In the next language function (Talking about routines) you will have lots of exercises using the negative form of the simple present.

**EXERCISE 10:****Fill in the blanks. Use HAVE or HAS**

1. The boy \_\_\_\_\_ an ice-cream cone.
2. The girl \_\_\_\_\_ a fever.
3. The men \_\_\_\_\_ a football match on Saturday afternoon.
4. The woman \_\_\_\_\_ a cup of green tea.
5. Selena \_\_\_\_\_ a new scalpel for this surgery.
6. We \_\_\_\_\_ a good X-ray machine.
7. Dr. Jones \_\_\_\_\_ a bad temper.
8. Mrs. Jones \_\_\_\_\_ a nice smile.
9. The cook \_\_\_\_\_ a nice dish in the kitchen.
10. Mary and John \_\_\_\_\_ a new weighing scale.

**2.2.2. Part 1b: Grammar Point – Possessive Adjectives****Table 10:** Possessive adjectives: Using MY, YOUR, HIS, HER, ITS, OUR THEIR

<b>SINGULAR PLURAL</b>		<b>SUBJECT POSSESSIVE</b>	
I have a pencil house.	We have a	I → My	
My pencil is black big.	Our house is	Yours	
		She → Her	
		He → His	
		It → Its	
You have a car. pens.	You have	We → Our	
Your car is new. are blue.	Your pens	They → Their	
She has a dog. baby.	They have a	<b>Possessive Adjectives come in front of nouns.</b>	
Her dog is white. nice.	Their baby is		
He has a book. His book is red.			
It (a dog) has a house.			

Its house is small.	
---------------------	--

Source: Author

### 2.2.3. Part 2: Usage – Possessive Adjectives

#### Examples of possessive adjectives:

(Possessive adjective) + (noun)

##### **My pencil**

I write with my pencil.

##### **His father**

A boy loves his father.

##### **Her dog**

A girl takes her dog for a walk.

##### **Its house**

The dog likes its house.

##### **Your homework.**

The teacher reads your homework.

##### **Their computer**

They need their computer.

##### **Our lockers**

We open our lockers.

- We use possessive adjectives to say that some object belongs to some person:
  - This is **our** car.
  - **My** house is very small.
- Possessive adjectives are also used to show relationships among people:

- **My** sister is a specialist in radiology.
- We are going to the beach with **our** best friends.
- Possessive adjectives are used to mention any part of the body:
  - **My** tooth hurts.
  - I wash **my** hair every other day.
  - Carlos broke **his** leg.

(Possessives, 2010)

### EXERCISE 11:

a) Complete the sentences. Use **MY, YOUR, HIS, HER, ITS, OUR, or THEIR**

1. I make tea. \_\_\_\_\_ tea is good.
2. **She** sells books to students. \_\_\_\_\_ books are cheap.
3. **Veronica** is a teacher. \_\_\_\_\_ students are happy.
4. **Bill and Ted** are young. \_\_\_\_\_ mother is old.
5. **Leslie and I** like Ted and Bill.  
\_\_\_\_\_ friendship is nice.
6. **Jessica** lends money to Bobby. \_\_\_\_\_ money is helpful.
7. **The shop** is closed. \_\_\_\_\_ doors are locked.
8. **You** buy tickets. \_\_\_\_\_ tickets are expensive.

9. **Sam** likes to cook. \_\_\_\_\_ kitchen is always busy.

10. **Sara** has a brother. \_\_\_\_\_ brother is twenty years old.

**b) Complete the sentences. Use *HAVE* or *HAS*. Use *MY*, *YOUR*, *HIS*, *HER*, *ITS*, *OUR*, or *THEIR***

1. I have a book. My book is interesting.

2. I \_\_\_\_\_ a brother. \_\_\_\_\_ brother is Carlos.

3. Robert \_\_\_\_\_ a computer.  
\_\_\_\_\_ computer is new.

4. You \_\_\_\_\_ a bike. \_\_\_\_\_ bike is green.

5. Patricia and John \_\_\_\_\_ a daughter.  
\_\_\_\_\_ daughter is 10 years old.

6. We \_\_\_\_\_ three dogs. \_\_\_\_\_ dogs are smart.

7. Silvia \_\_\_\_\_ two sons. \_\_\_\_\_ sons are Johan and David.

8. William \_\_\_\_\_ a car. \_\_\_\_\_ car is old.

9. Edwin and Silvia \_\_\_\_\_ a motorcycle.  
\_\_\_\_\_ motorcycle is blue.

10. My father \_\_\_\_\_ an office.  
\_\_\_\_\_ is big.



**c) Fill in the blanks with personal pronouns (I, he, she, etc.), and possessive adjectives (my, your, his, etc.),**

1. \_\_\_\_\_ am a nutritionist, and this is about a person like me. Jennifer Fernandez is one of 2. \_\_\_\_\_ favorite colleagues. 3. \_\_\_\_\_ is a nutritionist and dietitian and works in a clinic like mine, but 4. \_\_\_\_\_ specialization is different from 5. \_\_\_\_\_ specialization. I am a clinical nutritionist specializing in diabetes. Jennifer, on the other hand, is a gerontological nutritionist. One thing is certain 6. \_\_\_\_\_ both consider us very good professionals. 7. \_\_\_\_\_ went to the same school in Quito, Ecuador. 8. \_\_\_\_\_ teacher, Dr. Julianne Mendez, continues to teach other students at that school. 9. \_\_\_\_\_ was the best teacher ever! Another similarity of 10. \_\_\_\_\_ is that 11. \_\_\_\_\_ are both from Chimborazo. Jennifer grew up in Riobamba while 12. \_\_\_\_\_ grew up in Guano, a much smaller city than Jennifer's. Jennifer is married and 13. \_\_\_\_\_ husband, Andres, works as a manager in a water supply company. 14. \_\_\_\_\_ office is on the 5th fifth floor in the building where 15. \_\_\_\_\_ arrives every morning at seven thirty. 16. \_\_\_\_\_ have very different professions, but 17. \_\_\_\_\_ feel 18. \_\_\_\_\_ marriage is successful for this very reason. 19. \_\_\_\_\_ am not jealous of 20. \_\_\_\_\_ success, but 21. \_\_\_\_\_ am jealous of 22. \_\_\_\_\_ wonderful marriage. Maybe someday 23. \_\_\_\_\_ will meet a man just like Jennifer's.

### 2.2.4. Demonstratives: Adjectives – Pronouns

A demonstrative (adjective or pronoun) indicates whether something is **near** or **far** from the speaker or writer and also shows singular or plural.

In other words, **this**, **that**, **these**, and **those** are **demonstrative pronouns** that substitute nouns when the nouns they replace can be understood from the context. They also indicate whether they are replacing singular or plural words and give the location of the object:

**This**: singular and near the speaker

**That**: singular and at a distance from the speaker

**These**: plural and near the speaker

**Those**: plural and at a distance from the speaker

A demonstrative can be used as a determiner (adjective) or a pronoun. (*Demonstratives* | *LearnEnglish*, 2010)

#### EXAMPLES:

- Could you pass me **those pencils**? (Determiner – the noun it modifies is next to it)
- Give me **that**. (Pronoun – it replaces a noun)
- You take **these bags**, and I'll take **those**. - ("these" determiner with the noun "bags" it modifies. "Those" refers to bags that are at a distance from the speaker. It is not mentioned, then, it is a pronoun)
- We bought **this** last year - ("This" refers to something that is singular, near the speaker and readily understood in the context of the conversation.)

**EXERCISE 12:**

**a) Complete the sentences. Use the words in parentheses.**

1. (This, These) \_\_\_\_\_ pens are for my son.
2. (That, Those) \_\_\_\_\_ pens are for my sister.
3. (This, These) \_\_\_\_\_ coat is too big for me.
4. (That, Those) \_\_\_\_\_ shoes are nice.
5. (This, These) \_\_\_\_\_ glasses are expensive.
6. (That, Those) \_\_\_\_\_ house belongs to my grandmother.
7. (That, Those) \_\_\_\_\_ dog eats fruit.
8. (This, These) \_\_\_\_\_ exercise is easy.
9. (That, Those) \_\_\_\_\_ oranges are delicious.
10. (This, These) \_\_\_\_\_ desks are uncomfortable.

**b) SPEAKING: Point at or touch some objects in the classroom and say a sentence.**

**EXAMPLE:** This is my pencil.

These are my shoes.

That is his pencil.

Those are your books.

### 2.2.5. Part 3a: Reading – Possessive Adjectives/Demonstrative Adjectives

#### *Public Health in our Community*

**Figure 8:** Community Health Center



**Source:** AI Copilot (created on 5-21-2024)

Every day, our community works together to improve public health. This goal is important for everyone's well-being. In our town, the health center provides free check-ups. This service helps us know our health status. The doctors at the center are very caring. Their goal is to keep us healthy. They check your blood pressure, examine your eyes, study your diet, clean your teeth, and listen to your heart. These professionals use their skills to prevent diseases.

In the waiting room, there are many pamphlets. These pamphlets contain valuable information about various health topics: they inform about vaccinations, good balanced diets, the frequency to get dental check-ups, the importance of exercising your body, etc. Next to this room, there is always a nurse who can give firsthand advice on your health and refer you to the consultation doctor at the local pharmacy.

This pharmacy offers free consultations when it is something which does not need a specialist. Their pharmacists advise us on medication usage. They ensure we take our prescriptions correctly. Their advice helps us avoid any potential side effects.

Finally, there is a public health campaign. This campaign focuses on cleanliness. It encourages us to wash our hands regularly. Their posters are visible in schools, offices, and other public places. These signs are essential in preventing the spread of germs. Our community is well organized in these matters and tries to maintain good health for all its residents. Collaboration between health professionals and community members is key to achieving our health goals. (varshagour, 2022)

### EXERCISE 13

- Read **PUBLIC HEALTH IN OUR COMMUNITY** and circle the possessive adjectives that you see and underline the demonstrative adjectives that you find.
- Then, write the possessive adjectives and demonstrative adjectives with their nouns they determine under the heading they correspond. Follow the example.

POSSESSIVE ADJECTIVES + NOUNS	DEMONSTRATIVE ADJECTIVES + NOUNS
<i>Our community</i>	<i>This goal</i>

- c) Now, write your own sentences using the phrases (possessive adjectives and demonstrative adjectives + their nouns) you found above. Make sure you create new ideas, different from the text.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

## 2.3. Language Function: Talking about Routines

### Simple Present Tense

#### 2.3.1. Part 1: Grammar Point – Simple Present Tense

#### GRAMMAR CHART

**Table 11:** Simple present tense

POSITIVE	NEGATIVE
<p>In the positive form add an <b>'s'</b> to the base form of the 3rd person singular.</p> <p><b>I, You, We, they</b> → <b>eat</b> lunch at noon.</p> <p><b>He, She, it</b> (A machine) → <b>works</b> well in any situation.</p>	<p>Conjugate the helping verb <b>do + not - does + not (don't and doesn't)</b> and the <b>base form</b> of the verb to make negatives.</p> <p><b>I, You, We, they</b> → <b>don't</b> enjoy opera.</p> <p><b>He, She, it</b> (A machine) → <b>doesn't</b> belong to the club.</p>
<p><b>SPELLING RULES WHEN ADDING "S"</b></p> <p>If the verb ends in <b>-y</b> preceded by a consonant, change the <b>-y</b> to <b>-ies</b>.</p> <p>Study → <b>studies</b></p> <p>Cry → <b>cries</b></p> <p>Play → <b>plays</b></p> <p>If the verb ends in <b>s, sh, ch, x</b>, add <b>-es</b>.</p> <p>Wash → <b>washes</b></p>	

Kisses Watch → <b>watches</b> Fix → <b>fixes</b>	
<b>QUESTIONS</b>  Conjugate the helping verb <b>do or does</b> + the <b>base form</b> of the verb in question forms. <b>Do</b> → <b>I, you, we, they</b> → <b>work</b> in this town? <b>Yes, I do</b> - <b>No, I don't.</b> <b>Does</b> → <b>he, she, it (A panda)</b> → <b>live</b> in this zoo? <b>Yes, it does</b> - <b>No, it doesn't</b>	

Source: Author

### 2.3.2. Part 2: Usage – Simple Present Tense

Simple present is mainly used to express what we do every day – this means our routines; however, it is also used to express different situations which are listed below with examples.

**Figure 9:** Brushing teeth

#### Regular habits and daily routines

I usually get up at 7 o'clock.

I brush my teeth three times a day.

She usually goes to the cinema.

When do they usually have lunch?



**Source:** AI ARTGURU (created on 4-23-2024)

## Facts

The Earth revolves around the Sun.

What does 'strange' mean?

Water doesn't boil at 20 degrees Celsius.

It boils at 100 degrees Celsius.

**Figure 10:** Boiling water



**Source:** AI ARTGURU  
(created on 4-23-2024)

## Permanent or long-lasting situations

Where do you work?

The store opens at 9 o'clock.

She lives in New York.

**Figure 11:** Store opens at 9



**Source:** AI COPILOT (created  
on 10-01-2024)



## Feelings

I love walking around late at night  
during the summer.  
He hates flying!  
What do you like?  
I don't want to live in Texas.

**Figure 12:** Fearful man



**Source:** AI ARTGURU (created  
on 4-29-2024)

## Opinions and states of mind

She doesn't agree with you.  
I think he is a wonderful student.  
What do you think about my dress?

**Figure 13:** Agreeing or  
disagreeing



**Source:** AI CHAT GPT (created  
on 05-23-2025)

## Timetables and schedules

The plane leaves at 4 p.m.  
When do courses begin this semester?  
The train doesn't arrive until 10:35.

**Figure 14:** Timetable



**Source:** AI ARTGURU (created  
on 05-23-2025)

**Usually, always, often, rarely, sometimes, on Saturdays, on weekends, on occasion, never, seldom, every day, every week, every year, etc.**

### 2.3.3. Adverbs of Frequency

There are some common expressions which denote the frequency with which people do some activities. Look, for example, at these words and phrases.

You can identify some of these words (the underlined ones). They are called FREQUENCY ADVERBS. These words are adverbs because they modify a verb in a sentence. They explain the frequency with which an activity is performed, and they are used between the subject and the simple present verb in a sentence; however, they can sometimes be placed at the beginning or at the end of a sentence (Azar, 1996). For sentences with the verb TO BE, the adverb comes after the verb.

## GRAMMAR CHART

**Table 12:** Frequency adverbs

FREQUENCY ADVERBS	EXAMPLE SENTENCE	POSITION IN SENTENCE
<b>Always</b>	She <b>always</b> smiles.	Before the main verb
<b>Usually,</b>	They <b>usually</b> complete the work on time.	Before the main verb
<b>Often</b>	I <b>often</b> watch movies online.	Before the main verb

<b>Sometimes</b>	Jack is <b>sometimes</b> over for dinner.	After the verb TO BE
<b>Occasionally</b>	She <b>occasionally</b> asks a question.	Before the main verb
<b>Rarely</b>	They are <b>rarely</b> late for class.	After the verb TO BE
<b>Hardly ever</b>	He <b>hardly ever</b> drinks beer.	Before the main verb
<b>Never</b>	We <b>never</b> miss our morning walk.	Before the main verb

Source: Author

## EXERCISE 14:

**a) Make a list of the activities you do every day. Think about your routine and write them in order.**

Example: I wake up at 6:00 am every weekday.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.
7. \_\_\_\_\_.
8. \_\_\_\_\_.
9. \_\_\_\_\_.
10. \_\_\_\_\_.

**b) Use the verbs in the box to complete the sentences below:**

<b>PRAY</b>	<b>FIX</b>	<b>BRUSH</b>	<b>LIVE</b>	<b>NEED</b>
<b>WORK</b>	<b>EAT</b>	<b>FLY</b>	<b>DO</b>	<b>SPEAK</b>

1. Mike \_\_\_\_\_ his teeth three times a day.
2. A mechanic \_\_\_\_\_ cars.
3. Muslims \_\_\_\_\_ five times a day.
4. Jessica \_\_\_\_\_ fruit as a snack every night.
5. We \_\_\_\_\_ exercises in class every day.
6. Robert \_\_\_\_\_ in a nice clinic.
7. Birds \_\_\_\_\_.
8. Fernando and Veronica \_\_\_\_\_ in an apartment.
9. Ms. Akito \_\_\_\_\_ Japanese.
10. Pedro \_\_\_\_\_ surgery.

**c) Arrange the words to make affirmative sentences in simple present.**

**Example:**

1. I collect stamps.
2. We / to use blood tests  
\_\_\_\_\_
3. He / to read medical  
books \_\_\_\_\_
4. Chris / to sing in a band  
\_\_\_\_\_

5. we / to have a small hospital

---

6. Andy and John / to like cola

---

7. she / to be nice

---

8. they / to help their patients

---

9. the children / to speak English

---

10. I / to buy a newspaper every Saturday

---

**d) Use the activities mentioned here to express the frequency with which you or other people (my mom, my brother, my sister, my dad, my boyfriend/girlfriend, my grandma, etc.) you know do them. Use the frequency adverbs necessary to express truthful ideas and complete the sentences to set some context.**

Example: COOK LUNCH      I **never** cook lunch because I eat in a restaurant.

1. EAT FRUIT

---

2. WATCH TV

---

3. GO TO THE DOCTOR

---

4. GO ON A DIET

---

5. MAKE MY BREAKFAST

---

6. COOK SPAGHETTI

---

7. CALL MOM

---

8. DRINK ALCOHOL

---

9. TAKE MEDICINE

---

10. SPEAK ENGLISH

---

### **SIMPLE PRESENT - NEGATIVE**

#### **EXERCISE 15:**

**a) Make negative sentences.**

1. I watch TV.

I don't watch TV.

2. My dad needs surgery.

---

3. This magazine is interesting.

---

4. She cleans the doctor's offices.

---

5. You take a shower every day.

---

6. Sandy takes naps.

---

7. They open the rehab center early every morning.

\_\_\_\_\_

8. He uses the thermometer every day.

\_\_\_\_\_

9. I am late.

\_\_\_\_\_

10. The nurse has the forceps.

\_\_\_\_\_

**b) Make the questions to the following answers. Use a WH word in your questions.**

1. What time do you usually get up?

I usually get up at seven o'clock.

2.

\_\_\_\_\_ ?

He often goes to the cinema twice a week.

3.

\_\_\_\_\_ ?

They live in Chicago.

4.

\_\_\_\_\_ ?

She is a health care provider.

5.

\_\_\_\_\_ ?

The nurse uses the sphygmomanometer.

6.

?

I like listening to my patients.

c) Write down the missing sentences.

	AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I play cards.		
you	You help your dad.		
he		He does not answer my questions.	
she			Does she sing well?
it	It rains a lot in winter.		
we			Do we dream?
you		You do not read magazines.	
they			Do they work at ESPOCH?

2.3.4. Part 3b: READING Susy's Daily Routine

Figure 15: Brother and sister



Source: AI Artguru (created on 4-25-2024)



Every morning, Susy, who's studying to be a doctor, wakes up at 6 a.m. She takes a shower, gets dressed, and has breakfast. She eats oatmeal and fruit and drinks black coffee for breakfast to fuel her busy schedule ahead. Then, she rushes to catch the bus and goes to her medical school classes. After school, she studies with friends or helps her mom make dinner. When she doesn't have much homework, she usually goes to bed around 10 p.m. Otherwise, if she has to study, she stays up at least until midnight. Susy's brother, Alex, has a different routine. He wakes up at 8 am. Then he has breakfast and goes to work at a café. He also attends college in the afternoon. He studies business administration. In the evenings, he plays games or goes for a run before bed. Despite their different schedules, Susy and Alex always find time to talk and share about their day. They get along really well. They enjoy watching movies together. They sometimes go out for ice cream. Other times they simply go out for a walk. They are part of a nice family.

### EXERCISE 16

a) Read the story again and underline the verbs that you find.

Then write about the activities where they correspond.

SUSY	ALEX	SUSY AND ALEX
<i>wakes up at 6 am</i>		

- b) Look at the following chart. It contains some key words and phrases in the story. Make sure you understand the meaning of each word and phrase.

Original Word/Phrase in the reading	Synonym	Meaning
1. to get dressed	to put on clothes	
2. oatmeal	porridge	
3. to fuel	to energize	
4. to rush	to hurry	
5. to stay up	to remain awake	
6. midnight	12 a.m.	
7. to attend	to participate	
8. college	university	
9. to go for a run	to jog	
10. schedule	timetable	
11. to share	to communicate	
12. to get along well	to connect	

- c) Now, think about your own daily routine and your brother's (sister's, mom's, dad's, friend's, etc.). Then, write a similar story using the **synonyms** proposed or other words that you may find more useful.

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## 2.4. Part 4: ESP Project

### *Create a Video: A Visit to the Doctor*

- a) Find a partner to create a video.
- b) Roleplay a visit to the doctor and record it in a video of about 5-7 minutes long.
- c) The video should have a dialogue with questions and answers of the doctor and a patient.
- d) Use a simple present to ask simple questions that the patient should answer. The questions can include daily habits besides the reason for the visit. Here are some examples:

POSSIBLE QUESTIONS	POSSIBLE ANSWERS
<ul style="list-style-type: none"> <li>- "What is your complete name?"</li> <li>- "How old are you?"</li> <li>- "Why are you here?"</li> <li>- "Do you have any other symptoms?"</li> <li>- "Do you exercise regularly?"</li> <li>- "How many hours do you sleep daily?"</li> <li>- "What do you eat for breakfast?"</li> </ul>	<ul style="list-style-type: none"> <li>- My name is .....</li> <li>- I'm 35.</li> <li>- I have a fever.</li> <li>- Yes. I also have stomachache.</li> <li>- No, I don't.</li> <li>- I sleep about 6 hours every night.</li> <li>- I hardly ever eat breakfast because...</li> </ul>

The questions may vary according to the patient's answers. Make sure to act accordingly using the language you would use in a real

situation. Be creative and remember the video should last at least 5 minutes. We will present the videos in class.

## CHAPTER 3: WHAT ARE YOU DOING? – KEEP YOURSELF CLEAN AND HEALTHY

**Figure 16:** Santa Cruz, Galápagos Islands, Ecuador



**Source:** Author

### 3.1. Learning Objectives

In this chapter, students will be able to:

- Describe actions in progress by using the present progressive tense to describe what they are wearing and doing.
- Talk about actions that are happening at this moment and make a difference from actions that happen every day.
- Request something or to give orders in the context of hygiene and cleanliness by using different imperative forms.

- Create posters and give poster presentations related to the DOs and DON'Ts in order to practice the imperative and the present progressive in context.

### 3.2. Language Function: Describing What You Are Wearing and Doing

#### Present Progressive Tense

##### 3.2.1. Part 1a: Grammar Point – Present Progressive

#### GRAMMAR CHART

**Table 13:** Present progressive

Structure		
<b>In the positive form: S + To be + Verb -ing + Complement.</b> <b>Remember that you need the auxiliary verb 'to be' forms present.</b>		
<ul style="list-style-type: none"> <li>- I am (I'm)</li> <li>- You are (You're)</li> <li>- He / She / It is (He's, She's, It's)</li> <li>- We / You / They are (We're, You're, They're)</li> </ul>	eating lunch	now.
<b>Conjugate the helping verb 'To Be' + not + Verb - ing + Complement to form negatives.</b>		
<ul style="list-style-type: none"> <li>- I am not (I'm not)</li> <li>- You are not (You aren't)</li> <li>- He / She / It is not (He, She, it isn't)</li> <li>- We / You / They are not (We, You, they aren't)</li> </ul>	coming	this evening.

**Conjugate the helping verb 'To Be' + S + Verb - ing + Complement in question forms.**

Am	I	working well?
Are	you we they	listening to me?
Is	he she it	sleeping now?

**Source:** Author

### **3.2.2. Part 1b: Grammar Point – Spelling Rules for Adding “-ing” to a Verb.**

When adding the **-ing** ending to a verb in order to form the present participle in English, there may be some spelling changes:

1. When a verb ends with **e**, drop the **e** before adding **ing**.
  - MAKE – Susan is **making** a special dinner this evening.
2. In verbs that end with **y** add **ing** with no change!
  - STUDY – Dan is **studying** for the test tomorrow afternoon.
3. When a verb ends in **ie**, drop the **ie**, replace it with **y**, and add **ing**.
  - DIE – dying, LIE – lying, TIE – tying, VIE – vying.
  - Susan is **tying** her shoelaces while she is **lying** on her bed.
4. The doubling rule: When a verb ends with a letter sequence of CONSONANT-VOWEL-**CONSONANT**, double the final consonant. However, the letters **h, w, x, y** are never doubled (*fix-fixing*).

- BEG (b=consonant, e=vowel, g=consonant, stress falls on the last and only syllable /beg/ -- double!):
  - Please believe me, I am begging you!
- 5. If the verb is longer than one syllable, double only if the stress falls on the last syllable.
  - ADMIT – admitting, REGRET – regretting.
    - She is admitting her mistake and regretting it deeply.

**But**, if the stress isn't in the last syllable, don't double the last consonant:

- VISIT (s=consonant, i=vowel, t=consonant, stress does not fall on last syllable /sit/ -- don't double!):
  - Donna is visiting her grandparents this evening.

(Azar, 1996)

### EXERCISE 17

Write *-ing* forms for the following words:

1. eat \_\_\_\_\_
2. stand \_\_\_\_\_
3. smile \_\_\_\_\_
4. run \_\_\_\_\_
5. Rain \_\_\_\_\_
6. sleep \_\_\_\_\_
7. stop \_\_\_\_\_
8. count \_\_\_\_\_
9. write \_\_\_\_\_
10. wear \_\_\_\_\_
11. ride \_\_\_\_\_
12. cut \_\_\_\_\_
13. dance \_\_\_\_\_
14. put \_\_\_\_\_
15. sneeze \_\_\_\_\_
16. plan \_\_\_\_\_



17. fix \_\_\_\_\_ 18. say \_\_\_\_\_
19. cry \_\_\_\_\_ 20. watch \_\_\_\_\_

### 3.2.3. Part 2: Usage – Present Progressive

- The present progressive (continuous) is used **only with action verbs**, and they describe the activities happening the moment of speaking. **Examples:**
  - I am **working** at the moment.
  - Look! He's **running**.
- The present progressive (continuous) is also used to describe an action which is happening around this moment. **Example:**
  - I'm **reading** *Moby Dick* this week. I'm not reading the book at this moment, but **around** this time.
  - My brother **is taking** German classes this semester. He is going to Germany soon.

#### Time Expressions for the Present Progressive:

At time of speaking	Around time of speaking
▪ Right now,	▪ This year
▪ At the moment	▪ This semester
▪ Today	▪ This week
▪ At present	▪ These days
▪ Look!	▪ This month
▪ Listen!	▪ This summer

(Riggenbach & Samuda, 1997)

- The present progressive is used when the plan is an arrangement which is already confirmed. The plan should include at least one other person, and the time and place should be known.
  - We **are having** a test next week.

- My mom is coming to visit this weekend.

**Table 14:** Present progressive examples

Usage	Examples
<ul style="list-style-type: none"> <li>• <b>Actions happening at the present moment.</b></li> </ul>	<ul style="list-style-type: none"> <li>○ What are you cooking? Is that spaghetti?</li> <li>○ Tom is studying for his exams at the moment. He is at the library.</li> <li>○ It isn't raining now. We can go outside.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Actions or events happening around the present moment.</b></li> </ul>	<ul style="list-style-type: none"> <li>○ We're currently working on the research project on infant malnutrition.</li> <li>○ What classes are you taking this semester?</li> <li>○ We're studying the human brain this month.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Planned future events (usually in the near future)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ What are you doing next weekend?</li> <li>○ I'm meeting Dr. Peterson tomorrow morning.</li> <li>○ We're driving to Guayaquil next weekend.</li> </ul>

Source: Author

**EXERCISE 18**

- a) Look at the pictures and describe what is happening. Use the present progressive. Be creative and make at least 3 sentences for each picture. You can include what they are wearing.

**Figure 17:** Police dogs



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Source: AI Artguru (created on 5-01-2024)

**Figure 18:** Chef Cat



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Source: AI Artguru (created on 5-01-2024)

**Figure 19:** Photographer bunny



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Source: AI Fotor (created on 5-06-2024)

**Figure 20:** Lioness at beauty salon




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Source: AI Fotor (created on 5-06-2024)

b) Make questions. Give short answers to yes/no questions.

**Example:**

What are you writing ?

A book. I am writing a book.

1. \_\_\_\_\_?

Yes, \_\_\_\_\_. I am studying for the test.

2. \_\_\_\_\_?

No, \_\_\_\_\_. Pedro isn't reading a magazine.

3. \_\_\_\_\_?

Because I like them. I am watching horror movies because I like them.

4. \_\_\_\_\_?

In the first row. Joseph is sitting in the first row.

5. \_\_\_\_\_?

Because she can't see very well. Mary is sitting in the front row because she can't see very well.

6. \_\_\_\_\_?

Blue jeans and yellow shirts. We are wearing blue jeans and yellow shirts.

7. \_\_\_\_\_?

About global warming. They are talking about global warming.

8. \_\_\_\_\_?

No, \_\_\_\_\_. Lourdes isn't playing today.

- c) Look at the picture below and think of the actions or events happening around the present moment for these people. Remember, it does not describe what is happening in the picture; it is telling what these people are doing AROUND THIS TIME. Be creative. You can talk about each person separately. Give them names.

For example:

- They are finishing the semester this week.

**Figure 21:** College students



**Source:** AI Artguru (created on 4-25-2024)

Their names are

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
- d) \_\_\_\_\_

e) Look at each picture and think of planned future events. Simply imagine what you are doing this coming weekend, next week, or maybe next vacation. Write three ideas.

For example: I am going on vacation next week.

**Figure 22:** Cruise ships



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**Source:** Author

**Figure 23:** Wedding cake



**Source:** Author

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**Figure 24:** Cojimíes Beach, Manabí - Ecuador



**Source:** Author

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**Figure 25:** Egg and Bacon sandwich



**Source:** Author

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**3.2.4. Part 3a: Reading    Alex's Journey to Health****Figure 26:** Young man eating fruit

**Source:** AI Artguru (created on 5-06-2024)

Alex is on a diet to improve his overall health. He is carefully planning his meals, ensuring they are rich in nutrients and low in unhealthy fats and sugars. He is eating plenty of fruits and vegetables, opting for lean proteins, and reducing his intake of processed foods. This way, Alex is not eating sugary snacks or high-calorie desserts. He is avoiding late-night munching and opting for healthier alternatives like nuts or yogurt if he feels hungry between meals. He feels more energized and motivated as he incorporates regular exercise into his daily routine. He is going for brisk walks in the morning and attending yoga classes in the evening. These activities are helping him to burn calories and build strength. He is not skipping breakfast, recognizing its importance in starting his metabolism. Alex is not ignoring his mental well-being either. He is practicing mindfulness and stress-reducing techniques to keep negative emotions away. Alex is also focusing on staying hydrated by drinking plenty of water throughout the day. He is noticing improvements in his digestion and skin health as a result. Next week, Alex is meeting a nutritionist. He wants personalized advice. He is also thinking of starting strength training. He is searching for new recipes too. In summary, Alex is making



changes to his life for the better. Let's cheer him on as he continues his journey towards good health!

\* This reading has been developed with the assistance of OPEN AI CHAT GPT 3.5

### EXERCISE 19

a) Read **ALEX'S JOURNEY TO HEALTH** again and answer the questions below. Choose the correct answer. We are looking for a synonym for the underlined word.

1. Alex is carefully planning his meals.
  - A) Hastily
  - B) Thoughtlessly
  - C) Diligently
2. He is eating many fruits and vegetables, opting for lean proteins.
  - A) Fatty
  - B) Low-fat
  - C) Healthy
3. Alex is avoiding late-night munching and opting for healthier alternatives like nuts or yogurt.
  - A) Chips
  - B) Almonds
  - C) Corn flakes
4. He feels more energized and motivated as he incorporates regular exercise into his daily routine.
  - A) Includes
  - B) Stretches
  - C) Bounces

5. Alex is not **skipping** breakfast, recognizing its importance in starting his metabolism.
  - A) Eating
  - B) Avoiding
  - C) Metabolizing
6. He is practicing **mindfulness** and stress-reducing techniques to keep negative emotions away.
  - A) Carelessness
  - B) Unawareness
  - C) Consciousness
7. He is noticing improvements in his **digestion** and skin health as a result.
  - A) Respiration
  - B) Assimilation
  - C) Circulation
8. Next week, Alex is meeting a nutritionist. He wants **personalized** advice.
  - A) Ordinary
  - B) Generalized
  - C) Individualized
9. He is also thinking of starting **strength training**.
  - A) Muscular training
  - B) Cardio training
  - C) Flexibility training
10. In summary, Alex is making changes to his life for the better. Let's **cheer** him on as he continues his journey towards good health!
  - A) Follow
  - B) Watch

### C) Encourage

\* This questionnaire was empowered with the use of AI COPILOT

- b) Look at your friends in class and describe what you and other people are wearing at this moment. Consider the vocabulary list about CLOTHING in annex \_\_\_\_\_. Include at least a couple of negative sentences telling what they aren't wearing now.

For example:

- Chris is wearing black jeans, a white T-shirt and new sneakers. He isn't wearing a jacket.

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- c) SPEAKING: Mime an action. Your classmates guess what you are doing.

EXAMPLE: **DRIVE** → You mime as you were driving → Your classmates say: "YOU ARE DRIVING" or "SHE/HE/(NAME) IS DRIVING"

### 3.2.5. Part 1c: Grammar Point – Simple Present Vs. Present Progressive Tense

**Table 15:** Simple present vs. Present progressive tense

PRESENT PROGRESSIVE	PRESENT SIMPLE
<p>Look at her! She is smoking. This is a non-smoking area.</p> <p><b>This is an action in progress. The present progressive indicates it is happening right now (“Look at her!”).</b></p>	<p>She <b>smokes</b> too much. She <b>smokes</b> two packs a day.</p> <p><b>This is a repeated or habitual action, not an action in progress. The present simple indicates that it happens <u>repeatedly</u>.</b></p>
<p>I am changing jobs. I'm quite excited.</p> <p><b>This is an action in progress, part of the person's present circumstances. The present progressive indicates it is happening <u>these days</u>.</b></p>	<p>I <b>change</b> jobs every two or three years.</p> <p><b>This is a repeated or habitual action, not an action in progress. The present simple indicates that it happens <u>repeatedly</u>.</b></p>
<p>We are staying home this weekend. We're too tired to go out.</p> <p><b>This is not an action in progress, but it is <u>a planned activity</u> for the near future.</b></p>	<p>You <b>fly</b> from Montreal on Iberian Airlines on January 25 at 6:45 p.m. and you <b>arrive</b> the next morning at Barcelona at 7:10.</p> <p><b>The present simple is rarely used to express future events. However, it is often used for <u>itineraries or timetables</u>.</b></p>

Source: Author

#### EXERCISE 20:

- a) Answer the questions about the pictures. Consider the simple present and the present progressive in your answers.

**Figure 27:**Man crying



1. What is his job?

\_\_\_\_\_

2. Does he manage a company?

\_\_\_\_\_

3. What is he doing this moment?

\_\_\_\_\_

4. Where does he work every day?

\_\_\_\_\_

5. What is he wearing?

\_\_\_\_\_

**Source:** AI COPILOT (created on 5-08-2024)

**Figure 28:** Police officer carrying some donuts



1. What is his job?

\_\_\_\_\_

2. What does he do every day?

\_\_\_\_\_

3. What is he doing this moment?

\_\_\_\_\_

4. Is he working?

\_\_\_\_\_

5. What is he wearing?

\_\_\_\_\_

**Source:** AI Artguru (created on 5-08-2024)

**Figure 29:** Party



1. Are they studying now?  
\_\_\_\_\_
2. Do they dance every day?  
\_\_\_\_\_
3. What are they doing this moment?  
\_\_\_\_\_
4. What do they usually do on weekdays?  
\_\_\_\_\_
5. What are they wearing?  
\_\_\_\_\_

**Source:** PICASSOIA (created on 5-08-2024)

### **3.2.6. Part 3b: Reading On the Phone**

**Figure 30:**Phone conversation



**Source:** AI Artguru (created and modified on 5-10-2024)

### EXERCISE 21:

- d) Read the following conversation between friends and identify the simple present verbs with a circle and the present progressive verb forms by underlining them.

**Tracy:** Hello, am I speaking to Fernando.

**Fernando:** Yes, this is Fernando, who is speaking?

**Tracy:** Hi Fernando, this is Tracy.

**Fernando:** Hi Tracy. How are you? What are you doing?

**Tracy:** Oh, I'm fine thanks! I'm just walking home. Remember? I finish classes at 4 pm on Fridays. What are you doing?

**Fernando:** Oh! That's right! I also finish classes at this time. I'm going home too. I'm going to make dinner.

**Tracy:** What are you cooking tonight?

**Fernando:** I'm baking some potatoes, boiling some carrots and grilling a steak.

**Tracy:** It sounds delicious.

**Fernando:** What are you doing for dinner tonight?

**Tracy:** Well, I don't have any plans...

**Fernando:** Would you like to come over for dinner?

**Tracy:** Oh, I'd love to. Thanks.

**Fernando:** Great. Mary and Jack are also coming. They are arriving at seven.

**Tracy:** OK, I'll be there at seven, too. And I'll bring some soda for everybody.

**Fernando:** Great! See you then. Bye.

**Tracy:** Bye.

- e) Work with a partner. Prepare a short dialogue “On the phone”.  
Ask your friend what he/she is doing and tell what you are doing. Then invite him or her to do something.

A:

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B:

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A:

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B:

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A:

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B:

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A:

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B:

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A:

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B:

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A:

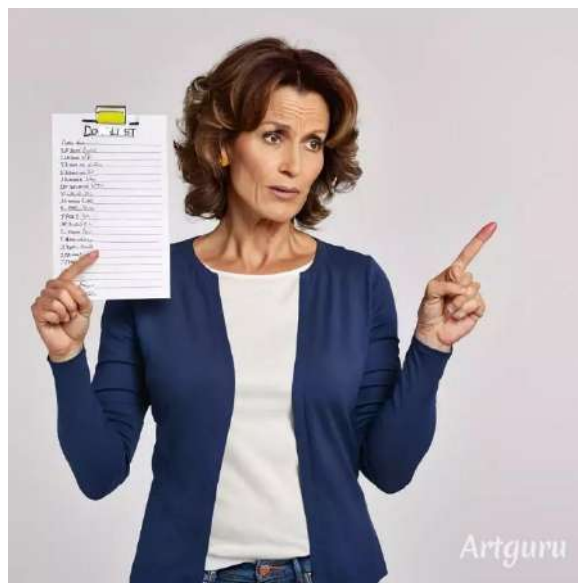
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B:

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### 3.3. Language Function: Giving and Following Orders and Instructions

Figure 31: Bossy mother



Source: AI Artguru (created on 5-10-2024)

## The Imperative

### 3.3.1. Part 1: Grammar Point – Imperatives

Imperative sentences give orders, directions, and advice. With the addition of **please**, imperative sentences are used to make polite requests.

- An imperative sentence uses the simple form of a verb: open, go, turn, etc.
- The negative form of an imperative sentence uses “don’t”.

## GRAMMAR CHART: THE IMPERATIVE

**Table 16:** The imperative

TYPE OF SENTENCE	STRUCTURE	EXAMPLES
<b>AFFIRMATIVE</b>	Base form of verb (for most verbs)	<ul style="list-style-type: none"> <li>• Please, clean your room.</li> <li>• Shut the door, please.</li> <li>• Read the instructions carefully.</li> <li>• Wash your hands with soap and plenty of water.</li> </ul>
<b>NEGATIVE</b>	Don't + base form of verb	<ul style="list-style-type: none"> <li>• Don't forget to turn off the lights.</li> <li>• Don't speak during the movie.</li> <li>• Don't eat in the classroom.</li> <li>• Don't touch the paintings.</li> </ul>

Source: Author

### 3.3.2. Part 2: Usage – Imperatives

Imperatives are used for the following situations. They are good to give orders, directions, instructions, warnings, advice, or requests.

Examples:

- **ORDERS:**
  - Stop!
  - Be quiet!
  - Don't be late!
- **DIRECTIONS:**
  - Walk three blocks and turn left.
  - Drive for about five minutes and then take exit 10.
  - Don't turn left at that intersection. It's prohibited.

- **INSTRUCTIONS:**

Safe Operating of Fire Extinguishers

- Pull pin at the top of the extinguisher.
- Approach the fire standing at a safe distance.
- Squeeze the handles together to discharge the extinguishing agent inside.
- Sweep.
- **WARNINGS:**
  - Watch out!
  - Get down!
  - Be careful when you go home at night.
- **ADVICE:**
  - Tell me if I should go to Esmeraldas or Puyo for my summer vacation.
  - Don't worry.
- **REQUESTS:**
  - Please, close the door.
  - Please, put the plates on the table.

**3.3.3. Part 3a: Reading**    *Keeping the Emergency Room Clean*

**Figure 32:** Emergency room



**Source:** AI Copilot (created on 5-10-2024)

In the busy world of healthcare, keeping the emergency room (ER) clean is vital for everyone's safety. This is a guide of steps that are basic to maintain a clean and hygienic environment in the emergency room.

Firstly, let's talk about what we should do:

1. **Clean as you pass by:** Always clean up spills and messes immediately to prevent the spread of germs.
2. **Use disinfectant:** Regularly disinfect surfaces such as tables, chairs, and medical equipment to kill harmful bacteria and viruses.
3. **Wash your hands:** Encourage everyone to wash their hands frequently with soap and water to prevent the spread of infections.
4. **Dispose waste properly:** Make sure to dispose of medical waste in designated containers to prevent contamination.
5. **Replace linens regularly:** Change linens on beds and pillows regularly to maintain everything with proper asepsis.
6. **Keep equipment clean:** Regularly clean and sanitize medical equipment to ensure it is safe to use.

Now, let's talk about what we should avoid:

1. **Don't ignore spills or messes,** as they can have bacteria and endanger both patients and staff.
2. **Don't enter the ER without washing your hands,** and don't forget to wash your hands after every interaction with patients or contaminated surfaces.
3. **Don't forget to regularly disinfect high-touch surfaces** to prevent infections.

4. Don't mix clean and dirty linens or equipment, as this can lead to cross-contamination.
5. Don't overcrowd the emergency room with unnecessary items or equipment, as this can make cleaning more difficult.

By following these simple guidelines, we can maintain a clean and safe environment in the emergency room, protecting both patients and healthcare workers from the spread of infections. Remember, cleanliness is everyone's responsibility!

\* This reading has been empowered with the assistance of AI

## EXERCISE 22

- a) Read **KEEPING THE EMERGENCY ROOM CLEAN** and underline the affirmative and negative verbs that are used in the **IMPERATIVE MODE**.
- b) Now, write the words or phrases that are new to you and find out their meaning. Write a short description or a synonym of the word in English.

WORD/PHRASE	MEANING

**3.3.4. Part 3b: Reading Importance of Washing Hands****Figure 33:** Washing hands

**Source:** AI Copilot (created on 6-17-2024)

Hand washing can be also called hand hygiene. Everybody knows that it is the action of cleaning one's hands with water and soap. It helps remove bacteria, virus, microorganisms or other dirty matters on your hand. It is always important to think first of our clean hands when we want to stay healthy because it is the part of the body that we use to touch surfaces, eat, greet people, play or use our phone. Therefore, hands carry most of the germs around us. Many illnesses such as a cold, cough, the flu and gastroenteritis can be prevented by washing hands regularly and thoroughly with soap and water. Other illnesses that spread through dirty hands are diarrhea and pneumonia. (Satish Kumar B. P. et al., 2020)

The main situations in which people should wash their hands include:

- Before preparing food.
- Before eating.
- Before taking care of a baby.
- After handling animals.
- After coughing or sneezing
- After being around someone who is ill.

- After using the toilet

### EXERCISE 23

- a) Read IMPORTANCE OF WASHING HANDS and make a list of the diseases that can be spread if you do not wash your hands. Then, research and write some other illnesses.

<b><i>a cold</i></b>	

- b) Put the words in order to make imperative sentences. These sentences are the instructions about WASHING HANDS. Guide yourself by looking at the capital letter.

1. until all the soap is gone / your hands / Rinse / with water.

\_\_\_\_\_.

2. with a / Dry your hands / clean towel.

\_\_\_\_\_.

3. your nails / under / Clean.

\_\_\_\_\_.

4. Between / Rub / your fingers.

\_\_\_\_\_.

5. the palms / Scrub / of your hands.

\_\_\_\_\_.

6. the tap / and wet / with water / Turn on / your hands.

\_\_\_\_\_.

7. Turn off / with a towel / the tap.

\_\_\_\_\_

8. and rub your hands / some soap / together / Take.

\_\_\_\_\_.

c) Now, order the sentences to complete a set of instructions that are correct for WASHING HANDS.

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.

5. \_\_\_\_\_.

6. \_\_\_\_\_.

7. \_\_\_\_\_.

8. \_\_\_\_\_.

### 3.4. Part 4: ESP project

#### ***Poster Presentation: DOs and DON'Ts about Public Health***

a) Get in a group of three.

b) Decide on the topic about PUBLIC HEALTH you want to work on. Here are some options, but you can create your own:

- First aid
- The flu
- Keeping your workplace clean
- Brushing your teeth
- Keeping your kitchen safe and in good condition
- Keeping your food safe
- Medicine (syrups, pills, drops, etc.) at home.



- c) Once you choose the topic, research on that topic to find out what you DO or what you DON'T do in that situation.
- d) Create a poster with pictures and at least five DOs and five DON'Ts for your topic.
- e) Present the poster to your classmates and besides letting them know what the DOs and DON'Ts are, explain what the pictures show. Use the present progressive to say what is happening in the pictures you posted.

\*The poster should be 60 X 45 cm with two distinctive area.

## CHAPTER 4: EVENTS, TRIPS, MEMORIES, AND REPORTS

**Figure 34:** Ozogoché Lagoons. Chimborazo, Ecuador



Source: Author

### 4.1. Learning Objectives

In this chapter, students will be able to:

- Talk about what existed in the past by using the verb to be and the forms of THERE BE.
- Talk about states and actions that happened in the past by using regular and irregular verbs.
- Use past tenses to narrate events by combining simple past and past progressive accurately.

## 4.2. Language Function: Describing Past Events

### Simple Past

#### 4.2.1. Part 1a: Grammar Point – The Verb TO BE: Was – Were

**Table 17:** Simple past – the verb TO BE

AFFIRMATIVE		NEGATIVE		INTERROGATIVE	
PRESENT	PAST	PRESENT	PAST	PRESENT	PAST
I am	I was	I am not	I was not (wasn't)	Am I?	Was I?
You are	You were	You are not	You were not (weren't)	Are You?	Were You?
He is	He was	He is not	He was not (wasn't)	Is He?	Was He?
She is	She was	She is not	She was not (wasn't)	Is She?	Was She?
It is	It was	It is not	It was not (wasn't)	Is It?	Was It?
We are	We were	We are not	We were not (weren't)	Are We?	Were We?
They are	They were	They are not	They were not (weren't)	Are They?	Were They?

Source: Author

#### 4.2.2. Part 2a: Usage – The Verb TO BE: Was – Were

The verb TO BE in the simple past is used in a similar way to the present. This means it is used mainly to describe something. It has the possibility to get three different types of sentence complements: a noun, an adjective or a prepositional phrase (location). These structures permit the use of the verb to be in the past to express the following:

1. Describing past states of what a person, animal or thing was in the past. For example:
  - She was a great doctor, but she retired.
  - Santa Elena wasn't a province before 2007.

## 2. Expressing past characteristics, states, conditions, or qualities.

For example:

- Ben was very helpful yesterday at the seminar.
- They were late for class yesterday afternoon.

## 3. Narrating past events or situations. For example:

- We were at the clinic last night.
- Cristina wasn't at home when I called her.

(*The Past Simple (or Simple Past) Tense*, s. f. 2024)

**EXERCISE 24****a) Complete these sentences. Use: *wasn't* or *weren't*.**

1. Martha is here today, but she

\_\_\_\_\_ here yesterday.

2. I'm at home tonight, but I

\_\_\_\_\_ last night.

3. Ana is in class at this moment, but she

\_\_\_\_\_.

4. Monica is at the library tonight, but she

\_\_\_\_\_.

5. It's cold this week, but it

\_\_\_\_\_.

6. Bolivar and Luis are at work this afternoon, but

\_\_\_\_\_.

7. We're at home this moment, but we

\_\_\_\_\_.

8. Dr. Alvarez is in her office today, but she

\_\_\_\_\_.

9. You're in the park today, but you

\_\_\_\_\_.

10. Mr. and Mrs. Campbell are in Spain today, but they

\_\_\_\_\_.

**b) Fill in the blanks. Change the verb to the past.**

PRESENT	PAST
<b>Example: Where <u>is</u> Jack today?</b>	Where <b><u>was</u></b> Jack yesterday?
What day is it today?	What day _____ it yesterday?
Where are they today?	Where _____ they yesterday?
I am at home this afternoon.	I _____ at home yesterday afternoon.
We aren't in school now.	We _____ in school yesterday.
What is on TV today?	What _____ on TV yesterday?
What time are you at home?	What time _____ you at home yesterday?
He isn't a teacher.	He _____ a teacher.

**c) Make questions and give short answers.**

**Example:**

1. (You/at school/yesterday.)

a. Were you at school yesterday?

b. No, I wasn't.

2. (Mr. Cardenas/at school/yesterday.)

a. \_\_\_\_\_

b. \_\_\_\_\_

3. (Mrs. Ortiz/at school/yesterday.)

a. \_\_\_\_\_

b. \_\_\_\_\_

4. (your test/difficult.)

a. \_\_\_\_\_

b. \_\_\_\_\_

**5.** (your car/expensive)

a. \_\_\_\_\_

b. \_\_\_\_\_

**6.** (the weather/nice/yesterday)

a. \_\_\_\_\_

b. \_\_\_\_\_

**7.** (Maritza/at the party/last week)

a. \_\_\_\_\_

b. \_\_\_\_\_

**8.** (Carlos/in class/two days ago)

a. \_\_\_\_\_

b. \_\_\_\_\_

**9.** (you/in/Guayaquil/two days ago)

a. \_\_\_\_\_

b. \_\_\_\_\_

**10.** (your family/in Atacama's/last year)

a. \_\_\_\_\_

b. \_\_\_\_\_

**d) Make the questions to the following answers:**

1. \_\_\_\_\_?

In class. I was in class yesterday afternoon.

2. \_\_\_\_\_  
?

Last week. My mother was in Quito last week.

3. \_\_\_\_\_  
?

In Canada. My wife and I were in Canada last year.

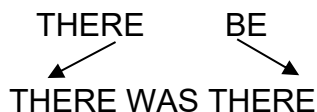
4. \_\_\_\_\_  
?

At 7:15 AM. My flight was at 7:15 AM.

5. \_\_\_\_\_  
?

George. George was at home yesterday.

#### 4.2.3. Part 2b: Usage – *There was* – *There were*.



We use *THERE WAS* and *THERE WERE* when we talk about the existence of people, objects or animals in some place at some point in the past. Here too, we consider whether we refer to countable or uncountable nouns. (*There Was and There Were - Learn American English Online*, 2020). For the sake of practicing, we are going to use an adverbial phrase starting with *WHEN*:

- When I was a child
- When I was in high school
- When I lived in my hometown

Think about your childhood and analyze the examples in the chart.

**Table 18:** There was / There were.

SENTENCE TYPE	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
<b>SINGULAR</b>	<b>There was</b> a class called “Home Economics” when I was in elementary school.	<b>There wasn’t</b> a class about computer science when I was in elementary school.	<b>Was there</b> a class about knitting when you were in elementary school? Yes, <b>there was</b> . No, <b>there wasn’t</b> .
<b>PLURAL</b>	<b>There were</b> only girls in my high school.	<b>There weren’t</b> computers in schools when I was little.	<b>Were there</b> e-books when you were in high school? Yes, <b>there were</b> . No, <b>they weren’t</b> .
<b>COUNTABLE</b>	<b>There were</b> many students walking home after school when I was a child.	<b>There weren’t</b> many school buses in the city when I was a child.	How many boy-students <b>were there</b> in your high school? There weren’t any.
<b>NON-COUNTABLE</b>	<b>There was</b> little pollution when I was in elementary school.	<b>There wasn’t</b> much traffic when I was in elementary school.	How much money <b>was there</b> in your pocket when you were a child? There were 5 sucres (the equivalent to 20 cents) in my pocket when I was in elementary school.

Source: Author

## EXERCISE 25

- a) Answer the questions. Use complete sentences as answers and try to write a truthful answer. You might need to research.



Example: Was there a vaccination against Covid-19 in March 2020?

No, there wasn't a vaccination against it in March 2020.  
There was a first vaccine in December 2020. (*History of COVID-19*, s. f.)

1. Was there a cure to Pneumonia in the eighteenth century?  
\_\_\_\_\_
2. Were there many obese people in the nineteenth century in Ecuador?  
\_\_\_\_\_
3. How many vaccines for Covid-19 were there in 2021?  
\_\_\_\_\_
4. Were there international fast-food chains in Ecuador in the 1900s?  
\_\_\_\_\_
5. How was exercise there in your physical education class last semester?  
\_\_\_\_\_
- f) Think about the past. Create some sentences in which you talk about technology when you were a child. Then, write affirmative and negative sentences using THERE WAS /WERE describing your life back then.

Example:

- There weren't smart TVs when I was in high school.
- There were typewriters to learn how to type in my school when I was younger.

1. \_\_\_\_\_.
2. \_\_\_\_\_.

3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

#### 4.2.4. Part 1b: Grammar Point – The Simple Past with Regular Verbs

**Table 19:** Simple past – regular verbs

THE SIMPLE PAST TENSE: REGULAR VERBS (USING -ED)		
In the affirmative form, for regular verbs, add -ed to the verb.		
<b>SIMPLE PRESENT:</b> I walk to school every day.		Verb + ed = the simple past tense. I Yours He She <b>ed.</b> It We Yours They
<b>SIMPLE PAST:</b> I walked to school yesterday.		
<b>SIMPLE PRESENT:</b> She walks to school every day.		
<b>SIMPLE PAST:</b> She walked to school yesterday.		
<b>SIMPLE PRESENT:</b> They walk to school every day.		
<b>SIMPLE PAST:</b> They walked to school yesterday.		

Source: Author

#### Common past time expressions include:

- last (week, year, night)
- yesterday (morning, afternoon, evening)
- the day before yesterday
- ago (two weeks ago)
- in 2007
- in January
- in March 2020
- When I was a child
- when I was in high school
- when I lived in my hometown

### 4.2.5. Part 2b: Usage – The Simple Past

Simple past is used to speak of events which happened one after another at some point in the past . It is also used to talk about a completed action in the past. There are regular and irregular verbs. (*Simple Past Tense* | *ENGLISH PAGE*, s. f.,2024)

**REGULAR VERBS.** As explained in the chart above, we add “-ed” to the base form of a regular verb. These are examples of the base form of the verb:

Cook	Stay	Play
Work	Walk	Wash
Open	Close	Like

To change a regular verb to the past tense, add "-ed" to the base form.

Cooked	Stayed	Played
Worked	Walked	Washed
Opened	Closed	Liked

We use the simple past tense of regular verbs to talk about a new action that happened and finished at a specific time in the past. The action does not show any emphasis from the speaker.

Examples:

- Yesterday, I walked to the park.
- We went to Chicago last vacation.

**EXERCISE 26**

a) Complete the sentences. Use the words in the chart; use the **SIMPLE PRESENT** or **THE SIMPLE PAST**.

SHAVE	SMILE	TRAVEL	COOK	ARRIVE
RAIN	BE	ASK	WATCH	BRUSH

- Susan often \_\_\_\_\_ questions in class. She \_\_\_\_\_ many questions yesterday.
- My brother \_\_\_\_\_ every day. He \_\_\_\_\_ this morning too.
- Our classmates are friendly. They often \_\_\_\_\_.
- Marcelo \_\_\_\_\_ for himself every evening. He \_\_\_\_\_ chicken soup yesterday evening.
- Silvia and Edwin usually \_\_\_\_\_ to Puyo on weekends. They \_\_\_\_\_ to Puyo last weekend too.
- I \_\_\_\_\_ my teeth three times a day every day. I \_\_\_\_\_ my teeth three times yesterday.
- It \_\_\_\_\_ a nice day today, but yesterday, it \_\_\_\_\_.
- My sister \_\_\_\_\_ television last night until midnight.
- Daniel \_\_\_\_\_ in Chicago last night at 10.

### 4.2.6. Part 1c: Grammar Point – The Simple Past with Irregular Verbs

**Table 20:** Simple past – irregular verbs

THE SIMPLE PAST TENSE: IRREGULAR VERBS	
<b>PRESENT - PAST</b> come - came do - did eat - ate get - got go - went have - had put - put see - saw sit - sat sleep - slept stand - stood write - wrote	<ul style="list-style-type: none"> <li>• I come to class work.</li> <li>• I came to work yesterday.</li> <li>• Antonio eats breakfast at 7.</li> <li>• He ate breakfast at 7 this morning too.</li> <li>• We see a movie every Friday.</li> <li>• We saw a movie last Friday.</li> <li>• I sleep at 10 pm every weekday.</li> <li>• I slept at 11 pm last night.</li> <li>• Raul writes nice poems.</li> <li>• He wrote a poem last night.</li> </ul>

Source: Author

\* Check annex 5 for irregular verbs list

### 4.2.7. Part 2c: Usage – The Simple Past of Irregular Verbs

As described earlier in this book, we also have irregular past forms of some verbs. This means they do not follow the “normal” pattern of inflection as regular verbs (the addition of “ed” to the base form of a regular verb). These are examples of irregular verbs:

**Table 21:** Examples of irregular verbs

Buy	Drive	Go
Come	Eat	know
Cut	Get	Write

Source: Author

These irregular verbs have a particular form in the past:

**Table 22:** Simple past examples of irregular verbs

Buy	Bought	Drive	Drove	Go	Went
Come	Came	Eat	Ate	know	Knew
Cut	Cut	Get	Got	Write	Wrote

Source: Author

#### 4.2.8. Part 1d: Grammar Point – The Simple Past: Negative and Interrogative Sentences

##### NEGATIVE

**Table 23:** Simple past negative form

Use the helping verb DID + NOT (didn't) and the base form of the verb to make negative sentences.	
I You He She It We You They	<p><b>did not go</b> to New York last week.</p> <p>didn't go to New York last week.</p>

Source: Author

##### INTERROGATIVE

**Table 24:** Simple past interrogative form

Use the helping verb 'did' + subject + the base form of the verb in question forms.		
What time <b>did</b>	I You He She It We You They	<b>leave</b> yesterday?

Source: Author

**b) Complete the following sentences. Use the words in parenthesis and the corresponding auxiliary verb when it is required.**

1. Tom \_\_\_\_\_ (buy) a new house last month.
2. When \_\_\_\_\_ (they/arrive) last week?
3. She \_\_\_\_\_ (not/understand) the question yesterday.
4. Fred \_\_\_\_\_ (take) a lot of pictures on his holiday last summer.
5. What \_\_\_\_\_ (you/get) for your birthday?
6. They \_\_\_\_\_ (not/remember) to get the bread this morning!
7. Alice \_\_\_\_\_ (play) tennis this morning.
8. Where \_\_\_\_\_ (you/go) last weekend?
9. I \_\_\_\_\_ (want) to buy that computer, but it was too expensive.
10. Why \_\_\_\_\_ (they/not/come)?  
Because they had a work meeting?

**c) Read the following conversation in simple past tense; then, play the roles using your own names.**

**Robert:** Hi Alice, what did you do last weekend?

**Alice:** I did a lot of things. On Saturday, I went shopping.

**Robert:** What did you buy?

**Alice:** I bought some new clothes. I also played tennis.

**Robert:** Who did you play with?

**Alice:** I played with Tom.

**Robert:** Did you win?

**Alice:** Of course I won!

**Robert:** What did you do after your tennis match.

**Alice:** Well, I went home and took a shower and then went out.

**Robert:** Did you eat in a restaurant?

**Alice:** Yes, my friend Jacky and I ate at 'The Good Fork'

**Robert:** Did you enjoy your dinner?

**Alice:** Yes, we enjoyed our dinner very much thank you. We also drank some wonderful wine!

**Robert:** Unfortunately, I didn't go out this weekend. I didn't eat in a restaurant, and I didn't play tennis.

**Alice:** What did you do?

**Robert:** I stayed home and studied for my test!

**Alice:** Poor you!

**d) Work with a partner. Make up a similar dialogue.**

A: \_\_\_\_\_

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

A: \_\_\_\_\_

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

A: \_\_\_\_\_

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

A: \_\_\_\_\_

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

A: \_\_\_\_\_

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

A: \_\_\_\_\_

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



A: \_\_\_\_\_

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

**4.2.9. Part 3: reading*****Emily's Bad Times*****Table 25:** Emily (depressed girl)**Source:** AI Copilot (created on 8-14-2024)

Emily was a young student who used to live in a small town. Because of her studies, she moved to a big city. She studied Culinary Arts. She had a good part time job, nice friends, and a loving family who kept in touch with her all the time. However, last semester, something changed. Emily started feeling sad all the time. She didn't want to go to work, or do her homework, and she stopped meeting her friends. There were some days when she stayed in bed all day. Emily didn't know why she felt so bad.

Ana Belén, one of her best friends, noticed that Emily was not herself anymore. She decided to visit her. She saw that her small apartment was chaotic. There were dirty dishes in the sink. Her clothes were everywhere around her room. She looked really tired and messy. Ana Belén asked: "Emily! Are you okay?" Emily shook her head and said, "I don't know, Ana Belén. I feel so sad, and I don't have energy

for anything." Ana Belén listened carefully and gave her a big hug. She suggested, "Maybe you need to take care of your mental health." Emily was confused because she didn't know what her friend was saying. Then, Ana Belén described, "Mental health is about how we feel, think, and handle stress. It's important to take care of our minds, just like we take care of our bodies. You can do this by talking about your feelings, getting enough sleep, and doing things that make you happy. Maybe you should visit a doctor or a psychologist."

Emily agreed and made an appointment with a psychologist. The psychologist listened to Emily and helped her understand her feelings. Emily followed the psychologist's advice and learned that taking care of her mental health was as important as taking care of her body. She started doing small things to improve her well-being, like going for walks in the park, eating healthy meals, and talking to her friends, especially Ana Belén, about her feelings. Emily was grateful to her friend and started to feel much better day by day. She kept her job and improved her grades.

In the end, Emily was happy again because she took steps to take care of her mind and emotions. She understood that well-being means feeling good in both your body and your mind.

## EXERCISE 27

- a) Read **EMILY'S BAD TIMES** and make two lists: one of regular verbs and the other with irregular verbs.

REGULAR VERBS		IRREGULAR VERBS	
PRESENT	PAST	PRESENT	PAST
<i>move</i>	<i>moved</i>	<i>be</i>	<i>was</i>


1. Have you ever felt what Emily describes in her story? Write a list of symptoms related to mental health that you have felt or that you have seen in other people.

**1.**     *Sleepy all the time*

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**

- b) Now, write some sentences using the symptoms above in simple past. Use I, or a name as subjects. Feel free to use negative sentences if necessary.

**1.** *I felt sleepy all the time. / Jessica felt sleepy all the time*

**2.**

**3.**

**4.**

**5.**

6.

7.

8.

9.

10.

- c) Finally, research about mental health and find possible diagnosis for Emily.

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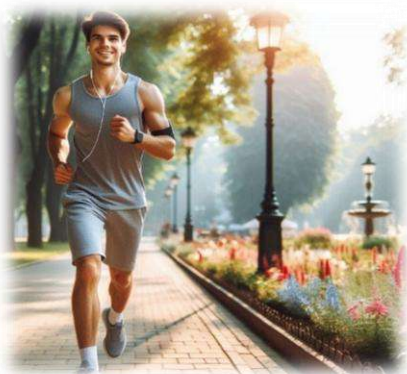
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### 4.3. Language Function: Narrating Past Situations and Events

#### *Past Progressive*

Figure 35: Jogging



Source: AI Copilot (created on 6-06-2024)

Mario was listening to music while he was running in the park this morning at 7. He wasn't carrying his phone at that moment.

The past progressive describes an activity in progress at a particular time in the past.

#### 4.3.1. Part 1: Grammar Point

The Past Continuous is formed by combining the past tense of the helping verb "to be" (was or were) with the "-ing" (or the Present Participle) form of the main verb. It looks like this:

**Table 26:** Past progressive

PAST PROGRESSIVE		
<b>STRUCTURE</b> <b>Affirmative</b> subject + was/were + V-ing. <b>Negative</b> subject + was/were-not + V-ing. <b>Question</b> Was/Were + subject + V-ing?	<b>AFFIRMATIVE</b> Mario was running in the park when Gaby called him.	1 <sup>st</sup> Mario was running in the park. 2 <sup>nd</sup> Gaby called him. Both actions happened at the same time. The second action occurred when the first action was in progress.
	<b>NEGATIVE</b> Mario wasn't carrying his phone when Gaby called him.	This is the reason why Mario didn't answer his phone. There is some reason to use Past progressive tense. In this case, it is to explain something.
	<b>QUESTION</b> Was Mario playing basketball when Gaby called him? What was Mario doing in the park when Gaby called him?	

Source: Author

#### 4.3.2. Part 2: Usage – Past Progressive

The Past Progressive or Past Continuous has four different instances in which it is used (*Simple Past vs. Past Progressive* -

*English Grammar*, s. f.). This verb tense is very useful to express detail in any narrative passages.

1. The past progressive is used when we talk about an action in progress at a specific time in the past. Examples:

- My husband was sleeping at home yesterday at 11 pm.

This sentence is clear to explain that he was not at any other place at that specific time.

- Last night at eleven o'clock, the teacher was still preparing for his ESL lesson.

In this example, the teacher started preparing his ESL lesson before eleven o'clock and was still preparing it at eleven o'clock.

2. The present progressive has a particularity. It is used to set the environment when telling a story. Examples:

- It was raining the moment we left the house.
- The sun was shining, and a soft wind was blowing as we played on the beach.

3. It is used when an activity that was in progress at a particular time in the past was interrupted by another action. Examples:

- Mary was writing about the past progressive verb tense when the phone rang.

In this example, Mary started writing and then the phone rang and interrupted her writing action.

- Daniel was watching TV when his friend arrived with some food.

Here we can see how the action in progress (watching TV) was interrupted by his friend's arrival.

4. The past progressive is used to talk about two or more simultaneous activities which were in progress in the past.

Examples:

- Jane was cooking dinner while her roommate was setting the table.
- The baby was crying when we were trying to sleep.

These two examples show how two activities were happening at the same time in the past.

Note that the sentences in the past progressive tense that use “while” show multiple actions that are simultaneous in the past. On the other hand, “when” indicates that an action was in progress; it means it started before another action occurred. It usually interrupts the first action. (*Past Progressive Tense | Uses, Examples & Exercises*, 2023)

## EXERCISE 28

**Use the verbs in parentheses to complete the sentences. Use either simple past or past progressive.**

1. Marie started to eat dinner at 8:00. At 7:05 Paul came. Marie (eat) \_\_\_\_\_ when Paul (come) \_\_\_\_\_.
2. I was at home last night. My favorite show was on TV at 9:00. My friend Silvia called. I (watch) \_\_\_\_\_ my favorite show on TV when Silvia (call) \_\_\_\_\_.
3. While my boyfriend \_\_\_\_\_ (watch) the soccer game, I \_\_\_\_\_ (cook) dinner.
4. Uncle George (get) \_\_\_\_\_ dressed when he (feel) \_\_\_\_\_ a sharp pain in his chest.

5. My mom played the piano from 8:00 to 9:00 last night. I got home at 9:15. My mom (play-not) \_\_\_\_\_ the piano anymore when I (arrive) \_\_\_\_\_ home last night.
6. I (jog) \_\_\_\_\_ in the street when somebody (stop) \_\_\_\_\_ me and (ask) \_\_\_\_\_ what time me.
7. She \_\_\_\_\_ (arrive) home, \_\_\_\_\_ (turn) on the computer and \_\_\_\_\_ (check) her favorite social network.
8. Teresa (walk) \_\_\_\_\_ in the park when it (start) \_\_\_\_\_ to rain.
9. She (fill) \_\_\_\_\_ in a questionnaire when the pen (run out) \_\_\_\_\_ of ink.
10. The doctor \_\_\_\_\_ (check) the patient while the nurse \_\_\_\_\_ (take) notes of the patient's life signals.

#### 4.3.3. When and While

WHEN and WHILE are subordinating conjunctions that are widely used with the past tenses (simple past and past progressive) although not exclusively. Look at the following chart:

**Table 27:** When and while

	STRUCTURE	EXPLANATION	EXAMPLES
<b>WHEN</b>	Simple Past + Simple Past	This structure is used when one event happens immediately after another or nearly simultaneously in the past.	<b>Examples:</b> <ul style="list-style-type: none"> <li>When the patient arrived, the doctor checked on her.</li> <li>When I saw her, she smiled.</li> </ul>
	Simple Past + Past Progressive	This structure is used when a shorter action (simple past) interrupts a longer action in progress	<b>Examples:</b> <ul style="list-style-type: none"> <li>I was sleeping when the alarm rang.</li> </ul>



		(past progressive). "WHEN is used in the simple past clause.	<ul style="list-style-type: none"> <li>When he entered the room, she was reading a book.</li> </ul>
<b>WHILE</b>	Past Progressive + Past Progressive	This structure is used when two actions happened simultaneously and continuously in the past.	<b>Examples:</b> <ul style="list-style-type: none"> <li>While I was cooking, he was cleaning.</li> <li>We were watching TV while they were studying.</li> </ul>
	Past Progressive + Simple Past	This structure is the same as Simple Past + Past Progressive; however, here you should note how WHILE (which is used to describe an ongoing action that was interrupted by a shorter action in the past.) starts the past progressive clause.	<b>Examples</b> <ul style="list-style-type: none"> <li>While I was reading, the lights went out.</li> <li>While she was driving, it started to rain.</li> </ul>

Source: (*How to Use 'When' and 'While'*, 2021)

## EXERCISE 29

### a) Decide whether WHEN or WHILE should be used.

- \_\_\_\_\_ he was talking on the phone; I was watching TV.
- He might have been cancelling his flight \_\_\_\_\_ we called him.
- I was overtaking a truck \_\_\_\_\_ I heard a loud thump.
- We were watching a movie \_\_\_\_\_ the screen went blank.
- \_\_\_\_\_ she was packing the bags; I was looking for our passports.
- We were complaining about the weather \_\_\_\_\_ the sun broke through the clouds.
- Mike was washing the dishes \_\_\_\_\_ a plate fell off the shelf.

### b) Complete the following sentences with your own words.

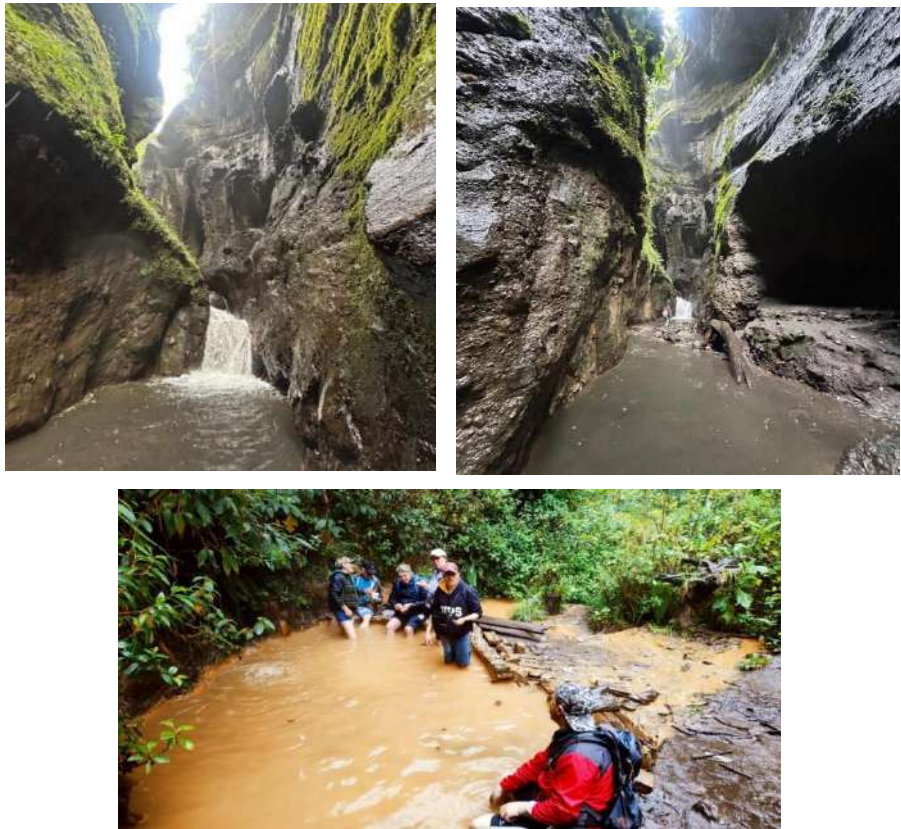
Use the simple past or the past progressive as

**corresponds. Be creative; more than one answer is possible.**

1. While we were having a nap, our dog  
\_\_\_\_\_.
2. I was checking my homework when  
\_\_\_\_\_.
3. Marvin came home, opened the fridge, took \_\_\_\_\_,  
and \_\_\_\_\_.
4. My cousin Martha was talking to me on the phone when  
\_\_\_\_\_.
5. My cousin Maria was talking to me in the kitchen while  
\_\_\_\_\_.
6. Andrew was playing on his phone when  
\_\_\_\_\_.
7. Keila got up, got dressed,  
\_\_\_\_\_, and \_\_\_\_\_  
\_\_\_\_\_.
8. Daniel and I were walking in the park while  
\_\_\_\_\_.
9. When they went to Baños,  
\_\_\_\_\_.
10. My friends were visiting me last night when  
\_\_\_\_\_.

#### 4.3.4. Part 3: Reading *Hiking the Ghost's Eye*

**Figure 36:** The Ghost's Eye Waterfall, Palitahua, Chimborazo - Ecuador



**Source:** Author

Last week, my husband and I joined some family members and some friends to hike in the province of Chimborazo. We met at Edwin's house (my brother-in-law) at 7 on Tuesday morning. We had breakfast together and prepared to leave at 8 am.

My husband drove us to Penipe and then to Palitahua, a small town near Penipe. He had a blue raincoat and sweatpants, and I was wearing a red hoodie, a gym suit inside and we both wore walking shoes. It was good that he was wearing a raincoat because it was raining. In fact, it rained during the whole morning. David, one of our friends, guided us through the woods and we found out that we had

to walk along a muddy trail, and we jumped through water streams which didn't have a bridge or anything to step on. Our shoes got all wet, and the water was cold. Nevertheless, we had a lot of fun because while we were walking, we saw many types of birds. There were dusky-legged guans, sparrows, hummingbirds, and many others. We walked for about an hour and we reached a waterfall called The Two-face Rock. The water came out through some rocks that had the shape of faces.

We kept walking for about 15 more minutes, and we arrived to some hot springs. Water came out of the ground and formed small ponds. There were two ponds. The water was yellowish because of the sulfur it contains, and it was hot! We got into the water because we wanted to warm up our feet. We were eating boiled eggs and some nuts while we were walking around in the water. It was a lot of fun. After a few minutes we walked a bit more and we finally arrived to the famous Ghost's eye. It was magnificent! The mysterious view honored its name. It was another waterfall which came out of the Tungurahua volcano, but the way it came out resembled a sparkling eye in the middle of the mountain. Everything around was dark and scary. Anyway, the moments we were there, we were happy to have reached our destiny. We took some pictures, and we started our way down to the car. Some sandwiches waited for us there.

It was a hard hike. We were very tired, dirty and wet, but as I already mentioned, it was a lot of fun!

### EXERCISE 30

**a) Choose the correct answer to the reading: HIKING THE GHOST'S EYE**

1. Where did the hiking trip take place?
  - A. In the province of Tungurahua
  - B. In the city of Quito
  - C. In the town of Palitahua
  - D. In the region of Amazon
2. What time did they meet at Edwin's house?
  - A. 6 am
  - B. 7 am
  - C. 8 am
  - D. 9 am
3. What was the weather like during the hike?
  - A. Sunny
  - B. Cloudy
  - C. Snowy
  - D. Rainy
4. What type of clothing was the husband wearing?
  - A. A blue raincoat and sweatpants
  - B. A red hoodie and gym suit
  - C. A green jacket and jeans
  - D. A black coat and shorts
5. Who guided the group through the woods?
  - A. Edwin
  - B. David
  - C. The husband
  - D. The narrator
6. What did they see while walking through the woods?

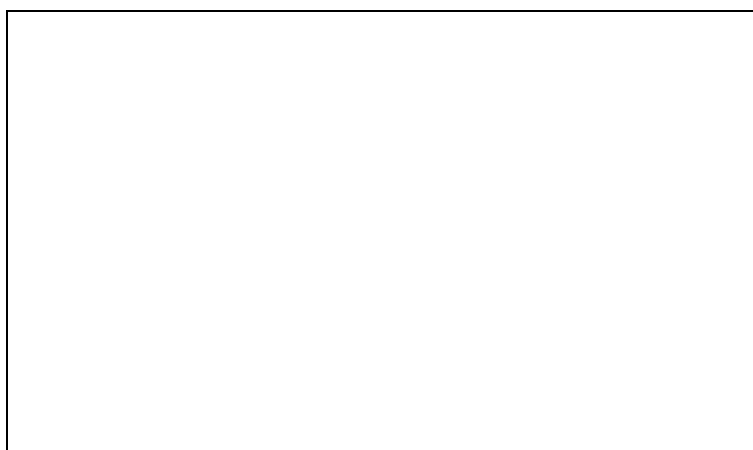
- A. Wild animals
  - B. Flowers
  - C. Birds
  - D. Butterflies
7. What was the name of the first waterfall they reached?
- A. The Ghost's Eye
  - B. The Two-face Rock
  - C. The Blue Lagoon
  - D. The Silver Falls
8. Why was the water in the hot springs yellowish?
- A. Because of the algae
  - B. Because of sulfur
  - C. Because of the sand
  - D. Because of the leaves
9. What did they eat while they were walking around in the hot springs?
- A. Sandwiches
  - B. Fruits
  - C. Boiled eggs and nuts
  - D. Cookies
10. What was special about the Ghost's Eye waterfall?
- A. It was very tall.
  - B. It had a rainbow.
  - C. It resembled a sparkling eye in the mountain.
  - D. It had a bridge over it.

\* This questionnaire has been empowered with OPEN AI CHAT GPT 3.5.

b) Read **HIKING THE GHOST'S EYE** and classify the different sentences according to this chart.

<b>SIMPLE PAST</b>	<b>PAST PROGRESSIVE</b>	<b>THERE WAS      THERE WERE</b>

c) Think about a trip you have had in the past, find a picture and write the story. Make sure to use **SIMPLE PAST** and **PAST PROGRESSIVE** when necessary. Include **THERE WAS** and **THERE WERE** to describe the place.



Your picture here

MY TRIP TO \_\_\_\_\_

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#### **4.4. Part 4: ESP Project**

##### ***Hospital or Clinic Visit Report***

Find a partner to do a short field observation. Visit a hospital or clinic to do an on-site observation.

##### **ACTIVITIES:**

1. Observe how basic services are provided.
2. Take notes on key aspects like the reception area, and basic services.
3. Pay attention to what the health care personnel are doing at that moment.
4. Write a short report in English describing the visit, using simple sentences.
5. Take pictures of the areas you were able to visit.
6. Prepare a presentation with the pictures you have and report to the class what you observed. Focus on key vocabulary and observations. Use the past tense and the past progressive to



explain to your class what you saw and what people were doing  
at different moments of your visit



## ANNEXES

### Annex 1: Public Health Vocabulary

1. **Community Health Worker (CHW):** A frontline public health worker who is a trusted member of and has a close understanding of the community served.
2. **Contact Tracing:** The process of identifying, assessing, and managing people who have been exposed to contagious disease to prevent further transmission.
3. **Endemic:** A disease or condition regularly found among particular people or in a certain area.
4. **Epidemic Curve:** A graphical representation of the number of cases of a disease plotted over time, used to track the progression of an outbreak and inform public health responses.
5. **Epidemiology:** The study of the distribution and determinants of health-related events in populations, and the application of this study to control health problems.
6. **Health Promotion:** The process of enabling people to increase control over, and to improve, their health through education and awareness-raising activities.
7. **Herd Immunity:** The resistance to the spread of a contagious disease within a population that results if a sufficiently high proportion of individuals are immune to the disease, typically through vaccination or previous infection.
8. **Isolation:** The separation of individuals who are infected with a contagious disease from those who are not infected to prevent the spread of the disease.

9. **Medical record:** A document that contains a person's health information, including details about illnesses, treatments, tests, and medications. It's used by doctors and nurses to track a patient's health history.
10. **Outbreak:** The sudden occurrence of a disease in a community or region, affecting a significantly greater number of individuals than expected.
11. **Pandemic:** An outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the population.
12. **Personal Protective Equipment (PPE):** Clothing or equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses.
13. **Quarantine:** The restriction of movement of people and goods to contain or prevent the spread of disease.
14. **Vaccination:** The administration of a vaccine to stimulate the immune system to develop immunity to a specific disease.
15. **Vector:** An organism, typically an insect or tick, that transmits a pathogen from one host to another.

## Annex 2: Symptoms and Illnesses Vocabulary

1. **Allergies:** Reactions to substances like pollen or food, causing sneezing, itching, or swelling.
2. **Anemia:** A condition where the blood lacks enough healthy red blood cells, causing fatigue.
3. **Anxiety:** Persistent worry or fear, often without an obvious cause.
4. **Anxiety disorders:** A group of mental health conditions characterized by excessive worry or fear.
5. **Appetite loss:** Reduced desire to eat.
6. **Arthritis:** Inflammation of the joints, causing pain and stiffness.
7. **Asthma:** A chronic condition causing difficulty breathing due to airway inflammation.
8. **Bronchitis:** Inflammation of the bronchial tubes, causing cough and mucus production.
9. **Cancer:** Uncontrolled growth of abnormal cells, affecting various parts of the body.
10. **Chest pain:** Discomfort or pain in the chest, potentially indicating heart or lung issues.
11. **Chickenpox:** A contagious viral infection causing an itchy rash and red spots.
12. **Chills:** Shaking or shivering, often accompanying fever.
13. **Common cold:** A viral infection causing sneezing, runny nose, and sore throat.
14. **Confusion:** Difficulty understanding or making decisions.
15. **Congestion:** Blocked or stuffy nose.
16. **Constipation:** Difficulty in having bowel movements.
17. **Cough:** A sudden, forceful release of air from the lungs.

18. **Depression:** A mental health disorder causing persistent sadness, hopelessness, and loss of interest.
19. **Diabetes:** A condition where the body cannot regulate blood sugar levels properly.
20. **Diarrhea:** Frequent, loose, or watery bowel movements.
21. **Dizziness:** Feeling lightheaded or unsteady.
22. **Eczema:** A skin condition causing itchy, inflamed patches of skin.
23. **Fatigue:** Extreme tiredness or lack of energy.
24. **Fever:** An elevated body temperature, often a sign of infection.
25. **Flu (Influenza):** A viral infection causing fever, chills, cough, and body aches.
26. **Food poisoning:** Illness caused by consuming contaminated food, leading to nausea and diarrhea.
27. **Hallucinations:** Seeing or hearing things that are not present.
28. **Headache:** Pain or discomfort in the head or upper neck.
29. **Heart disease:** Conditions affecting the heart, such as coronary artery disease or arrhythmias.
30. **Hepatitis:** Inflammation of the liver, often caused by viral infection.
31. **HIV/AIDS:** A viral infection that weakens the immune system, leading to life-threatening infections.
32. **Hypertension:** High blood pressure, which can lead to heart disease or stroke.
33. **Insomnia:** Difficulty falling or staying asleep.
34. **Irritability:** Being easily annoyed or angered.
35. **Irritable bowel syndrome (IBS):** A digestive disorder causing cramps, gas, and diarrhea or constipation.

- 36. **Itching:** An uncomfortable sensation causing the desire to scratch.
- 37. **Joint pain:** Pain or inflammation in the joints.
- 38. **Malaria:** A mosquito-borne disease that causes fever, chills, and sweating.
- 39. **Measles:** A viral infection causing fever, cough, and a red rash.
- 40. **Memory loss:** Difficulty remembering things, which can be mild or severe.
- 41. **Migraine:** A severe headache often accompanied by nausea and sensitivity to light.
- 42. **Mumps:** A viral infection causing swollen salivary glands.
- 43. **Muscle ache:** Pain or discomfort in muscles.
- 44. **Nausea:** Feeling of wanting to vomit.
- 45. **Osteoporosis:** A condition where bones become weak and brittle.
- 46. **Palpitations:** Rapid or irregular heartbeats.
- 47. **Pneumonia:** A lung infection causing fever, cough, and difficulty breathing.
- 48. **Psoriasis:** A skin disease causing red, scaly patches.
- 49. **Rash:** Red, itchy, or inflamed skin.
- 50. **Runny nose:** Excess mucus discharge from the nose.
- 51. **Shortness of breath:** Difficulty breathing or feeling like you can't get enough air.
- 52. **Sore throat:** Pain or irritation in the throat.
- 53. **Stomach ulcer:** A sore that forms on the lining of the stomach, causing pain and discomfort.
- 54. **Stroke:** A sudden disruption of blood flow to the brain, causing weakness or paralysis.

- 55. **Sweating:** Excessive production of sweat, often related to fever or anxiety.
- 56. **Swelling:** An abnormal enlargement of a body part, often due to injury, inflammation, or fluid retention.
- 57. **Tremors:** Involuntary shaking or trembling of the body.
- 58. **Tuberculosis (TB):** A bacterial infection affecting the lungs, causing cough and weight loss.
- 59. **Vomiting:** Expelling contents from the stomach through the mouth.



### Annex 3: Medical Instruments and Equipment Vocabulary

1. **Defibrillator:** A device used to deliver an electric shock to the heart to restore normal cardiac rhythm in cases of cardiac arrest or certain arrhythmias.
2. **Electrocardiogram (ECG or EKG) Machine:** A medical device used to record the electrical activity of the heart over time, typically to diagnose heart conditions or abnormalities.
3. **Forceps:** Surgical instruments resembling a pair of tongs or pincers, used for grasping, holding, or extracting objects or tissue.
4. **IV Catheter:** A flexible tube inserted into a vein to administer fluids, medications, or blood products intravenously.
5. **Magnetic Resonance Imaging scanner (MRI):** A machine used to perform a magnetic resonance scan. It uses strong magnets and radio waves to create detailed images of the inside of the body.
6. **Ophthalmoscope:** A tool used by healthcare professionals to examine the interior structures of the eye, including the retina and optic nerve.
7. **Otoscope:** A medical device used to examine the ears, typically to diagnose ear infections or other ear-related conditions.
8. **Scalpel:** A small, sharp knife used by surgeons and other medical professionals for precise surgical incisions.
9. **Sphygmomanometer:** An instrument for measuring blood pressure, typically consisting of an inflatable cuff and a gauge.
10. **Stethoscope:** A medical instrument used for listening to sounds produced in the body, typically the heartbeat and breathing.

11. **Surgical Gloves:** Disposable gloves worn by healthcare professionals during surgical procedures to prevent contamination and protect against infection.
12. **Surgical Mask:** A protective mask worn by healthcare professionals to prevent the spread of airborne particles and droplets during surgical procedures.
13. **Syringe:** A device consisting of a hollow needle and a plunger, used for injecting fluids into or withdrawing fluids from the body.
14. **Thermometer:** A device used to measure body temperature, typically by oral, rectal, or axillary methods.
15. **Ultrasound Machine:** A medical imaging device that uses high-frequency sound waves to produce images of internal body structures, such as organs and tissues.
16. **X-ray Machine:** A medical imaging device that uses electromagnetic radiation to produce images of the internal structures of the body, such as bones and organs.

## Annex 4: Adjectives

1. **Accurate:** Correct and free from errors.
2. **Asymptomatic:** Showing no symptoms of a disease.
3. **Bright:** Giving off lots of light.
4. **Cheap:** Low in price or cost.
5. **Chronic:** Long-lasting or persistent (e.g., chronic disease).
6. **Contagious:** Capable of being spread from person to person.
7. **Contaminated:** Impure or polluted, especially by harmful substances.
8. **Critical:** Extremely important or serious.
9. **Dangerous:** Likely to cause harm or injury.
10. **Dark:** Having little or no light.
11. **Dirty:** Not clean; covered with dirt.
12. **Easy:** Not difficult; simple.
13. **Effective:** Producing the intended result.
14. **Empty:** Containing nothing.
15. **Endemic:** Regularly found and present in a particular area.
16. **Epidemic:** Affecting a large number of people within a community or region.
17. **Essential:** Absolutely necessary or very important.
18. **Expensive:** High in price or cost.
19. **Hard:** Difficult to do or understand.
20. **Harmful:** Causing or likely to cause damage or injury.
21. **Healthy:** In good physical or mental condition.
22. **Immunocompromised:** Having a weakened immune system.
23. **Infectious:** Caused by bacteria, viruses, or other organisms and can spread.
24. **Pandemic:** Occurring over a wide geographic area and affecting a large portion of the population.

- 25. **Pathogenic:** Capable of causing disease.
- 26. **Preventable:** Capable of being stopped or avoided.
- 27. **Rare:** Not occurring often; uncommon.
- 28. **Resistant:** Not affected by something, especially infections or drugs.
- 29. **Safe:** Free from risk or danger.
- 30. **Severe:** Very serious or intense.
- 31. **Sick:** Unwell or ill.
- 32. **Slow:** Not fast; taking more time than usual.
- 33. **Sporadic:** Occurring irregularly or in isolated instances.
- 34. **Stable:** Not changing or fluctuating; steady.
- 35. **Strong:** Physically powerful or able to do hard work.
- 36. **Susceptible:** Likely to be affected by a particular condition or disease.
- 37. **Tired:** Feeling in need of rest.
- 38. **Toxic:** Poisonous or harmful to health.
- 39. **Transmissible:** Capable of being passed from one person to another.
- 40. **Vaccine-preventable:** Refers to diseases that can be prevented by vaccines.
- 41. **Virulent:** Extremely harmful or severe in its effects.
- 42. **Weak:** Lacking physical strength.
- 43. **Zoonotic:** Referring to diseases that can be transmitted from animals to humans.

## Annex 5: Irregular Verbs

Here is a list of the most common irregular verbs. Notice these verbs have been grouped according to different patterns they have for the simple past and past participle. This grouping should help you memorize the irregular verbs more easily.

This list has been adapted from (*Common Irregular Verbs (Grouped by Ending Pattern)* · engVid, s. f. 2024)

### GROUP 1 – All three forms of the verb are the same

	INFINITIVE or BASE FORM	SIMPLE PAST	PAST PARTICIPLE	MEANING IN SPANISH
1.	bet	bet	bet	
2.	cost	cost	cost	
3.	cut	cut	cut	
4.	hit	hit	hit	
5.	hurt	hurt	hurt	
6.	let	let	let	
7.	put	put	put	
8.	shut	shut	shut	

### Group 2 – The 2<sup>nd</sup> and 3<sup>rd</sup> forms of the verb are the same

	INFINITIVE or BASE FORM	SIMPLE PAST	PAST PARTICIPLE	MEANING IN SPANISH
9.	lose	lost	lost	
10.	shoot	shot	shot	
11.	get	got	got	
12.	light	lit	lit	
13.	sit	sat	sat	
14.	keep	kept	kept	

15.	sleep	slept	slept	
16.	feel	felt	felt	
17.	leave	left	left	
18.	meet	met	met	
19.	bring	brought	brought	
20.	buy	bought	bought	
21.	fight	fought	fought	
22.	think	thought	thought	
23.	catch	caught	caught	
24.	teach	taught	taught	
25.	sell	sold	sold	
26.	tell	told	told	
27.	pay	paid	paid	
28.	make	made	made	
29.	stand	stood	stood	
30.	understand	understood	understood	
31.	lend	lent	lent	
32.	send	sent	sent	
33.	spend	spent	spent	
34.	build	built	built	
35.	find	found	found	
36.	have	had	had	

37.	hear	heard	heard	
38.	hold	held	held	
39.	read	read (pronounced red)	read (pronounced red)	
40.	say	said	said	



### Group 3 – All three forms of the verb are different.

	INFINITIVE or BASE FORM	SIMPLE PAST	PAST PARTICIPLE	MEANING IN SPANISH
41.	drive	drove	driven	
42.	ride	rode	ridden	
43.	rise	rose	risen	
44.	write	wrote	written	
45.	bite	bit	bitten	
46.	hide	hid	hidden	
47.	break	broke	broken	
48.	choose	chose	chosen	
49.	speak	spoke	spoken	
50.	wake	woke	woken	
51.	blow	blew	blown	
52.	grow	grew	grown	
53.	know	knew	known	
54.	fly	flew	flown	
55.	draw	drew	drawn	
56.	show	showed	shown	
57.	wear	wore	worn	

58.	tear	tore	torn	
59.	begin	began	begun	
60.	drink	drank	drunk	
61.	swim	swam	swum	
62.	ring	rang	rung	
63.	sing	sang	sung	
64.	eat	ate	eaten	
65.	fall	fell	fallen	
66.	forget	forgot	forgotten	
67.	give	gave	given	
68.	see	saw	seen	
69.	take	took	taken	



**Annex 6: My Learning Monitor**

TOPIC			Make a question about it	Answer I researched or I got from my teacher

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