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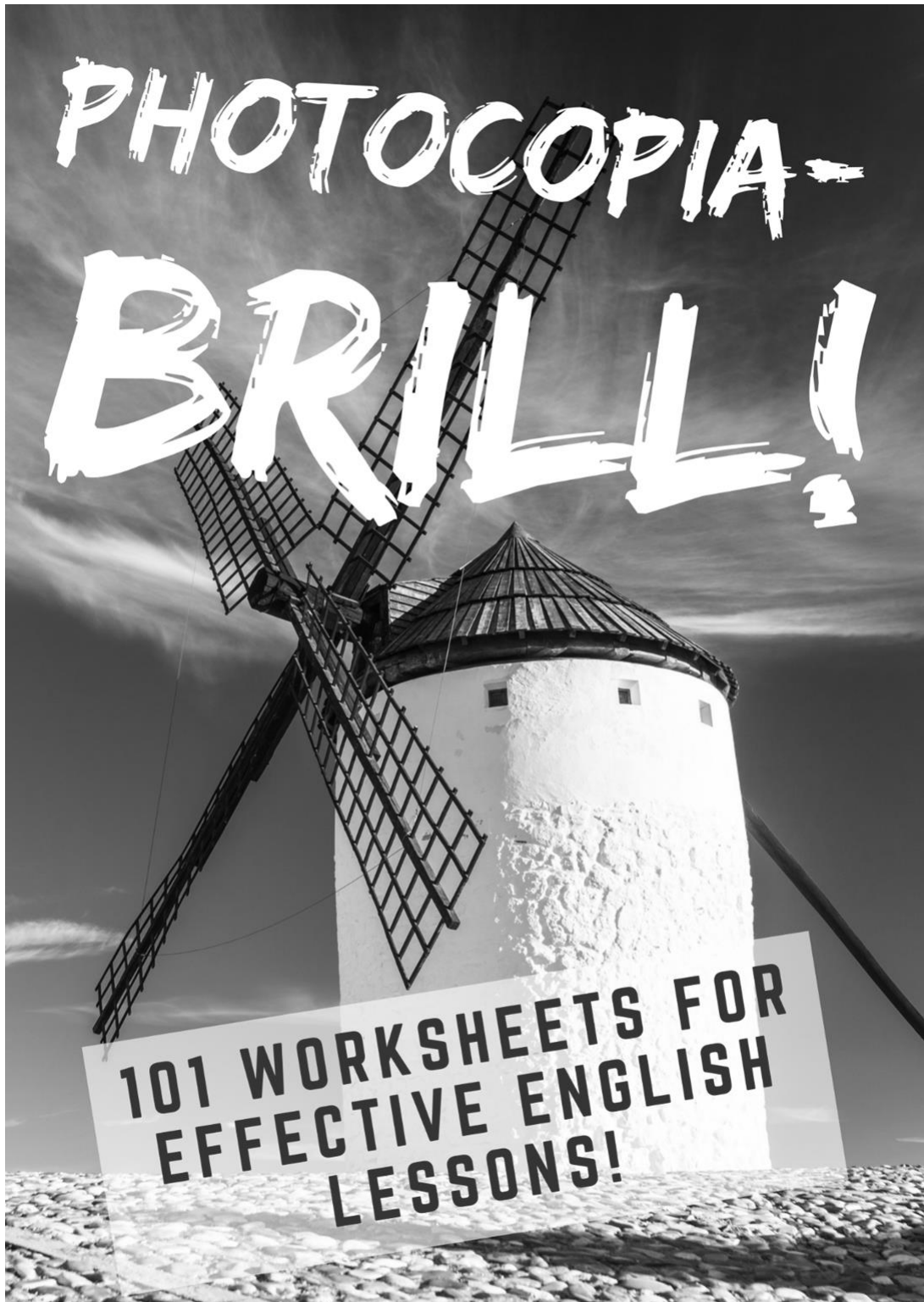


by Matt Purland

**2nd Edition**

**Intermediate Level (CEFR B1-B2)**

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**2nd Edition**

PURLANDTRAINING.COM

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# PHOTOCOPIA**BRILL!**

## Introduction

HI THERE . . . !

. . . and welcome to the *first-ever* collection of printable worksheets from my new website – PurlandTraining.com! I've called this first volume **photocopiaBRILL!** because: a) it's a book of photocopiable worksheets, and b) they are BRILL(iant)! This book is for any student of English who wants to improve their language skills by self-study, since it includes **full answers and notes for use** (from p.115). It's also suitable for any teacher of English who needs variety in their material and aims to provide thought-provoking and stimulating lessons for their students.

The worksheets cover a wide range of skills, from grammar, vocabulary, and reading, to speaking and listening, pronunciation, and writing. There's loads of useful material here, including practice with **tenses, conditionals, adjectives, quantifiers**, and much more! There is an extensive section about word groups, including **homonyms, homophones, antonyms**, and **minimal pairs**, while the speaking and listening material features lots of useful discussion questions on interesting topics like **social networks, graffiti, laughter**, and, of course, **breakfast!**

Most of this material is taken from the PurlandTraining.com website and has been collected together in book form (with answers) for the first time in this volume. As usual, thanks to all my students who have tried out various drafts of this material and given feedback. If *you* have any comments or questions, I'd love to hear from you. Please contact me via the website: PurlandTraining.com. If you do visit the site, be sure to check out the Free Books page, where you can download free PDF copies of all my previous books. This is my 27<sup>th</sup> resource book, but I feel like I'm just getting started! I'm absolutely delighted to still be able to produce new material for you after all these years!

I hope you like this book.

MATT PURLAND     *Ostróda, Poland, 28<sup>th</sup> October 2019*

## NOTE ON THE 2<sup>ND</sup> EDITION

The new 2<sup>nd</sup> Edition of **photocopiaBRILL!** has been specially designed to be easier to print as a traditional book. To that end we have removed all the infographics and replaced them with traditional worksheets. We have also removed some of the background images, so that pages are easier to print, e.g. 'The Ultimate Tardigrade Quiz' on p.82. Out go pages like '20 English Phrasal Verbs with RUN' and '100 Great English Oxymorons', and in their place come six worksheets practicing **Adverbs of Manner** and four worksheets about **Telling the Time in Spoken English**, which are all brand new. If you loved the infographics, don't worry! They are all still available on our website, along with all of the newer material too.

Three years on, we have made the book more text-based and less image-heavy, while adding some great new educational worksheets. In fact, we hope that we have improved the book by removing image-based pages like 'Fight or Flight?' – which simply presented information – and replacing them with in-depth, helpful exercises. Do please let us know what you think of the new 2<sup>nd</sup> Edition of **photocopiaBRILL!** We would love to hear from you!

MATT PURLAND     *Ostróda, Poland, 27<sup>th</sup> October 2022*

*P.S. If you like **photocopiaBRILL! (2<sup>nd</sup> Edition)**, download the sequel **photocopiaBRILL! 2** from our website today!*

# PHOTOCOPIA BRILL!

## Contents

4	Introduction
5	Contents

## GRAMMAR

9	This, That, These, Those 1
10	This, That, These, Those 2
11	When to Use Present Simple and Present Continuous 1
12	When to Use Present Simple and Present Continuous 2
13	When to Use Present Simple and Present Continuous – Writing Activity
14	Future Simple and Future Continuous – Multiple Choice Quiz
15	Using Future Perfect Continuous – Info Page
16	Using Future Perfect Continuous – Activity
17	Get to Know... the Conditional Family 1
18	Get to Know... the Conditional Family 2
19	Get to Know... the Conditional Family 3
20	Get to Know... the Conditional Family 4
21	Get to Know... the Conditional Family – Your Ideas
22	Create Maths Problems with Zero Conditional Question Forms
23	There is / There are – Info Page
24	There is / There are – Exercises
25	Countable and Uncountable Nouns – Info Page
26	Countable and Uncountable Nouns – Exercises
27	Adjectives – Info Page
28	Adjectives – Exercises
29	100 Adjective + Preposition Collocations (A-Z List)
30	100 Adjective + Preposition Collocations (A-Z List – Gap Fill)
31	100 Words You Didn't Know Were Adverbs – Ordered by Type
32	Adverbs of Manner – Mixed Vocab Exercises 1
33	Adverbs of Manner – Mixed Vocab Exercises 2
34	Adverbs of Manner – Mixed Vocab Exercises 3
35	Adverbs of Manner – Mixed Vocab Exercises 4
36	40 Pairs of Opposite Adverbs of Manner
37	40 Pairs of Opposite Adverbs of Manner (Gap-Fill)
38	When Do We Use All and Whole in English?
39	Mega-List of Quantifiers in English
40	26 Past, Present, and Future Uses of Would
41	26 Past, Present, and Future Uses of Would – Activities
42	Understanding Ellipsis – Info Page
43	Understanding Ellipsis 1
44	Understanding Ellipsis 2
45	Causative Verbs – Have / Get 1
46	Causative Verbs – Have / Get 2
47	20 Common Errors that English Students Make

## VOCABULARY

49	Telling the Time – Info Page
50	Telling the Time – Exercises
51	8 Rules for Telling the Time in Spoken English 1
52	8 Rules for Telling the Time in Spoken English 2
53	Telling the Time in Spoken English – Error Correction 1

# PHOTOCOPIA BRILL!

## Contents

54	Telling the Time in Spoken English – Error Correction 2
55	Describing People – Info Page
56	Describing People – Exercises
57	6 Important Word Groups in English
58	6 Important Word Groups in English (Gap-Fill)
59	100 Common English Homonyms
60	100 Common English Homonyms (Gap-Fill)
61	200 Common English Homophones
62	200 Common English Homophones (Gap-Fill)
63	100 Common English Homographs
64	100 Common English Homographs (Gap-Fill)
65	100 Common English Antonyms
66	100 Common English Antonyms (Gap-Fill)
67	200 Common Minimal Pairs in English
68	200 Common Minimal Pairs in English (Gap-Fill)
69	Learn 100 New English Words with the Suffix -ous (Part 1)
70	Learn 100 New English Words with the Suffix -ous (Part 1) – Research
71	Learn 100 New English Words with the Suffix -ous (Part 1) – Gap-Fill
72	Learn 100 New English Words with the Suffix -ous (Part 2)
73	Learn 100 New English Words with the Suffix -ous (Part 2) – Research
74	Learn 100 New English Words with the Suffix -ous (Part 2) – Gap-Fill
75	List of 300 Loanwords in English
76	Raw Materials – English Idioms
77	Word Search – Find 40 Two-Letter English Words
78	Football Verb / Noun Collocations in English

## READING

80	The Businessman and the Fisherman (Gap-Fill)
81	The Businessman and the Fisherman (Discussion Questions)
82	The Ultimate Tardigrade Quiz – 50 Questions!

## SPEAKING AND LISTENING

84	Using an Object for Discussion Practice
85	Giving Your Opinion – Info Page
86	Giving Your Opinion – Exercises
87	Which is Better? Discussion
88	Just Forget It! Discussion – Part 1
89	Just Forget It! Discussion – Part 2
90	Just Forget It! Discussion – Part 3
91	Talking about a Song in an ESOL Class (Blank)
92	Find Alternatives to Plastic 1
93	Find Alternatives to Plastic 2
94	Find Alternatives to Plastic – Write Your Own
95	Restaurants – Discussion Questions
96	Social Networks – Discussion Questions
97	Selfish People – Discussion – Part 1
98	Selfish People – Discussion – Part 2
99	Graffiti and Street Art – Discussion Questions
100	Raw Materials – Discussion Questions – Page 1
101	Raw Materials – Discussion Questions – Page 2

# PHOTOCOPIA **BRILL!**

## Contents

- 102 Laughter – Discussion Questions
- 103 Talk about Your Country / Breakfast – Discussion Questions
- 104 At What Age Can I Legally... in the UK?

## PRONUNCIATION

- 106 Silent Letters – Info Page
- 107 Silent Letters – Exercises
- 108 Glottal Stops – Info Page
- 109 Glottal Stops – Exercises
- 110 Intonation – Info Page (1)
- 111 Intonation – Info Page (2)
- 112 Intonation – Exercises

## WRITING

- 114 Story Planning – My Life Without...

- 115 ANSWERS TO WORKSHEETS AND NOTES FOR USE

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grammar



## Grammar Demonstratives

### This, That, These, Those 1

**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. Look at \_\_\_\_\_ beautiful mountains.
2. I'm getting off because \_\_\_\_\_ is my stop.
3. I'll use \_\_\_\_\_ laptop and you use \_\_\_\_\_ one over there.
4. Who was \_\_\_\_\_ on the phone? My cousin Alan.
5. \_\_\_\_\_ meeting last night was a waste of time.
6. I need to borrow \_\_\_\_\_ book, but \_\_\_\_\_ librarian said I couldn't.
7. \_\_\_\_\_ are my favourite plants. Yes, they are lovely. I don't like \_\_\_\_\_ over there by the gate.
8. Hi Paul, \_\_\_\_\_ is Brian. Is \_\_\_\_\_ a good time to talk?
9. Who are you meeting \_\_\_\_\_ morning?
10. 'Please take another cake.' 'Is \_\_\_\_\_ the last one?' 'Yes, but you can have it.'
11. Mmm, \_\_\_\_\_ cakes look delicious. I can't wait to try one!
12. Do you remember the 1980s? Yes, \_\_\_\_\_ were the days!
13. \_\_\_\_\_ is going to be the best party ever!
14. Mmm, \_\_\_\_\_ cakes are delicious. Please have another one!
15. \_\_\_\_\_ is Joe who works in the accounts department.
16. I prefer \_\_\_\_\_ trousers to \_\_\_\_\_ in the other shop.
17. What have you been doing \_\_\_\_\_ week?
18. OK, stop. \_\_\_\_\_'s enough petrol! It's full.
19. I think I'll go to bed early tonight. Yes, \_\_\_\_\_'s a good idea.
20. 'I really hate Clive.' '\_\_\_\_\_ was a nasty thing to say, Jo.'

## Grammar Demonstratives

### This, That, These, Those 2

**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

demostrative 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. \_\_\_\_\_ classes began two months ago.
2. 'Look! \_\_\_\_\_'s my favourite actor!' 'Where?' 'Over there.'
3. \_\_\_\_\_ is a good concert, isn't it?
4. Did you go to Sally's flat yesterday? No, but I'm going \_\_\_\_\_ morning.
5. 'My grandma gave me \_\_\_\_\_ earrings.' 'They're beautiful. They really suit you.'
6. Look at \_\_\_\_\_ coin I found.
7. '\_\_\_\_\_ is a picture of my classmates.' 'They look nice.'
8. \_\_\_\_\_ kids are playing too close to the road. Go and tell them.
9. Did you watch \_\_\_\_\_ tv programme I told you about?
10. They had to sell their car. Yes, \_\_\_\_\_ was a shame.
11. I wish \_\_\_\_\_ bus would start moving. I'm going to be late.
12. \_\_\_\_\_'s my house on TV!
13. Look at \_\_\_\_\_ scar on my hand.
14. \_\_\_\_\_ class was so boring.
15. \_\_\_\_\_ guinea pigs are so cute. They're happy for me to stroke them.
16. Hi Mike. How are you? \_\_\_\_\_ are my friends Millie and Liam.
17. \_\_\_\_\_ are my horses in the video.
18. Look at \_\_\_\_\_ man over there.
19. '\_\_\_\_\_ are the last two pancakes.' 'Thanks, dad.'
20. \_\_\_\_\_ classes begin next week.

# Grammar Tenses

## When to Use Present Simple and Present Continuous 1

- a) Study the information below about when to use *Present Simple* and *Present Continuous* tenses. Note that both tenses can be used in four different times: **General Time**, **Present**, **Past**, and **Future**.
- b) Match each sentence to one of the tenses and uses, e.g. 1. = PrS C. Write the code on the line.

When to use Present Simple:

PrS	Time:	Use:	Example:
A*	General Time	regular actions	I go to work every day.
B*	General Time	facts	Tokyo is the capital city of Japan.
C*	Present	state	I feel fine (at the moment).
D	Present	now – live commentary	Grant passes to Moore; Moore takes a shot; he scores!
E	Present	instructions	First you break two eggs, then you mix in the flour, and add milk.
F	Past	historic present 1 – slang story	So he says get out but I say no, I'm not going nowhere!
G	Past	historic present 2 – history	Napoleon leaves the chateau the next day and rides to Paris.
H*	Past	news headline	PM argues against road closures.
I*	Future	schedules	The train leaves at 8 o'clock on Wednesday morning.
J*	Future	after <i>when, while, if, before</i> , etc.	I will talk to you when you get home.

\*most common uses

When to use Present Continuous:

PrC	Time:	Use:	Example:
A*	General Time	repeated actions	I'm always forgetting to take my lunch to work!
B*	General Time	after <i>when, while, if, before</i> , etc.	I love it when the sun is shining.
C*	Present	now – unfinished actions	Tina is walking to work (at the moment).
D*	Present	temporary situations	We're living in Berlin (at present).
E	Present	trends	Jogging is getting more popular these days.
F	Present	now – live commentary	They're sprinting up the track; getting closer; Thomas is leading...
G	Past	historic present 1 – slang story	I'm washing the car, right, and my kids are trying to help, but...
H	Past	historic present 2 – history	War is approaching and the United States is preparing for the worst.
I*	Future	arrangements (+ time phrase)	We're meeting our son's teacher on Monday.
J	Future	just about to start an action	We're going to bed. Goodnight.

\*most common uses

- |  |       |
|--|-------|
| 1. The weather is lovely today.  | PrS C |
| 2. Claire is running for the bus.  | _____ |
| 3. So my old man is rude to the bouncer and we are both chucked out of the club.       | _____ |
| 4. If you don't stop misbehaving there will be trouble!                                | _____ |
| 5. Barry visits his grandparents once a month.   | _____ |
| 6. Lucas is always messing around in class.  | _____ |
| 7. After that you put the tray into the oven and wait for fifteen minutes.             | _____ |
| 8. Don's just leaving.   | _____ |
| 9. Paul usually eats breakfast while he's reading the newspaper.                       | _____ |
| 10. Ferguson warns of new debt crisis.   | _____ |
| 11. I'm staying with an old friend for a few weeks.                                    | _____ |
| 12. Timms opens the plane door and steps out; he waves then begins his descent.        | _____ |
| 13. Look! Bob's coming, and he's bringing his mates; they're all running...!           | _____ |
| 14. We're sitting in the garden, minding our own business, and a fox appears.          | _____ |
| 15. We start tomorrow at 9am.  | _____ |
| 16. Unemployment is rising and Thatcher is briefing her cabinet at Number Ten.         | _____ |
| 17. Motor vehicles cause most of the carbon monoxide poisoning in the U.S.             | _____ |
| 18. It's becoming much harder for young people to get on the housing ladder, isn't it? | _____ |
| 19. Hugh is having a drink with Emily tomorrow evening.                                | _____ |
| 20. Washington is elected Commander-in-Chief of the Continental Army on June 15, 1775. | _____ |

# Grammar Tenses

## When to Use Present Simple and Present Continuous 2

- a) Study the information below about when to use *Present Simple* and *Present Continuous* tenses. Note that both tenses can be used in four different times: **General Time**, **Present**, **Past**, and **Future**.
- b) Match each sentence to one of the tenses and uses, e.g. 1. = PrC J. Write the code on the line.

When to use Present Simple:

PrS	Time:	Use:	Example:
A*	General Time	regular actions	I go to work every day.
B*	General Time	facts	Tokyo is the capital city of Japan.
C*	Present	state	I feel fine (at the moment).
D	Present	now – live commentary	Grant passes to Moore; Moore takes a shot; he scores!
E	Present	instructions	First you break two eggs, then you mix in the flour, and add milk.
F	Past	historic present 1 – slang story	So he says get out but I say no, I'm not going nowhere!
G	Past	historic present 2 – history	Napoleon leaves the chateau the next day and rides to Paris.
H*	Past	news headline	PM argues against road closures.
I*	Future	schedules	The train leaves at 8 o'clock on Wednesday morning.
J*	Future	after <i>when, while, if, before</i> , etc.	I will talk to you when you get home.

\*most common uses

When to use Present Continuous:

PrC	Time:	Use:	Example:
A*	General Time	repeated actions	I'm always forgetting to take my lunch to work!
B*	General Time	after <i>when, while, if, before</i> , etc.	I love it when the sun is shining.
C*	Present	now – unfinished actions	Tina is walking to work (at the moment).
D*	Present	temporary situations	We're living in Berlin (at present).
E	Present	trends	Jogging is getting more popular these days.
F	Present	now – live commentary	They're sprinting up the track; getting closer; Thomas is leading...
G	Past	historic present 1 – slang story	I'm washing the car, right, and my kids are trying to help, but...
H	Past	historic present 2 – history	War is approaching and the United States is preparing for the worst.
I*	Future	arrangements (+ time phrase)	We're meeting our son's teacher on Monday.
J	Future	just about to start an action	We're going to bed. Goodnight.

\*most common uses

- |  |       |
|--|-------|
| 1. We're going to the park now.  | PrC J |
| 2. There are fifty-two weeks in a year.  | _____ |
| 3. Suddenly – it's startin' to rain and everybody's packin' away their picnic things.        | _____ |
| 4. King Alfred is doing everything in his power to defeat the Viking hordes.                 | _____ |
| 5. You click on the 'Contact' link, open the web page, then type your comment in the box.    | _____ |
| 6. Girls are learning faster than boys, according to new research.                           | _____ |
| 7. Peter plays tennis every Friday.  | _____ |
| 8. So Barbara asks John to dance, but he says no, and then walks off in the other direction. | _____ |
| 9. Hammond's car is now passing his teammate, who is trying his best not to let him through. | _____ |
| 10. I'm getting ready.   | _____ |
| 11. The dancers join hands; they step forward; they bow; they thank the audience.            | _____ |
| 12. The water is nice and warm.  | _____ |
| 13. You can have a cake when they're ready.  | _____ |
| 14. I'm working with Corey on a new project at the moment.                                   | _____ |
| 15. It's hard to concentrate while the builders are making such a noise.                     | _____ |
| 16. The Rainhill Trials are a huge success and Stevenson's Rocket wins a place in history.   | _____ |
| 17. Wilkins aims for Cup Final glory.  | _____ |
| 18. They're always telling me to work harder.  | _____ |
| 19. The first bus leaves at 6:42 in the morning.   | _____ |
| 20. The inspectors are coming in to see us next Tuesday.                                     | _____ |

# Grammar Tenses

## When to Use Present Simple and Present Continuous – Writing Activity

- a) Study the information below about when to use *Present Simple* and *Present Continuous* tenses. Note that both tenses can be used in four different times: **General Time, Present, Past, and Future**.
- b) Write one sentence to demonstrate each use.

### When to use Present Simple (\*most common uses)

PrS	Time:	Use:	Example:
A*	General Time	regular actions	I go to work every day.
B*	General Time	facts	Tokyo is the capital city of Japan.
C*	Present	state	I feel fine (at the moment).
D	Present	now – live commentary	Grant passes to Moore; Moore takes a shot; he scores!
E	Present	instructions	First you break two eggs, then you mix in the flour, and add milk.
F	Past	historic present 1 – slang story	So he says get out but I say no, I'm not going nowhere!
G	Past	historic present 2 – history	Napoleon leaves the chateau the next day and rides to Paris.
H*	Past	news headline	PM argues against road closures.
I*	Future	schedules	The train leaves at 8 o'clock on Wednesday morning.
J*	Future	after <i>when, while, if, before</i> , etc.	I will talk to you when you get home.

### When to use Present Continuous (\*most common uses)

PrC	Time:	Use:	Example:
A*	General Time	repeated actions	I'm always forgetting to take my lunch to work!
B*	General Time	after <i>when, while, if, before</i> , etc.	I love it when the sun is shining.
C*	Present	now – unfinished actions	Tina is walking to work (at the moment).
D*	Present	temporary situations	We're living in Berlin (at present).
E	Present	trends	Jogging is getting more popular these days.
F	Present	now – live commentary	They're sprinting up the track; getting closer; Thomas is leading...
G	Past	historic present 1 – slang story	I'm washing the car, right, and my kids are trying to help, but...
H	Past	historic present 2 – history	War is approaching and the United States is preparing for the worst.
I*	Future	arrangements (+ time phrase)	We're meeting our son's teacher on Monday.
J	Future	just about to start an action	We're going to bed. Goodnight.

1. PrS A \_\_\_\_\_
2. PrS B \_\_\_\_\_
3. PrS C \_\_\_\_\_
4. PrS D \_\_\_\_\_
5. PrS E \_\_\_\_\_
6. PrS F \_\_\_\_\_
7. PrS G \_\_\_\_\_
8. PrS H \_\_\_\_\_
9. PrS I \_\_\_\_\_
10. PrS J \_\_\_\_\_
11. PrC A \_\_\_\_\_
12. PrC B \_\_\_\_\_
13. PrC C \_\_\_\_\_
14. PrC D \_\_\_\_\_
15. PrC E \_\_\_\_\_
16. PrC F \_\_\_\_\_
17. PrC G \_\_\_\_\_
18. PrC H \_\_\_\_\_
19. PrC I \_\_\_\_\_
20. PrC J \_\_\_\_\_

## Grammar Future Forms

### Future Simple and Future Continuous – Multiple Choice Quiz

Choose the correct answers to the questions below:

1. How do you make Future Simple?  
a) subject + will + infinitive                      b) subject + will + be + ing form
2. How do you make Future Continuous?  
a) subject + will + have + ing form              b) subject + will + be + ing form
3. Which sentence is Future Simple?  
a) I will go to the shop later.                      b) I will be go to the shop later.
4. Which sentence is Future Continuous?  
a) He will be study later.                              b) He will be studying later.
5. Which contraction (short form) is incorrect?  
a) We'll meet you at six o'clock.                  b) We will'll meet you at six o'clock.
6. Which statement(s) are true? We use Future Simple for:  
a) immediate future      b) promises      c) future predictions      d) future plans
7. The negative form of will:  
a) willn't                      b) will not              c) want                      d) will no
8. The contraction of 'will not' is:  
a) won't                      b) willn't                  c) weren't                  d) want
9. Choose the correct answer(s). We use shall instead of will:  
a) to make suggestions    b) in very formal sentences    c) in everyday speech and writing
10. Future continuous is also known as:  
a) Future Simple              b) Future Continuing      c) Future Perfect              d) Future Progressive
11. Which Future Continuous sentence(s) are incorrect?  
a) I will be being at home.    b) We will be watching the match.    c) We will be knowing the results.
12. Put this Future Simple question in order: taxi will this a you getting home evening be  
a) Will you a taxi be getting home this evening?    b) Will you this evening be getting a taxi home?  
c) Will you be getting a taxi this home evening?    d) Will you be getting a taxi home this evening?
13. We use Future Simple in \_\_\_\_\_ Conditional.  
a) Third                      b) Second                  c) First                      d) Future
14. What is the correct answer to this question in Future Simple: Will you fly to Madrid tomorrow?  
a) Yes, I won't.              b) Yes, I'll.                  c) Yes, I will fly.              d) Yes, I will.
15. Which one of these is not a future form in English?  
a) present simple              b) present continuous      c) future continuous              d) be + going to + ing form

# Grammar Future Forms

## Using Future Perfect Continuous

HOW FUTURE PERFECT CONTINUOUS IS FORMED

- Positive form:** subject / will / (adverb) / have / been / ing form I will (probably) have been reading
- Negative form:** subject / (adverb) / will / not / have / been / ing form I (probably) will not (won't) have been reading
- Yes / no questions:** will / subject / (adverb) / have / been / ing form? Will he (probably) have been reading? / Yes, he (a) will (have). / No, he (a) won't (have).
- Wh- questions:** wh- / will / subject / (adverb) / have / been / ing form? What will he (probably) have been reading? / A book.

TYPICAL FUTURE PERFECT CONTINUOUS SENTENCE CONSTRUCTION

TIME (BY / BEFORE / ON / AT / IN / WHEN) [unless the time is known] + FPC phrase + FOR + NUMBER or TIME

FUTURE:

Time Phrase:		Example:
BY + TIME	TIME IS STATED	By the end of August we will have been living here for three years.
BY THE TIME + ACTION		By the time you get here, I will have been reading for two hours.
BEFORE + ACTION		Before you get here, I will have been reading for two hours.
ON + DAY / DATE		On January 18 <sup>th</sup> we will have been living here for three years.
AT + CLOCK TIME		At 3pm I will have been reading for two hours.
IN + MONTH / SEASON		In January we will have been living here for three years.
WHEN + ACTION		When you get here I will have been reading for two hours.
AS OF + TIME		As of Friday we will have been living here for three years.
TIME		Tomorrow afternoon I will have been reading for two hours.
<b>MIXED CONDITIONAL:</b> If + PRESENT SIMPLE + TIME / FPC		If you get here at 3pm I will have been reading for two hours.
AT THAT TIME	TIME IS KNOWN	At that time [previously mentioned] we will have been living here for three years.
BY THEN		By then I will have been reading for two hours.
BY THAT POINT / STAGE		By that point we will have been living here for three years.
TIME IS KNOWN		I will have been reading for two hours.
TIME IS IMPLIED		I will have been reading for the whole / entire day.
FOR + NUMBER or TIME		

PAST:

Time Phrase:		Example:
TIME	TIME IS KNOWN	Yesterday Bill will have been reading (for two hours).
TIME IS KNOWN		I will have been reading (for the last / past two hours).
FOR IS OPTIONAL		

# Grammar Future Forms

## Using Future Perfect Continuous

Complete the sentences using the sentence prompts below. Say **which use** you intended from the following options. Try to vary subjects, main verbs, and uses:

<b>FUTURE:</b>		<b>PAST:</b>	
1. To predict the duration of a future action	By noon I will have been teaching for an hour.	4. To speculate about a past action	I suppose Sarah will've been playing golf yesterday.
2. To mark an anniversary	On Friday I will've been living here for ten years.	<b>PAST &amp; FUTURE:</b>	
3. To mark how long sby has been waiting	In a minute Bob will've been waiting for half an hour.	5. To demonstrate cause and effect	[P] Ian will've been cooking all day, so I bet he was tired. [F] Ian will've been cooking all day, so he will be tired.

Example:

By	<b>2pm</b> (time)	<b>I</b> (subject)	will have been (will've)	<b>reading</b> (present participle)	for <b>two hours</b> (number / time)	<b>1.</b>
1. By + time	_____	_____	will have been	_____	for _____	_____
2. By the time + action	_____	_____	will have been	_____	for _____	_____
3. By then	_____	_____	will have been	_____	for _____	_____
4. By that point / stage	_____	_____	will have been	_____	for _____	_____
5. Before + action	_____	_____	will have been	_____	for _____	_____
6. On + day / date	_____	_____	will have been	_____	for _____	_____
7. At + clock time	_____	_____	will have been	_____	for _____	_____
8. In + month / season	_____	_____	will have been	_____	for _____	_____
9. When + action	_____	_____	will have been	_____	for _____	_____
10. If + action + time	_____	_____	will have been	_____	for _____	_____
11. Time	_____	_____	will have been	_____	for _____	_____
12. Time is known	_____	_____	will have been	_____	for _____	_____

Use:



# Grammar Conditionals

## Get to Know... the Conditional Family 1

To remember conditionals, it can be helpful to think of them as members of a family. This enables us to understand the different mood of each conditional and when to use them:

	Family Member:	1 <sup>st</sup> clause:	2 <sup>nd</sup> clause:	Time:
1 <sup>st</sup> conditional	Ferne Conditional	present simple	future simple	real future
2 <sup>nd</sup> conditional	Becca Conditional	past simple	would + infinitive	unreal future
3 <sup>rd</sup> conditional	Herb Conditional	past perfect	would + have + 3 <sup>rd</sup> form	unreal past
zero conditional	Nero Conditional	present simple	present simple	general time

Complete each gap using one of these verbs in the correct form:

APPLY | WORK | MESS ABOUT | GET | BRING | HURRY UP | GIVE | GO | MEET  
 LOSE | REVISE | BOIL | LOVE | CRASH | HAVE | BE | LOOK | FALL | DRINK | FAIL

*Ferne Conditional (42) Mother and office manager; focused on the short-term real future. She is:*

- Practical: If you **1.**\_\_\_\_\_ home from work early, we'll go to the supermarket.
- Caring: If I don't iron your shirt, you'll **2.**\_\_\_\_\_ really scruffy.
- Nagging: If you don't **3.**\_\_\_\_\_ for your exams, you won't get good marks.
- Organising: If the weather is nice tomorrow, we'll **4.**\_\_\_\_\_ to the beach.
- Realistic: If you don't **5.**\_\_\_\_\_, you'll miss your bus!

*Becca Conditional (18) Daughter and student; focused on a hypothetical or distant future. She is:*

- Introspective: If I **6.**\_\_\_\_\_ two kilos by next month, I would look OK in that dress.
- Unrealistic: I would be a complete mess if I **7.**\_\_\_\_\_ David Beckham!
- Planning ahead: If I **8.**\_\_\_\_\_ to study in Glasgow, I could live with my best friend.
- Giving advice: If you paid for my driving lessons, I could **9.**\_\_\_\_\_ you a lift to work.
- Cautiously optimistic: If I **10.**\_\_\_\_\_ my German exam, I could probably retake it.

*Herb Conditional (48) Father and IT boss; focused on a hypothetical past and unhappy present. He is:*

- Depressed: If I'd **11.**\_\_\_\_\_ harder at school, I might have had a better career.
- Regretful: If I hadn't married Ferne, my life might have **12.**\_\_\_\_\_ more fun.
- Relieved: If I hadn't ordered the cake last week, we wouldn't have **13.**\_\_\_\_\_ it in time for Ferne's birthday party.
- Nostalgic: If I hadn't **14.**\_\_\_\_\_ my dad's car, I wouldn't have had to leave home at eighteen and find a job.
- Hopeless: If I'd **15.**\_\_\_\_\_ more cash, I could've had a takeaway on the way home.

*Nero Conditional (10) Son and schoolboy; focused on things that are always true, e.g. facts. He is:*

- Enthusiastic: I **16.**\_\_\_\_\_ it if we have pizza and chips for tea!
- Realistic: If I **17.**\_\_\_\_\_ off my bike it really hurts!
- Positive: If I go skateboarding with my mates, we always **18.**\_\_\_\_\_!
- Factual: If the kettle **19.**\_\_\_\_\_, the water is very hot.
- Funny: If I **20.**\_\_\_\_\_ lemonade too quickly, the bubbles come out of my nose!

# Grammar Conditionals

## Get to Know... the Conditional Family 2

To remember conditionals, it can be helpful to think of them as members of a family. This enables us to understand the different mood of each conditional and when to use them:

	Family Member:	1 <sup>st</sup> clause:	2 <sup>nd</sup> clause:	Time:
1 <sup>st</sup> conditional	Ferne Conditional	present simple	future simple	real future
2 <sup>nd</sup> conditional	Becca Conditional	past simple	would + infinitive	unreal future
3 <sup>rd</sup> conditional	Herb Conditional	past perfect	would + have + 3 <sup>rd</sup> form	unreal past
zero conditional	Nero Conditional	present simple	present simple	general time

Complete each gap using one of these verbs in the correct form:

COME | TAKE | LOSE | BECOME | BUILD | JOIN | DROP | BUY | SNOW

RIDE | LEAVE | ASK | GET | EARN | SIT | MOVE | BE | DO | FIX | EAT

*Ferne Conditional (42) Mother and office manager; focused on the short-term real future. She is:*

- Practical: If you want to **1.** \_\_\_\_\_ a sandwich for lunch, I'll give you a fiver.
- Caring: If the rash doesn't clear up, I'll **2.** \_\_\_\_\_ you to the doctor's.
- Nagging: I will be very cross if you **3.** \_\_\_\_\_ home later than eleven o'clock!
- Organising: If the bus is late, I'll **4.** \_\_\_\_\_ you in town next to the post office.
- Realistic: You won't get a pay rise if you don't **5.** \_\_\_\_\_ your boss.

*Becca Conditional (18) Daughter and student; focused on a hypothetical or distant future. She is:*

- Introspective: If I **6.** \_\_\_\_\_ more like my mate Debbie, boys would like me more.
- Unrealistic: If I won the Nobel Prize for Physics, I would **7.** \_\_\_\_\_ rich and famous.
- Planning ahead: If I worked during the summer, I'd **8.** \_\_\_\_\_ enough money for a car.
- Giving advice: If we advertised in the paper, more people would **9.** \_\_\_\_\_ our team.
- Cautiously optimistic: If I got a new bike for my birthday, I'd **10.** \_\_\_\_\_ to uni every day.

*Herb Conditional (48) Father and IT boss; focused on a hypothetical past and unhappy present. He is:*

- Depressed: If I had **11.** \_\_\_\_\_ the shower, the family wouldn't have been annoyed.
- Regretful: I would have **12.** \_\_\_\_\_ a promotion if I hadn't been rude to my boss.
- Relieved: If I hadn't **13.** \_\_\_\_\_ that boiled egg, I would have been hungry all day.
- Nostalgic: If Betty hadn't **14.** \_\_\_\_\_ to Leek, we would've probably got married.
- Hopeless: If I'd been more careful, I wouldn't have **15.** \_\_\_\_\_ Ferne's brother's Rolex.

*Nero Conditional (10) Son and schoolboy; focused on things that are always true, e.g. facts. He is:*

- Enthusiastic: If uncle Gaz takes us to the cinema, we can **16.** \_\_\_\_\_ right at the back.
- Realistic: If I don't **17.** \_\_\_\_\_ my homework, my parents get cross.
- Positive: If I wake up early, I **18.** \_\_\_\_\_ stuff with my LEGO.
- Factual: If you **19.** \_\_\_\_\_ a dirty coin in some cola, it comes out really shiny.
- Funny: If it **20.** \_\_\_\_\_, we make a big snowman and stick in a carrot for his nose.

# Grammar Conditionals

## Get to Know... the Conditional Family 3

To remember conditionals, it can be helpful to think of them as members of a family. This enables us to understand the different mood of each conditional and when to use them:

	Family Member:	1 <sup>st</sup> clause:	2 <sup>nd</sup> clause:	Time:
1 <sup>st</sup> conditional	Ferne Conditional	present simple	future simple	real future
2 <sup>nd</sup> conditional	Becca Conditional	past simple	would + infinitive	unreal future
3 <sup>rd</sup> conditional	Herb Conditional	past perfect	would + have + 3 <sup>rd</sup> form	unreal past
zero conditional	Nero Conditional	present simple	present simple	general time

Complete each sentence by adding appropriate main verbs in the correct form:

*Ferne Conditional (42) Mother and office manager; focused on the short-term real future. She is:*

- Practical: If we 1. \_\_\_\_\_ online, we'll 2. \_\_\_\_\_ time at the airport.
- Caring: If you 3. \_\_\_\_\_ to watch the match, I'll 4. \_\_\_\_\_ my film upstairs.
- Nagging: If you don't 5. \_\_\_\_\_ your dirty clothes in the washing bin, I won't be able to 6. \_\_\_\_\_ them.
- Organising: If my brother wants to 7. \_\_\_\_\_ to the gig, I'll 8. \_\_\_\_\_ another ticket for him.
- Realistic: We won't 9. \_\_\_\_\_ the car if we don't 10. \_\_\_\_\_ an advert in the paper.

*Becca Conditional (18) Daughter and student; focused on a hypothetical or distant future. She is:*

- Introspective: I'd 11. \_\_\_\_\_ better marks if my teachers 12. \_\_\_\_\_ me more.
- Unrealistic: If I could 13. \_\_\_\_\_ anywhere in the world, I'd 14. \_\_\_\_\_ to Canada.
- Planning ahead: If dad 15. \_\_\_\_\_ me some money, I'd be able to 16. \_\_\_\_\_ on holiday.
- Giving advice: If I 17. \_\_\_\_\_ you, I wouldn't 18. \_\_\_\_\_ that violet jacket to the prom.
- Cautiously optimistic: If Jackie 19. \_\_\_\_\_ with Tim, I'd probably try to 20. \_\_\_\_\_ with him.

*Herb Conditional (48) Father and IT boss; focused on a hypothetical past and unhappy present. He is:*

- Depressed: If I'd 21. \_\_\_\_\_ my heart, I could have 22. \_\_\_\_\_ a professional football player.
- Regretful: If I'd 23. \_\_\_\_\_ my health, I wouldn't have had to 24. \_\_\_\_\_ the rugby team.
- Relieved: If the babysitter hadn't 25. \_\_\_\_\_ on time, we would have 26. \_\_\_\_\_ the beginning of the meeting, because the traffic was awful.
- Nostalgic: If I hadn't 27. \_\_\_\_\_ glasses at school, I might have 28. \_\_\_\_\_ more girlfriends.
- Hopeless: If we hadn't 29. \_\_\_\_\_ a row at Mandy's birthday party, we wouldn't have 30. \_\_\_\_\_ so stupid.

*Nero Conditional (10) Son and schoolboy; focused on things that are always true, e.g. facts. He is:*

- Enthusiastic: If I 31. \_\_\_\_\_ any new football stickers, I 32. \_\_\_\_\_ them to school to swap.
- Realistic: If I 33. \_\_\_\_\_ late, I usually 34. \_\_\_\_\_ tired for the rest of the day.
- Positive: If the circus 35. \_\_\_\_\_ in town, we usually 36. \_\_\_\_\_.
- Factual: If you 37. \_\_\_\_\_ there are any penguins at the North Pole, you 38. \_\_\_\_\_ absolutely wrong!
- Funny: Dad 39. \_\_\_\_\_ shouting if he can't 40. \_\_\_\_\_ his car keys.

# Grammar Conditionals

## Get to Know... the Conditional Family 4

To remember conditionals, it can be helpful to think of them as members of a family. This enables us to understand the different mood of each conditional and when to use them:

	Family Member:	1 <sup>st</sup> clause:	2 <sup>nd</sup> clause:	Time:
1 <sup>st</sup> conditional	Ferne Conditional	present simple	future simple	real future
2 <sup>nd</sup> conditional	Becca Conditional	past simple	would + infinitive	unreal future
3 <sup>rd</sup> conditional	Herb Conditional	past perfect	would + have + 3 <sup>rd</sup> form	unreal past
zero conditional	Nero Conditional	present simple	present simple	general time

Complete each sentence by adding appropriate main verbs in the correct form:

*Ferne Conditional (42) Mother and office manager; focused on the short-term real future. She is:*

- Practical: If you **1.**\_\_\_\_\_ the grass this morning, I'll **2.**\_\_\_\_\_ the garden table and chairs.
- Caring: If you **3.**\_\_\_\_\_ any help, you should **4.**\_\_\_\_\_ me on my work phone.
- Nagging: If you don't **5.**\_\_\_\_\_, you'll **6.**\_\_\_\_\_ late for school, Nero!
- Organising: I'll **7.**\_\_\_\_\_ my brother if the plumber can't **8.**\_\_\_\_\_ the sink.
- Realistic: If we don't **9.**\_\_\_\_\_ this bill on time, they will **10.**\_\_\_\_\_ the gas!

*Becca Conditional (18) Daughter and student; focused on a hypothetical or distant future. She is:*

- Introspective: If I **11.**\_\_\_\_\_ more confidence, I would **12.**\_\_\_\_\_ the drama club.
- Unrealistic: If I **13.**\_\_\_\_\_ a mouse, I'd **14.**\_\_\_\_\_ in a hole in the wall.
- Planning ahead: If Jenny **15.**\_\_\_\_\_ ice-skating with me, we could **16.**\_\_\_\_\_ to David all night.
- Giving advice: Dad, if you just **17.**\_\_\_\_\_ to look on the bright side, you wouldn't **18.**\_\_\_\_\_ so grumpy all the time!
- Cautiously optimistic: If Terri **19.**\_\_\_\_\_ her cousins to the party, they might **20.**\_\_\_\_\_ us a lift home.

*Herb Conditional (48) Father and IT boss; focused on a hypothetical past and unhappy present. He is:*

- Depressed: If I hadn't **21.**\_\_\_\_\_ Becca's glasses, she wouldn't have **22.**\_\_\_\_\_ angry.
- Regretful: I would've **23.**\_\_\_\_\_ better if I'd **24.**\_\_\_\_\_ that third piece of cake!
- Relieved: If Erikson hadn't **25.**\_\_\_\_\_ in extra time, we wouldn't have **26.**\_\_\_\_\_ the semi-finals!
- Nostalgic: If mummy had **27.**\_\_\_\_\_ me more, I would have **28.**\_\_\_\_\_ more confident at school.
- Hopeless: If I had **29.**\_\_\_\_\_ to bring my wallet, I could've **30.**\_\_\_\_\_ for our meal.

*Nero Conditional (10) Son and schoolboy; focused on things that are always true, e.g. facts. He is:*

- Enthusiastic: If Becca's friend John **31.**\_\_\_\_\_ round, we **32.**\_\_\_\_\_ football.
- Realistic: If I forget to **33.**\_\_\_\_\_ my teeth before school, my mouth doesn't **34.**\_\_\_\_\_ that fresh.
- Positive: If there **35.**\_\_\_\_\_ a good film on at the cinema, I always **36.**\_\_\_\_\_ my dad to take me.
- Factual: If I haven't **37.**\_\_\_\_\_ my room, my mum **38.**\_\_\_\_\_ annoyed.
- Funny: If I want to **39.**\_\_\_\_\_ Becca laugh, I **40.**\_\_\_\_\_ a song in a silly voice.

# Grammar Conditionals

## Get to Know... the Conditional Family – Your Ideas

To remember conditionals, it can be helpful to think of them as members of a family. This enables us to understand the different mood of each conditional and when to use them:

	<i>Family Member:</i>	<i>1<sup>st</sup> clause:</i>	<i>2<sup>nd</sup> clause:</i>	<i>Time:</i>
1 <sup>st</sup> conditional	Ferne Conditional	present simple	future simple	real future
2 <sup>nd</sup> conditional	Becca Conditional	past simple	would + infinitive	unreal future
3 <sup>rd</sup> conditional	Herb Conditional	past perfect	would + have + 3 <sup>rd</sup> form	unreal past
zero conditional	Nero Conditional	present simple	present simple	general time

Write five sentences for each person using the relevant conditional form:

*Ferne Conditional (42) Mother and office manager; focused on the short-term real future:*

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

*Becca Conditional (18) Daughter and student; focused on a hypothetical or distant future:*

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

*Herb Conditional (48) Father and IT boss; focused on a hypothetical past and unhappy present:*

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

*Nero Conditional (10) Son and schoolboy; focused on things that are always true, e.g. facts:*

16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

# Grammar Conditionals

## Create Maths Problems with Zero Conditional Question Forms

Change a boring sum into an imaginative maths problem using **zero conditional** question forms – the funnier the better! Zero conditional is formed by using: If + present simple + present simple.

**For example:** Boring:  $2 + 5 - 4 = 3$ . Imaginative: 'If I have two bottles of Coke and I buy five more, but then my cousin steals four of them, how many bottles of Coke do I have in my fridge?' Answer: 3.

### Verb ideas for plus +

acquire, add, bring, buy, discover, earn, find, get, make, produce, receive, steal

### Verb ideas for minus -

delete, destroy, drop, eat, get rid of, hide, lose, misplace, remove, sell, take away

### Verb ideas for multiplied by x

breed, copy, discover, duplicate, grow, increase, multiply by, replicate

### Verb ideas for divided by ÷

allot, apportion, assign, distribute, divvy up, share, split equally with/between

1.  $1 + 4 - 3 = 2$ . If \_\_\_\_\_  
\_\_\_\_\_
2.  $8 + 2 - 5 = 5$ . If \_\_\_\_\_  
\_\_\_\_\_
3.  $16 - 8 + 4 = 12$ . If \_\_\_\_\_  
\_\_\_\_\_
4.  $14 - 6 + 18 = 26$ . If \_\_\_\_\_  
\_\_\_\_\_
5.  $450 + 96 \div 8 = 68.25$ . If \_\_\_\_\_  
\_\_\_\_\_
6.  $44 + 4 \div 8 = 6$ . If \_\_\_\_\_  
\_\_\_\_\_
7.  $15.5 - 9 \times 4 = 26$ . If \_\_\_\_\_  
\_\_\_\_\_
8.  $22 - 7 \times 4 = 60$ . If \_\_\_\_\_  
\_\_\_\_\_
9.  $18 \div 6 + 17 = 20$ . If \_\_\_\_\_  
\_\_\_\_\_
10.  $312 \div 8 + 1,062 = 1101$ . If \_\_\_\_\_  
\_\_\_\_\_

# Grammar Sentence Building

## There is / There are

1. We usually use **there is** and **there are** in the opening sentence when describing a place, e.g. "I'm at school but **there is** nobody here." "Because it's Saturday!"

We use there is / there to say what there is or is not – what exists or what does not. We also use it to talk about **numbers/quantities** (There are a lot of people here.); **events** (There's a meeting later.) and **the weather** (There is rain forecast.). After *there is* we can use the pronouns: **something/everything/nothing**, and **somebody/everybody/nobody**. After *there is not* we use: **anything/anybody**.

<i>There is:</i>	<i>There are:</i>
Before singular countable nouns	Before plural nouns
Before uncountable nouns	
Contraction is usual in spoken English: there's	No contraction in written English: there're

2. We use verb **to be**, so **there is** and **there are** can transformed into different tenses, e.g.

<i>Tense:</i>	<i>Positive:</i>	<i>Negative:</i>	<i>Question:</i>
Present Simple:	there is / there's there are	there is not / isn't there are not / aren't	is there? are there?
Past Simple:	there was there were	there was not / wasn't there were not / weren't	was there? were there?
Present Perfect:	there has been / there's been there have been	there has not been / hasn't been there have not been / haven't been	has there been? have there been?
Future Simple:	there will be / there'll be	there will not be / won't be	will there be?

...and so on. Note that we don't use **be** with **continuous tenses** because it is a **state verb**, so not: ~~There is being... / are being...~~ etc. We can also combine there is/are with **modal verbs**, e.g. there must be, there can be, there used to be, there might have been, etc.

3. **Collocation:** after there is / there are we can use the following type of phrases:

There is / are:                      noun phrase:                      place:  
There is                                  a bag    on the table.

We can make the sentence more interesting by:

a) adding another place:

There is / are:                      noun phrase:                      place #1                      place #2  
There is                                  a bag                                  on the table                      in the kitchen.

b) using a conjunction to add another clause:

There is / are:                      noun phrase:                      place:                      conjunction + clause  
There is                                  a bag                                  on the table,                      because I put it there.

c) using a relative clause (which, that, who, etc.)

There is / are:                      noun phrase:                      place:                      relative clause:  
There is                                  a bag                                  on the table                      which belongs to Dianne.

We can also make the sentence more interesting by using adjectives with the nouns:

There is a bag on the table. > There is a small blue bag on the kitchen table.

It is better to **combine information** to make a longer sentence, not use several short sentences, e.g.

*Not:* There is a bike. It is in my yard. It is great. I like it. *but:* There is a great bike in my yard, which I like.

4. **Pronunciation:** when we are speaking we use **reduced forms** rather than long vowel sounds, e.g.

- "There's a film on TV." We say thz not theirz. The phrase "There's a..." is pronounced th z. The article "a" is far more likely to follow "There is" than "the", because it forms an opening sentence (first mention).
- "There are two people here." We say th r, not their rar

5. Avoid confusion with **it**: ~~It is a book on the table.~~ "There" is not a subject, while "it" is. "There" is a **false subject**. It introduces the thing that will become the subject – usually in the following sentence.

# Grammar Sentence Building

## There is / There are – Exercises

**1.** Correct the error in each sentence:

- |   |   |
|---|---|
| a) There is two trees in the garden.      | f) There's anything I want to tell you. |
| b) It's a good programme on TV.           | g) There are some meat in the fridge.   |
| c) There are too much information.        | h) It is a new printer in the office.   |
| d) There're a lot of people here.         | i) There must being a bigger plate.     |
| e) There is being a lot of traffic today. | j) There aren't anything to do here.    |

**2.** Complete the gaps below:

- a) There \_\_\_\_\_ a party down at the harbour yesterday.  
 b) There \_\_\_\_\_ be time to call at the bookshop – sorry.  
 c) \_\_\_\_\_ there enough worksheets for all the students?  
 d) There \_\_\_\_\_ usually five kids at the chess club, but today \_\_\_\_\_ only one.  
 e) \_\_\_\_\_ there anybody who has a nut allergy?  
 f) There \_\_\_\_\_ two female CEOs of this firm to date.

**3.** i) Write each sentence in the correct order, adding punctuation as necessary:

- a) left jar there in aren't biscuits the many \_\_\_\_\_  
 b) lot has bad lately been a of there weather \_\_\_\_\_  
 c) an be meeting there'll tomorrow important \_\_\_\_\_  
 d) late reason there today any is you why are \_\_\_\_\_

ii) Complete the table by writing your own sentences:

	<i>Noun Phrase:</i>	<i>Place #1:</i>	<i>Place #2:</i>
There is			
There are			

	<i>Noun Phrase:</i>	<i>Place:</i>	<i>Conjunction + clause:</i>
There is			
There are			

	<i>Noun Phrase:</i>	<i>Place:</i>	<i>Relative clause:</i>
There is			
There are			

iii) Combine three sentences into one long sentence:

- a) There is a guy in my class. He comes from Brazil. He is really friendly.  
 \_\_\_\_\_
- b) There will be a vacancy. It will be in personnel. It is the place where you want to work.  
 \_\_\_\_\_
- c) There are some sweets. They are in the cupboard. The cupboard is in the kitchen.  
 \_\_\_\_\_

**4.** Match each sentence with its Clear Alphabet translation:

- |   |   |
|---|---|
| a) Waiter! There's a fly in my soup!            | 1) Th Wo zn_ E nii weir t Park.                 |
| b) There are only three days until my birthday. | 2) Thl bii y Bar bi kyoo won Frai dei.          |
| c) There wasn't anywhere to park.               | 3) Wei t! Th z Flai yin mai Soop!               |
| d) There'll be a barbecue on Friday.            | 4) Th r Eun lii Ttree Dei sn til mai Ber ttdei. |



# Grammar Word Classes

## Countable and Uncountable Nouns

- Some English nouns are **countable**. We can count them using numbers: one, two, three, etc. They have **plural forms**, with -s or -es. They are individual items. Almost everything that you can see around you is a countable noun. For example: chair, table, book, pen, desk, door, wall, bag, etc. Countable nouns are far more common than uncountable nouns.
- Some English nouns are **uncountable**. We cannot count them using numbers. They are not individual items, but items which have no fixed shape or size. They are sometimes called **mass nouns** or **uncount nouns**. They have only one form. They do not have plural forms. They are **substances** which are made up of many smaller parts, for example:

food:	pasta, pizza, cheese, rice, butter, meat, beef, lamb, chocolate, gum
liquid:	water, juice, wine, beer, vinegar
material:	wood, paper, metal, iron, plastic, fabric, cotton
sports:	football, rugby, tennis, racing, swimming, basketball
weather:	rain, snow, sun, wind, thunder, lightning,

Many **abstract nouns** are uncountable. Abstract nouns are things that we cannot see or touch; which do not have a physical form, for example: accommodation, advice, happiness, information, progress, etc. However, not all abstract nouns are uncountable. Some are countable, for example: date, favourite, journey, mortgage, programme, etc. On the other hand, some common everyday things are uncountable, e.g. furniture, money, work, homework, luggage, etc. Activities with **gerunds** are uncountable, e.g. reading, writing, swimming, shopping, walking, sailing, etc.

- Some English nouns can be countable or uncountable, depending on the context. The meaning changes, depending on whether the noun is countable or uncountable. We need to learn them. For example:

<i>Countable Meaning:</i>	<i>Uncountable Meaning:</i>
Do you fancy a coffee? (one drink)	I don't like coffee. (all coffee)
We saw a lamb in a field.	The lamb at this restaurant is great.
Shall we get a pizza?	Pizza is the national dish of Italy.
We had a good time at the party.	Time passed and night came.

- We can make uncountable nouns countable by using **quantity words** in front of them, e.g. These words are called **partitives**. For example:

a jar of jam	a bottle of juice	a jug of cream
a piece of paper	a packet of butter	a slice of cheese
a bag of sugar	a glass of milk	a bar of chocolate

- It is important to know whether nouns are countable or uncountable, so that we use **articles** and **determiners** correctly. There must be an article (**a**, **an**, or **the**) or a determiner before singular countable nouns; there can be an article (the) before uncountable nouns if the **context is specific**, e.g. ... If not, we don't use an article before uncountable nouns, or if there is a certain amount we use some, e.g. ...
- A **singular verb** follows uncountable nouns, e.g. the meat was, not ~~the meat were~~.
- We can use the following determiners:

<i>Plural Countable Nouns:</i>	<i>Uncountable Nouns</i>
some (positive forms)	some (positive forms)
a lot of	a lot of
all	all
any (negative and question forms)	any (negative and question forms)
many	much (negative and question forms)
-	a little

# Grammar Word Classes

## Countable and Uncountable Nouns – Exercises

1. Put each word into the correct category:

road, power, cotton, sand, chocolate, pizza, pepper, rule, hat, butter, hamburger, football

Countable Nouns:	Uncountable Nouns:	Can be Countable or Uncountable:

2. Add vowel letters to these common uncountable nouns:

- |                  |                    |                          |
|------------------|--------------------|--------------------------|
| a) p ___ st ___  | d) r ___ n         | g) ch ___ s ___          |
| b) c ___ ff ___  | e) s ___ l ___ d   | h) h ___ pp ___ n ___ ss |
| c) s ___ g ___ r | f) pl ___ st ___ c | i) h ___ m ___ w ___ rk  |

3. Complete the sentences using 'a', 'an', 'some', or 'any':

- |   |                                     |
|---|-------------------------------------|
| There is _____ book on the table.       | There is _____ apple in the basket. |
| There is _____ music on the radio.      | There is _____ milk in that glass.  |
| There isn't _____ cheese in the fridge. | There's _____ programme about fish. |
| There's _____ money in my purse.        | Is there _____ snow outside?        |

4. Match the quantity words (partitives) with the uncountable nouns:

slice   bowl   gust   jar   bottle   game   tube   plate

- |                             |                      |
|-----------------------------|----------------------|
| a) a _____ of soup          | e) a _____ of salad  |
| b) a _____ of peanut butter | f) a _____ of wind   |
| c) a _____ of tennis        | g) a _____ of water  |
| d) a _____ of toothpaste    | h) a _____ of cheese |

5. Correct the errors in this shopping list:

- |                              |                           |
|------------------------------|---------------------------|
| a) a can of bread _____      | e) a loaf of coffee _____ |
| b) 2 tins of ice cream _____ | f) 3 mm of honey _____    |
| c) 2 buckets of gum _____    | g) a bar of sugar _____   |
| d) a tube of cake _____      | h) a cup of beans _____   |

6. Add 'a', 'an' or zero article (nothing) in each gap:

- |  |   |
|--|---|
| a) We bought _____ new TV yesterday.   | d) We played basketball for _____ hour. |
| b) The door is made of _____ old wood. | e) They had a walk in _____ wood.       |
| c) I don't like watching _____ TV.     | f) There was _____ orange basketball.   |

7. Write any incorrect sentences out correctly: (singular verb forms)

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| a) The gum were stuck to the desk. | c) Printer paper cost a lot.        |
| b) Dinner is ready.                | d) The rice are coming to the boil. |

8. Complete the gaps in the story using a little, any, a few, many, and much:

Yesterday was our day off, so we had a) \_\_\_\_\_ free time. We did b) \_\_\_\_\_ shopping, then drove to the hills. There wasn't c) \_\_\_\_\_ traffic – just d) \_\_\_\_\_ cars – so we arrived at the picnic place quickly. We were so glad that Tina made e) \_\_\_\_\_ sandwiches but unfortunately we had forgotten to pack f) \_\_\_\_\_ plates!

# Grammar Word Classes

## Adjectives

1. An adjective is a **content word** that describes a **noun**. Adjectives are the third largest word group in English, after nouns and verbs. An adjective usually goes before a noun but after an **article**, e.g. a **big** fork, a **green** taxi, an **old** house, etc. The extra information makes the noun **more interesting** to the listener or reader, because it makes it more specific and therefore easier to imagine. Specific is interesting while general is boring. Consider which is more interesting:

General: "The man wore a t-shirt."      Specific: "The tall athletic man wore a blue striped t-shirt."

We often find adjectives after verb **be**, e.g. It **is** a big fork. / There **was** an empty taxi. Here are some of the most common adjectives with their **opposite** adjectives:

big / small                      beautiful / ugly                      clean / dirty                      long / short

It is possible to use many adjectives before a noun, e.g. "a large long white wooden Hawaiian surfboard", but it is better to limit the number of adjectives to two or three at the most, e.g. "a large white Hawaiian surfboard".

2. There is a particular **order for different types of adjective**. For example, we can say: "I met an old Italian man", but not "I met an Italian old man." The correct order is:

**opinion | size / length | shape | age | colour | origin | material | purpose | noun**

3. Adjectives have three forms: normal, comparative (for comparing one noun with another), and superlative (for saying that one thing is the most x). If an adjective has one syllable, we usually add **-er suffix + than** to make comparative form and **the + -est suffix** to make superlative form:

<i>Normal:</i>	<i>Comparative Form:</i>	<i>Superlative Form:</i>
big	bigger than	the biggest

If an adjective has two or more syllables, we usually use **more [adjective] than** to make comparative form, and **the most [adjective]** to make superlative form. For example:

<i>Normal:</i>	<i>Comparative Form:</i>	<i>Superlative Form:</i>
beautiful	more beautiful than	the most beautiful

Some longer adjectives do not fit this pattern, e.g. tasty (two syllables) > tastier > tastiest, while a few common adjectives have **irregular forms** which we need to learn, for example:

<i>Normal:</i>	<i>Comparative Form:</i>	<i>Superlative Form:</i>
good / bad	better than / worse than	the best / the worst

4. Adjectives, verbs, nouns, and adverbs can belong to **word families**. They look like they belong together, although they may have different suffixes, e.g.

<i>Adjective:</i>	<i>Verb:</i>	<i>Noun:</i>	<i>Adverb:</i>
clean	to clean	cleaner / cleanliness	cleanly

There is an important group of adjectives which have both **-ing** and **-ed** endings, for example: amazing/amazed, boring/bored, etc. In general, we use -ing adjectives to describe **things** and -ed adjectives to describe how **people** feel, e.g. "He was bored." / "The party was boring." We can use **so**, **very**, or another **intensifier** to make the adjective stronger, e.g. "He was **so** bored." / "The party was **very** boring." / "I felt **absolutely** amazed!" / "The concert was **too** long." etc.

5. Adjectives can be **strong** or **weak** (sometimes called **base**). Strong adjectives are more interesting than weak adjectives, because they are more expressive – so it is better to use them when we can, e.g.

<i>Weak:</i>	<i>Strong:</i>	<i>Weak:</i>	<i>Strong:</i>
angry	furious	happy	ecstatic

Remember that English is a rich language and many adjectives have **synonyms** (words that mean the same), e.g. the concert could be great, wonderful, fantastic, fabulous, terrific, magnificent, pleasing, and brilliant! Begin by learning weak adjectives, then their strong equivalents, then other synonyms.

# Grammar Word Classes

## Adjectives – Exercises

1. i) Underline the adjective in each phrase:

- a) my lovely goldfish    b) a soft cushion    c) Mike's younger brother    d) a great day

ii) Match the adjectives below with their opposite adjectives:

**far      weak      small      nasty      dirty      loud      cold      ugly**

- |         |       |              |       |
|---------|-------|--------------|-------|
| a) big  | _____ | e) beautiful | _____ |
| b) hot  | _____ | f) clean     | _____ |
| c) near | _____ | g) quiet     | _____ |
| d) nice | _____ | h) strong    | _____ |

2. Change the order of adjectives to make them correct:

- |  |                                 |
|--|---------------------------------|
| a) a wooden beautiful doll             | e) smelly yellow round cheeses  |
| b) an blue old car                     | f) a middle-aged woman tall     |
| c) a Swedish priceless clock           | g) my brown favourite jacket    |
| d) an cricket Australian expensive bat | h) a square huge leather folder |

3. Rewrite the dialogue to make it correct:

- |  |                                     |
|--|-------------------------------------|
| a) My dog is biggest than yours.       | e) Your dog is the worse.           |
| b) No, my dog is biggest.              | f) No, mine is the better!          |
| c) But mine is the most beautifulst.   | g) OK, let's say mine is the nicer. |
| d) No, mine is beautifuler than yours. | h) And mine is stronger than.       |

4. i) Complete the gaps in this word families diagram:

<i>Adjective:</i>	<i>Verb:</i>	<i>Noun:</i>	<i>Adverb:</i>
good	None	a)	b)
exciting	c)	d)	e)
hot	f)	g)	h)
safe	None	i)	j)
short	k)	l)	m)
wonderful	n)	o)	p)

ii) Add a suffix – either **-ing** or **-ed**:

- |  |  |
|--|--|
| a) The match was so bor-_____.         | e) The headphones were amaz-_____.         |
| b) We were excit-_____ about the gift. | f) Jennifer was really surpris-_____.      |
| c) The sushi was disgust-_____.        | g) Her reaction was interest-_____.        |
| d) My boss is annoy-_____ me now.      | h) By the end of the day I felt tir-_____. |

5. Match the weak adjectives below with the following strong adjectives:

**hilarious    priceless    freezing    ancient    unforgettable    silent    lovely    packed**

- |          |       |              |       |
|----------|-------|--------------|-------|
| a) cold  | _____ | e) valuable  | _____ |
| b) funny | _____ | f) nice      | _____ |
| c) old   | _____ | g) crowded   | _____ |
| d) quiet | _____ | h) memorable | _____ |

## Grammar Word Classes

### 100 Adjective + Preposition Collocations (A-Z List)

accused of *a crime*  
addicted to *drugs*  
afraid of *the dark* / to *do sth (something)*  
allergic to *gluten*  
amazed at / by *the news*  
angry about *sth* / with *sby (somebody)*  
annoyed about *sth* / with / by *sby*  
anxious about *sth*  
appreciated for *their hard work*  
ashamed of *doing sth wrong*  
astonished by *the news*  
aware of *sth*  
bad at *sport*  
bored by *the bus journey*  
brilliant at *swimming*  
busy with *cooking dinner*  
capable of *doing sth difficult*  
careful with *money* / about *sth*  
careless of *sby to do sth*  
certain of *the truth*  
clever with *words*  
concerned about *the latest news*  
conscious of *the time*  
crazy about *pets*  
critical of *my employees*  
crowded with *people*  
cruel to *sby*  
delighted with *my birthday present*  
dependent on *my carer*  
different to *other people*  
disappointed with *you*  
engaged in *planning a meeting*  
enthusiastic about *the race on Saturday*  
envious of *my friend*  
excellent at *English*  
excited about *the party on Friday night*  
experienced in *the truth*  
famous for *his music*  
fed up with *this homework*  
fond of *my nephew*  
free of / from *artificial flavours* / to *do sth*  
friendly to *sby*  
frightened of / by *the horror movie*  
full of *fun*  
furious about *my broken vase*  
generous to *my friends*  
good at *chess*  
grateful to *everybody for their help*  
guilty of *a crime* / about *sth (feel)*  
happy about *going on holiday*  
hopeless with *money*  
identical to *yours*  
impressed with / about *your new job*  
incapable of *doing sth*  
independent of *other people*  
innocent of *a crime*  
interested in *sailing*  
involved in *a school play*  
jealous of *a crime*  
keen on *fishing* / *him* / *her*  
kind to *sby*  
late for *class*  
married to *sby*  
nervous about *the job interview*  
nice to *sby*  
notorious for *a famous crime*  
pleased with *sby* / *myself*  
polite to *sby*  
proud of *sby*  
ready for *work*  
related to *sby*  
responsible for *cleaning the office*  
rude to *my boss*  
sad about *the accident*  
safe from *harm* / *danger*  
satisfied with *my life*  
scared of *spiders*  
sensitive to *sunlight*  
serious about *my job*  
shocked by *the news*  
short of *time*  
sick of *your complaining*  
silly of *you to do sth*  
similar to *her*  
sorry for *my mistake*  
stupid of *me to do sth*  
successful in *business*  
suitable for *children aged 3+*  
sure about *my choice of car*  
surprised by *the price of that dress*  
suspicious of *my husband*  
terrible at *golf*  
terrified of *drowning*  
tired of *endless discussions*  
typical of *your behaviour*  
upset by *my friend*  
used by *sby* / *sth*  
weak at *maths*  
worried about *the test*  
wrong about *what happened*

# Grammar Word Classes

## 100 Adjective + Preposition Collocations (A-Z List – Gap-Fill)

Add a preposition and object to each adjective:

accused	e.g. of a crime	hopeless	_____
addicted	_____	identical	_____
afraid	_____	impressed	_____
allergic	_____	incapable	_____
amazed	_____	independent	_____
angry	_____	innocent	_____
annoyed	_____	interested	_____
anxious	_____	involved	_____
appreciated	_____	jealous	_____
ashamed	_____	keen	_____
astonished	_____	kind	_____
aware	_____	late	_____
bad	_____	married	_____
bored	_____	nervous	_____
brilliant	_____	nice	_____
busy	_____	notorious	_____
capable	_____	pleased	_____
careful	_____	polite	_____
careless	_____	proud	_____
certain	_____	ready	_____
clever	_____	related	_____
concerned	_____	responsible	_____
conscious	_____	rude	_____
crazy	_____	sad	_____
critical	_____	safe	_____
crowded	_____	satisfied	_____
cruel	_____	scared	_____
delighted	_____	sensitive	_____
dependent	_____	serious	_____
different	_____	shocked	_____
disappointed	_____	short	_____
engaged	_____	sick	_____
enthusiastic	_____	silly	_____
envious	_____	similar	_____
excellent	_____	sorry	_____
excited	_____	stupid	_____
experienced	_____	successful	_____
famous	_____	suitable	_____
fed up	_____	sure	_____
fond	_____	surprised	_____
free	_____	suspicious	_____
friendly	_____	terrible	_____
frightened	_____	terrified	_____
full	_____	tired	_____
furious	_____	typical	_____
generous	_____	upset	_____
good	_____	used	_____
grateful	_____	weak	_____
guilty	_____	worried	_____
happy	_____	wrong	_____

## Grammar Word Classes

### 100 Words You Didn't Know Were Adverbs – Ordered by Type

We usually think of adverbs as words that end in *-ly*, like **quickly** and **happily**, but there are lots of everyday adverbs that don't end in *-ly*. Here are 100 of the most common, ordered by type:

#### *Conjunctive:*

again  
also  
besides  
furthermore  
meanwhile  
moreover  
next

#### *Degree:*

almost  
as  
enough  
even  
less  
little  
more  
most  
much  
no  
not  
still  
too  
very  
wide

#### *Duration:*

forever  
long

#### *Emphasis:*

just  
quite

#### *Frequency:*

always  
ever  
never  
often  
once  
seldom  
sometimes  
twice

#### *Interrogative:*

how  
when  
whenever  
where  
wherever  
why

#### *Linking:*

however  
nevertheless  
therefore  
though

#### *Manner:*

fast  
hard  
loud  
so  
straight  
well  
wrong

#### *Place:*

about  
abroad  
ahead  
anywhere  
around  
away  
back  
backward  
deep  
down  
downstairs  
east  
everywhere  
far  
here  
home  
inside  
near  
north  
nowhere  
off  
on  
out  
outside  
somewhere  
south  
there  
together  
up  
upstairs  
west

#### *Probability:*

maybe  
perhaps

#### *Time:*

after  
already  
before  
late  
later  
now  
since  
soon  
then  
till  
today  
tomorrow  
tonight  
until  
yesterday  
yet

# Grammar Word Classes

## Adverbs of Manner – Mixed Vocab Exercises 1

**Adverbs of manner** are adverbs which describe the way we do an action, e.g. 'I gave generously to the appeal.' Practice using adverbs of manner, and maybe learn some new ones with the helpful vocabulary activities below:

a) Read the 20 adverbs of manner and write the **adjective** form on the line beside each one; then put them into opposite pairs (antonyms):

- |  |                                 |
|--|---------------------------------|
| 1. quietly <i>quiet</i> + 18. <i>noisily</i> | 11. anxiously _____ + _____     |
| 2. clearly _____ + _____                     | 12. well _____ + _____          |
| 3. generously _____ + _____                  | 13. late _____ + _____          |
| 4. warmly _____ + _____                      | 14. sadly _____ + _____         |
| 5. indifferently _____ + _____               | 15. confusingly _____ + _____   |
| 6. badly _____ + _____                       | 16. wrongly _____ + _____       |
| 7. lazily _____ + _____                      | 17. energetically _____ + _____ |
| 8. punctually _____ + _____                  | 18. noisily _____ + _____       |
| 9. correctly _____ + _____                   | 19. coldly _____ + _____        |
| 10. happily _____ + _____                    | 20. selfishly _____ + _____     |

b) Complete the gaps below using the adverbs of manner:

- When Jan arrived home for the holidays, his aunt and uncle greeted him \_\_\_\_\_.
- Mr. Snowdon was \_\_\_\_\_ accused of stealing paper clips from the stationery cupboard.
- Alison regarded her ex-husband \_\_\_\_\_ as he glared at her from across the courtroom.
- On holiday we usually get up late and potter around \_\_\_\_\_, making breakfast and drinking coffee.
- Lee had \_\_\_\_\_ decided to keep the money people had donated and buy a new iPhone.
- We arrived at the drinks party \_\_\_\_\_ at exactly seven o'clock in the evening.
- On Christmas morning, Marlon tiptoed down the stairs as \_\_\_\_\_ as he could, so as not to wake his brother.
- I've never been able to play the guitar very \_\_\_\_\_, but I enjoy having a go!
- The friends jumped off the tram, chatting \_\_\_\_\_ to one another, all keen to begin their Christmas shopping expedition.
- We got to the meeting \_\_\_\_\_, which was extremely frustrating, because we had set off at least two hours early.

c) Choose **nine** of the adverbs of manner, write a verb to collocate with each one, then write a sentence with that collocation, for example:

- noisily* / *eat* The kids ate their porridge hungrily, and, more to the point, noisily!
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Grammar Word Classes

## Adverbs of Manner – Mixed Vocab Exercises 2

**Adverbs of manner** are adverbs which describe the way we do an action, e.g. 'The dresses had been made atrociously.' Practice using adverbs of manner, and maybe learn some new ones with the helpful vocabulary activities below:

a) Read the 20 adverbs of manner and write the **adjective** form on the line beside each one; then put them into opposite pairs (antonyms):

- |  |                                |
|--|--------------------------------|
| 1. politely <i>polite</i> + 14. rudely | 11. angrily _____ + _____      |
| 2. smoothly _____ + _____              | 12. neatly _____ + _____       |
| 3. recklessly _____ + _____            | 13. disagreeably _____ + _____ |
| 4. sloppily _____ + _____              | 14. rudely _____ + _____       |
| 5. coarsely _____ + _____              | 15. laboriously _____ + _____  |
| 6. atrociously _____ + _____           | 16. guiltily _____ + _____     |
| 7. kindly _____ + _____                | 17. innocently _____ + _____   |
| 8. cautiously _____ + _____            | 18. calmly _____ + _____       |
| 9. easily _____ + _____                | 19. bravely _____ + _____      |
| 10. timidly _____ + _____              | 20. wonderfully _____ + _____  |

b) Complete the gaps below using the adverbs of manner:

1. My partner coped with chronic pain incredibly \_\_\_\_\_ during the last few months of his life.
2. Marta whispered to her son \_\_\_\_\_ as she bandaged his wound.
3. Mrs. Bryant adapted to the role of senior accountant, not without issues, but overall fairly \_\_\_\_\_.
4. Al gestured \_\_\_\_\_ to his former classmates, as they sailed away from the desert island.
5. I spoke to my ex-husband about the missing maintenance payments \_\_\_\_\_ but firmly.
6. Danny asked his daughter \_\_\_\_\_ if she would mind doing the hoovering once in a while.
7. When her mother demanded to know where the chocolate cake had gone, Sue replied \_\_\_\_\_: 'I honestly don't know.'
8. After the art class Rose complained \_\_\_\_\_ that the equipment had been put away really \_\_\_\_\_.
9. To be honest, the whole wedding went really \_\_\_\_\_ – which was unexpected.
10. Megan's kids and the other dancers at the end-of-school concert performed \_\_\_\_\_!

c) Choose **nine** of the adverbs of manner, write a verb to collocate with each one, then write a sentence with that collocation, for example:

1. *recklessly / behave* Dom behaved recklessly by rushing back into the burning building.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Grammar Word Classes

## Adverbs of Manner – Mixed Vocab Exercises 3

**Adverbs of manner** are adverbs which describe the way we do an action, e.g. 'I smiled at her charmingly.' Practice using adverbs of manner, and maybe learn some new ones with the helpful vocabulary activities below:

a) Read the 20 adverbs of manner and write the **adjective** form on the line beside each one; then put them into opposite pairs (antonyms):

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1. roughly <i>rough</i> + 7. tenderly | 11. loosely _____ + _____        |
| 2. charmingly _____ + _____           | 12. gracefully _____ + _____     |
| 3. nervously _____ + _____            | 13. plainly _____ + _____        |
| 4. amateurishly _____ + _____         | 14. shyly _____ + _____          |
| 5. carelessly _____ + _____           | 15. fearlessly _____ + _____     |
| 6. annoyingly _____ + _____           | 16. elegantly _____ + _____      |
| 7. tenderly _____ + _____             | 17. awkwardly _____ + _____      |
| 8. impudently _____ + _____           | 18. respectfully _____ + _____   |
| 9. responsibly _____ + _____          | 19. tightly _____ + _____        |
| 10. confidently _____ + _____         | 20. professionally _____ + _____ |

b) Complete the gaps below using the adverbs of manner:

1. Penny stood by the door \_\_\_\_\_ while her husband quizzed her about her latest dalliance.
2. Janine kissed her twins goodnight, \_\_\_\_\_ stroking their hair until they fell asleep.
3. The wedding couple were dressed so \_\_\_\_\_ and danced so \_\_\_\_\_ to Bon Jovi.
4. As the little boy ran away, he turned and shook his fist \_\_\_\_\_ at the gardener, who was devastated by the theft of his carrots.
5. Martin strode \_\_\_\_\_ onto the stage and adjusted the microphone. "Thank you all for coming," he began.
6. When the rollercoaster finally sprang into life, I clung onto my boyfriend's hand \_\_\_\_\_.
7. I wrapped the presents \_\_\_\_\_ because I was in a bad mood and wanted to play Mario.
8. We all agreed that the entire school staff had performed \_\_\_\_\_ throughout the inspection.
9. The children waited \_\_\_\_\_ for their Grade 4 cello exam.
10. Parachute on, Charles rolled towards the opening in the side of the plane \_\_\_\_\_.

c) Choose **nine** of the adverbs of manner, write a verb to collocate with each one, then write a sentence with that collocation, for example:

1. *responsibly / look after* The school expects all of its pupils to look after their books and equipment responsibly.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Grammar Word Classes

## Adverbs of Manner – Mixed Vocab Exercises 4

**Adverbs of manner** are adverbs which describe the way we do an action, e.g. 'The picture was painted beautifully.' Practice using adverbs of manner, and maybe learn some new ones with the helpful vocabulary activities below:

a) Read the 20 adverbs of manner and write the **adjective** form on the line beside each one; then put them into opposite pairs (antonyms):

- |   |                                     |
|---|-------------------------------------|
| 1. deliberately <i>deliberate</i> + <i>13. accidentally</i> | 11. openly _____ + _____            |
| 2. arrogantly _____ + _____                                 | 12. secretly _____ + _____          |
| 3. dangerously _____ + _____                                | 13. accidentally _____ + _____      |
| 4. evasively _____ + _____                                  | 14. beautifully _____ + _____       |
| 5. slowly _____ + _____                                     | 15. cleverly _____ + _____          |
| 6. poorly _____ + _____                                     | 16. proficiently _____ + _____      |
| 7. strictly _____ + _____                                   | 17. straightforwardly _____ + _____ |
| 8. incompetently _____ + _____                              | 18. quickly _____ + _____           |
| 9. safely _____ + _____                                     | 19. tolerantly _____ + _____        |
| 10. humbly _____ + _____                                    | 20. stupidly _____ + _____          |

b) Complete the gaps below using the adverbs of manner:

1. If you examine the tiling work in the bathroom, you can tell how \_\_\_\_\_ it was done.
2. John behaved so \_\_\_\_\_ – claiming the entire project was his idea, and his alone!
3. Our teachers used to behave \_\_\_\_\_ towards us, but it didn't do us any harm!
4. Briana reacted \_\_\_\_\_ when I enquired if she had been eating my packed lunch.
5. Paul was \_\_\_\_\_ hostile to his boss's new assistant, behaving anything but \_\_\_\_\_.
6. When I spotted Jo coming home I \_\_\_\_\_ hid the card I had been clumsily making.
7. Jennifer discovered the truth about Brian's affair quite \_\_\_\_\_.
8. The latest season of *Betty* on HBO has performed rather \_\_\_\_\_ compared to its predecessors.
9. Alison received her award \_\_\_\_\_ with a short and simple thank you speech.
10. Give me a call when you get to the hotel, so I know that you arrived \_\_\_\_\_.

c) Choose **nine** of the adverbs of manner, write a verb to collocate with each one, then write a sentence with that collocation, for example:

1. *slowly* / *drive* Daniel, why are you driving so slowly? Can you speed up a bit, please?
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Grammar Word Classes

### 40 Pairs of Opposite Adverbs of Manner

Learn **80 adverbs of manner** in English. Look at the list of 40 pairs of opposite adverbs of manner and translate them into your first language (L1). Why not write a **verb** to collocate with each one?

English:	My L1:
amateurishly	
angrily	
arrogantly	
atrociously	
badly	
carelessly	
charmingly	
clearly	
cleverly	
confidently	
correctly	
dangerously	
deliberately	
easily	
evasively	
generously	
gracefully	
guiltily	
happily	
impudently	
incompetently	
indifferently	
kindly	
lazily	
loosely	
nervously	
openly	
plainly	
politely	
poorly	
punctually	
quietly	
recklessly	
roughly	
sloppily	
slowly	
smoothly	
strictly	
timidly	
warmly	

English:	My L1:
professionally	
calmly	
humbly	
wonderfully	
well	
responsibly	
annoyingly	
confusingly	
stupidly	
shyly	
wrongly	
safely	
accidentally	
laboriously	
straightforwardly	
selfishly	
awkwardly	
innocently	
sadly	
respectfully	
proficiently	
anxiously	
disagreeably	
energetically	
tightly	
fearlessly	
secretively	
elegantly	
rudely	
beautifully	
late	
noisily	
cautiously	
tenderly	
neatly	
quickly	
coarsely	
tolerantly	
bravely	
coldly	

## Grammar Word Classes

### 40 Pairs of Opposite Adverbs of Manner (Gap-Fill)

Learn **80 adverbs of manner** in English. Look at the list of 40 pairs of opposite adverbs of manner, write in the missing words and then translate the whole list into your first language (L1):

English:	My L1:
amateurishly	
angrily	
arrogantly	
atrociously	
cleverly	
confidently	
correctly	
dangerously	
gracefully	
guiltily	
happily	
impudently	
loosely	
nervously	
openly	
plainly	
recklessly	
roughly	
sloppily	
slowly	

English:	My L1:
well	
responsibly	
annoyingly	
confusingly	
accidentally	
laboriously	
straightforwardly	
selfishly	
proficiently	
anxiously	
disagreeably	
energetically	
rudely	
beautifully	
late	
noisily	
coarsely	
tolerantly	
bravely	
coldly	

# Grammar Quantifiers

When do we use **all** and **whole** in English?

## Practice Worksheet

**Extension:** Write a number to show which kind of error each sentence represents:

1. Word Order
2. Determiners
3. Vocabulary
4. Singular/Plural Nouns
5. Countable/Uncountable Nouns

**Ex. 1** Write each sentence correctly:

1. I want all cakes. \_\_\_\_\_
2. I waited all the morning. \_\_\_\_\_
3. People all are very busy. \_\_\_\_\_
4. We ate three all apples. \_\_\_\_\_
5. The whole people are very busy. \_\_\_\_\_
6. All the morning it has been raining. \_\_\_\_\_
7. I waited all my the life. \_\_\_\_\_
8. He ate a whole apples. \_\_\_\_\_
9. I waited whole the morning. \_\_\_\_\_
10. He listened to the whole music. \_\_\_\_\_

**Ex. 2** Write each sentence correctly:

1. I waited whole my life. \_\_\_\_\_
2. It's been raining all days. \_\_\_\_\_
3. A whole days went by as I waited for her text. \_\_\_\_\_
4. We ate three whole the apples. \_\_\_\_\_
5. I waited my all life. \_\_\_\_\_
6. The whole my apple has gone. \_\_\_\_\_
7. Whole of day it has been raining. \_\_\_\_\_
8. We ate three whole my apples. \_\_\_\_\_
9. I have eaten the whole spaghetti. \_\_\_\_\_
10. We put all things in the car. \_\_\_\_\_

**Ex. 3** Find the incorrect sentences, and write them correctly:

1. All people are very busy. \_\_\_\_\_
2. She has drunk the whole juice. \_\_\_\_\_
3. He has eaten two whole apples. \_\_\_\_\_
4. Of cake I ate the whole. \_\_\_\_\_
5. It rained all day on Friday. \_\_\_\_\_
6. We watched the whole concert. \_\_\_\_\_
7. I waited whole my the life. \_\_\_\_\_
8. We all missed the bus. \_\_\_\_\_
9. I want the all cakes. \_\_\_\_\_
10. Everybody finished work and went home. \_\_\_\_\_

**Ex. 4** Find the incorrect sentences, and write them correctly:

1. I ate all the cakes. \_\_\_\_\_
2. I cooked the whole pasta. \_\_\_\_\_
3. I've lived in Bournemouth all my life. \_\_\_\_\_
4. I have waited for this moment my whole lives. \_\_\_\_\_
5. Of cake I ate my the all. \_\_\_\_\_
6. We ate three whole apple. \_\_\_\_\_
7. I ate the whole cake. \_\_\_\_\_
8. I have waited for this moment whole the my life. \_\_\_\_\_
9. We went to England for three whole days. \_\_\_\_\_
10. We had three whole puddings. \_\_\_\_\_

# Grammar Quantifiers

## Mega-List of Quantifiers in English

Quantifiers are words that we use before a noun to say how many or how much there is. They are determiners, pronouns, and numbers. **Countable** and **uncountable nouns** share many of the same quantifiers, but some are used only with either **countable** or **uncountable nouns**.

**Countable noun** = an individual item with a fixed shape, e.g. a book  
**Uncountable noun** = a quantity of something which has no fixed shape, e.g. water

### A Quantifiers used with **countable** and **uncountable nouns**:

Notes:	Countable Nouns (books / them)	Uncountable Nouns (water / it)
You should try to learn these quantifiers. They are the most useful, because we can use them with both count. and uncount. nouns!		all (of)
		a lot of
		lots of
		some / some of (positive) any / hardly any / not any (negative)
		part of / a bit of / a piece of
		no / none of / zero
		a load of / loads of / heaps of / tons of / a shedload of
1		this / that
1 or more		the
¼, 1/3, ½, ¾,		(a) quarter of / a third of / (a) half (of) / three quarters of
		more
		most (of)
		plenty of
		a good deal of / a great deal of
containers		a packet of / packets of a box of / boxes of
		a pound of / 200 grams of
		the rest of / the remainder of
		enough / not enough / more than enough
		a (small, medium, large) quantity of
		either (of) or / neither (of) nor

### B Different quantifiers that are equivalents:

Notes:	Countable Nouns (books / them)	Uncountable Nouns (water / it)
These quantifiers are the easiest to mix up, because we use a different word with each kind of noun!	a few / fewer / the fewest	a little / less / the least
	few / very few / fewer / the fewest	little / very little / less / the least
	many / so many / too many	much ( - & ? ) / so much ( + ) / too much ( + & ? )
	both (of)	both (when 2 nouns)
	a (small, medium, large) number of	a (small, medium, large) amount of

### C Quantifiers used only with **countable nouns** because they signify numbers:

Notes:	Countable Nouns (books / them)	Uncountable Nouns (water / it)
1	a / an	-
1 / 1+	another / other	-
1	every, each	-
1	the whole (of)	-
1+	these / those	-
2	a couple of	-
1, 2, 3, etc.	one, two, three, etc.	-
approx. 1-10	several / one or two	-
12 + 12, etc.	dozens of	-
100 + 100, etc.	hundreds of	-
1,000 + 1,000, etc.	thousands of	-
1m x 1m, etc.	millions of	-
1bn x 1bn, etc.	billions of	-
51%+	the majority of	-
1+	these / those	-

# Grammar Modal Verbs

## 26 Past, Present, and Future Uses of Would

*Would is used:*

- |   |  |
|---|--|
| 1. as the <b>past form of will</b>              | (see 7 sentences labelled <b>P</b> below)  |
| 2. to describe <b>hypothetical</b> situations   | (see 12 sentences labelled <b>H</b> below) |
| 3. to create a <b>formal or polite sentence</b> | (see 7 sentences labelled <b>F</b> below)  |

<b>1. Past:</b>	a) past intentions/expectations	It was clear that they would phone back again. (P)	<i>Connected:</i>
	b) reported speech (past of will)	He said he would see me at work the following day. (P)	
	c) used to	They would walk home by the river every Friday. (P)	}
	d) insistence	He would keep (on) begging me to go, but I couldn't. (P)	
	e) 3rd conditional	If I hadn't met her, we wouldn't have become friends. (H)	}
	f) would + have (did not happen)	I would have gone to the match, but I didn't have time. (H)	
	g) past possibility	I needed to find somebody who would listen to me. (P)	}
	h) future in the past #1 (result)	Emily would go on to win first prize in the contest. (P)	
	i) future in the past #2 (prediction)	I thought/knew/believed/was sure you would buy that car. (P)	
<b>2. Present:</b>	a) likes and dislikes	I would like/love/hate another cup of tea. (F)	}
	b) offers and invitations	Would you like to go for a walk, Deidre? (F)	
	c) Polite requests (indirect questions)	Would you.../Would you be able to.../Would it be possible for you to... + infinitive; Would you mind... + gerund (F)	}
	d) typical behaviour	You would say/do that, wouldn't you? (H)	
	e) to express uncertainty	He would seem/appear to be late. / I wouldn't know. (F)	}
	f) 2 <sup>nd</sup> conditional (hypothetical)	If I were better paid, I wouldn't be living in this flat. (H)	
	g) mixed conditional	If I'd done more revision, I wouldn't be so nervous now. (H)	}
	h) permission (formal/literary)	"May I sit here?" "I would be glad/honoured if you would." (F)	
	i) adjective: a would-be + position	John is a would-be pilot. = an aspiring/wannabe pilot (H)	
	j) hypothetical behaviour (now)	I'd give you half of my dessert, but it's too delicious! (H)	
<b>3. Future:</b>	a) 2 <sup>nd</sup> conditional – unreal future	If I had enough money, I'd climb Mount Kilimanjaro. (H)	}
	b) advice: If I were you/him/her/them	If I were you, I wouldn't go to the gig next week. (H)	
	c) imaginary/hypothetical plans	It would be good to have a walk this evening. (F)	}
	d) preferences	I would prefer not to/rather not go to the auction. (F)	
	e) predictions/probability	I'd think/imagine/guess it would probably rain later. (H)	}
	f) I wish / If only + would	I wish it would snow tomorrow. (H)	
	g) would that (formal/literary; strong wish/regret)	Would that they would/could change their ways. / Would that I were healthier/richer/stronger, etc. (H)	

*Fact file:*

- *would* is a modal auxiliary verb. It only has one form, so cannot be conjugated.
- After *would* there must be a verb infinitive without to. The negative form is: *would not / wouldn't*.
- The contraction is 'd, e.g. She would like to get a job. / She'd like to get a job. Avoid confusion with the past form contraction of had: She had got a job. / She'd got a job.
- It is pronounced Wuud. It is a homophone with the material "wood". They both sound exactly the same but have different spellings and meanings. The weak form is wd.
- *would* dates back to the 14<sup>th</sup> century. It was first recorded c.1300 as the Old English word *wolde*, which was the past form of *wyllen*, which we know today as *will*.



# Grammar    Modal Verbs

## 26 Past, Present, and Future Uses of Would – Activities

a) Write one sentence in three forms (+, -, ?) to show an example of *would* in each use:

b) When is *would* used...?

- |  |                                       |
|--|---------------------------------------|
| 1. as the <b>past form of will</b>                     | (label your sentences <b>P</b> below) |
| 2. to describe <b>hypothetical</b> situations          | (label your sentences <b>H</b> below) |
| 3. to create a <b>formal</b> or <b>polite sentence</b> | (label your sentences <b>F</b> below) |

### 1. Past:

- a) past intentions/expectations \_\_\_\_\_
- b) reported speech (past of will) \_\_\_\_\_
- c) used to \_\_\_\_\_
- d) insistence \_\_\_\_\_
- e) 3rd conditional \_\_\_\_\_
- f) would + have (did not happen) \_\_\_\_\_
- g) past possibility \_\_\_\_\_
- h) future in the past #1 (result) \_\_\_\_\_
- i) future in the past #2 (prediction) \_\_\_\_\_

### 2. Present:

- a) likes and dislikes \_\_\_\_\_
- b) offers and invitations \_\_\_\_\_
- c) Polite requests (indirect questions) \_\_\_\_\_
- d) typical behaviour \_\_\_\_\_
- e) to express uncertainty \_\_\_\_\_
- f) 2<sup>nd</sup> conditional (hypothetical) \_\_\_\_\_
- g) mixed conditional \_\_\_\_\_
- h) permission (formal/literary) \_\_\_\_\_
- i) adjective: a would-be + position \_\_\_\_\_
- j) hypothetical behaviour (now) \_\_\_\_\_

### 3. Future:

- a) 2nd conditional – unreal future \_\_\_\_\_
- b) advice: If I were you/him/her/them \_\_\_\_\_
- c) imaginary/hypothetical plans \_\_\_\_\_
- d) preferences \_\_\_\_\_
- e) predictions/probability \_\_\_\_\_
- f) I wish / If only + would \_\_\_\_\_
- g) would that (formal/literary; strong wish/regret) \_\_\_\_\_

#### Fact file:

- *would* is a modal auxiliary verb. It only has one form, so cannot be conjugated.
- After *would* there must be a verb infinitive without *to*. The negative form is: *would not / wouldn't*.
- The contraction is 'd, e.g. She would like to get a job. / She'd like to get a job. Avoid confusion with the past form contraction of had: She had got a job. / She'd got a job.
- It is pronounced Wuud. It is a homophone with the material "wood". They both sound exactly the same but have different spellings and meanings. The weak form is wd.
- *would* dates back to the 14<sup>th</sup> century. It was first recorded c.1300 as the Old English word *wolde*, which was the past form of *wyllen*, which we know today as *will*.

# Grammar Sentence Building

## Understanding Ellipsis

**Ellipsis** occurs when we leave out unnecessary words from a sentence. The omitted words are unnecessary for working out the meaning, 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." This 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 <b>will</b> go for a meal.
2. relative pronoun (or clause) missing	The bike I bought yesterday...	The bike <b>that</b> I bought yesterday...
3. verb phrase missing before gerund	While driving, I thought of you.	While <b>I was</b> 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 <b>leave</b> .
5. pronoun replaces a noun phrase	That bike was the one I borrowed.	That bike was the <b>bike that</b> I borrowed.
6. imperative form replaces modal	Go with us tomorrow.	<b>You could</b> 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?	<b>Do you want to go and play</b> football?
8. auxiliary verb(s) (or be) missing	You watching the match later?	<b>Are</b> you watching the match later?
9. short answer instead of full	"Did you take the call?" "Yes, I did."	"Yes, I did <b>take the call</b> ."

**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 <b>and</b> had breakfast, <b>then I</b> went out <b>and</b> met Philip. <b>We</b> walked to <b>the</b> South Bank, then <b>we went to</b> Tate <b>Modern</b> .

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...*

# Grammar Sentence Building

## Understanding Ellipsis 1

***Ellipsis*** occurs when we leave out unnecessary words from a sentence. Write each sentence again without ellipsis, and add numbers to show which kind of ellipsis was in each sentence:

	<u>No.</u>
1. Take a book if you need to. _____	
2. I've never been to Peru. _____	
3. The last science-fiction film I saw was the one with blue people in it. _____	
4. Talk later? OK? _____	
5. The agreement we reached was unacceptable. _____	
6. After reading the report, Jody concluded it'd been a waste of time for her. _____	
7. I didn't want to, but Jack forced me to attend the meeting. _____	
8. Wash hair, get dressed, eat breakfast, leave by 8. _____	
9. Tea? _____	
10. The Amazing Sombrero _____	
11. Dan saw a fox when out running. _____	
12. Find the car keys? _____	
13. "Bus gone?" "Yes. Just." _____	
14. Talks Fail _____	
15. The book I needed wasn't available. _____	

# Grammar Sentence Building

## Understanding Ellipsis 2

***Ellipsis*** occurs when we leave out unnecessary words from a sentence. Write each sentence again without ellipsis, and add numbers to show which kind of ellipsis was in each sentence:

	<u>No.</u>
1. He's going to finish watering the plants later. _____	
2. Put the vase on the table where the kids can't break it. _____	
3. The map we've been using is the wrong one. _____	
4. Break? _____	
5. You coming with us? _____	
6. When shopping, I always look for bargains. _____	
7. Giraffe Fears Increase _____	
8. The hotel room is ready to use when you want to. _____	
9. Mike said he was busy, so I didn't invite him. _____	
10. Collins Signs for City _____	
11. Contact the other players and tell them about the match. _____	
12. "Dave." "Paul." "Nice to meet you." _____	
13. Was she late? No. _____	
14. Try the anchovies. Mmm! So divine! _____	
15. Leave work by 2, quick change, race to mum's, home before dark. _____	

# Grammar Verb Forms

## Causative Verbs – Have / Get 1

The causative verbs in English are: **HAVE**, **GET**, **LET**, **MAKE**, and **HELP**. We use them to show that the subject caused the action to happen without actually doing it themselves. There are three structures with **HAVE** / **GET**. We often use them to talk about people who deliver **services**, e.g. a mechanic, a plumber, a dry-cleaner, etc. In each case using **get** is more informal:

- |   |   |   |
|---|---|---|
| 1. <i>have / get + object + past participle</i>   | I had / got my tyres changed (by the mechanic).<br>We do not know who did the action, or it is not important. The subject can take credit for something they do not do! | } <b>TIP!</b> <i>have / get</i> act as <b>state verbs</b> , so no continuous tenses, apart from present continuous for future |
| 2. <i>have + person + infinitive + object</i>     | I had the mechanic change my tyres.<br>We say who did the action for us   |   |
| 3. <i>get + person + to + infinitive + object</i> | I got the mechanic to change my tyres.<br>We say who did the action for us  |   |

1. Write five sentences with **have / get + object + past participle** and the given tense:

- Ex. *pa/sim* living room      We had our living room decorated (by Frank) last week.
- a) *pr/sim* carpet      \_\_\_\_\_
- b) *pr/cont* tax return      \_\_\_\_\_
- c) *pa/sim* portrait      \_\_\_\_\_
- d) *pa/cont* piano      \_\_\_\_\_
- e) *fu/going to* package      \_\_\_\_\_

2. Write five sentences with **have + person + infinitive + object** and the given tense:

- Ex. *pr/sim* dentist      I have the dentist look at my teeth fairly regularly.
- f) *pr/perf* designer      \_\_\_\_\_
- g) *modal verbs* doctor      \_\_\_\_\_
- h) *imperative form* plumber      \_\_\_\_\_
- i) *1<sup>st</sup> cond* electrician      \_\_\_\_\_
- j) *2<sup>nd</sup> cond* dietician      \_\_\_\_\_

3. Write five sentences with **get + person + to + infinitive + object** and the given tense:

- Ex. *pa/perf* waiter      We'd got the waiter to bring us a jug of water before our meal arrived.
- k) *modal verbs* bakery      \_\_\_\_\_
- l) *pa/perf* builder      \_\_\_\_\_
- m) *3<sup>rd</sup> cond* vet      \_\_\_\_\_
- n) *zero cond* gardener      \_\_\_\_\_
- o) *fu/perf* mechanic      \_\_\_\_\_

# Grammar Verb Forms

## Causative Verbs – Have / Get 2

The causative verbs in English are: **HAVE**, **GET**, **LET**, **MAKE**, and **HELP**. We use them to show that the subject caused the action to happen without actually doing it themselves. There are three structures with **HAVE** / **GET**. We often use them to talk about people who deliver **services**, e.g. a mechanic, a plumber, a dry-cleaner, etc. In each case using **get** is more informal:

- |   |   |   |
|---|---|---|
| 1. <i>have / get + object + past participle</i>   | I had / got my tyres changed (by the mechanic).<br>We do not know who did the action, or it is not important. The subject can take credit for something they do not do! | } <b>TIP!</b> <i>have / get</i> act as <b>state verbs</b> , so no continuous tenses, apart from present continuous for future |
| 2. <i>have + person + infinitive + object</i>     | I had the mechanic change my tyres.<br>We say who did the action for us   |   |
| 3. <i>get + person + to + infinitive + object</i> | I got the mechanic to change my tyres.<br>We say who did the action for us  |   |

1. Write five sentences with **have / get + object + past participle** and the given tense:

Ex. *pa/sim* duvet I had my duvet dry cleaned (by the dry cleaner) yesterday.

- a) *pr/sim* bouquets \_\_\_\_\_
- b) *pr/cont* hair \_\_\_\_\_
- c) *pa/sim* house \_\_\_\_\_
- d) *pa/cont* essay \_\_\_\_\_
- e) *fu/going to* sports injury \_\_\_\_\_

2. Write five sentences with **have + person + infinitive + object** and the given tense:

Ex. *pr/sim* refuse collector Gerald often has refuse collectors take away large items of rubbish.

- f) *pr/perf* lawyer \_\_\_\_\_
- g) *modal verbs* tattooist \_\_\_\_\_
- h) *imperative form* window cleaner \_\_\_\_\_
- i) *1<sup>st</sup> cond* car wash guys \_\_\_\_\_
- j) *2<sup>nd</sup> cond* neighbour \_\_\_\_\_

3. Write five sentences with **get + person + to + infinitive + object** and the given tense:

Ex. *pa/perf* postman They'd got the postman to deliver mail to her mum, instead of to me.

- k) *modal verbs* chiropodist \_\_\_\_\_
- l) *pa/perf* pizza place \_\_\_\_\_
- m) *3<sup>rd</sup> cond* travel agent \_\_\_\_\_
- n) *zero cond* Alan \_\_\_\_\_
- o) *fu/perf* beautician \_\_\_\_\_

## Grammar Error Correction

### 20 Common Errors that English Students Make

Read the errors and write them out correctly, using the tip below each one:

1. I like learn English. \_\_\_\_\_  
(You can't put two infinitive main verbs together.)
2. I heard a lot of informations. \_\_\_\_\_  
(You need to remember common uncountable nouns.)
3. Probably he went to Germany. \_\_\_\_\_  
(‘Probably’ goes before the main verb but after BE.)
4. We drove to the home of my auntie. \_\_\_\_\_  
(If the thing belongs to a person we use subject + apostrophe s.)
5. If he will call, I will tell him. \_\_\_\_\_  
(You can't have ‘will’ in the if-clause in first conditional.)
6. I can't imagine to work there. \_\_\_\_\_  
(Learn which verbs are followed by to + infinitive or a gerund.)
7. I have got much fuel. \_\_\_\_\_  
(We use ‘much’ in negative sentences and question forms.)
8. She get the bus every day. \_\_\_\_\_  
(We use s form with 3rd person (he, she, it) in present simple.)
9. There were four persons in the taxi. \_\_\_\_\_  
(The plural of ‘person’ is ‘people’, except in very formal cases.)
10. If I would have some money, I would buy a car. \_\_\_\_\_  
(You can't have ‘would’ in the if-clause in second conditional.)
11. It is many differences. \_\_\_\_\_  
(We use ‘there are’ with plural nouns.)
12. She was angry on her brother. \_\_\_\_\_  
(Learn the adjective + preposition collocations.)
13. I'm living in Warsaw since 2010. \_\_\_\_\_  
(Use a perfect tense with ‘since’.)
14. They didn't came to see me. \_\_\_\_\_  
(We use didn't + infinitive in past simple negative form.)
15. I felt not well. \_\_\_\_\_  
(Use a negative verb form to make a negative sentence.)
16. My friend comes to visit this weekend. \_\_\_\_\_  
(We use present continuous for future arrangements.)
17. I read a book when the phone rang. \_\_\_\_\_  
(Use past continuous before past simple to set the scene.)
18. I've worked here since five days. \_\_\_\_\_  
(The rule is: since + day/date, for + number.)
19. I had so good time. \_\_\_\_\_  
(Use ‘so’ before an adjective, but ‘such’ before a noun.)
20. She said me that we had homework to do. \_\_\_\_\_  
(Learn the differences between say, tell, speak, and talk.)

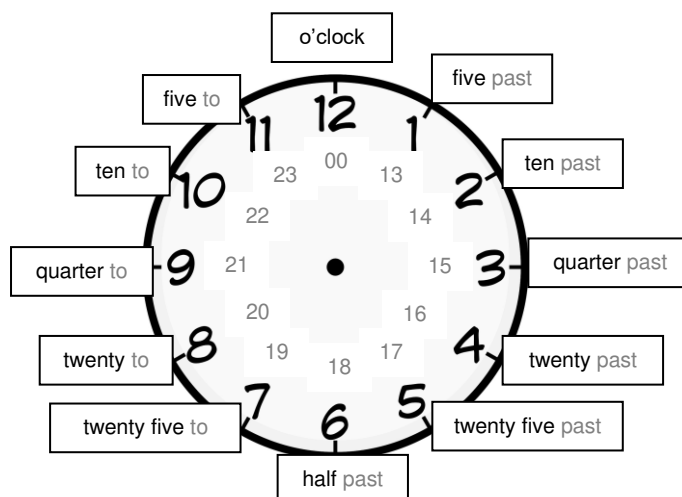
# vocabulary



## Vocabulary Essential Skills

### Telling the Time

We **tell** the time in English, not ~~say~~ ~~the time~~. How could you be on time for your English class without a **watch** (wrist) or a **clock** (wall/phone)? We can ask: **What's the time?** **What time is it?** or **Have you got the time, please?** To reply, we use **it is...** or **it's...** We can say **It's time for + noun**, e.g. It's time for lunch. Or **It's time to + verb**, e.g. It's time to begin.



There are two ways of telling the time in English: saying two numbers together (10.40 = It's ten forty), or using **past** and **to** (10.40 = It's twenty **to** eleven). The easiest method is to say two numbers. We use **past** when the time is between 01 and 30, and **to** when the time is between 31 and 59. We only use **o'clock** when the time is **on the hour**: It's ten o'clock. We count time on a clock in intervals of 5 minutes.

If the number of minutes past or to is **odd**, e.g. 6 or 19, we say **minutes**, e.g. 2:19 = It's nineteen minutes past two. If the time is between 01 and 09 minutes past, we use the word **oh**, e.g. 7.08 = seven oh eight. Or we could say: It's **about / around / nearly** ten past seven.

We don't use the 24-hour clock in everyday speech or writing, e.g. it's fourteen o'clock, but we may need to read it when we look at a bus, train, plane timetable. However, we can use **am** (night & morning: 12.00am – 11.59am) and **pm** (afternoon, evening & night: 12.00pm – 11.50pm) to state which time period we mean. Usually the **context** makes am and pm redundant, e.g. 'Your next lesson is at 3 o'clock on Tuesday.' It is very unlikely for the lesson to be at 3am! 12pm = **midday** while 12am = **midnight**.

A **second** is the smallest common unit of time. There are 60 seconds in a **minute**; 60 minutes in an **hour**; 24 hours in a **day**; 2 days (Saturday and Sunday) in a **weekend**; 7 days in a **week**; 2 weeks in a **fortnight**; 28, 29, 30, or 31 days in a **month**; 3 months in a **quarter**; 12 months or 365 days in a **year**; 366 days in a **leap year**; 10 years in a **decade**; 25 years in a **generation**; 100 years in a **century**; and 1,000 years in a **millennium**.

Time and prepositions: we say **on + day** (on Monday), **in + month or year** (in June; in 2016), and **at for specific times** (at 4 o'clock) and time periods (at the weekend).

Here are some common **idioms** connected with time: I can **be on time** for my lesson; **spend time** with a friend; **kill time** doing something trivial while waiting; **have time** for an activity; **have a whale of a time** or **have the time of my life** at an amazing party. That's because **time flies when you're having fun** – it goes quickly when you are not aware of it – but **drags** when you are **clockwatching** – counting the time until something boring ends.

# Vocabulary Essential Skills

## Telling the Time – Exercises

1. Write the times using **It's + numbers** and **It's + past/to**:

- |          |       |          |       |
|----------|-------|----------|-------|
| a) 11.40 | _____ | e) 9.40  | _____ |
| b) 10.15 | _____ | f) 1.55  | _____ |
| c) 7.55  | _____ | g) 12.00 | _____ |
| d) 3.12  | _____ | h) 4.04  | _____ |

2. Convert these times into the **24-hour clock** using figures:

- |            |       |             |       |
|------------|-------|-------------|-------|
| a) 2.15pm  | _____ | e) 6.48pm   | _____ |
| b) 4.35pm  | _____ | f) 10.08am  | _____ |
| c) 1.10am  | _____ | g) 9.30pm   | _____ |
| d) 10.20pm | _____ | h) midnight | _____ |

3. Write each time correctly:

- |                             |       |                                      |       |
|-----------------------------|-------|--------------------------------------|-------|
| a) It's fifty past twelve.  | _____ | e) It's thirty before ten.           | _____ |
| b) It's quarter past three. | _____ | f) It's ten oh five o'clock.         | _____ |
| c) It's four past eight.    | _____ | g) It's forty past second.           | _____ |
| d) It's ten.                | _____ | h) It's thirty two minutes to eight. | _____ |

4. Put the time periods in order of size from shortest to longest. Mark them 1-15:

- |            |         |            |           |           |
|------------|---------|------------|-----------|-----------|
| week       | decade  | generation | year      | leap year |
| millennium | weekend | month      | minute    | quarter   |
| day        | hour    | second     | fortnight | century   |

5. Match the idioms on the left with their meanings on the right:

- |                                      |   |
|--------------------------------------|---|
| 1. to be on time                     | a) to have no time left                                 |
| 2. time is money                     | b) to do nothing while waiting for something            |
| 3. to run out of time                | c) to not do something useful or worthwhile             |
| 4. to kill time                      | d) you have got time to do something                    |
| 5. time flies when you're having fun | e) to be in prison                                      |
| 6. time is dragging                  | f) time seems to be going slowly                        |
| 7. to have a whale of a time         | g) to have a great time                                 |
| 8. to waste time                     | h) time goes quickly when you don't pay attention to it |
| 9. to do time                        | i) to arrive at the agreed time                         |
| 10. time is on your side             | j) time is valuable                                     |

6. Complete each gap using an appropriate word or phrase from this unit:

Tina: 'Let's meet a) \_\_\_\_\_ five b) \_\_\_\_\_ c) \_\_\_\_\_ Sunday. I'll try to d) \_\_\_\_\_, but I can't guarantee it because my bus is often late. It will be great to e) \_\_\_\_\_ time with you! I will get the bus home f) \_\_\_\_\_ Tuesday morning g) \_\_\_\_\_ five h) \_\_\_\_\_ eleven. I hope we will i) \_\_\_\_\_ time to visit the leisure centre. Last time we went I had j) \_\_\_\_\_. It was fantastic! Life here is so boring. I've been k) \_\_\_\_\_ time every day, just playing on my phone. I don't like l) \_\_\_\_\_ time, so it will be good to see you next m) \_\_\_\_\_ and do something fun!'

7. Complete the gaps using prepositions of time **on**, **at**, or **in**:

- |                        |                           |                      |
|------------------------|---------------------------|----------------------|
| a) _____ spring        | e) _____ Christmas Day    | i) _____ 10 o'clock  |
| b) _____ 12th February | f) _____ Monday afternoon | j) _____ the weekend |
| c) _____ the morning   | g) _____ a fortnight      | k) _____ night       |
| d) _____ the moment    | h) _____ Monday           | l) _____ July        |

8. Write each time from its phonetic spelling:

- |                 |       |                   |       |
|-----------------|-------|-------------------|-------|
| a) Ten t Siks   | _____ | e) Kor t t Wun    | _____ |
| b) Se v n Klok  | _____ | f) i Le v neu For | _____ |
| c) Too Wei teen | _____ | g) Ttree yei Yem  | _____ |
| d) For Fi fteen | _____ | h) Har Fpar Steit | _____ |

# Vocabulary Essential Skills

## 8 Rules for Telling the Time in Spoken English 1

1. Use **'It's'** not 'It is'. We usually measure time in **five-minute intervals**: five past, ten past, etc.
2. There are two ways to *tell* (not *say*) the time:  
**past** (up to half): five past, ten past, quarter past, twenty past, twenty-five past, half past, and  
**to** (up to the hour): twenty-five to, twenty to, quarter to, ten to, five to  
*or*, say the **two numbers** that you can see from left to right, e.g. 11:10: 'It's eleven ten.'
3. For the hour, use **'o'clock'**: 'It's four o'clock.' We don't say 'It's four.' *or* 'It's four hour.'
4. For numbers in between, we add **'minutes'**: six minutes past, etc. Say **'oh'** not zero: 14:04 = two oh four
5. If it is one or two minutes *before* an interval, use **'nearly'** / **'about'**: 04:09 = 'It's nearly ten past four.'  
If it is one or two minutes *after* an interval, use **'just gone'**: 04:11 = 'It's just gone ten past four.'
6. Don't say 'am' or 'pm'. Use **'in the morning / afternoon / evening / at night'** if necessary, unless the context makes it clear, e.g. we may have a class at 11 o'clock *in the morning*, but not 11 o'clock *at night*
7. Morning = 00:00-11:59; afternoon = 12:00-16:59; evening = 17:00-20:59; night = 21:00-23:59 (this may vary, e.g. in the summer it may feel like 21:30 is still *evening*, while in winter it definitely feels like *night*)
8. Don't tell the time using the 24-hour clock. Also, 00:00 = *midnight* and 12:00 = *midday* or *noon*. We say: **'It's midnight / midday'**, not *midnight at night / midday in the afternoon*. 00:10 = ten past midnight, 12:10 = ten past twelve [in the afternoon]

Write the following times correctly:

- |     |              |  |
|-----|--------------|--|
| 1.  | <b>09:25</b> | It's twenty-five past nine in the morning. |
| 2.  | <b>01:05</b> | _____                                      |
| 3.  | <b>02:04</b> | _____                                      |
| 4.  | <b>04:15</b> | _____                                      |
| 5.  | <b>21:55</b> | _____                                      |
| 6.  | <b>02:10</b> | _____                                      |
| 7.  | <b>03:38</b> | _____                                      |
| 8.  | <b>20:50</b> | _____                                      |
| 9.  | <b>10:01</b> | _____                                      |
| 10. | <b>00:00</b> | _____                                      |
| 11. | <b>06:49</b> | _____                                      |
| 12. | <b>12:35</b> | _____                                      |
| 13. | <b>11:30</b> | _____                                      |
| 14. | <b>13:44</b> | _____                                      |
| 15. | <b>16:40</b> | _____                                      |
| 16. | <b>07:20</b> | _____                                      |
| 17. | <b>14:23</b> | _____                                      |
| 18. | <b>15:00</b> | _____                                      |
| 19. | <b>22:12</b> | _____                                      |
| 20. | <b>18:45</b> | _____                                      |

# Vocabulary Essential Skills

## 8 Rules for Telling the Time in Spoken English 2

1. Use **'It's'** not 'It is'. We usually measure time in **five-minute intervals**: five past, ten past, etc.
2. There are two ways to *tell* (not *say*) the time:  
**past** (up to half): five past, ten past, quarter past, twenty past, twenty-five past, half past, and  
**to** (up to the hour): twenty-five to, twenty to, quarter to, ten to, five to  
*or*, say the **two numbers** that you can see from left to right, e.g. 11:10: 'It's eleven ten.'
3. For the hour, use **'o'clock'**: 'It's four o'clock.' We don't say 'It's four.' *or* 'It's four hour.'
4. For numbers in between, we add **'minutes'**: six minutes past, etc. Say **'oh'** not zero: 14:04 = two oh four
5. If it is one or two minutes *before* an interval, use **'nearly'** / **'about'**: 04:09 = 'It's nearly ten past four.'  
If it is one or two minutes *after* an interval, use **'just gone'**: 04:11 = 'It's just gone ten past four.'
6. Don't say 'am' or 'pm'. Use **'in the morning / afternoon / evening / at night'** if necessary, unless the context makes it clear, e.g. we may have a class at 11 o'clock *in the morning*, but not 11 o'clock *at night*
7. Morning = 00:00-11:59; afternoon = 12:00-16:59; evening = 17:00-20:59; night = 21:00-23:59 (this may vary, e.g. in the summer it may feel like 21:30 is still *evening*, while in winter it definitely feels like *night*)
8. Don't tell the time using the 24-hour clock. Also, 00:00 = *midnight* and 12:00 = *midday* or *noon*. We say: **'It's midnight / midday'**, not *midnight at night / midday in the afternoon*. 00:10 = ten past midnight, 12:10 = ten past twelve [in the afternoon]

Write the following times correctly:

- |           |                          |
|-----------|--------------------------|
| 1. 00:05  | It's five past midnight. |
| 2. 08:20  | _____                    |
| 3. 01:10  | _____                    |
| 4. 12:00  | _____                    |
| 5. 23:40  | _____                    |
| 6. 16:25  | _____                    |
| 7. 02:00  | _____                    |
| 8. 12:16  | _____                    |
| 9. 04:55  | _____                    |
| 10. 05:15 | _____                    |
| 11. 06:02 | _____                    |
| 12. 09:44 | _____                    |
| 13. 03:50 | _____                    |
| 14. 10:59 | _____                    |
| 15. 19:35 | _____                    |
| 16. 11:06 | _____                    |
| 17. 17:30 | _____                    |
| 18. 13:46 | _____                    |
| 19. 02:45 | _____                    |
| 20. 14:27 | _____                    |

# Vocabulary Essential Skills

## Telling the Time in Spoken English – Error Correction 1

A. Read the 8 rules for telling the time in English:

1. Use **'It's'** not 'It is'. We usually measure time in **five-minute intervals**: five past, ten past, etc.
2. There are two ways to *tell* (not *say*) the time:  
**past** (up to half): five past, ten past, quarter past, twenty past, twenty-five past, half past, and  
**to** (up to the hour): twenty-five to, twenty to, quarter to, ten to, five to  
*or*, say the **two numbers** that you can see from left to right, e.g. 11:10: 'It's eleven ten.'
3. For the hour, use **'o'clock'**: 'It's four o'clock.' We don't say 'It's four.' *or* 'It's four hour.'
4. For numbers in between, we add **'minutes'**: six minutes past, etc. Say **'oh'** not zero: 14:04 = two oh four
5. If it is one or two minutes *before* an interval, use **'nearly'** / **'about'**: 04:09 = 'It's nearly ten past four.'  
If it is one or two minutes *after* an interval, use **'just gone'**: 04:11 = 'It's just gone ten past four.'
6. Don't say 'am' or 'pm'. Use **'in the morning / afternoon / evening / at night'** if necessary, unless the context makes it clear, e.g. we may have a class at 11 o'clock *in the morning*, but not 11 o'clock *at night*
7. Morning = 00:00-11:59; afternoon = 12:00-16:59; evening = 17:00-20:59; night = 21:00-23:59 (this may vary, e.g. in the summer it may feel like 21:30 is still *evening*, while in winter it definitely feels like *night*)
8. Don't tell the time using the 24-hour clock. Also, 00:00 = *midnight* and 12:00 = *midday* or *noon*. We say: **'It's midnight / midday'**, not *midnight at night / midday in the afternoon*. 00:10 = ten past midnight, 12:10 = ten past twelve [in the afternoon]

B. Write the following **incorrect** times correctly:

1. It's quarter after nine.      It's quarter past nine.
2. It's ten behind two.      \_\_\_\_\_
3. It's twenty before seven.      \_\_\_\_\_
4. It's forty past eight.      \_\_\_\_\_
5. It's a quarter past twelve.      \_\_\_\_\_
6. It's fourteen.      \_\_\_\_\_
7. It's thirty past three.      \_\_\_\_\_
8. It's fourteen oh eight.      \_\_\_\_\_
9. It's ten fifteen pm.      \_\_\_\_\_
10. It's eighteen o'clock.      \_\_\_\_\_
11. It's eleven thirty in the evening.      \_\_\_\_\_
12. It's eight past two.      \_\_\_\_\_
13. It's five.      \_\_\_\_\_
14. It's six one five.      \_\_\_\_\_
15. It's twelve o'clock at night.      \_\_\_\_\_
16. It's half past thirteen.      \_\_\_\_\_
17. It's two o'clock at night.      \_\_\_\_\_
18. It's four mins past six.      \_\_\_\_\_
19. It's twenty-eight to two.      \_\_\_\_\_
20. It's midday o'clock.      \_\_\_\_\_

# Vocabulary Essential Skills

## Telling the Time in Spoken English – Error Correction 2

A. Read the 8 rules for telling the time in English:

1. Use **'It's'** not 'It is'. We usually measure time in **five-minute intervals**: five past, ten past, etc.
2. There are two ways to *tell* (not *say*) the time:  
**past** (up to half): five past, ten past, quarter past, twenty past, twenty-five past, half past, and  
**to** (up to the hour): twenty-five to, twenty to, quarter to, ten to, five to  
*or*, say the **two numbers** that you can see from left to right, e.g. 11:10: 'It's eleven ten.'
3. For the hour, use **'o'clock'**: 'It's four o'clock.' We don't say 'It's four.' *or* 'It's four hour.'
4. For numbers in the hour, we add **'minutes'**: six minutes past, etc. Say **'oh'** not zero: 14:04 = two oh four
5. If it is one or two minutes *before* an interval, use **'nearly'** / **'about'**: 04:09 = 'It's nearly ten past four.'  
If it is one or two minutes *after* an interval, use **'just gone'**: 04:11 = 'It's just gone ten past four.'
6. Don't say 'am' or 'pm'. Use **'in the morning / afternoon / evening / at night'** if necessary, unless the context makes it clear, e.g. we may have a class at 11 o'clock *in the morning*, but not 11 o'clock *at night*
7. Morning = 00:00-11:59; afternoon = 12:00-16:59; evening = 17:00-20:59; night = 21:00-23:59 (this may vary, e.g. in the summer it may feel like 21:30 is still *evening*, while in winter it definitely feels like *night*)
8. Don't tell the time using the 24-hour clock. Also, 00:00 = *midnight* and 12:00 = *midday* or *noon*. We say: **'It's midnight / midday'**, not *midnight at night / midday in the afternoon*. 00:10 = ten past midnight, 12:10 = ten past twelve [in the afternoon]

B. Write the following **incorrect** times correctly:

1. It's ten after eleven.      It's ten past eleven.
2. It's forty-nine minutes past one. \_\_\_\_\_
3. It's half to five. \_\_\_\_\_
4. It's four zero eight. \_\_\_\_\_
5. It's three thirty-five on the afternoon. \_\_\_\_\_
6. It's ten before six. \_\_\_\_\_
7. It's eighteen o'clock ten. \_\_\_\_\_
8. It is ten to three. \_\_\_\_\_
9. It's noon o'clock. \_\_\_\_\_
10. It's double zero twenty. \_\_\_\_\_
11. It's six to six. \_\_\_\_\_
12. It's two and ten. \_\_\_\_\_
13. It's quarter after nine. \_\_\_\_\_
14. It's eight in the evening. \_\_\_\_\_
15. It's ten o'clock in night. \_\_\_\_\_
16. It's one forty-nine minutes. \_\_\_\_\_
17. It's four o'clock pm. \_\_\_\_\_
18. It's just gone twenty. \_\_\_\_\_
19. It's twelve thirty am. \_\_\_\_\_
20. It's forty to two. \_\_\_\_\_

# Vocabulary Essential Skills

## Describing People

We can describe a person by talking about...

Note: *x = he (male), she (female), they (singular), or a person's name*

### Examples of Vocabulary:

#### 1. Personal Details:

- name His/her/their name is... / *x* is called/named...
- relationship to you *x* is my... brother/sister, mum/dad, friend, wife/husband
- age *x* is (about)... years old. / in their (early/mid/late) twenties, thirties, etc.
- race *x* is... white (Caucasian), black, Asian, Hispanic, Chinese, Indian, etc.
- nationality *x* is... British, American, Japanese, etc. / is from... Mali, Sweden
- religion *x* is a... Christian, Buddhist, Sikh, Muslim, Atheist, etc. / *x* is Jewish
- address His/her/their address is... / They live in...
- family connections *x* has got ... brothers/sisters/children / is married/separated/divorced
- job/occupation *x* is a... teacher, manager, driver, etc. / works at... [company]

Try to combine information into one longer sentence, rather than several short sentences, e.g.

“Bob is my brother. He is 28. He is British.” “My brother Bob is a 28 year old British man.”

#### 2. Appearance – what they look like:

- height *x* is... (*x* cm/m) tall, short, average height
- weight / build *x* is... fat/overweight, thin/slim, medium-/well-built, athletic
- face *x* is... handsome (m.), pretty, beautiful (f.), cute, plain, ugly  
*x* has got a... big/long/round/ fat/lovely/ugly face/nose, etc.
- eye colour *x* has got... blue, brown, green, grey, black eyes
- hair length/style/colour *x* has got... long/short curly/wavy/straight brown/black/blonde/red/grey hair
- hair features *x* has got a... beard, moustache, pony tail, fringe / *x* is... bald
- glasses and accessories *x* is wearing... glasses, sunglasses, jewellery, earrings, bracelets, a hat/cap
- distinguishing marks *x* has got a... piercing, tattoo, mole, scar, big nose / freckles, braces, acne
- expression (they look...) *x* looks... happy, pleased, sad, serious, excited, tired, half-asleep, angry
- clothes and shoes *x* is wearing a... white shirt, jeans, new dress, blue trainers, old jacket
- general *x* is... smart, elegant (f.), well-dressed, casual, informal, scruffy

#### 3. Personality and Character – what they are like

- What you think of them? What do they think of themselves? (*interview them, if possible!*)
- personality positive/negative, open, friendly, quiet, shy/outgoing, moody, funny
- character honest/dishonest, hard-working/lazy, generous/selfish, reliable, brave
- opinions mainstream/left-field, opinionated, has strong opinions, right/left wing
- prejudiced towards a specific... race, gender, class, social group / tolerant, fair, easy-going

When giving information, remember: **statement + reason(s) + example(s)**, for example:

“Bob is generous.” “Bob is generous, because he always lends me money if I ask, for example...”

#### 4. Preferences – what they like and don't like, e.g. music, books, TV, film, culture, food, travel

- likes/dislikes, hobbies *x* likes/doesn't like... because... for example...

#### 5. Actions – what they do:

- **regularly** (present simple) “*x* plays football every Saturday...” e.g. habits, routines, regular activities
- **now** (present continuous) “*x* is (probably) driving home from work at the moment...”
- **past** (past simple) “*x* went to the gym yesterday...”
- **past up to now** (present perfect) life experience and achievements, e.g. “*x* has been to Pisa twice...”
- **future** (future simple) “*x* will buy some new shoes tomorrow...”

# Vocabulary Essential Skills

## Describing People – Exercises

1. i) Correct the sentences:

- a) My brother name is Adam.
- b) He's six year old.
- c) Sarah is teacher.
- d) Paul are a 26 year-old vet.
- e) My mum is call Theresa.
- f) Brian is a white Belgium soldier.
- g) He live in Nepal.
- h) She works in the town hall.

ii) Match the sentence halves:

- a) Laura is Catholic and comes from
- b) My sister is thirty and is married to
- c) Her name is Tina and she lives on
- d) Tim is nine years old and is
- e) a professor of music.
- f) a pupil at primary school.
- g) the south of France.
- h) Marlborough Street.

2. i) Look at the pictures below and write three sentences to describe each person.

ii) Write three negative sentences to describe each person, e.g. "Sarah is not an old woman."



ii) Look at the pictures and say whether each statement is true, false, or we don't know:

- a) Maisie has got straight hair.
- b) Sarah has got five tattoos.
- c) Graham is quite tall.
- d) Tina is ten years old.
- e) Graham looks serious.
- f) Stewart is middle-aged.
- g) Zoe is wearing glasses.
- h) Sarah has got short hair.
- i) Paul is about eleven years old.
- j) Tina has got blonde hair.

3. i) Say whether each adjective describes personality or character. Write (P) or (C):

**brave generous dishonest moody positive reliable quiet open friendly**

ii) Complete the gaps with a time phrase:

Paul plays football a)\_\_\_\_. b)\_\_\_\_ he went skiing in Switzerland. He has lived in Manchester c)\_\_\_\_. d)\_\_\_\_ he is going to start secondary school. He had an open day there e)\_\_\_\_\_.



# Vocabulary Word Groups

## 6 Important Word Groups in English

**Homonyms:** same sounds and spelling but different meanings; cause problems with **reading**:

Homonym:	Meaning 1:	Meaning 2:
bright	light	intelligent
can	metal container	modal verb
fly	insect	e.g. plane
glass	drinking	e.g. window
lie	recline	not true

Homonym:	Meaning 1:	Meaning 2:
mouse	animal	computer
orange	fruit	colour
play	sport	theatre
watch	time	TV
wave	beach	say hello

**Homophones:** same sounds but different spellings and meanings; cause problems with **spelling**:

Word 1:	Word 2:
aren't	aunt
ate	eight
buy	bye
eye	I
flour	flower

Word 1:	Word 2:
hear	here
hole	whole
hour	our
it's	its
knew	new

Word 1:	Word 2:
meat	meet
one	won
plain	plane
red	read
right	write

Word 1:	Word 2:
sea	see
son	sun
wait	weight
weather	whether
wood	would

**Homographs:** same spelling but different sounds and meanings; cause problems with **pronunciation**:

Homograph:	Noun:	Verb:
insult	abuse	offend
invite	invitation	request
present	gift	show
record	vinyl disc	note
transport	vehicle	move

Homograph:	Word 1:	Word 2:
close	adj. near	v. shut
live	adj. broadcast	v. exist
read	v. infinitive	v. 3 <sup>rd</sup> form
tear	n. crying	v. rip
use	n. e.g. single	v. consume

Using **synonyms** helps to make our **writing** more interesting and raise the level:

Word 1:	Word 2:
big	large
bus	coach
but	however
by	beside
coat	jacket

Word 1:	Word 2:
eat	consume
find	discover
good	decent
hot	boiling
long	extended

Word 1:	Word 2:
loud	noisy
nearly	almost
on	upon
party	gathering
slowly	gradually

Word 1:	Word 2:
soon	shortly
under	below
usually	normally
walk	stroll
work	job

Learning words and their **antonyms** together allows us to increase our **vocabulary** twice as fast:

Adjectives:	
best	worst
easy	difficult
good	bad
hot	cold
quiet	loud

Nouns:	
day	night
floor	ceiling
man	woman
question	answer
work	rest

Adverbs:	
always	never
before	after
fast	slow
more	less
now	then

Verbs:	
buy	sell
give	get
go	come
open	close
start	finish

A **minimal pair** is a set of two words that have the same sounds apart from one different sound:

Vowel Sound (Middle):	
ball	bowl
get	got
mat	met
ship	shop
will	wool

Initial Con. Sound:	
bed	head
feet	meat
fun	done
learn	burn
rose	toes

Middle Con. Sound:	
eaten	even
hobby	hockey
meaning	meeting
pedal	petal
simple	symbol

Final Con. Sound:	
card	cars
gate	gave
made	make
rice	right
yes	yet

# Vocabulary Word Groups

## 6 Important Word Groups in English (Gap-Fill)

**Homonyms:** same sounds and spelling but different meanings; cause problems with **reading**:

Homonym:	Meaning 1:	Meaning 2:
bright	<i>light</i>	<i>intelligent</i>
can		
fly		
glass		
lie		

Homonym:	Meaning 1:	Meaning 2:
mouse		
orange		
play		
watch		
wave		

**Homophones:** same sounds but different spellings and meanings; cause problems with **spelling**:

Word 1:	Word 2:
aren't	<i>aunt</i>
ate	
buy	
eye	
flour	

Word 1:	Word 2:
hear	
hole	
hour	
it's	
knew	

Word 1:	Word 2:
meat	
one	
plain	
red	
right	

Word 1:	Word 2:
sea	
son	
wait	
weather	
wood	

**Homographs:** same spelling but different sounds and meanings; cause problems with **pronunciation**:

Homograph:	Noun:	Verb:
insult	<i>abuse</i>	<i>offend</i>
invite		
present		
record		
transport		

Homograph:	Word 1:	Word 2:
close		
live		
read		
tear		
use		

Using **synonyms** helps to make our **writing** more interesting and raise the level:

Word 1:	Word 2:
big	<i>large</i>
bus	
but	
by	
coat	

Word 1:	Word 2:
eat	
find	
good	
hot	
long	

Word 1:	Word 2:
loud	
nearly	
on	
party	
slowly	

Word 1:	Word 2:
soon	
under	
usually	
walk	
work	

Learning words and their **antonyms** together allows us to increase our **vocabulary** twice as fast:

Adjectives:	
best	<i>worst</i>
easy	
good	
hot	
quiet	

Nouns:	
day	
floor	
man	
question	
work	

Adverbs:	
always	
before	
fast	
more	
now	

Verbs:	
buy	
give	
go	
open	
start	

A **minimal pair** is a set of two words that have the same sounds apart from one different sound:

Vowel Sound (Middle):	
ball	<i>bowl</i>
get	
mat	
ship	
will	

Initial Con Sound:	
bed	
feet	
fun	
learn	
rose	

Middle Con. Sound:	
eaten	
hobby	
meaning	
pedal	
simple	

Final Con. Sound:	
card	
gate	
made	
rice	
yes	

# Vocabulary Word Groups

## 100 Common English Homonyms

**Homonyms** are words which have the same **sounds** and **spelling**, but different **meanings**, for example, 'bat' (cricket) and 'bat' (animal). It is good to be aware that the same word can have two or more meanings.

'Homonym' comes from the Greek words *homos* (same) + *ónoma* (name).

Homonym:	Meaning 1:	Meaning 2:
address	place	speech
back	body part	return
band	music group	ring
bark	tree	dog
bat	e.g. cricket	animal
bear	animal	put up with
board	wooden panel	directors
book	read	reserve
bow	ribbon	violin
box	container	hit
bright	light	intelligent
can	metal container	modal verb
cast	bandage	stage group
chair	furniture	chairperson
change	difference	small money
chip	food	computer
club	tool	organisation
cool	cold	trendy
crane	bird	machine
dance	waltz	action
duck	bird	crouch down
fair	blonde	pleasure park
fall	trip	autumn
fat	overweight	butter
film	movie	record
fine	good	punishment
fire	flames	sack
firm	company	hard
flat	horizontal	apartment
fly	insect	e.g. plane
foot	measurement	body part
fudge	confectionery	compromise
general	unspecific	army rank
glass	drinking	material
grand	impressive	a thousand
grave	ground	very serious
hide	skin	conceal
hip	body part	trendy
hit	successful	beat
iron	clothes	material
jam	food	problem
jerk	idiot	movement
jet	plane	water
just	adverb	fair
kid	child	baby goat
kind	nice	type
lap	seated	overtake
lark	bird	prank
leave	work holiday	go out
left	direction	past of leave

Homonym:	Meaning 1:	Meaning 2:
lie	recline	not true
light	not heavy	not dark
long	lengthy	yearn
match	football	light
may	modal verb	fifth month
mean	unkind	signify
mine	workplace	belongs to me
mole	animal	informant
mouse	animal	computer
musical	adj. of music	theatre
orange	fruit	colour
paper	printer	newspaper
park	green space	leave a car
peer	look closely at	aristocrat
pen	for writing	for animals
phone	mobile	call somebody
pick	choose	tool
play	sport	theatre
pop	music genre	fizzy drink
pound	currency	beat
printer	computer	business
racket	for tennis	scam
remote	far	TV
right	correct	direction
ring	jewellery	call somebody
rock	music	stone
rocket	spaceship	plant
rose	flower	got up
row	a boat	spreadsheet
saw	tool	past of see
seal	animal	official stamp
short	petite	alcohol
show	TV	let sby see sth
sick	unwell	fantastic
sink	furniture	move down
skate	fish	on a rink
space	place for sth	solar system
spring	season	metal coil
square	shape	not cool
stalk	follow	plant stem
suit	clothes	be suitable
taxi	car	plane
tie	clothing	fasten
tongue	body part	meat
trip	holiday	stumble
trunk	elephant	suitcase
watch	time	TV
wave	beach	say hello
well	adverb	water hole
yard	back garden	measurement

# Vocabulary Word Groups

## 100 Common English Homonyms (Gap-Fill)

**Homonyms** are words which have the same **sounds** and **spelling**, but different **meanings**, for example, 'bat' (cricket) and 'bat' (animal). It is good to be aware that the same word can have two or more meanings.

'Homonymy' comes from the Greek words *homos* (same) + *ónoma* (name).

Homonym:	Meaning 1:	Meaning 2:
address	place	speech
back		
band		
bark		
bat		
bear		
board		
book		
bow		
box		
bright		
can		
cast		
chair		
change		
chip		
club		
cool		
crane		
dance		
duck		
fair		
fall		
fat		
film		
fine		
fire		
firm		
flat		
fly		
foot		
fudge		
general		
glass		
grand		
grave		
hide		
hip		
hit		
iron		
jam		
jerk		
jet		
just		
kid		
kind		
lap		
lark		
leave		
left		

Homonym:	Meaning 1:	Meaning 2:
lie		
light		
long		
match		
may		
mean		
mine		
mole		
mouse		
musical		
orange		
paper		
park		
peer		
pen		
phone		
pick		
play		
pop		
pound		
printer		
racket		
remote		
right		
ring		
rock		
rocket		
rose		
row		
saw		
seal		
short		
show		
sick		
sink		
skate		
space		
spring		
square		
stalk		
suit		
taxi		
tie		
tongue		
trip		
trunk		
watch		
wave		
well		
yard		

# Vocabulary Word Groups

## 200 Common English Homophones

**Homophones** are words which have the same **sounds**, but different **spellings** and **meanings**, for example, 'beat' (hit) and 'beet' (vegetable). It is good to be aware that words can sound the same but be different.

'Homophone' comes from the Greek words *homos* (same) + *phono* (sound).

Word 1:	Word 2:
ad	add
ail	ale
air	heir
aisle	I'll
allowed	aloud
aren't	aunt
ate	eight
ball	bawl
bard	barred
bare	bear
base	bass
be	bee
beach	beech
bean	been
beat	beet
beer	bier
berry	bury
berth	birth
bite	byte
blew	blue
boar	bore
board	bored
bold	bowled
bolder	boulder
bough	bow
brake	break
buy	bye
canvas	canvass
carat	carrot
cell	sell
cent	sent
cereal	serial
cheap	cheep
check	cheque
chord	cord
coarse	course
council	counsel
cue	queue
dam	damn
dear	deer
desert	dessert
die	dye
doe	dough
does	doze
draft	draught
duel	jewel
dune	June
earn	urn
ewe	you
eye	I

Word 1:	Word 2:
faint	feint
fate	fete
feat	feet
fiancé	fiancée
fill	Phil
fined	find
fir	fur
flair	flare
flaw	floor
flea	flee
flew	flu
flour	flower
for	four
forth	fourth
foul	fowl
genes	jeans
grate	great
groan	grown
gym	Jim
hair	hare
hale	heil
hart	heart
heal	heel
hear	here
heard	herd
he'd	heed
hi	high
higher	hire
him	hymn
hole	whole
holy	wholly
hour	our
in	inn
it's	its
key	quay
knead	need
knew	new
knight	night
knit	nit
knot	not
know	no
knows	nose
lain	lane
lays	laze
lead	led
leak	leek
leased	least
lieu	loo
light	lite
loan	lone

Word 1:	Word 2:
made	maid
mail	male
main	mane
mat	matte
meat	meet
meter	metre
mind	mined
missed	mist
moose	mousse
morn	mourn
morning	mourning
muscle	mussel
naval	navel
none	nun
oar	or
one	won
packed	pact
pail	pale
pair	pear
patience	patients
peace	piece
peak	peek
pedal	peddle
peer	pier
pi	pie
place	plaise
plain	plane
pleas	please
plum	plumb
pole	poll
poor	pour
practice	practise
pray	prey
pride	pried
profit	prophet
pseud	sued
rain	reign
raise	rays
rap	wrap
raw	roar
read	red
read	reed
retch	wretch
right	write
road	rode
roam	Rome
root	route
rose	rows
rote	wrote
rough	ruff

Word 1:	Word 2:
sacks	sax
sail	sale
sane	Seine
sauce	source
saw	sore
scene	seen
scent	sent
sea	see
seam	seem
sew	so
shake	sheik
side	sighed
sighs	size
sight	site
sky	Skye
sole	soul
some	sum
son	sun
stair	stare
suite	sweet
tail	tale
talk	torque
taught	taut
tea	tee
team	teem
their	there
threw	through
thyme	time
tide	tied
told	tolled
too	two
use	yews
vain	vane
vale	veil
wade	weighed
wail	whale
wait	weight
ware	wear
warn	worn
watt	what
weak	week
weather	whether
we'll	wheel
wet	whet
while	wile
wine	whine
wood	would
yoke	yolk
you'll	Yule
your	you're

# Vocabulary Word Groups

## 200 Common English Homophones (Gap-Fill)

**Homophones** are words which have the same **sounds**, but different **spellings** and **meanings**, for example, 'beat' (hit) and 'beet' (vegetable). It is good to be aware that words can sound the same but be different.

'Homophone' comes from the Greek words *homos* (same) + *phono* (sound).

Word 1:	Word 2:
ad	add
ail	
air	
aisle	
allowed	
aren't	
ate	
ball	
bard	
bare	
base	
be	
beach	
bean	
beat	
beer	
berry	
berth	
bite	
blew	
boar	
board	
bold	
bolder	
bough	
brake	
buy	
canvas	
carat	
cell	
cent	
cereal	
cheap	
check	
chord	
coarse	
council	
cue	
dam	
dear	
desert	
die	
doe	
does	
draft	
duel	
dune	
earn	
ewe	
eye	

Word 1:	Word 2:
faint	
fate	
feat	
fiancé	
fill	
fined	
fir	
flair	
flaw	
flea	
flew	
flour	
for	
forth	
foul	
genes	
grate	
groan	
gym	
hair	
hale	
hart	
heal	
hear	
heard	
he'd	
hi	
higher	
him	
hole	
holy	
hour	
in	
it's	
key	
knead	
knew	
knight	
knit	
knot	
know	
knows	
lain	
lays	
lead	
leak	
leased	
lieu	
light	
loan	

Word 1:	Word 2:
made	
mail	
main	
mat	
meat	
meter	
mind	
missed	
moose	
morn	
morning	
muscle	
naval	
none	
oar	
one	
packed	
pail	
pair	
patience	
peace	
peak	
pedal	
peer	
pi	
place	
plain	
pleas	
plum	
pole	
poor	
practice	
pray	
pride	
profit	
pseud	
rain	
raise	
rap	
raw	
read	
read	
retch	
right	
road	
roam	
root	
rose	
rote	
rough	

Word 1:	Word 2:
sacks	
sail	
sane	
sauce	
saw	
scene	
scent	
sea	
seam	
sew	
shake	
side	
sighs	
sight	
sky	
sole	
some	
son	
stair	
suite	
tail	
talk	
taught	
tea	
team	
their	
threw	
thyme	
tide	
told	
too	
use	
vain	
vale	
wade	
wail	
wait	
ware	
warn	
watt	
weak	
weather	
we'll	
wet	
while	
wine	
wood	
yoke	
you'll	
your	

# Vocabulary Word Groups

## 100 Common English Homographs

**Homographs** are words which have the same **spelling**, but different **sounds** and **meanings**, for example, 'live' (on TV) and 'live' (reside). 'Homograph' comes from the Greek words *homos* (same) + *graph* (writing).

Group A: nouns (stress on 1<sup>st</sup> syllable), verbs (stress on 2<sup>nd</sup> syllable). Group B are general homographs:

### Group A

Homograph:	Noun:	Verb:
accent	speaking	highlight
ally	friend	work with
combat	fight	prevent
combine	machinery	mix
commune	collective	pray
compost	fertiliser	break down
compound	bunker	combine
compress	bandage	flatten
conduct	behaviour	e.g. orchestra
conflict	war	clash
conscript	new recruit	recruit
consort	companion	accompany
construct	theory	build
content	matter	feel happy
contract	agreement	reduce
contrast	difference	compare
convert	new believer	change
convict	prisoner	find guilty
decrease	reduction	reduce
default	standard	evade
defect	fault	change sides
desert	wilderness	abandon
digest	publication	process
discharge	emission	dismiss
discount	price reduction	disregard
entrance	way in	captivate
escort	companion	accompany
essay	homework	attempt
exploit	adventure	make use of
export	goods	distribute
extract	excerpt	remove
finance	funding	provide money
impact	effect	hit
implant	transplant	insert
import	introduction	bring in
incense	e.g. candle	anger
incline	slope	slant
increase	growth	enlarge
insert	leaflet	include
insult	abuse	offend
intrigue	conspiracy	interest
invite	invitation	request
object	thing	complain
perfume	bottle	action
permit	licence	allow
pervert	deviant	corrupt
present	gift	award
proceeds	profits	continues
process	procedure	walk
produce	food	make
progress	headway	advance

Homograph:	Noun:	Verb:
project	assignment	protrude
protest	rally	complain
rebel	dissenter	protest
recall	memory	remember
recap	summary	review
record	vinyl disc	note down
refill	top-up	replenish
refund	repayment	repay
refuse	rubbish	decline
relapse	deterioration	deteriorate
remake	new version	re-create
reprint	reissue	republish
research	study	investigate
retake	exam	recapture
second	ordinal no.	transfer
segment	section	divide
subject	topic	endanger
survey	enquiry	measure
suspect	defendant	presume
torment	annoyance	annoy
transplant	e.g. heart	relocate
transport	vehicle	move
update	news	inform
uplift	support	raise
upset	shock	annoy

### Group B

Homograph:	Meaning 1:	Meaning 2:
bass	n. instrument	n. fish
bow	n. violin	n. ribbon
close	adj. near	v. shut
does	n. female deer	v. 3 <sup>rd</sup> form: do
excuse	n. reason	v. overlook
house	n. building	v. action
frequent	adj. regular	v. visit often
intimate	n. close friend	v. suggest
lead	n. metal	v. direct
live	adj. broadcast	v. exist
minute	n. 60 seconds	adj. very small
moped	n. vehicle	v. past / mope
perfect	adj. flawless	v. refine
putting	n. golf skill	v. placing
read	v. infinitive	v. 3 <sup>rd</sup> form
resume	n. CV	v. restart
row	n. spreadsheet	v. argue
separate	adj. detached	v. disconnect
sewer	n. cesspit	n. seamstress
sows	n. female pigs	v. seeds
tear	n. crying	v. rip
use	n. e.g. single	v. expend
wind	n. breeze	v. coil
wound	n. cut	v. past of wind

# Vocabulary Word Groups

## 100 Common English Homographs (Gap-Fill)

**Homographs** are words which have the same **spelling**, but different **sounds** and **meanings**, for example, 'live' (on TV) and 'live' (reside). 'Homograph' comes from the Greek words *homos* (same) + *graph* (writing).  
Group A: nouns (stress on 1<sup>st</sup> syllable), verbs (stress on 2<sup>nd</sup> syllable). Group B are general homographs:

### Group A

Homograph:	Noun:	Verb:
accent	speaking	highlight
ally		
combat		
combine		
commune		
compost		
compound		
compress		
conduct		
conflict		
conscript		
consort		
construct		
content		
contract		
contrast		
convert		
convict		
decrease		
default		
defect		
desert		
digest		
discharge		
discount		
entrance		
escort		
essay		
exploit		
export		
extract		
finance		
impact		
implant		
import		
incense		
incline		
increase		
insert		
insult		
intrigue		
invite		
object		
perfume		
permit		
pervert		
present		
proceeds		
process		
produce		
progress		

Homograph:	Noun:	Verb:
project		
protest		
rebel		
recall		
recap		
record		
refill		
refund		
refuse		
relapse		
remake		
reprint		
research		
retake		
second		
segment		
subject		
survey		
suspect		
torment		
transplant		
transport		
update		
uplift		
upset		

### Group B

Homograph:	Meaning 1:	Meaning 2:
bass	n. instrument	n. fish
bow		
close		
does		
excuse		
house		
frequent		
intimate		
lead		
live		
minute		
moped		
perfect		
putting		
read		
resume		
row		
separate		
sewer		
sows		
tear		
use		
wind		
wound		



# Vocabulary Word Groups

## 100 Common English Antonyms

**Antonyms** are words that have opposite meanings, for example 'yes' and 'no'. We often think of adjectives as words that have opposites, but many other kinds of words also have antonyms, e.g. 'this' and 'that'.

'Antonym' comes from the Greek words *anti* (against) + *ónoma* (name).

Adjectives:	
alive	dead
beautiful	ugly
best	worst
black	white
cheap	expensive
clean	dirty
easy	difficult
empty	full
funny	serious
good	bad
happy	sad
hot	cold
light	dark
nice	nasty
normal	weird
polite	rude
public	private
quiet	loud
rich	poor
right	wrong
same	different
soft	hard
true	false
warm	cool
young	old

Nouns:	
arrival	departure
attack	defence
attic	cellar
birth	death
child	adult
day	night
employee	employer
error	correction
failure	success
floor	ceiling
friend	enemy
girl	boy
health	illness
hero	villain
man	woman
morning	evening
praise	insult
question	answer
sea	land
summer	winter
sun	moon
sunrise	sunset
victory	defeat
winner	loser
work	rest

Adverbs:	
above	below
ahead	behind
always	never
backward	forward
before	after
carefully	carelessly
early	late
east	west
everybody	nobody
everywhere	nowhere
fast	slow
first	last
here	there
home	abroad
inside	outside
long	short
more	less
near	far
north	south
now	then
often	rarely
on	off
over	under
up	down
upstairs	downstairs

Verbs:	
accept	refuse
add	subtract
agree	disagree
are	aren't
arrive	leave
build	destroy
buy	sell
can	cannot
do	don't
get on	get off
give	get
go	come
have	haven't
laugh	cry
live	die
open	close
push	pull
put on	take off
read	write
save	spend
sit	stand
start	finish
stop	go
will	won't
work	play

# Vocabulary Word Groups

## 100 Common English Antonyms (Gap-Fill)

**Antonyms** are words that have opposite meanings, for example 'yes' and 'no'. We often think of adjectives as words that have opposites, but many other kinds of words also have antonyms, e.g. 'this' and 'that'.

'Antonym' comes from the Greek words *anti* (against) + *ónoma* (name).

Adjectives:	
alive	<i>dead</i>
beautiful	
best	
black	
cheap	
clean	
easy	
empty	
funny	
good	
happy	
hot	
light	
nice	
normal	
polite	
public	
quiet	
rich	
right	
same	
soft	
true	
warm	
young	

Nouns:	
arrival	
attack	
attic	
birth	
child	
day	
employee	
error	
failure	
floor	
friend	
girl	
health	
hero	
man	
morning	
praise	
question	
sea	
summer	
sun	
sunrise	
victory	
winner	
work	

Adverbs:	
above	
ahead	
always	
backward	
before	
carefully	
early	
east	
everybody	
everywhere	
fast	
first	
here	
home	
inside	
long	
more	
near	
north	
now	
often	
on	
over	
up	
upstairs	

Verbs:	
accept	
add	
agree	
are	
arrive	
build	
buy	
can	
do	
get on	
give	
go	
have	
laugh	
live	
open	
push	
put on	
read	
save	
sit	
start	
stop	
will	
work	

# Vocabulary Word Groups

## 200 Common Minimal Pairs in English

The term **minimal pair** describes two words that have the same sounds apart from one sound.

The different sound can be a **vowel** sound (middle) or a **consonant** sound in the initial (first), middle, or final position:

Different Vowel Sound (Middle)	
bald	bold
ball	bowl
boat	bite
cane	keen
cap	cup
cheers	cheese
crate	Crete
crime	chrome
curse	course
dead	did
deep	dip
dig	dog
fail	fall
flag	flog
flight	float
gate	goat
get	got
guess	goose
hat	hate
heat	heart
height	hit
jam	gem
joke	Jack
lamp	limp
make	mark
mat	met
mate	might
neat	note
nice	niece
nine	none
noon	nun
plain	plan
pool	pull
pot	pit
queen	Quorn
rate	right
seek	soak
ship	shop
smell	smile
soon	sun
spin	spine
start	state
take	tech
through	throw
tide	towed
veal	vole
watt	wet
whale	while
will	wool
yarn	yawn

Different Initial Consonant Sound:	
baby	maybe
bean	mean
beat	heat
bed	head
bees	knees
bell	well
bend	mend
boat	coat
book	look
bull	wool
cat	hat
clock	flock
coin	join
couple	supple
crack	track
curls	girls
daily	Haley
dear	peer
drone	prone
face	base
fail	tale
fan	man
feel	real
feet	meat
fill	hill
finger	linger
food	rude
fun	done
games	James
gate	wait
good	wood
half	laugh
hard	guard
heard	third
heart	part
heat	seat
him	gym
king	ring
knife	life
learn	burn
lose	zoos
lung	young
made	laid
meant	rent
meek	weak
moon	June
nose	rose
pillar	villa
rock	wok
rose	toes

Different Middle Consonant Sound:	
Adam	Alan
alive	arrive
baker	bather
Benny	berry
bobble	bottle
body	bossy
boogie	booty
carbon	Carmen
colour	cutter
cycle	side
darling	darning
decree	degree
eaten	even
feature	feeler
feeding	feeling
hammer	hanger
heady	heavy
healing	heating
hobby	hockey
ladder	lacquer
leather	letter
loser	looser
maiden	mason
marker	martyr
meadow	mellow
meaning	meeting
measure	mega
medal	metal
melon	Megan
miner	miser
mugger	mother
mummy	money
nature	neighbour
omen	open
pager	paper
pedal	petal
precedent	president
rabbit	racquet
rabid	rapid
renew	review
Santa	sander
shadow	shallow
shocking	shopping
silly	ciggie
simmer	singer
simple	symbol
soggy	sorry
swigging	swimming
wader	whaler
wedding	webbing

Different Final Consonant Sound:	
boom	boot
cap	cash
card	cars
cared	cares
cheap	cheat
close	clothes
drape	drip
fad	fed
gate	gave
guild	guilt
ham	have
home	hone
juice	jute
knife	nice
large	laugh
light	like
load	loaf
made	make
married	marries
might	mile
mouse	mouth
nail	name
nice	night
north	Norse
page	pain
pain	pays
peas	peep
quick	quiz
rain	raise
ran	rap
receipt	receive
refuse	refute
rice	right
roof	root
scene	seem
side	sign
slim	slip
some	son
tail	take
teach	team
thick	thin
touch	tongue
tried	trite
vague	vain
verb	verse
walk	warn
wash	watch
weed	wheel
wrote	rogue
yes	yet

# Vocabulary Word Groups

## 200 Common Minimal Pairs in English (Gap-Fill)

The term **minimal pair** describes two words that have the same sounds apart from one sound.

The different sound can be a **vowel** sound (middle) or a **consonant** sound in the initial (first), middle, or final position:

Different Vowel Sound (Middle)	
bald	<i>bold</i>
ball	
boat	
cane	
cap	
cheers	
crate	
crime	
curse	
dead	
deep	
dig	
fail	
flag	
flight	
gate	
get	
guess	
hat	
heat	
height	
jam	
joke	
lamp	
make	
mat	
mate	
neat	
nice	
nine	
noon	
plain	
pool	
pot	
queen	
rate	
seek	
ship	
smell	
soon	
spin	
start	
take	
through	
tide	
veal	
watt	
whale	
will	
yarn	

Different Initial Consonant Sound:	
baby	
bean	
beat	
bed	
bees	
bell	
bend	
boat	
book	
bull	
cat	
clock	
coin	
couple	
crack	
curls	
daily	
dear	
drone	
face	
fail	
fan	
feel	
feet	
fill	
finger	
food	
fun	
games	
gate	
good	
half	
hard	
heard	
heart	
heat	
him	
king	
knife	
learn	
lose	
lung	
made	
meant	
meek	
moon	
nose	
pillar	
rock	
rose	

Different Middle Consonant Sound:	
Adam	
alive	
baker	
Benny	
bobble	
body	
boogie	
carbon	
colour	
cycle	
darling	
decree	
eaten	
feature	
feeding	
hammer	
heady	
healing	
hobby	
ladder	
leather	
loser	
maiden	
marker	
meadow	
meaning	
measure	
medal	
melon	
miner	
mugger	
mummy	
nature	
omen	
pager	
pedal	
precedent	
rabbit	
rabid	
renew	
Santa	
shadow	
shocking	
silly	
simmer	
simple	
soggy	
swigging	
wader	
wedding	

Different Final Consonant Sound:	
boom	
cap	
card	
cared	
cheap	
close	
drape	
fad	
gate	
guild	
ham	
home	
juice	
knife	
large	
light	
load	
made	
married	
might	
mouse	
nail	
nice	
north	
page	
pain	
peas	
quick	
rain	
ran	
receipt	
refuse	
rice	
roof	
scene	
side	
slim	
some	
tail	
teach	
thick	
touch	
tried	
vague	
verb	
walk	
wash	
weed	
wrote	
yes	

## Vocabulary New Words

### Learn 100 New Words with the Suffix -ous (Part 1)

How many of these words do you know? Learn new words by studying the -ous words and their 'easy' synonyms:

acrimonious	<i>bitter</i>	lustrous	<i>shiny</i>
ambiguous	<i>unclear</i>	magnanimous	<i>generous</i>
arduous	<i>difficult</i>	mellifluous	<i>melodious</i>
atrocious	<i>terrible</i>	meticulous	<i>thorough</i>
auspicious	<i>favourable</i>	momentous	<i>significant</i>
autonomous	<i>independent</i>	monotonous	<i>repetitive</i>
barbarous	<i>brutal</i>	mutinous	<i>disobedient</i>
bulbous	<i>round</i>	nebulous	<i>unclear</i>
calamitous	<i>disastrous</i>	noxious	<i>poisonous</i>
capacious	<i>roomy</i>	oblivious	<i>unaware</i>
capricious	<i>unpredictable</i>	obnoxious	<i>horrible</i>
ensorious	<i>critical</i>	officious	<i>bossy</i>
chivalrous	<i>brave</i>	onerous	<i>difficult</i>
conscientious	<i>reliable</i>	pernicious	<i>wicked</i>
conspicuous	<i>visible</i>	pompous	<i>arrogant</i>
contagious	<i>infectious</i>	portentous	<i>ominous</i>
contemptuous	<i>scornful</i>	precarious	<i>risky</i>
copious	<i>plentiful</i>	precocious	<i>gifted</i>
courteous	<i>polite</i>	prestigious	<i>respected</i>
decorous	<i>well-behaved</i>	pretentious	<i>self-important</i>
deleterious	<i>harmful</i>	rambunctious	<i>rowdy</i>
dolorous	<i>sad</i>	raucous	<i>wild</i>
dubious	<i>uncertain</i>	riotous	<i>violent</i>
egregious	<i>shocking</i>	sacrilegious	<i>heretical</i>
eponymous	<i>named after</i>	salacious	<i>scandalous</i>
expeditious	<i>quick</i>	sanctimonious	<i>self-righteous</i>
facetious	<i>foolish</i>	scrupulous	<i>trustworthy</i>
fatuous	<i>childish</i>	seditionous	<i>rebellious</i>
fictitious	<i>made-up</i>	serendipitous	<i>unexpected</i>
fortuitous	<i>lucky</i>	specious	<i>false</i>
frivolous	<i>light-hearted</i>	spontaneous	<i>impulsive</i>
gratuitous	<i>unprovoked</i>	strenuous	<i>energetic</i>
heinous	<i>terrible</i>	stupendous	<i>amazing</i>
hideous	<i>ugly</i>	subconscious	<i>hidden</i>
homogenous	<i>standardised</i>	supercilious	<i>arrogant</i>
humongous	<i>huge</i>	surreptitious	<i>secret</i>
illustrious	<i>famous</i>	suspicious	<i>wary</i>
imperious	<i>arrogant</i>	tenacious	<i>persistent</i>
inauspicious	<i>unfavourable</i>	thunderous	<i>loud</i>
incongruous	<i>odd</i>	traitorous	<i>disloyal</i>
indigenous	<i>native</i>	tremulous	<i>trembling</i>
infamous	<i>notorious</i>	tumultuous	<i>volatile</i>
ingenious	<i>clever</i>	unambiguous	<i>clear</i>
inglorious	<i>shameful</i>	uproarious	<i>hilarious</i>
injudicious	<i>unwise</i>	vacuous	<i>empty</i>
innocuous	<i>harmless</i>	vertiginous	<i>high</i>
instantaneous	<i>instant</i>	viscous	<i>sticky</i>
invidious	<i>unfair</i>	vivacious	<i>lively</i>
judicious	<i>wise</i>	voluminous	<i>big</i>
lugubrious	<i>gloomy</i>	voracious	<i>hungry</i>

# Vocabulary New Words

## Learn 100 New Words with the Suffix -ous (Part 1) – Research

Use the internet or a thesaurus to find an 'easy' synonym for each of the -ous words below:

acrimonious	_____	lustrous	_____
ambiguous	_____	magnanimous	_____
arduous	_____	mellifluous	_____
atrocious	_____	meticulous	_____
auspicious	_____	momentous	_____
autonomous	_____	monotonous	_____
barbarous	_____	mutinous	_____
bulbous	_____	nebulous	_____
calamitous	_____	noxious	_____
capacious	_____	oblivious	_____
capricious	_____	obnoxious	_____
ensorious	_____	officious	_____
chivalrous	_____	onerous	_____
conscientious	_____	pernicious	_____
conspicuous	_____	pompous	_____
contagious	_____	portentous	_____
contemptuous	_____	precarious	_____
copious	_____	precocious	_____
courteous	_____	prestigious	_____
decorous	_____	pretentious	_____
deleterious	_____	rambunctious	_____
dolorous	_____	raucous	_____
dubious	_____	riotous	_____
egregious	_____	sacrilegious	_____
eponymous	_____	salacious	_____
expeditious	_____	sanctimonious	_____
facetious	_____	scrupulous	_____
fatuous	_____	seditionous	_____
fictitious	_____	serendipitous	_____
fortuitous	_____	specious	_____
frivolous	_____	spontaneous	_____
gratuitous	_____	strenuous	_____
heinous	_____	stupendous	_____
hideous	_____	subconscious	_____
homogenous	_____	supercilious	_____
humongous	_____	surreptitious	_____
illustrious	_____	suspicious	_____
imperious	_____	tenacious	_____
inauspicious	_____	thunderous	_____
incongruous	_____	traitorous	_____
indigenous	_____	tremulous	_____
infamous	_____	tumultuous	_____
ingenious	_____	unambiguous	_____
inglorious	_____	uproarious	_____
injudicious	_____	vacuous	_____
innocuous	_____	vertiginous	_____
instantaneous	_____	viscous	_____
invidious	_____	vivacious	_____
judicious	_____	voluminous	_____
lugubrious	_____	voracious	_____

## Vocabulary New Words

### Learn 100 New Words with the Suffix -ous (Part 1) – Gap-Fill

Complete each gap with one of the options below + ous:

*egregi capaci fatu lugubri pernici homogen injudici autonom salaci incongru  
copi tumultu nebul vivaci acrimoni surreptiti precoci speci supercili rambuncti*

1. The boys were so \_\_\_\_\_ on the coach on the way home after the football match.
2. We're not looking for a lot of variety, so we want the jobs to be fairly \_\_\_\_\_.
3. The tent was really \_\_\_\_\_, which meant we all had plenty of room.
4. Our daughter is incredibly \_\_\_\_\_ for her age, what with dancing, singing, music...
5. I didn't expect to meet my uncle at the nightclub, so it felt really \_\_\_\_\_.
6. I don't understand the point you are trying to make; your writing is completely \_\_\_\_\_.
7. The defendant continued his \_\_\_\_\_ behaviour by launching a one-man crime wave.
8. I hope you are all taking \_\_\_\_\_ notes. I will be asking questions after this presentation.
9. Their divorce became \_\_\_\_\_ when they failed to agree on the custody of their children.
10. Have you got any \_\_\_\_\_ gossip for me from the party?
11. His \_\_\_\_\_ decision to drive down the motorway at 4 mph may have cost him his licence.
12. It was such a \_\_\_\_\_ atmosphere, with grandpa in tears and Leo checking his watch.
13. That new boy is so \_\_\_\_\_. He's always looking down his nose at the other students.
14. Emilia is such a lovely \_\_\_\_\_ girl – always so lively, and she never stops!
15. 'My brother could have written a better story – and he's two.' 'What a \_\_\_\_\_ remark!'
16. 'Do you think we'll all be travelling around in \_\_\_\_\_ cars by 2025?' 'No.'
17. Kami's teenage years were \_\_\_\_\_ as she went from jailbird to number one hockey star.
18. Your \_\_\_\_\_ proposal can never become law, because it is based upon a falsehood.
19. Rejecting your own son as heir will be an \_\_\_\_\_ mistake, sir!
20. Petra leaned below her seat and gave the dog a cake in as \_\_\_\_\_ a way as possible.

## Vocabulary New Words

### Learn 100 New Words with the Suffix -ous (Part 2)

How many of these words do you know? Learn new words by studying the -ous words and their 'easy' synonyms:

advantageous	<i>beneficial</i>	malicious	<i>nasty</i>
analogous	<i>equivalent</i>	meretricious	<i>superficial</i>
anomalous	<i>inconsistent</i>	miscellaneous	<i>assorted</i>
assiduous	<i>diligent</i>	monstrous	<i>horrific</i>
audacious	<i>brave</i>	multitudinous	<i>countless</i>
avaricious	<i>mean</i>	nefarious	<i>wicked</i>
boisterous	<i>lively</i>	notorious	<i>disreputable</i>
bumptious	<i>conceited</i>	nutritious	<i>wholesome</i>
cacophonous	<i>noisy</i>	obsequious	<i>flattering</i>
callous	<i>cruel</i>	ominous	<i>warning</i>
cantankerous	<i>grumpy</i>	ostentatious	<i>showy</i>
carnivorous	<i>meat-eating</i>	parlous	<i>dangerous</i>
clamorous	<i>noisy</i>	parsimonious	<i>miserly</i>
conscious	<i>awake</i>	perfidious	<i>disloyal</i>
contentious	<i>argumentative</i>	perspicacious	<i>wise</i>
contiguous	<i>joining</i>	ponderous	<i>slow</i>
credulous	<i>naive</i>	precipitous	<i>rash</i>
delirious	<i>delighted</i>	preposterous	<i>outrageous</i>
desirous	<i>eager</i>	presumptuous	<i>rude</i>
devious	<i>deceitful</i>	prodigious	<i>remarkable</i>
disingenuous	<i>dishonest</i>	pugnacious	<i>aggressive</i>
duplicitous	<i>two-faced</i>	punctilious	<i>meticulous</i>
efficacious	<i>effective</i>	rapturous	<i>delighted</i>
erroneous	<i>wrong</i>	ravenous	<i>very hungry</i>
extemporaneous	<i>unrehearsed</i>	rigorous	<i>thorough</i>
extraneous	<i>unnecessary</i>	sagacious	<i>wise</i>
fastidious	<i>fussy</i>	salubrious	<i>healthy</i>
ferocious	<i>fierce</i>	scrumptious	<i>very tasty</i>
fractious	<i>irritable</i>	scurrilous	<i>scandalous</i>
garrulous	<i>talkative</i>	sententious	<i>moralistic</i>
glutinous	<i>gooey</i>	simultaneous	<i>concurrent</i>
gregarious	<i>sociable</i>	sinuous	<i>winding</i>
hazardous	<i>risky</i>	solicitous	<i>caring</i>
heterogenous	<i>mixed</i>	splendiferous	<i>splendid</i>
hilarious	<i>very funny</i>	spurious	<i>fake</i>
horrendous	<i>awful</i>	sumptuous	<i>lavish</i>
ignominious	<i>embarrassing</i>	superfluous	<i>unnecessary</i>
impecunious	<i>poor</i>	tedious	<i>boring</i>
impervious	<i>waterproof</i>	tempestuous	<i>passionate</i>
impetuous	<i>hasty</i>	tenuous	<i>questionable</i>
inconspicuous	<i>unobtrusive</i>	tortuous	<i>complicated</i>
industrious	<i>hard-working</i>	treacherous	<i>disloyal</i>
ingenuous	<i>innocent</i>	ubiquitous	<i>universal</i>
iniquitous	<i>wicked</i>	unctuous	<i>sycophantic</i>
injurious	<i>harmful</i>	venomous	<i>poisonous</i>
insidious	<i>sneaky</i>	vexatious	<i>annoying</i>
licentious	<i>immoral</i>	vicarious	<i>indirect</i>
ludicrous	<i>ridiculous</i>	vigorous	<i>energetic</i>
luminous	<i>shining</i>	vociferous	<i>vocal</i>
luxurious	<i>deluxe</i>	zealous	<i>keen</i>



# Vocabulary New Words

## Learn 100 New Words with the Suffix -ous (Part 2) – Research

Use the internet or a thesaurus to find an 'easy' synonym for each of the -ous words below:

advantageous	_____	malicious	_____
analogous	_____	meretricious	_____
anomalous	_____	miscellaneous	_____
assiduous	_____	monstrous	_____
audacious	_____	multitudinous	_____
avaricious	_____	nefarious	_____
boisterous	_____	notorious	_____
bumptious	_____	nutritious	_____
cacophonous	_____	obsequious	_____
callous	_____	ominous	_____
cantankerous	_____	ostentatious	_____
carnivorous	_____	parlous	_____
clamorous	_____	parsimonious	_____
conscious	_____	perfidious	_____
contentious	_____	perspicacious	_____
contiguous	_____	ponderous	_____
credulous	_____	precipitous	_____
delirious	_____	preposterous	_____
desirous	_____	presumptuous	_____
devious	_____	prodigious	_____
disingenuous	_____	pugnacious	_____
duplicious	_____	punctilious	_____
efficacious	_____	rapturous	_____
erroneous	_____	ravenous	_____
extemporaneous	_____	rigorous	_____
extraneous	_____	sagacious	_____
fastidious	_____	salubrious	_____
ferocious	_____	scrumptious	_____
fractious	_____	scurrilous	_____
garrulous	_____	sententious	_____
glutinous	_____	simultaneous	_____
gregarious	_____	sinuous	_____
hazardous	_____	solicitous	_____
heterogenous	_____	splendiferous	_____
hilarious	_____	spurious	_____
horrendous	_____	sumptuous	_____
ignominious	_____	superfluous	_____
impecunious	_____	tedious	_____
impervious	_____	tempestuous	_____
impetuous	_____	tenuous	_____
inconspicuous	_____	tortuous	_____
industrious	_____	treacherous	_____
ingenuous	_____	ubiquitous	_____
iniquitous	_____	unctuous	_____
injurious	_____	venomous	_____
insidious	_____	vexatious	_____
licentious	_____	vicarious	_____
ludicrous	_____	vigorous	_____
luminous	_____	vociferous	_____
luxurious	_____	zealous	_____

## Vocabulary New Words

### Learn 100 New Words with the Suffix -ous (Part 2) – Gap-Fill

Complete each gap with one of the options below + ous:

*efficaci salubri cantanker impetu sagaci hazard anomal meretrici contigu parl  
obsequi pugnaci tortu perfidi splendifer disingenu parsimoni ludicr bumpti garrul*

1. My teacher described it as a \_\_\_\_\_ piece of writing that was more style than substance.
2. Your tone of voice is rather \_\_\_\_\_, so I would appreciate it if you could tone it down.
3. I wouldn't say that Todd was a \_\_\_\_\_ person; in fact I've hardly heard him say a word.
4. She shouldn't have reacted so quickly, but unfortunately she was just far too \_\_\_\_\_.
5. Dangling from a cliff with a storm swirling around him, Jeff was in a \_\_\_\_\_ situation.
6. There's a \_\_\_\_\_ old man who lives near me, who is always moaning about my kids.
7. Oh, the roller coaster ride was \_\_\_\_\_! I can't describe how utterly fabulous it was!
8. His brother is ingratiating – he's so \_\_\_\_\_; clearly making sure that he's in the will.
9. The two countries of Niger and Sudan are not \_\_\_\_\_, because Chad lies between them.
10. Take three spoons of this medicine and I believe you will find it to be perfectly \_\_\_\_\_.
11. Thank you for your \_\_\_\_\_ advice, O Wise One. I am determined to put it into practice.
12. The prices in the hotel restaurant were absolutely \_\_\_\_\_! Forty-five pounds for a starter!
13. Some of the figures on this spreadsheet you gave me are rather \_\_\_\_\_.
14. What she did was pretty \_\_\_\_\_, because she filmed him at work without his permission.
15. Deluded Alan and Pam believe they're the best couple in the village; they're so \_\_\_\_\_.
16. It's such a \_\_\_\_\_ place to live – right on the coast, with a fresh sea breeze.
17. I don't know whether to trust Fay. Arthur told me that she is a little bit \_\_\_\_\_.
18. We got lost because the satnav broke and we ended up following a \_\_\_\_\_ route.
19. There was plenty of ice on the road, which made my drive home rather \_\_\_\_\_.
20. Why doesn't Mr. Roland ever pay for a round of drinks? He's such a \_\_\_\_\_ old man.

## Vocabulary Loanwords

### List of 300 Loanwords in English

*Loanwords are words that we borrow from other languages. Here are 300 common loanwords that we use in English:*

a cappella (IT)	cocoa (SP)	jaguar (POR)	paprika (HU)	sporrán (SG)
abacus (HE)	coffee (AR)	jasmine (AR)	parliament (FR)	spritzer (GE)
abseil (GE)	commando (POR)	jeans (IT)	pasta (IT)	stampede (SP)
ad hoc (GR)	concerto (IT)	Jesuit (HE)	pasteurisation (FR)	strudel (GE)
ad nauseam (GR)	cosmonaut (RU)	jodhpurs (HI)	perestroika (RU)	sudoku (JA)
aficionado (SP)	cotton (AR)	John (HE)	pet (SG)	sugar (AR)
aide-memoire (FR)	crag (SG)	jubilee (HE)	pharaoh (HE)	sumo (JA)
aikido (JA)	credit (IT)	judo (JA)	pharisee (HE)	sushi (JA)
alchemy (GR)	croissant (FR)	juggernaut (HI)	phoenix (FR)	syrup (AR)
alcohol (AR)	cushy (HI)	kamikaze (JA)	physics (GR)	talc (AR)
alligator (SP)	dachshund (GE)	kangaroo (AA)	piano (IT)	tangerine (AR)
ambiance (FR)	delicatessen (GE)	karaoke (JA)	piazza (IT)	tapioca (POR)
angst (GE)	dingo (AA)	karate (JA)	piccolo (IT)	taverna (GR)
art nouveau (FR)	diva (IT)	khaki (HI)	pierogi (POL)	telephone (GR)
avatar (HI)	dodo (POR)	kimono (JA)	pizza (IT)	television (FR)
baguette (IT)	dollar (GE)	kindergarten (GE)	pizzeria (IT)	theatre (GR)
balaclava (RU)	doppelgänger (GE)	koala (AA)	poodle (GE)	tomato (SP)
balcony (IT)	drongo (AA)	kookaburra (AA)	potato (POR)	topic (GR)
banana (SP)	duet (IT)	kosher (HE)	pretzel (GE)	tourist (SP)
bandanna (HI)	dungaree (HI)	Labrador (POR)	prima ballerina (IT)	traffic (AR)
bandicoot (AA)	edelweiss (GE)	lacquer (AR)	ptarmigan (SG)	trio (IT)
bank (IT)	elixir (AR)	lager (GE)	putsch (GE)	trousers (SG)
bar mitzvah (HE)	embarrass (POR)	lemming (NO)	pyjamas (HI)	tsar (RU)
bard (SG)	emoji (JA)	lemon (AR)	quarantine (IT)	tsunami (JA)
baritone (IT)	emu (POR)	leviathan (HE)	quartet (IT)	turquoise (FR)
behemoth (HE)	encyclopaedia (GR)	lieutenant (FR)	quartz (POL)	tycoon (JA)
bigos (POL)	espresso (IT)	limousine (FR)	rabbi (HE)	type (GR)
billabong (AA)	et cetera (etc.) (GR)	llama (SP)	realpolitik (GE)	typhoon (AR)
biro (HU)	eureka (GR)	loch (SG)	ream (AR)	umbrella (IT)
biscuit (IT)	falsetto (IT)	lottery (IT)	restaurant (FR)	utopia (GR)
bog (SG)	fascism (IT)	mackintosh (SG)	rhumba (SP)	vamoose (SP)
bonsai (JA)	feta (JA)	maestro (IT)	rickshaw (JA)	vanilla (SP)
boomerang (AA)	finale (IT)	magazine (AR)	ruble (RU)	veranda (HI)
brouhaha (HE)	fjord (NO)	mammoth (RU)	rutabaga (SW)	vindaloo (POR)
buccaneer (POR)	flamingo (POR)	manga (JA)	sabre (HU)	viola (IT)
bungalow (HI)	frankfurter (GE)	mango (POR)	sake (JA)	violin (IT)
bureaucracy (FR)	futon (JA)	marmalade (POR)	salsa (SP)	virtuoso (IT)
cabal (HE)	gateau (FR)	mattress (AR)	samurai (JA)	vodka (RU)
café (FR)	gauntlet (SW)	mayor (FR)	satsuma (JA)	wallaby (AA)
cafeteria (SP)	geisha (JA)	mea culpa (GR)	schadenfreude (GE)	wasabi (JA)
cairn (SG)	gherkin (POL)	merchandise (IT)	schmooze (HE)	whisky (SG)
candy (AR)	giraffe (AR)	messiah (HE)	schnapps (GE)	wombat (AA)
canoe (SP)	glockenspiel (GE)	modus operandi (GR)	schwa (HE)	wonga (AA)
carat (GR)	goulash (HU)	monsoon (AR)	seltzer (GE)	wunderkind (GE)
caricature (IT)	government (FR)	moped (SW)	sequin (AR)	yoga (HI)
cashew (POR)	graffiti (IT)	mosquito (SP)	serendipity (AR)	zebra (POR)
cauliflower (IT)	grotesque (IT)	moussaka (GR)	sergeant (FR)	zeitgeist (GE)
ceilidh (SG)	guarana (POR)	mozzarella (IT)	shampoo (HI)	zen (JA)
cello (IT)	guerrilla (SP)	muesli (GE)	sheikh (AR)	zenith (AR)
chauffeur (FR)	gymkhana (HI)	nacho (SP)	shindig (SG)	zero (AR)
cheetah (HI)	haiku (JA)	nadir (AR)	ski (NO)	zombie (POR)
chef (FR)	hallelujah (HE)	Neanderthal (GE)	slalom (NO)	zoology (GR)
chemistry (AR)	hamburger (GE)	ninja (JA)	slogan (SG)	
cherub (HE)	hamster (GE)	oboe (IT)	smashing (SG)	
chocolate (SP)	hoi polloi (GR)	ombudsman (SW)	smorgasbord (SW)	
choir (GR)	honcho (JA)	opera (IT)	sofa (AR)	
chutzpah (HE)	hosanna (HE)	orange (AR)	solo (IT)	
ciao (IT)	hotel (FR)	orienteeing (SW)	sonnet (IT)	
cider (HE)	hummus (AR)	origami (JA)	soprano (IT)	
clan (SG)	hurricane (SP)	ouzo (GR)	sorbet (IT)	
coach (HU)	iguana (SP)	paella (SP)	sovereignty (FR)	
cobra (POR)	intelligentsia (RU)	paparazzi (IT)	spaghetti (IT)	

*Key: AA (Australian Aboriginal), AR (Arabic), FR (French), GE (German), GR (Greek), HE (Hebrew), HI (Hindi), HU (Hungarian), IT (Italian), JA (Japanese), NO (Norwegian), POL (Polish), POR (Portuguese), RU (Russian), SG (Scottish Gaelic), SP (Spanish), SW (Swedish)*

# Vocabulary Idioms

## Raw Materials

A. Match an English idiom on the left with a literal translation on the right:

- |   |  |
|---|--|
| 1. 'Only when the last tree has been cut down, the last fish been caught, and the last stream poisoned, will we realise we cannot eat money.'<br><i>Cree Native American prophecy</i> | a) Do not waste resources because they may not be easily replaced. |
| 2. To cost / charge the earth.  | b) To feel like your contribution makes little or no difference.   |
| 3. To make the most of something.   | c) To start enjoying the outdoors again.                           |
| 4. To promise the earth.  | d) Why? (with emphasis)  |
| 5. Waste not, want not.   | e) To enjoy something now because it will not last for long.       |
| 6. To use something up.   | f) Don't drop litter!  |
| 7. Why on <i>earth</i> ...?   | g) We must take care of the environment.                           |
| 8. To get back to nature.   | h) To use a resource until nothing remains.                        |
| 9. Don't be a litter bug!   | i) To agree to a lot, but probably not deliver.                    |
| 10. To be a drop in the ocean.  | j) To be very expensive.   |

B. Write a sentence with each idiom. Say it aloud, then change the idiom for the literal phrase (above). Which sounds more natural?

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

## Vocabulary Word Search Puzzles

Find 40 Two-Letter English Words

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

Find 40 two-letter English words in this fun word search puzzle:

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. up  | 11. we | 21. be | 31. hi |
| 2. my  | 12. me | 22. no | 32. go |
| 3. at  | 13. ta | 23. or | 33. it |
| 4. OK  | 14. ex | 24. he | 34. um |
| 5. ab  | 15. ma | 25. to | 35. on |
| 6. id  | 16. an | 26. in | 36. op |
| 7. er  | 17. ow | 27. of | 37. by |
| 8. us  | 18. as | 28. so | 38. am |
| 9. pa  | 19. do | 29. pi | 39. yo |
| 10. if | 20. ad | 30. is | 40. oh |

# Vocabulary Collocation

## Football Verb / Noun Collocations in English

Complete the collocation in each phrase, then match **ten** phrases to each box below:

- |                           |                       |                        |                          |
|---------------------------|-----------------------|------------------------|--------------------------|
| 1. advise the m_ on t_    | 11. commit a f_       | 21. organise m_        | 31. sign a n_ p_         |
| 2. appoint a n_ m_        | 12. complain about e_ | 22. pass the b_        | 32. sing f_ c_           |
| 3. attend m_              | 13. confer with o_ o_ | 23. penalise a p_      | 33. sprint a h_ m_       |
| 4. award a <b>penalty</b> | 14. defend your a_    | 24. preside over a g_  | 34. support their t_     |
| 5. blow a w_              | 15. enforce the r_    | 25. run the f_ c_      | 35. tackle an o_         |
| 6. bring out a n_ t_ s_   | 16. examine the V_ f_ | 26. save a g_          | 36. take a p_            |
| 7. buy a s_ t_            | 17. fire a m_         | 27. score a g_         | 37. talk to the m_       |
| 8. cause t_ with r_ f_    | 18. kick the b_       | 28. sell t_ and m_     | 38. toss a c_            |
| 9. check m_ r_            | 19. loan out a p_     | 29. send off a p_      | 39. warm up before g_ o_ |
| 10. cheer on the p_       | 20. maintain the g_   | 30. show a y_ or r_ c_ | 40. watch a m_ on T_     |

**Players:**

**Referees:**

4. award a penalty



**Supporters:**

**Clubs:**

reading

# Reading Gap-Fill

## The Businessman and the Fisherman

1. Check that you understand these vocabulary words:

enough	centrally	retire	seaside
immediate needs	resting	pier	concerned
sweat	deep in thought	badly-dressed	fleet
congratulated	processor	profit	middleman
rewarding	distribution	eventually	wander

2. Work with a partner. Read the text, fill in the gaps, put the parts in the right order, then discuss the questions on the following page:

----- ✂ -----  
A well-dressed businessman – a tourist – was at the a) \_\_\_\_\_ of a b) \_\_\_\_\_ village when a small boat with just one c) \_\_\_\_\_ fisherman appeared. Inside the small boat were several large tuna. The businessman d) \_\_\_\_\_ the fisherman on the quality of his fish and asked him how long it had taken to catch them. The fisherman replied, “Not long.” The businessman then asked him

----- ✂ -----  
why he didn't stay out longer and catch more fish, to which the fisherman replied, “I have e) \_\_\_\_\_ to support my family's f) \_\_\_\_\_.” The businessman then asked, “But what do you do with the rest of your time?” The fisherman said, “I sleep late,

----- ✂ -----  
fish a little, play with my children, rest with my wife, then g) \_\_\_\_\_ into the village each evening where I have a glass of wine and play guitar with my friends. I have a full and h) \_\_\_\_\_ life.” The businessman looked i) \_\_\_\_\_ and told him, “I'm a very successful businessman and may be able to help you. You

----- ✂ -----  
should spend more time fishing, and with the extra money buy a bigger boat. With the j) \_\_\_\_\_ from the bigger boat you could buy several boats, and k) \_\_\_\_\_ you would have a whole l) \_\_\_\_\_ of fishing boats. Instead of selling your catch to a m) \_\_\_\_\_

----- ✂ -----  
you would sell directly to the n) \_\_\_\_\_, and finally open your own factory. You would control the product, processing, and o) \_\_\_\_\_. Of course, you would need to leave this village and move to the big city, then possibly even a different country,

----- ✂ -----  
where you would run your growing business p) \_\_\_\_\_.” The fisherman asked, “But how long would all this take?” The businessman replied, “Fifteen to twenty years, I guess.” “But what then?” asked the fisherman, q) \_\_\_\_\_ on the warm sand. The businessman laughed and said, “That's the best part!

----- ✂ -----  
When the time is right you could launch your company on the stock market and become very rich. I feel sure you would make millions!” “Millions?” said the fisherman, “And then what?” The businessman wiped the r) \_\_\_\_\_ from his forehead and smiled, “Then you would s) \_\_\_\_\_. Move to a small coastal fishing village

----- ✂ -----  
where you would sleep late, fish a little, play with your kids, rest with your wife, then wander into the village each evening and have a glass of wine and play guitar with your friends.” “But I'm doing that now,” said the fisherman, and the businessman walked away t) \_\_\_\_\_.

----- ✂ -----  
Adapted from a story by Heinrich Böll: [https://en.wikipedia.org/wiki/Anekdote\\_zur\\_Senkung\\_der\\_Arbeitsmoral](https://en.wikipedia.org/wiki/Anekdote_zur_Senkung_der_Arbeitsmoral)



## Reading Discussion Questions

### The Businessman and the Fisherman

*Read the story on p.74 and discuss the following questions with a partner or small group:*

1. What are the main themes of the story?
2. What is the moral of the story? What lesson does the author want the reader to take away from it?
3. Who is right, in your opinion? Who do you identify with the most – the businessman or the fisherman? Why?
4. How did you react to the ending of the story? Were you surprised or moved, for example? Why? / Why not?
5. What are the pros and cons of each man's point of view? Compare each man's position.
6. Would this story be the same if both characters were women? If not, how would it be different?
7. Is the fisherman saying that it is wrong to plan for the future? Isn't he being irresponsible? What about when he is too old to work? What about his family?
8. Should we be happy with what we have, or have ambition and strive for more / a better life?
9. Is it wrong to take pleasure in our achievements – setting a goal; striving for it; and achieving it?
10. Is the story biased in favour of either person? How does the narrative achieve this?
11. Can money buy happiness? What is the relationship between money and happiness?
12. What does the story mean to you? Does it make you want to change your way of life? How could you do this? Do you want to?
13. What is your ultimate goal – or end-game – in life?
14. Are you happy to accept the rat race: learn, earn, rest, then die? Can you imagine a different, more fulfilling way of life? Describe it. If not, why not?
15. Do you live in the moment, like the fisherman? What does it mean to do this? Have you ever tried it? How can we do this? What are the benefits/drawbacks of this?

## Reading True, False, or Opinion?

### The Ultimate Tardigrade Quiz – 50 Questions!

*The **tardigrade** must be one of the most fascinating animals on the planet – and off it too! Work with a partner or small group and test your knowledge of tardigrades with our fun quiz. (Prior research is highly recommended!)*

*Print this page onto card, cut up the cards, then lay them face down on a table and mix them up. Take turns to draw one, read it out loud, and say whether the statement is TRUE, FALSE, or OPINION. If you get it right, keep your card. The one with the most cards at the end is the winner! Or work alone and sort the cards into the three groups, then check the answers.*



1. Tardigrades are also known as moss piglets.	26. They are among the most interesting animals.
2. There are more than 1,100 species of Tardigrade.	27. They can live for up to two months.
3. Tardigrades have two arms and two legs.	28. Some people like to dress up as tardigrades.
4. Tardigrades make excellent pets.	29. Tardigrades are not invertebrates.
5. They are a type of micro-animal.	30. Tardigrades are harmless if you eat them.
6. They eat soil.	31. Tardigrades cannot swim.
7. They have been found almost everywhere.	32. You have probably eaten a few on a fresh salad.
8. Tardigrades are awesome!	33. My cousin kind of looks like a tardigrade.
9. They were discovered in 1846 by van der Groot.	34. Tardigrades do not live on humans or animals.
10. They can withstand extreme temperatures.	35. They can survive being eaten by humans.
11. They will be the last species left alive on earth.	36. They're called water bears due to how they move.
12. The word 'tardigrade' means 'water bear'.	37. Like insects, they have six legs.
13. They can live in the vacuum of outer space.	38. You're probably around ten metres from one now.
14. They can survive dehydration and starvation.	39. They are like real life (miniature) gummy bears.
15. Tardigrades are also known as water pigs.	40. No tardigrade fossils have been found.
16. Tardigrades are responsible for global warming.	41. Tardigrades live in water.
17. Tardigrades do not have eyes.	42. They are about 0.02 mm long when fully grown.
18. They can withstand very high doses of radiation.	43. They are incredibly resilient.
19. A person who studies tardigrades is a Tardist.	44. They have two claws on the end of each leg.
20. They can suspend their metabolism for years.	45. Tardigrades always reproduce asexually.
21. They cannot be seen under a normal microscope.	46. Tardigrades are the best species on the planet.
22. Tardigrades have unpleasant features.	47. Some tardigrades are cannibals.
23. They live in damp places, like mosses and soil.	48. Tardigrades are mostly brown.
24. A tardigrade is not able to change its basic shape.	49. Scientists do not use tardigrades for research.
25. They have telescopic mouths which spiral out.	50. Tardigrades are impossibly cute.

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# speaking and listening

## Speaking and Listening Discussion

### Using an Object for Discussion Practice

*Work with a partner or small group. Both of you choose a different object that you would like to discuss. It can be something real from where you are – a book, a stapler, a board eraser – something that you've brought in from home – a cushion, a coffee mug, a shopping bag – or something from a catalogue, book, or newspaper. In fact, any real object that you can think of or imagine!*

*Then...*

- Describe it for the other person to guess.
- Draw it for the other person to guess.
- Interview the other person about their object. Focus on correct question forms.
- Interview the other person, but imagine you are an alien called \_\_\_\_\_, who knows nothing about planet Earth...
- Talk about your object for no less than... a) 20 seconds, b) 40 seconds, c) one minute, etc. There could be 'banned' words that you can't use, e.g. talking about a chair: 'sit', 'furniture', etc.
- Compare your object with another object; list at least 5 similarities and 5 differences.
- Talk about your object using a different tense and form (+ / - / ?) for each sentence, e.g.
  - present simple
  - present continuous
  - past simple
  - present perfect
  - future simple

and so on! See how many sentences you can make before you run out of tenses!

- Discuss at least 5 advantages and 5 disadvantages of your partner's object, then swap over.
- Try to sell your object to your partner.
- Imagine your partner is a shopkeeper who sold you your object. Try to get a refund.
- Imagine your item is alive. Imagine:
  - a) its name
  - b) it's life history to date
  - c) what it does in a typical day
  - d) how it feels about you – and humans in general
- Write or tell the official biography of your object in no more than 200 words.
- Describe how it is made / grown / produced, etc. What was its journey from the moment of its creation to this moment in your hands?
- Tell a weird / funny / sad, etc. story about your object.
- Make up a song about it – in different genres: pop, rock, country, rap, reggae, etc.
- Create a role play / short movie on your phone about your object.
- List at least six ways in which your object could be improved.
- How could you transform your object into something else or use it for another purpose? Think of at least four examples.
- Describe your object for at least a minute, but as if it is something else and not the object at all.
- Create a board game, card game, or puzzle based on your object.
- Write a quiz about your object, or create an app or mobile game based on your object.
- Write a social media post about your object and tag four friends.

*Tip: to keep the class moving, each mini-game could be given a fixed time, e.g. 5 minutes. When a bell rings, students move on to the next game (and new partner) – or randomise the games by cutting up the list and putting the pieces on the walls around the classroom. Students choose their next game.*

# Speaking and Listening Opinions

## Giving Your Opinion

**1.** We can give our opinion about absolutely anything in life, but we most often need to give our opinion when choosing between different options. Here are a few more common occasions when you might need to give your opinion and recommend what to do, based on your experience and insight (how you see things):

shopping	clothes, jewellery, shoes, electrical equipment; especially big purchases, e.g. furniture, holidays, cars, our home, etc.
services	restaurants, hotels, resorts, RAC, plumbers, mechanics, lawyer, etc.
people	say what you think of other people, e.g. appearance, life choices; discuss family problems, decisions, news, events, work, education, travel, past mistakes, future options and possibilities, etc.
advice	tell others what you think they should do in a given situation
politics	talk about local, national, and world news, current affairs, famous people, events, religion, etc.
ethical issues	discuss contentious moral and ethical issues, e.g. the death penalty
culture	talk about / review music, books, film, TV, sport, games, theatre, art
judging	auditions, court cases, competitions, presentations, job interviews, homework, course work, exams, tests, etc.
time	talk about past, present, and future events, possibilities, ambitions, hopes, fears, dreams
weather / traffic	two topics that provide an endless source of discussion, opinion, and speculation for British people!

**2.** We can ask for other people's opinions in various ways:

What do you think of / about...?

What is your opinion / view of...?

Do you think that...?

What / How about...?

Do you agree that...?

Do you think / feel / believe that...?

*Collocations with opinion:* agree with, ask, disagree with, find out, get, give, have, hold, know, offer, receive, say, state, trust, value

**3.** Agreeing and disagreeing: we can say simply "yes" ("yeah" – informal) or "no" ("nah" – informal). Here are some more phrases to choose from:

**Agreeing:**

I (totally) agree (with sth or sb). / Me too. / So/Neither do I.  
Yes, of course. / Quite right! / Absolutely! / That's a good point.  
That's (absolutely) right. / That's true. / You're not (far) wrong.

**If you can't agree:**

We're not going to agree (on this), so let's agree to disagree / change the subject. / You don't have to agree with me, but...

**Disagreeing:**

I (completely) disagree (with sth or sb). / No way!  
That's / You're (absolutely) wrong!  
That's not true / untrue / false.  
I have a different opinion / view.  
I respect your opinion, but... (formal)  
I'm afraid I have to (respectfully) disagree. (formal)  
(What a load of) rubbish! (informal)  
Don't be ridiculous! (informal)  
You must be joking / kidding! (informal)

**4.** Our opinion is subjective, not factual. When giving our opinion we add an introductory phrase which acts as a kind of disclaimer, letting the listener know that this is what we think, feel, or believe, rather than a fact:

I think / feel / believe / guess / reckon...  
It is my (personal / strong) opinion that...  
In my opinion / view... / As far as I know...  
For me... / To be honest...  
If you ask me... / If you want my opinion

*Giving a general opinion:*  
Most / some people think / feel (that)...  
It is (widely) thought that...  
*When you don't have an opinion:*  
I don't know. / I've got no idea.

I've never thought about it before.  
*To state unrequested negative opinions:*  
Don't take this the wrong way, but...  
I'm not being funny, but...  
[rude / negative opinion] Just sayin'!

After making our first statement we should back it up with reasons and examples. This model of speaking enables us to talk continuously, because the examples are themselves statements, which lead to further reasons and examples – and so on: **statement -> reason -> example(s) -> statement, -> reason, etc.**

**5.** We can use verbs and adjectives graded from positive to negative to give an opinion:

Verbs: I \_\_\_\_\_ it.

hate / can't stand	really dislike	dislike	don't mind /	like / enjoy	really like	love / adore
<i>negative -</i>		don't like	can put up with			<i>positive +</i>
0%			50%			100%

Adjectives: It is \_\_\_\_\_.

terrible / awful	really bad	bad / poor	OK / so-so / not bad	good	great / super	fantastic / brilliant
<i>negative -</i>						<i>positive +</i>
0%			50%			100%

# Speaking and Listening Opinions

## Giving Your Opinion – Exercises

1. Write three things that you could give your opinion about in each category:

buying a new...	<i>e.g. car</i>		
using a service			
family and friends			
ethical issues			
judging something			

2. Complete the gaps in the dialogue:

**Phil:** What **a)** \_\_\_\_\_ you think of the football match yesterday?

**Simon:** I thought it was **b)** \_\_\_\_\_ good. Samson played well. **c)** \_\_\_\_\_ about you?

**Phil:** Yes it was a good result. You know what, I need to get a birthday present for my girlfriend. **d)** \_\_\_\_\_ you **e)** \_\_\_\_\_ I should get her a voucher?

**Simon:** In my **f)** \_\_\_\_\_, that's not very thoughtful. What **g)** \_\_\_\_\_ jewellery?

**Phil:** That's a good **h)** \_\_\_\_\_, but to be **i)** \_\_\_\_\_, I haven't got much cash. What about a magazine?

**Simon:** Don't take this the **j)** \_\_\_\_\_ way, but I don't **k)** \_\_\_\_\_ she will **l)** \_\_\_\_\_ that, Phil!

3. i) Put the parts together and write three sentences with **statement -> reason -> example**:

for example, on <i>The Guardian</i> website.	the style was really modern.	You shouldn't buy that dress,
and you'll look terrible!	because most news is free online –	She recommended her hairdresser
'cause she did a great job –	I don't like buying newspapers,	because it's so old-fashioned

ii) Write five sentences using the **statement -> reason -> example** model:

statement:	reason:	example:
<i>e.g. I don't eat meat</i>	<i>because I'm a vegetarian,</i>	<i>but I love salads, pasta, and rice.</i>

4. Complete the gaps with the words below:

great | really like | good | like | poor | terrible | love | dislike  
 not bad | hate | fantastic | don't mind | really bad | really dislike

i) Verbs:

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_ f) \_\_\_\_\_ g) \_\_\_\_\_  
 negative - \_\_\_\_\_ positive + \_\_\_\_\_  
 0% \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ 50% \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ 100%

ii) Adjectives:

h) \_\_\_\_\_ i) \_\_\_\_\_ j) \_\_\_\_\_ k) \_\_\_\_\_ l) \_\_\_\_\_ m) \_\_\_\_\_ n) \_\_\_\_\_  
 negative - \_\_\_\_\_ positive + \_\_\_\_\_  
 0% \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ 50% \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ 100%

## Speaking and Listening Discussion

### Which is Better? Discussion

a) *Work with a partner. Discuss each pair below and make notes in the space provided. One of you argues that one of the things is better, while the other person argues the opposite – that the other thing is better. Think of at least **four advantages / disadvantages** for each thing:*

- Hot or cold \_\_\_\_\_
- Night or day \_\_\_\_\_
- Rich or poor \_\_\_\_\_
- Black or white \_\_\_\_\_
- People or animals \_\_\_\_\_
- Coffee or tea \_\_\_\_\_
- Car or bus \_\_\_\_\_
- Cat or dog \_\_\_\_\_
- House or flat \_\_\_\_\_
- Summer or winter \_\_\_\_\_
- Beach or sea \_\_\_\_\_
- Wet or dry \_\_\_\_\_
- Coast or inland \_\_\_\_\_
- Town or country \_\_\_\_\_
- Wine or beer \_\_\_\_\_
- Orange or Apple \_\_\_\_\_
- Light or dark \_\_\_\_\_
- Sweet or sour \_\_\_\_\_
- Sweet or savory \_\_\_\_\_
- Happy or sad \_\_\_\_\_
- Salt or pepper \_\_\_\_\_
- Paper or pen \_\_\_\_\_
- Pen or pencil \_\_\_\_\_
- Work or play \_\_\_\_\_
- iPhone or Android \_\_\_\_\_
- Walk or ride \_\_\_\_\_
- TV or cinema \_\_\_\_\_
- Tree or bush \_\_\_\_\_
- Flower or plant \_\_\_\_\_
- Read or write \_\_\_\_\_
- Google or Yahoo! \_\_\_\_\_
- Apple or Microsoft \_\_\_\_\_
- Supermarket or corner shop \_\_\_\_\_
- MS Office or Open Office \_\_\_\_\_
- Painting or drawing \_\_\_\_\_
- Boat or yacht \_\_\_\_\_
- Train or tram \_\_\_\_\_
- Chocolate or sweets \_\_\_\_\_
- Angry or calm \_\_\_\_\_
- Sharp or blunt \_\_\_\_\_
- Stupid or clever \_\_\_\_\_
- Bright or dim \_\_\_\_\_
- Active or relaxed \_\_\_\_\_
- Full or empty \_\_\_\_\_
- Heavy or light \_\_\_\_\_

b) *Think of your own pairs, then repeat the activity.*

## Speaking and Listening Discussion

### Just Forget It! Discussion – Part 1

*When something unpleasant happens to you, there is always a friend or family member who advises you to 'Just forget it!' – as in, do not take any further action about the matter.*

*Discuss the situations below with a partner or small group and say whether you would 'just forget it' or take further action. If you would take further action, to what level would you take it? For example:*

- |                                |  |
|--------------------------------|--|
| 1. <i>complain at the time</i> | 5. <i>start a boycott</i>                    |
| 2. <i>write an email</i>       | 6. <i>contact the media</i>                  |
| 3. <i>write a letter</i>       | 7. <i>organise a protest / direct action</i> |
| 4. <i>make a phone call</i>    | 8. <i>seek revenge</i>                       |

1. You are passed over for a promotion at work – unfairly in your opinion.
2. You witness a dog owner allowing their dog to poop on the pavement, then fail to pick it up and bag it.
3. Your flight is delayed by six hours, causing inconvenience but no real extra expense.
4. You are short-changed in a bakery by ninety-five pence.
5. Your good friend does not invite you to their upcoming wedding.
6. Your nursery teacher has overlooked your very talented child for the best parts in the school play – *again* – meaning that they have to play a tree.
7. The bus fails to stop, making you twenty minutes late for work.
8. Your pizza at a nice restaurant arrives cold.
9. Your new lawnmower breaks down and needs a serious repair after using it only twice.
10. Somebody spills your pint in a nightclub – all over your partner's new white coat.
11. Somebody eats the last slice of cake from the fridge when you had reserved it.
12. Somebody backs into your car in a car park, causing minor damage.
13. A group of teenagers are laughing and eating noisily behind you at the cinema – then start shouting out what happens next.
14. You find out your partner of two years has been having an affair.
15. You ask your child to clean up the house. They do it, but really badly.
16. On a long-haul flight the person in front of you reclines their seat.
17. The police stop you on suspicion of speeding, but you are adamant that you always obey the speed limit.
18. Your father is wrongly diagnosed by his GP, which leads to his untimely death.
19. Your insurance company refuses to pay out for a damaged mobile phone, worth over £1,000.
20. Your best friend refuses to lend you his car while he's away on holiday.



## Speaking and Listening Discussion

### Just Forget It! Discussion – Part 2

*When something unpleasant happens to you, there is always a friend or family member who advises you to 'Just forget it!' – as in, do not take any further action about the matter.*

*Discuss the situations below with a partner or small group and say whether you would 'just forget it' or take further action. If you would take further action, to what level would you take it? For example:*

- |                                |  |
|--------------------------------|--|
| 1. <i>complain at the time</i> | 5. <i>start a boycott</i>                    |
| 2. <i>write an email</i>       | 6. <i>contact the media</i>                  |
| 3. <i>write a letter</i>       | 7. <i>organise a protest / direct action</i> |
| 4. <i>make a phone call</i>    | 8. <i>seek revenge</i>                       |

1. The owner of the B&B where you stayed for a week charges you for damage to the room, which you know had been there when you arrived.
2. You book tickets to see your favourite actress live in a West End musical, only to find that on the day you go it is her day off and her part is being played by an understudy.
3. The launderette shrinks your favourite blouse.
4. You send your brother £100 in cash in the post, but it doesn't arrive.
5. You are fired from your job after a few weeks for reasons that you feel are unfair.
6. Somebody insults you on social media.
7. Somebody blocks your parking space at work.
8. Your train is cancelled three days in a row, meaning that you have to take the bus.
9. A cyclist cuts in front of you when leaving the traffic lights, then gives you the finger.
10. Another child has been bullying your child at school for a few months.
11. You buy some clothes online, but they do not fit. The online retailer refuses to give a refund.
12. At your child's school sports day another parent insults your child's weight.
13. Your father borrows one of your books and returns it damaged.
14. A funeral business uses one of your Facebook photos in an advert without asking you.
15. You write a letter to HMRC to complain about overpayment of tax but they do not reply.
16. You go on holiday abroad but find the hotel is nothing like what they advertised.
17. You agree to let your friends stay in your house while you are on holiday, as long as they don't smoke there. You arrive home to find that the house stinks of smoke.
18. You go for a massage which should last one hour, but the massage therapist finishes the session after 50 minutes without comment.
19. You have a haircut, but afterwards you feel very unhappy about how it looks.
20. Twelve years ago your mother behaved in a manner which really upset you. You still feel hurt.

## Speaking and Listening Discussion

### Just Forget It! Discussion – Part 3

*When something unpleasant happens to you, there is always a friend or family member who advises you to 'Just forget it!' – as in, do not take any further action about the matter.*

*Discuss the situations below with a partner or small group and say whether you would 'just forget it' or take further action. If you would take further action, to what level would you take it? For example:*

- |                                |  |
|--------------------------------|--|
| 1. <i>complain at the time</i> | 5. <i>start a boycott</i>                    |
| 2. <i>write an email</i>       | 6. <i>contact the media</i>                  |
| 3. <i>write a letter</i>       | 7. <i>organise a protest / direct action</i> |
| 4. <i>make a phone call</i>    | 8. <i>seek revenge</i>                       |

1. You buy a coffee in a trendy coffee shop but find it is lukewarm.
2. You pay £4.89 for some washing powder in a supermarket, but on the way out of the shop you notice it is on offer and should have been £3.49.
3. Your child is hit by a car driven by a guy who is high on drugs. Your child will never walk again.
4. You pay for a month of English lessons, but after the first one you are unhappy with the quality of the teaching.
5. You receive an email from your parents informing you that you were adopted.
6. Your neighbour's cat keeps fouling in your vegetable garden.
7. Your friendly neighbour's likeable son has smashed your greenhouse window with his football.
8. The local vicar refuses to let you and your fiancée get married in your local church, because you don't attend regularly enough.
9. You find a homeless man camping in the doorway of a shop that you own.
10. You are involved in a film project but your name is misspelled in the credits.
11. You phone up a talk radio station to discuss politics, but because of your views the presenter turns you into a laughing stock live on air – and later on social media.
12. Your wife orders a birthday cake from a bakery for your daughter's fifth birthday, but they deliver it two days late, making it redundant.
13. Your taxi driver punctuates a long drive with his racist thoughts.
14. Your son's secondary school headmaster fines you £60 for taking him out of school during term time for a holiday.
15. The last train home is cancelled meaning you have to book a hotel for the night.
16. Your personal trainer is consistently late for your training sessions.
17. When you have to pull out of a stag weekend in Prague due to family illness, your friend still charges you the full £900 cost of the weekend.
18. You find an earwig in a tin of beans.
19. A painter drops a paint pot on your head by accident as you walk down the road.
20. Builders began work on your new bathroom, but you haven't seen them for two months.

# Speaking and Listening Discussion

## Talking about a Song in an ESOL Class

Complete the information about a song, and present it to the rest of the class:

### About the song:

Title:	Artist:
Writer(s):	Country:
Release Date:	Duration:

### About the music:

Genre:	Instrument(s):
Tempo:	Chord Sequence:
Melody:	Hooks:

### Lyrics:

What is it about?	My memories of the song:
My favourite line:	

**5** facts about the song:

- 
- 
- 
- 
- 

**5** reasons why it's great:

- 
- 
- 
- 
-

## Speaking and Listening Discussion

### Find Alternatives to Plastic 1

Work with a partner or small group. Write the source (e.g. online store) and the price of each plastic item below. Then search for an equivalent item which is **biodegradable**. Write the source and the price. Compare the items and prices. Discuss the pros and cons and how easy it was to find a non-plastic alternative. If there is no alternative invent one.

<i>LIVING ROOM</i>		<i>Plastic</i>		<i>Biodegradable</i>	
<i>Item:</i>	<i>Source:</i>	<i>Price:</i>	<i>Source:</i>	<i>Price:</i>	
TV					
games console					
tablet					
children's toy					
fan heater					

<i>KITCHEN</i>		<i>Plastic</i>		<i>Biodegradable</i>	
<i>Item:</i>	<i>Source:</i>	<i>Price:</i>	<i>Source:</i>	<i>Price:</i>	
bottle of milk					
box of juice					
bin bags					
fridge freezer					
lunch box					

<i>BATHROOM</i>		<i>Plastic</i>		<i>Biodegradable</i>	
<i>Item:</i>	<i>Source:</i>	<i>Price:</i>	<i>Source:</i>	<i>Price:</i>	
tube of face cream					
washing machine					
baby wipes					
bottle of bleach					
multipack of loo rolls					

## Speaking and Listening Discussion

### Find Alternatives to Plastic 2

Work with a partner or small group. Write the source (e.g. online store) and the price of each plastic item below. Then search for an equivalent item which is **biodegradable**. Write the source and the price. Compare the items and prices. Discuss the pros and cons and how easy it was to find a non-plastic alternative. If there is no alternative invent one.

<i>BEDROOM</i>		<i>Plastic</i>		<i>Biodegradable</i>	
<i>Item:</i>	<i>Source:</i>	<i>Price:</i>	<i>Source:</i>	<i>Price:</i>	
mobile phone					
headphones					
alarm clock					
reading glasses					
fitness ball					

<i>OFFICE</i>		<i>Plastic</i>		<i>Biodegradable</i>	
<i>Item:</i>	<i>Source:</i>	<i>Price:</i>	<i>Source:</i>	<i>Price:</i>	
laptop					
printer					
A4 plastic wallet					
modem					
sticky tape					

<i>HOME</i>		<i>Plastic</i>		<i>Biodegradable</i>	
<i>Item:</i>	<i>Source:</i>	<i>Price:</i>	<i>Source:</i>	<i>Price:</i>	
trainers					
rucksack					
vacuum cleaner					
debit card					
iron					

## Speaking and Listening Discussion

### Find Alternatives to Plastic – Write Your Own

Work with a partner or small group. Write down three rooms and five plastic items found in each one. Write the source (e.g. online store) and the price of each item. Then search for an equivalent item which is **biodegradable**. Write the source and the price. Compare the items and prices. Discuss the pros and cons and how easy it was to find a non-plastic alternative. If there is no alternative invent one.

Room:			Plastic		Biodegradable	
Item:	Source:	Price:	Source:	Price:		

Room:			Plastic		Biodegradable	
Item:	Source:	Price:	Source:	Price:		

Room:			Plastic		Biodegradable	
Item:	Source:	Price:	Source:	Price:		

## Speaking and Listening Discussion

### Restaurants – Discussion Questions

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

1. What is your favourite restaurant? Why do you like it? How often do you go there?  
Who do you usually go with?
2. What do you like to order at a restaurant? Do you always order the same thing?
3. Do you leave a tip for the waiter/waitress when you pay? If yes, how much do you leave?  
If not, why not?
4. Have you ever worked in a restaurant? Would you like to? Why? / Why not?  
Imagine what a normal shift would be like.
5. Are you an easy customer or a difficult customer? Give examples.
6. Has anything funny or surprising ever happened to you in a restaurant? Tell me about it.
7. Would you like to own a restaurant? Do you think it would be a good investment?  
Why? / Why not? Why do people set up or buy restaurant businesses?
8. Is restaurant food better than home-cooked food? Are you a good cook?  
Do you prefer home-cooked food? Why?
9. Have you ever had food poisoning or felt sick after visiting a restaurant? What happened?  
Tell me about it.
10. Do you like to visit different restaurants while on holiday, or do you stick to the hotel  
restaurant?
11. Why do we need restaurants? What social / cultural functions do they have?
12. What would happen if there were no more restaurants from next week?
13. Do you prefer small and cosy restaurants to large busy ones? Why? Give reasons.
14. Have you ever complained about the food or service at a restaurant? Tell me about it.
15. If you could have a meal at a restaurant with five famous people (alive or dead), who would  
you choose and where would you dine? What do you think you would talk about?  
Who would be the most fun? Who would refuse to pay the bill? Why?
16. Is it better to work in a restaurant than a shop? Why?
17. Can you guess what my favourite restaurant is?
18. Do you think restaurants should play background music or have a quiet ambience? Why?
19. What is the oddest smell you have ever experienced at a restaurant?
20. Have you ever popped into a restaurant just to use the toilet? Why? Did you get caught?  
What other funny or forbidden things have you done at a restaurant?

# Speaking and Listening Discussion

## Social Networks – Discussion Questions

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

1. Which social networks do you use? What do you use them for?
2. What is your favourite social network? Why? What is unique about it?
3. What is the definition of a social network? What makes something a social network? What essential qualities does it have to have?
4. Does peer pressure fuel the growth of social networks?
5. Which social networks are the coolest? What makes them cool? Which social networks are uncool? What makes them uncool?
6. Do you prefer to access social networks on a laptop, tablet, or mobile phone? Why?
7. How many social networks do you belong to? What was the first social network you joined? What was the last social network you joined? Why did you sign up for it?
8. Which social network has the most useful functions? Have you ever sold anything on a social network? Have you ever bought ads? How satisfied were you with the results?
9. Which social network is the most fun? Why? Which social networks are boring? Why?
10. If you could keep only three social networks and the rest disappeared, which ones would you choose and why? If you could keep only one, which would you choose and why?
11. Can you remember a time before social networks? How did you... a) make new friends online? b) Have fun online? c) Discover the news online? d) Share photos and videos online?
12. How did people keep in touch with friends in the past, before social networks came along? Would you like to go back to those days? Why? Why not?
13. Which social network is best for... a) sharing photos with friends, b) making new friends, c) listening to music, d) watching films, e) finding new work contacts, f) learning, g) making calls, h) texting, i) selling your belongings. Give reasons for your choices.
14. Are social networks essential, or an unnecessary distraction? Can you imagine a world without social networks? Give reasons for your answers.
15. What dangers do social networks pose? Are you happy to trade your privacy in order to get free access to a social network? Why? / Why not? Would you pay monthly to get more privacy on a social network? Why? / Why not?
16. Have you ever had a problem using a social network? Tell me about it.
17. What do you do when you see something you don't like, or don't agree with online?
18. Do you think that children should be allowed to register for social networks? Why? / Why not?
19. Is the number of friends or followers that you have on social networks important to you? Why? / Why not? How many friends have you got on Facebook? How many of them are *real friends*? What about on other social networks?
20. Do you rely on social networks to get... a) local news, b) national news, c) international news? How reliable do you think the news sources are?



# Speaking and Listening Discussion

## Selfish People – Discussion – Part 1

Selfish people really are a **uniquely gifted** kind of human being. It takes a lot of skill to do what they do – i.e. to do whatever they want to do, without worrying about how their actions affect the rest of us!

- A. Below is a list of some of the things that selfish people do on a regular basis. Discuss each one with a partner or small group. Say **why** they are annoying and **how much** they annoy you on a scale of **1** (OK) to **5** (very annoying).
- B. You could also talk about what action you would take in each situation – if any. If you wouldn't take any action, why not?

### Selfish people...

### Annoyance

#### Level:

1. play loud music in public. \_\_\_\_\_
2. arrive uninvited (and late) at your birthday party – without a gift. \_\_\_\_\_
3. drive their incredibly noisy motorbikes up and down the road. \_\_\_\_\_
4. take up more than one seat on a bench when other people want to sit down. \_\_\_\_\_
5. blow huge clouds of vapour into your face from their mouths while 'vaping'. \_\_\_\_\_
6. let their cat(s) enter your garden and foul on your prize vegetables. \_\_\_\_\_
7. include men who walk around topless in the summertime. \_\_\_\_\_
8. play loud music at night while you are trying to relax or sleep. \_\_\_\_\_
9. allow their dog(s) to come up to you and bother you without your permission. \_\_\_\_\_
10. walk down designated cycle lanes. \_\_\_\_\_
11. smoke close to you so that you end up stinking of tobacco smoke. \_\_\_\_\_
12. cycle on the pavement. \_\_\_\_\_
13. walk two abreast which means you have to move to the side of the pavement. \_\_\_\_\_
14. finish the toilet roll but do not bother to replace it. \_\_\_\_\_
15. start hoovering or switch on the washing machine at two in the morning. \_\_\_\_\_
16. meet somebody they know in a queue and join the queue there instead of at the back. \_\_\_\_\_
17. accept another driver's invitation to enter a lane without waving to thank them. \_\_\_\_\_
18. use both of the armrests on an aeroplane, meaning that you have none. \_\_\_\_\_
19. park outside a shop 'for a few minutes' blocking other cars from leaving. \_\_\_\_\_
20. shout and sing in the street when drunk, causing fear among other people. \_\_\_\_\_

- C. Imagine if **you** were selfish and did all these things on a regular basis. How would your life be different? What would be the advantages and disadvantages of having the **gift** of being a selfish person?

# Speaking and Listening Discussion

## Selfish People – Discussion – Part 2

Selfish people really are a **uniquely gifted** kind of human being. It takes a lot of skill to do what they do – i.e. to do whatever they want to do, without worrying about how their actions affect the rest of us!

- A. Below is a list of some of the things that selfish people do on a regular basis. Discuss each one with a partner or small group. Say **why** they are annoying and **how much** they annoy you on a scale of **1** (OK) to **5** (very annoying).
- B. You could also talk about what action you would take in each situation – if any. If you wouldn't take any action, why not?

### Selfish people...

### Annoyance

#### Level:

- |   |       |
|---|-------|
| 1. drop litter without thinking about it.   | _____ |
| 2. walk down the road with their head buried in their mobile phone.   | _____ |
| 3. have the radio on in the garden.   | _____ |
| 4. disrupt a flight with bad behaviour because they are on a hen or stag do.  | _____ |
| 5. eat an apple or a bag of crisps noisily.   | _____ |
| 6. wear an offensive amount of aftershave or perfume, so you can only smell them.   | _____ |
| 7. allow their dog(s) to foul on the footpath, then walk off without picking it up.   | _____ |
| 8. do not bother recycling, because they don't care about the environment.  | _____ |
| 9. talk and eat loudly at the cinema during the quiet parts of the film.  | _____ |
| 10. regularly kick the back of your seat on an aeroplane 'by accident'.   | _____ |
| 11. drop their cigarette ash on the ground where they stand.  | _____ |
| 12. spoil the plot of a book or film that you had hoped to enjoy.   | _____ |
| 13. switch on the 'big light' in the bedroom at night when you are trying to sleep.   | _____ |
| 14. never buy a round of drinks in the pub.   | _____ |
| 15. take two seats on a bus or train with their bag on one seat, then pretend to be asleep when people get on and are looking for somewhere to sit. | _____ |
| 16. cross the road when a driver stops for them but do not thank them.  | _____ |
| 17. walk into the living room where people are watching TV, pick up the remote and change channels, without saying a word.                          | _____ |
| 18. don't return your phone calls.  | _____ |
| 19. snore loudly and make no attempt to stop doing it.  | _____ |
| 20. refuse to lend you anything – even a pen.   | _____ |

- C. Imagine if **you** were selfish and did all these things on a regular basis. How would your life be different? What would be the advantages and disadvantages of having the **gift** of being a selfish person?

## Speaking and Listening Discussion

### Graffiti and Street Art – Discussion Questions

Discuss the following questions about **graffiti and street art** with a partner or small group:

1. What is graffiti? What is a 'tag'?
2. What is street art?
3. What is the difference between graffiti and street art? Is there a difference?
4. Is street art better than graffiti? Why? / Why not?
5. Do you like graffiti? Why? / Why not? What kind of art do you like the best?  
Who is your favourite artist? What do you like the most about them?
6. Have you ever been involved in creating graffiti or street art? How did you feel?
7. Would you like to be a graffiti artist? What would your 'tag' be?
8. Can you draw your name or initials in the style of graffiti?
9. Is there graffiti in your town? What do you think of it?
10. Does street art or graffiti improve an environment or make it worse?
11. Are graffiti artists criminals? Should they be punished, e.g. fined or put in prison? Why? / Why not?
12. Does anybody have the right to paint on somebody else's property?
13. Are graffiti artists just people who can't draw? Do they have talent? How do they compare to traditional artists?
14. How would you feel if somebody painted graffiti on your property?
15. Do you know any graffiti artists? Describe them.
16. What causes graffiti?
17. Have you ever been to a street art exhibition? Would you like to? What do you think it would be like?
18. Is graffiti 'the worst kind of art', as some people think? Why? / Why not?
19. Are graffiti artists selfish and inconsiderate towards other people? Why? / Why not?
20. Are graffiti artists generally male? If so, why?
21. Why do people feel the need to write their name on things, e.g. a book, table at school, or a wall in town? How is this connected with feelings of possession and belonging?
22. Who is the best artist... a) in the world today, b) in history, c) that you know personally?  
Are *you* a good artist? Is artistic talent innate, or can it be learned?
23. Is graffiti always political? What is the point of graffiti? What is the point of street art?  
What do the artists want to say about their lives or society?
24. Who owns graffiti? If somebody paints on your property, can you legally claim the artwork as your own?
25. Is graffiti threatening to people? What kind of people feel threatened by graffiti?
26. Should we remove graffiti and street art? What is the cost of removing it? Who has to pay for it?
27. Would your school director be happy if you wrote graffiti all over the school building?  
Why? / Why not?
28. What would the world be like without graffiti or street art?

## Speaking and Listening Discussion

### Raw Materials – Discussion Questions (Part 1)

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

1. Which raw materials do we need to make... a) a mobile phone, b) a pen, c) a Sunday roast, d) an ironing board, e) a guitar, f) a spoon, g) a carpet, etc.?
2. Which raw material could you... a) easily live without, b) live without but it would be hard, c) not live without? Why?
3. Which materials do we waste the most? Why? How could we better save, manage, reuse, and recycle these materials, e.g. reuse old scrap paper as notebooks?
4. Why are some raw materials more expensive than others? Which raw materials are the cheapest? Which are the most valuable? Why?
5. Which raw material is the most used? List the top five most used raw materials in the world today. Discuss why they are the most useful. Which are the least useful?
6. Should we use sentient beings (e.g. animals) as raw materials for food, clothing, shoes, entertainment, sport, etc.? Would you be happy to catch, kill, cook, and eat your own meals? Why? If no, why not?
7. Should we use animals for our entertainment, e.g. bullfighting, cock fighting, dog fighting, in circuses, etc.
8. What things can you do *from scratch*? Can you... a) build a fire outdoors, b) catch, kill, and cook your own food, c) make clothes, d) knit a jumper, e) make furniture, f) write and perform an entertaining show, g) build a car from a kit, etc.? What would you like to be able to do that you can't do at the moment?
9. How often do you think about the raw materials in the products that you buy? Do you ever wonder how many thousands of miles the materials in your hand have travelled to be there? Does it make any difference to your life? Why? / Why not?
10. Which raw materials have been used to make the things around you where you are now? Are they natural or processed? How have they been processed?
11. How important is recycling to you? Do you recycle regularly? Why do other people want us to recycle materials? Is it a good idea? Why? / Why not? What can we make from recycled... a) paper and card, b) plastic, c) glass, d) metal, e) fabric, etc.?
12. Can you make something useful or beautiful out of... a) wood, b) metal, c) glass, d) paper, e) fabric, f) wool, g) clay? If not, why not? Would you like to learn one or more of these crafts? How could you learn them?
13. How does intensive mining for raw materials affect local communities around the planet? Does it affect *your* community? If yes, how? If no, how would you feel if it did?
14. What are the raw materials of *your life*? What is your life made up of, e.g. friendship, love, work, etc. What are the raw materials of... a) a successful life, b) a happy life, c) a happy marriage, d) a happy family, e) a good friendship, f) a great career?

## Speaking and Listening Discussion

### Raw Materials – Discussion Questions (Part 2)

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

1. Do we need to continually buy new 'must-have' gadgets? How often do you upgrade your...  
a) mobile phone, b) laptop, c) tablet, d) car? Do you need to upgrade them so often?  
What happens to your old devices and gadgets? Can they be fully recycled?
2. Why is the earth so rich in useful natural resources? Have you ever held in your hand...  
a) raw gold, b) wool from a freshly shorn sheep, c) fresh rainwater, d) fresh milk from an  
udder, e) newly fallen snow, f) natural cotton, g) a fossil, h) coal?
3. Will the planet's raw materials ever run out? Which raw materials have already run out?  
Which are close to running out? What will happen when all the raw materials have been used?  
Which raw materials used for fuel are running out? Should we be concerned?  
Which raw materials are infinite, if any?
4. Could you live in the wild? Could you gather raw materials? How and where? Do you agree  
with the hypothesis that mankind is the only species that is not naturally adapted to life on  
earth. For example, we need clothes, tools, heating etc. while other species do not.  
How do we make life more comfortable for ourselves?
5. Would you like to work as a... a) miner, b) sheep shearer, c) fisherman, d) metalworker,  
e) butcher, f) lumberjack? g) cotton picker, h) JCB driver? Why? / Why not? Are they well paid  
jobs? Is the work easy and comfortable? Imagine a typical day in the life of one or more of  
these people.
6. Why are people who collect raw materials often so badly paid? Why can it be so difficult to  
collect the fruits of the earth? How do you feel about child labour being used to bring us raw  
materials... a) in the past, b) today?
7. How long have you had your mobile phone? How long will you keep it for? How long could it  
potentially last? How will you get rid of it? What will happen to it? What is its life cycle?  
How could you possibly extend it?
8. Could you live on only natural medication, i.e. homeopathic remedies? Why? / Why not?  
Since mankind has existed for more than two hundred thousand years without modern  
medicine, why couldn't you? What raw materials are humans made of?
9. Why do we rely on plastic to make so many products? Could we ever get rid of plastic  
completely? Will plastic end when the oil runs out? Since plastic is in the food chain due to  
plastic waste in our oceans, are we part-plastic?
10. Research then describe to your partner: find out how to make... a) paper, b) glass, c) steel,  
d) leather, e) honey, f) a diamond, g) a tin can, h) a beef burger, i) wine.
11. Which countries do raw materials come from? Why are countries which are so rich in raw  
materials often among the poorest on earth?
12. Compare two different materials, e.g. wood and glass. What is different / similar about them,  
their uses, how they are harvested and then changed in production?

## Speaking and Listening Discussion

### Laughter – Discussion Questions

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

1. What is laughter? Can you spell it? Can you pronounce it? How do you write laughter in your language, e.g. 'ha ha!' in English, but 'Jajajajaja!' in Spanish?
2. When did you last laugh? Who or what made you laugh? How often do you laugh? What would I need to do to make you laugh right now?
3. Do you like laughing? What is the difference between laughing and smiling?
4. How do we laugh? What happens to our bodies, especially: a) mouth, b) eyes, c) chest, d) diaphragm, e) heart, f) breath? What does laughter: a) sound like, b) look like, c) feel like?
5. Where do you usually laugh? Why? What effect would laughter have on the atmosphere: a) at a party, b) at a business meeting, c) in church, d) at a comedy club, e) at a funeral, f) in an exam, g) at a family dinner, h) at the doctor's?
6. Are you self-conscious about laughing in front of: a) friends, b) family, c) strangers? Why?
7. Is it easier to laugh in a big group e.g. at a comedy club or at the theatre? Would you laugh as much if you were the only person in the audience? If no, why not?
8. Is laughter ever wrong? When is laughter inappropriate? Can it be illegal to laugh?
9. How would you feel if you couldn't stop laughing? Is it possible to die laughing?
10. What is the point of laughter? Is there any evolutionary advantage? Does laughter send out useful signals, e.g. that the one laughing is not a threat?
11. Do animals laugh? Do animals find things funny? If not, why not – and why do we?
12. Can robots laugh? Do you think machines will enjoy our sense of humour in the future?
13. Have you ever laughed till you cried? Have you ever laughed until you couldn't breathe and thought you might black out, i.e. uncontrollable laughter? What were you laughing at? Do you like that sensation? Why? / Why not?
14. Can laughter be subversive? Can it be used as a weapon? Does satire make you laugh?
15. Do you prefer to laugh on your own or with friends? Do you laugh at the same things as your friends and family? Do you believe that laughter is infectious? Why? / Why not?
16. Is there anything that you wouldn't laugh at? What? Is it possible to laugh even though you don't really find something funny?
17. Do you know anybody who doesn't laugh very often – or who never laughs? Why is that?
18. Are you good at making people laugh? What are the best ways to make other people laugh? How do you feel when a group of people are laughing: a) because of you, b) at you?
19. What are the benefits of laughter? Is laughter 'the best medicine', for example?
20. How would you describe your laugh? Are you a loud, moderate, or quiet laugher?
21. Describe the difference(s) between these different kinds of laughter: a) chuckle, b) giggle, c) cackle, d) guffaw, e) snigger, f) sneer, g) chortle, h) hoot, i) titter, j) snicker, k) roar, l) snort, m) howl, n) fall about laughing? Do you laugh in all these different ways? In what situations would you laugh like that? Can you give an example of each kind of laughter now?
22. Do you know the meaning of these idioms about laughter? a) to have a laugh, b) to have the last laugh, c) to get the giggles, d) laughter is the best medicine, e) to be laugh-a-minute, f) he who laughs last laughs longest, g) to laugh your head off, h) to burst out laughing?
23. Do adults laugh at different things to children? Do women laugh at different things to men?
24. Do you agree that 'the couple who laugh together, stay together'? Is it important for married couples to have the same sense of humour? Why? / Why not?
25. Do optimistic people laugh more than pessimistic people? If yes, why?
26. Is it possible to change your mood from angry to happy by forcing yourself to laugh, thus releasing the feel-good chemicals endorphins in the brain?
27. Do you ever say something immediately after laughing, like 'Oh no!' or 'Oh dear?' If yes, why?
28. Do the things you laugh at change as you get older, or remain broadly the same? Why?
29. How would you feel if you were walking down the street and heard the following people laugh? a) a baby, b) a group of women, c) a group of teenage boys, d) a lone man, e) a lone woman, f) a lone child? Why? What would be the difference?
30. Do you agree with this quotation from the famous poem 'Solitude' by Ella Wheeler: 'Laugh, and the world laughs with you; weep, and you weep alone'? What does it mean?

## Speaking and Listening Discussion

### Talk about Your Country / Breakfast – Discussion Questions

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

1. What country do you come from? Tell me all about it.
2. What are the people like in your country?
3. Who are some of the famous people in the history of your country? Who is famous now?
4. What are the main industries in your country? How do people make their money?
5. Do you have a good quality of life in your country? Why? / Why not?
6. What are you most proud of when you think about your country?
7. What do you think are the main problems facing your country at the moment?
8. Have you ever lived in another country? If not, would you like to? Tell me more.
9. Tell me about the natural landscape in your country.
10. What about the different kinds of wildlife?
11. If I were to take a holiday in your country, what would be the best places to visit? Can you plan an itinerary for me?
12. What are the most famous culinary dishes in your country? Can you describe how to make one of them, for me, please?
13. Do you have any unusual customs in your country? Tell me about one of them.
14. What are the best TV shows, films, and cultural events from your country?

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

1. What do you usually have for breakfast? What time do you usually have breakfast?
2. What is your favourite breakfast cereal?
3. What does the word 'breakfast' mean?
4. What did you have for breakfast this morning?
5. Where do you usually eat breakfast? Do you ever eat breakfast 'on the go'?
6. Do you prefer a quick breakfast or a leisurely breakfast?
7. What is the most you would pay for breakfast in a restaurant?
8. Can you describe a full English breakfast? Have you ever tried it? Do you like it?
9. Has anybody ever made you breakfast in bed? How did you feel about it?
10. Do you know how to make traditional porridge?
11. Could you manage without breakfast each morning?
12. Peanut butter, honey, jam, or Marmite on toast? Why?
13. Some people call breakfast the most important meal of the day. Do you agree? Why? / Why not?
14. What do you think I like to eat for breakfast?

## Speaking and Listening Discussion

### At What Age Can I Legally... in the UK?

- a) Draw a line to show when you can legally do each thing in the UK.  
b) Discuss the differences and similarities between the UK and your country.

#### At what age can I legally...?

1. get married with my parent or carer's consent
2. have a part-time job
3. buy cigarettes and tobacco
4. buy and drink alcohol in a pub
5. have a full-time job
6. place a bet in a bookmakers
7. join the army with my parent or carer's agreement
8. apply for a passport
9. drink alcohol with a meal in a restaurant
10. open a bank account without my parent or carer's signature
11. have sex
12. have an abortion without my parent or carer's consent
13. make a will
14. live on my own
15. vote in elections and referendums
16. go into a pub and buy soft drinks
17. get a tattoo
18. ride a moped
19. have a driving licence for a car
20. change my name by deed poll
21. fly a hot air balloon
22. play the National Lottery
23. buy fireworks
24. pawn my belongings in a pawn shop
25. adopt a child
26. pilot a plane
27. pay tax and national insurance
28. leave full-time education or training
29. claim benefits
30. become a blood donor

**NO LIMIT**

13

14

16

17

18

21



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**pronunciation**

# Pronunciation Spelling and Sounds

## Silent Letters

- Silent letters** are letters in words which are not pronounced, e.g. **b** in *lamb* and **n** in *autumn*. English is not a **phonetic language** – we do not speak as we write English. There are **48 different sounds** in English but only **26 letters** in the **alphabet**, which means that there isn't one letter to represent each sound. This means that we often need to use **digraphs** – two letters together which represent either individual **vowel** or **consonant** sounds, e.g.

<u>Con.Digraph:</u>	<u>Sound(s): Examples:</u>	<u>Vowel Digraph:</u>	<u>Sound(s): Examples:</u>
ch	k / ch chord / cheese	ai	ei gain, pain, rain, vain
kn	n knee, knight, know	eigh	ai / ei height / eight
ps	s psalm, psychiatrist	oa	eu boat, coat, float, goat
qu	kw quick, quite, quiz	ough	eu / o / or dough / cough / bought
rh	r rhubarb, rhyme, rhythm	ui	i build, guild, guilt, circuit
sc	s muscle, scissors	ue	e guess, guest, parquet
wh	w / h whale, what / whole	ar / er / or	uh popular / teacher / doctor

We *could* call **a** in *coat* or **h** in *what* silent letters, because they are not pronounced. However, they are part of recognised spelling patterns (digraphs), which we can learn, so they are not **true silent letters**. Similarly, words with **double letters** – such as *butter*, *illness*, *gorilla*, and *apple* – could be said to contain silent letters. One letter in each is certainly **redundant** – e.g. the second **t** in *butter* – but double consonant letters help us to know how to pronounce words. Double letters usually make the first vowel letter short. For example, compare the pronunciation of *biter* (long ai sound) and *bitter* (short i sound).

- There are also words which have vowel letters that are not pronounced, because they are changed to **schwa sounds** (weak vowel sounds). For example, the first **a** in *amazing* is not pronounced as short a but rather as a schwa sound: uh: uh Mei zing. This is due to **English word stress**. In *cinema* we pronounce the first vowel letter **i** as strong short i, while the other two vowel letters become schwa sounds: *cinema* = Si n m. Does this make the **e** and **a** in *cinema* silent letters? They are still pronounced – just not as you might expect. So, maybe not.
- True silent letters are letters which appear in words but do not have any connection with them. Below are some good examples. It is worth learning the spellings of these words and practising saying them out loud as you write them (**sounding them out**):

<u>Silent Letter:</u>	<u>Example(s):</u>
b	bomb, climb, comb, dumb, lamb, numb, plumb, thumb; plumber; debt, doubt, subtle
d	grandson, handkerchief ( <b>nd</b> changes to ng sound = <b>assimilation</b> ), handsome; Wednesday
h	honest, honour, hour
l	chalk, talk, walk; calf, half; folk, yolk; almond, calm; salmon; could, should, would
n	autumn, column, solemn; hymn; government
p	cupboard, raspberry, receipt
s	aisle, Isla, island, isle; chamois, debris
t	listen, often, soften; ballet, duvet, haricot; Christmas, mortgage; tsunami

There is a special case with silent **e** at the end of a word, e.g. *time*, *pale*, *role*, etc. This is called **the magic e rule**, where the existence of **vowel + consonant + e** (or another vowel letter) causes the first vowel to be long. So while this **e** is a silent letter, it has a useful function. This applies to lots of words.

- Silent letters are caused by two main factors. English is an old language dating back to C5<sup>th</sup> AD and it is rich in vocabulary with over 1m words. As new words have been added over time, the spellings have become fixed by writing and printing them, while pronunciation evolved in a different direction, causing **separation** of written and spoken English. In the case of many words with silent letters the spelling shows how the word used to be pronounced in the past, when the English language was far more phonetic. For example, in the Middle Ages **knight** had two syllables and was pronounced with every letter sounded: **k Neehht**. As new words have been added to English from other languages, the spelling was often retained but the pronunciation was altered to fit our **vowel sounds** and **stress rules**. In American English there have been attempts to rationalise the spelling by deleting redundant letters, e.g. letters are dropped from the end of various words: *omelette* > *omelet*, *programme* > *program*, etc.
- Other silent letters are also useful because they provide a way of telling the difference between **homophones** – words that have the same pronunciation, but different meanings and spellings, e.g.

a) ad/add	e) hart/heart	i) new/knew	m) our/hour
b) be/bee	f) hi/high	j) no/know	n) red/read (past)
c) by/bye	g) hole/whole	k) nose/knows	o) to/too/two
d) find/finned	h) in/inn	l) not/knot	p) way/weigh

# Pronunciation Spelling and Sounds

## Silent Letters – Exercises

1. i) Circle the silent letter(s) in each word:

- |             |               |             |
|-------------|---------------|-------------|
| a) climb    | d) should     | g) mortgage |
| b) cupboard | e) government | h) talk     |
| c) handsome | f) two        | i) page     |

ii) Add a silent letter to complete the spelling of each word:

- |                      |                |                |
|----------------------|----------------|----------------|
| a) lis_ en           | d) l a m _     | g) a u t u m _ |
| b) _ o n e s t       | e) b e _       | h) i _ l a n d |
| c) r a s _ b e r r y | f) a _ m o n d | i) a b o v _   |

2. Underline the letter(s) in each word which are pronounced as schwa sounds:

- |             |             |               |
|-------------|-------------|---------------|
| a) teacher  | e) popular  | i) particular |
| b) amazing  | f) cinema   | j) current    |
| c) another  | g) problem  | k) nature     |
| d) computer | h) internet | l) physical   |

3. Put the following words into categories and circle the silent letter(s) in each word:

**cheese rain bottle file guild redder know doubt question grandma  
fought psychic honest apple weight hotter seat why comb add**

<i>Silent letter is part of a consonant digraph:</i>	<i>Silent letter is part of a vowel digraph:</i>
<i>Silent letter is part of a pair of double letters:</i>	<i>True silent letter not connected to the word:</i>

4. Discuss the following questions with a partner:

- How phonetic is your first language? Are there silent letters? How did you learn to spell it?
- How difficult is English spelling? Do you feel confident with it? How can you improve?
- Why doesn't anybody reform English spelling so that it makes sense? What would you do first? What would happen if English were written phonetically – as we speak it?

5. Read the story and cross out the incorrect homophone in each pair:

Yesterday I a) **red/read** a b) **finish/Finnish** book for an c) **our/hour**. It was about an d) **in/inn** which nobody e) **nose/knows** about. There were f) **to/too** many boring characters for it to g) **be/bee** fun, so there was h) **no/know** i) **way/weigh** that j) **I/eye** could finish it. I k) **new/knew** l) **wood/would** m) **find/fined** it boring, and it was n) **so/sew** heavy that it was uncomfortable to o) **hold/holed**. I p) **told/tolled** my friend q) **not/knot** to bother with it, but to r) **by/buy** something different instead. He is not s) **one/won** for t) **hi/high** culture!

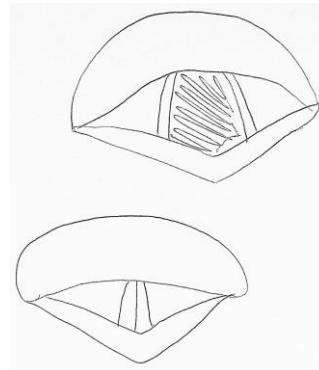
# Pronunciation Phonemic Alphabet

## Glottal Stops

A **glottal stop** is a **technique of connected speech**. We use it to make our speech sound more fluent. A glottal stop is classed as a consonant sound, but it is really an action – the sudden cutting-off of a vowel sound just after making it, instead of letting it run on. We hear a glottal stop as a short gap in the flow of speech, so it is really the absence of sound – for about a quarter of a second. It happens when we close our **glottis** (our **vocal cords** and the opening between them, in the **larynx**). The **air flow** is stopped for a brief moment, and the previous sound is cut short – clipped. It is possible to learn to control the glottis – to open and close it. Try holding your breath – you just closed your glottis! The glottal stop is very common in **Standard Pronunciation**. It is not unique to English, but can be found in many other languages, e.g. Chinese, German, and Arabic.

In **Clear Alphabet** a glottal stop is written as \_ (underscore) which implies that there is something missing (i.e. an unnecessary **consonant sound**). By using Clear Alphabet we can see this kind of hidden feature of spoken English. With the normal **Roman alphabet** we can easily forget about the glottal stop, but if we don't use it our **pronunciation** is less natural and smooth, and **communication** is reduced. In IPA glottal stop is written as: /ʔ/

*glottis open – we can breathe!*



*glottis closed – we can eat and speak!*

We make a glottal stop when we want to remove difficult **cc sound connections** from our speech. A cc sound connection occurs when the final sound of one **syllable** is consonant and the next sound, from the beginning of the next syllable, is also consonant. For example, “hotuday”. We often use a glottal stop after **elision**. It is important to remember that we do not need to pronounce every letter in English when we speak. Elision occurs when we automatically delete a consonant sound (especially t) from the end of a syllable to make the sound connection easier. For example, in the phrase “a cat was playing”, the t sound in “cat” is automatically deleted by the speaker and replaced with a glottal stop: **uh Ka\_w Splei ying**. By replacing a consonant sound with a glottal stop, we stop the **friction** that would have occurred by the meeting of the two consonant sounds. Why can't we just use elision and not a glottal stop...? It is our habit... If you use only elision without a glottal stop it will sound very odd, e.g. **uh Ka w Splei ying**. The rule: if **vowel sound + t + con. sound** use **elision & glottal stop**.

It occurs when vowel + t meets another consonant sound, i.e. not when t follows a consonant, e.g. in fast car. In this situation, t is deleted (elision) and s moves forward (FCL): **Far Skar**. But see also paint pot = **Pain\_Pot**. There are many common words which will create cc connections when followed by a consonant sound, meaning that you are likely to hear glottal stops quite often:

- common **function words** that end with t : not, at, that, what, it just, out
- contracted negative auxiliary verbs with **not**: don't, didn't, haven't, won't, can't, wouldn't, etc.
- common **verbs** and associated **phrasal verbs**: get, put, sit, etc.
- common one-syllable **content words** that end with t : white, hot, want, wait, etc.

Apart from using glottal stops with elision, we sometimes also use them when we move consonant sounds forward (**FCL – Forward Consonant Linking**), for example in the phrase “Let's go”, we move forward s but we are still left with a cc connection, so we delete t and replace it with a glottal stop: **Le\_Sgeu**.

If you do not use glottal stops, your spoken English will not sound as natural and smooth as it could, because you are pronouncing too many consonant sounds, especially t and d. This will slow down your speech and mess up the **stress pattern** and the **sound spine**. Making a glottal stop is a physical action which can be learned, just like any physical action, e.g. clicking your fingers. Unfortunately, the glottal stop can't be avoided if you want to speak like a native speaker. It must – and can – be learned and mastered.

Note: in some accents of English, e.g. Estuary English, some people will use a glottal stop even when they don't need to, e.g. late night = **Lei\_Nai\_** bottle = **Bo\_uhl** and better = **Be\_uh** There is no following consonant sound, but the speaker still uses a glottal stop.

# Pronunciation Phonemic Alphabet

## Glottal Stops – Exercises

1. Delete the unnecessary consonant sound (elision) in each phrase and underline the place where a glottal stop will occur. Practise saying each phrase out loud using a glottal stop, then say them without glottal stops. What is the difference?

- a) hot day                                      c) not many                                      e) that man                                      g) don't worry  
 b) got mail                                      d) wet grass                                      f) let them                                      h) at night

2. Choose the correct answer:

- i. A glottal stop is... a) a sound in English; b) a very short gap in a sentence  
 ii. Using glottal stops makes our speech sound... a) more fluent; b) less fluent.  
 iii. We use a glottal stop... a) before elision; b) after elision.  
 iv. We usually need to use a glottal stop because of a troublesome... a) t; b) p sound.  
 v. We... a) can; b) cannot learn to control our glottis manually.

3. Write your answers:

- a) Where is the glottis? \_\_\_\_\_  
 b) What do the vocal cords do? \_\_\_\_\_  
 c) What can happen when the glottis is open? \_\_\_\_\_  
 d) What can happen when the glottis is closed? \_\_\_\_\_

4. Discussion these questions with your partner or group and teacher:

- a) Were you aware of the glottal stop in English before this lesson?  
 b) Do you use the glottal stop in your language? What are the similarities and differences in how you use it, compared with English?  
 c) Do you feel confident about using glottal stops in English? If not, why not? How can you improve your glottal stop technique? Are you prepared to practise the technique repeatedly until you have completely mastered it? If not, why not?

5. Translate these phrases from Clear Alphabet to the English alphabet. Each one includes one or more glottal stops. Practise saying each phrase out loud with a glottal stop:

- a) Pe\_ Ka\_ wz... \_\_\_\_\_                                      d) No\_ t Dei \_\_\_\_\_  
 b) Ho\_ Dei\_ \_\_\_\_\_                                      e) Nai\_ nai\_ , Jon \_\_\_\_\_  
 c) Si\_ Daun \_\_\_\_\_                                      f) ai Weun\_ Geu \_\_\_\_\_

6. Delete the unnecessary consonant sound(s) (elision) in each sentence and underline the place where a glottal stop will occur. Practise saying each sentence out loud using glottal stops where necessary. Say them without glottal stops. What is the difference?

- a) Our cat got put down.                                      e) We ate out late last night.  
 b) Can you vote for me?                                      f) The boat house needs a paint job.  
 c) Kate wrote a short note.                                      g) It's Pat's mate's pet dog Pete, dad.  
 d) Bart bought some light wheat.                                      h) No, it's not Pat's mate's pet!

7. a) Find twenty one-syllable words ending in t (sound) in the word search. b) Write five sentences with the words and practise saying them out loud, including glottal stops:

t	n	o	t	h	w	a	i	t	u	p	o
e	t	t	t	i	a	o	a	t	e	h	t
e	e	h	a	w	h	a	t	t	c	e	h
m	t	a	e	f	o	o	t	e	a	a	g
t	i	t	m	i	g	h	t	i	t	r	u
p	k	e	t	g	e	t	a	o	b	t	o
t	e	l	w	h	i	t	e	t	e	g	b

# Pronunciation Speaking Skills

## Intonation

**1.** In short, intonation means the **ups and downs** of the voice in a sentence. Good pronunciation involves three elements: **sentence stress** (the sound spine), **connected speech** (connecting syllables, not speaking word by word), and **intonation**. Varied intonation is more interesting than robotic, monotonous speech, and therefore easier and more appealing to listen to. For example, when reading aloud we should aim to “lift the words from the page” using intonation, rather than reading in a flat boring voice.

Stress is non-negotiable – the sound spine must be heard clearly – and connected speech is a must if you want to sound natural. But stress and connected speech are not enough – we need to use intonation. For example, we could have correct stress and connected speech, but still sound flat, dull, and emotionless. Without hearing emotion we cannot be sure of the speaker’s intention. English intonation is more familiar to speakers of some languages than others, e.g. European students of English may find English intonation patterns more familiar than speakers from the Middle East or the Far East. However, many non-English speakers of English would agree that English intonation (and stress) seem “too much” – too exaggerated – when compared with their language.

**2.** Let’s say that we are clear about the sound spine of our sentence and we are using connected speech. What about intonation? Standard (neutral) intonation in a statement (not a question) usually involves going on a journey: up the mountain and back down again. We usually go up around the middle of the sentence, and back down at the end. We must have **closure**. Let’s take an example of a short sentence. We go up in the middle, either:

a) at a **clause break**, e.g.

I went to the post office, because I needed to buy stamps.

or b) on the **key concept word**, e.g.

I met my friend in the park. (“friend” is the key concept word – it is the main point of the sentence)

In a longer sentence, or a list, there will be more ups and downs. We have to decide which specific words or phrases are the most important in our communication. By “going up” on them we give them **emphasis**, e.g.

I met my friend with his aunt and brother in the park.

**3.** Intonation in questions usually depends on the kind of question:

a) For **yes/no questions** – we go up at the end (rising intonation). The listener feels compelled to answer, because we need closure. For example,

Do you want a lift home?

b) For **wh- questions** (what, where, when, etc.) – we go down at the end (falling intonation). For example:

Where has Tony gone?

c) When the speaker uses a **question tag**, they can go up if they want to **check some information**, e.g.

The concert starts at eight, doesn't it?

d) ...and down if they are making a general statement and **believe that the listener will agree**, e.g.

We've had a lovely day, haven't we?

We can add **extra emphasis** when replying to questions, depending on what part of the sentence the speaker asked about. In the sentence below there are seven possible wh- questions that could be asked.

<b>John</b>	<b>rode</b>	<b>his bike</b>	<b>to the city lake</b>	<b>quickly</b>	<b>yesterday,</b>	<b>because he was late.</b>
who	what – action	what – object	where, which	how	when	why

For example, if somebody asked: “Who rode their bike to the city lake?” you could put extra emphasis on the name in the answer, by going up on the word “John”: John rode his bike to the city lake. *or* John did.

## Pronunciation Speaking Skills

Other intonation techniques include:

- Rising intonation at the end of a statement when we want to continue without being interrupted, e.g.
- When making a list we use rising-falling intonation, e.g.

Be sure to get that closure at the end!

**Function words** are usually unstressed in standard English pronunciation, but we can use intonation to give them extra emphasis – to make our point. Each function word has a **strong form** and a **weak form**, so we can use the strong form if we want to **emphasise** that word. For example, the weak form of the auxiliary verb “have” is uhv, while the strong form is Hav – i.e. we hear the strong vowel sound a in the strong form, but in the weak form it is reduced to a **schwa sound**. Here is a sentence with neutral (normal, standard) intonation:

(general statement – note the normal rise and fall)

...while here is the same sentence but with specific intonation:

(I'm confirming the news that my homework is finished – stop nagging!)

**4.** Another important use of intonation is to show mood, which helps to express intention and meaning. There are several invaluable tools in the **intonation toolbox** and each one is adjusted to convey mood, for example:

<i>tone of voice</i>	<i>pitch</i>	<i>extra emphasis on content words</i>	<i>volume</i>	<i>rhythm</i>	<i>speed</i>	<i>pausing (for effect)</i>
angry	higher	yes	louder	intact	faster	yes
sad	lower	no	quieter	broken	slower	no

...and so on. An emotion like anger is a **high-energy emotion** and the speaker demands that the listener hears them clearly. The intonation toolbox enables this. On the other hand, sadness is a **low-energy emotion** and the speaker may be less focused on whether anybody is listening. The intonation tools used reflects this intention.

Of course, tone also depends on the **personality** of the individual person. For example, each person will “sound upset” in a different way. Furthermore, some people – typically men – will have a lower **pitch range** than others – typically women and children.

**5.** There are a number of short words and sounds that change their meanings completely depending on the intonation. If we do not use intonation, or use the wrong kind, our meaning might not be clear and communication may fail. For example:

<i>sound / word:</i>	<i>rising</i> ↗	<i>flat</i> →	<i>falling</i> ↘	<i>rising-falling</i> ↗↘
oh	I'm interested	I'm annoyed	I'm disappointed	I understand at last
OK	Do you agree?	I'm frustrated / stop talking	I accept something	I'm happy to agree
yes	Tell me more / Can I help?	Please stop talking	I agree / I accept something	I strongly agree / sarcasm
no	I didn't know that	Refusal –no discussion	Standard negative reply	It's fine / I don't mind

# Pronunciation Speaking Skills

## Intonation – Exercises

- What is... a) sentence stress, b) connected speech, c) intonation?
- Draw the clause break in each sentence and draw intonation arrows in each:
  - I left early because I didn't like the film.
  - It was past ten o'clock, so we had to go.
  - Jim bought some cornflakes and a pie.
  - The book was good at first, then boring.
- Listen\* to four sentences and underline the key concept word or phrase in each one:
  - I got the tube to work today.
  - She left her brother at home.
  - There are three biscuits left.
  - I can't find the remote control.
- Draw arrows to show standard intonation in each question:
  - Do you like raw fish?
  - We both enjoyed the gig, didn't we?
  - This is the right bus, isn't it?
  - What's the date today?
- Listen\* to four questions. Match each question to an answer below:
  - Perry did.
  - Red.
  - Yes, he did.
  - Last week.
- Write the tools in the intonation toolbox from the first letters:
  - t \_ of v \_
  - r \_
  - e \_ e \_
  - p \_ for e \_
  - p \_
  - s \_
  - v \_
- Listen\* to the sentence read with different moods. Match each version to a mood below:
  - angry
  - happy
  - excited
  - sad
  - relieved
  - apologetic
- Complete the table to show what happens with four different moods. Write and read your own sentences out loud using the different moods:
 

<i>tone of voice</i>	<i>pitch</i>	<i>extra emphasis on content words</i>	<i>volume</i>	<i>rhythm</i>	<i>speed</i>	<i>pausing (for effect)</i>
nervous						
surprised						
tired						
disgusted						
- Read each sentence out loud with neutral intonation, then in different moods, e.g. happy, sad, nervous, etc. Which tools from the intonation toolbox did you use to make each mood?
  - I've gone to the shops.
  - He lived in Birmingham all his life.
  - There are two sausages left in the oven.
  - The garden needs watering.
- i) Listen\* and match each short sound or word with a meaning below:
  - I'm interested.
  - I'm disappointed.
  - I understand.
  - It smells delicious.
  - Stop! Come back!
  - Thinking what to say.
 ii) Create a role play using only short sounds, intonation, and mime.
- Discussion: How does your language compare to English when it comes to stress and intonation? Do you think there is too much of this in English? What short sounds do you use in your language, and what do they mean? List ones which are the same as in English. List ones which are different.

\*Access the recordings here:

<https://purlandtraining.com/free-lessons/elementary-english-course/unit-3-0-health-and-the-human-body/lesson-3-3-intonation/>



writing

# Writing Creative Writing

## Story Planning – My Life Without...

You're going to write a newspaper or magazine article of around 200-300 words.

1. Choose a **profession**, a **thing** that starts with the first letter of that profession, and a **time period**, then fill in the gaps in the sentence below:

The \_\_\_\_\_ who lived without \_\_\_\_\_ for \_\_\_\_\_.

For example: The **teacher** who lived without **tyres** for **a year**.

2. Plan your story by answering the following questions. You can write in the first person (about yourself) or third person (about somebody else). Use this page to make notes, then write your story on the next page:

<b>WHO?</b>	_____
	_____
<b>WHERE?</b>	_____
	_____
<b>WHEN?</b>	_____
	_____
<b>WHY?</b>	_____
	_____
<b>HOW?</b>	_____
	_____
<b>EVENTS:</b>	<b>1.</b> _____
	<b>2.</b> _____
	<b>3.</b> _____
<b>The situation now:</b>	_____
<b>Future possibilities:</b>	_____

3. When you have finished your text, check it for errors and make corrections.
4. Write ten **comprehension questions** based on your story, with answers, e.g. 'Where did x live?' 'In Ely.' Share your quiz with another student. Check their work\*.
5. Write ten **true / false / don't know statements** based on your story, with answers, e.g. 'Jo lived in Ely.' 'True.' Share your quiz with another student. Check their work\*.
6. Work with another student to produce a **short role play** based on one – or both – of your stories. Perform it for the rest of the class.

\*Another option: students all put their finished stories in a box and each takes out a different story, writes the questions as in 4. and 5., then gives the text and quizzes to another student (not the original author).

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# answers to worksheets and notes for use

# Answers to Worksheets and Notes for Use

## Grammar

**9** Look at **those** beautiful mountains. (D) *Example of words that helped: 'Look' means that I'm pointing something out; 'mountains' – if you can see mountains, plural, they are not near, so we use 'those'.* 2. this (P). 3. this (D), that (D). 4. that (P). 5. That (D). 6. this (D), that (D). 7. These (P), those (P). 8. this (P), this (P). 9. this (D). 10. that (P). 11. those (D). 12. those (P). 13. This (P). 14. these (D). 15. This (P). 16. these (D), those (P). 17. this (D). 18. That (P). 19. that (P). 20. That (P).

**10** **Those** classes (D) began two months ago. *Example of words that helped: 'began two months ago' – the time is not near; it is finished time (past simple), and 'classes' is plural, so we use 'those'.* 2. That (P). 3. This (P). 4. this (D). 5. these (D). 6. this (D). 7. This (P). 8. Those (D). 9. that (D). 10. that (P). 11. this (D). 12. That (P). 13. this (D). 14. That (D). 15. These (D). 16. These (P). 17. Those (P). 18. that (D). 19. These (P). 20. These (D).

**11** 1. PrS C. 2. PrC C. 3. PrS F. 4. PrS J. 5. PrS A. 6. PrC A. 7. PrS E. 8. PrC J. 9. PrC B. 10. PrS H. 11. PrC D. 12. PrS D. 13. PrC F. 14. PrC G. 15. PrS I. 16. PrC H. 17. PrS B. 18. PrC E. 19. PrC I. 20. PrS G.

**12** 1. PrC J. 2. PrS B. 3. PrC G. 4. PrC H. 5. PrS E. 6. PrC E. 7. PrS A. 8. PrS F. 9. PrC F. 10. PrC C. 11. PrS D. 12. PrS C. 13. PrS J. 14. PrC D. 15. PrC B. 16. PrS G. 17. PrS H. 18. PrC A. 19. PrS I. 20. PrC I.

**13** Answers will vary.

**14** 1. a). 2. b). 3. a). 4. b). 5. b). 6. a), b), c). 7. b). 8. a). 9. a), b). 10. d). 11. a), c). 12. d). 13. c). 14. d). 15. d).

**16** Answers will vary. Sample answers: 1. By four o'clock Tim will have been working for four hours. (Use 1.) 2. By the time I retire I will have been living here for twenty years. (Use 2.) 3. By then Betty will have been running for forty minutes, so she will be tired. (Use 5.) 4. By that point our parents will have been driving for five hours. (Use 1.) 5. Before you get there, I'm sure Mary will have been watching TV all afternoon. (Use 4.) 6. On Monday he will have been representing our company for five years. (Use 2.) 7. At ten pm he will have been waiting on hold for more than half an hour. (Use 3.) 8. In May Billie will have been working here for two years, which means she should get a pay rise. (Use 5.) 9. When the bell rings, we will have been studying for an hour. (Use 1.) 10. If the bus doesn't arrive in the next five minutes, we will have been standing here for fifteen minutes. (Use 3.) 11. Yesterday I reckon Michael will have been cooking for about an hour. (Use 4.) 12. We will have been waiting at the bar for ten minutes. (Use 3.)

**17** 1. get. 2. look. 3. revise. 4. go. 5. hurry up. 6. lost. 7. met. 8. applied. 9. give. 10. failed. 11. worked. 12. been. 13. had. 14. crashed. 15. brought. 16. love. 17. fall. 18. mess about. 19. boils. 20. drink.

**18** 1. buy. 2. take. 3. come. 4. drop. 5. ask. 6. was / were. 7. become. 8. earn. 9. join. 10. ride. 11. fixed. 12. got. 13. eaten. 14. moved. 15. lost. 16. sit. 17. do. 18. build. 19. leave. 20. snows.

**19** Answers will vary. Sample answers: 1. check in. 2. save. 3. want. 4. watch. 5. put. 6. wash. 7. go. 8. get. 9. sell. 10. put. 11. get. 12. liked. 13. travel. 14. go. 15. gave. 16. go. 17. were.

## Answers to Worksheets and Notes for Use

18. wear. 19. broke up. 20. go out. 21. followed. 22. been. 23. looked after. 24. quit. 25. come.  
26. missed. 27. worn. 28. had. 29. had. 30. looked. 31. get. 32. take. 33. wake up. 34. feel.  
35. is. 36. go. 37. think. 38. are. 39. starts. 40. find.

**20** Answers will vary. Sample answers: 1. cut. 2. put out. 3. need. 4. call. 5. get up. 6. be. 7. call.  
8. mend. 9. pay. 10. cut off. 11. had. 12. join. 13. was / were. 14. live. 15. went. 16. talk. 17. tried.  
18. be. 19. invited. 20. give. 21. broken. 22. been. 23. felt. 24. had. 25. scored. 26. reached.  
27. loved. 28. been. 29. remembered. 30. paid. 31. comes. 32. play. 33. brush. 34. feel. 35. is.  
36. ask. 37. tidied. 38. gets. 39. make. 40. sing.

**21** Answers will vary.

**22** Answers will vary. Sample answers:

1.  $1 + 4 - 3 = 2$ . If my son invites four of his mates to join his *Simply Red* tribute band, but after two weeks three of them quit due to 'musical differences', how many go on tour?
2.  $8 + 2 - 5 = 5$ . If eight apples fall from a tree in our garden, followed by two more, but then a roaming goat eats five of them, how many apples are in my fruit bowl?

**24** 1. a) There are two trees in the garden. b) There's a good programme on TV. c) There is too much information. d) There is a lot of people here. e) There is a lot of traffic today. f) There's something I want to tell you. g) There is some meat in the fridge. h) There is a new printer in the office. i) There must be a bigger plate. j) There isn't anything to do here.

2. a) was. b) will not / won't. c) Are / Were. d) are, was. e) Is, Was. f) have been.

3. i) a) There aren't many biscuits left in the jar. b) There has been a lot of bad weather lately. c) There'll be an important meeting tomorrow. d) Is there any reason why you are late today?

ii) Answers will vary. Sample answers:

There is a book on the table in the office.

There are two pencils in the pencil case, but they are not mine.

There is a laptop in the hall which belongs to my grandpa.

iii) a) There is a guy in my class from Brazil who is really friendly.  
b) There will be a vacancy in personnel where you want to work.  
c) There are some sweets in the cupboard in the kitchen.

4. a) 3). b) 4). c) 1). d) 2).

**26** 1. countable nouns: road, hat, hamburger; uncountable nouns: cotton, sand, butter; both: power, chocolate, pizza, pepper, rule, football.

2. a) pasta. b) coffee. c) sugar. d) rain. e) salad. f) plastic. g) cheese. h) happiness. i) homework.

3. There is **a** book on th table. There is **some** music on the radio. There isn't **any** cheese in the fridge. There's **some** money in my purse. There is **an** apple in the basket. There is **some** milk in that glass. There's **a** programme about fish. Is there **any** snow outside?

## Answers to Worksheets and Notes for Use

4. a) bowl. b) jar. c) game. d) tube. e) plate. f) gust. g) bottle. h) slice.

5. a) a slice of bread. b) 2 tubs of ice cream. c) 2 pieces / packs / sticks of gum. d) a piece of cake. e) a jar of coffee. f) 3 jars of honey. g) a bag of sugar. h) a tin of beans.

6. a) a. b) zero article. c) zero article. d) an. e) a. f) an.

7. a) The gum was stuck to the desk. b) Correct. c) Correct (past simple). d) The rice is coming to the boil.

8. a) a little. b) a little. c) much. d) a few. e) many. f) any.

**28** 1. i) a) lovely. b) soft. c) younger. d) great.  
ii) a) small. b) cold. c) far. d) nasty. e) ugly. f) dirty. g) loud. h) weak.

2. a) a beautiful wooden doll. b) an old blue car. c) a priceless Swedish clock. d) an expensive Australian cricket bat. e) smelly round yellow cheeses. f) a tall middle-aged woman. g) my favourite brown jacket. h) a huge square leather folder.

3. a) My dog is bigger than yours. b) No, my dog is bigger / the biggest. c) But mine is the most beautiful. d) No, mine is more beautiful than yours. e) Your dog is worse / the worst. f) No, mine is better / the best. g) OK, let's say mine is nice / the nicest. h) And mine is the strongest / stronger than yours.

4. i)

<i>Adjective:</i>	<i>Verb:</i>	<i>Noun:</i>	<i>Adverb:</i>
good	None	a) good / goodness	b) well
exciting	c) excite	d) excitement	e) excitedly
hot	f) heat	g) heat	h) hotly
safe	None	i) safety	j) safely
short	k) shorten	l) shortness	m) shortly
wonderful	n) wonder	o) wonder	p) wonderfully

ii) a) boring. b) excited. c) disgusting. d) annoying. e) amazing. f) surprised. g) interesting. h) tired.

5. a) freezing. b) hilarious. c) ancient. d) silent. e) priceless. f) lovely. g) packed. h) unforgettable.

**30** Answers will vary. For sample answers, see p.29.

**32** a) 1. quietly quiet + 18. noisily. 2. clearly clear + 15. confusingly. 3. generously generous + 20. selfishly. 4. warmly warm + 19. coldly. 5. indifferently indifferent + 11. anxiously. 6. badly bad + 12. well. 7. lazily lazy + 17. energetically. 8. punctually punctual + 13. late. 9. correctly correct + 16. wrongly. 10. happily happy + 14. sadly. 11. anxiously anxious + 5. indifferently. 12. well good + 6. badly. 13. late late + 8. punctually. 14. sadly sad + 10. happily. 15. confusingly confusing + 2. clearly. 16. wrongly wrong + 9. correctly. 17. energetically energetic + 7. lazily. 18. noisily noisy + 1. quietly. 19. coldly cold + 4. warmly. 20. selfishly selfish + 3. generously.

b) Answers may vary. Suggested answers: 1. warmly. 2. wrongly. 3. coldly. 4. lazily. 5. selfishly. 6. punctually. 7. quietly. 8. well. 9. happily. 10. late.

c) Answers will vary.

**33** a) 1. politely polite + 14. rudely. 2. smoothly smooth + 5. coarsely. 3. recklessly reckless + 8. cautiously. 4. sloppily sloppy + 12. neatly. 5. coarsely coarse + 2. smoothly. 6. atrociously atrocious + 20. wonderfully. 7. kindly kind + 13. disagreeably. 8. cautiously cautious + 3.

## Answers to Worksheets and Notes for Use

recklessly. 9. easily easy + 15. laboriously. 10. timidly timid + 19. bravely. 11. angrily angry + 18. calmly. 12. neatly neat + 4. sloppily. 13. disagreeably disagreeable + 7. kindly. 14. rudely rude + 1. politely. 15. laboriously laborious + 9. easily. 16. guiltily guilty + 17. innocently. 17. innocently innocent + 16. guiltily. 18. calmly calm + 11. angrily. 19. bravely brave + 10. timidly. 20. wonderfully wonderful + 6. atrociously.

b) Answers may vary. Suggested answers: 1. bravely. 2. kindly. 3. easily. 4. rudely. 5. calmly. 6. politely. 7. innocently. 8. angrily, sloppily. 9. smoothly. 10. wonderfully.

c) Answers will vary.

**34** a) 1. roughly rough + 7. tenderly. 2. charmingly charming + 6. annoyingly. 3. nervously nervous + 15. fearlessly. 4. amateurishly amateurish + 20. professionally. 5. carelessly careless + 9. responsibly. 6. annoyingly annoying + 2. charmingly. 7. tenderly tender + 1. roughly. 8. impudently impudent + 18. respectfully. 9. responsibly responsible + 5. carelessly. 10. confidently confident + 14. shyly. 11. loosely loose + 19. tightly. 12. gracefully graceful + 17. awkwardly. 13. plainly plain + 16. elegantly. 14. shyly shy + 10. confidently. 15. fearlessly fearless + 3. nervously. 16. elegantly elegant + 13. plainly. 17. awkwardly awkward + 12. gracefully. 18. respectfully respectful + 8. impudently. 19. tightly tight + 11. loosely. 20. professionally professional + 4. amateurishly.

b) Answers may vary. Suggested answers: 1. awkwardly. 2. tenderly. 3. elegantly, gracefully. 4. impudently. 5. confidently. 6. tightly. 7. carelessly. 8. professionally. 9. nervously. 10. fearlessly.

c) Answers will vary.

**35** a) 1. deliberately deliberate + 13. accidentally. 2. arrogantly arrogant + 10. humbly. 3. dangerously dangerous + 9. safely. 4. evasively evasive + 17. straightforwardly. 5. slowly slow + 18. quickly. 6. poorly poor + 14. beautifully. 7. strictly strict + 19. tolerantly. 8. incompetently incompetent + 16. proficiently. 9. safely safe + 3. dangerously. 10. humbly humble + 2. arrogantly. 11. openly open + 12. secretly. 12. secretly secretive + 11. openly. 13. accidentally accidental + 1. deliberately. 14. beautifully beautiful + 6. poorly. 15. cleverly clever + 20. stupidly. 16. proficiently proficient + 8. incompetently. 17. straightforwardly straightforward + 4. evasively. 18. quickly quick + 5. slowly. 19. tolerantly tolerant + 7. strictly. 20. stupidly stupid + 15. cleverly.

b) Answers may vary. Suggested answers: 1. proficiently. 2. arrogantly. 3. strictly. 4. evasively. 5. openly, tolerantly. 6. quickly. 7. accidentally. 8. poorly. 9. humbly. 10. safely.

c) Answers will vary.

**36** Answers will vary.

**37**

amateurishly	professionally
angrily	calmly
arrogantly	humbly
atrociously	wonderfully
badly	well
carelessly	responsibly
charmingly	annoyingly
clearly	confusingly
cleverly	stupidly
confidently	shyly

## Answers to Worksheets and Notes for Use

correctly	wrongly
dangerously	safely
deliberately	accidentally
easily	laboriously
evasively	straightforwardly
generously	selfishly
gracefully	awkwardly
guiltily	innocently
happily	sadly
impudently	respectfully
incompetently	proficiently
indifferently	anxiously
kindly	disagreeably
lazily	energetically
loosely	tightly
nervously	fearlessly
openly	secretively
plainly	elegantly
politely	rudely
poorly	beautifully
punctually	late
quietly	noisily
recklessly	cautiously
roughly	tenderly
sloppily	neatly
slowly	quickly
smoothly	coarsely
strictly	tolerantly
timidly	bravely
warmly	coldly

**38** Answers will vary. Sample answers: (error # in brackets.)

Ex. 1: 1. I want all the cakes. (2.) 2. I waited all morning. (2.) 3. Everybody is very busy. (3.) 4. We ate all three apples. (1.) 5. Everybody is very busy. (3.) 6. It has been raining all morning. (1 & 2.) 7. I waited all my life. (2.) 8. He ate a whole apple. (4.) 9. I waited the whole morning. (1.) 10. He listened to all the music. (1.)

Ex. 2: 1. I waited my whole life. (1.) 2. It's been raining all day. (4.) 3. A whole day went by as I waited for her text. (4.) 4. We ate three whole apples. (2.) 5. I waited all my life. (1.) 6. The whole apple has gone. (2.) 7. It has been raining the whole day. (1 & 2.) 8. We ate three whole apples. (2.) 9. I have eaten all the spaghetti. (2.) 10. We put everything in the car. (2.)

Ex. 3: 1. Everybody is very busy. (3.) 2. She has drunk the whole bottle of juice. (5.) 3. He has eaten two whole apples. (Correct.) 4. I ate the whole cake. (1.) 5. It rained all day on Friday. (Correct.) 6. We watched the whole concert. (Correct.) 7. I waited my whole life. (1 & 2.) 8. We all missed the bus. (Correct.) 9. I want all the cakes. (1.) 10. Everybody finished work and went home. (Correct.)

Ex. 4: 1. I ate all the cakes. (Correct.) 2. I cooked all the pasta. (1.) 3. I've lived in Bournemouth all my life. (Correct.) 4. I have waited for this moment my whole life. (4.) 5. I ate all of the / my cake. (1 & 2.) 6. We ate three whole apples. (4.) 7. I ate the whole cake. (Correct.) 8. I have waited for this moment my whole life. (1.) 9. We went to England for three whole days. (Correct.) 10. We had three whole puddings. (Correct.)



## Answers to Worksheets and Notes for Use

41 Answers will vary. For sample answers, see p.40 and also below:

1. Past:

c) used to

- + They would walk home by the river every Friday.
- They would not (wouldn't) walk home by the river every Friday.
- ? Would they walk home by the river every Friday?

43 1. **You can** take a book if you need to **take a book**. (6, 4.) 2. I **have** never been to Peru. (2.) 3. The last science-fiction film **that** I saw was the **science fiction film** with the blue people in **the science fiction film**. (2, 5, 5.) 4. **Can we** talk later? **Will that be** OK? (6, 7.) 5. The agreement **that** we reached was unacceptable. (2.) 6. After **Jody had spent time** reading the report, Jody concluded **that reading the report had** been a waste of time for **Jody**. (3, 5, 1, 5.) 7. I did **not** want to **attend the meeting**, but Jack forced me to **attend the meeting**. (1, 4, 4.) 8. I **must** wash **my** hair, get dressed, **then** eat breakfast **and** leave by 8 **o'clock**. (11.) 9. **Would you like a cup of** tea, **Natalie**? (7.) 10. **The main character of the novel is called** The Amazing Sombrero. (10.) 11. Dan saw a fox when **Dan was** out running. (5, 3.) 12. **Did you** find the car keys? (8.) 13. "**Has the bus gone**?" "Yes, **the bus has just gone**." (8, 7.) 14. Talks **to find a new deal for the manager of City Football Club have failed**. (10.) 15. The book **that** I needed was **not** available. (2, 1.)

44 1. He **is** going to finish watering the plants later. (1.) 2. **Would you** put the vase on the table where the kids **cannot** break **the vase**. (6, 1, 5.) 3. The map which we have been using is the wrong map. (2, 1, 5.) 4. **Do you want a break**? (7.) 5. **Are** you coming with us? (8.) 6. When **I am out** shopping, I always look for bargains. (3.) 7. Fears **about the giraffe that has got lost in Chicago have** increased. (10.) 8. The hotel room is ready to use when you want to **use the hotel room**. (4.) 9. Mike said **that** he was busy, so I did **not** invite **Mike**. (2, 1, 5.) 10. **A new striker called Mark Collins has** signed **a two-year contract with Bradley City Football Club**. (10.) 11. **You ought to** contact the other players and tell **the other players** about the match. (6, 5.) 12. "**Hi, my name is** Dave." "**Hello, my name is** Paul." "**It is** nice to meet you." (7, 7, 8.) 13. "Was she late?" "No, **she was not late**." (9.) 14. **You ought to** try the anchovies. Mmm! **The anchovies are** so divine. (6, 5, 8.) 15. **Tomorrow I will have to** leave work by 2 **o'clock, have** a quick change, **then** race to **my** mum's house, **and try to be** home before **it gets** dark. (11.)

45 Answers will vary. Sample answers:

1. a) We have our carpet cleaned (by a specialist) once a month. b) I'm getting my tax return done (by my accountant) next week. c) Jane had her portrait painted (by an artist) yesterday. d) They were having their piano tuned (by a piano tuner) earlier on. e) I'm going to get my package delivered (by courier) tomorrow.

2. f) They have had a designer create the wedding dress just for them. g) We can have the doctor make an appointment at the hospital for you. h) Have the plumber fix that leaky tap immediately! i) If we have the electrician check our boiler, it will be much safer! j) If I had a dietician create an eating plan, I might lose more weight!

3. k) I might get the bakery to make Terry's birthday cake. l) We'd got the builder to fix the wall, but then the roof collapsed. m) If I'd got the vet to look at my rabbit earlier, he might've saved him. n) If we get our neighbour's gardener to cut the grass, he always does a really good job. o) Jan will have got the mechanic to fix her car by the end of the day.

46 Answers will vary. Sample answers:

1. a) We always have our bouquets made professionally (by the florist). b) I'm having my hair cut (by the hairdresser) tomorrow morning. c) We had our house valued (by the estate agent). d) Ivan was

## Answers to Worksheets and Notes for Use

having his essay checked (by his tutor). e) I'm going to get my sports injury treated (by a physiotherapist).

2. f) We have had lawyers consider his case on a number of occasions. g) I could have the tattooist create a floral pattern on your arm. h) Have the window cleaner do all the windows please! i) If I have the car wash guys clean my car, will it be worth paying £8? j) If I had my neighbour look after my parakeet I could go on holiday.

3. k) You should get the chiropodist to examine your feet. l) I'd got that pizza place to reserve a table for us at 8pm. m) If I'd got the travel agent to book the tickets, I would have saved time. n) If we get Alan to organise the meeting, it always goes wrong! o) She *must* have got the beautician to paint her nails by now!

**47** 1. I like learning English. 2. I heard a lot of information. 3. He probably went to Germany. 4. We drove to my auntie's home. 5. If he calls, I will tell him. 6. I can't imagine working there. 7. I have got a lot of fuel. 8. She gets the bus every day. 9. There were four people in the taxi. 10. If I had some money, I would buy a car. 11. There are many differences. 12. She was angry with her brother. 13. I've been living in Warsaw since 2010. 14. They didn't come to see me. 15. I didn't / did not feel well. 16. My friend is coming to visit this weekend. 17. I was reading a book when the phone rang. 18. I've worked here for five days. 19. I had such a good time. 20. She told me that we had homework to do.

## Vocabulary

**50** 1. a) It's eleven forty. / It's twenty to twelve. b) It's ten fifteen. / It's quarter past ten. c) It's seven fifty-five. / It's five to eight. d) It's three twelve. / It's twelve minutes past three. e) It's nine forty. / It's twenty to ten. f) It's one fifty-five. / It's five to two. g) It's twelve o'clock / midday / midnight. h) It's four oh four. / It's four minutes past four.

2. a) 14:15. b) 16:35. c) 01:10. d) 22:20. e) 18:48. f) 10:08. g) 21:30. h) 00:00.

3. Answers will vary. Sample answers: a) It's ten to one. b) It's quarter past three. c) It's four minutes past eight. d) It's ten o'clock. e) It's half past nine. f) It's five past ten. g) It's two forty. h) It's twenty-eight minutes past seven.

4. 1. second. 2. minute. 3. hour. 4. day. 5. weekend. 6. week. 7. fortnight. 8. month. 9. quarter. 10. year. 11. leap year. 12. decade. 13. generation. 14. century. 15. millennium.

5. 1. i). 2. j). 3. a) 4. b) 5. h) 6. f). 7. g) 8. c) 9. e) 10. d).

6. a) at. b) o'clock. c) on. d) be on time. e) spend. f) on. g) at. h) to / past. i) have. j) a whale of a time. k) killing. l) wasting. m) weekend / Sunday.

7. a) in. b) on. c) in. d) at. e) on. f) on. g) in. h) on. i) at. j) at. k) at. l) in.

8. a) ten to six. b) seven o'clock. c) two eighteen. d) four fifteen. e) quarter to one. f) eleven oh four. g) three am. h) half past eight.

## 51

1. **09:25** It's twenty-five past nine [in the morning]. / It's nine twenty-five [in the morning].
2. **01:05** It's five past one [in the morning]. / It's one oh five [in the morning].
3. **02:04** It's four minutes past two [in the morning]. / It's two oh four [in the morning]. / It's nearly five past two [in the morning]. / It's nearly two oh five [in the morning].

## Answers to Worksheets and Notes for Use

4. 04:15 It's quarter past four [in the morning]. / It's four fifteen [in the morning].
5. 21:55 It's five to ten [at night]. / It's nine fifty-five [at night].
6. 02:10 It's ten past two [in the morning]. / It's two ten [in the morning].
7. 03:38 It's twenty-two minutes to four [in the morning]. / It's three thirty-eight [in the morning]. / It's nearly twenty to four [in the morning]. / It's nearly three forty [in the morning].
8. 20:50 It's ten to nine [in the evening]. / It's eight fifty [in the evening].
9. 10:01 It's one minute past ten [in the morning]. / It's ten oh one [in the morning]. / It's just gone ten o'clock [in the morning].
10. 00:00 It's midnight.
11. 06:49 It's eleven minutes to seven [in the morning]. / It's six forty-nine [in the morning]. / It's nearly ten to seven [in the morning]. / It's nearly six fifty [in the morning].
12. 12:35 It's twenty-five to one [in the afternoon]. / It's twelve thirty-five [in the afternoon].
13. 11:30 It's half past eleven [in the morning]. / It's eleven thirty [in the morning].
14. 13:44 It's sixteen minutes to two [in the afternoon]. / It's one forty-four [in the afternoon]. / It's nearly quarter to two [in the afternoon]. / It's nearly one forty-five [in the afternoon].
15. 16:40 It's twenty to five [in the afternoon]. / It's four forty [in the afternoon].
16. 07:20 It's twenty past seven [in the morning]. / It's seven twenty [in the morning].
17. 14:23 It's twenty-three minutes past two [in the afternoon]. / It's two twenty-three [in the afternoon]. / It's nearly twenty-five past two [in the afternoon]. / It's nearly two twenty-five [in the afternoon].
18. 15:00 It's three o'clock [in the afternoon].
19. 22:12 It's twelve minutes past ten [at night]. / It's ten twelve [at night]. / It's just gone ten past ten [at night]. / It's just gone ten ten [at night].
20. 18:45 It's quarter to seven [in the evening]. / It's six forty-five [in the evening].

### 52

1. 00:05 It's five past midnight. / It's midnight oh five.
2. 08:20 It's twenty past eight [in the morning]. / It's eight twenty [in the morning].
3. 01:10 It's ten past one [in the morning]. / It's one ten [in the morning].
4. 12:00 It's midday / noon.
5. 23:40 It's twenty to midnight [at night]. / It's eleven forty [at night].
6. 16:25 It's twenty-five past four [in the afternoon]. / It's four twenty-five [in the afternoon].
7. 02:00 It's two o'clock [in the morning].
8. 12:16 It's sixteen minutes past twelve [in the afternoon]. / It's twelve sixteen [in the afternoon]. / It's just gone quarter past twelve [in the afternoon]. / It's just gone twelve fifteen [in the afternoon].
9. 04:55 It's five to five [in the morning]. / It's four fifty-five [in the morning].
10. 05:15 It's quarter past five [in the morning]. / It's five fifteen [in the morning].
11. 06:02 It's two minutes past six [in the morning]. / It's six oh two [in the morning]. / It's just gone six o'clock [in the morning].
12. 09:44 It's sixteen minutes to ten [in the morning]. / It's nine forty-four [in the morning]. / It's nearly quarter to ten [in the morning]. / It's nearly nine forty-five [in the morning].
13. 03:50 It's ten to three [in the morning]. / It's three fifty [in the morning].
14. 10:59 It's one minute to eleven [in the morning]. / It's ten fifty-nine [in the morning]. / It's nearly eleven o'clock [in the morning].
15. 19:35 It's twenty-five to eight [in the evening]. / It's seven thirty-five [in the evening].
16. 11:06 It's six minutes past eleven [in the morning]. / It's eleven oh six [in the morning]. / It's just gone five past eleven [in the morning]. / It's just gone eleven oh five [in the morning].
17. 17:30 It's half past five [in the evening]. / It's five thirty [in the evening].
18. 13:46 It's fourteen minutes to two [in the afternoon]. / It's one forty-six [in the afternoon]. / It's just gone quarter to two [in the afternoon]. / It's just gone one forty-five [in the afternoon].
19. 02:45 It's quarter to three [in the morning]. / It's two forty-five [in the morning].
20. 14:27 It's twenty-seven minutes past two [in the afternoon]. / It's two twenty-seven [in the afternoon]. / It's just gone twenty-five past two [in the afternoon]. / It's just gone two twenty-five [in the afternoon].

## Answers to Worksheets and Notes for Use

53

1. It's quarter after nine. It's quarter past nine. / It's nine fifteen. 2. It's ten behind two. It's ten to two. / It's one fifty. 3. It's twenty before seven. It's twenty to seven. / It's six forty. 4. It's forty past eight. It's twenty to nine. / It's eight forty. 5. It's a quarter past twelve. It's quarter past twelve. / It's twelve fifteen. 6. It's fourteen. It's two o'clock [in the afternoon]. 7. It's thirty past three. It's half past three. / It's three thirty. 8. It's fourteen oh eight. It's eight minutes past two [in the afternoon]. / It's two oh eight [in the afternoon]. / It's nearly ten past two [in the afternoon]. / It's nearly two ten [in the afternoon]. 9. It's ten fifteen pm. It's quarter past ten [at night]. / It's ten fifteen [at night]. 10. It's eighteen o'clock. It's six o'clock [in the evening]. 11. It's eleven thirty in the evening. It's half past eleven [at night]. / It's eleven thirty [at night]. 12. It's eight past two. It's eight minutes past two. / It's two oh eight. / It's nearly ten past two. / It's nearly two ten. 13. It's five. It's five o'clock. 14. It's six one five. It's quarter past six. / It's six fifteen. 15. It's twelve o'clock at night. It's midnight. 16. It's half past thirteen. It's half past one [in the afternoon]. / It's one thirty [in the afternoon]. 17. It's two o'clock at night. It's two o'clock [in the morning]. 18. It's four mins past six. It's four minutes past six. / It's four oh six. / It's nearly five past six. / It's nearly six oh five. 19. It's twenty-eight to two. It's twenty-eight minutes to two. / It's one thirty-two. 20. It's midday o'clock. It's midday / noon.

54

1. It's ten after eleven. It's ten past eleven. / It's eleven ten. 2. It's forty-nine minutes past one. It's eleven minutes to two. / It's one forty-nine. / It's nearly ten to two. / It's nearly one fifty. 3. It's half to five. It's half past four. / It's four thirty. 4. It's four zero eight. It's eight minutes past four. / It's four oh eight. / It's nearly ten past four. / It's nearly four ten. 5. It's three thirty-five on the afternoon. It's twenty five to four [in the afternoon]. / It's three thirty-five [in the afternoon]. 6. It's ten before six. It's ten to six. / It's five fifty. 7. It's eighteen o'clock ten. It's ten past six [in the evening]. / It's six ten [in the evening]. 8. It is ten to three. It's ten to three. / It's two fifty. 9. It's noon o'clock. It's noon / midday. 10. It's double zero twenty. It's twenty past midnight. / It's midnight twenty. 11. It's six to six. It's six minutes to six. / It's five fifty-four. / It's nearly five to six. / It's nearly five fifty-five. 12. It's two and ten. It's ten past two. / It's two ten. 13. It's quarter after nine. It's quarter past nine. / It's nine fifteen. 14. It's eight in the evening. It's eight o'clock [in the evening]. 15. It's ten o'clock in night. It's ten o'clock [at night]. 16. It's one forty-nine minutes. It's eleven minutes to two. / It's one forty-nine. / It's nearly ten to two. / It's nearly one fifty. 17. It's four o'clock pm. It's four o'clock [in the afternoon]. 18. It's just gone twenty. It's just gone eight o'clock [in the evening]. 19. It's twelve thirty am. It's half past midnight. / It's midnight thirty. 20. It's forty to two. It's twenty past one. / It's one twenty.

56 1. i) a) My brother's name is Adam. b) He's six years old. c) Sarah is a teacher. d) Paul is a 26 year-old vet. e) My mum is called Theresa. f) Brian is a Belgian soldier. g) He lives in Nepal. h) She works at the town hall.

ii) a) – g). b) – e). c) – h). d) – f).

2. i) Answers will vary. ii) Answers will vary. iii) a) False. b) We don't know. c) We don't know. d) False. e) True. f) False. g) False. h) False. i) True. j) True.

3. i) brave (C) generous (C) dishonest (C) moody (P) positive (P) reliable (C) quiet (P) open (P) friendly (P). ii) Answers will vary. Sample answers: a) every day. b) Last month. c) for five years. d) Next week. e) two months ago.

71 1. rambunctious. 2. homogenous. 3. capacious. 4. precocious. 5. incongruous. 6. nebulous. 7. pernicious. 8. copious. 9. acrimonious. 10. salacious. 11. injudicious. 12. lugubrious. 13. supercilious. 14. vivacious. 15. fatuous. 16. autonomous. 17. tumultuous. 18. specious. 19. egregious. 20. surreptitious.

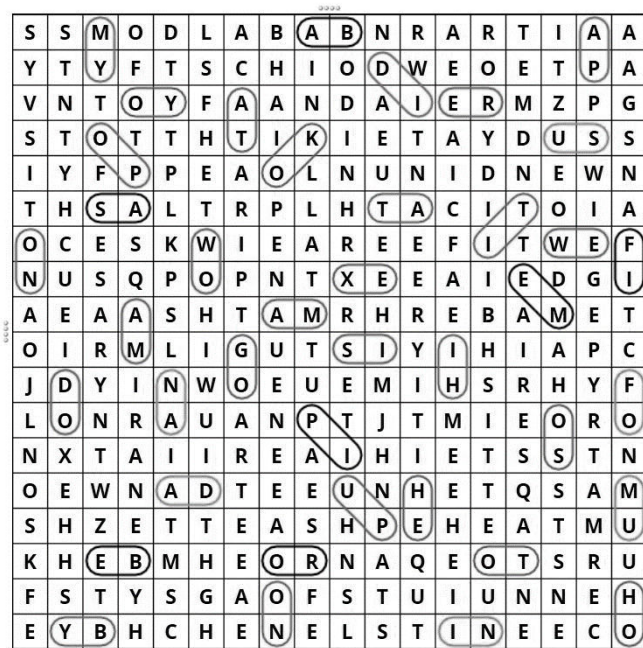
74 1. meretricious. 2. pugnacious. 3. garrulous. 4. impetuous. 5. parlous. 6. cantankerous.

## Answers to Worksheets and Notes for Use

7. splendiferous. 8. obsequious. 9. contiguous. 10. efficacious. 11. sagacious. 12. ludicrous. 13. anomalous. 14. perfidious. 15. bumptious. 16. salubrious. 17. disingenuous. 18. tortuous. 19. hazardous. 20. parsimonious.

76 A. 1. g) 2. j) 3. e) 4. i) 5. a) 6. h) 7. d) 8. c) 9. f) 10. b). B. Answers will vary.

77



78 Players: 11. commit a **foul**. 14. defend your **area**. 18. kick the **ball**. 22. pass the **ball**. 26. save a **goal**. 27. score a **goal**. 33. sprint a **hundred metres**. 35. tackle an **opponent**. 36. take a **penalty**. 39. warm up before **going on**.

Referees: 4. award a **penalty**. 5. blow a **whistle**. 13. confer with **other officials**. 15. enforce the **rules**. 16. examine the **VAR footage**. 23. penalise a **player**. 24. preside over a **game**. 29. send off a **player**. 30. show a **yellow** or **red card**. 38. toss a **coin**.

Supporters: 1. advise the **manager** on **tactics**. 3. attend **matches**. 7. buy a **season ticket**. 8. cause **trouble** with **rival fans**. 9. check **match results**. 10. cheer on the **players**. 12. complain about **everything**. 32. sing **football chants**. 34. support their **team**. 40. watch a **match** on **TV**.

Clubs: 2. appoint a **new manager**. 6. bring out a **new team strip**. 17. fire a **manager**. 19. loan out a **player**. 20. maintain the **ground**. 21. organise **matches**. 25. run the **football club**. 28. sell **tickets** and **merchandise**. 31. sign a **new player**. 37. talk to the **media**.

## Reading

80 a) pier. b) seaside. c) badly-dressed. d) congratulated. e) enough. f) immediate needs. g) wander. h) rewarding. i) concerned. j) profit. k) eventually. l) fleet. m) middleman. n) processor. o) distribution. p) centrally. q) resting. r) sweat. s) retire. t) deep in thought.

## Answers to Worksheets and Notes for Use

**81** Answers will vary. Suggested answers to selected questions:

1. Here are some of the themes that can be found in the story:
  - The fisherman may be saying to the businessman, “Why don’t you rest now, when your ultimate goal is to be able to make enough money to retire, i.e. to rest?” This paradox dates back to *Parallel Lives* by Plutarch, written in the late 1st century AD.
  - Quality time spent with family vs. time spent at work.
  - The fisherman lives in the moment, while the businessman lives in the future.
  - Both characters are polar extremes; we need to find balance in our lives between both positions; the dream could be to live on the beach, but with a nice modern home, clean clothes, and MONEY; there could be a third character who represents a third more moderate position – a middle-way. Can we compromise? e.g. a four-day working week.
  
5. The reader can get a negative impression of the businessman from the story (see below). Here are some arguments in favour of the businessman’s point of view:
  - He creates jobs for many people, not only his family; the fisherman only looks after his own family.
  - The fisherman is a stereotype of the anti-materialist who is happy with his poor lot – but poverty is not fun.
  - Human beings have higher needs than only food and subsistence, see for example Maslow's hierarchy of needs: [https://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs](https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs)
  
10. The story can be seen to be biased in favour of the fisherman’s point of view because:
  - The businessman is shown as enquiring, while the fisherman has a fixed position that remains unchallenged.
  - The ending shows the businessman’s position to be untenable, but without examining the fisherman’s position. He appears to be living a life without money, but where does he live, for example? How does he pay the bills? We don’t know his living conditions. How does he manage for heat, light, water, electricity, healthcare, hygiene (e.g. cleaning clothes, home, etc), entertainment, and so on?
  - What happens when disaster strikes – his boat is stolen, the fish supply dries up/is poisoned, etc. There is no mention of insurance!
  - There is a lack of variety: “Fish for dinner again, dear?” ...and for every meal? The fisherman’s family’s immediate needs are met – but the family will be hungry again soon, and human beings crave variety in everyday life.

**82** 1. True. 2. True. 3. False. They have four pairs of legs. 4. Opinion. 5. True. 6. False. They eat plant cells, algae, and other small invertebrates. 7. True. 8. Opinion. 9. False. They were first discovered by a German zoologist called Goeze in 1777. 10. True. They can withstand temperatures between  $-272\text{ }^{\circ}\text{C}$  ( $-458\text{ }^{\circ}\text{F}$ ) up to  $151\text{ }^{\circ}\text{C}$  ( $304\text{ }^{\circ}\text{F}$ ). 11. Opinion. 12. False. Tardigrade means ‘slowly stepping’, from the Latin: tardus (‘slow’) + gradior (‘step, walk’). 13. True. 14. True. 15. False. They are also known as water bears. 16. Opinion. 17. False. They have very simple single-celled eyes. 18. True. 19. False. They are known as Tardigradologists. 20. True. When their environment becomes untenable they enter a ‘tun’ state, where they can suspend their metabolism – even for ten years. 21. False. They can. 22. Opinion. 23. True. 24. False. They do not have a stable three-dimensional form, which means they are able to alter their basic shape. 25. True. Once the mouth is extended sharp teeth are revealed. 26. Opinion. 27. False. They can live for up to two and a half years under normal conditions. 28. True. Search for ‘tardigrade costumes’. 29. False. They are invertebrates. 30. True. 31. False. They can, since they live in water. 32. True. 33. Opinion. 34. True. 35. False. They cannot. Our digestive system would kill them. 36. True. 37. False. They have eight legs. 38. True. 39. Opinion. 40. False. There are tardigrade fossils dating from 530 million years ago. 41. True. 42. False. They are usually 0.3-0.5mm long when fully grown. 43. True. 44. False. There are usually four to eight claws on the end of each leg. 45. False. Some are male, some female, and some are asexual. 46. Opinion. 47. True. 48. False. They are almost translucent.

## Answers to Worksheets and Notes for Use

49. False. Tardigrades are being used by scientists for research, including research into vaccines and space travel. 50. Opinion.

Sources and links to further reading:

<https://en.wikipedia.org/wiki/Tardigrade>

<https://www.livescience.com/61974-why-tardigrades-are-awesome.html>

### Speaking and Listening

86 1. Answers will vary. Sample answers:

buying a new...	house
using a service	restaurant
family and friends	appearance
ethical issues	global warming
judging something	competition

2. Answers will vary. Sample answers: a) did. b) really. c) What. d) Do. e) think. f) opinion. g) about. h) idea. i) honest. j) wrong. k) think. l) appreciate.

3. i) You shouldn't buy that dress, because it's so old fashioned and you'll look terrible!  
I don't like buying newspapers, because most news is free online – for example, on *The Guardian* website. She recommended her hairdresser 'cause she did a great job – the style was really modern.

ii) Answers will vary.

4.

i) Verbs:

a) hate negative - 0%	b) really dislike	c) dislike	d) don't mind	e) like	f) really like	g) love positive + 100%
----- ----- ----- ----- ----- ----- -----						
0%			50%		100%	

ii) Adjectives:

h) terrible negative - 0%	i) really bad	j) poor	k) not bad	l) good	m) great	n) fantastic positive + 100%
----- ----- ----- ----- ----- ----- -----						
0%			50%		100%	

91 See example on p.131.

104 Answers correct at time of publication. 1. 16. 2. 13. 3. 18. 4. 18. 5. 18 (England only.) 6. 18. 7. 18. 8. 16. 9. 16. 10. 18. 11. 16. 12. no limit. 13. 18. 14. 16. 15. 18. 16. 14. 17. 18. 18. 16. 19. 17. 20. 16. 21. 16. 22. 16. 23. 18. 24. 18. 25. 21. 26. 17. 27. 16. 28. 18. (England only.) 29. 16. 30. 17.

Sources and links to further reading:

<https://fullfact.org/law/legal-age-limits/>

<https://www.gov.uk/know-when-you-can-leave-school>

<http://www.themix.org.uk/crime-and-safety/your-rights/what-age-can-i-9102.html>

<http://www.themix.org.uk/housing/housing-problems/im-16-can-i-legally-move-out-of-my-parents-8069.html>

<http://www.deedpoll.org.uk/WhoCanApply.html>

<https://www.caa.co.uk/general-aviation/learning-to-fly/so-you-want-to-learn-to-fly/>

# Answers to Worksheets and Notes for Use

## Pronunciation

107 1. i)

- |                     |                       |                     |
|---------------------|-----------------------|---------------------|
| a) clim <u>b</u>    | d) shou <u>ld</u>     | g) mortgag <u>e</u> |
| b) cup <u>board</u> | e) govern <u>ment</u> | h) talk <u>k</u>    |
| c) hand <u>some</u> | f) tw <u>o</u>        | i) pag <u>e</u>     |

ii)

- |                      |                   |                   |
|----------------------|-------------------|-------------------|
| a) list <u>en</u>    | d) lam <u>b</u>   | g) autum <u>n</u> |
| b) hon <u>est</u>    | e) bee <u>e</u>   | h) isl <u>and</u> |
| c) rasp <u>berry</u> | f) alm <u>ond</u> | i) ab <u>ove</u>  |

2.

- |                     |                     |                       |
|---------------------|---------------------|-----------------------|
| a) teacher <u>r</u> | e) popul <u>ar</u>  | i) particul <u>ar</u> |
| b) am <u>azing</u>  | f) cinem <u>a</u>   | j) curr <u>ent</u>    |
| c) an <u>other</u>  | g) probl <u>em</u>  | k) natur <u>e</u>     |
| d) comput <u>er</u> | h) inter <u>net</u> | l) physic <u>al</u>   |

3.

<i>Silent letter is part of a consonant digraph:</i>	<i>Silent letter is part of a vowel digraph:</i>
kn <u>ow</u> ps <u>ychic</u> wh <u>y</u>	ra <u>in</u> gu <u>ild</u> foug <u>ht</u> weig <u>ht</u> se <u>at</u>
<i>Silent letter is part of a pair of double letters:</i>	<i>True silent letter not connected to the word:</i>
bot <u>tle</u> redd <u>er</u> app <u>le</u> hott <u>er</u> add <u>ed</u>	chees <u>e</u> fil <u>e</u> doub <u>t</u> qu <u>est</u> ion grand <u>ma</u> h <u>on</u> est comb <u>ed</u>

4. Answers will vary.

5. The correct homophones are: a) read. b) Finnish. c) hour. d) inn. e) knows. f) too. g) be. h) no. i) way. j) I. k) knew. l) would. m) find. n) so. o) hold. p) told. q) not. r) buy. s) one. t) high.

109 1.

- |                     |                      |                     |                       |
|---------------------|----------------------|---------------------|-----------------------|
| a) ho <u>_</u> day  | c) no <u>_</u> many  | e) tha <u>_</u> man | g) don <u>_</u> worry |
| b) go <u>_</u> mail | d) we <u>_</u> grass | f) le <u>_</u> them | h) a <u>_</u> night   |

2. i. b). ii. a). iii. b). iv. a). v. a).

3. a) It is part of our larynx, in the neck. b) i) protect us from choking; ii) regulate airflow; iii) produce sounds when we speak. c) We can breathe. d) We can eat and speak.

4. Answers will vary.

5. a) pet cat was... b) hot date. c) sit down. d) not today. e) night, night, John. f) I won't go.



## Answers to Worksheets and Notes for Use

6.

- a) Our ca\_ go\_ pu\_ down.
- b) Can you vo\_ for me?
- c) Ka\_ wro\_ a sho\_ note\*.
- d) Bar\_ bough\_ some ligh\_ wheat\*.
- e) We a\_ ou\_ la\_ last\*\* night.
- f) The boa\_ house needs a pain\_ job.
- g) It's Pa\_'s ma\_'s pe\_ dog Pe\_, dad.
- h) No, it's no\_ Pa\_'s ma\_'s pet\*!

\* could also end with a glottal stop

\*\* no glottal stop; t is deleted and s moves forward

7. a) 11 across: not, wait, put, ate, what, foot, might, let, white, hit, get. 7 down: meet, kite (or kit), hate, meat, cat, heart, bought. 2 diagonal: hot, hat.

t	n	o	t	h	w	a	i	t	u	p	o
e	t	t	t	i	a	o	a	t	e	h	t
e	e	h	a	w	h	a	t	t	c	e	h
m	t	a	e	f	o	o	t	e	a	a	g
t	i	t	m	i	g	h	t	i	t	r	u
p	k	e	t	g	e	t	a	o	b	t	o
t	e	l	w	h	i	t	e	t	e	g	b

b) Answers will vary.

**112** Note: you can access the recordings you need for these exercises here:

<https://purlandtraining.com/free-lessons/elementary-english-course/unit-3-0-health-and-the-human-body/lesson-3-3-intonation/>

1. a) Sentence stress is the sequence of stressed and unstressed syllables in a spoken sentence.
- b) Connected speech is the group of techniques we use to connect syllables in a sentence in spoken English.
- c) Intonation is the way we put emphasis on different parts of a sentence, using varied pitch, volume, rhythm, etc.

2.

a) I left early | because I didn't like the film.

b) It was past ten o'clock, | so we had to go.





c) Jim bought some cornflakes | and a pie.

d) The book was good at first, | then boring.

3. a) tube. b) brother. c) three biscuits. d) remote control.

## Answers to Worksheets and Notes for Use

4.

- a) Do you like raw fish? 
- b) We both enjoyed the gig, didn't we? 
- c) This is the right bus, isn't it? 
- d) What's the date today? 

5. 1. c). 2. d). 3. b). 4. a).

6. a) tone of voice. b) rhythm. c) extra emphasis. d) pausing for effect. e) pitch. f) speed. g) volume.

7. 1. c). 2. e). 3. b). 4. d). 5. a). 6. f).

8. Answers will vary. Sample answers:

<i>tone of voice</i>	<i>pitch</i>	<i>extra emphasis on content words</i>	<i>volume</i>	<i>rhythm</i>	<i>speed</i>	<i>pausing (for effect)</i>
nervous	lower	no	quieter	broken	slower	no
surprised	higher	yes	louder	broken	slower	yes
tired	lower	no	quieter	intact	slower	no
disgusted	higher	yes	louder	broken	faster	yes

9. Answers will vary.

10. i) 1. c). 2. e). 3. a). 4. d). 5. b). 6. f).

ii) Answers will vary.

11. Answers will vary.

**114** Answers will vary.

## Speaking and Listening Discussion

### Talking about a Song in an ESOL Class – Example

#### About the song:

Graceland	Paul Simon
Paul Simon	USA
1986	4:48

#### About the music:

Folk rock	guitar, pedal steel guitar, drums, bass
Mid-tempo	D G Bm A D
Melody:	Hooks: bass line; South African rhythms

#### Lyrics:

“The lyrics deal with the singer’s thoughts during a road trip with his son to Graceland (the legendary home of Elvis) after the breakup of his marriage to actress and author Carrie Fisher...”

“My grandma bought the CD; I played it a lot. I got into Paul Simon again in 1988 when we moved to Dorset and I started college... Walking through the passageway; playing guitar with my friends...”

My favourite line: “And she said losing love is like a window in your heart...”

#### **4** facts about the song:

- It features backing vocals by the Everly Brothers and Ladysmith Black Mambazo
- Paul Simon broke an embargo to work with South African musicians
- It won the 1988 Grammy Award for Record of the Year
- It only reached 82 in US charts

#### **3** reasons why it's great:

- The use of South African musicians and instruments
- It's a sad song; emotive; plaintive
- The lyrics are interesting and evocative: “The Mississippi Delta was shining like a National guitar...”



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