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by Matt Purland

Intermediate Level (CEFR B1-B2)

PHOTOCOPIA- BRILL! 2

101 WORKSHEETS FOR
EFFECTIVE ENGLISH
LESSONS!

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PHOTOCOPIA **BRILL!** 2

Introduction

HELLO AGAIN ... !

. . . and welcome to the latest free printable resource book from PurlandTraining.com! **PhotocopiaBRILL! 2** is the second volume in the popular **PhotocopiaBRILL!** series and contains 101 of the very best worksheets published on PurlandTraining.com during the last twelve months. This book is perfect for learners at intermediate level (CEFR B1-B2) and above. Teachers could plan their lessons around different material and topics in this book, or set pages for homework. It is also suitable for self-study, since full answers and notes for use are provided (from p.117).

The book is ordered by skill, with the majority of worksheets focusing on **grammar**, then **vocabulary**, **reading**, **research**, **speaking and listening**, and **pronunciation**. It is a truly eclectic mix of material, including some of the most popular worksheets from the website, for example: **12 English Idioms of Patience** (p.65), **Revise the 12 Tenses of English** (pp.9-11), **6 Reasons to Use Present Perfect in English** (p.12), **Random Act of Kindness or Basic Courtesy?** (pp.91-92) – and many more. Some of the work that I'm most proud of in this book includes: the worksheets about correct/incorrect use of prepositions (pp.45-48), the **Hello / Goodbye infographics** (pp.60-61), and the worksheets for practicing antonym pairs (pp.71-75). All this material went down particularly well with my learners – both in the classroom and online. We also had great fun working on the six special **Let's Talk About...** lesson packs on different topics – **Fashion** (pp.96-97), **Acting** (pp.98-99), **Cleaning** (pp.100-101), **Space** (pp.102-103), **Diet and Fitness** (pp.105-106), and **Home Improvement** (pp.107-108).

There are **hundreds of hours** of interesting lesson material in this, my 28th free resource book! Just the six lesson packs mentioned above represent at least 3-4 hours of learning time each. All the material has been tried and tested and shared from the website numerous times online – on **Facebook**, **Twitter**, and **LinkedIn**, among others – sometimes to tens of thousands of viewers. A big thank you to my learners for trialling this material with me over the past year – and to everybody else who tried it out and gave feedback. I truly appreciate it!

Don't forget that this free book is in the **public domain**, which means you can freely use it, either for commercial or non-commercial purposes. If you have any comments or questions about **PhotocopiaBRILL! 2** I'd love to hear from you. Check out our website for more details and to find Word versions of the worksheets in this book!

I do hope that **PhotocopiaBRILL! 2** will be useful for you, whether teacher or learner!

MATT PURLAND *Norwich, England, 24th December 2020*

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grammar

Grammar Tenses

Revise the 12 Tenses of English

Revise the **twelve English tenses**. Notice how they are organised into six pairs. Which ones do you need to practice?

	<i>Tense:</i>	<i>Times:</i>	<i>Uses:</i>	<i>Forms:</i>	<i>Auxiliary Verbs:</i>	<i>Example Sentences:</i>
1.	present simple	regular time: usually / often / every... / once a... future (e.g. timetables)	regular actions facts zero conditional	infinitive s form (<i>he / she / it</i>)	do / does am / are / is (<i>BE</i>)	+ I like chips. - I do not / don't like chips. ? Do you like chips?
2.	present continuous	now / at the moment future (<i>arrangements</i>) with time phrase	unfinished continuous actions repetition with always	ing form (<i>present participle</i>)	am / are / is	+ I am / 'm reading a book. - I am / 'm not reading a book. ? Are you reading a book?
3.	past simple	finished time in the past: yesterday / last... / ...ago	finished past actions telling news / stories 2 nd conditional	past tense (<i>ed / irreg.</i>) infinitive (- or ?)	did was / were (<i>BE</i>)	+ I met my friend. - I did not / didn't meet my friend. ? Did you meet your friend?
4.	past continuous	finished time in the past, often before a past simple action; when / while	set the scene in the past interrupted past actions at a specific time: 2pm	ing form	was / were	+ I was singing when she arrived. - I was not / wasn't singing when she arrived. ? Were you singing when she arrived?
5.	present perfect	unfinished time: today / this... / up to now / already / just / in my life	action is past, time is unfinished; recent actions life experience (<i>ever</i>)	past participle (<i>ed / irreg.</i>)	have / has (<i>he / she / it</i>)	+ I have / 've eaten lunch. - I have not / haven't eaten lunch. ? Have you eaten lunch?
6.	present perfect continuous	unfinished time: today / this... / up to now / all... / lately / recently	continuous actions in the recent past unfinished actions	ing form	have been / has been (<i>he / she / it</i>)	+ She has / 's been driving all day. - She has not / hasn't been driving all day. ? Has she been driving all day?
7.	future simple	future: tomorrow / next... / soon / later / on... / in... / just	immediate future predictions, promises 1 st conditional	infinitive	will shall (? form) for suggestions	+ I will / 'll text you later. - I will not / won't text you later. ? Will you text me later?
8.	future continuous	at a specific time in the future; at... / tomorrow / next... / on... / in...	timetable / plans interrupted (<i>unfinished</i>) future actions	ing form	will be	+ I will / 'll be cooking when you call. - I will not / won't be cooking when you call. ? Will you be cooking when I call?
9.	past perfect	finished time in the past, often before past simple; before / when / after	set the scene in the past recent actions (<i>just</i>) 3 rd conditional	past participle (<i>ed / irreg.</i>)	had	+ I had / 'd studied before you left. - I had not / hadn't studied before you left. ? Had you studied before I left?
10.	past perfect continuous	finished time in the past, often before past simple; before / when / while	set the scene in the past interrupted past actions temporary actions	ing form	had been	+ I had / 'd been working before I fell asleep. - I had not / hadn't been working before... ? Had you been working before...?
11.	future perfect	before another future action; by / by the time / before / when / at / just	a future action will be finished before another action (<i>present simple</i>)	past participle (<i>ed / irreg.</i>)	will have	+ I will / 'll have / 've eaten by the time we meet. - I will not / won't have / 've eaten by the time... ? Will you have / 've eaten by the time we meet?
12.	future perfect continuous	before another future action; by / by the time / before / while / for / since	unfinished actions compare future actions 2 nd clause: <i>pr / simple</i>	ing form	will have been	+ I will / 'll have been cycling for an hour by 2pm. - I will not / won't have / 've been cycling for... ? Will you have / 've been cycling for...

Remember: we do not usually use **state verbs** (e.g. *believe, love, mean, need, want*) with continuous tenses: *He believed her.* not *He was believing her.*

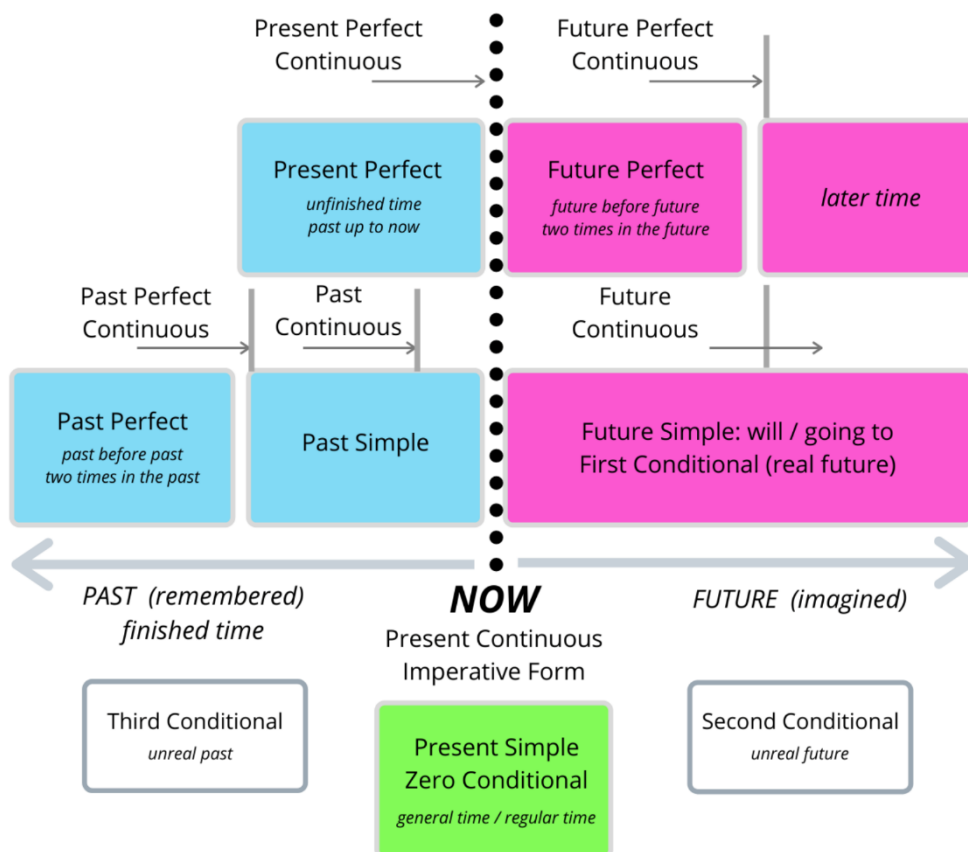
Grammar Tenses

Revise the 12 Tenses of English

Complete the table:

	<i>Tense:</i>	<i>Times:</i>	<i>Uses:</i>	<i>Forms:</i>	<i>Auxiliary Verbs:</i>	<i>Example Sentences:</i>
1.	present simple					
2.	present continuous					
3.	past simple					
4.	past continuous					
5.	present perfect					
6.	present perfect continuous					
7.	future simple					
8.	future continuous					
9.	past perfect					
10.	past perfect continuous					
11.	future perfect					
12.	future perfect continuous					

Revise the 12 Tenses of English



There are **six pairs of tenses** in English:

Present Simple	Not connected to the timeline. An action in general time.
Present Continuous	An unfinished continuous action in the present moment.
Past Simple	A finished action in finished time.
Past Continuous	An unfinished continuous action in finished time.
Present Perfect	A finished action in unfinished time.
Past Perfect Continuous	An unfinished continuous action in unfinished time.
Future Simple	A predicted action in the future.
Future Continuous	An unfinished continuous action at a specific time in the future.
Past Perfect	A finished action in the past before a later action / time.
Past Perfect Continuous	An unfinished continuous action in the past before a later action / time.
Future Perfect	A finished action in the future before a later action / time.
Future Perfect Continuous	An unfinished continuous action in the future before a later action / time.

Examples:

I eat dinner.
I am eating dinner now.
I ate dinner last night.
I was eating dinner last night when the phone rang.
I have eaten dinner today.
I have been eating dinner for ten minutes.
I will eat dinner tomorrow.
I will be eating dinner tomorrow at 6pm.
I had eaten dinner before leaving.
I had been eating dinner when the phone rang.
I will have eaten dinner by 6pm.
I will have been eating dinner for ten minutes by 6pm.

Let's **add four conditionals**:

First Conditional	An action that is conditional in the real future.	If I eat dinner at 6pm, I will be ready to go out at 7pm.
Second Conditional	An action that is conditional in the unreal – i.e. hypothetical – future.	If I ate dinner on a boat, I would feel ill.
Third Conditional	An action that is conditional in the unreal – i.e. hypothetical – past.	If I had eaten dinner, I wouldn't have felt hungry.
Zero Conditional	An action that is conditional in general time.	If I don't eat dinner, I feel hungry.

It's not a tense, but let's include this useful verb form:

Imperative Form	An order or instruction that demands action immediately.	Eat dinner! (now)
-----------------	--	--------------------------

Disclaimer:

- This diagram is intended to give a general overview of the 12 English tenses and 4 conditional forms (plus Imperative Form) for the average ESL student. For reasons of clarity and space it does not and cannot cover every use of every tense. You can read more about each tense and conditional at: <https://purlandtraining.com/>

Notes:

- Present Simple also represents regular time – I **eat** dinner at 6pm every day – and future schedules: We **eat** dinner at 6pm tomorrow.
- Present Continuous also represents future actions: I'm **eating** dinner at Tania's house tomorrow.
- We can use 'BE + going to' instead of 'will' in Future Simple to give the sense of a future plan: I'm **going to eat** dinner with Bill next week.
- We can use 'will', 'BE + going to', 'can', 'may', 'might', or 'should' in the main clause of First Conditional, e.g. If I **eat** dinner at 6pm, I **can** wash up before I go out.
- The clauses in conditional sentences can be reversed (without the comma): I will be ready to go out at 7pm if I **eat** dinner at 6pm.
- Second Conditional also represents an action in the unreal – i.e. hypothetical – present: If I **ate** dinner in the garden (now), it would be fun.
- Mixed Conditionals are not covered in this diagram, e.g. past to present: If I **had eaten** dinner earlier, I wouldn't be running late (now).

6 Reasons to Use Present Perfect in English

have ('ve) / has ('s) + past participle (3rd form)

positive: I **have ('ve) been** to the bank today.
negative: I **have not (haven't) been** to the bank today.
question: **Have you been** to the bank today? / Yes, I **have ('ve)**. / No, I **have not (haven't)**.

1. To talk about **finished** actions in **unfinished time**:

I've been to the shops today .	today
He's sent fourteen emails this morning .	this morning / this afternoon / this evening
We've watched a good film tonight .	tonight
I've started two projects this week .	this week
She's read four books this month .	this month
They've had a few holidays this year .	this year
I've worked hard in the last few days .	in the last / past few days / weeks / months / years
He hasn't cleaned the bathroom recently .	recently / lately
Kim has won fifteen matches up to now .	up to now / until now / till now
They've eaten four apples each so far .	so far
I've installed this app twice .	once / twice / x times (up to now)

2. To talk about **life experience** (your life is **unfinished time**):

*What you have done in your life **up to now**:*

Have you ever visited Ely?	ever
Yes, I have . I've visited Ely a few times .	a few times

What you haven't done:

Lorna has never visited Ely.	never
We haven't seen that film before .	before
My brother hasn't done his homework yet .	yet
Mike still hasn't paid our invoice.	still

3. To talk about **very recent actions**:

We've just met your teacher in the park.	just
---	------

4. To talk about **unfinished** actions (often states) in **unfinished time**. 'How long...?'

I have lived in Canada for twenty years .	for + number	(and I still do)
He has worked at Burger King since Tuesday .	since + time	(and he still does)
I have known Ronald for most of my life .	for most of...	(and I still do)
She's ridden horses all her life .	all...	(and she still does)

5. With **adverbs of frequency**:

We've always loved Mexican art.	always
I have frequently asked you to stop talking.	frequently
Bob has often wondered why he can't whistle.	often
I've usually finished my homework by 6pm.	usually
Yes, I have sometimes overslept , it's true.	sometimes
I have rarely felt so grateful to my partner.	rarely / hardly ever
Annie has never been to Bristol.	never

6. To talk about a **future timetable**:

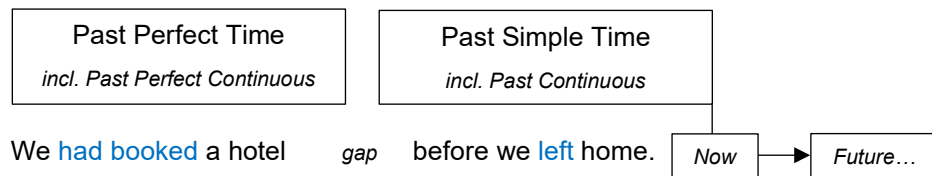
As soon as (when) you've finished dinner, you can start your homework.	as soon as
---	------------

6 Reasons to Use Past Perfect in English

had ('d) + past participle (3rd form)

positive: I **had ('d) eaten** dinner before going to the cinema.
negative: I **had not (hadn't) eaten** dinner before going to the cinema.
question: **Had you eaten** dinner before going to the cinema? / Yes, I **had ('d)**. / No, I **had not (hadn't)**.

1. To talk about **finished** actions in a **distinct** time period before Past Simple Time ('two times in the past'):



If we use Past Simple instead of Past Perfect, the two actions appear **consecutive**, rather than at different times:

We **booked** a hotel before we **left** home. = 'booking' seems near in time to 'leaving'

We often use Past Perfect to **set the scene** and give **background information** while telling a story in Past Simple:

I went to Bristol at the weekend. I'd last been there in 2005.	last
He'd taught maths for ten years , and didn't expect to be fired.	for + number
I saw Jenny in town yesterday. I hadn't seen her since last April .	since + time
Meg had withdrawn twenty pounds so she could pay the builder.	so / to / in order to
When he had finished the ironing, he popped to the gym.	when / once / as soon as
He had lived in Oslo for most of his life, but had to get away.	for most of / all
I got to work late because I'd forgotten to set my alarm.	because / as / since
We packed the dishwasher after the party had finished .	after
Jay was shocked, because Tim had completed the exam first .	first

2. To talk about **finished** actions in the past that happened before another time:

I had finished work by two o'clock .	by + time / before / prior to
Jeff had cleaned the bath by the time his mother returned.	by the time
We'd switched off the heating before going / we went to bed.	before + gerund or verb phrase
We had built the garage extension earlier .	earlier / beforehand / previously / later
I had long spent my summers on the Isle of Man.	long (past up to Past Simple Time)

3. To show **changed plans / habits**

I had planned to stay for two nights, but I went home early.	planned / hoped / expected / wanted / intended
I had always bought brown bread, but yesterday I didn't.	always / usually / normally / ordinarily

4. With **adverbs**:

I'd already made breakfast before the kids came downstairs.	already
Joe asked for the report, but I hadn't done it yet .	yet / until then / until that day
Had he ever visited Fiji? / No, he had never visited Fiji.	ever / never
They still hadn't replied to my email, so I called them.	still (<i>in negative sentences</i>)
We had just started working when her mother arrived.	just (<i>close in time to the Past Simple action</i>)

5. To make **Third Conditional** and **Mixed Conditional** sentences:

<i>Third Conditional:</i>	If I had worked harder, I would / could / might have got better marks.
<i>Mixed Conditional (past > present):</i>	If I had bought rice, I would make a curry. (<i>now</i>)
<i>Mixed Conditional (past > future):</i>	If I hadn't upset Graham, we could go out for lunch tomorrow.

6. In **Reported Speech**, e.g. after **say, tell, ask**, etc. Past Simple and Past Perfect both transform to Past Perfect:

<i>Past Simple > Past Perfect:</i>	'I played golf yesterday.'	>	He said he had played golf yesterday.
<i>Past Perfect > Past Perfect:</i>	' Had you lived in Peru before?'	>	She asked whether I'd lived in Peru before.

6 Reasons to Use Future Perfect in English

will have (will've / 'll've) + past participle (3rd form)

positive: I **will have** (will've / 'll've) **made** lunch by the time you get home.
negative: I **will not have** (won't've) **made** lunch by the time you get home.
question: **Will you have** (you've) **made** lunch by the time I get home? / Yes, I **will** (have). / No, I **won't** (have).

1. To talk about actions in the future that will be **completed** at an undetermined time **before** another future time:

I think some fans **will have left before** the end of the match.

Future Perfect is sometimes called 'past in the future' because we use it to imagine both the **past** and the **future**:

Future Time 1 (time of completion not specified):
Fran **will have run** five miles

Future Time 2:
by nine o'clock.

The action in *Future Time 1* – run – will be past by the time *Future Time 2* occurs. We imagine the **past in the future** – the completion of an action / time before a later future time. It emphasises the **completion** of an activity before a **deadline**. The time when the earlier action will be complete is not specified, because it is either unknown or unimportant. **Typical contexts** when it is used include:

<i>making appointments:</i>	Yes, I will've finished my meeting when you call at twelve.	when + verb phrase
<i>scheduling travel plans:</i>	Jason will have landed at JFK by Tuesday lunchtime.	by + time
<i>making arrangements:</i>	You'll have had lunch, won't you, so let's leave at about two.	- [time is known]
<i>predicting the weather:</i>	It will have stopped raining by then , so we can go for a walk.	by then

2. To talk about **future schedules**:

I won't have had time to read the report until two o'clock.	until + time / until then
Will you have arrived at the office before the boss gets in?	before + verb phrase
All our business partners will have received their information packs by that point.	by that point / stage
On Wednesday the project will have already been delivered to the company.	on + day / already
Lars will've finished his report as soon as / once you stop distracting him!	as soon as / once
We feel quite sure that your book will've been published by March.	by + day / date / month, etc.
Call me at six, 'cause I will have had my phone off for most of the day.	for + time / all...

3. To plan **travel arrangements**:

If they leave here at nine, the bus will have gone by the time they get there.	by the time + verb phrase
No, the boat won't have sailed at eight o'clock , so you have plenty of time.	at + time
The boys believe they will have reached the mountain top by tomorrow.	by tomorrow
I think the plane will have probably landed in twenty minutes.	in + number + minutes, days, etc.
Yes, Sue believes that, due to the traffic, she won't have got there on time.	on time

4. With **adverbs** and **modal verbs** of **probability**:

Dad should have definitely watched the match.	definitely
Pat could have certainly achieved a good grade in English.	certainly
Tania might have probably made a cake for the party.	probably
They may have possibly stopped at Waitrose.	possibly

5. To give **reasons** and **excuses**:

I can't meet you at 9pm because I will have worked from / since early morning.	from / since + time
George won't have got home till 8.30pm , so he won't be able to play badminton.	till + time
She will have been too busy to help sell vegetables on March 1st.	on + date
Cecily won't have had time to pick up a takeaway prior to our arrival.	prior to + time
I'm not sure I will have finished harvesting the crops in August.	in + month / season

6. To talk about **life milestones** / **anniversaries**:

Next week she will have lived in Bulgaria for two months.	next week / month / year, etc.
By 2024 we will've been married for eleven years.	by + year
As of Friday , Jackie will have worked here for eight years.	as of + day, date, etc.
This time next week they will have known each other for ten years.	this time next week / month, etc.
By that time , Wendy and Chazz will have been engaged for two months.	by that / this / the stated time
I worry that we still won't have completed our home renovation.	still [in negative sentences]

Grammar Continuous Tenses

Past, Present, and Future Continuous Tenses with 'While'

At the Airport

Rita and Lee are waiting for their flight in the departure lounge at the airport. They are both doing different things at the same time. What are they doing?

A) Write 10 sentences using **present continuous + while + present continuous**. Use the nouns below – or use your own ideas. Answers will vary. Don't forget to include articles and prepositions! For example:

4.30pm: Rita is buying a book, while Lee is eating a pear.

argument
bag
bench
boarding pass
cashpoint
coffee

complaint
crisps
duty free
enquiry
escalator
flight

friend
game
gate number
internet
kiss
message

new jumper
newspaper
phone
phrasebook
plane
queue

restaurant
sleep
stairs
text
ticket
toilet

1. 4.30pm: _____
2. 4.45pm: _____
3. 4.55pm: _____
4. 5.05pm: _____
5. 5.16pm: _____
6. 5.20pm: _____
7. 5.35pm: _____
8. 5.48pm: _____
9. 6.00pm: _____
10. 6.10pm: _____

B) If you are feeling artistic, you could draw pictures to illustrate some or all of your sentences!

C) Imagine that all these actions happened **yesterday**. With a partner, ask and answer questions about Rita and Lee's day using **past continuous** (was/were + ing form), e.g.

Q: What was Rita doing at 4.30pm yesterday?

A: Buying a book.

Q: What was Lee doing while she was buying a book?

A: Eating a pear. etc.

D) Imagine that they are going to the airport **tomorrow**. Use your original sentences to predict what they will be doing using **future continuous** (will be + ing form), e.g.

Q: Will Rita be buying a book at 4.30pm tomorrow?

A: Yes, I think she will.

Q: What will Lee be doing while Rita's buying a book?

A: Probably eating a pear. etc.

Grammar Continuous Tenses

Past, Present, and Future Continuous Tenses with 'While'

At the Park

It's a lovely summer's day, so **David** and **Patty** are spending time at the park. They are both doing different things at the same time. What are they doing?

A) Write 10 sentences using **present continuous + while + present continuous**. Use the nouns below – or use your own ideas. Answers will vary. Don't forget to include articles and prepositions! For example:

6.15pm: David is playing tennis, while Patty is reading a novel.

bench bike boyfriend bush busker chat	ducks football frisbee grass horse ice cream	kite lunch magazine outdoor concert picnic pram	race roundabout shopping list slide sunglasses suntan lotion	swings tree umbrella wasp water fountain zoo
--	---	--	---	---

1. 6.15pm: _____
2. 6.25pm: _____
3. 6.35pm: _____
4. 6.54pm: _____
5. 7.05pm: _____
6. 7.10pm: _____
7. 7.29pm: _____
8. 7.48pm: _____
9. 8.00pm: _____
10. 8.20pm: _____

B) If you are feeling artistic, you could draw pictures to illustrate some or all of your sentences!

C) Imagine that all these actions happened **yesterday**. With a partner, ask and answer questions about David and Patty's day using **past continuous** (was/were + ing form), e.g.

Q: What was David doing at 6.15pm yesterday?

A: Playing tennis.

Q: What was Patty doing while he was playing tennis?

A: Reading a novel. etc.

D) Imagine that they are going to the park **tomorrow**. Use your original sentences to predict what they will be doing using **future continuous** (will be + ing form), e.g.

Q: Will David be playing tennis at 6.15pm tomorrow?

A: Yes, I think he will.

Q: What will Patty be doing while David's playing tennis?

A: Probably reading a novel. etc.

Grammar Future Forms

Not Just WILL! – Guide to Future Forms in English

Future in English is a whole collection of different tenses and forms – not just **WILL!**

1. We need to select the most appropriate tense or form for what we want to communicate. If you only use **WILL** for every future situation, you will sound unnatural – apart from when it should be used. We use **WILL** for a number of very specific uses (below), rather than for discussing general future actions, like what you are doing tomorrow: use **PRESENT CONTINUOUS** or **GOING TO** instead.
2. Learners often overuse **WILL**, in some cases because their L1 has a particular future tense and they feel that **WILL** is equivalent to that. Try saying each example sentence below with **WILL** and you will see how unnatural many of them sound. There are **NO** dedicated future verbs in English so we use present and past forms instead, e.g. infinitive, present participle, past participle, and modal verbs like **WILL** and **can**.
3. Some learners only ever use **WILL** or **GOING TO** for future in English, but it is recommended to learn all the future forms, so you can always use the most appropriate one.

Revise the full list of tenses and forms below:

Use:	Tense / Form:	Example:	
decision at the moment of speaking [spontaneous]	will	[Doorbell rings] I'll get it!	
promise / assurance		I will call you every day.	
offer		I'll help you fix the roof later, if you like.	
prediction [without present evidence]		[I think...] Harrison will be re-elected next year.	
refusal		No, I won't go out for a drink with you.	
fact		He said that the blue whale will become extinct.	
hope / expectation		I will look forward to seeing you on Monday!	
formal command		You will finish your dinner, Harriet!	
suggestion [question form only]		shall	Shall we meet at 8pm?
intention / plan		be going to	I'm going to buy a new dress next week.
prediction [with present evidence]	[It looks like...] The bus isn't going to stop!		
command	You're going to finish your dinner, Harriet!		
arrangement	present continuous	I'm having a meal with David later.	
scheduled event		<i>Hamilton</i> is coming to Edinburgh in August!	
timetabled event	present simple	The train leaves at 11:43 tomorrow morning.	
after: when / as soon as / until, etc.		I'll tell you when / as soon as I get there.	
an action in progress at a specific time	future / con	At 7am tomorrow I'll be eating my breakfast.	
completed action before a later time	future / perf	I'll have read the book by the time you get here.	
incomplete action before a later time	fu / perf / con	I'll have been reading the book for an hour by the time you get here.	

Future forms with **BE**:

preview an imminent action	be + about to	Jack is (just) about to dive into the pool.
show a fixed arrangement	be + set to	Gina and Martin are (all) set to marry in May.
formal command	be to	You are to tell Jim not to park there anymore.

Future forms with modal verbs:

possibility	can / could / may / might	I can give you a lift to work on Tuesday.
obligation	must / have to	I must return that book to the library tomorrow.
advice	should / ought to	You ought to go to the concert tonight.
necessity	need to	We need to talk to you as soon as possible.

Future forms with conditionals:

real future = real possibility	1st conditional	If you wake up late, you will miss the bus!
hypothetical future	2nd conditional	If I got the job, I would move to Northampton.
3 rd cond. + 2 nd cond. for a future result	mixed cond.	If I'd got that cake, tomorrow would be great.

Grammar Future Forms

Not Just WILL! – Guide to Future Forms in English (Blank Version)

Future in English is a whole collection of different tenses and forms – not just **WILL!**

1. We need to select the most appropriate tense or form for what we want to communicate. If you only use **WILL** for every future situation, you will sound unnatural – apart from when it should be used. We use **WILL** for a number of very specific uses (below), rather than for discussing general future actions, like what you are doing tomorrow: use **PRESENT CONTINUOUS** or **GOING TO** instead.
2. Learners often overuse **WILL**, in some cases because their L1 has a particular future tense and they feel that **WILL** is equivalent to that. Try saying each example sentence below with **WILL** and you will see how unnatural many of them sound. There are **NO** dedicated future verbs in English so we use present and past forms instead, e.g. infinitive, present participle, past participle, and modal verbs like **WILL** and **can**.
3. Some learners only ever use **WILL** or **GOING TO** for future in English, but it is recommended to learn all the future forms, so you can always use the most appropriate one.

Write your own example sentences below to show each use:

Use:	Tense / Form:	Example:
decision at the moment of speaking [spontaneous]	will	
promise / assurance		
offer		
prediction [without present evidence]		
refusal		
fact		
hope / expectation		
formal command		
suggestion [question form only]	shall	
intention / plan	be going to	
prediction [with present evidence]		
command		
arrangement	present continuous	
scheduled event	present simple	
timetabled event		
after: when / as soon as / until, etc.	future / con	
an action in progress at a specific time	future / perf	
completed action before a later time	fu / perf / con	
incomplete action before a later time		

Future forms with **BE**:

preview an imminent action	be + about to	
show a fixed arrangement	be + set to	
formal command	be to	

Future forms with modal verbs:

possibility	can / could / may / might	
obligation	must / have to	
advice	should / ought to	
necessity	need to	

Future forms with conditionals:

real future = real possibility	1 st conditional	
hypothetical future	2 nd conditional	
3 rd cond. + 2 nd cond. for a future result	mixed cond.	

Grammar Going To

How to Use 'Going to' in English 1

Going to (be + going to + infinitive) is a semi-modal auxiliary verb that we use to express **future intentions / plans** (where the decision is made before speaking), **predictions** (based on present evidence), and **commands** that you have no choice but to follow:

- future intentions / plans: He is **going to** buy a new book tomorrow.
- predictions: The cat is **going to** break that dish!
- commands: You **are going to** tidy your bedroom, young man!

We generally use **going to** in informal speech. It is not a tense, but we often learn it with Future Simple as an essential elementary future form.

Going to + infinitive can get confused with **going to + place** (GO in present continuous), and also the verb + adverb phrase **going too**, e.g. 'I'm going to the café.' 'Yes, I'm **going too**.'

Going to is often pronounced **gonna** (g n) – with two schwa sounds. The phrase is contracted because it consists of function words. The preceding auxiliary verbs should be contracted too, e.g. '**He's** gonna buy...'. Important: if you stress **going to** (as a future form) the listener may believe that you are starting a sentence with main verb GO.

We can discuss **going to** with the following four forms:

- | | | |
|--------------|--|---|
| A. going to | + place (GO = main verb in pr/con) | I'm going to the museum tomorrow. |
| B. going to | + infinitive (going to = future form) | I'm going to visit the museum tomorrow. |
| C. gonna | + infinitive (going to = future form) | I'm gonna visit the museum tomorrow. |
| D. going too | GO + adverb (end of clause) | 'I'm going to the museum.' 'I'm going too .' |

Read each sentence below and decide if it is correct or incorrect. If it is incorrect, write it correctly on the line. Then write the use: **intention** (I), **prediction** (P), or **command** (C), and the form A-D (above):

	Correction (if necessary):	Use:	Form:
1. I'm going drive to York tomorrow.	I'm going to drive to York tomorrow.	I	B
2. The water's going to boil over the pan.	_____	_____	_____
3. The video is gonna to finish.	_____	_____	_____
4. I'm going drive to York tomorrow.	_____	_____	_____
5. It's going to rain.	_____	_____	_____
6. You're going too sit here till you finish the test!	_____	_____	_____
7. We're going to go for a walk.	_____	_____	_____
8. 'Lia's gonna buy a new car.' 'I'm going too.'	_____	_____	_____
9. It's going to raining.	_____	_____	_____
10. I'm going to York tomorrow.	_____	_____	_____
11. It's gonna to rain.	_____	_____	_____
12. I'm going to drive to York tomorrow.	_____	_____	_____
13. We're gonna go to Florida in the spring.	_____	_____	_____
14. The video is gonna finish.	_____	_____	_____
15. 'We're going to Florida.' 'I'm gonna too.'	_____	_____	_____
16. The water's gonna boil over the pan.	_____	_____	_____
17. Lia's gonna too buy a new car.	_____	_____	_____
18. We're gonna go for a walk.	_____	_____	_____
19. We're gonna to Florida in the spring.	_____	_____	_____
20. The water's going to over the pan boil.	_____	_____	_____

Grammar Going To

How to Use 'Going to' in English 2

Going to (be + going to + infinitive) is a semi-modal auxiliary verb that we use to express **future intentions / plans** (where the decision is made before speaking), **predictions** (based on present evidence), and **commands** that you have no choice but to follow:

- future intentions / plans: He is **going to** buy a new book tomorrow.
- predictions: The cat is **going to** break that dish!
- commands: You **are going to** tidy your bedroom, young man!

We generally use **going to** in informal speech. It is not a tense, but we often learn it with Future Simple as an essential elementary future form.

Going to + infinitive can get confused with **going to + place** (GO in present continuous), and also the verb + adverb phrase **going too**, e.g. 'I'm going to the café.' 'Yes, I'm **going too**.'

Going to is often pronounced **gonna** (g n) – with two schwa sounds. The phrase is contracted because it consists of function words. The preceding auxiliary verbs should be contracted too, e.g. '**He's** gonna buy...'. Important: if you stress **going to** (as a future form) the listener may believe that you are starting a sentence with main verb GO.

We can discuss **going to** with the following four forms:

- | | | |
|--------------|--|---|
| A. going to | + place (GO = main verb in pr/con) | I'm going to the museum tomorrow. |
| B. going to | + infinitive (going to = future form) | I'm going to visit the museum tomorrow. |
| C. gonna | + infinitive (going to = future form) | I'm gonna visit the museum tomorrow. |
| D. going too | GO + adverb (end of clause) | 'I'm going to the museum.' 'I'm going too .' |

Read each sentence below and decide if it is correct or incorrect. If it is incorrect, write it correctly on the line. Then write the use: **intention** (I), **prediction** (P), or **command** (C), and the form A-D (above):

	Correction (if necessary):	Use:	Form:
1. You're gonna to sit here till you finish the test!	You're gonna sit here till you finish...	C	C
2. Lia's gonna to buy a new car.	_____	_____	_____
3. The video is going too finish.	_____	_____	_____
4. I'm gonna to drive to York tomorrow.	_____	_____	_____
5. The video is going to finished.	_____	_____	_____
6. You're going to sit here till you finish the test!	_____	_____	_____
7. It's gonna rain.	_____	_____	_____
8. You're going sit here till you finish the test!	_____	_____	_____
9. It's going too rain.	_____	_____	_____
10. We're gonna to go for a walk.	_____	_____	_____
11. The water's gonna boiled over the pan.	_____	_____	_____
12. We're gonna Florida in the spring.	_____	_____	_____
13. The water's goingto boil over the pan.	_____	_____	_____
14. We're going go for a walk.	_____	_____	_____
15. 'Lia's gonna buy a new car.' 'I'm going to too.'	_____	_____	_____
16. We're going to Florida in the spring.	_____	_____	_____
17. Lia's going to buy a new car.	_____	_____	_____
18. 'We're going for a walk.' 'I'm going to.'	_____	_____	_____
19. The video is going to finish.	_____	_____	_____
20. You're gonna sit here till you finish the test!	_____	_____	_____

Grammar Verbs

Identify Transitive and Intransitive Verbs 1

All English verbs (main verbs) have transitive and / or intransitive uses. **Transitive verbs** must be followed by a **direct object** – e.g. 'I have a new car.' – while **intransitive verbs** cannot be. Most English verbs can be used either transitively or intransitively.

Transitive Verbs:	Intransitive Verbs:
The meaning is incomplete without a direct object: 'What did you do yesterday?' ' Learned. ' [What?]	The meaning is complete without a direct object. 'What did you do yesterday?' 'I studied.'
The verb can be used in passive voice: 'My mum made it.' / 'It was made by my mum.' [object: it]	The verb cannot be used in passive voice: 'I slept for ten hours.' / ... [no object]
The verb cannot end a clause or sentence. ' Where did I put? ' [What?]	The verb can end a clause or sentence. 'Everybody laughed.'
The verb cannot be a one-word order (Imperative): 'Put!'	The verb can be a one-word order (Imperative): 'Sit!'
The verb is followed by: <ul style="list-style-type: none"> • noun: I like books. / gerund: I like running. • noun phrase: I like the new kettle. • determiner: I bought a plant. / I lost my phone. • pronoun: I met him. / quantifier: I had many ideas. 	The verb is followed by: <ul style="list-style-type: none"> • adverb: I ran quickly. • adverbial phrase: I went to the theatre. • preposition (e.g. first word in an adverbial) • no words (punctuation: e.g. full stop; semi-colon)
<i>Verbs that are always or typically* transitive:</i>	<i>Verbs that are always or typically* intransitive:</i>
bring, discuss, envy, find, give, guard, have, let, like, take	act, appear, arrive, be, chat, come, die, fall, giggle, go, happen, itch, jump, laugh, lie, live, look, mean, rise, seem, sit, sleep, smile, snore, use, wait, work

**This is the general rule, but in a living language like English we might find a few exceptions, as in some of the questions below. Check a good dictionary to discover which definitions of a particular verb are transitive and intransitive.*

Mark the verbs in **bold T** for transitive or **I** for intransitive. Underline the object of each transitive verb, then match 16 pairs of verbs. Say why the other 8 sentences do not have a match. Discuss your answers with a partner:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. I asked him to remove his car. 2. I have so much to do today. 3. That was a nasty thing to say. 4. Please guard my little brother with your life! 5. We got home late last night. 6. The concert made for a nice evening. 7. 'It's raining.' 'I know.' 8. I needed a new jacket. 9. My in-laws are arriving at four in the morning. 10. 'Was it a good party?' 'What do you think?' 11. I'm taking my phone to school on Monday. 12. I <i>will</i> be famous – you'll see, mother! 13. I'm sorry, but I want out of this deal. 14. Don't forget to say hello to Grandma for me. 15. Have you been making a mess? 16. It appears that he was absent all last month. 17. I put the key in the lock and turned it. 18. I thought the same as you. 19. The judge is bound to find for the defendant. 20. It is far better to give than receive. | <ol style="list-style-type: none"> 21. I thought he knew the way there. 22. Please bring me my umbrella. 23. I gave her a DVD for her birthday. 24. Has the doctor been yet? 25. I don't know who to tell or what to do. 26. Unfortunately, the skin graft didn't take. 27. We were doing a drawing. 28. If you need any help, please ask. 29. I've never used Microsoft Paint. 30. It's the same answer I put for that question. 31. I really wanted another cream cake! 32. They will get a wonderful surprise. 33. Tom has been telling us his good news. 34. We discussed the films of Marlon Brando. 35. The addict was using for years. 36. I saw a squirrel stealing a nut. 37. I've always envied your confidence, Bernard. 38. Did you find an injured bird yesterday? 39. The meeting is on Wednesday morning. 40. I'll go – you need only say the word. |
|---|--|

Grammar Verbs

Identify Transitive and Intransitive Verbs 2

All English verbs (main verbs) have transitive and / or intransitive uses. **Transitive verbs** must be followed by a **direct object** – e.g. 'I have a new car.' – while **intransitive verbs** cannot be. Most English verbs can be used either transitively or intransitively.

Transitive Verbs:	Intransitive Verbs:
The meaning is incomplete without a direct object: 'What did you do yesterday?' ' Learned. ' [What?]	The meaning is complete without a direct object. 'What did you do yesterday?' 'I studied.'
The verb can be used in passive voice: 'My mum made it.' / 'It was made by my mum.' [object: it]	The verb cannot be used in passive voice: 'I slept for ten hours.' / ... [no object]
The verb cannot end a clause or sentence. ' Where did I put? ' [What?]	The verb can end a clause or sentence. 'Everybody laughed.'
The verb cannot be a one-word order (Imperative): 'Put!'	The verb can be a one-word order (Imperative): 'Sit!'
The verb is followed by: <ul style="list-style-type: none"> • noun: I like books. / gerund: I like running. • noun phrase: I like the new kettle. • determiner: I bought a plant. / I lost my phone. • pronoun: I met him. / quantifier: I had many ideas. 	The verb is followed by: <ul style="list-style-type: none"> • adverb: I ran quickly. • adverbial phrase: I went to the theatre. • preposition (e.g. first word in an adverbial) • no words (punctuation: e.g. full stop; semi-colon)
<i>Verbs that are always or typically* transitive:</i> bring, discuss, envy, find, give, guard, have, let, like, take	<i>Verbs that are always or typically* intransitive:</i> act, appear, arrive, be, chat, come, die, fall, giggle, go, happen, itch, jump, laugh, lie, live, look, mean, rise, seem, sit, sleep, smile, snore, use, wait, work

*This is the general rule, but in a living language like English we might find a few exceptions, as in some of the questions below. Check a good dictionary to discover which definitions of a particular verb are transitive and intransitive.

Mark the verbs in **bold T** for transitive or **I** for intransitive. Underline the object of each transitive verb, then match 16 pairs of verbs. Say why the other 8 sentences do not have a match. Discuss your answers with a partner:

- | | |
|--|--|
| 1. 'Woda' means 'water' in Polish. | 21. I worked hard all night. |
| 2. It's a stray dog – we're not keeping it. | 22. I began a new novel a few days ago. |
| 3. This flat is already let , but I have another. | 23. I have moved the bookcase over there. |
| 4. If you are ready, we can begin . | 24. It might help to talk to Clarice. |
| 5. I have twenty papers to mark before Friday. | 25. They live in Bolivia now. |
| 6. Did anybody call while I was out? | 26. The rancher works his horses hard. |
| 7. What time will your parents go home? | 27. Let me borrow your ruler. |
| 8. Her anger didn't show in her expression. | 28. My parents mean well, but... |
| 9. Paula can run 100m in 34 seconds. | 29. He called me a credit to his company. |
| 10. We were playing with the kittens for an hour. | 30. He gave her a kiss and left the room. |
| 11. I can't run very fast. | 31. We believe you – thousands wouldn't. |
| 12. I didn't know that Keith had died . | 32. Where is my watch? |
| 13. Have you played that new game yet? | 33. Keep going, Jennifer! |
| 14. You are living the dream, my friend! | 34. I've never tried hang-gliding. |
| 15. We are moving to LA for six months. | 35. Bob likes looking at old photos. |
| 16. I don't believe that Roger will change. | 36. The girl didn't even try to contact Zoe. |
| 17. Did you hear Philippa's funny story last night? | 37. Could you bring me a plate, please? |
| 18. It brought home the gravity of the situation. | 38. I showed Ellie your school book. |
| 19. Johanna is from the Netherlands. | 39. I'm finding this exercise really difficult. |
| 20. I helped Joe to fix his car. | 40. 'Bob's back, you know.' 'Yes, I heard .' |

Grammar Conditionals

Express Regret and Relief with Third Conditional 1

Third Conditional – **If + past perfect, would / could / might + have + past participle** – is often used to talk about the feelings of **regret** and **relief**. Remember that the if-clause is hypothetical – it did not happen. Therefore:

We express **regret** when the result clause has a **positive** meaning – i.e. something positive did not happen:

If I had bought that new dress, I would have looked great. BUT I didn't..., so I didn't look great. = 😞

We express **relief** when the result clause has a **negative** meaning – i.e. something negative did not happen:

If I had bought that new dress, I would have looked awful. BUT I didn't..., so I didn't look awful. = 😊

(Note – it doesn't matter whether the result clause has a positive or negative verb form.)

In each question below, say whether the first sentence expresses **regret** or **relief**, then write a sentence from the prompts with the opposite sentiment. Finally, write a new sentence with the if-clause and mark it regret or relief:

1. a) If the plane had taken off on time, I wouldn't have been late for my meeting. r _____
b) If the plane had taken off on time, not / have / time / browse / duty-free / shops. r _____

- c) If the plane had taken off on time, _____. r _____

2. a) If I had bought flowers for Alex, she would have been angry, because she is allergic to pollen. r _____
b) If I had bought flowers for Alex, go out / me. r _____

- c) If I had bought flowers for Alex, _____. r _____

3. a) I wouldn't have had so much fun if I'd worked harder at school. r _____
b) become / doctor if I'd worked harder at school. r _____

- c) _____ if I'd worked harder at school. r _____

4. a) If I had trained as a masseur, I could have had my own practice. r _____
b) If I had trained as a masseur, work / be / really / boring. r _____

- c) If I had trained as a masseur, _____. r _____

5. a) I would have been able to see their new baby if I'd visited my cousin. r _____
b) be / late / Zumba / class if I'd visited my cousin. r _____

- c) _____ if I'd visited my cousin. r _____

6. a) If I hadn't stayed late at the observatory, I wouldn't have bumped into my friend Jessica. r _____
b) If I hadn't stayed late at the observatory, not / break / expensive / telescope. r _____

- c) If I hadn't stayed late at the observatory, _____. r _____

Grammar Conditionals

Express Regret and Relief with Third Conditional 2

Third Conditional – **If + past perfect, would / could / might + have + past participle** – is often used to talk about the feelings of **regret** and **relief**. Remember that the if-clause is hypothetical – it did not happen. Therefore:

We express **regret** when the result clause has a **positive** meaning – i.e. something positive did not happen:

If I had bought that new dress, I would have looked great. BUT I didn't..., so I didn't look great. = 😞

We express **relief** when the result clause has a **negative** meaning – i.e. something negative did not happen:

If I had bought that new dress, I would have looked awful. BUT I didn't..., so I didn't look awful. = 😊

(Note – it doesn't matter whether the result clause has a positive or negative verb form.)

In each question below, say whether the first sentence expresses **regret** or **relief**, then write a sentence from the prompts with the opposite sentiment. Finally, write a new sentence with the if-clause and mark it regret or relief:

1. a) If we had stayed at home last night, we would have caught my favourite film. r _____
b) If we had stayed at home last night, miss / street / festival. r _____

- c) If we had stayed at home last night, _____. r _____

2. a) If the courier had delivered the grill yesterday, I wouldn't have been at home to receive it. r _____
b) If the courier had delivered the grill yesterday, have / barbecue. r _____

- c) If the courier had delivered the grill yesterday, _____. r _____

3. a) We would still be friends if I hadn't interrupted Gemma's wedding. r _____
b) she / not / marry / me / instead if I hadn't interrupted Gemma's wedding. r _____

- c) _____ if I hadn't interrupted Gemma's wedding. r _____

4. a) If you hadn't eaten the last chocolate, I could have eaten it. r _____
b) If you hadn't eaten the last chocolate, you / miss out. r _____

- c) If you hadn't eaten the last chocolate, _____. r _____

5. a) If we'd had two kids, we wouldn't have been able to focus all our attention on little Alan. r _____
b) If we'd had two kids, there / be / friend / little / Alan. r _____

- c) If we'd had two kids, _____. r _____

6. a) If I hadn't quit Instagram, I wouldn't have had enough time for volleyball practice. r _____
b) If I hadn't quit Instagram, get / urgent / message. r _____

- c) If I hadn't quit Instagram, _____. r _____

Grammar Conditionals

When do we Use 'Unless' and 'If not'? 1

The conjunction **unless** means **if not**, for example:

I will talk to you on Monday **unless** *my meeting runs late.*
I will talk to you on Monday **if** *my meeting **doesn't run** late.*

1. The **unless** clause becomes the 'if' clause; the tense remains the same
2. If positive, the main verb becomes negative; if negative, it becomes positive
3. The result clause remains the same; note: 'if' can be replaced by 'as long as'

Unless can be in first or mid-position in a sentence, and the clauses can be reversed. It often represents the idea:
UNLESS STH POSITIVE HAPPENS (+) > STH NEGATIVE WILL HAPPEN (-)

We can use **unless** to:

- | | |
|------------------------------|---|
| A. threaten / warn | Unless you lose weight, you risk developing diabetes. |
| B. justify | I can't work any harder, unless I work 24 hours a day! |
| C. advise | Unless you enjoy being penniless, you should get a job. |
| D. change your mind | I'll wear the blue jumper, unless this looks better? |
| E. add a last-minute thought | Clint and Danni aren't coming – unless they find a babysitter. |

Write each sentence as a conditional sentence; say which of the five groups it matches and which conditional it is:

1. Unless the team are willing to get back together, it looks like our business is finished.
2. Unless the radiator had been bled, the heat wouldn't have spread evenly.
3. You can forget about that pay rise, unless the report is on my desk tomorrow morning.
4. You can join us for dinner next Tuesday – unless you are going to be unavailable.
5. I couldn't be here on time, unless I took a taxi.
6. You can still retake your exams, unless you've had enough of them.
7. I hate vegetables so I don't eat them, unless I absolutely have to.
8. Unless you wash the dishes, I'll stop your pocket money.
9. Their wedding should be a really lovely day – unless something unexpected happens.
10. Unless I had received that email by 8pm, I wouldn't have been able to finish my work that night.
11. The car stereo doesn't work unless you have the key.
12. I'll iron these shirts for you, unless you want to do it.
13. James could get that job, unless for some reason he decided against it.
14. Unless you add your debit card, you won't be able to order online.
15. Unless you wore protective clothing, you could be injured.
16. I'm sure United will win the match, unless the other side play Morgan.
17. They're going to drive to the beach, unless there's something good on telly.
18. We won't get to grandma's on time – unless the traffic clears.
19. She doesn't want to talk to you unless you apologise.
20. The screws won't come out unless you use a special tool.

Grammar Conditionals

When do we Use 'Unless' and 'If not'? 2

The conjunction **unless** means **if not**, for example:

I will talk to you on Monday **unless** *my meeting runs late.*
I will talk to you on Monday **if** *my meeting **doesn't run** late.*

1. The **unless** clause becomes the 'if' clause; the tense remains the same
2. If positive, the main verb becomes negative; if negative, it becomes positive
3. The result clause remains the same; note: 'if' can be replaced by 'as long as'

Unless can be in first or mid-position in a sentence, and the clauses can be reversed. It often represents the idea:
UNLESS STH POSITIVE HAPPENS (+) > STH NEGATIVE WILL HAPPEN (-)

We can use **unless** to:

- | | |
|------------------------------|---|
| A. threaten / warn | Unless you lose weight, you risk developing diabetes. |
| B. justify | I can't work any harder, unless I work 24 hours a day! |
| C. advise | Unless you enjoy being penniless, you should get a job. |
| D. change your mind | I'll wear the blue jumper, unless this looks better? |
| E. add a last-minute thought | Clint and Danni aren't coming – unless they find a babysitter. |

Match two clauses to make a sentence, then say which of the five groups it belongs to:

- | | |
|---|--|
| 1. If you don't really need to buy a new coat today, ____ | a) You'll feel tired in the morning, |
| 2. Unless my wife agrees, ____ | b) the sauce won't taste right. |
| 3. ____ if you don't do any prep. | c) I won't get that tax refund |
| 4. ____ unless you get your beauty sleep. | d) we won't be able to go to the concert. |
| 5. Unless you're going to email her, ____ | e) I won't be able to join the cricket club. |
| 6. ____ if you don't start to appreciate me more! | f) You're going to fail the test |
| 7. Unless I'd eaten them, ____ | g) we wouldn't have met her at Easter. |
| 8. Unless the venue reduces the prices, ____ | h) you should buy a card for Auntie Jen. |
| 9. ____ unless the film has already begun. | i) I would tell the teacher! |
| 10. ____ if I hadn't! | j) It wouldn't be viable to meet after work, |
| 11. ____ unless the government changes the rules. | k) I won't continue the lessons with him |
| 12. ____ unless you give them special food. | l) it's worth waiting for the sale. |
| 13. ____ if they don't begin to improve. | m) the yoghurts would've gone off. |
| 14. Unless you use chopped tomatoes ____ | n) The birds won't come to the garden |
| 15. If we can't persuade the neighbours to be quieter, ____ | o) Nobody woulda used the Xbox, |
| 16. ____ unless the weather takes a turn for the worse. | p) We can have a lovely walk, |
| 17. If your sister hadn't changed her ways, ____ | q) I'm leaving you, Malcolm, |
| 18. If you didn't give me my book back, ____ | r) We can go to the pub, |
| 19. ____ unless I left early – and I can't. | s) Let's go to the cinema, |
| 20. ____ if you don't want to order a takeaway? | t) we will have to move house. |

Grammar Indirect Questions

Write Direct & Indirect Questions from Prompts 1

Use the keyword prompts in the right order in an appropriate tense to write direct and indirect questions. Note – answers may vary:

1. bus | leave | what time *direct:* _____
indirect: Could you tell me _____
2. be | where | pencil *direct:* _____
indirect: Do you know _____
3. why | break | lamp *direct:* _____
indirect: Would you mind informing me _____
4. phone | who | steal *direct:* _____
indirect: Do you remember _____
5. capital | what | Portugal *direct:* _____
indirect: May I ask you _____
6. tomorrow | will | snow *direct:* _____
indirect: Can you say _____
7. late | you | why *direct:* _____
indirect: Can you explain _____
8. Mike | do | here | work *direct:* _____
indirect: I was wondering _____
9. how | save | document *direct:* _____
indirect: Have you got any idea _____
10. package | why | not deliver *direct:* _____
indirect: I would be very interested to know _____
11. anybody | handbag | lose *direct:* _____
indirect: It would be great if you could let me know _____
12. not get | upgrade | why *direct:* _____
indirect: I just can't understand _____

Grammar Indirect Questions

Write Direct & Indirect Questions from Prompts 2

Use the keyword prompts in the right order in an appropriate tense to write direct and indirect questions. Note – answers may vary:

1. due | concert | finish | when *direct:* _____

indirect: Can you tell me _____

2. open | 8pm | dry cleaner's *direct:* _____

indirect: Does anybody know _____

3. test | you | fail | why *direct:* _____

indirect: I'd love to know _____

4. here | station | get | how *direct:* _____

indirect: Do you happen to know _____

5. wear | be | tomorrow | what *direct:* _____

indirect: I've been meaning to ask you _____

6. blouse | blue | available *direct:* _____

indirect: Would you mind telling me _____

7. when | pay | will | last invoice *direct:* _____

indirect: I'm writing to ask you _____

8. not do | why | washing up *direct:* _____

indirect: I wonder if you could tell me _____

9. put | glasses | where *direct:* _____

indirect: I can't remember _____

10. be | where | toilet *direct:* _____

indirect: I was wondering whether you would be so kind as to let me know _____

11. painting | price *direct:* _____

indirect: May I enquire as to _____

12. what | after | happen | lunch *direct:* _____

indirect: I was hoping that you could fill me in on _____

Grammar Indirect Questions

Direct & Indirect Questions – Mixed-Up Questions 1

Unjumble the questions and write them correctly. **Circle** either **D** or **I** to show whether each sentence is direct or indirect:

1. whether I'm can asking item you if I doesn't return this it fit?
_____ D | I
2. you pop do or rock prefer music?
_____ D | I
3. know I why don't crying is Kerry.
_____ D | I
4. before had the left boss already they arrived?
_____ D | I
5. you heard have this in whether the will be sale?
_____ D | I
6. here I know to how would long I to like wait need.
_____ D | I
7. like Rabbit the movie Peter you new do?
_____ D | I
8. which didn't use software you anybody inform you needed about to?
_____ D | I
9. where Malcolm is?
_____ D | I
10. most was which you do sofa comfortable the recall?
_____ D | I
11. you I'm ringing whether home have to ask contents insurance.
_____ D | I
12. pavement your do you mind why dog is fouling the you I ask if?
_____ D | I
13. going will to the if ask barn he's you dance Tom?
_____ D | I
14. need Deptford for I bus do which?
_____ D | I
15. going bike whether Christmas he's to Jack wants to a know new for get.
_____ D | I

Grammar Indirect Questions

Direct & Indirect Questions – Mixed-Up Questions 2

Unjumble the questions and write them correctly. **Circle** either **D** or **I** to show whether each sentence is direct or indirect:

1. was afternoon what doing all Janet?
_____ D | I
2. bottom left who the stairs at of the the skateboard?
_____ D | I
3. to in your you yesterday did assignment hand have?
_____ D | I
4. what did Gill tell you going arrive her granma is time to?
_____ D | I
5. forward week tonight, or do the is clocks go it next?
_____ D | I
6. will how there be in the students class many?
_____ D | I
7. possibly moment tell could me Dr. James is you busy please whether at the?
_____ D | I
8. you a suit wearing are why?
_____ D | I
9. all why I've I wondering wasn't course accepted been on that morning.
_____ D | I
10. I can't which it's funny but best skirt suited remember me.
_____ D | I
11. love would it son if didn't why tell a you my get could distinction me I.
_____ D | I
12. party was night Christmas the who at last?
_____ D | I
13. you I have how here been cannot recall long working.
_____ D | I
14. you at the working where moment are?
_____ D | I
15. who I will wedding be at can't Maureen's imagine.
_____ D | I

Grammar Indirect Questions

Direct & Indirect Questions – Mixed-Up Questions 3

Unjumble the questions and write them correctly. **Circle** either **D** or **I** to show whether each sentence is direct or indirect:

1. the what's time?
_____ D | I
2. fridge happened cheese to the what in all the?
_____ D | I
3. reset on alarm my phone the who?
_____ D | I
4. have Alan and many Margaret children how got?
_____ D | I
5. I when off our can plane will ask take?
_____ D | I
6. been why you I've were during wondering the lesson talking.
_____ D | I
7. get a from me can the newsagent's paper you?
_____ D | I
8. department you the at new did get store job that?
_____ D | I
9. have cutting idea garden why my that man no is I down a tree in.
_____ D | I
10. there invalid any that ticket is you could tell why possibility my me is?
_____ D | I
11. the meeting how with others Teddy long and the will last?
_____ D | I
12. didn't brother you buy any why for David and fudge his?
_____ D | I
13. any car borrowed of you my telling is there me why chance you?
_____ D | I
14. birthday not what Joanne sure I'm wants her for.
_____ D | I
15. you deli the need do anything from?
_____ D | I

Grammar Used To

Repeated Actions in the Past with Used to 1

- We need **used to + infinitive** to compare the past with the present: *'I **used to** eat fish, but now I don't.'* We use it to discuss repeated actions (habits) and states in the past which are not true now.
- Time: completed actions in general past – not a specific time: *'I **used to** play the piano **last Friday** / **in 1989**.'*
- Positive: **used to** / Negative: **did not use to** / Question: **did you use to?** (auxiliary verb: did)
- Note: **use to** sounds the same as **used to** because of connected speech, but we should write **use to**.
- The second clause is often **present simple** or **present perfect**, e.g. *'I **used to** like Uno, but I **haven't** played in ages.'*
- If nothing has changed, we can use **still**: *'I **used to** like pasta and I **still** do.'*
- Can be used as an alternative to past simple; not connected with verb **'to use'** or the construction **'get / be used to'**.
- We can use **would** in a similar way to used to – especially to tell a story – but not with past states, e.g. be, have, etc.

when I was younger / in my youth when I was a child / a teenager when I was at school / university in the past / a few years ago when I worked at... / for... [no time = general past]	I used to + infinitive	BUT	now / nowadays / these days / lately at the moment / currently / presently recently since then for the last few...	present simple / present perfect
---	---------------------------	-----	--	---

Activities – you might think of more!

1. Write sentences with **used to + infinitive** in positive (+), negative (-), or question form (?). Use the information below, which is about the past. Imagine what has changed, e.g. *'Philip **used to** live in Newcastle, but now he lives in London.'*
2. Choose a category. Ask your partner a question with used to. They answer. You guess whether it is true or false.
3. Your partner says a category + name and you have x seconds to say / write the sentence with used to (+), (-), or (?).
4. Tell a story with each situation, e.g. *'Philip **used to** live in Newcastle, but he moved to London in 2014 because...'*
5. Write comparative sentences, e.g. *'Alan **used to** live in a house, **while / whereas** his dad **used to** live in a bungalow.'*

Category:	Philip:	Alan (Philip's Dad):	Ralph (Philip's Grandad):
home	+ Newcastle	- house	? bungalow
family	- married	? married	+ live alone
work	? shop assistant	+ courier	- racing driver
hobbies	+ video games	- pub quizzes	? rambling
friends	- Tim and the uni gang	? Roland and Marta	+ many good friends
appearance	? beard	+ hippy	- grey hair
music	+ rave	- Fleetwood Mac	? Frank Sinatra
sport	- Manchester United	? golf	+ rugby
clothes	? shell suit	+ flares	- three-piece suit
phone	+ Android	- iPhone 8	? landline
dental health	- excellent	? good	+ poor
ambition	? to be a pilot	+ to get promoted	- to live to be a hundred
weight	+ average build	- overweight	? very slim
money	- doing OK	? rich	+ fairly well off
breakfast	? corn flakes with milk	+ a boiled egg	- sardines

Grammar Used To

Repeated Actions in the Past with Used to 2

- We need **used to + infinitive** to compare the past with the present: *'I **used to eat fish**, but now I don't.'* We use it to discuss repeated actions (habits) and states in the past which are not true now.
- Time: completed actions in general past – not a specific time: *'I **used to play the piano** ~~last Friday~~ / ~~in 1989~~.'*
- Positive: **used to** / Negative: **did not use to** / Question: **did you use to?** (auxiliary verb: did)
- Note: **use to** sounds the same as **used to** because of connected speech, but we should write **use to**.
- The second clause is often **present simple** or **present perfect**, e.g. *'I **used to like Uno**, but I **haven't played** in ages.'*
- If nothing has changed, we can use **still**: *'I **used to like pasta** and I **still do**.'*
- Can be used as an alternative to past simple; not connected with verb **'to use'** or the construction **'get / be used to'**.
- We can use **would** in a similar way to used to – especially to tell a story – but not with past states, e.g. be, have, etc.

when I was younger / in my youth when I was a child / a teenager when I was at school / university in the past / a few years ago when I worked at... / for... [no time = general past]	I used to + infinitive	BUT	now / nowadays / these days / lately at the moment / currently / presently recently since then for the last few...	present simple / present perfect
---	---------------------------	-----	--	---

Activities – you might think of more!

- Write sentences with **used to + infinitive** in positive (+), negative (-), or question form (?). Use the information below, which is about the past. Imagine what has changed, e.g. *'Mandy **used to drive a Ford Ka**, but now she drives a **Fiat**.'*
- Choose a category. Ask your partner a question with used to. They answer. You guess whether it is true or false.
- Your partner says a category + name and you have x seconds to say / write the sentence with used to (+), (-), or (?).
- Tell a story with each situation, e.g. *'Mandy **used to buy jewellery** for herself, but now she buys clothes for her kids...'*
- Write comparative sentences, e.g. *'Mandy **used to read chick lit**, **while / whereas** Estelle **used to read Cosmo**.'*

Category:	Mandy (Philip's Wife):	Jacqui (Philip's Mum):	Estelle (Philip's Aunt):
transport	+ Ford Ka	- Jaguar	? chauffeur
health	- eczema	? as fit as a fiddle	+ many ailments
work problem	? too much to do	+ manager	- housekeeper
reading	+ chick lit	- Marion Keyes	? Cosmo
TV programmes	- Cold Feet	? Ally McBeal	+ Z Cars
exercise	? gym	+ rowing machine	- treadmill
shopping	+ jewellery	- Waitrose	? Fortnum & Mason
computer	- laptop	? iPad	+ Dell
fears	? marriage ending	+ losing friends	- being put in a home
favourite song	+ Despacito	- Sara – Fleetwood Mac	? The Way We Were
education	- MBA	? RSA Typing Course	+ University of Life
bad habits	? biting nails	+ impatience	- not tipping waiters
holidays	+ Ibiza	- Caribbean	? Saint Kitts
languages	- French and German	? none	+ Greek (beginner)
driving	? infrequently	+ to the coast	- enjoy driving

Grammar Used To

Repeated Actions in the Past with Used to – Blank

- We need **used to + infinitive** to compare the past with the present: *'I **used to** eat fish, but now I don't.'*
We use it to discuss repeated actions (habits) and states in the past which are not true now.
- Time: completed actions in general past – not a specific time: *'I **used to** play the piano ~~last Friday~~ / in 1989.'*
- Positive: **used to** / Negative: **did not use to** / Question: **did you use to?** (auxiliary verb: did)
- Note: **use to** sounds the same as **used to** because of connected speech, but we should write **use to**.
- The second clause is often **present simple** or **present perfect**, e.g. *'I **used to** like Uno, but I **haven't** played in ages.'*
- If nothing has changed, we can use **still**: *'I **used to** like pasta and I **still** do.'*
- Can be used as an alternative to past simple; not connected with verb **'to use'** or the construction **'get / be used to'**.
- We can use **would** in a similar way to used to – especially to tell a story – but not with past states, e.g. be, have, etc.

when I was younger / in my youth when I was a child / a teenager when I was at school / university in the past / a few years ago when I worked at... / for... [no time = general past]	I used to + infinitive	BUT	now / nowadays / these days / lately at the moment / currently / presently recently since then for the last few...	present simple / present perfect
---	---------------------------	-----	--	---

Taking Repeated Actions in the Past with Used to worksheets 1 & 2 as your guide, create your own activity grid with categories and information about three people you know (including yourself, if you wish). Answers will vary.

1. Write sentences with **used to + infinitive** in positive (+), negative (-), or question form (?).
2. Choose a category. Ask your partner a question with used to. They answer. You guess whether it is true or false.
3. Your partner says a category + name and you have x seconds to say / write the sentence with used to (+), (-), or (?).
4. Tell a story with each situation.
5. Write comparative sentences.
6. Have fun creating your own activities...!

Category: _____

_____	+ _____	- _____	? _____
_____	- _____	? _____	+ _____
_____	? _____	+ _____	- _____
_____	+ _____	- _____	? _____
_____	- _____	? _____	+ _____
_____	? _____	+ _____	- _____
_____	+ _____	- _____	? _____
_____	- _____	? _____	+ _____
_____	? _____	+ _____	- _____
_____	+ _____	- _____	? _____
_____	- _____	? _____	+ _____
_____	? _____	+ _____	- _____

Grammar Used To

Used to + Infinitive 1

Match the first part of each sentence with the correct second half:

- | | |
|--|--|
| 1. I used to be a vegetarian | a) but now I'm much slimmer. |
| 2. I used to be lazy | b) but I haven't had any for ages. |
| 3. I used to like going to the opera | c) but now I go running instead. |
| 4. I used to go to church regularly | d) but I moved to England two months ago. |
| 5. I used to like Phil Collins | e) but now I drive. |
| 6. I used to be in a reggae band | f) but I've been working hard all day. |
| 7. I used to collect stamps | g) but now my home is much quieter. |
| 8. I used to drink green tea | h) but now I'm really popular. |
| 9. I used to get the bus to work | i) but I've just eaten a big steak. |
| 10. I used to have a hamster | j) but we broke up because nobody liked us. |
| 11. I used to go out with a Polish girl | k) but now I support the Green Party. |
| 12. I used to have a gym membership | l) but now I can't stand him. |
| 13. I used to live in Scotland | m) but now I can't afford it. |
| 14. I used to know a famous singer | n) but now I only go on Christmas Day. |
| 15. I used to be borderline obese | o) but now I'm not that bothered. |
| 16. I used to wear thick glasses | p) but he died two years ago. |
| 17. I used to live above a pool hall | q) but now he never responds to my texts. |
| 18. I used to vote Labour | r) but since I got married I haven't had time. |
| 19. I used to worry about climate change | s) but it didn't work out. |
| 20. I used to have no friends | t) but a few weeks ago I got contact lenses. |

Grammar Used To

Used to + Infinitive 2

Match the first part of each sentence with the correct second half:

- | | |
|--|---|
| 1. I used to shop at Asda | a) but now they say it's too boring. |
| 2. I used to go to gigs | b) but now nobody knows who I am. |
| 3. I used to be shy | c) but I shaved it off 'cause my wife hated it. |
| 4. I used to have trouble sleeping | d) but I couldn't cope with all the angry dogs. |
| 5. I used to have thick brown hair | e) but now we hardly ever talk. |
| 6. I used to have a moustache | f) but now I write mainly plays and stories. |
| 7. I used to play for Derby County | g) but I retired three years ago. |
| 8. I used to wash up after every meal | h) but now I'm as bald as a billiard ball. |
| 9. I used to go to a lot of festivals | i) but these days I prefer LIDL. |
| 10. I used to have an aggressive dog | j) but I didn't like sleeping in a tent. |
| 11. I used to have three cats | k) but now I prefer the natural look. |
| 12. I used to Skype a guy in Belgium | l) but now I've got a people carrier. |
| 13. I used to be famous | m) but at the moment my life is terrible. |
| 14. I used to be a poet | n) but now I get about eight hours a night. |
| 15. I used to wear a lot of make up | o) but now I'd rather listen to Radio 3. |
| 16. I used to play conkers with my mates | p) but these days he doesn't bark much. |
| 17. I used to be the boss | q) but lately I've been doing it once a day. |
| 18. I used to be happy | r) but now I'm a football manager. |
| 19. I used to be a postman | s) but now I'm pretty outgoing. |
| 20. I used to drive a Ford Mondeo | t) but at the moment I've got four. |

Grammar Articles

Correct Use of an Article in English – or Not? (Instructions)

These instructions are for use with the following worksheets:

Correct Use of an Article in English – or Not? (Game Cards – p.38)

Correct Use of an Article in English – or Not? (Handout – p.39)

1. SS (students) work in pairs or small groups. T (teacher) gives out sets of game cards. SS have to read the sentences and divide the cards into two groups: correct or incorrect sentences.
2. Feedback. SS give their answers. If they have a wrong answer, T elicits the correct answer.
3. SS put the cards into five groups – by noun type – as in the handout. SS discuss the context of each correct sentence – general or specific, writing G for general and S for specific on the cards.
4. T elicits the rules for each type of noun, e.g. we do not use an article if the noun is plural or uncountable and the context is general.
5. You could talk about why non-specific sentences with 'the' are considered incorrect in this activity, e.g. 'I like the apples'. While grammatically correct, this sentence is meaningless without context, e.g. 'I like the apples from our garden', or unless both people involved know *which* apples, e.g. two people are eating an apple and blackberry pie:

'Mmm! I like the apples.' (as distinct from the blackberries)
'They're from our garden.'
6. T gives out the handout as a record of the answers and to reinforce learning.
7. Using the table below, SS write their own sentences with articles: a) choose a noun, b) write its type, c) write a sentence with each article or determiner, d) note when the sentence will be incorrect, and consider why, e) write the context (G or S) for each correct sentence.
8. SS could cut up and swap their sentences with another pair or group. Each pair or group has to complete the type, contexts, and write whether the sentences are correct or not. SS share feedback.

For example:

Noun: *chair*

Type: *singular countable noun*

		Correct?	Context:
[a]	I bought a chair.	✓	G
[an]	I bought an chair.	✗	
[the]	I bought the chair.	✗	
[the]	I bought the brown chair.	✓	S
[zero]	I bought chair.	✗	
[some]	I bought some chair.	✗	
[o/d]	I bought that chair.	✓	S



Noun: _____ Type: _____

		Correct?	Context:
[a]	_____	_____	_____
[an]	_____	_____	_____
[the]	_____	_____	_____
[the]	_____	_____	_____
[zero]	_____	_____	_____
[some]	_____	_____	_____
[o/d]	_____	_____	_____

Grammar Articles

Correct Use of an Article in English – or Not? (Game Cards)

Print this page on thin card. Cut out the cards and mix them up. Take a card and say whether the sentence is correct or incorrect. Consider the article (or lack of), the type of noun, and the context – general or specific. (See p.37 for further information.)

This is a book.	This is an book.
This is the book.	This is the book that I bought.
This is book.	This is some book.
This is her book.	I like a apples.
I like an apples.	I like the apples.
I like the apples from our garden.	I like apples.
I like some apples.	I like those apples.
I ate a spaghetti.	I ate an spaghetti.
I ate the spaghetti.	I ate the spaghetti with a fork.
I ate spaghetti.	I ate some spaghetti.
I ate that spaghetti.	I need a freedom.
I need an freedom.	I need the freedom.
I need the freedom to travel.	I need freedom.
I need some freedom.	I need more freedom.
I've been to a Madrid twice.	This is an Emily's bicycle.
We walked beside the River Thames.	I've never met the Duke of Kent.
They bought sandwiches at Waitrose.	I can speak some Italian.
Jamie arrived in his Saab.	

Grammar Articles

Correct Use of an Article in English – or Not? (Handout)

Which article – or none? It depends on the type of noun and the context – general (G) or specific (S).

	Correct Sentences	Incorrect Sentences	Correct?	Context:
1.	SINGULAR [a]	This is a book.	✓	G
2.	COUNTABLE [an]	This is an book.	✗	
3.	NOUNS [the]	This is the book.	✗	
4.		This is the book that I bought.	✓	S
5.		This is book	✗	
6.		This is some book.	✗ ('book' is singular)	
7.	*other determiner [o/d*]	This is her book.	✓	S

*Rules: there must be a **determiner** before this type of noun; a / an = 1; an = before a vowel sound; general context = a / an; specific context = the*

8.	PLURAL [a]	I like a apples.	✗	
9.	NOUNS [an]	I like an apples.	✗	
10.		I like the apples.	✗	
11.		I like the apples from our garden.	✓	S
12.		I like apples.	✓	G
13.		I like some apples.	✓	S
14.		I like those apples.	✓	S

Rule: general context = no article; specific context = the, or other determiner [o/d]

15.	UNCOUNTABLE [a]	I ate a spaghetti.	✗	
16.	NOUNS – [an]	I ate an spaghetti.	✗	
17.	REAL [the]	I ate the spaghetti.	✗	
18.		I ate the spaghetti with a fork.	✓	S
19.		I ate spaghetti.	✓	G
20.		I ate some spaghetti.	✓	S
21.		I ate that spaghetti.	✓	S

Rule: general context = no article; specific context = the, or other determiner [o/d]

22.	UNCOUNTABLE [a]	I need a freedom.	✗	
23.	NOUNS – [an]	I need an freedom.	✗	
24.	ABSTRACT [the]	I need the freedom.	✗	
25.		I need the freedom to travel.	✓	S
26.		I need freedom.	✓	G
27.		I need some freedom.	✓	S
28.		I need more freedom.	✓	S

Rule: general context = no article; specific context = the, or other determiner [o/d]

29.	PROPER [a]	I've been to a Madrid twice.	✗	
30.	NOUNS [an]	This is an Emily's bicycle.	✗	
31.		We walked beside the River Thames.	✓	S
32.		I've never met the Duke of Kent.	✓	S
33.		They bought sandwiches at Waitrose.	✓	S
34.		I can speak some Italian.	✓	S
35.		Jamie arrived in his Saab.	✓	S

Rule: no article unless the noun is part of an adjective + noun phrase, e.g. 'the Atlantic Ocean', or a 'the x of x' phrase, e.g. 'the Statue of Liberty'.

Grammar Articles

When do we Use Article 'the' with Proper Nouns in English?

Use 'the' with adjective + noun phrases:		Don't Use 'the':	
Category:	Example:	Category:	Example:
rivers canals seas oceans islands deserts geographic areas mountain ranges monuments / landmarks organisations eras -- people (groups)	the River Thames the Suez Canal the Black Sea the Atlantic Ocean the Channel Islands the Sahara Desert the Welsh countryside the Himalayan mountains the Sydney Opera House the British Museum the Middle Ages -- the Miller family; the Millers; the Spanish	days / months names of people titles of people family members nationalities / religions languages villages / towns cities districts / counties countries lakes / lochs / reservoirs forests street addresses companies / corporations products titles in culture	Monday / February John / Lisa Mr. John Miller Aunt Maggie Danish / Christianity German Lynmouth / Oakham Madrid Bloomsbury / Cheshire Brazil Lake Victoria / Loch Ness Sherwood Forest 14 Primrose Lane IKEA / Facebook Heinz Tomato Ketchup Star Trek
Use 'the' with '___ of ___' phrases:		Proper nouns with 'the' which don't fit the rules:	
Category:	Example:	Category:	Example:
Duke of ___ Prince of ___ King / Queen of ___ Kingdom of ___ Republic of ___ State of ___ Isle of ___ Port of ___ [place] of [person]	the Duke of Wellington the Prince of Wales the King of Belgium the Kingdom of Saudi Arabia the Republic of Poland the State of Texas the Isle of Wight the Port of Dover the Ireland of James Joyce	peninsula city country province	the Crimea the Hague the Philippines the Transvaal

Use the information above to help you complete the gaps in the story with either 'the' (definite article) or [-] (zero article). Write the number of each gap with the corresponding category above, e.g. 'days - 1'.

On 1. ___ Tuesday 2. ___ Mike and 3. ___ Green family left their home in 4. ___ Lincolnshire and travelled to 5. ___ Paris to visit 6. ___ Eiffel Tower. Some of them were able to chat to 7. ___ French in 8. ___ French. They stayed at 9. ___ Columbus Hotel, which overlooks 10. ___ River Seine. Despite being abroad they ate at 11. ___ Burger King every night, apart from when they went to 12. ___ Palace of Versailles and took a packed lunch with bottles of 13. ___ Evian water. They got the train back to 14. ___ London and took a taxi to 15. ___ Duke of Clarence – a pub in 16. ___ Mayfair, where 17. ___ Uncle Gary – or 18. ___ Mr. Gary Bradley, to give him his full title – was waiting for them in his 19. ___ Honda Accord.

He'd just got back from a lovely cruise with his wife, 20. ___ Audrey – who was from 21. ___ Philippines. They had cruised around 22. ___ Greek islands on the way to 23. ___ Israel, where they had particularly enjoyed 24. ___ Eilat Mountains, not to mention sailing past 25. ___ Suez Canal. Unfortunately there hadn't been enough time to visit 26. ___ Sahara Desert. 27. ___ Gary had taken numerous photos of 28. ___ Mediterranean Sea with his 29. ___ iPhone, while 30. ___ Audrey relaxed on board. They were looking forward to another long holiday in 31. ___ May – sailing across 32. ___ Atlantic Ocean to 33. ___ New York via 34. ___ Canary Islands. His wife said she couldn't wait to see 35. ___ Statue of Liberty and 36. ___ Manhattan. She wanted to buy 37. ___ Hugo Boss perfume and walk down 38. ___ Fifth Avenue. She'd seen it on 39. ___ BBC as part of a new travel programme called 40. ___ 'Wild America', presented by 41. ___ Simon Fox.

As he drove 42. ___ Greens back home through 43. ___ English countryside, 44. ___ Gary explained that he wanted to see 45. ___ New York of 46. ___ F. Scott Fitzgerald. He was fascinated by 47. ___ Jazz Age. He was also keen to see the place in 48. ___ Philadelphia – in 49. ___ State of Pennsylvania – where 50. ___ America's forefathers signed 51. ___ Declaration of Independence. When they got to their house, close to 52. ___ Lake Wilton beside 53. ___ Wilton Forest, they had a glass of 54. ___ Baileys and watched 55. ___ 'Dancing on Ice' on 56. ___ ITV.

Grammar Prepositions

Common English Prepositions – Discussion Words

Print this page on thin card. Cut out the cards and mix them up. Visit <https://purlandtraining.com/you-are-the-course-book-lesson-plans/vocabulary/> to find ideas for using discussion words.

1. to	2. at	3. above	4. in
5. near	6. below	7. of	8. next to
9. during	10. opposite	11. on	12. for
13. from	14. out	15. beside	16. up
17. around	18. throughout	19. with	20. under
21. in front of	22. off	23. among	24. past
25. into	26. across	27. without	28. along
29. after	30. behind	31. down	32. by
33. through	34. between	35. towards	36. before
37. away from	38. on top of	39. over	40. out of

Grammar Prepositions

When do we Use Prepositions ON, IN, AT in English?

	Prepositions of Place:	Prepositions of Time:
on	<p>PLATFORMS:</p> <p>chair, table, shelf, bench, balcony, stairs, escalator; skateboard, bike, moped, bus, train, tram, plane, helicopter, drone, boat, ship, submarine, horse, camel</p> <p>SURFACES:</p> <p>wall, floor, ground, ceiling, roof, window, second floor, grass; land, sea; paper, page, card, document, board, map, menu</p> <p>MEDIA PLATFORMS:</p> <p>TV, radio, programme, the news, Netflix, internet, website, podcast, mobile, phone, tablet, iPad, computer, Mac, CD, cassette, disk, hard drive, pen drive</p>	<p>DAYS:</p> <p>Friday, Tuesday morning, Monday afternoon, Thursday evening, Wednesdays; my birthday, our wedding day, our anniversary, the day of...</p> <p>DATES:</p> <p>1st February, 12th June, twenty-second (22nd)</p> <p>SPECIAL DAYS:</p> <p>New Year's Day, Valentine's Day, International Women's Day, Mothering Sunday, Easter Monday, Christmas Day, Boxing Day, Bank Holidays</p>
in	<p>BOXES – 3D SPACES (enclosed spaces):</p> <p>car, taxi, cab, carriage; room, corner, house, office, lift, garage, garden; cupboard, drawer, folder, file, bag, bottle, bowl, box, cup, book; pool, water</p> <p>GEOGRAPHICAL PLACES:</p> <p>villages, towns, cities, counties, areas, countries, world, universe; sky, countryside, mountains, river, forest, desert, regions, the north, the middle</p> <p>WEATHER:</p> <p>sun, rain, wind, storm, snow, sleet; light, dark, moonlight</p>	<p>WEEKS, MONTHS, YEARS, CENTURIES, ERAS:</p> <p>week; June; 2024; 14th century; Medieval times; 1980s; '90s</p> <p>SEASONS:</p> <p>spring, summer, autumn, winter; football season; awards season; school holidays</p> <p>DURING THE DAY / FUTURE:</p> <p>morning, afternoon, evening, night; minute, hour, few days, two years (time)</p>
at	<p>LOCATIONS – 'Where are you?':</p> <p>home, bank, doctor's, dentist's, hairdresser's, cinema, post office, reception, supermarket, beach, hotel, Bob's house, 47 Acton Street; sea</p> <p>POSITIONS:</p> <p>top, bottom, front, back, centre, side, beginning, end, start, finish, door, window, desk, traffic lights; turn left / right at...</p> <p>ATTENDANCE:</p> <p>school, nursery, college, university, work, meeting, interview, church, court, conference, seminar, party, wedding, concert, gig, match, camp, event</p>	<p>SPECIFIC TIMES:</p> <p>6 o'clock, 10am, eight, noon, midday, midnight, the same time, the moment, sunrise, sunset; breakfast, lunch(time), dinner (time)</p> <p>GENERAL TIMES:</p> <p>night, weekend</p> <p>HOLIDAYS:</p> <p>Christmas, Easter, Thanksgiving</p>

*(Remember to add an **article** if necessary, e.g. 'on **the** floor' / 'in **a** minute')*

Grammar Prepositions

Choose the Correct Prepositions – Gap-Fill 1

Complete each gap with an appropriate preposition or leave it blank if no preposition is required:

1. We went _____ a café _____ Blakeney _____ lunch.
2. Her mum works _____ Waitrose _____ the checkouts _____ my auntie.
3. There was a good film _____ TV _____ Monday night.
4. I dropped _____ her mug _____ the floor _____ last week, so I bought a new one _____ Debenhams _____ Tuesday.
5. We went swimming _____ the sea _____ the evening.
6. The squirrel ran _____ the branch then jumped down, squeezed _____ the fence and legged it _____ next door's garden!
7. Uncle Don lives _____ Peterborough _____ the old fire station.
8. That song was played _____ the radio _____ the day – _____ morning _____ night.
9. _____ June we spent a weekend _____ the Lake District _____ the kids _____ Brian's birthday.
10. The guy _____ the bank was really rude _____ me _____ last Thursday.
11. We went sledging _____ the snow _____ the field _____ the farm, before walking _____ home hand _____ hand.
12. There was a disco _____ our school _____ Valentine's Day.
13. The couple who live _____ us often have barbecues _____ their house.
14. I was standing _____ the top _____ the hill _____ fifteen minutes.
15. We jumped _____ the taxi and told _____ the driver _____ take us _____ Trafalgar Square _____ the protest.
16. I never eat spicy food _____ 8pm because it tends to disagree _____ me.
17. The bird flew _____ the top window, a few metres _____ our heads.
18. It's Millie's birthday _____ the fifteenth, so let's get _____ her a present.
19. We were _____ the cinema _____ Hastings _____ two hours last night.
20. Stephen left _____ the house, got _____ his car, and drove off.

Grammar Prepositions

Choose the Correct Prepositions – Gap-Fill 2

Complete each gap with an appropriate preposition or leave it blank if no preposition is required:

1. The guy _____ the room _____ ours was coughing _____ all night.
2. Wi-Fi is available _____ this train, so you can watch movies _____ your journey.
3. I put the room key _____ the table _____ your mobile.
4. I heard a noise, so I got up and went _____ outside. I walked _____ the building and found _____ a wild boar sitting _____ my car, kind of guarding it!
5. Wild boar don't usually live _____ humans but _____ the forest.
6. Barbara pushed _____ her friends and walked straight up _____ Debbie's boyfriend, hitting him hard _____ the face _____ her glove.
7. I couldn't live _____ my diary because it's got all my appointments _____ it.
8. _____ you and me, I found Barbara's behaviour _____ the party rather boorish.
9. I leapt out _____ the taxi and ran _____ the train, but it was already leaving.
10. We ate lunch _____ Mallory's _____ heading _____ the _____ cycling event _____ the park _____ Harrogate.
11. I came away _____ the concert feeling _____ rather nostalgic thanks _____ the magic _____ jazz.
12. There's a piece _____ Brie _____ top _____ the fridge.
13. As we drove _____ the bridge our picnic basket fell _____ the road.
14. I called in _____ Sainsbury's _____ the way home _____ work.
15. Our dishwasher has broken down, so I'll need _____ do the washing _____.
16. We're meeting _____ Frank's solicitor _____ town _____ Friday _____ 2 o'clock.
17. 'Where is the bus station _____ Chapeltown?' 'It's _____ the railway station.'
18. We go jogging _____ the morning because we're always too tired _____ night.
19. The bookshelf I was looking for was _____ Classics A-E and Classics K-O.
20. I looked out _____ the window and saw a kestrel gazing _____ me.

Grammar Prepositions

Is the Preposition Correct or Incorrect? – Correct Sentences 1

Print this page on thin card back to back with 'Is the Preposition Correct or Incorrect? – Incorrect Sentences 1' (p.46). Cut out the cards and mix them up. See p.125 for suggestions for use.

She's at work.	The best cake in the world.
Don't lie to me, Brian!	I left work at five o'clock.
The hotel was in the north of Poland.	Please explain to me what to do.
We arrived in Manchester.	I watched a film on TV.
I was at a party.	He married her.
He was standing in front of the stadium.	Let's talk on the way to work.
See you on the first of March.	I met her last week.
I worked on Friday morning.	Tell dad that I'm leaving.
Can I speak to you?	He was angry with me.
He was taller than me.	See you in two days.
I was waiting for her.	The boat was made of wood.
We were at a concert.	I called my mum.
He ran away from the big dog.	Her hair is long at the back.
I was sitting on the bus.	We were 100 km from Gdansk.
He plays the guitar.	I have a question for you.

Grammar Prepositions

Is the Preposition Correct or Incorrect? – Incorrect Sentences 1

Print this page on thin card back to back with 'Is the Preposition Correct or Incorrect? – Correct Sentences 1' (p.45). Cut out the cards and mix them up. See p.125 for suggestions for use.

The best cake on the world.	She's in work.
I left from work at five o'clock.	Don't lie me, Brian!
Please explain me what to do.	The hotel was on the north of Poland.
I watched a film in TV.	We arrived to Manchester.
He married with her.	I was on a party.
Let's talk in the way to work.	He was standing before the stadium.
I met her in last week.	See you first March.
Tell to dad that I'm leaving.	I worked in Friday morning.
He was angry on me.	Can I speak with you?
See you behind two days.	He was taller from me.
The boat was made from wood.	I was waiting on her.
I called to my mum.	We were on a concert.
Her hair is long in back.	He away from the big dog.
We were 100 km behind Gdansk.	I was sitting in the bus.
I have a question to you.	He plays on guitar.

Grammar Prepositions

Is the Preposition Correct or Incorrect? – Correct Sentences 2

Print this page on thin card back to back with 'Is the Preposition Correct or Incorrect? – Incorrect Sentences 2' (p.48). Cut out the cards and mix them up. See p.125 for suggestions for use.

He wanted to leave the party.	Let's discuss it.
He asked her out on a date.	Do you want to go for coffee?
She spends time painting.	What are you doing at the moment?
I should make dinner.	He stood at the top of the stairs.
It depends on you.	They stayed at a hotel.
He's good at English.	We were sitting by the lake.
He was at home.	I haven't seen her for two days.
Let's go for dinner.	I'll visit at the weekend.
Please don't laugh at me!	I worked for two days.
Please contact the manager.	We went home.
"Where's John?" "He's climbing a tree."	See you next week.
They were at a wedding.	We had an exam in English.
She listens to music every day.	I read in the evening.
Her house is on the right-hand side.	I met her at Christmas.
I'm very busy this week.	You could make money from that idea.

Grammar Prepositions

Is the Preposition Correct or Incorrect? – Incorrect Sentences 2

Print this page on thin card back to back with 'Is the Preposition Correct or Incorrect? – Correct Sentences 2' (p.47). Cut out the cards and mix them up. See p.125 for suggestions for use.

Let's discuss about it.	He wanted leave the party.
Do you want to go on coffee?	He invited her on a date.
What are you doing in this moment?	She spends time on painting.
He stood on the top of the stairs.	I should to make dinner.
They stayed in a hotel.	It depends from you.
We were sitting on the lake.	He's good with English.
I haven't seen her since two days.	He was in home.
I'll visit in weekend.	Let's go on dinner.
I worked through two days.	Please don't laugh with me!
We went to home.	Please contact with the manager.
See you in next week.	"Where's John?" "He's climbing on a tree."
We had an exam from English.	They were on a wedding.
I read evening.	She listens music every day.
I met her on Christmas.	Her house is after right-hand side.
You could make money on that idea.	I'm very busy in this week.

Grammar Adverbs

Adverbs of Time: Already, Yet, Still, Any More – Exercise 1

Quick Guide to Adverbs of Time: Already, Yet, Still, Any More – Table:

Adverbs:	Sentence Types:	Time / Usage:	Word Order:	Contexts:
already	+ / ?	time: before now a past action is completed earlier than expected	after 1 st auxiliary verb: I've already met him. after BE: Joanne is already here. end of clause (for emphasis): You've done it already ?!	efficient early quick timesaver unexpected before 2 nd action
yet	- / ? not past or future not continuous	time: up to now a future action is expected to happen	end of clause: I haven't finished it yet .	waiting / slow late / delayed indecision unfinished unconfirmed anticipation
still	+ / - / ?	time: up to now an action is continuing now after it was expected to finish	+ after 1 st auxiliary verb: I'm still waiting for him. + after BE: Lisa is still at work. - before 1 st auxiliary verb: I still haven't had lunch.	waiting / late impatient perseverance ongoing no change monopolising
any more (BrE) anymore (AmE)	- / ?	time: past but not now an action no longer happens	end of clause: I won't play rugby any more .	used to no longer stopped / ban change given up / quit moved on



Study the information above, then complete each sentence with **already**, **yet**, **still**, or **any more**:

1. Had you _____ had lunch?
2. Barbara _____ hadn't heard from her sister by last Friday.
3. Why don't you call me _____ ?
4. Had they _____ met before the conference?
5. We _____ won't have had time to watch that box set you gave us.
6. I'm late! Why hasn't Bill booked a taxi _____?
7. I'm _____ waiting for you to ask me to dance.
8. Have you _____ got the book I lent you?
9. Has the postman been _____?
10. I haven't received a login _____.
11. My friend _____ hasn't made that flat-packed cabinet he bought.
12. I have _____ read that book.
13. Will you be able to travel to Romania _____ in the future?
14. I've _____ asked you why you haven't handed in your assignment _____.
15. My granny has _____ got her original certificate from college.
16. I've finished my homework _____!
17. Why didn't you want to work at the garden centre _____?
18. Jeremy _____ hasn't packed the dishwasher _____.
19. Will you have _____ watched the film by the time I get there?
20. Which guests haven't you met _____? Maybe I can introduce you.

Grammar Adverbs

Adverbs of Time: Already, Yet, Still, Any More – Exercise 2

Quick Guide to Adverbs of Time: Already, Yet, Still, Any More – Table:

Adverbs:	Sentence Types:	Time / Usage:	Word Order:	Contexts:
already	+ / ?	time: before now a past action is completed earlier than expected	after 1 st auxiliary verb: I've already met him. after BE: Joanne is already here. end of clause (for emphasis): You've done it already ?!	efficient early quick timesaver unexpected before 2 nd action
yet	- / ? not past or future not continuous	time: up to now a future action is expected to happen	end of clause: I haven't finished it yet .	waiting / slow late / delayed indecision unfinished unconfirmed anticipation
still	+ / - / ?	time: up to now an action is continuing now after it was expected to finish	+ after 1 st auxiliary verb: I'm still waiting for him. + after BE: Lisa is still at work. - before 1 st auxiliary verb: I still haven't had lunch.	waiting / late impatient perseverance ongoing no change monopolising
any more (BrE) anymore (AmE)	- / ?	time: past but not now an action no longer happens	end of clause: I won't play rugby any more .	used to no longer stopped / ban change given up / quit moved on

-----><-----

Study the information above, then complete each sentence with **already**, **yet**, **still**, or **any more**:

1. Why don't you want to go swimming _____? You can't just give up!
2. Do you _____ like Hawaiian pizza?
3. I _____ haven't finished that 1000-piece jigsaw puzzle.
4. The post office didn't open on Mondays _____.
5. Has he _____ done his presentation?
6. It looks like Debra hasn't passed her driving test _____.
7. Are the girls _____ doing ballet on Saturday mornings?
8. Janice had _____ cleaned the kitchen before her landlord turned up.
9. No, we _____ haven't been served _____. The waiters are so slow!
10. Brian will have _____ swept the barn by about four o'clock, I reckon.
11. We've _____ asked the teacher for advice, but he told me to look in a book.
12. We haven't visited Corfe Castle _____.
13. I used to love meat pies, but not _____.
14. I'd _____ decided not to go out with Jack _____, so we broke up.
15. I don't know whether the shop has closed _____.
16. What? You _____ haven't you tidied your room _____?
17. Doesn't your uncle play golf _____?
18. Is Vernon _____ going to the cinema with you guys tonight?
19. Have you been to the doctor's about that lump _____, dad?
20. We don't go to the theatre _____, because there is really nothing good on.

Grammar Adverbs

Adverbs of Time: Already, Yet, Still, Any More – Exercise 3

Cut out each strip and mix them up on the table. SS choose a random strip and say or write the sentence, then add further information, e.g. time, place, adjectives, a second clause, etc. For example:

I have already had lunch at work. > I have already had a big lunch at work, so I don't fancy fish and chips now.

You could make it more difficult by cutting out all the squares and mixing them up for SS to put together:

1.	already	work	pr / perf	+	have	lunch
2.	try on	-	dress	pr / perf	summer	yet
3.	?	use	towels	pr / con	cupboard	still
4.	pr / sim	-	expensive	any more	newspapers	buy
5.	holiday	pa / perf	+	Marbella	book	already
6.	yet	lawn	pr / perf	mow	?	Graeme
7.	need	still	answer	him	+	pa / sim
8.	-	be able to	swim	lake	any more	fu / sim
9.	fu / perf	?	Friday	already	report	complete
10.	floor	imperative	bathroom	mop	-	yet

Grammar Adverbs

Adverbs of Time: Already, Yet, Still, Any More – Exercise 4

Cut out each strip and mix them up on the table. SS choose a random strip and say or write the sentence, then add further information, e.g. time, place, adjectives, a second clause, etc. For example:

I have already had lunch at work. > I have already had a big lunch at work, so I don't fancy fish and chips now.

You could make it more difficult by cutting out all the squares and mixing them up for SS to put together:

1.	arrive	car	pa / perf	-	wash	still
2.	pick	any more	?	fu / sim	strawberries	farm
3.	+	barbecue	already	meat	fu / perf / cn	prepare
4.	yet	serve	luckily	pr / perf (passive)	dinner	-
5.	Mike	pa / sim	ex	love	?	still
6.	any more	-	imperative	auntie	bother	please
7.	pay for	already	kitchen	new	-	fu / perf
8.	?	rota	speak	Kevin	pa / sim (AmE)	yet
9.	fu / con	motorhome	+	still	live	probably
10.	Mercedes	pa / perf / cn	-	drive	brother's	any more

Grammar Adverbs

Adverbs of Time: Already, Yet, Still, Any More – Lesson Plan & Blank

Lesson Plan:

Level: Pre-Intermediate (Exercises 1 & 2); Intermediate and above (Exercises 3 & 4)
Time: 1 hour
Activities: Gap-fill (Exercises 1 & 2); problem solving – tenses / word order (Exercises 3 & 4)
Mode: Pair / group work, with the emphasis on discussion and collaboration

1. SS (students) write two sentences with each adverb. Group feedback. T (teacher) adds a few sentences to the board and elicits corrections from SS.
2. From the now corrected sentences, T elicits:
 - when we (usually) use each word: **already** (+ & ?), **yet** (- & ?), **still** (+, -, & ?), **any more** (- & ?)
 - **already** (positive) and **yet** (negative) are connected – we can make opposite sentences, e.g. *I have **already** done it.* > *I haven't done it **yet**.*
 - **still** and **any more** are connected – **still** continues while **any more** is finished. Again, we can make opposite sentences, e.g. *I **still** go jogging every morning.* > *I don't go jogging **any more**.*

SS could look for and discuss other connections between the four adverbs, e.g. yet / still:
*I haven't finished it **yet**.* > *I'm **still** doing it.* = both actions are incomplete

 - where the adverbs (usually) go in a sentence: **already** and **still** – mid-position; **yet** and **any more** – end position. (See table with Exercises 1 & 2.)
 - the typical contexts when we use each adverb, e.g. **still** often denotes waiting. (See table with Exercises 1 & 2. Note: this is a general guide to the four adverbs; SS may find exceptions.)
3. SS work in pairs / groups to complete their copy of the blank grid (below). T checks and corrects.
4. T returns to the corrected sentences on the board; removes the adverb from the first sentence – what is the difference. SS discuss what effect the adverb has on the sentence, e.g.
 - *I have eaten lunch.* = the action is complete in unfinished time (up to now)
 - *I have **already** eaten lunch.* = implies that the action has happened ahead of schedule

Repeat with the other adverbs; SS and T answer questions that arise and discuss further examples.
5. A worksheet – Exercise 1, 2, 3, or 4, or a combination. Group feedback – T eliciting the answers, which are confirmed.
6. SS produce a summary of the lesson. T. checks and corrects.

Quick Guide to Adverbs of Time: Already, Yet, Still, Any More – Complete the Table:

Adverbs:	Sentence Types:	Time / Usage:	Word Order:	Contexts:
already				
yet				
still				
any more (BrE) anymore (AmE)				

Grammar Demonstratives

This, That, These, Those 3

This, that, these, and those are called **demonstratives**. They can be either determiners (before a noun) or pronouns (before a verb). We use them to show the distance in space or time between the speaker/writer and the noun:

	singular (1)	plural (1+)
<i>near in space or time here / now</i>	this	these
<i>not near in space or time there / then</i>	that	those

demonstrative determiners:	demonstrative pronouns:
<i>before a noun, e.g.</i>	<i>before a verb, e.g.</i>
This bag is heavy.	This is a heavy bag.

a) Complete each sentence with **this**, **that**, **these**, or **those**. b) Write **D** for **determiner** and **P** for **pronoun**. c) Discuss with a partner: which words in each sentence helped you to find the answer?

1. Were you alright during _____ storm last night?
2. _____ jacuzzi is so relaxing!
3. What are _____ kids doing over by _____ old oak tree?
4. I don't like _____ very hot weather we are having at the moment.
5. 'Who's _____? ' _____ is my cousin John.'
6. _____ jacuzzi was so relaxing.
7. _____ new trams are so cool. I can't feel _____ one moving.
8. Shall we park in _____ space or the one over there?
9. 'Have you finished exercise five?' 'No, I didn't have time for _____ one.'
10. 'Take _____ bags upstairs please.' 'Which ones.' 'The ones over there.'
11. 'Our date went really well, mum.' ' _____ 's nice dear.'
12. _____ is what I've written so far.
13. _____ 's a nice guitar you are holding.
14. _____ bag is too heavy. I'm going to put it down.
15. 'Are you using _____ spoon over there?' 'No, I've got _____ one.'
16. Here you are – put _____ bags in the boot, please.
17. _____ shoes are so uncomfortable. I can't wait to take them off.
18. _____ who dislike classical music will not enjoy the concert.
19. _____ are my shoes on top of the cupboard.
20. _____ pullovers belong to Jenny and the other ones are mine.

Grammar Demonstratives

This, That, These, Those 4

This, that, these, and those are called **demonstratives**. They can be either **determiners** (before a noun) or **pronouns** (before a verb). We use them to show the distance in space or time between the speaker/writer and the noun:

	singular (1)	plural (1+)
<i>near in space or time here / now</i>	this	these
<i>not near in space or time there / then</i>	that	those

demonstrative determiners:	demonstrative pronouns:
<i>before a noun, e.g.</i>	<i>before a verb, e.g.</i>
This bag is heavy.	This is a heavy bag.

a) Complete each sentence with **this**, **that**, **these**, or **those**. b) Write **D** for **determiner** and **P** for **pronoun**. c) Discuss with a partner: which words in each sentence helped you to find the answer?

1. _____ is a wonderful meal! I hope it never ends!
2. _____ gardens were so beautiful. I'm so glad I went on _____ day trip.
3. '_____ is a rare stamp.' 'What about _____ one over there?' 'Yes, _____ one is rare too.'
4. 'Look – it says _____ bridge is closed.' 'How can you read it from here?'
5. _____ pages contain gap-fill exercises, while the next page is a writing activity.
6. '_____ is my dad.' 'It's nice to meet you, Carla.'
7. 'Can I borrow _____ marker pens, please?' 'Yes, when I've finished using them.'
8. 'Let's meet at 9.30am tomorrow.' 'OK, _____'ll be great.'
9. _____ was a wonderful meal! I was hoping it would never end!
10. 'Which milk do you want in your coffee.' '_____ one. Here you are.'
11. _____ bridge was closed, so we had to turn round.
12. _____ stones have been here for thousands of years. Please don't touch them!
13. _____'s my balloon flying in the sky!
14. I'm going to see my solicitor _____ afternoon.
15. 'I forgot to set my alarm and now I'm late.' '_____ was careless, wasn't it?'
16. Hey! Who is responsible for _____ mess? _____ kids, or _____ outside?
17. Look! _____ students have got blue hair! Don't laugh – they might come over!
18. _____ suitcase was too heavy.
19. _____ trams were so uncomfortable. I won't use them again.
20. _____ gardens are so beautiful. I'm so glad I came on _____ day trip.

Grammar Sentence Building

Understanding Ellipsis 3

Ellipsis occurs when we leave out unnecessary words from a sentence. Read the notes on p.127, then write each sentence again without ellipsis, and add numbers to show which kind of ellipsis was in each sentence:

	No.
1. Got the time? _____	
2. Best pizza in town! _____	
3. Jenny'd had enough of her boss's bad moods. _____	
4. Wait for me after the lesson – but you don't have to. _____	
5. Want a biscuit? _____	
6. When I bought the software, I didn't know it would be so hard to use. _____	
7. Birdbath Stolen _____	
8. You going to the gig tonight? _____	
9. Get the document from Michael and copy it. _____	
10. Lovely weather. _____	
11. Arthur's friend from Scotland has arrived. _____	
12. Do you live in Bristol? Yes, I do. _____	
13. When relaxing at home, I love wearing some old jeans. _____	
14. Adventure In Space. _____	
15. Worked here for years, haven't we, Barry? _____	

Grammar Sentence Building

Understanding Ellipsis 4

Ellipsis occurs when we leave out unnecessary words from a sentence. Read the notes on p.127, then write each sentence again without ellipsis, and add numbers to show which kind of ellipsis was in each sentence:

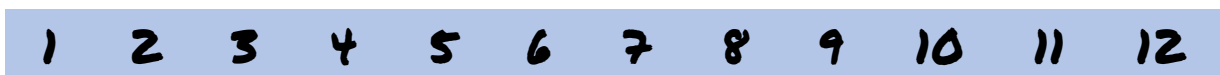
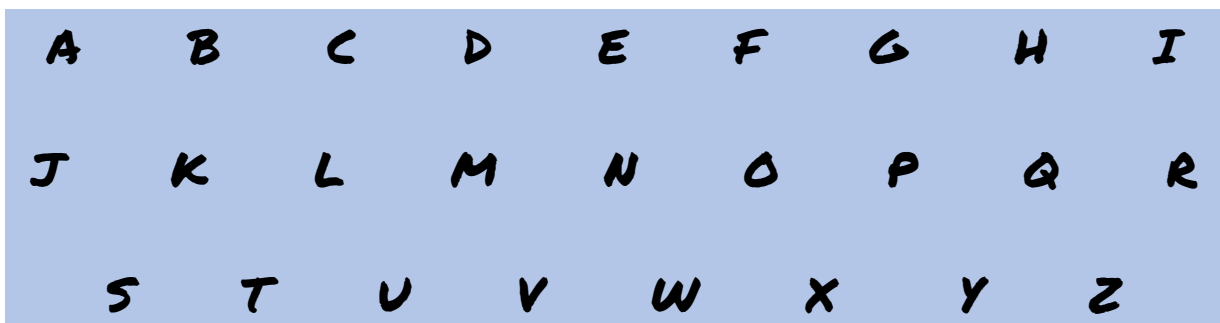
	<u>No.</u>
1. We told Jeff his car was cool. _____	
2. While leaving the exam hall, Janet realised she had lost her pen. _____	
3. I can study with you after school if you want. _____	
4. Put the bags down anywhere. _____	
5. If you use the wrong detergent, it's bad for your dishwasher. _____	
6. We just can't agree with your proposal, Mr. French – terrible! _____	
7. Gas Price Record High. _____	
8. Unbelievable! _____	
9. Seen Bill anywhere? _____	
10. Mind your head when leaving the aeroplane. _____	
11. "What's your name?" "Alan." _____	
12. Carrots, tomatoes, half a loaf, milk (x2 semi), cheese (Jack's lunches). _____	
13. Jeremy said he couldn't stand listening to opera. _____	
14. "Where's Tony?" "Outside." _____	
15. "Look at these photos." "The ones from Brazil?" "Yes." _____	

Grammar Participles

How to Use Past and Present Participles

Study the table below to find out how we use **past participles** (3rd form) and **present participles** (ing form). Close your eyes and put your finger on a letter. Think of a verb that begins with that letter, say / write both participles, then put your finger on a number and say / write a sentence based on the information below. For example: G 8 = 'I've been getting some groceries from the shop.'

Past Participles:		Present Participles:	
1. In the 3 perfect simple tenses	Past Perfect I had eaten before I left. Present Perfect I have already eaten . Future Perfect I will have eaten by 2pm.	8. In the 6 continuous tenses	Past Continuous I was eating lunch at 1pm. Past Perfect Continuous I had been eating before I left. Present Continuous I'm eating at the moment.. Present Perfect Continuous I have been eating all day. Future Continuous I'll be eating at 6pm tomorrow. Future Perfect Continuous I will have been eating by 2pm.
2. In 3 rd conditional (both clauses)	If I'd bought some bread yesterday, you would have eaten it.		
3. In mixed conditionals	2 nd to 3 rd If I were going to a party, I would have bought some bread. 3 rd to 2 nd If I'd bought some bread yesterday, I could eat it now.	9. With modal verbs	modal perfect continuous (past): could, would, should, might + have + been + present participle He should have been eating dinner. modal continuous (present/future): modal verb + be + present participle He should be eating dinner.
4. With modal perfect	past: could, would, should, might + have + past participle I should've bought bread earlier. present & future: will, can, must, may, shall + have + past participle He can't have bought the bread.	10. With ellipsis – when an inessential part of the sentence is missing	two actions together I watched her (as she was) eating her lunch. two actions at the same time I did my homework while (I was) eating my lunch. relative clauses The people (who were) eating turned round and looked at me.
5. With passive voice	be / get + past participle All the bread has been eaten .		
6. To begin a sentence (for emphasis)	Bought to celebrate her 18 th birthday, Anne still had the beautiful gold earrings.	11. To begin a sentence (for emphasis)	Eating all the bread was a really naughty thing to do!
7. As adjectives, modifying nouns and pronouns	sliced bread (not 'bread which has been sliced'); also: broken window, printed page, damaged machine, dried fruit, forgotten promise	12. As adjectives, modifying nouns and pronouns	running machine (not 'machine for running'); also: walking frame, rocking chair, wishing well, annoying matter, etc.



vocabulary



How's it going

Wotcha

How's tricks?

Hi

Ey up!

Alright

Hello

Long time no see

Wassup!

Hey

Yo!

How are you

Evening

Good morning

Great to see you!

Fancy meeting you here!

What a lovely surprise!

Pleased to meet you

How do you do

Hiya

Better be going

Talk to you soon

Goodbye

Keep in touch

Catch you later!

Bye

So long

Must dash

Night

Goodnight

Until next time

Bye for now

See you

Later

Cheers

See you later, alligator

Time to hit the road

Cheerio!

I'm off

You take care now

OK Yes

Of course

Alright

I don't see why not

I'd love to

Absolutely

Mm-hmm

Nodding

Definitely

Gladly

Sure Yeah

Agreed

Why not

Yep

Uh huh

K

By all means

No problem

It's completely
out of the question

On no account

No way

Forget it

I'm afraid not

I would if I could, but I can't

No

Nope

Never in a million years

No thanks

Of course not

Nah

No can do

Shaking head

Impossible

Not likely

Sorry

I'll let you know

Not at the moment

There's no way on Earth

Vocabulary Idioms

20 English Idioms for New Year

Say whether each idiom concerns: **A: giving up a bad habit, B: celebrating, C: overindulgence, or D: change:**

1. **idiom:** To turn over a new leaf. **literal meaning:** To change your life completely.
example: 'It looks like after that punishment from the principal, James has **turned over a new leaf.**'
2. **idiom:** Out with the old and in with the new. **literal meaning:** We're changing everything.
example: 'Shall we get rid of these curtains too?' 'Yes. **Out with the old and in with the new.**'
3. **idiom:** To start [time] with a clean sheet. **literal meaning:** To forget the past and move forward.
example: 'OK, let's **start this year with a clean sheet.**'
4. **idiom:** A change is as good as a rest. **literal meaning:** Doing something different can rejuvenate you.
example: 'We won't have time for a proper holiday this year.' 'Well, they say **a change is as good as a rest.**'
5. **idiom:** To ring in the new year. **literal meaning:** To celebrate the moment when new year arrives.
example: 'We were round at Harold's with his mum and dad and cousin **ringing in the new year.**'
6. **idiom:** To kick the habit. **literal meaning:** To give up something addictive.
example: 'Your father tried **to kick the habit** last new year but he just loves his cigars.'
7. **idiom:** To go cold turkey. **literal meaning:** To give up a habit, e.g. smoking, by just stopping.
example: 'Was it hard to give up smoking?' 'No. I **went cold turkey.** Just quit.'
8. **idiom:** To stick to [something]. **literal meaning:** To follow a plan of action without deviating from it.
example: 'My mum started her new diet for the new year. I just hope she's gonna **stick to it.**'
9. **idiom:** No pain, no gain. **literal meaning:** If an action doesn't cost anything, you won't benefit.
example: 'Going to the gym twice a week is so difficult for me.' 'Keep at it, mum! **No pain, no gain.**'
10. **idiom:** Mend your ways. **literal meaning:** Improve your behaviour.
example: 'If you don't **mend your ways** you're going to end up in court with a driving ban.'
11. **idiom:** Shake things up a bit. **literal meaning:** Change long-held habits.
example: 'We're just stuck in a rut, Albert, doing the same things. Let's **shake things up a bit** in the new year!'
12. **idiom:** To kick off the new year. **literal meaning:** To start the new year.
example: 'Let's **kick off the new year** with a nice trip to the mountains!'
13. **idiom:** New year, new you! **literal meaning:** You can change your life in the new year!
example: 'Have you seen this magazine? It says, "**New Year, New You!**"! 'Who are they kidding!'
14. **idiom:** To bury the hatchet. **literal meaning:** To forgive each other and make friends again.
example: 'You really should **bury the hatchet** with your Auntie Joan in the new year.'
15. **idiom:** To tighten [one's] belt. **literal meaning:** To spend much less.
example: 'After buying all those Christmas presents we're going to have to **tighten our belts** in the new year.'
16. **idiom:** To get back into the swing of things. **literal meaning:** To return to normal.
example: 'After the long Christmas break it took me a while **to get back into the swing of things** at work.'
17. **idiom:** To give it my best shot. **literal meaning:** To try very hard to do something.
example: 'This year I'm going to try to give up cheese. It won't be easy, but I'm gonna **give it my best shot.**'
18. **idiom:** If at first you don't succeed, try, try again. **literal meaning:** Keep trying until you succeed.
example: 'I'm never going to win a match!' 'Remember: **if at first you don't succeed, try, try again.**'
19. **idiom:** To be off [one's] trolley. **literal meaning:** To be very drunk.
example: 'Paul **was off his trolley** at the New Year's Eve party last night.'
20. **idiom:** Today is the first day of the rest of your life. **literal meaning:** You can start afresh from this moment.
example: 'I've got negative thoughts about the past.' 'Remember: **today is the first day of the rest of your life.**'

12 English Idioms of Patience

Patience is a virtue.

Hang (on) in there.

Rome wasn't built in a day.

To try [somebody's] patience.

To lose one's / run out of patience.

Hold your horses!

To play the long game.

To take [something] one step at a time.

No hurry.

A watched pot never boils.

Wait and see.

All things come to those who wait.

20 English Idioms about Laughter!

are you having a laugh?

be (a) laugh a minute

be a laughing stock

be laughed out of court

be laughing all the way to the bank

be laughing on the other side of your face

be no laughing matter

be the class clown

burst out laughing

do sth for a laugh

don't make me laugh!

have a laugh

have somebody in stitches

have the last laugh

laugh in the face of sth

laugh sth off

laugh your head off

laughter is the best medicine

not know whether to laugh or cry

you've got to laugh

Vocabulary Idioms

20 English Idioms about Laughter! – Activities

Match each idiom with a definition below and sort them into two groups: idioms with a positive meaning and idioms with a negative meaning. Then write your own sentence with each idiom:

Idioms:

- | | |
|---|--------------------------------------|
| 1. are you having a laugh? | 11. don't make me laugh! |
| 2. be (a) laugh a minute | 12. have a laugh |
| 3. be a laughing stock | 13. have somebody in stitches |
| 4. be laughed out of court | 14. have the last laugh |
| 5. be laughing all the way to the bank | 15. laugh in the face of sth |
| 6. be laughing on the other side of your face | 16. laugh sth off |
| 7. be no laughing matter | 17. laugh your head off |
| 8. be the class clown | 18. laughter is the best medicine |
| 9. burst out laughing | 19. not know whether to laugh or cry |
| 10. do sth for a laugh | 20. you've got to laugh |

note: sth = something

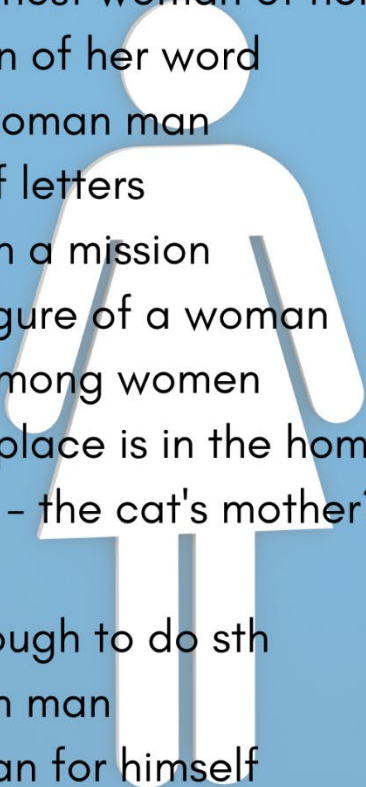
Definitions:

- | | |
|--|--------------------------------------|
| a) be brave when faced with a problem | k) ignore something serious |
| b) make somebody laugh a lot | l) it is not something to joke about |
| c) be somebody who is funny (or unfunny) | m) laugh a lot |
| d) do sth for fun, without a particular reason | n) don't say stupid things |
| e) are you serious? | o) laughing makes you feel better |
| f) it is better to laugh at a negative situation | p) win a battle |
| g) it is an easy way to make money | q) look stupid in public |
| h) your idea will be rejected as ridiculous | r) laugh suddenly |
| i) feel incredibly emotionally confused | s) our fortunes will be reversed |
| j) have fun | t) the person who makes others laugh |

Your sentences with the idioms:

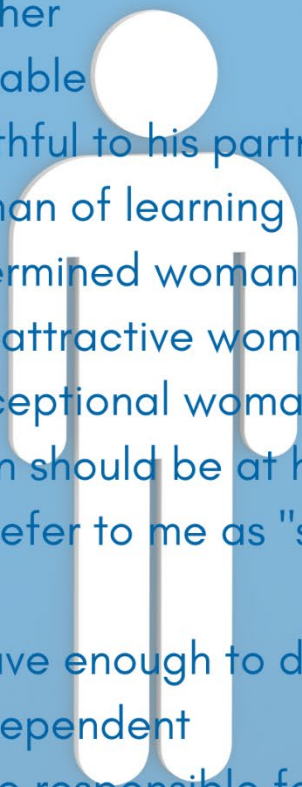
- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

20 REVEALING ENGLISH IDIOMS ABOUT WOMEN AND MEN



a woman's work is never done
make an honest woman of her
be a woman of her word
be a one-woman man
a woman of letters
a woman on a mission
be a fine figure of a woman
a woman among women
a woman's place is in the home
who's "she" - the cat's mother?

be man enough to do sth
be your own man
it's every man for himself
make a man of sby
be the man of the match
a man of the people
talk man to man
man's best friend
a man of the world
it's a man's world



I have a lot to do
marry her
be reliable
be faithful to his partner
a woman of learning
a determined woman
be an attractive woman
an exceptional woman
women should be at home
don't refer to me as "she"
be brave enough to do sth
be independent
you are responsible for yourself
make sby brave / strong
be the best-rated player
sby who gets on with everybody
talk frankly
a dog
a man with life experience
the world favours men

What to say instead of "Cheer up"

30 English idioms of comfort



1. I'm listening.
2. I'm here for you.
3. Let it out – don't bottle it up.
4. Never mind.
5. What a pity.
6. It's not the winning but the taking part that counts.
7. It'll all blow over soon.
8. You'll soon get back on your feet.
9. Something will turn up.
10. Hang on in there.
11. You'll get over it.
12. You'll pull through.
13. Look on the bright side.
14. Keep your eyes on the prize.
15. It'll all work out in the end.
16. The best is yet to come.
17. When life gives you lemons, make lemonade.
18. It's not the end of the world.
19. What doesn't kill you makes you stronger.
20. You've got to taste defeat before you can appreciate success.
21. No pain, no gain.
22. Pick yourself up, dust yourself down, and get back in the saddle.
23. There are plenty more fish in the sea.
24. Turn that frown upside down!
25. It (clearly) wasn't meant to be.
26. At least it's over now.
27. Forget it. It's behind you now.
28. You're better off (well) out of it.
29. (At least) you tried your best.
30. *"Our greatest glory is not in never falling, but in rising every time we fall." Confucius*

Image: Unsplash.com

P U R L A N D T R A I N I N G . C O M

15 Uses of **So** in English

1. To emphasise an adjective or adverb

'Their house was **so** big!' / 'He was running **so** fast.'

2. To emphasise a comparative adjective

'The sea was **so** much calmer than before.'

3. To show the result of an action

'It started to rain, **so** I went home.'

4. To show purpose

'I left work early **so** that I could see you.'

5. To show addition

'I was late and **so** was Tim.'

6. To replace a verb phrase

'Did he get the book?' 'I think **so**.'

7. To replace an adjective

'He was upset, but she was even more **so**.'

8. To replace a conditional clause

'The car won't start.' 'If **so**, we need a mechanic.'

9. To say that something is true

'It's raining.' 'Yes, that is **so**.'

10. To emphasise a verb

'Please don't complain **so**!'

11. To give yourself time to think

'**So**... er, what did you think of the film?'

12. To express surprise

'**So**! That's where you put my chocolate!'

13. To represent the approximate size of something

'The cupboard was **so** high by **so** wide.'

14. To say that you don't care

'Mum is angry with you.' '**So**?' / '**So** what?'

15. To make different idioms

'The play was only **so-so**.' = unexceptional

Opposites Game 1

Work with a partner. Check you know the antonym pairs below. One of you chooses a pair and argues that one of the items is better than the other. Your partner argues that the opposite thing is better. Give reasons for your answers.

HOT	day	RICH	car	CAT
COLD	night	POOR	bus	DOG
sweet	HI	pen	WORK	walk
savoury	BYE	paper	PLAY	drive
HOUSE	summer	SEA	stupid	LIGHT
FLAT	winter	BEACH	clever	DARK
up	TV	read	BOAT	full
down	PHONE	write	SWIM	empty

Opposites Game 2

Work with a partner. Check you know the antonym pairs below. One of you chooses a pair and argues that one of the items is better than the other. Your partner argues that the opposite thing is better. Give reasons for your answers.

ACTIVE

warm

STOP

early

GOOD

LAZY

cool

GO

late

BAD

tea

WIN

left

WEAK

married

coffee

LOSE

right

STRONG

single

HUGE

eat

QUIET

sun

FUN

TINY

drink

LOUD

rain

SERIOUS

open

NOISE

buy

NORTH

wet

closed

SILENCE

sell

SOUTH

dry

P U R L A N D T R A I N I N G . C O M

Opposites Game 3

Work with a partner. Check you know the antonym pairs below. One of you chooses a pair and argues that one of the items is better than the other. Your partner argues that the opposite thing is better. Give reasons for your answers.

FAT	polite	NEW	public	LEND
THIN	rude	OLD	private	BORROW
right	REAL	soft	EVERYBODY	arrive
wrong	FAKE	hard	NOBODY	depart
SIT	man	LONG	question	BREAKFAST
STAND	woman	SHORT	answer	SUPPER
sunrise	SAME	do	NEAR	fight
sunset	DIFFERENT	don't	FAR	concede

P U R L A N D T R A I N I N G . C O M

Opposites Game 4

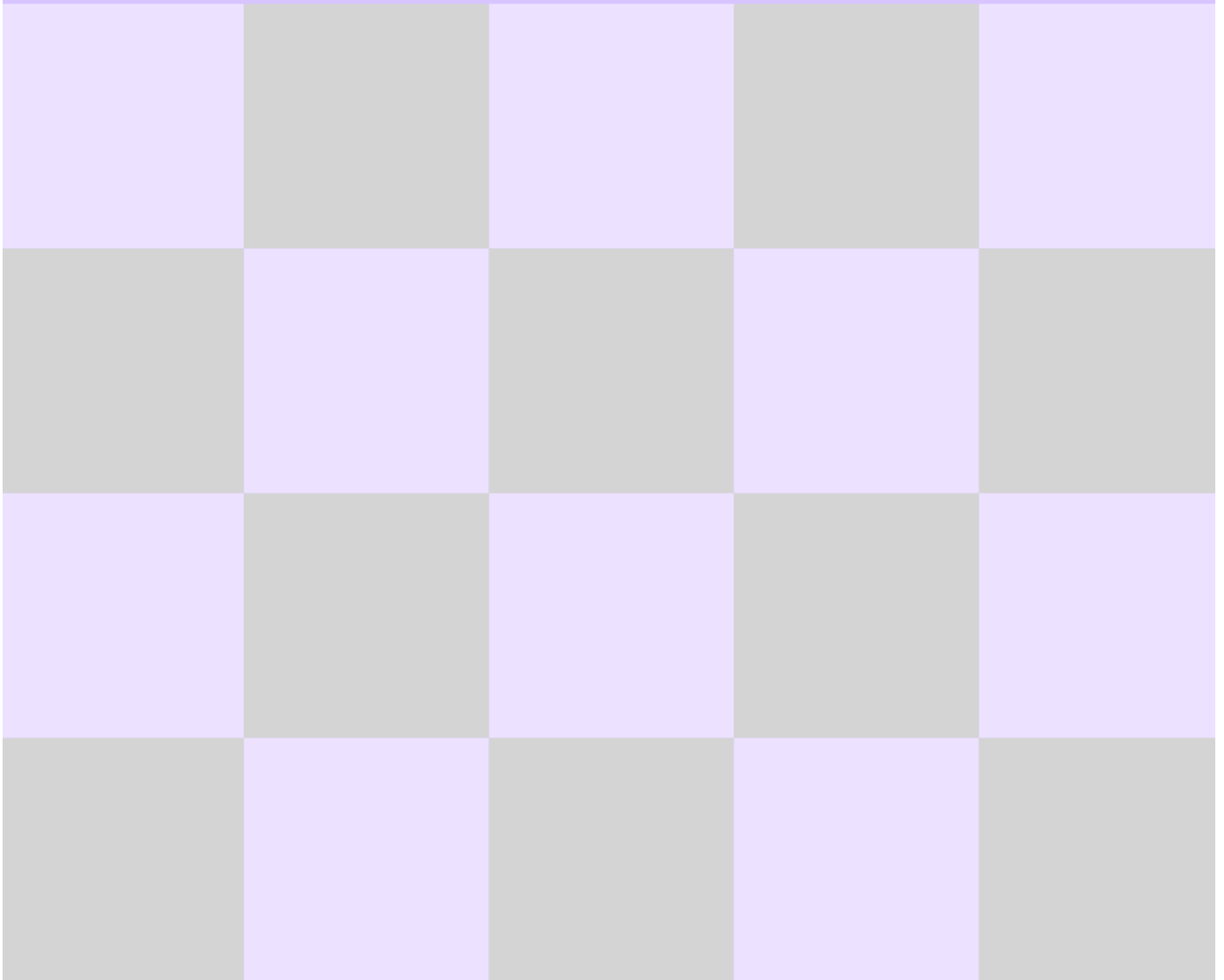
Work with a partner. Check you know the antonym pairs below. One of you chooses a pair and argues that one of the items is better than the other. Your partner argues that the opposite thing is better. Give reasons for your answers.

LIGHT	truth	CLEAN	busy	DEEP
HEAVY	lie	DIRTY	free	SHALLOW
on	GIVE	plus	FIRST	save
off	GET	minus	LAST	spend
CHEAP	wide	NOW	daughter	YOUNG
EXPENSIVE	narrow	THEN	son	OLD
ancient	INDOORS	strict	HERE	tidy
modern	OUTDOORS	lenient	THERE	messy

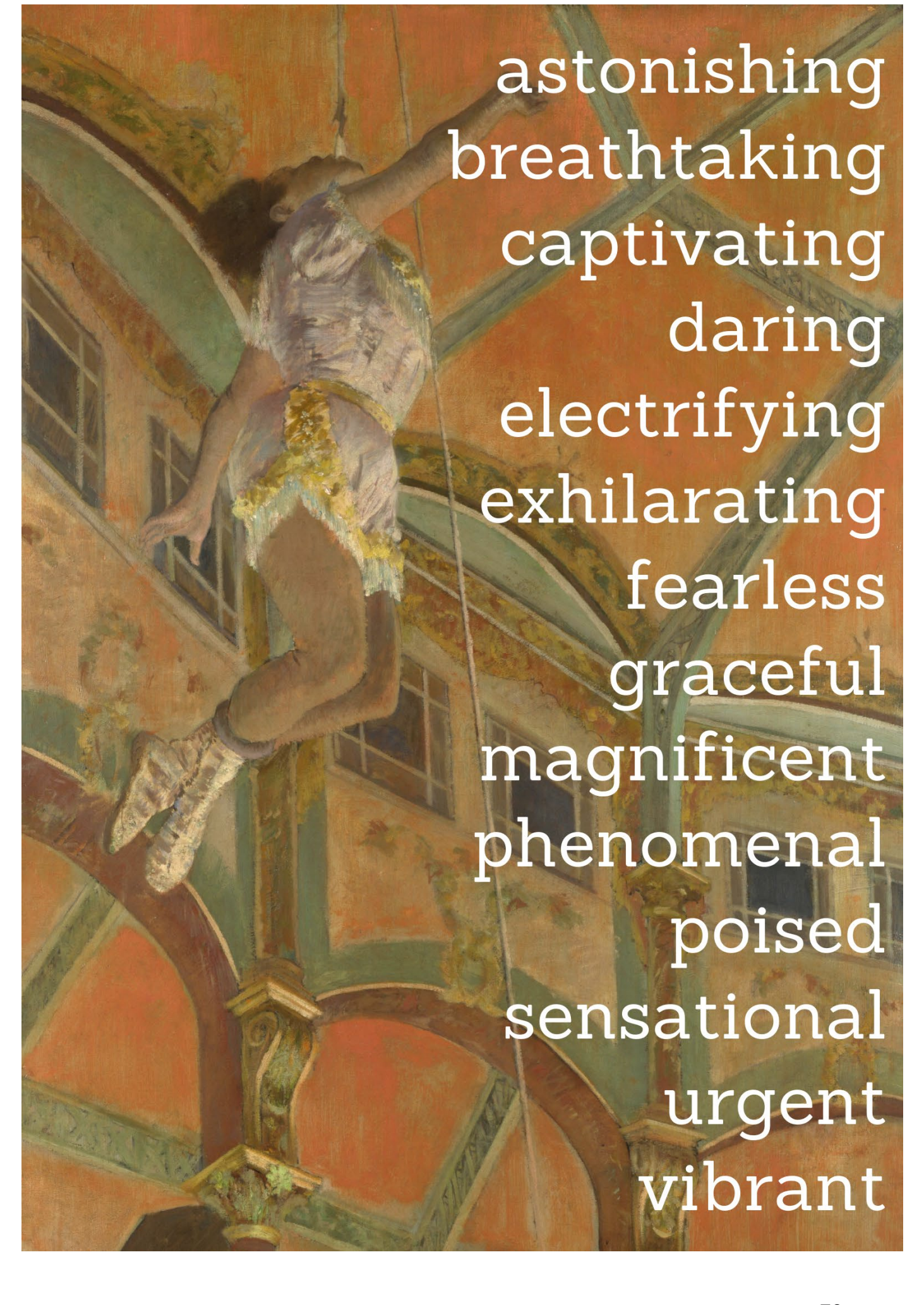
P U R L A N D T R A I N I N G . C O M

Opposites Game

Work with a partner. Check you know the antonym pairs below. One of you chooses a pair and argues that one of the items is better than the other. Your partner argues that the opposite thing is better. Give reasons for your answers.



P U R L A N D T R A I N I N G . C O M



astonishing
breathtaking
captivating
daring
electrifying
exhilarating
fearless
graceful
magnificent
phenomenal
poised
sensational
urgent
vibrant

100 POLITICALLY CORRECT (PC) EUPHEMISMS

Do you speak English (politically) correctly? These euphemisms help us to avoid discriminating against other people on the grounds of: **a) age, b) appearance, c) gender, d) health, e) personality, f) race, g) relationship status, h) religion, i) social status, and j) work.** Can you categorise each phrase? For example: **1. d)** There are 5 phrases (in blue) that don't fit any category.

DON'T SAY: DO SAY:

1. able-bodied > non-disabled
2. actress > actor
3. Australian Aborigine > Native Australian
4. bald > follically challenged
5. barman > bar attendant
6. bin man > cleanliness technician
7. black bag > bin bag
8. black person > Person of Colour
9. black sheep > pariah
10. blackboard > chalk board
11. blacklisted > banned
12. blind > sight impaired
13. blind drunk > very drunk
14. boring > differently interesting
15. broken home > dysfunctional family
16. brother / sister > sibling
17. chairman > chair
18. Christian name > first name
19. Christmas > Winter Festival / Winterval
20. cleaner > facility manager
21. clumsy > uniquely coordinated
22. confined to a wheelchair > wheelchair user
23. dead > passed away / terminally unavailable
24. deaf > hearing impaired
25. **deforestation > forest management**
26. diabetic > person with diabetes
27. dinner lady > mealtime supervisor
28. disease > disorder
29. drug addict > person with a chemical dependency
30. drug habit > substance use disorder
31. English > British / UK citizen
32. Eskimo > Inuit
33. fat > overweight / big-boned
34. fireman > firefighter
35. forefathers > ancestors / forebears
36. Frenchman > French person
37. get the sack > be part of a restructuring
38. guys > folks
39. hairdresser > stylist
40. headmaster / headmistress > director
41. homeless > residentially flexible
42. homosexual > same-sex
43. housewife > homemaker / stay-at-home mum
44. husband / wife > spouse / significant other
45. idiot / class clown > behaviourally challenged
46. illegal alien / illegal > undocumented worker
47. Indians > Native Americans
48. job losses > restructuring
49. junkie > person with a drug dependency
50. juvenile delinquents > children at risk

DON'T SAY: DO SAY:

51. ladies and gentlemen > everybody
52. **lost > geographically disorientated**
53. male nurse > nurse
54. man in the street > average person
55. man up > be brave
56. manhole > maintenance hole
57. mankind > humankind
58. man-made > synthetic
59. manpower > workforce
60. men / women > people
61. Merry Christmas > Happy Holidays
62. midget / dwarf > little person
63. minority group > numerically challenged group
64. Miss / Mrs > Ms
65. nut > person with a mental health condition
66. Oriental > Asian
67. plastic surgery > cosmetic surgery
68. policeman > police officer
69. poor > marginalised
70. postman / mailman > postal worker / mail carrier
71. prison cell > custody suite
72. **problem > opportunity / challenge**
73. promiscuous > sexually liberated
74. prostitute > sex worker
75. salesman > salesperson
76. secretary > administrative assistant
77. sex change > sex reassignment surgery (SRS)
78. short > vertically challenged
79. single > flying solo
80. skinny / thin > (very) slim
81. slum > economically deprived area
82. spokesman > spokesperson
83. sportsmanship > fairness
84. steward / stewardess > flight attendant
85. suffers from / victim of... > has... [condition]
86. tax man > tax officer
87. the disabled > disabled people
88. the elderly / old people > senior citizens
89. Third World > Developing Nations
90. to lie > to misspeak / be economical with the truth
91. to man sth > to operate / crew / run sth
92. ugly > unconventional-looking
93. unemployed > involuntarily leisured
94. **used (goods) > pre-owned / pre-loved**
95. waiter / waitress > server / waiting staff
96. warehouse worker > warehouse operative
97. white European > Caucasian
98. woman priest > priest
99. workman > worker
100. **wrong > differently logical**

We should get
2,000 kcal per
day from these
food groups

Vocabulary Healthy Eating

What should we eat every day – and how much?

Complete the gaps to show which foods belong to which food groups:

1. O I L
2. B _____ R
3. C _____ E
4. B _____ T
5. I _____ E C _____ M

TOTAL FAT: less than 70g

6. J _____ M
7. S _____ S
8. C _____ E
9. H _____ Y
10. S _____ T D _____ K

TOTAL SUGARS: 90g

11. B _____ N
12. Q _____ E
13. M _____ E
14. S _____ E
15. W _____ D C _____ M

SATURATES: less than 20g

16. R _____ E
17. P _____ O
18. B _____ D
19. C _____ L
20. P _____ A

CARBOHYDRATE: at least 260g

21. B _____ F
22. F _____ H
23. N _____ T
24. C _____ N
25. D _____ Y

PROTEIN: 50g

26. F _____ H F _____ S
27. R _____ Y M _____ S
28. I _____ T N _____ S
29. S _____ D P _____ S
30. P _____ D M _____ T

SALT: less than 6g

Vocabulary Spelling and Sounds

25 Common English Words with OUGH

OUGH is a **tetragraph** – a four-letter pattern – that occurs in some common English words. The problem is that **OUGH** can be pronounced in many different ways, depending on the word. Check any new words below, then match each word to a column to show how **OUGH** is pronounced:

although
borough
bough
bought
brought

cough
dough
drought
enough
fought

furlough
hiccough
nought
ought
plough

rough
Slough
sought
thorough
though

thought
through
tough
trough
wrought

Sound*:	or	au	eu	uf	of	uh	oo	up
Sounds like:	more	cow	go	cuff	off	[schwa]	do	cup

Note: These 25 words do not include repeats, e.g. 'thought' is in 'thoughtful' and 'dough' is in 'doughnut'. Can you think of any more examples?

*with Clear Alphabet

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reading

Reading Order, Match, and Gap-Fill

Etiquette Rules for Shopping Like the English

These cards show how the English generally pay at a British supermarket. Work with a partner or small group. Print this page on card, then cut out the cards and mix them up. Put the 'instruction' cards in time order, then match a 'tip' card with each one. As you work, complete the gaps with the following words and phrases:

*receipt clear space payment bagged up liaising discounts atmosphere divider queue eye contact
cashier purchases purse checkouts politeness conveyor belt customer loyalty cards trolley coupons*

Discuss how you pay for goods at a supermarket. How does that procedure differ from this one?

Instructions:	Tips:
Enter the supermarket and do your shopping as usual.	Take your time; don't rush. Pick up items you want to buy and place them in a basket or a) _____.
Find the b) _____.	They are usually at the front of the store, standing in a line. Whatever you do, DO NOT select a self-service checkout. They will form the basis of a different lesson.
Choose one which is not too busy.	Consider not only the length of the c) _____, but also how many items each shopper has in their basket, and the speed / fitness / work ethic of the d) _____.
Place your shopping on the e) _____.	First, place a f) _____ to separate your items from those of the person in front. Then stand another divider after your goods. Allow the g) _____ behind to put their first items on the conveyor belt.
Wait patiently while the purchases of the people in front are processed.	DO NOT speak to or make h) _____ with any other shoppers or the cashier. DO NOT sing, whistle, or otherwise make a noise. Just stand there meditatively.
Move forward gradually with the other customers.	DO NOT touch any other shopper's items with your hands, clothes, or items. Keep at least 10cm of i) _____ between your dividers and other people's shopping.
Wait behind the till.	DO NOT attempt to go past the till while another person is paying or j) _____ with the cashier. You MUST NOT stand and pay while behind the till, because then you can't pack your shopping, and the next customer's shopping may mingle with your precious items – disaster!
When it is your turn to be served, say hello to the cashier.	Remember, they are human too. A smile, a cheerful word, a happy approach will go a long way to improving the k) _____.
Move in front of the till and bag your l) _____ after the cashier has scanned them.	Scan – bag up – scan – bag up. <i>Work with the cashier!</i> Your aim is to get all your shopping m) _____ and hidden away before you need to pay.
When they have finished, all your purchases should be bagged.	If it was an effort to do this, don't give it away, but stand calmly – as if you do such heroic things every day.
Pay for your shopping.	Have n) _____ ready, as well as any o) _____ and p) _____, as fumbling around in your q) _____ or wallet for ages significantly increases the waiting time for the rest of the queue. Think of other people.
Take your r) _____ as the cashier hands it to you. Smile and thank them keenly.	Keep this so that inaccuracies can be rectified with an assistant manager later, if necessary.
Smile and say thank you again. Add a cheerful, but slightly apologetic, goodbye.	Again, s) _____ does not cost anything. It will make you feel good and may bring a shaft of joy to the cashier.
Pick up your bag(s) and leave the area immediately.	Get out of the way! DO NOT hang about! Once you've got your receipt, you and your bags should be gone.
Take a moment to inspect your receipt to check that you have not been double-charged and that you have received all t) _____ due to you.	Make sure you do this out of sight of the cashier, so they don't feel like you didn't trust them. But do it close enough to the store so that you can easily pop back to the Customer Service desk in case of an anomaly.

Reading Teaching Ideas

Ideas for Using a Real Text in an ESL Classroom

Choose a real text – or let your students find one. Why a REAL text? A real text uses real English that is intended to communicate with native speakers. A course book text uses English that has been carefully crafted by a professional writer to communicate with ESL students. Which is more authentic? The text should be suitable for your learners in terms of: interest, level, and content, and contain enough information to allow you to create questions and activities.

Different Kinds of Question:

As an example, let's use this photo of a notice found at an English building site:



While planning the lesson you should identify:

- the main topic of the text *building site safety*
- the purpose of the text *to explain the rules for working on the building site*
- the context of the text *attached to a fence at a building site*
- the key vocabulary – words and phrases that you think will be unfamiliar or new for your learners *e.g. hard hat, unauthorised, personnel, strictly, forbidden, etc.*
- the key grammar – tenses, forms, and other constructions that you think will be unfamiliar or new for your learners *imperative form; modal verbs*
- potential pronunciation pitfalls *e.g. visibility* or teaching points *e.g. why use colour coding and images?*

Next, create different kinds of question based on the real text. See question types with examples below. You could do this before the class, or ask your learners to do it (as homework or during the class).

- True, false, or unknown statements:
 - a) You could find this sign on a building site. *true*
 - b) This notice was put up by the local council. *unknown*
- Gap-fill sentences:
 - a) Workers should wear _____. *hard hats*
 - b) _____ must not play on site. *Children*
- Multiple choice questions:
 - i) People have to... a) purchase, b) wear, c) take off protective footwear. *b)*
 - ii) This notice concerns site a) behaviour, b) activity, c) safety. *c)*
- Matching activity:
 - 1. All visitors must report a) not climb the scaffolding
 - 2. Unauthorised personnel must b) to site office *1. b) 2. a)*
- Order / reorder activity:

Put the following vocabulary words into alphabetical order: site office, site safety, high visibility jackets, hard hats, scaffolding, warning, unauthorised entry, accidents *accidents, hard hats, high visibility jackets,*

Reading Teaching Ideas

Ideas for Using a Real Text in an ESL Classroom

scaffolding, site office, site safety, unauthorised entry, warning

- Jumbled sentences:

must accidents reported be immediately all. *All accidents must be reported immediately.*
this is strictly entry site unauthorised forbidden to. *Unauthorised entry to this site is strictly forbidden.*
- Sorting into groups:

Group the information according to whether each statement is aimed at: a) just people who work on the site **8**, b) just people who do not work on the site **1, 4, 5, 10**, c) everybody **2, 3, 6, 7, 9**.
- Comprehension questions (have a definite answer):

Who created this notice? *Aspect Group Services*
What kind of clothing should be worn? *Hard hats, high visibility jackets, and protective footwear*
- Discussion questions (open questions – opinion, no single answer):

Have you ever worked on a building site? Tell me about it.
What do you think would happen if workers disobeyed the rules on this notice?
- Agree or disagree statements (agree or disagree, then give reasons – opinion, no single answer):

Working on a building site would be great fun.
Too many rules can be restrictive to the work environment.
- Different Kinds of Activity:

Activities for practicing lexis (vocabulary):

 - check highlighted vocabulary words, e.g. hard hats
 - focus on language features, e.g. adjectives, idioms, phrasal verbs, synonyms, functions, etc.
 - transformation: write a sentence in your own words so it has the same meaning (paraphrase)
 - rewrite the text in a different genre
 - summarise the text (in x words) – text reduction
 - translate the text into learners' L1 or another language

Activities for practicing grammar:

 - focus on the grammar used, e.g. tenses
 - transform sentences into different tenses
 - sentence blocks
 - correct an incorrect version of the text
 - look for verb, noun, adjective, adverb collocations
 - test a partner on aspects of the text
- Activities for practicing speaking:
 - reading race
 - oral Q&A – practice affirmative, negative, and question forms
 - focus on pronunciation: read out loud, work on Clear Alphabet (phonetic) spellings
 - focus on vowel / consonant sounds
 - identify spelling and sound rules; identify suffixes and compound nouns
 - identify word stress, then sentence stress, then features of connected speech
 - create a free practice activity based on the topic, e.g. role play, improvisation, project, debate, etc.
 - discussion – compare the text and its purpose / context etc. with the equivalents in your country.
- Activities for practicing listening:
 - listen for specific information, e.g. gap-fill and multiple choice questions
 - listen and make notes
 - listen and write (part of) the text word for word (dictation)
 - watch a video connected to the topic and answer questions, e.g. gap-fill and multiple choice

More ideas for using a real text: <https://purlandtraining.com/you-are-the-course-book-lesson-plans/text/>

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research

Research Text Types

Recognising Facts – Consider the Ant 1

Cut out the cards, mix them up, then match together the sentence halves. Put each sentence into one of four categories: **a) True Facts**, **b) False Facts**, **c) Suppositions**, **d) Opinions**. Say how you know this in each case. Finally, after learning so much about ants, discuss whether your view of them has changed in any way.

1. It appears that ants usually communicate	using pheromones, sounds, and touch.
2. In my view ants are one of the most	annoying kinds of insect in the world!
3. Ants cannot survive	for very long in water.
4. It is probably fair to say that an ant colony	can contain millions of ants.
5. Experts agree that there are	more than 12,000 different species of ant around the world.
6. As far as I'm concerned, ants have	no redeeming features whatsoever.
7. <i>Antz</i> is the title of a 1998 computer-animated film	by Pixar, starring Woody Allen as an anxious ant called Z.
8. The fact that some ants are cannibals	does not really make me warm to them.
9. I believe that ants are considered pests	by many people, especially gardeners.
10. Some ants can live for up to 30 years,	making them one of the longest-living insects.
11. Ants have an aversion to	sweet sugary food.
12. I heard on the radio that there are about	one million ants for every human in the world.
13. Personally I need to find a good ant powder	that will get rid of them permanently.
14. Ants are incredibly strong for their size	and are able to lift up to fifty times their body weight.
15. There are more species of ant	in Europe than in Asia.
16. If I'm not mistaken, there are lots of jokes about ants, including:	'What is the biggest ant in the world? A <i>giant</i> . Or is it, an <i>elephant</i> ?'
17. There are ants native to every continent on earth,	apart from, ironically, <u>Antarctica</u> .
18. If you ask me, ants are not really	beneficial to humankind in any way.
19. Ants do not have ears but are able to 'hear'	by feeling vibrations through their feet.
20. Most ants have	eight lungs.

Research Text Types

Recognising Facts – Consider the Ant 2

Cut out the cards, mix them up, then match together the sentence halves. Put each sentence into one of four categories: a) True Facts, b) False Facts, c) Suppositions, d) Opinions. Say how you know this in each case. Finally, after learning so much about ants, discuss whether your view of them has changed in any way.

1. Ants are highly competitive and	find it difficult to cooperate.
2. Ants have two stomachs –	one to hold food for themselves and another to keep food for other ants.
3. It is always worth keeping	some ant powder in the cupboard.
4. A worker ant weighs around 1-5 mg,	depending on the species.
5. It seems ants usually communicate	using pheromones, sounds, and touch – I think.
6. Ants specialise in power naps,	taking around 250 short (minute-long) naps per day.
7. Ants are ugly and creepy and	it irritates me when they get into my house.
8. Ants attack and defend themselves	by beating their opponents.
9. It is a distinct possibility that	ants get into our homes by marching boldly through tiny cracks.
10. A single army ant queen can produce	up to 300,000 eggs in just a few days.
11. Ants are renowned for causing havoc	in the garden.
12. To my mind ants should	stay outside where they belong.
13. I'm not sure, but I'm reliably informed that the word 'ant' comes from West Germanic,	via Old English and Dutch, with the meaning 'the biter'.
14. Ants are unable to drink water	because they are allergic to moisture.
15. It looks like there are lots of English words that contain 'ant',	thanks to the prefix 'anti-' and the suffix '-ant'.
16. Ants are smug little creatures,	aren't they?
17. My feeling is that ants only like to enter dirty	homes where there is food on the floor.
18. Ants have eight legs,	just like spiders.
19. It is said that when you kill an ant it releases pheromones which	encourages other ants to investigate, meaning more ants appear.
20. Most ants cannot see very well,	and some are completely blind.

Which ant...?



abundant accountant antiperspirant arrogant brilliant buoyant
constant decongestant distant dominant elegant elephant
extravagant exuberant flippant ignorant immigrant ~~insignificant~~
instant militant observant pedant pleasant pregnant relevant
restaurant somnambulant tolerant truant vigilant

1. does not matter? insignificant
2. is having a baby?
3. smells good?
4. is full of energy?
5. helps blocked noses?
6. has come from abroad?
7. is far away?
8. is a sleepwalker?
9. has a lot?
10. is appropriate for now?
11. sees a lot?
12. never changes?
13. serves delicious food?
14. is good with money?
15. has a nice character?
16. wears beautiful clothes?
17. has to be in charge?
18. has big ears and a trunk?
19. believes they are great?
20. doesn't know anything?
21. goes on strike a lot?
22. buys expensive gifts?
23. makes silly comments?
24. is absolutely fantastic?
25. keeps watch?
26. floats on water?
27. occurs straight away?
28. puts up with a lot?
29. avoids going to school?
30. points out small mistakes?

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speaking and listening

A-Z RANDOM ACTS OF KINDNESS

A random act of kindness is a helpful act which you do because you want to, not because you have to, and which comes at some personal cost to yourself.

- allow** a stranger to pop in front of you in the queue.
- buy** a homeless person a hot meal.
- cook** extra food and share it with a busy friend.
- do** somebody else's chores without being asked to.
- encourage** a family member who is having difficulties.
- finance** a project that helps disadvantaged young people.
- give** all your employees a generous Christmas bonus.
- hold** an event to raise money for charity.
- improve** your neighbourhood by organising a litter pick.
- join** a local group which aims to tackle injustice.
- keep** calm and don't speak your mind when you feel angry.
- leave** a ten pound note inside a book at the local library.
- make** a cake for your neighbour.
- negotiate** with your local school to create a new skate park.
- overpay** a hairdresser, taxi driver, or waiting staff.
- play** the piano once a week at your local care home.
- quiz** your friend before an important test.
- recycle** , reduce consumption, and reuse resources.
- send** an encouraging poem to an ill friend.
- take** unwanted books, clothes, and toys to a charity shop.
- use** your free time to read books with kids at school.
- volunteer** at your local food bank once a week.
- walk** your housebound neighbour's dog for free.
- xerox** positive messages and pin them up in your office.
- yield** to other people more - talk less, listen more.
- zone** out of negative chat, or turn it into positive vibes.

A-Z RANDOM ACTS OF KINDNESS

A random act of kindness is a helpful act which you do because you want to, not because you have to, and which comes at some personal cost to yourself.

Complete each imperative sentence below with a main verb:

- a** a stranger to pop in front of you in the queue.
- b** a homeless person a hot meal.
- c** extra food and share it with a busy friend.
- d** somebody else's chores without being asked to.
- e** a family member who is having difficulties.
- f** a project that helps disadvantaged young people.
- g** all your employees a generous Christmas bonus.
- h** an event to raise money for charity.
- i** your neighbourhood by organising a litter pick.
- j** a local group which aims to tackle injustice.
- k** calm and don't speak your mind when you feel angry.
- l** a ten pound note inside a book at the local library.
- m** a cake for your neighbour.
- n** with your local school to create a new skate park.
- o** a hairdresser, taxi driver, or waiting staff.
- p** the piano once a week at your local care home.
- q** your friend before an important test.
- r** , reduce consumption, and reuse resources.
- s** an encouraging poem to an ill friend.
- t** unwanted books, clothes, and toys to a charity shop.
- u** your free time to read books with kids at school.
- v** at your local food bank once a week.
- w** your housebound neighbour's dog for free.
- x** positive messages and pin them up in your office.
- y** to other people more - talk less, listen more.
- z** out of negative chat, or turn it into positive vibes.

Speaking and Listening Discussion

Random Act of Kindness or Basic Courtesy? 1

*A **random act of kindness** is a helpful act which you do because you want to, not because you have to, and which comes at some personal cost to yourself. **Basic courtesy**, on the other hand, means doing something that you know you should do to get along with other people.*

Work with a partner or small group. Read each sentence and decide which group it belongs to: random act of kindness or basic courtesy. Discuss your reasons. Why could each act be required?

Which random acts of kindness do you perform? Which will you start doing? Why? Which would you never do? Why not? Do you always behave with basic courtesy towards others? Why? / Why not?

1. Help somebody without expecting anything in return.
2. Do laundry regularly for a disabled friend or neighbour.
3. When driving, stop at a pedestrian crossing to let somebody cross.
4. Recommend a co-worker for promotion without them knowing.
5. Turn down your loud music because your sister is studying.
6. Stand up to let an elderly man sit down on the bus.
7. Start writing letters to people in prison.
8. Offer to drive your parents-in-law to the airport for free.
9. Leave a love note under your partner's pillow.
10. Do your homework without complaining.
11. Pay for the person behind you in the queue at the coffee shop.
12. Tip your waiter after a fabulous meal.
13. Go on a sponsored walk, run, or cycle to raise money for charity.
14. Let a foreign student stay at your home at a reduced rent.
15. Look at people when they're talking to you – give them your full attention.
16. Bake and take treats for your colleagues at work for no particular reason.
17. Offer to help your friend with revision in the run up to exams.
18. At the supermarket, leave your pound coin in the trolley for the next customer.
19. Don't eat the last piece of your flatmate's birthday cake.
20. Forgive somebody and consider the matter done and dusted.
21. Put down the loo seat after use.
22. When walking across a pedestrian crossing, wave and thank the driver.
23. Put your unwanted furniture and possessions in the paper for free collection.
24. Let other people in the house use the remote control from time to time.
25. Plant trees – even one.
26. Replace the loo roll if it runs out on your watch.
27. Like positive posts on Facebook, Twitter, or Instagram.
28. Lend your neighbour your lawn mower or car without grumbling.
29. Let a child win at a board game to boost their self-esteem.
30. Give a little bit extra effort at work.

Speaking and Listening Discussion

Random Act of Kindness or Basic Courtesy? 2

*A **random act of kindness** is a helpful act which you do because you want to, not because you have to, and which comes at some personal cost to yourself. **Basic courtesy**, on the other hand, means doing something that you know you should do to get along with other people.*

Work with a partner or small group. Read each sentence and decide which group it belongs to: random act of kindness or basic courtesy. Discuss your reasons. Why could each act be required?

Which random acts of kindness do you perform? Which will you start doing? Why? Which would you never do? Why not? Do you always behave with basic courtesy towards others? Why? / Why not?

1. Compliment your partner on how good they look – even if you don't mean it.
2. Befriend a new colleague at work and show them the ropes.
3. Buy toys for the patients at a children's ward at Christmas time.
4. Spend quality time chatting and reading with your children.
5. Make somebody laugh out loud.
6. Feed the birds in the park every day.
7. Make your partner breakfast in bed on their birthday.
8. Keep your pet fed, watered, clean, exercised, and happy.
9. Give more effort at work than you need to – because you want to.
10. Develop your patience 'muscle'.
11. Make your partner breakfast in bed when they're not expecting it.
12. Do what you need to do on time and with good humour.
13. Help other people with their homework.
14. Turn off the taps while brushing your teeth.
15. Make a donation to a good cause, then volunteer to help.
16. Compliment five people you meet every day.
17. Don't look down at your phone while walking on the pavement.
18. Be polite. Smile more. Say hello to people you know.
19. Let another driver merge ahead of you in traffic.
20. Wash the dirty mugs in the sink at work – even when it's not your turn.
21. Stop and think before writing that angry reply on social media.
22. Send a handwritten note to your friend or family member instead of an email.
23. Start a savings account for your child or a neighbour's child.
24. Make a conscious effort to stop gossiping.
25. Give an extra 20% effort when you are tired and want to rest.
26. Call your mother or grandma more often.
27. Spend time making a playlist of your favourite music for your partner.
28. Thank the people who help you – the bus driver, the cleaner, the shop assistant, etc.
29. Offer to help your elderly or infirm neighbour with their overgrown garden for free.
30. Don't walk into people in the street – let them pass you.

Who's Doing What? 1

The twenty people on this page are named: **Bet, Bob, Carrie, Chuck, Don, Hope, Josh, Mark, Moe, Neil, Pat, Phil, Rob, Russell, Skip, Stew, Sue, Tel, Ty, and Win.**

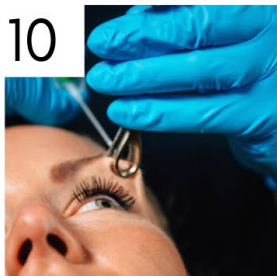
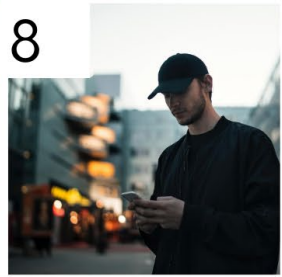
Each person is doing something appropriate to their name. Say who is doing what and write a sentence, e.g. 11. Skip is skipping in his backyard.



Who's Doing What? 2

The twenty people on this page are named: **Blanche, Buzz, Carol, Chase, Cher, Cyn, Grant, Harry, Hector, Ken, Lance, Marshall, Nick, Peg, Pierce, Reed, Sally, Stan, Trace, and Wade.**

Each person is doing something appropriate to their name. Say who is doing what and write a sentence, e.g. 2. Sally is sallying forth on a new adventure!



Speaking and Listening Discussion

15 Habits of 'Lucky' People

Do you know any 'lucky' people? Have you noticed how life seems much easier for them? Wouldn't you like to be 'lucky' like them? Have you considered that they might not be 'lucky' at all, but rather hard-working and well-disciplined people who consciously and actively pursue healthy goals?

*Read the list of '15 Habits of Lucky People' from writer **Vala Afshar** and discuss each point with your partner or small group. Talk about why each habit could be important, and how following them could lead to greater success in your work, home life, and relationships. If you disagree, argue why.*

Discuss what you could do to work towards each goal – starting from today – and write notes beside each one. Can you think of any more actions to add to the list? Compare your ideas with another pair or small group.

When we observe 'lucky' people, we can see that they...

1. work harder _____
2. have good manners _____
3. choose kindness _____
4. show gratitude _____
5. share credit _____
6. teach others _____
7. volunteer first _____
8. give unconditionally _____
9. trust first _____
10. complain less _____
11. keep teachable _____
12. promote others _____
13. love to explore _____
14. are storytellers _____
15. love to compete _____

Thanks to Vala Afshar

Reference: Afshar, V. (2019) 17 October. Available at <https://twitter.com/ValaAfshar/status/1184663470186385408> (Accessed: 15 December 2020).

Speaking and Listening Discussion

Let's Talk About... Fashion

New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | | |
|----------------------|-------------------|----------------|----------------|
| 1. accessories | 6. fashion victim | 11. look (n.) | 16. shoot |
| 2. autumn collection | 7. fashionable | 12. outfit | 17. style icon |
| 3. designer | 8. fashionista | 13. overpriced | 18. trend |
| 4. fashion house | 9. haute couture | 14. racket | 19. vacuous |
| 5. fashion show | 10. influence | 15. runway | 20. wardrobe |

Discussion Questions Ask and answer them with a partner or small group:

1. What is fashion? Is fashion generally a good or bad thing? Why? Why do we need it? Did we have fashion in the past? What would the world be like if nobody dressed fashionably?
2. Do you follow fashion? How? How often do you buy new clothes? How much money do you spend on clothes, shoes, and accessories in a normal month? Where do you like to buy clothes?
3. Do people think you are fashionable, or do they call the fashion police when you walk into the room? Do you consider yourself... a) a trendsetter, b) a fashionista, c) a style icon, d) a fashion victim? Why? / Why not? What kind of fashion do you dislike? Are women more interested in fashion than men? Why?
4. What was the last trendy outfit you bought? How much did it cost? Why did you buy it?
5. How do you find out about the latest trends? Do you read magazines about clothes or take advice from vloggers on YouTube channels? Have you ever been to a fashion show? Describe it. How did you feel?
6. Who are the most fashionable people... a) that you know, b) in your country, c) in the world, d) in history? Which nation is the most fashionable / unfashionable? Why?
7. Have you ever considered working in fashion? What jobs are there? Which would you like to do? Why?
8. Are people who follow fashion vacuous? What's wrong with wearing the same trousers for twenty years?
9. Is it important to you to always have the right look? Do you like to be in fashion or make your own style? Would you like to be a model, marching down the runway? What do you think they do in a typical day?
10. Who is your favourite designer? Why? Have you got any / many of their designs? Compare two or more of your favourite designers. Why is haute couture [high fashion] so expensive? Is it value for money?
11. Have you ever designed / made your own clothing? If no, would you like to? If you could create and sell your own design to a major fashion house for their spring or autumn collection, what would it look like?
12. Have you ever travelled to the four fashion capitals – New York, London, Paris, or Milan – to buy clothes?
13. Is the fashion business a racket used to sell overpriced rubbish to gullible people? Why? / Why not?
14. Is the fashion industry a good influence on girls? Why? Why not? What do fashion shows and photo shoots teach us about our bodies? Should fashion be banned? Do models represent real women? If no, why not?
15. Parents – do you make sure that your children are fashionably-dressed at all times? Why? / Why not?

English Idioms about Fashion

Say a new sentence with each idiom:

1. a must-have item
2. I wouldn't be seen / caught dead in that!
3. retail therapy
4. the emperor's new clothes
5. to be dressed to kill / dressed to the nines
6. to be in vogue
7. to come (back) into / go out of fashion
8. to dress for the occasion
9. to fit like a glove
10. to rip somebody off / to get ripped off / a rip-off
11. to have an eye for fashion
12. to have money to burn
13. to have more money than sense
14. to keep up with the latest trends
15. to make a fashion statement
16. to pay just for the name
17. to spend a fortune
18. to strike a pose

Discussion Situations about Fashion

What would you do if...?

1. You find out that your partner spent £1,000 on a jacket.
2. You fall asleep during a fashion show – just when the most celebrated designer is getting a standing ovation.
3. You can't decide how many more handbags to buy.
4. You want to become a model, but your parents tell you to concentrate on your schoolwork instead.
5. Your friends inform you that you are definitely not on trend, but you are generally happy with how you look.
6. You hear your favourite designer is a hateful misogynist.
7. A famous fashion brand steals your hat design.
8. You turn up for a modelling assignment to be told you're too fat: "Go home and lose weight!"
9. Your parents refuse / refused to buy you the latest trendy clothes, instead buying clothes at the market / charity shop.
10. You disapprove of your partner's clothes, but they refuse to modernise their wardrobe because they hate shopping.
11. Your purchases don't fit, but the shop refuses a refund.
12. You go overdrawn due to your excessive purchases.

Speaking and Listening Discussion

Let's Talk About... Fashion

1. Describe the pictures. 2. Discuss them. 3. Compare them. 4. Create a quiz about them using different question types: comprehension, wh-, yes/no, true/false/unknown, etc. 5. Improvise a dialogue or story.

Picture A



Picture B



Speaking and Listening Discussion

Let's Talk About... Acting

New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | | |
|----------------------|------------------------|-------------------|---------------------|
| 1. actor | 6. award | 11. lines | 16. supporting role |
| 2. actress | 7. drama school | 12. method acting | 17. typecasting |
| 3. amateur dramatics | 8. extra | 13. part | 18. understudy |
| 4. audience | 9. improvisation | 14. performance | 19. unemployment |
| 5. audition | 10. leading lady / man | 15. rehearsal | 20. voiceover |

Discussion Questions Ask and answer them with a partner or small group:

1. Do you use the gender-specific words 'actor' (male) and 'actress' (female) to describe people who act, or the word 'actor' for everybody? Why? In these questions we use 'actor' to mean both actor and actress.
2. Are you a thespian? Do you act? What about **amateur dramatics** – creating community theatre in your free time? If not, would you like to? What do you think would be the challenges and rewards?
3. Who is your favourite actor? Why? What have you seen them in? If you could spend the day with them, what would you do? Why are some actors famous and others never make it big?
4. Do you know any actors in real life? What kind of people are they? Describe a typical actor's lifestyle.
5. Are actors pretentious? What kind of character is required to be a really great actor? Could you do it? What kind of actor would you like to be? Would you prefer to be a **leading lady / man**, or play a **supporting role**?
6. Is the ability to act a useful skill in everyday life? Is acting really just lying? Are you a good liar?
7. How many different kinds of acting can you think of? What is **method acting**? Is acting a dangerous job?
8. How difficult is it to learn **lines** when preparing for a **part**? What about if you have a leading role in a Shakespearean tragedy? How do actors learn all those lines? What techniques would you use?
9. Are you good at **improvisation**? When in life do we need to be able to improvise?
10. What are the differences between acting on stage, acting in films, and acting on the radio?
11. Is **unemployment** a problem for actors? Why? What kind of jobs do actors do when they are 'resting'? If the majority of actors don't become rich and famous, why don't they just 'pack it in' and get a 'proper job'?
12. What would it be like to be an **understudy** – only playing the part if the main actor is unavailable?
13. What skills do people learn at **drama school**? Is it easier than other forms of higher education?
14. How long do actors need to spend in **rehearsal** for a theatre or film role? What happens during rehearsals?
15. What is the relationship between the actor onstage and the **audience** at a theatre? What makes for an effective **performance**? Is it more rewarding to watch actors at the theatre, at the cinema, or on TV? Why?
16. Have you ever thought about being an **extra** in a film or TV production? Why are extras required?
17. Is **typecasting** a hazard for certain actors? Why do some actors get typecast?

English Idioms about Acting

Say a new sentence with each idiom:

1. be a hard act to follow
2. act your age
3. an actor's life for me
4. be caught in the act
5. be in the limelight
6. break a leg!
7. get your act together
8. it's curtains for you
9. let's get this show on the road
10. life is not a rehearsal
11. live up to the hype
12. make a song and dance about something
13. perform a disappearing act
14. read somebody the riot act
15. run the show
16. something is waiting in the wings
17. the show must go on
18. upstage somebody

Discussion Situations about Acting

What would you do if...?

1. You filmed your part as a zany robot for a blockbuster movie. It was great, but you were cut from the final edit.
2. You are waiting for a car to take you to the Oscars, but it doesn't show up and you can't collect your **award**.
3. You volunteer to act in an amateur dramatics production, but your fellow actors are *really* bad.
4. You desperately want to go to drama school, but you can't scrape together enough money for the fees.
5. Your teacher at drama school believes you lack talent.
6. You are cast in a dog food commercial – playing a poodle.
7. You have an **audition** for a pirate film, but you lied on your resume about being able to sword-fight.
8. You've been 'resting' for a while, and have no money left.
9. On the morning of a lucrative **voiceover** gig, you wake up to find you have laryngitis.
10. Due to a trilogy of hit movies, you're typecast as a villain.
11. The audience thinks your understudy is better than you.
12. You forget your lines during a big moment on stage.

Speaking and Listening Discussion

Let's Talk About... Acting

1. Describe the pictures. 2. Discuss them. 3. Compare them. 4. Create a quiz about them using different question types: comprehension, wh-, yes/no, true/false/unknown, etc. 5. Improvise a dialogue or story.

Picture A



Picture B



Speaking and Listening Discussion

Let's Talk About... Cleaning

New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | | |
|----------------------|------------------|------------------------|---------------------|
| 1. bacteria | 6. cloth | 11. dust | 16. polish |
| 2. bin | 7. cobweb | 12. feather duster | 17. rubber gloves |
| 3. brush and dustpan | 8. crumbs | 13. hygiene | 18. soap |
| 4. chore | 9. dirt | 14. mop and bucket | 19. spring cleaning |
| 5. cleaner | 10. disinfectant | 15. nooks and crannies | 20. vacuum cleaner |

Discussion Questions Ask and answer them with a partner or small group:

- Do you like cleaning or do you find it a complete **chore**? Do you know where the **brush and dustpan** are?
- What is your favourite and least favourite cleaning task? Why? How often do you... a) **vacuum**, b) dust, c) sweep the floor, d) mop, e) tidy up, f) wipe the surfaces, g) wash windows, h) **polish** the furniture, i) scrub the bath, j) wash clothes, k) hang out washing, l) iron, m) clean behind the fridge, n) wash the car, o) organise cupboards, p) throw out old stuff, q) change the beds? How good are you at each task?
- How do you usually get rid of... a) **cobwebs**, b) **dust**, c) mould, d) stubborn stains, e) pet hair, f) **dirt**, g) mud, h) chocolate, i) pen marks, j) creases in clothes, k) baked-on food, l) smears on windows?
- What is the hardest thing to get clean? Why? How do you manage it?
- What products do you use for cleaning? What are the best brands? Isn't **soap** and water good enough?
- Would you consider hiring a **cleaner** to do the jobs that you hate? How much would you pay per hour?
- Would you like to work as a cleaner? Why? / Why not? Do cleaners receive a fair wage? If not, why not?
- 'A spotless house is a sign of a misspent life.' – *Anonymous*. Do you agree or disagree? Why?
- Why is **hygiene** important? How important is it to you and your family? Do you take pride in the cleanliness of your surroundings? Are you upset when somebody makes a mess in your home? Why?
- What does the phrase '**spring cleaning**' mean to you? Are you excited about making a fresh start with a clean home? Can we do spring cleaning at any time? Why do we feel like cleaning in springtime?
- Discuss the meaning of this one-liner by Phyllis Diller: 'Housework can't kill you but why take a chance.'
- Is cleanliness next to godliness, as the idiom goes? Why? / Why not?
- Is housework 'women's work', as some people think? Do you think that men can be equally proficient with a **cloth** and an old pair of **rubber gloves**? Is everybody equal when it comes to manual jobs?
- When cleaning do you do a quick clean or make sure that every **nook and cranny** is spick-and-span?
- Do you pay a window cleaner? How much do you pay them? How often do they clean your windows? Do they do a good job? Why don't *you* do it? Why does somebody decide to become a window cleaner?

English Idioms about Cleaning

Say a new sentence with each idiom:

- a new broom sweeps clean
- be clean as a whistle
- be squeaky clean
- clean somebody out of something
- clean up [win a lot of money]
- come clean about something
- do the dirty on somebody
- get stuck in
- get your hands dirty
- have a clean record
- it's a dirty job, but somebody's got to do it
- keep your nose clean
- maintain a clean sheet / slate
- make a clean break
- make a clean getaway
- put your back into it
- show a clean pair of heels
- use some elbow grease
- wipe the slate clean

Discussion Situations about Cleaning

What would you do if...?

- One of your friends is a 'clean freak' who cannot relax unless their environment is entirely free of **bacteria**.
- You hate cleaning but can't afford to hire a cleaner.
- You've just finished mopping the floor when a wayward toddler runs in and drops **crumbs** all over it.
- After beating the carpet for ten minutes, your partner is still dissatisfied, demanding you remove every speck of dust.
- Your friend's home looks like a pigsty every time you visit.
- On your first day as a cleaner you find £100,000 in used notes underneath a floorboard.
- You can't decide which kind of **disinfectant** to use.
- Your family refuses to help you clean and tidy up at home.
- While employing your **feather duster** you break a priceless vase belonging to your Great Aunt Gwendolen.
- You're afraid of spiders and can't bear to disturb them.
- Nobody in your flat empties the kitchen **bin** for four days.
- You can't find your **mop and bucket**.
- Your mother always criticises your cleaning.
- Your window cleaner falls off their ladder.

Speaking and Listening Discussion

Let's Talk About... Cleaning

1. Describe the pictures. 2. Discuss them. 3. Compare them. 4. Create a quiz about them using different question types: comprehension, wh-, yes/no, true/false/unknown, etc. 5. Improvise a dialogue or story.

Picture A



Picture B



Speaking and Listening Discussion

Let's Talk About... Space

New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | | |
|--------------------|----------------|-------------------|--------------------|
| 1. alien | 6. black hole | 11. planet | 16. space station |
| 2. astronaut | 7. exploration | 12. satellite | 17. telescope |
| 3. astronomy | 8. hope | 13. shooting star | 18. universe |
| 4. atmosphere | 9. meteorite | 14. solar system | 19. void |
| 5. Big Bang theory | 10. Moon | 15. spacecraft | 20. weightlessness |

Discussion Questions Ask and answer them with a partner or small group:

1. Would you like to navigate the **universe** in a state-of-the-art **spacecraft** at 18,000 mph? Why? / Why not?
2. What are your three favourite **planets**? Why? Why do planets exist? How many planets are there?
3. Do you believe that **alien** lifeforms exist? If yes, why haven't they made contact with the human race yet? If no, why not? Would it be fun to meet an alien from another planet? What would you tell them about the people of Earth? Where would you take them and what would you show them? Do you think their technology would be more advanced than ours? Would you be happy to visit their planet in return?
4. Have you ever dreamed of being an **astronaut**? How would you look in a spacesuit? What are the difficulties involved in training to become an astronaut? Is **weightlessness** a state you aspire to? Would you like to spend time on the International **Space Station**? What would you do if one of your colleagues fell out with you and created a bad **atmosphere**, despite there being no atmosphere?
5. Have you heard of the **Big Bang theory**? What existed prior to that? How do you think the world began?
6. Have you thought about **astronomy** as a hobby? What is fascinating about the **solar system**? Would you like to own a powerful **telescope** and gaze up into the **void** at night? Why? / Why not? Do you know any constellations of stars, like the Big Dipper and the Great Bear? Could you identify a **black hole**?
7. Why do people pin their **hopes** on space travel to solve problems on Earth, like overpopulation? Would you like to live in a module on the **Moon**? How would it be different to your present home?
8. Are you optimistic that man – or woman – will walk on Mars in the near future? Why are humans restless for endless **exploration** and colonisation? Why don't we use the money from space programs to address pressing issues here on Earth, before creating further havoc in far-flung places?
9. How do you feel about the Moon landings? Are you dismayed we haven't been to the Moon since 1972?
10. Is the space program worth the money when the main benefit so far seems to be **satellite** television?
11. Do you fear that Earth could be hit and potentially destroyed by an asteroid? How would you feel?
12. Have you ever seen a **shooting star**? Describe it. Did it seem romantic in any **way**?

English Idioms about Space

Say a new sentence with each idiom:

1. aim for the stars
2. be a waste of space
3. be down to earth
4. be in a world of your own
5. be on top of the world
6. be out of this world
7. be over the moon
8. be worlds apart
9. fly too close to the sun
10. Houston, we have a problem
11. it is not rocket science
12. many moons ago
13. men are from Mars, women are from Venus
14. once in a blue moon
15. space out
16. star-crossed lovers
17. thank your lucky stars
18. the sky's the limit
19. we have lift off!

Discussion Situations about Space

What would you do if...?

1. You finally pass all the tests to become an astronaut, but on the day of the launch you have a verruca and can't make it.
2. You reach an alien planet which is the opposite to our own in every way. You are disappointed to find that the 'opposite' you is rich, cool, and has a Masters in Particle Physics.
3. A **meteorite** hits Earth, destroying property in your neighbourhood. Unfortunately it is your property.
4. You wake up to find you're on a rocket to Mars – one way.
5. After a great night out with friends, you are astonished to witness what looks like a UFO descending behind LIDL car park.
6. Everybody saw the incredible lunar eclipse – except you.
7. Your 'friend' has 'irrefutable' proof that the Earth is flat.
8. You are caught using your telescope to spy on the people across the road.
9. You fall in love with an astronomer. Things are out of this world, until you realise you are worlds apart.
10. During a tour of the National Space Museum, you discover a wormhole that leads to the dwarf planet Pluto.
11. You become the first person to moonwalk on the Moon.

Speaking and Listening Discussion

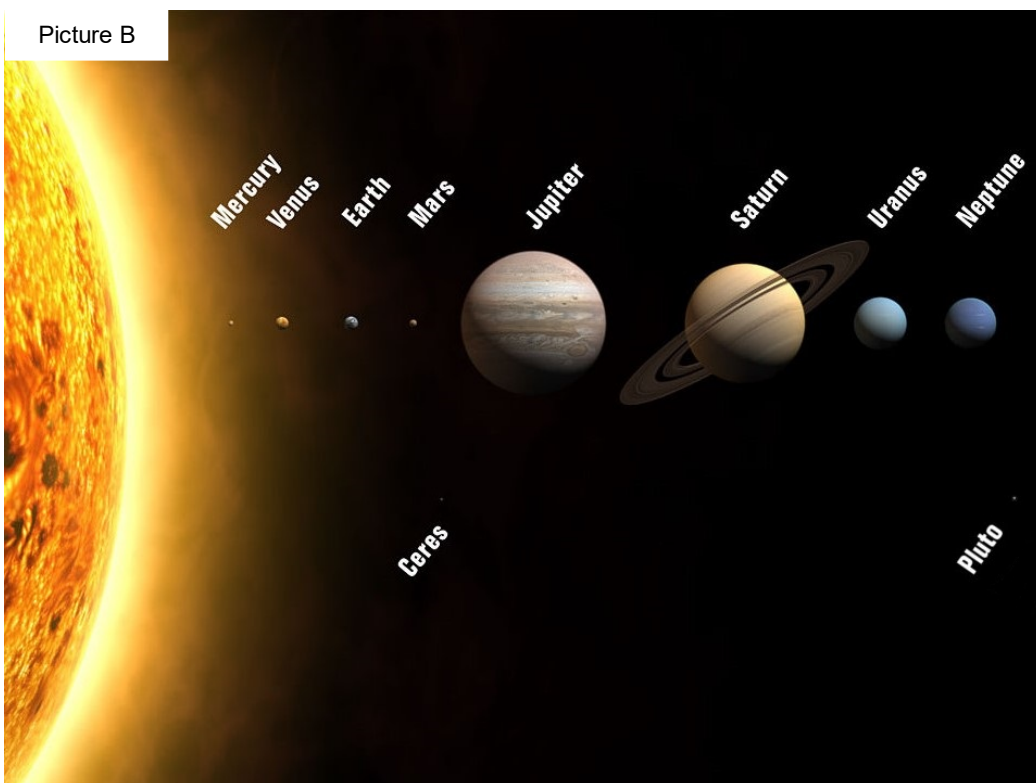
Let's Talk About... Space

1. Describe the pictures. 2. Discuss them. 3. Compare them. 4. Create a quiz about them using different question types: comprehension, wh-, yes/no, true/false/unknown, etc. 5. Improvise a dialogue or story.
Extension: Now try each exercise again without using any of the 20 keywords!

Picture A



Picture B



Space Word Shapes

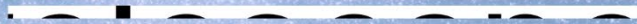
Complete the *space* words, then match them to the pictures below:

_str_n__t, M__n, t_l_sc_p_, pl_n_t, h_p_, _l__n,
sp_c_st_t__n, bl_ck h_l_, v__d, B_g B_ng th__ry

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Speaking and Listening Discussion

Let's Talk About... Diet and Fitness

New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | | |
|-----------------|---------------|----------------------|---------------|
| 1. BMI | 6. crash diet | 11. gym | 16. scales |
| 2. bodybuilder | 7. dietitian | 12. metabolism | 17. six-pack |
| 3. calories | 8. endurance | 13. obesity | 18. stamina |
| 4. cholesterol | 9. fasting | 14. personal trainer | 19. veganism |
| 5. comfort food | 10. gains | 15. reps | 20. willpower |

Discussion Questions Ask and answer them with a partner or small group:

1. Tell me about your diet. How healthy is it? Have you ever been on a diet? Did you have enough **willpower** to see it through? Did you see positive results on the **scales**? How many **calories** do you need to function each day? Do you consume too many or too few? Why? Why do some of the most delicious foods contain the most calories? Is a slow **metabolism** a barrier to losing weight?
2. Do you think **crash diets** work? What is your favourite diet? Is it effective? Why do we find it easy to diet for a few days rather than a few months? Is it possible to change deeply ingrained behaviour? How?
3. How often do you eat **comfort food**? What is your favourite? Why are the foods we love so bad for us? Why does the human body crave sugar and fats? Is there an evolutionary reason?
4. Do you know your **BMI** (body mass index)? Is this kind of statistic important to you? Why? / Why not?
5. Have you ever checked your **cholesterol** level? How did you do it? What was the result? Are you concerned about **obesity**? Why is it important to reduce the level of cholesterol in our bodies by eating right? Which foods should we avoid to have low cholesterol, and which should we consume?
6. Do you go to the **gym**? How many **reps** do you do on each machine? Are you obsessed with **gains** – i.e. getting results from your training? Do you use a **personal trainer**? How do they help you reach your goal? Why do so many people join a gym in January but quit in February? Do you stay motivated? How?
7. Would you like to become a **bodybuilder**? Why? / Why not? Why do some people want to have large muscles? How do they get them? What would be the advantages and disadvantages of giant muscles?
8. What does a **dietitian** do? Imagine a day in the life of a dietitian. Have you ever used their services?
9. Do you prefer **endurance** training or short intense bursts of training, e.g. HIIT (high-intensity interval training). Why? Have you ever run a marathon or swum a thousand metres? Do you have enough **stamina**?
10. How many times do you eat during the day and at night? Do you think you eat too much? **Fasting** is the habit of going without food for 16 or 18 hours per day. Is it a good weight-loss method for you?

English Idioms about Diet and Fitness

Discussion Situations about Diet and Fitness

Say a new sentence with each idiom:

What would you do if...?

1. '15% gym, 85% diet. Abs are made in the kitchen, not the workout room.' – Anonymous
2. a little of what you fancy does you good
3. an apple a day keeps the doctor away
4. be as fit as a fiddle
5. be in good shape / out of shape
6. eat to live, not live to eat
7. feel the burn
8. 'Food is the most abused anxiety drug... and exercise is the most... underutilized antidepressant.' – Bill Phillips, Author
9. go for it!
10. gym bunny
11. have a sweet tooth
12. lose your spare tyre
13. no pain, no gain
14. pig out
15. see something through
16. stick to something
17. you are what you eat

1. Your friend has given up meat, dairy, and all animal products, and tries to convince you to embrace the benefits of **veganism**.
2. You are too embarrassed to use the equipment at the gym – apart from the treadmill – in case you are doing it all wrong.
3. You would like to cut out refined sugar, but your housemates keep buying sweet treats and leaving them in the kitchen.
4. Your partner leaves you for a bodybuilder with a **six-pack**.
5. Your sweet tooth is rapidly leading to a spare tyre.
6. You don't know how to cook, so how can you eat healthily?
7. You go jogging but get lost in the forest.
8. Your uncle Tony goes on a crash diet and loses 50 kilos (8 stone). He looks and feels like a completely different person.
9. You are happy being overweight and eating whatever you like, but your family wants you to join a gym and lose weight.
10. While out jogging you are overtaken by a child on a tricycle.
11. Your doctor keeps warning that your cholesterol is too high.
12. Your personal trainer won't stop checking his emails while you are feeling the burn.
13. Your local all-night garage runs out of soya milk and quinoa.
14. You visit a dietitian but they are disgusted by your food diary.

Speaking and Listening Discussion

Let's Talk About... Diet and Fitness

1. Describe the pictures. 2. Discuss them. 3. Compare them. 4. Create a quiz about them using different question types: comprehension, wh-, yes/no, true/false/unknown, etc. 5. Improvise a dialogue or story.
Extension: Now try each exercise again without using any of the 20 keywords!

Picture A



Picture B



Speaking and Listening Discussion

Let's Talk About... Home Improvement

New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | | |
|----------------|---------------------|-------------------------|----------------|
| 1. accident | 6. DIY | 11. mess | 16. renovation |
| 2. achievement | 7. electrician | 12. overalls | 17. repair |
| 3. botched job | 8. extension | 13. planning permission | 18. safety |
| 4. damage | 9. flooring | 14. plumber | 19. self-build |
| 5. decorating | 10. interior design | 15. power tool | 20. toolbox |

Discussion Questions Ask and answer them with a partner or small group:

- Are you **DIY**-mad? Own your own **overalls**? Love browsing DIY superstores on Saturday afternoons? Do you enjoy painting and **decorating**? Do you always have a project on the go and handle **power tools** like a pro? If yes, how did you learn DIY techniques? Are there any DIY tasks you can't do? Do you believe that parents should hand down these practical skills to their children? What is your favourite home improvement job? Do you feel a great sense of **achievement** with a job well done? How do you put up with the **mess**?
- Have you got a massive **toolbox**? Do you know the names of all the tools? Do you know what they are for? Can you say when and why you would use these tools: a) hammer, b) screwdriver, c) wrench, d) saw, e) chisel, f) drill, g) tape measure, h) sandpaper, i) ladder, j) spirit level, k) spanner, l) pliers, m) scissors?
- Have you ever considered doing a **self-build** – building a new home from scratch? Is it possible in your country to buy a plot of land and build a house? Would you rather design it yourself, or buy a template?
- Do you need **planning permission** from the council if you want to make physical changes to your property? Why? Have you ever been refused permission to perform work on your own home? What happened?
- Is DIY the exclusive domain of men? Are girls keen to become professional tradespeople? Is the language used around home improvement sexist, e.g. 'handyman' and 'tradesman'? Why? / Why not?
- Is there anything that needs doing in your home? When are you planning to do it? How will you ensure your and others' **safety**? Have you ever hired a cowboy builder and watched them make a **botched job**?
- Are your neighbours heavily into DIY? Do you often hear drilling and banging from next door from morning till night? How do you deal with the disturbance? Maybe *you* are a noisy neighbour. Is it OK to disturb other residents in the name of home improvement, or should people be more considerate?
- Is it better to become an apprentice and train to be an **electrician**, **plumber**, or builder, rather than going to university to study a 'soft' subject like Media Studies or Art History? Why? / Why not?
- Have you ever had an **accident** while carrying out home improvement? What caused it? What was the result? Do you regret your actions? What is the most dangerous tool in the toolbox?

English Idioms about Home Improvement

Say a new sentence with each idiom:

- a bad worker always blames their tools
- an Englishman's home is his castle
- be as hard / tough as nails
- be careful / take care
- be in a good / poor state of repair
- (don't) bite off more than you can chew
- drive somebody up the wall
- give it your best shot
- hammer something home
- have the right tool for the job
- if a job's worth doing it's worth doing well
- if it ain't broke, don't fix it
- know the tricks of the trade
- lay the groundwork
- make a mess
- rock something to its (very) foundations
- safety first
- take your time
- there's no quick fix
- tool up

Discussion Situations about Home Improvement

What would you do if...?

- Your partner gets heavily into **interior design** and decides to change every room in your home, including your favourite room.
- While excavating ground for your home **extension**, you find an old chest containing ten thousand Spanish doubloons.
- You get home from a DIY store to find that the laminate **flooring** you bought is slightly the wrong shade of egg-white.
- While undertaking a routine DIY job at your mother-in-law's home you crack an ancient vase. You must **repair** the **damage**!
- The continual racket from different neighbours' DIY projects has been driving you up the wall for months.
- A friend has broken the wrench your father left you in his will.
- You discover a wonderful old abandoned building which is in dire need of careful **renovation**. Unfortunately your bank won't lend you enough money to begin the work.
- It's your first day as a builder, but you can't find your thermos.
- You want to improve your home but your partner is not sure.
- You make a botched job of your neighbours' bathroom refit.
- You are refused planning permission to build a new conservatory because one person has objected.
- Your daughter tells you that she wants to become a brickie.

Speaking and Listening Discussion

Let's Talk About... Home Improvement

1. Describe the pictures. 2. Discuss them. 3. Compare them. 4. Create a quiz about them using different question types: comprehension, wh-, yes/no, true/false/unknown, etc. 5. Improvise a dialogue or story.
Extension: Now try each exercise again without using any of the 20 keywords!

Picture A



Picture B





Windmills -

ESL Discussion Questions

1. What is a windmill? What does it do?
2. Have you ever visited a windmill? When? Why?
What did it look / feel / sound / smell like?
3. Would you live in a converted windmill? Would you be happy to have a wind farm near your home?
4. What is your favourite windmill? Why do you like it?
What is your least favourite windmill? Why?
5. Do you prefer windmills or wind turbines? Why?
What are their functions? Describe, then compare them.
6. Do offshore windfarms spoil the natural landscape?
7. Would you rather your home were powered by wind power, gas, or nuclear energy? Why?
8. Why are windmills and wind turbines designed as they are? Can you create a completely new windmill design?
9. What would we do without windmills and wind turbines?
Would the world be better or worse off?
10. What does the idiom 'to have a millstone around your neck' mean? What about 'all grist to the mill'?
11. If you had to choose between no more windmills or no more turbines, which would you choose? Why?
12. What does it mean to be 'tilting at windmills'?
(Don Quixote) Have you ever done that?

Speaking and Listening Discussion Questions

Water

*Discuss the following questions about **WATER** with a partner or small group:*

1. What is water? Why do we need it? What do you use water for each day? How much water do you use? Where does it come from? How much does it cost? Tell me about a time when a) you had too much water, b) you didn't have enough water. What happened?
2. Describe and compare: a drop, a trickle, a puddle, a stream, a spring, a pool, a fountain, a river, a waterfall, a lake, a glacier, a sea, an ocean. Tell me some containers which can hold water, e.g. a bucket. Is 'water' countable or uncountable in your language? Why is it uncountable in English?
3. What kinds of weather involve water? How do they affect your day-to-day life? Why is more than 71% of the planet covered with water? What is the water cycle? Describe it. Are you concerned about water pollution? Do you drink bottled water? Do you think we should dump plastic waste in the oceans? Why? / Why not?
4. Do you like drinking water? Why do we consume drinks other than plain water? Do you like ice in your drinks? What else do we use it for? Why do our bodies contain so much water – around 50-60%?
5. What leisure activities are connected with water? Which ones do you enjoy? Do you like swimming? How did you learn to swim? Tell me about your local swimming baths. How clean are they? Have you got a paddling pool or outdoor pool? Have you ever been 'free swimming' in a lake or river? What happened? If not, would you like to?
6. Have you ever been scuba diving? Why can't human beings breathe underwater? What would the difference be if we could? What would it mean for marine life? Would you like to be amphibious like a frog or duck-billed platypus? Where would you go? What would you do?
7. How dangerous is water? Discuss the following: capsizing, drowning, squalls, typhoons, tsunamis, marine life, dehydration, overhydration, hypothermia, drinking polluted water, plastic particles in water. Have you ever come close to danger due to water?
8. Would you like to live beside the ocean or go on an ocean cruise? Tell me about some of the creatures that live in the ocean. What is your favourite? Do you eat fish and/or seafood regularly? Have you ever caught your own meal, cooked it, and eaten it? How does that differ from buying food?
9. How is water used in business and agriculture? If the amount of water we have on the planet is finite, how can we secure safe access to it for everybody? If water is constantly 'recycled', have you ever considered that water you drink could once have been drunk by a dinosaur or a famous figure from history like Pocahontas or Boudicca?
10. Have you ever travelled by... a) sailing boat, b) ferry, c) catamaran, d) motorboat, e) barge, f) canoe, g) narrowboat, h) pedalo, i) yacht, j) pleasure cruiser, k) steamer, l) submarine, m) surfboard, n) dinghy, etc.? Compare and contrast your experiences.
11. When is water... a) awesome, b) annoying, c) deafening, d) terrifying, e) beautiful, f) fascinating, g) ugly, h) refreshing, i) hilarious, j) mysterious, k) expensive?
12. Discuss these water idioms: a) Have you ever felt **like a fish out of water**? b) Do you usually take to new things **like a duck to water**? c) Have you ever been **in deep (or hot) water**, or... d) felt like you were just **treading water**? e) Do you tend to **pour cold water** on your friends' plans? f) Have you ever **thrown the baby out with the bathwater**? g) What **makes your mouth water**? h) Did you know that **you can take a horse to water but you can't make it drink**... i) or that **blood is thicker than water**? j) What does it mean if something **holds water** – or doesn't? k) What can be **like water under a bridge**? l) What can be **watered down**? m) Why must we try to **keep our heads above water**?

Speaking and Listening Discussion Questions

Parenting

*Discuss the following questions about **PARENTING** with a partner or small group:*

1. Do we need parents? Why? / Why not? Tell me about your parents. What do / did you call them, e.g. mum / mother, dad / father, etc. What are / were they like? If you could sum them up in one sentence, what would it be? What about in one word?
2. Do / did you get on well with your parents? Why? / Why not? Are / were they the best parents in the world? Why? / Why not? Do you love them? Do you love them both equally? Tell me about times when they have embarrassed you.
3. What advice from your parents do you always follow? What advice from them have you discarded? What was the result? What genetic gifts have they given you, e.g. skills, interests, appearance, etc. How like them are you? Do you ever try to avoid being like them? Why? What traditions do you always follow that your parents began?
4. Are you a parent? If yes... why did you want to become a parent? How easy is it to be a parent? What are the highs and lows, the joys and sorrows? How has it changed your life? Would you rather you weren't a parent? Why? As a parent, what are you missing out on? How did you feel when your first child was born? If you could erase mistakes you have made as a parent, what would they be?
5. If you are not a parent... would you like to be a parent? When do you think it will happen? How will it change your life? What are you doing to make it a reality?
6. What rules do parents make? How effective are they? What training do parents have in your country? Do you think it is sufficient? Do you think people should have to pass a test before they become parents? Would you like somebody to judge *your* parenting skills? Have you ever been on a parenting course? Would it be useful? Can we learn to be parents from a stranger?
7. What laws do parents have to follow in your country? What is the right number of children to have? Would you like being told how many children you can have? Why do some couples choose to have many children and others have just one or two? What would be the difference, in your opinion?
8. Should parents discipline their children? If yes, how? What forms of discipline work the best? Is it right for government to ban smacking?
9. Is it a parent's job to give their child whatever they want to make them happy? Why? / Why not?
10. How do you celebrate Mothering Sunday, Father's Day, Grandparents' Day? Are they useful traditions or just for the benefit of card companies?
11. Tell me about your grandparents. What are / were they like? Do you remember your great-grandparents? Would you like to be a grandparent? Do you think you could ever be a great-grandparent? What are the main differences between being a parent and being a grandparent?
12. Why are some people taken into care? How would it feel not to have parents and be... a) in care, b) in foster care, c) adopted? How would it feel to... a) foster a child for six months, b) adopt a child? Compare them.
13. Compare the different roles and responsibilities: a) mother / father, b) mother / grandmother, c) father / grandfather, d) mother / mother-in-law, e) parent / foster parent / adopted parent, etc.
14. Why are some people unable to become parents? Why do some people not want to be parents? Why are some people not suited to being parents? Should everybody have the opportunity to be a parent? Is it a basic human right?

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pronunciation

Pronunciation Regular Verbs

How to Pronounce Regular Verbs

When it comes to **pronouncing regular verbs**, we know that:

- if a verb ends with a **t** or **d** sound we pronounce an extra syllable: **uhd** e.g. *chatted, added*
- if a verb ends with a **vowel sound** or a **voiced consonant sound** we pronounce **d** e.g. *played, lived*
- if a verb ends with an **unvoiced consonant sound** we pronounce **t** e.g. *pushed, watched*

It is important not to mix up the **d** and **t** sound at the end. If you do, you might end up with a **different word**. This can confuse your listener. For example: 'Did your friend go to the party?' 'No, he wasn't a lout.' 'What?!' The listener hears 'a lout' instead of 'allowed' and maybe does not understand what the speaker means.

Look at the following pairs below. On the left is the correct word and on the right is what you might hear instead:

41 common verbs:

• allowed	a lout	• planned	plant
• assured	a short	• played	plate
• barred / baaed	Bart	• poured	port
• based	baste	• pursued	pursuit
• billed	built	• queued	cute
• booted	boot	• raised	raced
• chased	chaste	• required	requite
• complained	complaint	• rowed	wrote
• covered	covet	• sighed	sight / site
• flowed	float	• stayed	state
• fried	fright	• stowed	stoat
• guessed	guest	• stunned	stunt
• joined	joint	• sued	suit
• killed	kilt	• thawed	thought
• lied	light / lite	• tied	tight
• lived	lift	• toured	taught
• mowed	moat	• towed	tote
• occurred	a curt	• tried	trite
• ordered	or dirt	• used	used (to)
• owed	oat	• weighed	wait / weight
• passed	past		

17 less common verbs:

• allied	alight / a light	• purred	pert
• bowed	boat	• rued	root / route
• charred	chart	• sawed	sought
• felled	felt	• shooed	chute
• kneed	neat	• shored	short
• marred	mart / Mart	• starred	start
• moored	Mort	• strayed	straight
• planed	plaint	• tarred	tart
• punned	punt		

16 rare verbs:

• arrayed	a rate	• peed	peat / Pete
• bayed	bait	• plied	plight
• cawed / cored	caught / court	• slayed / sleighed	slate
• cooed	coot	• spayed	spate
• gnawed	nought	• warred	wart
• mooded	moot	• weed	wheat
• neighed	Nate	• wooed	woot
• pained	paint		
• pawed	port		

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writing

Writing Book Review

Writing a Book Review – Template

Title: _____
Author: _____
Publisher: _____
Date: _____
Paperback / Hardback: _____
Fiction / Non-Fiction: _____
Genre: _____

Rating (0-5): ☆ ☆ ☆ ☆ ☆

Plot summary:

Main characters:

How it made me feel – and why:

I particularly liked:

I disliked:

Favourite quotes:

How it compares with similar books:

One-sentence summary:

Recommended for:



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answers to worksheets and notes for use

Answers to Worksheets and Notes for Use

Grammar

15 & 16 Answers will vary.

19	Correction (if necessary):	Use:	Form:
1. I'm going drive to York tomorrow.	I'm going to drive to York tomorrow.	I	B
2. The water's going to boil over the pan.	Correct	P	B
3. The video is gonna to finish.	The video is gonna finish.	P	C
4. I'm going drive to York tomorrow.	I'm going to drive to York tomorrow.	I	B
5. It's going to rain.	Correct	P	B
6. You're going too sit here till you finish the test!	You're going to sit here till you finish...	C	B
7. We're going to go for a walk.	Correct	I	B
8. 'Lia's gonna buy a new car.' 'I'm going too.'	... 'I'm going to too*.'	I	C / B
9. It's going to raining.	It's going to rain.	P	B
10. I'm going to York tomorrow.	Correct	I	A
11. It's gonna to rain.	It's gonna rain.	P	C
12. I'm going to drive to York tomorrow.	Correct	I	B
13. We're gonna go to Florida in the spring.	Correct	I	C
14. The video is gonna finish.	Correct	P	C
15. 'We're going to Florida.' 'I'm gonna too.'	... 'I'm going too.'	I	A / D
16. The water's gonna boil over the pan.	Correct	P	C
17. Lia's gonna too buy a new car.	Lia's gonna buy a new car.	I	C
18. We're gonna go for a walk.	Correct	I	C
19. We're gonna to Florida in the spring.	We're going to Florida in the spring.	I	A
20. The water's going to over the pan boil.	The water's going to boil over the pan.	P	B

*short form of: 'I'm going to buy a new car too.'

20	Correction (if necessary):	Use:	Form:
1. You're gonna to sit here till you finish the test!	You're gonna sit here till you finish...	C	C
2. Lia's gonna to buy a new car.	Lia's gonna buy a new car.	I	C
3. The video is going too finish.	The video is going to finish.	P	B
4. I'm gonna to drive to York tomorrow.	I'm gonna drive to York tomorrow.	I	C
5. The video is going to finished.	The video is going to finish.	P	B
6. You're going to sit here till you finish the test!	Correct	C	B
7. It's gonna rain.	Correct	P	C
8. You're going sit here till you finish the test!	You're going to sit here till you finish...	C	B
9. It's going too rain.	It's going to rain.	P	B
10. We're gonna to go for a walk.	We're gonna go for a walk.	I	C
11. The water's gonna boiled over the pan.	The water's gonna boil over the pan.	P	C
12. We're gonna Florida in the spring.	We're going to Florida in the spring.	I	A
13. The water's goingto boil over the pan.	The water's going to boil over the pan.	P	B
14. We're going go for a walk.	We're going to go for a walk.	I	B
15. 'Lia's gonna buy a new car.' 'I'm going to too*.'	Correct	I	C / B
16. We're going to Florida in the spring.	Correct	I	A
17. Lia's going to buy a new car.	Correct	I	B
18. 'We're going for a walk.' 'I'm going to.'	... 'I'm going too.'	I	A / D
19. The video is going to finish.	Correct	P	B
20. You're gonna sit here till you finish the test!	Correct	C	C

*short form of: 'I'm going to buy a new car too.'

21 16 matching pairs:

1. I **asked him** to remove his car. (T) / 28. If you need any help, please **ask**. (I)
2. I have so much to **do** today. (I) / 27. We were **doing a drawing**. (T)
3. That was a nasty thing to **say**. (I) / 14. Don't forget to **say hello** to Grandma for me. (T)
5. We **got** home late last night. (I) / 32. They will **get a wonderful surprise**. (T)
6. The concert **made** for a nice evening. (I) / 15. Have you been **making a mess**? (T)
7. 'It's raining.' 'I **know**.' (I) / 21. I figured he **knew the way there**. (T)
8. I **needed a new jacket**. (T) / 40. I'll go – you **need** only say the word. (I)
10. 'Was it a good party?' 'What do you **think**?' (I) / 18. I **thought the same as you**. (T)
11. I'm **taking my phone** to school on Monday. (T) / 26. Unfortunately, the skin graft didn't **take**. (I)
12. I **will** be famous – you'll **see**, mother! (I) / 36. I **saw a squirrel** stealing a nut. (T)
13. I'm sorry, but I **want** out of this deal. (I) / 31. I really **wanted another cream cake**! (T)
17. I **put the key** in the lock and turned it. (T) / 30. It's the same answer I **put** for that question. (I)
19. The judge is bound to **find** for the defendant. (I) / 38. Did you **find an injured bird** yesterday? (T)
20. It is far better to **give** than receive. (I) / 23. I **gave her** a DVD for her birthday. (T)

Answers to Worksheets and Notes for Use

25. I don't know who to **tell** or what to do. (I) / 33. Tom has been **telling us** his good news. (T)
29. I've never **used** Microsoft Paint. (T) / 35. The addict was **using** for years. (I)

Without a match – because these verbs are always or typically transitive:*

4. Please **guard** my little brother with your life! (T)
22. Please **bring** me my umbrella. (T)
34. We **discussed** the films of Marlon Brando. (T)
37. I've always **envied** your confidence, Bernard. (T)

Without a match – because these verbs are always or typically intransitive:*

9. My in-laws are **arriving** at four in the morning. (I)
16. It **appears** that he was absent all last month. (I)
24. Has the doctor **been** yet? (I)
39. The meeting **is** on Wednesday morning. (I)

22 16 matching pairs:

1. 'Woda' **means** 'water' in Polish. (T) / 28. My parents **mean** well, but... (I)
2. It's a stray dog – we're not **keeping** it. (T) / 33. **Keep** going, Jennifer! (I)
3. This flat is already **let**, but I have another. (I) / 27. **Let** me borrow your ruler. (T)
4. If you are ready, we can **begin**. (I) / 22. I **began** a new novel a few days ago. (T)
6. Did anybody **call** while I was out? (I) / 29. He **called** me a credit to his company. (T)
8. Her anger didn't **show** in her expression. (I) / 38. I **showed** Ellie your school book. (T)
9. Paula can **run** 100m in 34 seconds. (T) / 11. I can't **run** very fast. (I)
10. We were **playing** with the kittens for an hour. (I) / 13. Have you **played** that new game yet? (T)
14. You are **living** the dream, my friend! (T) / 25. They **live** in Bolivia now. (I)
15. We are **moving** to LA for six months. (I) / 23. I have **moved** the bookcase over there. (T)
16. I don't **believe** that Roger will change. (I) / 31. We **believe** you – thousands wouldn't. (T)
17. Did you **hear** Philippa's funny story last night? (T) / 40. 'Bob's back, you know.' 'Yes, I **heard**.' (I)
18. It **brought** home the gravity of the situation. (I) / 37. Could you **bring** me a plate, please? (T)
20. I **helped** Joe to fix his car. (T) / 24. It might **help** to talk to Clarice. (I)
21. I **worked** hard all night. (I) / 26. The rancher **works** his horses hard. (T)
34. I've never **tried** hang-gliding. (T) / 36. The girl didn't even **try** to contact Zoe. (I)

Without a match – because these verbs are always or typically transitive:*

5. I **have** twenty papers to mark before Friday. (T)
30. He **gave** her a kiss and left the room. (T)
35. Bob **likes** looking at old photos. (T)
39. I'm **finding** this exercise really difficult. (T)

Without a match – because these verbs are always or typically intransitive:*

7. What time will your parents **go** home? (I)
12. I didn't know that Keith had **died**. (I)
19. Johanna **is** from the Netherlands. (I)
32. Where **is** my watch? (I)

21 & 22 Reference: <https://www.merriam-webster.com/>

23 Answers may vary. Suggested answers:

1. a) If the plane had taken off on time, I wouldn't have been late for my meeting. regret
b) If the plane had taken off on time, not / have / time / browse / duty-free / shops. relief
If the plane had taken off on time, I **wouldn't have had time to browse the duty-free shops**.
c) If the plane had taken off on time, I **would've been home for dinner**. regret
2. a) If I had bought flowers for Alex, she would have been angry, because she is allergic to pollen. relief
b) If I had bought flowers for Alex, go out / me. regret
If I had bought flowers for Alex, **she might have gone out with me**.
c) If I had bought flowers for Alex, **she would have felt embarrassed**. relief
3. a) I wouldn't have had so much fun if I'd worked harder at school. relief
b) become / doctor if I'd worked harder at school. regret
I **could have become a doctor** if I'd worked harder at school.
c) I **wouldn't have upset my parents** if I'd worked harder at school. regret
4. a) If I had trained as a masseur, I could have had my own practice. regret
b) If I had trained as a masseur, work / be / really / boring. relief
If I had trained as a masseur, **the work would have been really boring**.
c) If I had trained as a masseur, I **would have made a lot of money**. regret

Answers to Worksheets and Notes for Use

5. a) I would have been able to see their new baby if I'd visited my cousin. regret
 b) be / late / Zumba / class if I'd visited my cousin. relief
 I would have been late for my Zumba class if I'd visited my cousin.
 c) We would probably have had a big fight if I'd visited my cousin. relief
6. a) If I hadn't stayed late at the observatory, I wouldn't have bumped into my friend Jessica. relief
 b) If I hadn't stayed late at the observatory, not / break / expensive / telescope. regret
 If I hadn't stayed late at the observatory, I wouldn't have broken that expensive telescope.
 c) If I hadn't stayed late at the observatory, I wouldn't have asked my question about the Moon. relief

24 Answers may vary. Suggested answers:

1. a) If we had stayed at home last night, we would have caught my favourite film. regret
 b) If we had stayed at home last night, miss / street / festival. relief
 If we had stayed at home last night, we would've missed the street festival.
 c) If we had stayed at home last night, we'd have had no choice but to clean the kitchen. relief
2. a) If the courier had delivered the grill yesterday, I wouldn't have been at home to receive it. relief
 b) If the courier had delivered the grill yesterday, have / barbecue. regret
 If the courier had delivered the grill yesterday, we could have had a barbecue.
 c) If the courier had delivered the grill yesterday, Rachael could have paid for it instead of me. regret
3. a) We would still be friends if I hadn't interrupted Gemma's wedding. regret
 b) she / not / marry / me / instead if I hadn't interrupted Gemma's wedding. relief
 She would not have married me instead if I hadn't interrupted Gemma's wedding.
 c) I wouldn't have impressed your grandma if I hadn't interrupted Gemma's wedding. relief
4. a) If you hadn't eaten the last chocolate, I could have eaten it. regret
 b) If you hadn't eaten the last chocolate, you / miss out. relief
 If you hadn't eaten the last chocolate, you would have missed out.
 c) If you hadn't eaten the last chocolate, I would have given it to my mum. regret
5. a) If we'd had two kids, we wouldn't have been able to focus all our attention on little Alan. relief
 b) If we'd had two kids, there / be / friend / little / Alan. regret
 If we'd had two kids, there would have been a friend for little Alan.
 c) If we'd had two kids, our family would have felt complete. regret
6. a) If I hadn't quit Instagram, I wouldn't have had enough time for volleyball practice. relief
 b) If I hadn't quit Instagram, get / urgent / message. regret
 If I hadn't quit Instagram, I would have got your urgent message.
 c) If I hadn't quit Instagram, I would've wasted hours on it every day. relief

25 1. If the team is / are not willing to get back together, it looks like our business is finished. (A) 1st 2. If the radiator had not been bled, the heat wouldn't have spread evenly. (B) 3rd 3. You can forget about that pay rise, if the report isn't on my desk tomorrow morning. (A) 1st 4. You can join us for dinner next Tuesday – if you are going to be available. (E) 1st 5. I couldn't be here on time, if I didn't take a taxi. (B) 2nd 6. You can still retake your exams, if you haven't had enough of them. (E) 1st 7. I hate vegetables so I don't eat them, if I don't absolutely have to. (B) Zero 8. If you don't wash the dishes, I'll stop your pocket money. (A) 1st 9. Their wedding should be a really lovely day – if nothing unexpected happens. (E) 1st 10. If I hadn't received that email by 8pm, I wouldn't have been able to finish my work that night. (B) 3rd 11. The car stereo doesn't work if you don't have the key. (C) Zero 12. I'll iron these shirts for you, if you don't want to do it. (D) 1st 13. James could get that job, if he didn't, for some reason, decide against it. (D) 2nd 14. If you don't add your debit card, you won't be able to order online. (C) 1st 15. If you didn't wear protective clothing, you could be injured. (A) 2nd 16. I'm sure United will win the match, if the other side don't play Morgan. (D) 1st 17. They're going to drive to the beach, if there isn't anything good on telly. (E) 1st 18. We won't get to grandma's on time – if the traffic doesn't clear. (D) 1st 19. She doesn't want to talk to you, if you don't apologise. (B) Zero 20. The screws won't come out if you don't use a special tool. (C) 1st

26 1. l) C. 2. e) B. 3. f) A. 4. a) C. 5. h) C. 6. q) A. 7. m) B. 8. d) E. 9. s) E. 10. o) B. 11. c) D. 12. n) C. 13. k) D. 14. b) C. 15. t) A. 16. p) E. 17. g) B. 18. i) A. 19. j) B. 20. r) E.

Extra time:

Once they have the twenty sentences, students could transform each one into either a sentence with 'unless' or a conditional sentence with 'if' – and say which conditional it is. Answers:

- If you don't really (Unless you really) need to buy a new coat today, it's worth waiting for the sale.
- Unless my wife agrees (If my wife doesn't agree), I won't be able to join the cricket club. (1st)
- You're going to fail the test if you don't do any (unless you do some) prep.
- You'll feel tired in the morning, unless you (if you don't) get your beauty sleep. (1st)
- Unless you're (If you're not) going to email her, you should buy a card for Auntie Jen. (1st)
- I'm leaving you, Malcolm, if you don't (unless you) start to appreciate me more!

Answers to Worksheets and Notes for Use

7. Unless I'd (If I hadn't) eaten them, the yoghurts would've gone off. (3rd)
8. Unless the venue reduces (If the venue doesn't reduce) the prices, we won't be able to go to the concert. (1st)
9. Let's go to the cinema, unless the film has (if the film hasn't) already begun. (1st)
10. Nobody woulda used the Xbox, if I hadn't (unless I had)!
11. I won't get that tax refund unless the government changes (if the government doesn't change) the rules. (1st)
12. The birds won't come to the garden unless you (if you don't) give them special food. (1st)
13. I won't continue the lessons with him if they don't (unless they) begin to improve.
14. Unless you (If you don't) use chopped tomatoes the sauce won't taste right. (1st)
15. If we can't (Unless we can) persuade the neighbours to be quieter, we will have to move house.
16. We can have a lovely walk, unless the weather takes (if the weather doesn't take) a turn for the worse. (1st)
17. If your sister hadn't (Unless your sister had) changed her ways, we wouldn't have met her at Easter.
18. If you didn't give (Unless you gave) me my book back, I would tell the teacher!
19. It wouldn't be viable to meet after work, unless I left (if I didn't leave) early – and I can't. (2nd)
20. We can go to the pub, if you don't (unless you) want to order a takeaway?

27 Answers will vary. Sample answers: 1. What time does the bus leave? / Could you tell me what time the bus leaves? 2. Where is my pencil? / Do you know where my pencil is? 3. Why is that lamp broken? / Would you mind informing me why that lamp is broken? 4. Who stole your phone? / Do you remember who stole your phone? 5. What is the capital of Portugal? / May I ask you what the capital of Portugal is? 6. Will it snow tomorrow? / Can you say whether it will snow tomorrow? 7. Why are you late? / Can you explain why you are late? 8. Does Mike work here? / I was wondering if Mike works here. 9. How can I save this document? / Have you got any idea how I can save this document? 10. Why wasn't my package delivered? / I would be very interested to know why my package wasn't delivered. 11. Has anybody lost their handbag? / It would be great if you could let me know whether anybody has lost their handbag. 12. Why didn't I get upgraded? / I just can't understand why I didn't get upgraded.

28 Answers will vary. Sample answers: 1. When is the concert due to finish? / Can you tell me when the concert is due to finish? 2. Is the dry cleaner's open until 8pm? / Does anybody know whether the dry cleaner's is open until 8pm? 3. Why did you fail the test? / I'd love to know why you failed the test. 4. How can I get to the railway station from here? / Do you happen to know how I can get to the railway station from here? 5. What will you be wearing tomorrow? / I've been meaning to ask you what you will be wearing tomorrow. 6. Is this blouse available in blue? / Would you mind telling me if this blouse is available in blue? 7. When will you pay my last invoice? / I'm writing to ask you when you will pay my last invoice. 8. Why haven't you done the washing up? / I wonder if you could tell me why you haven't done the washing up. 9. Where did I put my glasses? / I can't remember where I put my glasses. 10. Where is the toilet? / I was wondering whether you would be so kind as to let me know where the toilet is. 11. What is the price of that painting? / May I enquire as to the price of that painting? 12. What is happening after lunch? / I was hoping that you could fill me in on what is happening after lunch.

29 1. I'm asking you whether I can return this item if it doesn't fit. [I] 2. Do you prefer pop or rock (or rock or pop) music? [D] 3. I don't know why Kerry is crying. [I] 4. Had the bus already left before they arrived? (or Had they... before the bus...) [D] 5. Have you heard whether this will be in the sale? [I] 6. I would like to know how long I need to wait here. [I] 7. Do you like the new Peter Rabbit movie? [D] 8. Didn't anybody inform you about which software you needed to use? [I] 9. Where is Malcolm? [D] 10. Do you recall which sofa was the most comfortable? [I] 11. I'm ringing to ask whether you have home contents insurance. [I] 12. Do you mind if I ask you why your dog is fouling the pavement? [I] 13. Will you ask Tom if he's going to the barn dance? [I] 14. Which bus do I need for Deptford? [D] 15. Jack wants to know whether he's going to get a new bike for Christmas. [I]

30 1. What was Janet doing all afternoon? [D] 2. Who left the skateboard at the bottom of the stairs? [D] 3. Did you have to hand in your assignment yesterday? [D] 4. Did Gill tell you what time her grandma is going to arrive? [I] 5. Do the clocks go forward tonight, or is it next week? [D] 6. How many students will there be in the class? [D] 7. Could you possibly tell me whether Dr. James is busy at the moment, please? [I] 8. Why are you wearing a suit? [D] 9. I've been wondering why I wasn't accepted on that course all morning. [I] 10. It's funny, but I can't remember which skirt suited me best. [I] 11. I would love it if you could tell me why my son didn't get a distinction. [I] 12. Who was at the Christmas party last night? [D] 13. I cannot recall how long you have been working here. [I] 14. Where are you working at the moment? [D] 15. I can't imagine who will be at Maureen's wedding. [I]

31 1. What's the time? [D] 2. What happened to all the cheese in the fridge? [D] 3. Who reset the alarm on my phone? [D] 4. How many children have Margaret and Alan (or Alan and Margaret) got? [D] 5. Can I ask when our plane will take off? [I] 6. I've been wondering why you were talking during the lesson. [I] 7. Can you get me a paper from the newsagent's? [D] 8. Did you get that (or the) job at the (or that) new department store? [D] 9. I have no idea why that man is cutting down a tree in my garden. [I] 10. Is there any possibility that you could tell me why my ticket is invalid? [I] 11. How long will the meeting with Teddy and the others last? [D] 12. Why didn't you buy any fudge for David and his brother? [D] 13. Is there any chance of you telling me why you borrowed my car? [I] 14. I'm not sure what Joanne wants for her birthday. [I] 15. Do you need anything from the deli? [D]

Answers to Worksheets and Notes for Use

32 *Answers will vary. Sample answers:*

1. Category – family:

- Philip didn't use to be married, but now he is.
- Did Alan use to be married? / Yes, he did, but now he is divorced.
- Ralph used to live alone, but now he lives in a care home.

2. Here is a sample conversation based on the category of music:

- A: Did you use to go to concerts when you were younger?
- B: Yes, I did. I went to a lot of concerts.
- A: Like what?
- B: Er, pop concerts. Human League, Squeeze – that kind of thing.
- A: I think that's true.
- B: Yes, it is true.

Students could make it competitive and score points, e.g. ten points for A, if they guess correctly, and ten points for B if A does not guess correctly – and vice versa. You could see who gets to a hundred points first.

3. Here is a sample conversation:

- A: I choose 'appearance' and 'Ralph'.
- B: OK. Ralph didn't use to have grey hair, but now he does.
- A: Great!

As in 2., above, students could make it competitive, scoring points for writing or saying a correct sentence within the time limit.

4. See worksheet for an example. Students may enjoy improvising a story, role play, podcast, or video drama based on the information about the family in both worksheets.

5. See worksheet for an example.

33 *Answers will vary. Sample answers:*

1. Category – health:

- Mandy didn't use to have eczema, but now she does.
- Did Jacqui use to be as fit as a fiddle? / Yes, she did – and she still is.
- Estelle used to have many ailments, but now she is reasonably healthy.

2. Here is a sample conversation based on the category of exercise:

- A: Did you use to belong to a gym?
- B: No, I didn't. I couldn't afford it.
- A: Why not?
- B: The gym near me used to cost £30 per month.
- A: Wow! That's expensive. I think that's true.
- B: No, it isn't true. I used to go to the gym twice a week.

Students could make it competitive and score points, e.g. ten points for A, if they guess correctly, and ten points for B if A does not guess correctly – and vice versa. You could see who gets to a hundred points first.

3. Here is a sample conversation:

- A: I choose 'driving' and 'Jacqui'.
- B: OK. Jacqui used to drive to the coast every weekend, but now she goes once a month.
- A: Well done!

As in 2., above, students could make it competitive, scoring points for writing or saying a correct sentence within the time limit.

4. See worksheet for an example. Students may enjoy improvising a story, role play, podcast, or video drama based on the information about the family in both worksheets.

5. See worksheet for an example.

Answers to Worksheets and Notes for Use

Used to + Infinitive – Additional Notes:

We use the construction **used to + infinitive** to describe a habit, state, or regular action in the past that is not true in the present, e.g. 'I used to live in Birmingham, but now I live in Portsmouth.' We use it to discuss differences and to show a contrast between our lives today and in the past.

For negative and question forms we replace **used** with **use**:

'I didn't **use** to live in Portsmouth.' | 'Did you **use** to live in Birmingham?'

In the second clause we can use a variety of time phrases:

I used to...	but now / these days but at the moment / currently	+ present simple, present continuous,
	but recently / lately but since then but for the last few...	+ present perfect or present perfect continuous

Don't confuse **used to + infinitive** with **be used to + noun/gerund**, which has a different meaning (to be accustomed to). Also, **used to** is not connected with the verb **to use**.

We cannot use **used to + infinitive** with single actions or actions that happened at a specific time, e.g.

~~I used to win a medal.~~

~~I used to play football yesterday.~~

Used to and **use to** sound the same in regular spoken English. This is because we cannot manage to pronounce the **dt** sound connection (**used to**), so we omit the **d** to make it easier to say the syllables together. This is called elision. In effect we are saying 'use to' whether the sentence is positive, negative, or question form.

The two clauses in each sentence will be contrasting – often with positive and negative meanings, e.g.

'I used to smoke, but now I don't.'

(negative) (positive)

This is reversed in the negative form, e.g.

'I didn't use to smoke, but now I do.'

(positive) (negative)

35 1. i). 2. f). 3. m). 4. n). 5. l). 6. j). 7. r). 8. b). 9. e). 10. p). 11. s). 12. c). 13. d). 14. q). 15. a). 16. t). 17. g). 18. k). 19. o). 20. h).

36 1. i). 2. o). 3. s). 4. n). 5. h). 6. c). 7. r). 8. q). 9. j). 10. p). 11. t). 12. e). 13. b). 14. f). 15. k). 16. a). 17. g). 18. m). 19. d). 20. l).

40 See next page.

Answers to Worksheets and Notes for Use

Use 'the' with adjective + noun phrases:		Don't Use 'the':	
Category:	Example:	Category:	Example:
rivers [10] canals [25] seas [28] oceans [32] islands [22, 34] deserts [26] geographic areas [43] mountain ranges [24] monuments / landmarks [6] organisations [9, 39] eras [47] -- people (groups)	the River Thames the Suez Canal the Black Sea the Atlantic Ocean the Channel Islands the Sahara Desert the Welsh countryside the Himalayan mountains the Sydney Opera House the British Museum the Middle Ages -- the Miller family [3]; the Millers [42]; the Spanish [7]	days [1] / months [31] names of people [2, 20, 27, 30, 41, 44, 46] titles of people [18] family members [17] nationalities / religions languages [8] villages / towns cities [5, 14, 33, 48] districts [16, 36] / counties [4] countries [23, 50] lakes [52] / lochs / reservoirs forests [53] street addresses [38] companies [56] / corporations [11] products [13, 19, 29, 37, 54] titles in culture [40, 55]	Monday / February John / Lisa Mr. John Miller Aunt Maggie Danish / Christianity German Lynmouth / Oakham Madrid Bloomsbury / Cheshire Brazil Lake Victoria / Loch Ness Sherwood Forest 14 Primrose Lane IKEA / Facebook Heinz Tomato Ketchup Star Trek
Use 'the' with '____ of ____' phrases: [12, 35, 51]		Proper nouns with 'the' which don't fit the rules:	
Category:	Example:	Category:	Example:
Duke of ____ [15] Prince of ____ King / Queen of ____ Kingdom of ____ Republic of ____ State of ____ [49] Isle of ____ Port of ____ [place] of [person] [45]	the Duke of Wellington the Prince of Wales the King of Belgium the Kingdom of Saudi Arabia the Republic of Poland the State of Texas the Isle of Wight the Port of Dover the Ireland of James Joyce	peninsula city country [21] province	the Crimea the Hague the Philippines the Transvaal

Answers:

On **1.** [-] Tuesday **2.** [-] Mike and **3. the** Green family left their home in **4.** [-] Lincolnshire and travelled to **5.** [-] Paris to visit **6. the** Eiffel Tower. Some of them were able to chat to **7. the** French in **8.** [-] French. They stayed at **9. the** Columbus Hotel, which overlooks **10. the** River Seine. Despite being abroad they ate at **11.** [-] Burger King every night, apart from when they went to **12. the** Palace of Versailles and took a packed lunch with bottles of **13.** [-] Evian water. They got the train back to **14.** [-] London and took a taxi to **15. the** Duke of Clarence – a pub in **16.** [-] Mayfair, where **17.** [-] Uncle Gary – or **18.** [-] Mr. Gary Bradley, to give him his full title – was waiting for them in his **19.** [-] Honda Accord.

He'd just got back from a lovely cruise with his wife, **20.** [-] Audrey – who was from **21. the** Philippines. They had cruised around **22. the** Greek islands on the way to **23.** [-] Israel, where they had particularly enjoyed **24. the** Eilat Mountains, not to mention sailing past **25. the** Suez Canal. Unfortunately there hadn't been enough time to visit **26. the** Sahara Desert. **27.** [-] Gary had taken numerous photos of **28. the** Mediterranean Sea with his **29.** [-] iPhone, while **30.** [-] Audrey relaxed on board. They were looking forward to another long holiday in **31.** [-] May – sailing across **32. the** Atlantic Ocean to **33.** [-] New York via **34. the** Canary Islands. His wife said she couldn't wait to see **35. the** Statue of Liberty and **36.** [-] Manhattan. She wanted to buy **37.** [-] Hugo Boss perfume and walk down **38.** [-] Fifth Avenue. She'd seen it on **39. the** BBC as part of a new travel programme called **40.** [-] 'Wild America', presented by **41.** [-] Simon Fox.

As he drove **42. the** Greens back home through **43. the** English countryside, **44.** [-] Gary explained that he wanted to see **45. the** New York of **46.** [-] F. Scott Fitzgerald. He was fascinated by **47. the** Jazz Age. He was also keen to see the place in **48.** [-] Philadelphia – in **49. the** State of Pennsylvania – where **50.** [-] America's forefathers signed **51. the** Declaration of Independence. When they got to their house, close to **52.** [-] Lake Wilton beside **53.** [-] Wilton Forest, they had a glass of **54.** [-] Baileys and watched **55.** [-] 'Dancing on Ice' on **56.** [-] ITV.

43 Answers may vary. Sample answers:

1. We went **to** a café **in** Blakeney **for** lunch. 2. Her mum works **at** Waitrose **on** the checkouts **with** my auntie. 3. There was a good film **on** TV **on** Monday night. 4. I dropped [-] her mug **on** the floor [-] last week, so I bought a new one **at** Debenhams **on** Tuesday. 5. We went swimming **in** the sea **in** the evening. 6. The squirrel ran **along** the branch then jumped down, squeezed **under** the fence and legged it **into** next door's garden! 7. Uncle Don lives **in** Peterborough **next to** the old fire station. 8. That song was played **on** the radio **throughout** the day – **from** morning **to** night. 9. **In** June we spent a weekend **in** the Lake District **with** the kids **for** Brian's birthday. 10. The guy at the bank was really rude **to** me [-] last Thursday. 11. We went sledging **in** the snow **across** the field **behind** the farm, before walking [-] home hand **in** hand. 12. There was a disco **at** our school **on** Valentine's Day. 13. The couple who live **near** us often have barbecues **at** their house. 14. I was standing **at** the top **of** the hill **for** fifteen minutes. 15. We jumped **into** the taxi and told [-] the driver **to** take us **to** Trafalgar Square **for** the

Answers to Worksheets and Notes for Use

protest. 16. I never eat spicy food **after** 8pm because it tends to disagree **with** me. 17. The bird flew **through** the top window, a few metres **above** our heads. 18. It's Millie's birthday **on** the fifteenth, so let's get **[-]** her a present. 19. We were **at** the cinema **in** Hastings **for** two hours last night. 20. Stephen left **[-]** the house, got **into** his car, and drove off.

44 *Answers may vary. Sample answers:*

1. The guy **in** the room **below** ours was coughing **[-]** all night. 2. Wi-Fi is available **on** this train, so you can watch movies **during** your journey. 3. I put the room key **on** the table **beside** your mobile. 4. I heard a noise, so I got up and went **[-]** outside. I walked **around** the building and found **[-]** a wild boar sitting **in front of** my car, kind of guarding it! 5. Wild boar don't usually live **among** humans but **in** the forest. 6. Barbara pushed **past** her friends and walked straight up to Debbie's boyfriend, hitting him hard **in** the face **with** her glove. 7. I couldn't live **without** my diary because it's got all my appointments **in** it. 8. **Between** you and me, I found Barbara's behaviour **at** the party rather boorish. 9. I leapt out **of** the taxi and ran **towards** the train, but it was already leaving. 10. We ate lunch **at** Mallory's **before** heading **for** the **[-]** cycling event **at** the park **in** Harrogate. 11. I came away **from** the concert feeling **[-]** rather nostalgic thanks **to** the magic **of** jazz. 12. There's a piece **of** Brie **on** top **of** the fridge. 13. As we drove **over** the bridge our picnic basket fell **onto** the road. 14. I called in **at** Sainsbury's **on** the way home **from** work. 15. Our dishwasher has broken down, so I'll need **to** do the washing **up**. 16. We're meeting **[-]** Frank's solicitor **in** town **on** Friday **at** 2 o'clock. 17. 'Where is the bus station **in** Chapeltown?' 'It's **next** **to** the railway station.' 18. We go jogging **in** the morning because we're always too tired **at** night. 19. The bookshelf I was looking for was **between** Classics A-E and Classics K-O. 20. I looked out **of** the window and saw a kestrel gazing **at** me.

45-48 *Print each pair of documents on thin card back-to-back. Cut out the cards and pick one up. You should have a correct sentence on one side and the corresponding incorrect sentence on the other side. SS (students) work in pairs or small groups.*

1. Throw a number of cards on the desk in a random order. SS divide them into correct and incorrect sentences, looking at both sides. Discuss findings, with particular reference to students' L1(s).
2. Place a number of cards on the desk incorrect side up. Ask SS to correct the errors. Discuss findings, as above.
3. Place a number of cards on the desk correct side up. Ask SS to translate them into their L1. Discuss the differences and the errors that could arise. How far does translating from their L1(s) cause errors with prepositions in English?
4. SS write new sentences based on the correct sentences.
5. SS write new incorrect sentences based on the correct sentences and give them to a partner or other group to correct.
6. Give SS the pages with incorrect sentences for them to correct and discuss – or for homework.
7. SS pick up a card and read one side to their partner / group. They have to say whether it is correct or incorrect. If it is incorrect, they correct it.
8. SS group all the cards by preposition, e.g. 'on'. They discuss when we use this preposition in English, e.g. 'on for platforms, days, and dates'. (See p.42.) How does this compare with their L1(s)?
9. SS group all the cards by... a) prepositions of place, b) prepositions of time.
10. Using toys: take a box shape and a figure, e.g. a doll or LEGO figure. One student acts out a preposition with the figure and the box, e.g. 'he is on the box' while the partner or group has to guess it and make a sentence. Then the SS suggest a preposition and the student with the figure has to act it out, e.g. 'behind' = the figure is put behind the box.
11. Board game #1: use a 'snakes and ladders' board. SS play snakes and ladders in small groups with counters and a dice. One student or the teacher (with the answers) is the referee and doesn't play. At each snake or ladder the referee gives the student a card. They have to say whether it is correct or not. The referee has the answers and says whether they are right or not. If they are right they go up (the snake or ladder) and if they get it wrong they go down (the snake or ladder). The winner is the first student to reach the final square on the board. Twist: instead of using the cards, SS have to say a correct sentence with a preposition suggested by the referee. (See p.41.)
12. Board game #2: use a standard chess or draughts board. SS throw a dice and move forward the number on the dice. One student or the teacher is the referee and doesn't play. If a student throws an odd number (1, 3, or 5) they go ahead and move forward. If they throw an even number (2, 4, or 6) they have to take a card and say whether the sentence is correct or not. The referee adjudicates. If the player is right, they move forward that number of spaces. If they are wrong, they move backwards that number of spaces. The winner is the first student to reach the final square on the board. Twist: instead of using the cards, SS have to say a correct sentence with a preposition suggested by the referee.
13. SS look at the cards correct side up and try to predict what the errors will be, before turning them over to check.
14. SS have to say how they would teach English prepositions to a class of SS at a lower level than themselves.

49 1. already. 2. still. 3. any more. 4. already. 5. still. 6. yet. 7. still. 8. still. 9. already / yet. 10. yet. 11. still. 12. already. 13. any more. 14. already, yet. 15. still. 16. already. 17. any more. 18. still, yet. 19. already. 20. yet.

50 1. any more. 2. still. 3. still. 4. any more. 5. already. 6. yet. 7. still. 8. already. 9. still, yet. 10. already. 11. already. 12. yet. 13. any more. 14. already, any more. 15. yet. 16. still, yet. 17. any more. 18. still. 19. yet. 20. any more.

51 *Answers will vary. Basic sentences without further information:* 1. I have already had lunch at work. 2. She hasn't tried on that summer dress yet. 3. Are you still using this cupboard for towels? 4. I don't buy newspapers any more, because they are too expensive. 5. He had already booked the holiday in Marbella. 6. Have you mown the lawn yet, Graeme? 7. I still needed an answer from him. 8. I won't be able to swim in the lake any more. 9. Will you have already completed the report by Friday? 10. Don't mop the bathroom floor yet!

Answers to Worksheets and Notes for Use

52 Answers will vary. Basic sentences without further information: 1. He still hadn't washed the car when we arrived. 2. Will Chloe pick strawberries at the farm any more? 3. We will have already been preparing the meat for the barbecue. 4. Luckily, dinner hasn't been served yet. 5. Did Mike still love his ex? 6. Please don't bother your auntie any more. 7. They won't have already paid for their new kitchen. 8. Did you speak to Kevin about the rota yet? 9. He will probably still be living in a motorhome. 10. Jim hadn't been driving his brother's Mercedes any more.

54 1. Were you alright during **that** storm (D) last night? *Example of words that helped: 'last night' – the time is finished (past simple), so it is logical that the storm has finished too; also 'storm' is singular, so we use 'that'.* 2. **This** jacuzzi (D) is so relaxing! 3. What are **those** kids (D) doing over by **that** old oak (D) tree? 4. I don't like **this** very hot weather (D) we are having at the moment. 5. 'Who's **this** (P)?' '**This** (P) is my cousin John.' 6. **That** jacuzzi (D) was so relaxing. 7. **These** new trams (D) are so cool. I can't feel **this** one (P) moving. 8. Shall we park in **this** space (D) or the one over there? 9. 'Have you finished exercise five?' 'No, I didn't have time for **that** one (P).' 10. 'Take **those** bags (D) upstairs please.' 'Which ones.' 'The ones over there.' 11. 'Our date went really well, mum.' '**That** (P)'s nice dear.' 12. **This** (P) is what I've written so far. 13. **That** (P)'s a nice guitar you are holding. 14. **This** bag (D) is too heavy. I'm going to put it down. 15. 'Are you using **that** spoon (D) over there?' 'No, I've got **this** one (P).' 16. Here you are – put **these** bags (D) in the boot, please. 17. **These** shoes (D) are so uncomfortable. I can't wait to take them off. 18. **Those** (P) who dislike classical music will not enjoy the concert. 19. **Those** (P) are my shoes on top of the cupboard. 20. **These** pullovers (D) belong to Jenny and the other ones are mine.

55 1. **This** (P) is a wonderful meal! I hope it never ends! *Example of words that helped: 'is' – the time is present – near to the subject – and 'meal' is singular, so we use 'this'.* 2. **Those** gardens (D) were so beautiful. I'm so glad I went on **that** day trip (D). 3. '**This** (P) is a rare stamp.' 'What about **that** one (P) over there?' 'Yes, **that** one (P) is rare too.' 4. 'Look – it says **that** bridge (D) is closed.' 'How can you read it from here?' 5. **These** pages (D) contain gap-fill exercises, while the next page is a writing activity. 6. '**This** (P) is my dad.' 'It's nice to meet you, Carla.' 7. 'Can I borrow **those** marker pens (D), please?' 'Yes, when I've finished using them.' 8. 'Let's meet at 9.30am tomorrow.' 'OK, **that** (P)'ll be great.' 9. **That** (P) was a wonderful meal! I was hoping it would never end! 10. 'Which milk do you want in your coffee.' '**This** one (P). Here you are.' 11. **That** bridge (D) was closed, so we had to turn round. 12. **These** stones (D) have been here for thousands of years. Please don't touch them! 13. **That** (P)'s my balloon flying in the sky! 14. I'm going to see my solicitor **this** afternoon (D). 15. 'I forgot to set my alarm and now I'm late.' '**That** (P) was careless, wasn't it?' 16. Hey! Who is responsible for **this** mess (D)? **These** kids (D), or **those** (P) outside? 17. Look! **Those** students (D) have got blue hair! Don't laugh – they might come over! 18. **That** suitcase (D) was too heavy. 19. **Those** trams (D) were so uncomfortable. I won't use them again. 20. **These** gardens (D) are so beautiful. I'm so glad I came on **this** day trip (D).

See following page for notes on ellipsis.

56 Answers will vary. Sample answers: 1. Got the time? / **Have you** got the time? (8). 2. Best pizza in town! / **This restaurant serves the** best pizza in town! (10). 3. Jenny'd had enough of her boss's bad moods. / Jenny **had** had enough of her boss's bad moods. (1). 4. Wait for me after the lesson – but you don't have to. / **You could** wait for me after the lesson – but you do **not** have to **wait for me after the lesson**. (6, 1, 4). 5. Want a biscuit? / **Do you** want a biscuit? (8). 6. When I bought the software, I didn't know it would be so hard to use. / When I bought the software, I **did not** know **that the software** would be so hard to use. (1, 2, 5). 7. Birdbath Stolen / **A** birdbath **has been** stolen. (10). 8. You going to the gig tonight? / **Are** you going to the gig tonight? (8). 9. Get the document from Michael and copy it. / **You should** get the document from Michael and copy **the document**. (6, 5). 10. Lovely weather. / **There has been** some lovely weather **today, hasn't there?** (7). 11. Arthur's friend from Scotland has arrived. / Arthur's friend, **who is from Scotland**, has arrived. (2). 12. Do you live in Bristol? Yes, I do. / Do you live in Bristol? Yes, I **live in Bristol**. (9). 13. When relaxing at home, I love wearing some old jeans. / When **I am** relaxing at home, I love wearing some old jeans. (3). 14. Adventure In Space / **We were watching a film called** Adventure In Space. (10). 15. Worked here for years, haven't we, Barry? / **We have** worked here for years, haven't we, Barry? (8).

57 Answers will vary. Sample answers: 1. We told Jeff his car was cool. / We told Jeff **that Jeff's car** was cool. (2, 5). 2. While leaving the exam hall, Janet realised she had lost her pen. / While **she was** leaving the exam hall, Janet realised **that** she had lost her pen. (3, 2). 3. I can study with you after school if you want. / I can study with you after school if you want **to study [with me] after school**. (4). 4. Put the bags down anywhere. / **You can** put the bags down anywhere. (6). 5. If you use the wrong detergent, it's bad for your dishwasher. / If you use the wrong detergent, it **is** bad for your dishwasher. (1). 6. We just can't agree with your proposal, Mr. French – terrible! / We just **cannot** agree with your proposal, Mr. French – **it is** terrible! (1, 7). 7. Gas Price Record High / **The** gas price **in this town has reached a** record high. (10). 8. Unbelievable! / **That goal was** unbelievable! (7). 9. Seen Bill anywhere? / **Have you** seen Bill anywhere? (8). 10. Mind your head when leaving the aeroplane. / **You need** to mind your head when **you are** leaving the aeroplane. (6, 3) 11. "What's your name?" "Alan." / "What is your name?" "**My name is** Alan." (1, 9). 12. Carrots, tomatoes, half a loaf, milk (x2 semi), cheese (Jack's lunches). / **I need to buy** carrots, tomatoes, half a loaf **of bread, two bottles of semi-skimmed milk, and** cheese **for** Jack's lunches. (11). 13. Jeremy said he couldn't stand listening to opera. / Jeremy said **that** he could **not** stand listening to opera. (2, 1). 14. "Where's Tony?" "Outside." / "Where **is** Tony?" "**He is** outside." (1, 9). 15. "Look at these photos." "The ones from Brazil?" "Yes." / "**You should** look at these photos." "The **photos** from Brazil?" "Yes, **the photos from Brazil**." (6, 5, 9).

Grammar Sentence Building

Understanding Ellipsis

Ellipsis occurs when we leave out unnecessary words from a sentence. The omitted words are unnecessary for communication, because they do not affect the meaning, e.g.

*This is the book I like. NOT This is the book **that** I like.*

In this way, ellipsis 'tidies up' the sentence by making it more streamlined or 'word-efficient'. In English, it is not necessary to repeat words and phrases in the same sentence, for example: "The twins bought ice creams for ~~the twins~~ themselves." Repeating "the twins" creates **redundancy**.

We can also use ellipsis when we know the listener or reader is aware of the meaning from the context, e.g.

Two friends walk into their work canteen and one goes towards the kettle.
He says to his colleague: "Tea?" instead of "Would you like a cup of tea?"

Native speakers use ellipsis all the time, and are quite proficient with it. They know what is missing and why it does not matter to the meaning. However, learners of English may realise that part of the sentence is missing, but struggle to guess the missing part. They find they don't get the meaning of the sentence, because "something is missing" – which is the definition of ellipsis. However, sometimes we don't use ellipsis when we want to sound more formal, e.g. "It is the book that I like." is more formal than "It's the book I like."

There are many kinds of ellipsis, some of which are listed below. We can use one or more of them in the same sentence:

Textual ellipsis – the surrounding text makes the meaning clear:

Type of ellipsis:	Example with ellipsis:	The full sentence without ellipsis:
1. contractions	We'll go for a meal.	We will go for a meal.
2. relative pronoun (or clause) missing	The bike I bought yesterday...	The bike that I bought yesterday...
3. verb phrase missing before gerund	While driving, I thought of you.	While I was driving, I thought of you.
4. verb phrase missing after verb + to	We can leave, if you want to.	We can leave, if you want to leave .
5. pronoun replaces a noun phrase	That bike was the one I borrowed.	That bike was the bike that I borrowed.
6. imperative form replaces modal	Go with us tomorrow.	You could go with us tomorrow.

Situational ellipsis – knowledge of the context makes the meaning clear:

Type of ellipsis:	Example with ellipsis:	The full sentence without ellipsis:
7. a word or two replace a sentence	Football?	Do you want to go and play football?
8. auxiliary verb(s) (or be) missing	You watching the match later?	Are you watching the match later?
9. short answer instead of full	"Did you take the call?" "Yes, I did."	"Yes, I did take the call ."

Structural ellipsis – general/cultural knowledge makes the meaning clear:

Type of ellipsis:	Example with ellipsis:	The full sentence without ellipsis:
10. news headline, title of book/film, etc., slogan – assumes reader's prior knowledge	Tories deliver killer blow at election.	The Conservative Party (nicknamed the Tories = slang) wins decisively (delivers killer blow = slang) at the General Election.

Telegraphic ellipsis – note form, which is clear to the original writer:

Type of ellipsis:	Example with ellipsis:	The full text without ellipsis:
11. note form, e.g. diary entry, shopping list, note to self, etc.	Got up, had breakfast, went out, met Philip, walked to South Bank, then Tate M.	I got up and had breakfast, then I went out and met Philip. We walked to the South Bank, then we went to Tate Modern.

Note: in **punctuation**, an **ellipsis** is the symbol with three dots: ...
This also means that something is missing: *We went to the library... five minutes later we had to leave!*
or that something continues: *Nobody guessed who broke the washing machine, but...*

Answers to Worksheets and Notes for Use

Vocabulary

64 1. D. 2. D. 3. D. 4. D. 5. B. 6. A. 7. A. 8. A. 9. D. 10. A. 11. D. 12. B. 13. A. 14. A. 15. C. 16. D. 17. A. 18. A. 19. C. 20. A.

67 *Idioms with a positive meaning:* 2. c). 5. g). 8. t). 9. r). 10. d). 12. j). 13. b). 17. m). 18. o). 20. f).
Idioms with a negative meaning: 1. e). 3. q). 4. h). 6. s). 7. l). 11. n). 14. p). 15. a). 16. k). 19. i).

Example sentences: 1. 'The train is going to be forty minutes late.' 'Are you having a laugh?' 2. 'Her cousin's laugh a minute, isn't he?' 'I know – he's hilarious!' [positive] / 'Her cousin's laugh a minute, isn't he?' 'I know – I've never seen him smile.' [negative – ironic] 3. If you go to the meeting without that report you'll be a laughing stock. 4. If you ask Ben for a pay rise you'll be laughed out of court! 5. If this product takes off, you'll be laughing all the way to the bank! 6. You'll be laughing on the other side of your face when I'm rich and famous! 7. Tell me who did this graffiti! It's no laughing matter, you know! 8. 'Look – Jake's dancing on the table!' 'He always was the class clown.' 9. When I saw what her mum was wearing to the wedding, I burst out laughing! 10. 'Why did you walk all the way to the chip shop instead of driving?' 'For a laugh.' 11. 'I'm pretty sure Joanna will get the promotion instead of you.' 'Don't make me laugh!' 12. We had a laugh at the karaoke night, didn't we? 13. My grandad had everybody in stitches at the pub quiz last night. 14. Bob was smug about winning the quiz, but I had the last laugh when he was disqualified! 15. 'Be careful getting off the ski-lift, darling!' 'Don't worry. I laugh in the face of danger!' 16. 'Were you upset about getting a verbal warning?' 'Nah – I just laughed it off.' 17. That film was so funny – I absolutely laughed my head off! 18. I'm glad Dee went to the comedy club, despite her bad news. Laughter is the best medicine. 19. When it started raining after I got locked out, I didn't know whether to laugh or cry. 20. 'It looks like our pay rise has been cancelled.' 'Oh well. You've got to laugh, haven't you?'

71-75 There are lots of ways you could use these game boards in the classroom. Here are some other great ways to have fun learning antonym pairs:

1. Create your own game board with different antonym pairs using the blank board on p.75, then play the main game, or try one of the additional games below:

2. Choose a game board. Cut up the cards and place them in a pile face down. Each student in turn takes a card and has to mime or act out the antonym pair for the other to guess. Or, they act out one of the words for the other to guess, along with its antonym.

3. Choose a game board. Cut up the cards and place them in a pile face down. Each student in turn takes a card and has to say or write a sentence using one or both of the words.

4. Choose a game board. Cut up the cards and place them in a pile face down. Each student in turn takes a card and says one of the words. The other student has to say the opposite word.

5. Choose a game board and use it to make your own board game. The start square is bottom left, and the finish square is top left. Move left to right on the first row, then right to left on the next row, and so on. Use coins as counters and find a dice. Throw the dice and move the number of spaces given. When you land on a space you have to say a sentence using that antonym pair, or tell a story from your life where that antonym pair featured. You could add snakes and ladders to make the game more challenging – and fun! Why not put two or more game boards together to make a longer game?

6. Choose a game board. One person tells the first sentence of a story using an antonym pair. The next student draws a line to another antonym pair and continues the story, mentioning the words in that pair. It continues until all the pairs have been used up – or the story finishes.

77 Answers may vary. Suggested answers:

1. d)	18. h)	35. c)	52. -	69. i)	86. j)
2. j)	19. h)	36. c)	53. j)	70. j)	87. d)
3. f)	20. j)	37. j)	54. c)	71. i)	88. a)
4. b)	21. e)	38. c)	55. c)	72. -	89. f)
5. j)	22. d)	39. j)	56. c)	73. e)	90. e)
6. j)	23. d)	40. j)	57. c)	74. i)	91. c)
7. f)	24. d)	41. i)	58. c)	75. j)	92. b)
8. f)	25. -	42. c)	59. c)	76. j)	93. i)
9. f)	26. d)	43. i)	60. c)	77. c)	94. -
10. f)	27. j)	44. c)	61. h)	78. b)	95. j)
11. f)	28. d)	45. d)	62. d)	79. g)	96. j)
12. d)	29. d)	46. f)	63. i)	80. b)	97. f)
13. d)	30. d)	47. f)	64. c)	81. i)	98. j)
14. e)	31. f)	48. j)	65. d)	82. j)	99. j)
15. i)	32. f)	49. d)	66. f)	83. c)	100. -
16. g)	33. b)	50. i)	67. b)	84. j)	
17. j)	34. j)	51. c)	68. j)	85. d)	

Answers to Worksheets and Notes for Use

78 FAT: 1. OIL. 2. BUTTER. 3. CHEESE. 4. BISCUIT. 5. ICE CREAM. SUGARS: 6. JAM. 7. SWEETS. 8. CHOCOLATE. 9. HONEY. 10. SOFT DRINK. SATURATES: 11. BACON. 12. QUICHE. 13. MILKSHAKE. 14. SAUSAGE. 15. WHIPPED CREAM. CARBOHYDRATE: 16. RICE. 17. POTATO. 18. BREAD. 19. CEREAL. 20. PASTA. PROTEIN: 21. BEEF. 22. FISH. 23. NUT. 24. CHICKEN. 25. DAIRY. SALT: 26. FRENCH FRIES. 27. READY MEALS. 28. INSTANT NOODLES. 29. SALTED PEANUTS. 30. PROCESSED MEAT.

79

Sound*:	or	au	eu	uf	of	uh	oo	up
Sounds like:	more	cow	go	cuff	off	[schwa]	do	cup
	bought	bough	although	enough	cough	borough	through	hiccough
	brought	drought	dough	rough	trough	thorough		
	fought	plough	furlough	tough				
	nought	Slough	though					
	ought							
	sought							
	thought							
	wrought							

Longer words that contain these 25 words: *afterthought, forethought, thoughtful, thoughtless; breakthrough, throughout, walkthrough; coughing; doughnut, doughnily; hiccoughed; Loughborough, Scarborough; oughtn't; outfought; overwrought; ploughman; roughage, roughly, roughneck; thoroughbred, thoroughfare, thoroughly; toughened, toughening*

Extra time:

a) Word classes. Students identify which words are **verbs** (*bought, brought, fought, ought, sought, thought, wrought*); **nouns** (*borough, bough, cough, dough, drought, furlough, hiccough, nought, plough, Slough, trough*); **adjectives** (*rough, thorough, tough*); **adverbs** (*enough, through*); and **conjunctions** (*although, though*).

b) Can you write ten sentences that include two or more words with OUGH, for example:

- *I thought the dough was rough enough.*
- *He fought a ploughman in Slough with a tough bough.*

Reading

81 a) trolley. b) checkouts. c) queue. d) cashier. e) conveyor belt. f) divider. g) customer. h) eye contact. i) clear space. j) liaising. k) atmosphere. l) purchases. m) bagged up. n) payment. o) loyalty cards. p) coupons. q) purse. r) receipt. s) politeness. t) discounts. *Note: o) and p) could be reversed.*

Research

85 a) True Facts: **5, 10, 14, 17, 19**. Facts are pieces of information which are objectively true and backed up by respected sources. They have been proved and experts generally agree on them. b) False Facts: **3, 7, 11, 15, 20**. False facts are sentences which are presented as facts, written in the style of facts, but which contain untrue information. Their purpose is to mislead. It is worth checking 'facts' which you are not sure of. These sentences are false because: **3** Ants can survive for a long time in water, including underwater. **7** The film *Antz* was produced by DreamWorks Animation, not Pixar. **11** Ants have a varied diet, eating lots of different kinds of food, including seeds, plants (corn, grass, leaves, etc.), and meat (other insects, including ants). They do like to eat sweet sugary food such as nectar. **15** There are hundreds more species of ant in Asia than in Europe. **20** Ants do not have lungs. They breathe through tiny holes in their sides called spiracles. c) Suppositions: **1, 4, 9, 12, 16**. A supposition is a sentence that you try to present as fact, but because you lack faith in the verity of the information, you undermine it by using a 'covering' phrase such as 'If I'm not mistaken...' This kind of phrase 'covers your back' so you don't look bad if you are subsequently proved wrong. A more confident speaker might present these sentences as facts, without the covering phrases, despite not being 100% sure they are true. The covering phrases in these sentences are: **1** It appears that... **4** It is probably fair to say that... **9** I believe that... **12** I heard on the radio that... **16** If I'm not mistaken... d) Opinions: **2, 6, 8, 13, 18**. An opinion is not a fact but an expression of how you feel about something. Opinions will typically focus on the speaker themselves, featuring words like 'I', 'me', 'my' and discuss how the topic affects them personally. They are likely to contain sweeping statements, often with superlative forms ('the best', 'the most...'), as well as (often strong) adjectives to describe what they are talking about. They may also express emotion, for example by the use of emphasis or an exclamation mark, which might be out of place in a fact. Opinions can be given in the form of advice, e.g. 'I think you should...' / 'In my opinion, you ought to...' The opinion words and phrases in these sentences are: **2** In my view... / one of the most... in the world / annoying / exclamation mark (!) indicates emotion. **6** As far as I'm concerned... / no... whatsoever. **8** me. **13** Personally... / I / permanently. **18** If you ask me... / in any way.

86 a) True Facts: **2, 4, 6, 10, 20**. Facts are pieces of information which are objectively true and backed up by respected sources. They have been proved and experts generally agree on them. b) False Facts: **1, 8, 11, 14, 18**. False facts are sentences which are presented as facts, written in the style of facts, but which contain untrue information. Their purpose is to mislead. It is worth checking 'facts' which you are not sure of. These sentences are false because: **1** Ants famously cooperate with each other very well, even embarking upon infrastructure projects like building a bridge over a gap in their path. **8** Ants bite their opponents. **11** Ants can be beneficial in the garden because they aerate and better the quality of the soil, improve drainage, and scatter seeds. They also prey on other creatures. **14** Ants drink water, for example a drop of dew on a leaf.

Answers to Worksheets and Notes for Use

18 Ants have six legs, like other insects. Each leg has a claw at the end. c) Suppositions: **5, 9, 13, 15, 19**. A supposition is a sentence that you try to present as fact, but because you lack faith in the verity of the information, you undermine it by using a 'covering' phrase such as 'It looks like...'. This kind of phrase 'covers your back' so you don't look bad if you are subsequently proved wrong. A more confident speaker might present these sentences as facts, without the covering phrases, despite not being 100% sure they are true. The covering phrases in these sentences are: **5** It seems... / I think. **9** It is a distinct possibility that... **13** I'm not sure, but I'm reliably informed that... **15** It looks like... **19** It is said that... d) Opinions: **3, 7, 12, 16, 17**. An opinion is not a fact but an expression of how you feel about something. Opinions will typically focus on the speaker themselves, featuring words like 'I', 'me', 'my' and discuss how the topic affects them personally. They are likely to contain sweeping statements, often with superlative forms ('the best', 'the most...'), as well as (often strong) adjectives to describe what they are talking about. They may also express emotion, for example by the use of emphasis or an exclamation mark, which might be out of place in a fact. Opinions can be given in the form of advice, e.g. 'I think you should...' / 'In my opinion, you ought to...' The opinion words and phrases in these sentences are: **3** It is always worth (opinion / advice). **7** Ants are ugly and creepy / it irritates me when they get into my house. **12** To my mind / should. **16** Ants are smug... / aren't they? (question tag = asking for agreement). **17** My feeling is that... / ants only like...

Sources / Further Reading:

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87 1. insignificant. 2. pregnant. 3. antiperspirant / deodorant. 4. exuberant. 5. decongestant. 6. immigrant. 7. distant. 8. somnambulant. 9. abundant. 10. relevant. 11. observant. 12. constant. 13. restaurant. 14. accountant. 15. pleasant. 16. elegant. 17. dominant. 18. elephant. 19. arrogant. 20. ignorant. 21. militant. 22. extravagant. 23. flippant. 24. brilliant. 25. vigilant. 26. buoyant. 27. instant. 28. tolerant. 29. truant. 30. pedant.

Speaking and Listening

90 See p.89.

91 *Answers may vary. Sample answers:* Random acts of kindness: 1, 2, 4, 7, 9, 11, 13, 14, 16, 18, 20, 23, 25, 27, 29. Basic courtesy: 3, 5, 6, 8, 10, 12, 15, 17, 19, 21, 22, 24, 26, 28, 30.

92 *Answers may vary. Sample answers:* Random acts of kindness: 2, 3, 5, 6, 9, 11, 13, 15, 16, 20, 22, 23, 25, 27, 29. Basic courtesy: 1, 4, 7, 8, 10, 12, 14, 17, 18, 19, 21, 24, 26, 28, 30.

Definitions:

Random acts of kindness are:

- premeditated or spontaneous
- single acts or regular acts
- designed to help people in need, who you know or perhaps do not know
- charitable and altruistic
- acts that cost you something, for example: your time, your money, your effort
- acts that you do voluntarily – you choose to do them
- acts which may not have negative consequences for you if you don't do them
- acts from which you derive no benefit apart from the pleasure of helping other people

Basic courtesy means:

- doing what you know to be the right thing – all the time
- doing your duty – what you have previously agreed to do
- perhaps doing an unpleasant task which you do not want to do
- doing something which has to be done – if it is not done there could be negative consequences for you or somebody else
- doing things because it is your turn to do them, even though it may be inconvenient to you
- being disciplined, dependable, reliable, responsible, supportive, and empathetic

Answers to Worksheets and Notes for Use

93-94

Instructions:

There are lots of English first names which are the same – or sound the same – as verbs, like Mark (mark some tests), Rob (rob a house), and Carrie (carry somebody or something). The aim of this lesson is for students to learn two sets of vocabulary – common English first names and unusual verbs – and to learn the connections between them.

First, try one or both of the picture quizzes – Who's Doing What? 1 & 2 – following the given instructions. Answers will vary. Make the quizzes more difficult by not supplying the names. Then continue with one or more of the extensions below.

There are two sets of 20 first names. These extensions can be done with either or both sets of names:

1. Check everybody knows the target vocabulary: first names and verbs. T (teacher) or a student says a name and a tense, e.g. "Bob" and "Present Continuous". SS (students) write in notebooks / on the board, or call out a sentence: "Bob is bobbing in the water." SS could try to make longer sentences by adding conjunctions, such as: and, but, because, so, or, etc. For example, T or a student says a name, tense, and conjunction, then the others make a sentence, e.g. "Mark", "Past Continuous", and "because": "Mark was marking some tests, because his students needed the results". Next, somebody says a name and a conditional, e.g. "Bob" and "Zero Conditional" and others make a sentence, e.g. "If Bob bobs in the water for too long, his skin gets wrinkly" – and so on.

2. Build sentences with continuous tenses and 'while', e.g.

Past Continuous: Ty was tying his shoelaces, while Pat was patting her puppy.
Future Continuous: Bob will be bobbing in the water tomorrow, while Mark will be marking.

3. T or a student says a riddle and the others in the group or class have to guess what is happening, e.g.

Riddle: Something is heavy for her. Carry carries.
Riddle: She would like the best outcome. Hope hopes.

...and so on.

4. SS could improvise / write / record a film, dialogue, presentation, role play, song, sketch, etc. based on one or more of the situations they have produced. For example, you could imagine that all the people live in the same apartment block and their lives interweave. Maybe Bet is Hope's mother and Hope is hoping that her mum will stop gambling, because... and so on.

5. SS speculate about the people, based on the verbs that their first names share, e.g. Mark is marking, so he is a teacher, while Russell is an older man who is relaxing reading the paper, so maybe he is retired, or he has just finished his shift driving an HGV lorry. What is Win winning? What does it mean to her? What is Stew stewing about? Why is he so upset and angry?

6. Improvise a quiz based on the information in either or both of the grids below. For example, SS work in teams with one runner in each team and T asks: "Whose full name is Terry?" ("Tel") It could get progressively harder, as the options narrow, e.g.

Whose name is a homophone? e.g. Moe
Whose name is a homophone and a regular verb? e.g. Phil
Whose name is a homophone and a regular intransitive verb? e.g. Neil

...and so on.

The teams confer, then the runners run to write the answer on the board. Whoever is first to write it correctly wins a point. Runners could change after every few questions, to allow each student to write.

7. Another option is to get the SS to research and fill in a blank version of the grid, with part or all of the information missing.

8. SS create discussion questions or agree / disagree statements based on the pictures, e.g.

Discussion question: Have you ever won a competition or contest? What happened?
Agree or disagree statement: I don't like people joshing with me. [SS say whether they agree or disagree and why]

9. Make your own names/verbs picture quiz based on people that you know, e.g. your classmates.

10. Devise your own activity or project using first names which are also verbs.

Answers to Worksheets and Notes for Use

Answers:

Set 1 (Easier)

Picture:	Name: (m / f)	Full Name:	Verb:	Homophone / Homonym*:	Reg. / Irreg.:	Trans. / Intrans.:	Context: Formal / Regular / Slang:
1	Phil (m)	Philip	fill	homophone	R	T	R
2	Win (f)	Winifred	win	homonym	I	T / I	R
3	Mark (m)	- (no change)	mark	homonym	R	T / I	R
4	Hope (f)	-	hope	homonym	R	I	R
5	Bet (f)	Elizabeth	bet	homonym	I	T / I	R
6	Russell (m)	-	rustle	homophone	R	T / I	R
7	Rob (m)	Robert	rob	homonym	R	T	S
8	Don (m)	Donald	don	homonym	R	T	F
9	Tel (m)	Terry	tell	homophone	I	T	R
10	Sue (f)	Susan	sue	homonym	R	T / I	R
11	Skip (m)	Skipper	skip	homonym	R	I	R
12	Stew (m)	Stewart	stew	homonym	R	I	S
13	Carrie (f)	Caroline / Carolyn	carry	homophone	R	T	R
14	Bob (m)	Robert	bob	homonym	R	I	R
15	Pat (f / m)	Patricia (f) / Patrick (m)	pat	homonym	R	T	R
16	Ty (m)	Tyler / Tyrone	tie	homophone	R	T	R
17	Moe (m)	Moses / Maurice / Morris	mow	homophone	I	T	R
18	Josh (m)	Joshua	josh	homonym	R	I	S
19	Chuck (m)	Charles	chuck	homonym	R	T	S
20	Neil (m)	-	kneel	homophone	R / I	I	R

*homophone = same sounds, different spelling homonym = same sounds, same spelling (same word)

Set 2 (Harder)

Picture:	Name: (m / f)	Full Name:	Verb:	Homophone / Homonym*:	Reg. / Irreg.:	Trans. / Intrans.:	Context: Formal / Regular / Slang:
1	Reed (m)	-	read	homophone	I	T / I	R
2	Sally (f)	Sarah / Sara	sally**	homonym	R	I	F
3	Blanche	-	blanch	homophone	R	T	R
4	Carol (f)	Caroline / Carolyn	carol	homonym	R	I	F
5	Hector (m)	-	hector	homonym	R	T / I	F
6	Nick (m)	Nicholas	nick	homonym	R	T	S
7	Grant (m)	-	grant	homonym	R	T	R
8	Stan (m)	Stanley	stan	homonym	R	T / I	S
9	Harry (m)	Harold / Henry	harry	homonym	R	T / I	F
10	Pierce (m)	Pierce	pierce	homonym	R	T	R
11	Buzz (m)	-	buzz	homonym	R	I	R
12	Peg (f)	Peggy	peg	homonym	R	T	R
13	Chase (m)	-	chase	homonym	R	T	R
14	Ken (m)	Kenneth	ken***	homonym	I	T / I	F (archaic)
15	Wade (m)	-	wade	homonym	R	I	R
16	Cyn (f)	Cynthia	sin	homophone	R	I	R
17	Lance (m)	Lancelot	lance	homonym	R	T / I	F
18	Cher (f)	Cherilyn / Cherilee	share	homophone	R	T / I	R
19	Marshall (m)	-	marshal	homophone	R	T	F
20	Trace (f)	Tracey	trace	homonym	R	T / I	R

**phrasal verb with 'forth': to sally forth

***from Scottish Gaelic; note: like its synonym 'know', and unlike all the other verbs in this activity, 'ken' is a state verb, so it cannot be used with continuous tenses

Answers to Worksheets and Notes for Use

96 New Vocabulary Mark the stressed vowel sound in each word or phrase:

Note: vowel sounds are indicated with Clear Alphabet. For more about Clear Alphabet, please visit: <https://purlandtraining.com/>

- | | | |
|-----------------------------------|---------------------------------|-------------------------------|
| 1. accessories ^e | 8. fashionista ^{ee} | 15. runway ^u |
| 2. autumn collection ^e | 9. haute couture ^{uuw} | 16. shoot ^{oo} |
| 3. designer ^{ai} | 10. influence ⁱ | 17. style icon ^{aiy} |
| 4. fashion house ^a | 11. look (n.) ^{uu} | 18. trend ^e |
| 5. fashion show ^a | 12. outfit ^{au} | 19. vacuous ^a |
| 6. fashion victim ^a | 13. overpriced ^{ai} | 20. wardrobe ^{or} |
| 7. fashionable ^a | 14. racket ^a | |

98 New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | |
|-----------------------------------|--|-----------------------------------|
| 1. actor ^a | 8. extra ^e | 15. rehearsal ^{er} |
| 2. actress ^a | 9. improvisation ^{ei} | 16. supporting role ^{eu} |
| 3. amateur dramatics ^a | 10. leading lady / man ^{ei a} | 17. typecasting ^{ai} |
| 4. audience ^{or} | 11. lines ^{ai} | 18. understudy ^u |
| 5. audition ⁱ | 12. method acting ^e | 19. unemployment ^{oy} |
| 6. award ^{or} | 13. part ^{ar} | 20. voiceover ^{oy} |
| 7. drama school ^{ar} | 14. performance ^{or} | |

100 New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | |
|-------------------------------------|-----------------------------------|--|
| 1. bacteria ^{iy} | 8. crumbs ^u | 15. nooks and crannies ^{uu a} |
| 2. bin ⁱ | 9. dirt ^{er} | 16. polish ^o |
| 3. brush and dustpan ^{u u} | 10. disinfectant ^e | 17. rubber gloves ^u |
| 4. chore ^{or} | 11. dust ^u | 18. soap ^{eu} |
| 5. cleaner ^{ee} | 12. feather duster ^u | 19. spring cleaning ^{ee} |
| 6. cloth ^o | 13. hygiene ^{ai} | 20. vacuum cleaner ^a |
| 7. cobweb ^o | 14. mop and bucket ^{o u} | |

Answers to Worksheets and Notes for Use

102 New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | |
|--------------------|-------------------|--------------------|
| 1. alien | 8. hope | 15. spacecraft |
| 2. astronaut | 9. meteorite | 16. space station |
| 3. astronomy | 10. Moon | 17. telescope |
| 4. atmosphere | 11. planet | 18. universe |
| 5. Big Bang theory | 12. satellite | 19. void |
| 6. black hole | 13. shooting star | 20. weightlessness |
| 7. exploration | 14. solar system | |

104 1. alien. 2. telescope. 3. astronaut. 4. hope. 5. planet. 6. void. 7. Big Bang theory. 8. Moon. 9. black hole. 10. space station.

105 New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | |
|-----------------|----------------------|---------------|
| 1. BMI | 8. endurance | 15. reps |
| 2. bodybuilder | 9. fasting | 16. scales |
| 3. calories | 10. gains | 17. six-pack |
| 4. cholesterol | 11. gym | 18. stamina |
| 5. comfort food | 12. metabolism | 19. veganism |
| 6. crash diet | 13. obesity | 20. willpower |
| 7. dietitian | 14. personal trainer | |

107 New Vocabulary Mark the stressed vowel sound in each word or phrase:

- | | | |
|----------------|-------------------------|----------------|
| 1. accident | 8. extension | 15. power tool |
| 2. achievement | 9. flooring | 16. renovation |
| 3. botched job | 10. interior design | 17. repair |
| 4. damage | 11. mess | 18. safety |
| 5. decorating | 12. overalls | 19. self-build |
| 6. DIY | 13. planning permission | 20. toolbox |
| 7. electrician | 14. plumber | |

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