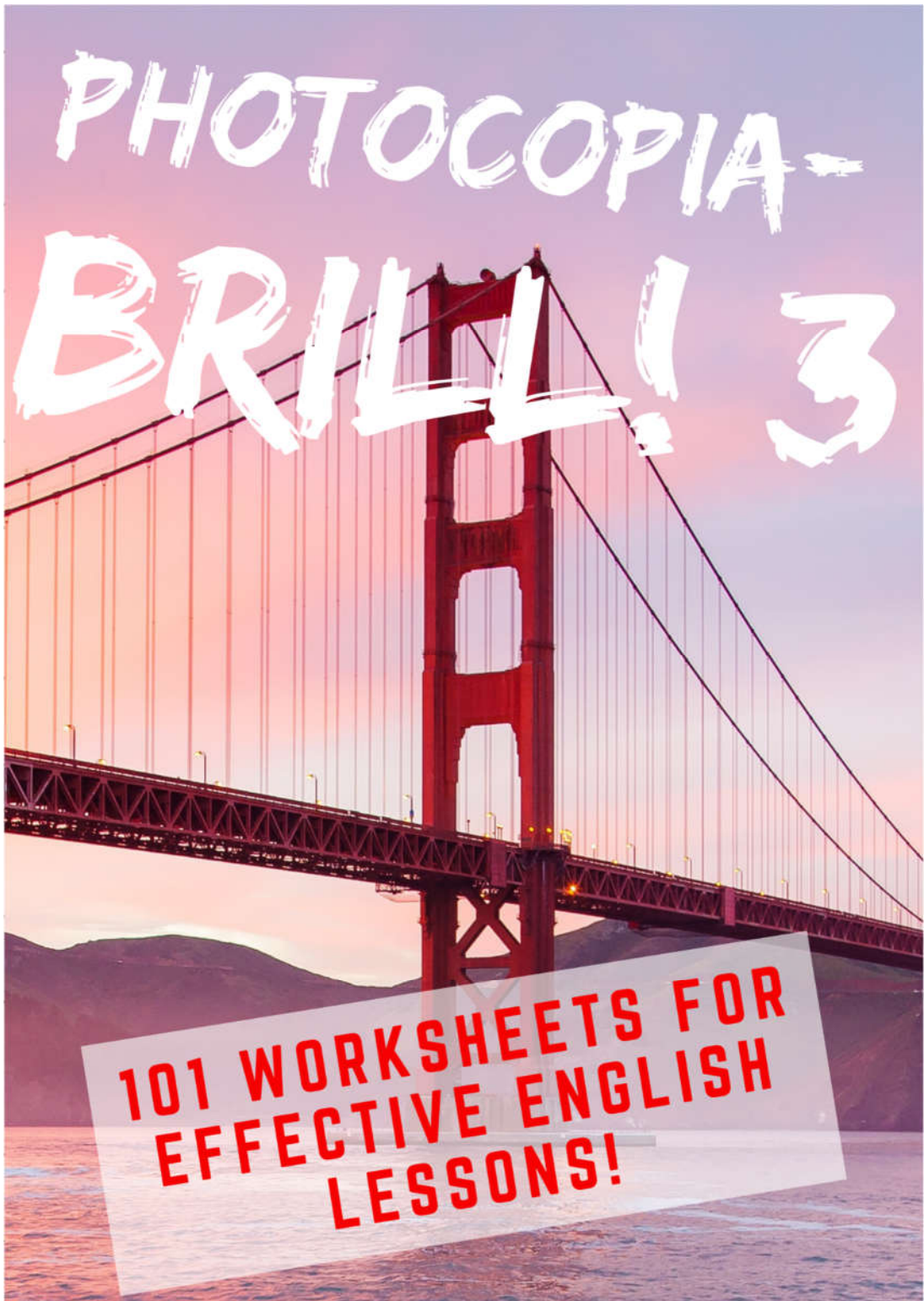


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by Matt Purland

Intermediate Level (CEFR B1-B2)



PHOTOCOPIA- BRILL! 3

**101 WORKSHEETS FOR
EFFECTIVE ENGLISH
LESSONS!**

PURLANDTRAINING.COM

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PHOTOCOPIA **BRILL!** 3

Introduction

HI EVERYBODY ...!

Welcome to the third volume in the popular **PhotocopiaBRILL!** series. In the three years since we published **PhotocopiaBRILL! 2**, we've added numerous free printable worksheets to our website at PurlandTraining.com. This very special collection brings together some of the very best of them, including material from the major new courses that I have written recently – **Hard Words** and **Learn Connected Speech with Matt Purland**.

Like the previous books, this volume is aimed at learners who are studying at intermediate level (CEFR B1-B2) and above. Teachers and students may use these worksheets for online or face-to-face classes, homework practice, and self-study. Full answers and notes for use are provided (from p.114).

As before, this book is ordered by skill, beginning with **grammar**, then **vocabulary**, **reading/research**, **speaking and listening**, and **pronunciation**. Among the top **grammar** worksheets in this workbook, you will find plenty of great material on **passive voice**, **adverbs**, **imperative form**, **phrasal verbs**, **gerunds**, and much more. The **vocabulary** section features lots of practice material with **idioms**, as well as a focus on money, noun modifiers, plural-only (plurale tantum) words, and formal and informal writing.

In the **speaking and listening** section there is material for discussing men and women, energy saving tips, and a fun activity called 'Guess the Date'. If you enjoyed the six special **Let's Talk About...** lesson packs in the previous book, there is another instalment dealing with **Moving Home**, on pp.85-87. As well as featuring material from the new connected speech course, on p.94, the **pronunciation** section boasts many of the really helpful worksheets from the **Hard Words** course, including a valuable focus on word stress, spelling and sounds, the schwa sound, and consonant sounds. Feel free to try this free course online!

As with the previous books, this latest volume features **hundreds of hours** of engaging and fun material for English classes. I would like to thank all my learners who have patiently trialled these worksheets over the past couple of years!

Remember, as with all **PurlandTraining** learning material, I have donated this free book to the **public domain**, which means that you can use it for any purpose – commercial or non-commercial. Let me know if you have any comments or questions – I'd love to hear from you!

Hope you enjoy this new **PhotocopiaBRILL!** book! Here's to the next!

MATT PURLAND *Ostróda, Poland, 18th October 2023*

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grammar

Grammar Passive Voice

Practice Passive Voice in Past Tenses

Passive voice = BE + PAST PARTICIPLE (3rd form). Passive voice actions are done by people who are **unknown** or **unimportant**. In **past tenses and forms**, passive voice is made as follows:

Past Simple Passive	The meeting was planned .
Past Continuous Passive	The meeting was being planned .
Past Perfect Passive	The meeting had been planned .
Past Perfect Continuous Passive	The meeting had been being planned . (rare)
Third Conditional Passive	If the meeting had been planned , I would have gone.
Mixed Conditional Passive 1 (past/pres)	If the meeting had been planned , I'd be there now.
Mixed Conditional Passive 2 (pres/past)	If the meeting was planned , I would have gone.
Modal Past Passive	The meeting could / would / had to / might be planned .
Modal Perfect Passive	It could've / would've / should've been planned .
going to (past)	The meeting had been going to be planned .

We normally use passive voice in **formal** spoken and written contexts. We don't normally use it to talk about everyday **informal** actions, e.g. I read a book today. = ~~A book was read [by me] today.~~

Passive voice is most often seen / heard in the following contexts:

- | | |
|-------------------------|--------------------------|
| A. business English | E. natural disasters |
| B. creative arts | F. invention / discovery |
| C. production | G. historical events |
| D. crime and punishment | H. life story / obituary |

Write sentences using the prompts. **Embellish** where possible. Say which context they belong to A-H:

- | | | | | | |
|-----|---|-------------|------------------------------|---------------------------------------------------|-------|
| 1. | + | pa sim | guy, company, blackmail | A few companies were blackmailed by the same guy. | D |
| 2. | - | pa con | recruit, yesterday, train | _____ | _____ |
| 3. | ? | pa perf | Lombardy, bridge, construct | _____ | _____ |
| 4. | + | pa perf con | birthday, night, celebrate | _____ | _____ |
| 5. | - | third con | hear, song, write | _____ | _____ |
| 6. | ? | mix con 1 | order, parts, here | _____ | _____ |
| 7. | + | mix con 2 | know, kidnap | _____ | _____ |
| 8. | - | modal pa | design, Laurent, poster | _____ | _____ |
| 9. | ? | modal perf | handle, meeting, better | _____ | _____ |
| 10. | + | going to pa | devastate, land, floods | _____ | _____ |
| 11. | - | pa sim | defeat, Waterloo, Wellington | _____ | _____ |
| 12. | ? | pa con | develop, spacecraft, first | _____ | _____ |
| 13. | + | pa perf | lay waste to, Tulsa, cyclone | _____ | _____ |
| 14. | - | pa perf con | notes, forum, take | _____ | _____ |
| 15. | ? | third con | elect, care, anybody | _____ | _____ |
| 16. | + | mix con 1 | train, better off, properly | _____ | _____ |
| 17. | - | mix con 2 | inform, role, cast | _____ | _____ |
| 18. | ? | modal pa | targets, biodiversity, meet | _____ | _____ |
| 19. | + | modal perf | unearth, king, now, bones | _____ | _____ |
| 20. | - | going to pa | Alice, production, supervise | _____ | _____ |

Grammar Passive Voice

Practice Passive Voice in Present Tenses

Passive voice = BE + PAST PARTICIPLE (3rd form). Passive voice actions are done by people who are **unknown** or **unimportant**. In **present tenses and forms**, passive voice is made as follows:

<p><i>Present Simple Passive</i></p> <p><i>Present Continuous Passive</i></p> <p><i>Present Perfect Passive</i></p> <p><i>Present Perfect Continuous Passive</i></p> <p><i>Zero Conditional Passive</i></p> <p><i>Modal Present Passive</i></p> <p><i>Imperative Form Passive</i></p>	<p>The laptop is stolen.</p> <p>The laptop is being stolen.</p> <p>The laptop has been stolen.</p> <p>The laptop has been being stolen. (rare)</p> <p>If the laptop is stolen, I buy a new one.</p> <p>The laptop can / must / has to / may / should be stolen.</p> <p>Let the laptop be stolen. /</p> <p>You are advised / requested to steal the laptop.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

We normally use passive voice in **formal** spoken and written contexts. We don't normally use it to talk about everyday **informal** actions, e.g. I ate toast for breakfast. = ~~Toast was eaten for breakfast.~~

Passive voice is most often seen / heard in the following contexts:

- | | |
|-------------------------|--------------------------|
| A. business English | E. natural disasters |
| B. creative arts | F. invention / discovery |
| C. production | G. historical events |
| D. crime and punishment | H. life story / obituary |

Write sentences using the prompts. **Embellish** where possible. Say which context they belong to A-H:

1.	+ pr sim	phone, produce, China	Most mobile phones are produced in factories in China.	C
2.	- pr con	letter, committee, approve	_____	_____
3.	? pr perf	climate, affect, pollution	_____	_____
4.	+ pr perf con	all, life, bully	_____	_____
5.	- zero con	meeting, organise, come	_____	_____
6.	? modal pr	apprehend, offender, today	_____	_____
7.	+ imp form	record, track, at once	_____	_____
8.	- pr sim	film, feature, top 10 list	_____	_____
9.	? pr con	new species, discover	_____	_____
10.	+ pr perf	invent, lab, vaccine	_____	_____
11.	- pr perf con	Paul, educate, Harrow	_____	_____
12.	? zero con	case, solve, victim, satisfied	_____	_____
13.	+ modal pr	consignment, must, send	_____	_____
14.	- imp form	oblige, report, sign	_____	_____
15.	? pr sim	play, direct, Matt Lewis	_____	_____
16.	+ pr con	plans, draw up	_____	_____
17.	- pr perf	book, publish	_____	_____
18.	? pr perf con	cliffs, years, erode	_____	_____
19.	+ zero con	people, conquer, land, steal	_____	_____
20.	- modal pr	king, impose, need, taxes	_____	_____

Grammar Passive Voice

Practice Passive Voice in Future Tenses

Passive voice = BE + PAST PARTICIPLE (3rd form). Passive voice actions are done by people who are **unknown** or **unimportant**. In **future tenses and forms**, passive voice is made as follows:

Future Simple Passive	The movie <i>will be edited</i> .
Future Continuous Passive	The movie <i>will be being edited</i> .
Future Perfect Passive	The movie <i>will have been edited</i> .
Future Perfect Continuous Passive	The movie <i>will have been being edited</i> . (rare)
First Conditional Passive	If the movie <i>is edited</i> , we will plan a release date.
Second Conditional Passive	If the movie <i>were edited</i> by Jo, it would look good.
Mixed Conditional Passive 1 (fut/past)	If she weren't busy soon, it <i>would've been edited</i> by Jo.
Mixed Conditional Passive 2 (past/fut)	If it <i>had been edited</i> , it would be ready next week.
Modal Future Passive	The movie <i>could / would / has to / might be edited</i> .
going to (future)	The movie <i>is going to be edited</i> by Jo.

We normally use passive voice in **formal spoken and written contexts**. We don't normally use it to talk about everyday **informal** actions, e.g. I watched a film today. = ~~A film was watched [by me] today.~~

Passive voice is most often seen / heard in the following contexts:

- | | |
|-------------------------|--------------------------|
| A. business English | E. natural disasters |
| B. creative arts | F. invention / discovery |
| C. production | G. historical events |
| D. crime and punishment | H. life story / obituary |

Write sentences using the prompts. **Embellish** where possible. Say which context they belong to A-H:

1.	+	fu sim	release, Friday, app	The new productivity app will be released by Friday.	B
2.	-	fu con	draw up, contract, tomorrow	_____	_____
3.	?	fu perf	convict, defendant	_____	_____
4.	+	fu perf con	build, wind turbines, more	_____	_____
5.	-	first con	contact, delivery, dispatch	_____	_____
6.	?	sec con	target, security, businesses	_____	_____
7.	+	mix con 1	make, bad, forecast, film	_____	_____
8.	-	mix con 2	disaster, shield, town	_____	_____
9.	?	modal fu	attempt, week, experiment	_____	_____
10.	+	going to fu	month, shut down, factory	_____	_____
11.	-	fu sim	after all, documents, send	_____	_____
12.	?	fu con	construct, Suez Canal	_____	_____
13.	+	fu perf	schedule, 4pm, meetings	_____	_____
14.	-	fu perf con	access, much, program	_____	_____
15.	?	first con	try out, new, devise, solution	_____	_____
16.	+	sec con	Hamlet, fantastic, Ian, cast	_____	_____
17.	-	mix con 1	PC, later, utilise, in use	_____	_____
18.	?	mix con 2	money, servant, hire, poor	_____	_____
19.	+	modal fu	resolve, difficulties, talks	_____	_____
20.	-	going to fu	this year, site, excavate	_____	_____

Grammar Adverbs

Position of Adverbs in a Sentence 1

a) Decide what kind of adverb each word is and write it in the correct box below.

really meanwhile there well personally
forever usually probably quite tonight

Adverb of:	Match the word:	Typical position:
viewpoint (<i>states opinion</i>)		start of clause/sentence
conjunction (<i>joins clauses</i>)		start of clause/sentence
frequency (<i>how often</i>)		before main verb but after BE
probability (<i>how likely</i>)		before main verb but after BE
degree (<i>to what extent</i>)		before adjective or adverb
emphasis (<i>how much</i>)		before adjective or adverb
manner (<i>how</i>)		end of clause/sentence
place (<i>where</i>)		end of clause/sentence
time (<i>when</i>)		end of clause/sentence
duration (<i>how long</i>)		end of clause/sentence

Note: typical English word order is **SVOMPT-D**:

Subject	Verb	Object	Manner	Place	Time	Duration
Tim	played	his guitar	badly	at home	yesterday	for an hour.
<i>who</i>	<i>what (do)</i>	<i>what (thing)</i>	<i>how</i>	<i>where</i>	<i>when</i>	<i>how long</i>

We don't need to use all the parts every time!

SVO is considered the main part of the sentence, with **MPT-D** the end section.

b) Write an example sentence for each adverb:

e.g. *Personally, I believe that the team could try a bit harder.*

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

Grammar Adverbs

Position of Adverbs in a Sentence 2

a) Decide what kind of adverb each word is and write it in the correct box below.

always fortunately soon absolutely however
very temporarily outside quickly definitely

Adverb of:	Match the word:	Typical position:
viewpoint (<i>states opinion</i>)		start of clause/sentence
conjunction (<i>joins clauses</i>)		start of clause/sentence
frequency (<i>how often</i>)		before main verb but after BE
probability (<i>how likely</i>)		before main verb but after BE
degree (<i>to what extent</i>)		before adjective or adverb
emphasis (<i>how much</i>)		before adjective or adverb
manner (<i>how</i>)		end of clause/sentence
place (<i>where</i>)		end of clause/sentence
time (<i>when</i>)		end of clause/sentence
duration (<i>how long</i>)		end of clause/sentence

Note: typical English word order is **SVOMPT-D**:

Subject	Verb	Object	Manner	Place	Time	Duration
Tim	played	his guitar	badly	at home	yesterday	for an hour.
<i>who</i>	<i>what (do)</i>	<i>what (thing)</i>	<i>how</i>	<i>where</i>	<i>when</i>	<i>how long</i>

We don't need to use all the parts every time!

SVO is considered the main part of the sentence, with **MPT-D** the end section.

b) Write an example sentence for each adverb:

e.g. Fortunately, the worst of the winter weather is behind us.

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

Grammar Adverbs

Position of Adverbs in a Sentence 3

a) Decide what kind of adverb each word is and write it in the correct box below.

never incredibly ago moreover everywhere
permanently possibly too wrong obviously

Adverb of:	Match the word:	Typical position:
viewpoint (<i>states opinion</i>)		start of clause/sentence
conjunction (<i>joins clauses</i>)		start of clause/sentence
frequency (<i>how often</i>)		before main verb but after BE
probability (<i>how likely</i>)		before main verb but after BE
degree (<i>to what extent</i>)		before adjective or adverb
emphasis (<i>how much</i>)		before adjective or adverb
manner (<i>how</i>)		end of clause/sentence
place (<i>where</i>)		end of clause/sentence
time (<i>when</i>)		end of clause/sentence
duration (<i>how long</i>)		end of clause/sentence

Note: typical English word order is **SVOMPT-D**:

Subject	Verb	Object	Manner	Place	Time	Duration
Tim	played	his guitar	badly	at home	yesterday	for an hour.
<i>who</i>	<i>what (do)</i>	<i>what (thing)</i>	<i>how</i>	<i>where</i>	<i>when</i>	<i>how long</i>

We don't need to use all the parts every time!

SVO is considered the main part of the sentence, with **MPT-D** the end section.

b) Write an example sentence for each adverb:

e.g. Obviously, we're not going to meet our monthly target this time.

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

Grammar Adverbs

Position of Adverbs in a Sentence 4

a) Decide what kind of adverb each word is and write it in the correct box below.

briefly clearly rather sometimes certainly
positively online easily later furthermore

Adverb of:	Match the word:	Typical position:
viewpoint (<i>states opinion</i>)		start of clause/sentence
conjunction (<i>joins clauses</i>)		start of clause/sentence
frequency (<i>how often</i>)		before main verb but after BE
probability (<i>how likely</i>)		before main verb but after BE
degree (<i>to what extent</i>)		before adjective or adverb
emphasis (<i>how much</i>)		before adjective or adverb
manner (<i>how</i>)		end of clause/sentence
place (<i>where</i>)		end of clause/sentence
time (<i>when</i>)		end of clause/sentence
duration (<i>how long</i>)		end of clause/sentence

Note: typical English word order is **SVOMPT-D**:

Subject	Verb	Object	Manner	Place	Time	Duration
Tim	played	his guitar	badly	at home	yesterday	for an hour.
<i>who</i>	<i>what (do)</i>	<i>what (thing)</i>	<i>how</i>	<i>where</i>	<i>when</i>	<i>how long</i>

We don't need to use all the parts every time!

SVO is considered the main part of the sentence, with **MPT-D** the end section.

b) Write an example sentence for each adverb:

e.g. *Clearly, you have zero intention of taking this meeting seriously!*

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

Grammar Word Order

Wales or Whales? Create 10 Factual Sentences 1

a) *Decide whether each statement is about **Wales** or **whales**, then write a factual statement using the words on the left:*

1. Cardiff, city, capital	_____
2. blue, orange, bright, poo	_____
3. castle, 427	_____
4. national, rugby, sport	_____
5. breathe, gill, underwater, lung	_____
6. law, international, protect	_____
7. million, over, ten, sheep	_____
8. mating, humpback, song, male, sing, complex	_____
9. Disney, Pinocchio, Monstro, eat, feature film, Geppetto, 1940	_____
10. Llanfairpwllgwyngyllgogerychwyrndrobwlllantysiliogogoch, place, longest, name, Europe	_____

- b) *Turn each sentence into a yes/no and wh- question with short answers, e.g. Is Cardiff the capital city of Wales? / Yes, it is.*
- c) *Write ten facts about your country and/or your favourite animal. Then transform them into yes/no and wh- questions with short answers.*
- d) *Wales and whales are **homophones**. Find ten other homophone pairs in English.*
- e) *Wales and whales both have /w/ as the first sound, despite different spellings: 'w' and 'wh'. Find ten other English words that start with 'wh' but are pronounced with /w/.*

Grammar Word Order

Wales or Whales? Create 10 Factual Sentences 2

- a) *Decide whether each statement is about **Wales** or **whales**, then write a factual statement using the words on the left:*

1. 3.1 million, population	_____
2. Mount, mountain, 1,085m, Snowdon, highest	_____
3. mammal, milk, breathe, young, warm-blooded, feed, air	_____
4. date, oldest, Europe, 400 AD, languages, Welsh	_____
5. relate, hippopotamuses	_____
6. 3,000, number, reduce, 225,000, blue, Antarctic	_____
7. white, dragon, red, green, flag, stripe	_____
8. largest, 150,000 kg, blue, animal, Antarctic, world	_____
9. learn, capable, teach	_____
10. daffodil, national, leek, emblem, both	_____

- b) *Turn each sentence into a yes/no and wh- question with short answers, e.g. Is Cardiff the capital city of Wales? / Yes, it is.*
- c) *Write ten facts about your country and/or your favourite animal. Then transform them into yes/no and wh- questions with short answers.*
- d) *Wales and whales are **homophones**. Find ten other homophone pairs in English.*
- e) *Wales and whales both have /w/ as the first sound, despite different spellings: 'w' and 'wh'. Find ten other English words that start with 'wh' but are pronounced with /w/.*

Grammar Imperative Form

12 Uses of Imperative Form – Part 1

We mostly use **imperative form** to give orders, make requests, and give instructions or advice, but there are several other uses, which can be seen in the table below.

Imperative form consists of **bare infinitive** (without to), often at or near the beginning of a sentence, e.g. 'Bring that laptop over here'. The negative form consists of **don't + infinitive**, e.g. 'Don't bring that laptop over here'. The question form is made with **shall** or **should**, e.g. 'Shall I bring that laptop over here?' or simply by using rising intonation in the voice: 'Bring me that laptop?'

There is no **subject** in imperative form. The subject is implied: you. The time is **now** or **future**.

If you are **giving orders** with imperative form, your listener may find it rude or even offensive. Depending on **who** you are talking to, and your relative statuses, the tone of your Imperative Form sentence can range from friendly to offensive. For example, 'Make me a cup of tea!'

to a mate
friendly

to a colleague
acceptable

to a parent
impolite

to your boss
rude

to an elderly nun
offensive

Your **volume**, **tone of voice** and **how** you phrase the sentence will also affect how polite it sounds.

In general, imperative form as an order or request should be avoided (or you could at least add **please** before the infinitive). It may be better to rephrase the sentence using modal verbs like **can** and **could**, e.g. *NOT*: 'Pass me the remote.' *BUT*: 'Could you pass me the remote, please?'

1.	order	Come here!
2.	request	Please bring your maths book tomorrow.
3.	permission	Don't do that!
4.	warning	Be careful!
5.	instructions	Take Piece B and insert it into Piece A, like so.
6.	directions	Walk to the end of the road, then turn right.
7.	advice	Just tell Jean that you don't want to see her again.
8.	suggestion	Eat more fruit and vegetables.
9.	invitation	Pop round this evening at about eight, if you want to.
10.	recommendation	Try new and improved Rice Wheetos – give your breakfast a buzz!
11.	wish	Have fun at the party.
12.	apology	Excuse me.

a) Match the sentences below to the uses above. b) Rewrite each sentence without imperative form.

a) Don't wear that top with those leggings. It looks awful.

b) Have a nice day!

c) Sit up straight!

d) Try having soya milk instead of cow's milk on your cereal.

e) Look out!

f) Join us for a barbecue on Saturday!

g) Please tell your parents that I called.

h) Forgive me. I'm hopeless with names. What's your name again?

i) Add the flour and the eggs, then beat for about half a minute.

j) Get the latest news where you are, 24-7, 365 days a year!

k) *Do not* touch the paintings!

l) Go straight on. Go past the school, then turn left.

Grammar Imperative Form

12 Uses of Imperative Form – Part 2

We mostly use **imperative form** to give orders, make requests, and give instructions or advice, but there are several other uses, which can be seen in the table below.

Imperative form consists of **bare infinitive** (without to), often at or near the beginning of a sentence, e.g. 'Bring that laptop over here'. The negative form consists of **don't + infinitive**, e.g. 'Don't bring that laptop over here'. The question form is made with **shall** or **should**, e.g. 'Shall I bring that laptop over here?' or simply by using rising intonation in the voice: 'Bring me that laptop?'

There is no **subject** in imperative form. The subject is implied: you. The time is **now** or **future**.

If you are **giving orders** with imperative form, your listener may find it rude or even offensive. Depending on **who** you are talking to, and your relative statuses, the tone of your Imperative Form sentence can range from friendly to offensive. For example, 'Make me a cup of tea!'

to a mate
friendly

to a colleague
acceptable

to a parent
impolite

to your boss
rude

to an elderly nun
offensive

Your **volume**, **tone of voice** and **how** you phrase the sentence will also affect how polite it sounds.

In general, imperative form as an order or request should be avoided (or you could at least add **please** before the infinitive). It may be better to rephrase the sentence using modal verbs like **can** and **could**, e.g. *NOT*: 'Pass me the remote.' *BUT*: 'Could you pass me the remote, please?'

1.	order	Come here!
2.	request	Please bring your maths book tomorrow.
3.	permission	Don't do that!
4.	warning	Be careful!
5.	instructions	Take Piece B and insert it into Piece A, like so.
6.	directions	Walk to the end of the road, then turn right.
7.	advice	Just tell Jean that you don't want to see her again.
8.	suggestion	Eat more fruit and vegetables.
9.	invitation	Pop round this evening at about eight, if you want to.
10.	recommendation	Try new and improved Rice Wheetos – give your breakfast a buzz!
11.	wish	Have fun at the party.
12.	apology	Excuse me.

a) Match the sentences below to the uses above. b) Rewrite each sentence without imperative form.

a) Come and see me at 4 o'clock, OK?

b) Please help me make the dinner.

c) Have a lovely birthday.

d) Go upstairs and it's the first door on the right.

e) Think about joining the chess club.

f) Speak to the principal about your concerns.

g) Store in a cool, dry place.

h) Do not begin the exam until I tell you to.

i) Take an umbrella!

j) Turn that music down!

k) Don't mind me. Pretend I'm not here.

l) Get MORE for your money with Snacki Pal.

Grammar Imperative Form

12 Uses of Imperative Form – Part 3

We mostly use **imperative form** to give orders, make requests, and give instructions or advice, but there are several other uses, which can be seen in the table below.

Imperative form consists of **bare infinitive** (without to), often at or near the beginning of a sentence, e.g. 'Bring that laptop over here'. The negative form consists of **don't + infinitive**, e.g. 'Don't bring that laptop over here'. The question form is made with **shall** or **should**, e.g. 'Shall I bring that laptop over here?' or simply by using rising intonation in the voice: 'Bring me that laptop?'

There is no **subject** in imperative form. The subject is implied: you. The time is **now** or **future**.

If you are **giving orders** with imperative form, your listener may find it rude or even offensive. Depending on **who** you are talking to, and your relative statuses, the tone of your Imperative Form sentence can range from friendly to offensive. For example, 'Make me a cup of tea!'

<i>to a mate</i> friendly	<i>to a colleague</i> acceptable	<i>to a parent</i> impolite	<i>to your boss</i> rude	<i>to an elderly nun</i> offensive
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Your **volume**, **tone of voice** and **how** you phrase the sentence will also affect how polite it sounds.

In general, imperative form as an order or request should be avoided (or you could at least add **please** before the infinitive). It may be better to rephrase the sentence using modal verbs like **can** and **could**, e.g. *NOT*: 'Pass me the remote.' *BUT*: 'Could you pass me the remote, please?'

1.	order	Come here!
2.	request	Please bring your maths book tomorrow.
3.	permission	Don't do that!
4.	warning	Be careful!
5.	instructions	Take Piece B and insert it into Piece A, like so.
6.	directions	Walk to the end of the road, then turn right.
7.	advice	Just tell Jean that you don't want to see her again.
8.	suggestion	Eat more fruit and vegetables.
9.	invitation	Pop round this evening at about eight, if you want to.
10.	recommendation	Try new and improved Rice Wheetos – give your breakfast a buzz!
11.	wish	Have fun at the party.
12.	apology	Excuse me.

a) Complete each sentence with a suitable verb. b) Label the sentences 1-12 to show the uses.

- a) S _____ down there, if you want. _____
- b) P _____ me. Are you reading that magazine? _____
- c) First, c _____ which kind of lightbulb you need, then... _____
- d) T _____ the A40. Go past Oxford, then... _____
- e) T _____ to Harry about how you're feeling, Kam. _____
- f) Please i _____ my shirt before Monday. Thanks. _____
- g) C _____ round to meet my parents tomorrow. _____
- h) P _____ my phone down immediately! _____
- i) M _____! _____
- j) M _____ your floors sparkle and shine with Super Moppit! _____
- k) H _____ a boiled egg for breakfast. _____
- l) G _____ well soon, dear! _____

Grammar Imperative Form

12 Uses of Imperative Form – Part 4

We mostly use **imperative form** to give orders, make requests, and give instructions or advice, but there are several other uses, which can be seen in the table below.

Imperative form consists of **bare infinitive** (without to), often at or near the beginning of a sentence, e.g. 'Bring that laptop over here'. The negative form consists of **don't + infinitive**, e.g. 'Don't bring that laptop over here'. The question form is made with **shall** or **should**, e.g. 'Shall I bring that laptop over here?' or simply by using rising intonation in the voice: 'Bring me that laptop?'

There is no **subject** in imperative form. The subject is implied: you. The time is **now** or **future**.

If you are **giving orders** with imperative form, your listener may find it rude or even offensive. Depending on **who** you are talking to, and your relative statuses, the tone of your Imperative Form sentence can range from friendly to offensive. For example, 'Make me a cup of tea!'

to a mate
friendly

to a colleague
acceptable

to a parent
impolite

to your boss
rude

to an elderly nun
offensive

Your **volume**, **tone of voice** and **how** you phrase the sentence will also affect how polite it sounds.

In general, imperative form as an order or request should be avoided (or you could at least add **please** before the infinitive). It may be better to rephrase the sentence using modal verbs like **can** and **could**, e.g. *NOT*: 'Pass me the remote.' *BUT*: 'Could you pass me the remote, please?'

1.	order	Come here!
2.	request	Please bring your maths book tomorrow.
3.	permission	Don't do that!
4.	warning	Be careful!
5.	instructions	Take Piece B and insert it into Piece A, like so.
6.	directions	Walk to the end of the road, then turn right.
7.	advice	Just tell Jean that you don't want to see her again.
8.	suggestion	Eat more fruit and vegetables.
9.	invitation	Pop round this evening at about eight, if you want to.
10.	recommendation	Try new and improved Rice Wheetos – give your breakfast a buzz!
11.	wish	Have fun at the party.
12.	apology	Excuse me.

a) Write a sentence to match each of the uses above. b) Write the negative and question forms too.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.

Grammar Contrast

Using Despite, In Spite Of, Although, Even Though, Though 1

- a) Complete the first sentence with a suitable clause.
- b) Then transform it into a sentence with 'Although', 'Even Though', or 'Though'.

DESPITE / IN SPITE OF + noun / gerund / pronoun
ALTHOUGH / EVEN THOUGH / THOUGH + subject and verb

Despite / In spite of... [e.g.]

- a) *feeling a little under the weather, Craig finished his report on time.*
- b) **Although** he was feeling a little under the weather, Craig finished his report on time.

1. a) not having a mobile phone _____
b) _____
2. a) the high price of the washing machine _____
b) _____
3. a) the way he looked _____
b) _____
4. a) her disagreement with her mother _____
b) _____
5. a) mixing with the wrong crowd _____
b) _____
6. a) my sister's aversion to rock music _____
b) _____
7. a) the recent problems _____
b) _____
8. a) the lawnmower being broken _____
b) _____
9. a) watching TV till two in the morning _____
b) _____
10. a) the smell in the kitchen _____
b) _____
11. a) everybody complaining about it _____
b) _____
12. a) the unusual colour of the paint _____
b) _____
13. a) Martynas's bizarre behaviour _____
b) _____
14. a) cleaning all day _____
b) _____
15. a) the wedding being cancelled _____
b) _____

Grammar Contrast

Using Despite, In Spite Of, Although, Even Though, Though 2

- a) Complete the first sentence with a suitable clause.
b) Then transform it into a sentence with 'Although', 'Even Though', or 'Though'.

DESPITE / IN SPITE OF + noun / gerund / pronoun
ALTHOUGH / EVEN THOUGH / THOUGH + subject and verb

Despite / In spite of... [e.g.]

- a) *feeling a little under the weather, Craig finished his report on time.*
b) **Although** he was feeling a little under the weather, Craig finished his report on time.

1. a) the bad weather _____
b) _____
2. a) my best intentions _____
b) _____
3. a) her appalling bad manners _____
b) _____
4. a) taking a nice present to the party _____
b) _____
5. a) the accident last year _____
b) _____
6. a) everybody telling me not to _____
b) _____
7. a) getting to work on time _____
b) _____
8. a) his many difficulties _____
b) _____
9. a) not knowing the correct details _____
b) _____
10. a) being on holiday _____
b) _____
11. a) sleeping in every day _____
b) _____
12. a) the farmer's advice _____
b) _____
13. a) having another pudding _____
b) _____
14. a) John's positive influence _____
b) _____
15. a) the flight being late _____
b) _____

Grammar Phrasal Verbs

20 Phrasal Verb Pairs – Everyday Actions (Blank)

Translate 40 common English phrasal verbs into your first language (L1):

Phrasal Verb:	L1 Translation:	Phrasal Verb:	L1 Translation:
come in(to) <i>enter</i>	_____	go out (of) <i>leave</i>	_____
get in(to) <i>e.g. a car</i>	_____	get out (of) <i>e.g. a car</i>	_____
get on(to) <i>e.g. the bus</i>	_____	get off <i>e.g. the bus</i>	_____
go in(to) <i>enter</i>	_____	come out (of) <i>leave</i>	_____
lie down <i>e.g. on the bed</i>	_____	get up <i>rise</i>	_____
log in(to) <i>e.g. an account</i>	_____	log out (of) <i>e.g. an account</i>	_____
pick up <i>lift, e.g. a book</i>	_____	put down <i>place</i>	_____
put in(to) <i>insert</i>	_____	take out (of) <i>remove</i>	_____
put on <i>e.g. clothes</i>	_____	take off <i>remove, e.g. clothes</i>	_____
put up <i>e.g. a poster</i>	_____	take down <i>remove, e.g. a poster</i>	_____
scroll up <i>e.g. on a phone</i>	_____	scroll down <i>e.g. on a phone</i>	_____
speed up <i>become faster</i>	_____	slow down <i>become slower</i>	_____
stand up <i>rise to a standing position</i>	_____	sit down <i>e.g. on a chair</i>	_____
start up <i>switch on, e.g. a laptop</i>	_____	shut down <i>switch off, e.g. a laptop</i>	_____
take away <i>remove, e.g. plates</i>	_____	bring back <i>return sth to a place</i>	_____
tidy up <i>make tidy</i>	_____	mess up <i>make untidy</i>	_____
turn on <i>e.g. the television</i>	_____	turn off <i>e.g. the television</i>	_____
turn up <i>e.g. the volume</i>	_____	turn down <i>e.g. the volume</i>	_____
wake up <i>awake</i>	_____	drop off <i>fall asleep unexpectedly</i>	_____
warm up <i>become warmer</i>	_____	cool down <i>become cooler</i>	_____

Grammar Phrasal Verbs

20 Phrasal Verb Pairs – Everyday Actions (Blank) – Part 1

Work with a partner or small group. Translate each phrasal verb into your first language (L1) and write them on the grey cards. Print this page onto card, then cut out the cards and lay them face up. Mix them up, then: a) match the English and L1 cards and put them into pairs; b) put the English cards into pairs; c) put the L1 cards into pairs.

1. come in(to)	2. _____	3. go out (of)	4. _____
5. get in(to)	6. _____	7. get out (of)	8. _____
9. get on(to)	10. _____	11. get off	12. _____
13. go in(to)	14. _____	15. come out (of)	16. _____
17. lie down	18. _____	19. get up	20. _____
21. log in(to)	22. _____	23. log out (of)	24. _____
25. pick up	26. _____	27. put down	28. _____
29. put in(to)	30. _____	31. take out (of)	32. _____
33. put on	34. _____	35. take off	36. _____
37. put up	38. _____	39. take down	40. _____

Grammar Phrasal Verbs

20 Phrasal Verb Pairs – Everyday Actions (Blank) – Part 2

Work with a partner or small group. Translate each phrasal verb into your first language (L1) and write them on the grey cards. Print this page onto card, then cut out the cards and lay them face up. Mix them up, then: a) match the English and L1 cards and put them into pairs; b) put the English cards into pairs; c) put the L1 cards into pairs.

1. scroll up	2. _____	3. scroll down	4. _____
5. speed up	6. _____	7. slow down	8. _____
9. stand up	10. _____	11. sit down	12. _____
13. start up	14. _____	15. shut down	16. _____
17. take away	18. _____	19. bring back	20. _____
21. tidy up	22. _____	23. mess up	24. _____
25. turn on	26. _____	27. turn off	28. _____
29. turn up	30. _____	31. turn down	32. _____
33. wake up	34. _____	35. drop off	36. _____
37. warm up	38. _____	39. cool down	40. _____

Grammar Phrasal Verbs

Practice 20 Phrasal Verbs with COME

A. Match the phrasal verbs to their meanings, e.g. COME IN = enter:

<i>Phrasal Verb:</i>	<i>Definition:</i>
1. COME ABOUT	a) accompany
2. COME ACROSS	b) visit
3. COME AFTER	c) appear
4. COME ALONG	d) arise
5. COME APART	e) attack
6. COME AT	f) awaken
7. COME BACK	g) collapse
8. COME BY	h) result
9. COME DOWN	i) disappear
10. COME FROM	j) discover
11. COME IN	k) enter
12. COME INTO	l) obtain
13. COME OFF	m) pursue
14. COME ON	n) inherit
15. COME OUT	o) unite
16. COME OVER	p) happen
17. COME ROUND	q) descend
18. COME TOGETHER	r) succeed
19. COME UP	s) return
20. COME UPON	t) improve

B. Complete each sentence with a particle:

<i>ABOUT</i>	<i>APART</i>	<i>DOWN</i>	<i>OFF</i>	<i>ROUND</i>
<i>ACROSS</i>	<i>AT</i>	<i>FROM</i>	<i>ON</i>	<i>TOGETHER</i>
<i>AFTER</i>	<i>BACK</i>	<i>IN</i>	<i>OUT</i>	<i>UP</i>
<i>ALONG</i>	<i>BY</i>	<i>INTO</i>	<i>OVER</i>	<i>UPON</i>

1. This kind of poor behaviour COMES _____ poor parenting.
2. Do COME _____ and take off your wet jacket.
3. If you were planning to COME _____ tonight, could you leave it till after eight?
4. What time will you be COMING _____? I don't know whether to wait up for you.
5. 'She is always confident at interviews.' 'Yes, she COMES _____ well.'
6. The sun CAME _____ at five fifty-five this morning.
7. We were walking back to the car, when we CAME _____ a golden coin.
8. I was running as fast as I could, but the dogs kept COMING _____ me.
9. COME _____ from that ledge immediately!
10. The table COMES _____ if you press this lever; then it folds down.
11. If your plan COMES _____, I'll be very surprised!
12. Your piano playing has really COME _____ since the last time I heard you.
13. If the bull hadn't COME _____ me, I wouldn't have jumped over the fence.
14. When Jackie CAME _____ from the surgery, she couldn't feel her leg.
15. We CAME _____ a bit of money when our Uncle Edward passed away.
16. We need to COME _____ at a time like this – not be divided!
17. These stains just won't COME _____ – no matter what I do!
18. I've asked Auntie Carol if she wants to COME _____ with us to the cinema.
19. We weren't sure how Ned had COME _____ the stolen watch.
20. How did this crack in the bathroom sink COME _____?

Grammar Phrasal Verbs

Practice 20 Phrasal Verbs with GO

A. Match the phrasal verbs to their meanings, e.g. GO IN = enter:

<i>Phrasal Verb:</i>	<i>Definition:</i>
1. GO AFTER	a) rehearse
2. GO AGAINST	b) attend
3. GO AHEAD	c) happen
4. GO ALONG	d) face
5. GO AWAY	e) collapse
6. GO BACK	f) pursue
7. GO BEFORE	g) socialise
8. GO BY	h) choose
9. GO DOWN	i) rise
10. GO FOR	j) accept
11. GO IN	k) enter
12. GO OFF	l) leave
13. GO ON	m) examine
14. GO OUT	n) explode
15. GO OVER	o) oppose
16. GO THROUGH	p) pass
17. GO UNDER	q) lack
18. GO UP	r) start
19. GO WITH	s) return
20. GO WITHOUT	t) continue

B. Complete each sentence with a particle:

<i>AFTER</i>	<i>AWAY</i>	<i>DOWN</i>	<i>ON</i>	<i>UNDER</i>
<i>AGAINST</i>	<i>BACK</i>	<i>FOR</i>	<i>OUT</i>	<i>UP</i>
<i>AHEAD</i>	<i>BEFORE</i>	<i>IN</i>	<i>OVER</i>	<i>WITH</i>
<i>ALONG</i>	<i>BY</i>	<i>OFF</i>	<i>THROUGH</i>	<i>WITHOUT</i>

1. We WENT _____ to the park bench where the man had been sitting but he'd gone.
2. 'Have you decided, madam, sir?' 'I'll have the lamb.' 'And I'm gonna GO _____ the beef.'
3. 'Though we weren't rich, our parents always made sure that we never WENT _____.'
4. 'I've heard they're planning another bank robbery.' 'When d'you think it'll GO _____?'
5. 'You GO _____ first, and I'll follow in a minute.'
6. 'The company WENT _____ due to lack of funding. Sad but true.'
7. 'Should I show you the first slide?' 'Yes, please GO _____.'
8. 'Would you like me to finish talking?' 'No, do GO _____.'
9. 'What time do you GO _____ the judge on Friday?' 'High noon.'
10. This manifesto GOES _____ all my principles – sorry!
11. 'Come on! Let's go to a few clubs. We haven't BEEN _____ for ages!'
12. 'As the years GO _____ I had hoped you would've mellowed; but no.'
13. The government minister spent the whole morning GOING _____ the reports.
14. 'Denise is playing her debut gig at the 100 Club tonight. Thought about GOING _____.'
15. 'Let's just GO _____ the scene one more time. From the top.'
16. Some people GO _____ fame and money, while others try to help others.
17. The number of people purchasing electric cars has GONE _____ in recent years.
18. Brian wished his annoying little sister would GO _____.
19. The bomb WENT _____ at approximately quarter to four.
20. 'Have you considered our proposal?' 'Yes, but we're going to GO _____ a different offer.'

Grammar Phrasal Verbs

Practice 20 Phrasal Verbs with PUT

A. Match the phrasal verbs to their meanings, e.g. PUT INTO = invest:

<i>Phrasal Verb:</i>	<i>Definition:</i>
1. PUT ABOUT	a) save
2. PUT ACROSS	b) extinguish
3. PUT ASIDE	c) forget
4. PUT AWAY	d) interject
5. PUT BACK	e) suggest
6. PUT BEHIND	f) gossip
7. PUT BY	g) assemble
8. PUT DOWN	h) propose
9. PUT FORWARD	i) host
10. PUT IN	j) ignore
11. PUT INTO	k) invest
12. PUT OFF	l) eat
13. PUT ON	m) postpone
14. PUT OUT	n) communicate
15. PUT OVER	o) distract
16. PUT THROUGH	p) connect
17. PUT TO	q) criticise
18. PUT TOGETHER	r) contribute
19. PUT TOWARDS	s) wear
20. PUT UP	t) replace

B. Complete each sentence with a particle:

<i>ABOUT</i>	<i>BACK</i>	<i>FORWARD</i>	<i>ON</i>	<i>TO</i>
<i>ACROSS</i>	<i>BEHIND</i>	<i>IN</i>	<i>OUT</i>	<i>TOGETHER</i>
<i>ASIDE</i>	<i>BY</i>	<i>INTO</i>	<i>OVER</i>	<i>TOWARDS</i>
<i>AWAY</i>	<i>DOWN</i>	<i>OFF</i>	<i>THROUGH</i>	<i>UP</i>

1. My parents have always tried to PUT _____ a bit of money each month – for a rainy day.
2. Alison PUT _____ her coat and left the flat.
3. 'Would you like to PUT five pounds _____ Barclay's leaving present?'
4. The fire brigade were still PUTTING _____ the blaze when Paul's wife arrived.
5. Jessica PUT her point _____ very well, but it didn't dissuade the chairman.
6. 'And furthermore, there's been a sharp increase in litter...' 'Rubbish!' PUT _____ Barry.
7. 'Hello. Could I speak to the Chief Executive, please?' 'Just PUTTING you _____.'
8. 'Somebody's been PUTTING it _____ that I'm 'aving an affair with Jack Kent! Well I ain't!'
9. 'Darling, don't do your nails while I'm having a Zoom call – you're PUTTING me _____!'
10. Your grandson certainly PUTS _____ a lot of food, Rita.' 'I know. He eats like a horse.'
11. 'I'm sick of you PUTTING me _____, father! I won't stand for it any longer!'
12. 'Thanks for PUTTING me _____, Auntie Catherine. I really had no other place to go.'
13. Clara intimated that she was willing to PUT _____ her feelings and greet her daughter.
14. 'Do you think the boss will have PUT our suggestion _____ the board yet?'
15. 'I didn't say that you could use my headphones! Please PUT them _____ immediately!'
16. 'It's great that you got the job! I know you PUT a lot of time _____ the application.'
17. 'I can't stop thinking about the match. EIGHT-nil!' 'Try to PUT it _____ you, darling.'
18. At the last minute, Alan's grandfather PUT _____ the idea of flying to Tenerife.
19. 'Are you ordering a flat-pack wardrobe?' 'Yes, of course. It won't take long to PUT _____.'
20. 'The American football match had been PUT _____ until the following weekend.'

Grammar Phrasal Verbs

Practice 20 Phrasal Verbs with TAKE

A. Match the phrasal verbs to their meanings, e.g. TAKE IN = absorb:

Phrasal Verb:	Definition:
1. TAKE ABACK	a) adapt
2. TAKE AFTER	b) subtract
3. TAKE AGAINST	c) assume responsibility
4. TAKE APART	d) explain
5. TAKE ASIDE	e) shock
6. TAKE AWAY	f) return
7. TAKE BACK	g) remove
8. TAKE DOWN	h) dislike
9. TAKE FOR	i) begin
10. TAKE FROM	j) replace
11. TAKE IN	k) absorb
12. TAKE OFF	l) like
13. TAKE ON	m) dismantle
14. TAKE OUT	n) note
15. TAKE OVER	o) rise
16. TAKE ROUND	p) resemble
17. TAKE THROUGH	q) show
18. TAKE TO	r) hire
19. TAKE UP	s) mention discreetly
20. TAKE UPON	t) mistake

B. Complete each sentence with a particle:

ABACK	ASIDE	FOR	ON	THROUGH
AFTER	AWAY	FROM	OUT	TO
AGAINST	BACK	IN	OVER	UP
APART	DOWN	OFF	ROUND	UPON

1. It was Julie's job to TAKE _____ the minutes at our staff meetings.
2. 'As the plane was TAKING _____, Alexander took my hand and suddenly proposed.'
3. 'I don't understand this algebra equation, dad.' 'OK. Let me TAKE you _____ it.'
4. 'The way that Helen spoke to the director really TOOK me _____.'
5. Alison's tutor TOOK her _____ to tell her that she had failed the end of course exam.
6. 'Could you just go to my jacket and TAKE _____ my wallet? It's in the right side, I think.'
7. 'I hadn't thought about TAKING _____ hang-gliding, until my niece invited me to try it.'
8. Paul's mother-in-law TOOK _____ him after his vulgar antics at the wedding reception.
9. 'You haven't TAKEN _____ many people this year, Chris.' 'I'd rather keep costs down.'
10. 'I'm not sure about the pattern on this dress. Do you think I should TAKE it _____?'
11. 'The plot of *Kiss Me Kate* was TAKEN _____ Shakespeare's *Taming of the Shrew*.'
12. 'Did you enjoy meeting your son's girlfriend.' 'Oh yes! We TOOK _____ her immediately!'
13. 'My six-year-old spent the whole day TAKING _____ his toy fire engine.'
14. 'We were so fortunate that the artist found time to TAKE us _____ his exhibition.'
15. 'If you had TAKEN _____ forty-eight from eighty-nine, you would have got forty-one.'
16. Since IT didn't have time to install the firewall, Sarah TOOK it _____ herself to do it.
17. Lisa is TAKING _____ from Charles in accounts, and Charles is moving back to sales.
18. 'Can I help you?' 'Oh, sorry! I TOOK you _____ my neighbour. You have similar jackets.'
19. 'Standing beside the Jeep, gazing at Victoria Falls – it was a lot to TAKE _____.'
20. 'Yes, I think your son really TAKES _____ your husband.' 'Yes. Especially in character.'

Grammar Phrasal Verbs

Practice 20 Phrasal Verbs with MAKE

A. Match the phrasal verbs to their meanings, e.g. MAKE OVER = remodel:

<i>Phrasal Verb:</i>	<i>Definition:</i>
1. MAKE AFTER	a) abscond
2. MAKE FOR	b) invent
3. MAKE INTO	c) chase
4. MAKE OF	d) write
5. MAKE OFF	e) move
6. MAKE OFF WITH	f) flatter
7. MAKE OUT	g) steal
8. MAKE OUT	h) kiss
9. MAKE OUT	i) cause
10. MAKE OUT	j) reconcile
11. MAKE OVER	k) remodel
12. MAKE OVER	l) compensate
13. MAKE TOWARDS	m) prepare
14. MAKE UP	n) transfer
15. MAKE UP	o) convert
16. MAKE UP	p) bring
17. MAKE UP	q) think
18. MAKE UP FOR	r) comprise
19. MAKE UP TO	s) decipher
20. MAKE WITH	t) imply

B. Complete each sentence with a particle:

AFTER	OFF	OUT	TOWARDS	UP
FOR	OFF WITH	OUT	UP	UP FOR
INTO	OUT	OVER	UP	UP TO
OF	OUT	OVER	UP	WITH

- What's that word? I can't quite MAKE it _____.
- I wish you wouldn't MAKE _____ such ridiculous lies, Brian!
- 'Has grandpa MADE _____ with grandma yet?' 'No, not yet.'
- We're hoping to MAKE the attic _____ another bedroom.
- We hope this refund will MAKE _____ us having to cancel.
- After the divorce, all the property was MADE _____ to me.
- Alice and Joe had been MAKING _____ in his car for far longer than Kathy liked.
- Two of the new prison's inmates have already MADE _____.
- This company is MADE _____ of a number of different branches.
- Look! That seagull is MAKING _____ Sarah's ice cream!
- We MADE _____ the burglars as fast as we could, but we couldn't catch them.
- I feel Jane was trying to MAKE _____ that I hadn't been working hard enough.
- We're planning to completely MAKE _____ our master bedroom.
- The revelations about Jinny's infidelity MADE _____ a rather unpleasant dinner.
- Don't worry – I'll have the room MADE _____ ready for your arrival.
- What do you MAKE _____ the news that Colin is quitting?
- Jessie was MAKING _____ the MD like that because she wants to get a promotion.
- John MADE _____ the injured deer gingerly, but it took fright and ran away.
- Please send a cheque MADE _____ to Jamesgate Restaurant Partners Ltd.
- 'Waiter – !' 'Yes, sir?' 'MAKE _____ the beers – and make it snappy!'

Grammar Phrasal Verbs

Practice 20 Phrasal Verbs with LOOK

A. Match the phrasal verbs to their meanings, e.g. LOOK INTO = investigate:

<i>Phrasal Verb:</i>	<i>Definition:</i>
1. LOOK AFTER	a) expect
2. LOOK AHEAD	b) reminisce
3. LOOK AT	c) scorn
4. LOOK AT	d) mind
5. LOOK AT	e) visit briefly
6. LOOK BACK	f) ask
7. LOOK DOWN ON	g) examine
8. LOOK FOR	h) watch
9. LOOK FORWARD TO	i) view
10. LOOK IN	j) seek
11. LOOK INTO	k) investigate
12. LOOK ON	l) anticipate
13. LOOK OUT FOR	m) admire
14. LOOK OUT	n) browse
15. LOOK OVER	o) preview
16. LOOK ROUND	p) read
17. LOOK THROUGH	q) beware
18. LOOK TO	r) gaze
19. LOOK UP TO	s) research
20. LOOK UP	t) inspect

B. Complete each sentence with a particle:

<i>AFTER</i>	<i>AT</i>	<i>FORWARD TO</i>	<i>OUT FOR</i>	<i>THROUGH</i>
<i>AHEAD</i>	<i>BACK</i>	<i>IN</i>	<i>OUT</i>	<i>TO</i>
<i>AT</i>	<i>DOWN ON</i>	<i>INTO</i>	<i>OVER</i>	<i>UP TO</i>
<i>AT</i>	<i>FOR</i>	<i>ON</i>	<i>ROUND</i>	<i>UP</i>

- Peter had always LOOKED _____ his older brother, who was a policeman.
- I rang customer services and they LOOKED _____ the problem with my account.
- I've spent all morning looking _____ my sister's new baby.
- When your mum got up to sing 'I Will Survive' we all LOOKED _____ in horror.
- We had a nostalgic evening LOOKING _____ on our holiday in Wales.
- 'I'm so sorry the party was cancelled.' 'We'd been LOOKING _____ it for months.'
- 'LOOK _____!' 'What?' 'You nearly fell down a manhole!'
- 'Doctor, my toe is incredibly painful.' 'OK, let me have a LOOK _____ it.'
- I'm really LOOKING _____ you to support me as the case finally goes to trial.
- My uncle has always LOOKED _____ me – I don't know why.
- When we received the goods we LOOKED them _____ to check they were OK.
- Looking _____ to the match on Saturday – it's gonna be a tough one for United.
- LOOK _____ my appearance on 'The Voice'. It's on this Saturday!
- I'm LOOKING _____ a nice summer dress for Anthony's birthday party.
- I've been LOOKING _____ some old magazines.
- If you can't think of the answer, try LOOKING it _____ on Google.
- We LOOKED _____ on Grandma on the way home and she invited us in for tea.
- Some potential buyers are coming to LOOK _____ our house on Friday.
- Barney had a good LOOK _____ the statue, then went to the gift shop.
- Have you had a LOOK _____ this article in *The Times*?

Grammar Phrasal Verbs

Practice 120 Common Phrasal Verbs

20 Phrasal Verbs with

COME

about	happen	in	enter
across	appear	into	inherit
after	pursue	off	succeed
along	accompany	on	improve
apart	collapse	out	disappear
at	attack	over	visit
back	return	round	awaken
by	obtain	together	unite
down	descend	up	arise
from	result	upon	discover

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20 Phrasal Verbs with

GO

after	pursue	in	enter
against	oppose	off	explode
ahead	start	on	continue
along	attend	out	socialise
away	leave	over	examine
back	return	through	rehearse
before	face	under	collapse
by	pass	up	rise
down	happen	with	accept
for	choose	without	lack

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20 Phrasal Verbs with

TAKE

aback	shock	in	absorb
after	resemble	off	rise
against	dislike	on	hire
apart	dismantle	out	remove
aside	mention	over	replace
away	subtract	round	show
back	return	through	explain
down	note	to	like
for	mistake	up	begin
from	adapt	upon	assume

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20 Phrasal Verbs with

PUT

about	gossip	into	invest
across	communicate	off	distract
aside	ignore	on	wear
away	eat	out	extinguish
back	replace	over	postpone
behind	forget	through	connect
by	save	to	suggest
down	criticise	together	assemble
forward	propose	towards	contribute
in	interject	up	host

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20 Phrasal Verbs with

MAKE

after	chase	over	remodel
for	cause	over	transfer
into	convert	towards	move
of	think	up	invent
off	abscond	up	comprise
off with	steal	up	reconcile
out	decipher	up	prepare
out	imply	up for	compensa
out	write	up to	flatter
out	kiss	with	bring

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20 Phrasal Verbs with

LOOK

after	mind	into	investigate
ahead	preview	on	watch
at	examine	out for	expect
at	read	out	beware
at	gaze	over	inspect
back	reminisce	round	view
down on	scorn	through	browse
for	seek	to	ask
forward to	anticipate	up to	admire
in	visit briefly	up	research

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Grammar Phrasal Verbs

100 Medical English Phrasal Verbs

Learn 100 English phrasal verbs that are common in the medical professions. Whether you're a doctor, nurse, GP, surgeon, or otherwise involved in treating patients, these are the everyday medical phrasal verbs you need!

Note: sby = somebody, sth = something, yr = your

Phrasal Verb:	Definition:	Phrasal Verbs:	Definition:
1. attend to	treat / tend	51. lay up	have to stay in bed / confine
2. bend down	bend to the ground	52. let off	fart / break wind / expel gas
3. bend over	bend at the waist	53. lie down	recline
4. black out	become unconscious / faint	54. lift up	raise / elevate
5. block up	obstruct	55. liven up	galvanise / excite
6. break down	digest / stop functioning	56. loaf around	idle / do nothing
7. break out in	suddenly be covered in sth	57. look after	protect / mind
8. breathe in / out	inhale / exhale	58. look at	examine
9. bring up	regurgitate / mention	59. look down	lower yr head/eyes
10. build up	accumulate	60. look for	search / hunt
11. burn out	become exhausted	61. look over	check / review
12. burn up	consume, e.g. calories	62. look round	turn yr head
13. calm down	become calmer / pacify	63. look up	raise yr head/eyes / research
14. care for	treat / tend	64. minister to	treat / tend
15. carry out	perform, e.g. a procedure	65. nod off	fall asleep, especially unintentionally
16. check on	monitor	66. open up	make an opening / become more open
17. chill out	unwind	67. pack up	stop functioning
18. clear up	disappear	68. pass away	die (euphemism)
19. clog up	become blocked	69. pass out	become unconscious / faint
20. come down with	develop, e.g. an illness	70. patch up	repair temporarily
21. come on	start, e.g. a cold	71. perk up	improve condition
22. come round / to	become conscious	72. pick up	contract / improve / lift
23. conk out	fall asleep	73. prop up	support / help sby to sit up
24. cough up	expectorate	74. pull through	recover (after a bad illness)
25. cut out	eliminate, e.g. sugar	75. put on	fake sth, e.g. an illness / wear
26. dose up	give / take medication	76. rub down	massage / dry
27. drop off	fall asleep	77. run around	run in different directions
28. eat away at	erode	78. seize up	become stiff suddenly / freeze
29. ebb away	get weaker gradually	79. sew up	suture, e.g. a wound
30. fall apart	break into pieces	80. shake off	get rid of, e.g. an infection
31. fall down	collapse	81. shut down	stop functioning
32. fall over	stumble / trip	82. shut up	be quiet
33. fatten up	increase weight	83. sit down	be seated
34. fight off	battle	84. sit up	sit with a straight back
35. fill up	become full	85. slim down	reduce weight
36. flare up	return	86. stand up	rise / get to yr feet
37. follow up on	take further action	87. stress out	worry / aggravate
38. get around	move / be mobile	88. strip down to	remove some clothing
39. get over	recover / overcome	89. strip off	remove clothing
40. get up	rise	90. swell up	become swollen / expand
41. give up	quit	91. take off	remove, e.g. clothing
42. go away	disappear	92. tend to	treat / usually be/do
43. go through	experience / suffer	93. throw up	vomit
44. grow up	become an adult	94. turn over	change position to the opposite side
45. gulp down	swallow quickly	95. turn round	move to face the opposite way
46. hold out	offer, e.g. yr hand	96. wake up	become conscious
47. hook up	connect	97. waste away	deteriorate
48. keel over	collapse / fall down suddenly	98. watch over	guard / hold a vigil for sby
49. kneel down	go down on one or both knees	99. work out	exercise / resolve
50. knock out	become unconscious	100. wrap around	enfold

Grammar Phrasal Verbs

100 Medical English Phrasal Verbs with Examples – Part 1 (1-50)

Learn 100 English phrasal verbs that are common in the medical professions. Whether you're a doctor, nurse, GP, surgeon, or otherwise involved in treating patients, these are the everyday medical phrasal verbs you need!

Note: sth = something, yr = your

Phrasal Verb:	Definition:	Example:
1. attend to	<i>treat / tend</i>	The nurse attended to Mr Jones by adjusting his drip.
2. bend down	<i>bend to the ground</i>	Paula bent down and picked up the stethoscope.
3. bend over	<i>bend at the waist</i>	Could you bend over and then straighten up, please?
4. black out	<i>become unconscious / faint</i>	Roger blacked out and collapsed into his armchair.
5. block up	<i>obstruct</i>	His arteries had blocked up , inhibiting blood flow.
6. break down	<i>digest / stop functioning</i>	She was having difficulty breaking down solid food.
7. break out in	<i>suddenly be covered in sth</i>	Alan broke out in a rash due to an allergy.
8. breathe in / out	<i>inhale / exhale</i>	Breathe in slowly, hold it, then breathe out .
9. bring up	<i>regurgitate / mention</i>	I've been bringing up phlegm all morning.
10. build up	<i>accumulate</i>	You must build up immunity by eating healthily.
11. burn out	<i>become exhausted</i>	Jason burnt out due to his excessive work schedule.
12. burn up	<i>consume, e.g. calories</i>	How many calories have you burnt up today?
13. calm down	<i>become calmer / pacify</i>	You need to calm down and listen to the doctor.
14. care for	<i>treat / tend</i>	My dad cares for his wife, who has Alzheimer's.
15. carry out	<i>perform, e.g. a procedure</i>	They'll carry out the tests first thing in the morning.
16. check on	<i>monitor</i>	I'll be back in an hour to check on your progress.
17. chill out	<i>unwind</i>	Just chill out for a few days and try to get some rest.
18. clear up	<i>disappear</i>	I'm so glad your rash is clearing up .
19. clog up	<i>become blocked</i>	Her pores are clogged up with dead skin.
20. come down with	<i>develop, e.g. an illness</i>	Alan came down with the flu last week.
21. come on	<i>start, e.g. a cold</i>	Amy could feel that a cold was coming on .
22. come round / to	<i>become conscious</i>	Let me know when grandma comes round .
23. conk out	<i>fall asleep</i>	Look – Jenny's conked out. She must've been exhausted.
24. cough up	<i>expectorate</i>	My father has been coughing up blood for a while now.
25. cut out	<i>eliminate, e.g. sugar</i>	You need to cut out sugar as far as you possibly can.
26. dose up	<i>give / take medication</i>	Oliver is in bed dosed up on painkillers.
27. drop off	<i>fall asleep</i>	Your daughter dropped off at about eight o'clock.
28. eat away at	<i>erode</i>	Yes, the cancer has been eating away at your bones.
29. ebb away	<i>get weaker gradually</i>	His life is slowly ebbing away before our very eyes.
30. fall apart	<i>break into pieces</i>	Since dad died my life has fallen apart .
31. fall down	<i>collapse</i>	Uncle Jim fell down and broke his back.
32. fall over	<i>stumble / trip</i>	I was jogging, then I fell over and landed on my hand.
33. fatten up	<i>increase weight</i>	We need to fatten you up before you leave hospital.
34. fight off	<i>battle</i>	Theresa is currently fighting off leukaemia.
35. fill up	<i>become full</i>	We'll have to fill up two test tubes with your blood.
36. flare up	<i>return</i>	It appears that her eczema has flared up badly again.
37. follow up on	<i>take further action</i>	Call back next week so we can follow up on your results.
38. get around	<i>move / be mobile</i>	Grandpa is finding it hard to get around at the moment.
39. get over	<i>recover / overcome</i>	Fantastic that you have managed to get over your illness!
40. get up	<i>rise</i>	Can you get up and walk to the wall and back, please.
41. give up	<i>quit</i>	Don't give up! You've nearly finished your treatment.
42. go away	<i>disappear</i>	I was really hoping it would go away without medication.
43. go through	<i>experience / suffer</i>	It's a shame she had to go through such pain, isn't it?
44. grow up	<i>become an adult</i>	When I grow up I want to be a surgeon, like you!
45. gulp down	<i>swallow quickly</i>	If you gulp down the medicine quickly, you won't taste it.
46. hold out	<i>offer, e.g. yr hand</i>	Hold out your hand and try to grab the rail.
47. hook up	<i>connect</i>	They hooked dad up to the life support machine.
48. keel over	<i>collapse / fall down suddenly</i>	All of a sudden Alison keeled over and hit the floor.
49. kneel down	<i>go down on one or both knees</i>	Auntie was kneeling down but couldn't get up again.
50. knock out	<i>become unconscious</i>	The combination of pills knocked him out completely.

Grammar Phrasal Verbs

100 Medical English Phrasal Verbs with Examples – Part 2 (51-100)

Learn 100 English phrasal verbs that are common in the medical professions. Whether you're a doctor, nurse, GP, surgeon, or otherwise involved in treating patients, these are the everyday medical phrasal verbs you need!

Note: sby = somebody, sth = something, yr = your

Phrasal Verb:	Definition:	Example:
51. lay up	have to stay in bed / confine	Ben was laid up in bed for a month after his fall. Who's let off again? Could you just lie down on the couch, please? So, lift up your left leg. Thank you. And the right. We're trying to liven her up , but she won't move. Lily's been loafing around all day at home. The nurse has been looking after us really well. I just need to have a look at your ankle, John. Look down at the floor then look at me. We've been looking for your notes all morning. I just need to look you over from head to toe. Could you look round for me? That's fine. OK. If you look up , we're going to check your sight. Nurse Angela ministered to her charge all night. Sorry, I just nodded off for a few minutes there. We'll make an incision and open up your chest. Sadly his heart packed up and he died. Your uncle passed away at ten o'clock last night. When I got back he was passed out on the bed. They patched up my arm, but I've got to go back. Looks like Tom's perked up a bit today. She picked up TB while travelling in Malawi. We'll prop you up here; can you move the pillow? We're so thankful that you pulled through . It turned out that she had been putting it on! Have a quick shower, then rub yourself down . Dr Neilson has been running around all day. And then my calf muscle suddenly seized up . We clean the wound then sew it up . I'm having a hard time shaking off this virus. His liver shut down on the way to hospital. Just shut up and take your pills! OK, sit down and I'll outline today's procedures. Would you sit up straight, please, Mrs Felton. It is obviously in your best interests to slim down . Rob stood up and left the consulting room. My daughter was stressing out all evening. Please strip down to your underwear. I'm not happy to strip off in front of three doctors. My foot swelled up and became very painful. When they took off the bandage, I nearly cried. The RN was tending to Mrs Peel when I arrived. Joey was throwing up all night. Please turn over and show me where it hurts. Turn round and open your shirt a little. When I woke up , I was lying in a hospital bed! Sadly, no one knew and he simply wasted away . I watched over him all night until he finally woke. Have you considered working out twice a week? Let me wrap the bandage around your arm.
52. let off	fart / break wind / expel gas	
53. lie down	recline	
54. lift up	raise / elevate	
55. liven up	galvanise / excite	
56. loaf around	idle / do nothing	
57. look after	protect / mind	
58. look at	examine	
59. look down	lower yr head/eyes	
60. look for	search / hunt	
61. look over	check / review	
62. look round	turn yr head	
63. look up	raise yr head/eyes / research	
64. minister to	treat / tend	
65. nod off	fall asleep, especially unintentionally	
66. open up	make an opening / become more open	
67. pack up	stop functioning	
68. pass away	die (euphemism)	
69. pass out	become unconscious / faint	
70. patch up	repair temporarily	
71. perk up	improve condition	
72. pick up	contract / improve / lift	
73. prop up	support / help sby to sit up	
74. pull through	recover (after a bad illness)	
75. put on	fake sth, e.g. an illness / wear	
76. rub down	massage / dry	
77. run around	run in different directions	
78. seize up	become stiff suddenly / freeze	
79. sew up	suture, e.g. a wound	
80. shake off	get rid of, e.g. an infection	
81. shut down	stop functioning	
82. shut up	be quiet	
83. sit down	be seated	
84. sit up	sit with a straight back	
85. slim down	reduce weight	
86. stand up	rise / get to yr feet	
87. stress out	worry / aggravate	
88. strip down to	remove some clothing	
89. strip off	remove clothing	
90. swell up	become swollen / expand	
91. take off	remove, e.g. clothing	
92. tend to	treat / usually be/do	
93. throw up	vomit	
94. turn over	change position to the opposite side	
95. turn round	move to face the opposite way	
96. wake up	become conscious	
97. waste away	deteriorate	
98. watch over	guard / hold a vigil for sby	
99. work out	exercise / resolve	
100. wrap around	enfold	

Grammar Clauses

Simple, Compound, and Complex Sentences – Info Page

In general, there are three types of sentence in English: **simple** sentences, **compound** sentences, and **complex** sentences. We should use a mix of sentence types to keep our reader interested.

Sentence Type:	Example:	Clause Type:	Made with:	More Info:
simple	I work in Bristol.	independent (main) (a complete thought)	subject + predicate (verb + phrase)	Can be: - statement - question - imperative - exclamation
compound	I work in Bristol and play football every week.	independent + independent	coordinating conjunctions (balancing)	FANBOYS: <i>for, and, nor, but, or, yet, so</i>
complex	I work in Bristol although I live in Swindon.	independent + dependent (not a complete thought)	A) subordinating conjunctions (reducing importance)	50+ words, e.g. <i>after, although, because, before, if, provided that, since, unless, until, whenever,</i>
	I work in Bristol which is a large city in the west of England. Bristol, where I work, is a large city in the west of England.		B) relative pronouns: - defining relative clause - non-defining relative clause	<i>which, that, who, whom, whose when, where, why</i>
	I live in Swindon to be close to my parents.		C) to + infinitive	
	I work in Bristol creating marketing material for companies.		D) gerund	

Use a comma:

- COMPOUND SENTENCES: before a conjunction (unless it is a very short sentence) *I bought a new dishwasher, but it doesn't work.*
- COMPLEX SENTENCES: after a dependent clause, if it comes first *After I bought the dishwasher, I realised it didn't work.*
before and after a non-defining relative clause *The dishwasher, which doesn't work, went back to the shop.*

Grammar Clauses

Simple, Compound, and Complex Sentences – Gap-Fill

In general, there are three types of sentence in English: **simple** sentences, **compound** sentences, and **complex** sentences. We should use a mix of sentence types to keep our reader interested.

Sentence Type:	Example:	Clause Type:	Made with:	More Info:
1. _____	I work in Bristol.	2. _____ (main) (a complete thought)	3. _____ + 4. _____ (verb + phrase)	Can be: - 5. _____ - 6. _____ - 7. _____ - 8. _____
9. _____	I work in Bristol and play football every week.	10. _____ + 11. _____	12. _____ conjunctions (balancing)	13. _____: <i>for, and, nor, but, or, yet, so</i>
14. _____	I work in Bristol although I live in Swindon.	15. _____ + 16. _____ (not a complete thought)	A) 17. _____ conjunctions (reducing importance)	_____ words, e.g. <i>after, although, because, before, if, provided that, since, unless, until, whenever,</i>
	I work in Bristol which is a large city in the west of England.		B) 18. _____ pronouns: - 19. _____ rel. clause - 20. _____ rel. clause	<i>which, that, who, whom, whose when, where, why</i>
	Bristol, where I work, is a large city in the west of England.		C) to + 21. _____	
	I live in Swindon to be close to my parents.		D) 22. _____	
	I work in Bristol creating marketing material for companies.			

Use a comma:

- COMPOUND SENTENCES: before a 23. _____ (unless it is a very short sentence) *I bought a new dishwasher, but it doesn't work.*
- COMPLEX SENTENCES: after a 24. _____ clause, if it comes first *After I bought the dishwasher, I realised it didn't work.*
before and after a 25. _____ relative clause *The dishwasher, which doesn't work, went back to the shop.*

Grammar Tenses

5 Tenses which Need a Second Clause – Part 1

There are **five tenses** in English which require a second clause: **Past Continuous, Past Perfect, and Past Perfect Continuous** usually provide background information for a Past Simple clause, e.g.

pa con: I was driving to my parents' home **because** I needed to borrow some tools.
 pa perf: I had driven to my parents' home **but** they weren't in.
 pa p.c. I had been driving to my parents' home **when** my car suddenly broke down.

The exasperated reply to each statement without a second clause might be: "So, what happened?"

In **Future Perfect** and **Future Perfect Continuous** it is usual to indicate the other time in a second clause:

fu perf: I will have made lunch **by the time** you read this message.
 fu p.c. I will have been making lunch for two hours **when** you get here.

Complete the sentences below with the **given tense** and **conjunction** or **relative pronoun** using the indicated **topic**. Then say which **category** the joining word belongs to (below):

A. ADDITION	B. CONDITION	C. CONTRAST
D. REASON	E. RELATIVE PRONOUNS	F. RESULT
G. TIME		

1. Topic: breakfast

Ex. pa con I was making toast, **in spite of** being late for work. [C]

- a) pa con _____ **in spite of** _____
- b) pa perf _____ **so** _____
- c) pa p.c. _____ **which** _____
- d) fu perf _____ **by the time** _____
- e) fu p.c. _____ **before** _____

2. Topic: fish

- a) pa con _____ **provided that** _____
- b) pa perf _____ **and** _____
- c) pa p.c. _____ **whereas** _____
- d) fu perf _____ **prior to** _____
- e) fu p.c. _____ **until** _____

3. Topic: television

- a) pa con _____ **but** _____
- b) pa perf _____ **since** _____
- c) pa p.c. _____ **as long as** _____
- d) fu perf _____ **when** _____
- e) fu p.c. _____ **once** _____

Grammar Tenses

5 Tenses which Need a Second Clause – Part 2

There are **five tenses** in English which require a second clause: **Past Continuous, Past Perfect, and Past Perfect Continuous** usually provide background information for a Past Simple clause, e.g.

pa con: I was driving to my parents' home **because** I needed to borrow some tools.
 pa perf: I had driven to my parents' home **but** they weren't in.
 pa p.c. I had been driving to my parents' home **when** my car suddenly broke down.

The exasperated reply to each statement without a second clause might be: "So, what happened?"

In **Future Perfect** and **Future Perfect Continuous** it is usual to indicate the other time in a second clause:

fu perf: I will have made lunch **by the time** you read this message.
 fu p.c. I will have been making lunch for two hours **when** you get here.

Complete the sentences below with the **given tense** and **conjunction** or **relative pronoun** using the indicated **topic**. Then say which **category** the joining word belongs to (below):

A. ADDITION	B. CONDITION	C. CONTRAST
D. REASON	E. RELATIVE PRONOUNS	F. RESULT
		G. TIME

1. Topic: clothes

Ex. pa con I was shopping for a new jacket, **after** spending all morning in McDonalds. [G]

- a) pa con _____ **after** _____
- b) pa perf _____ **or** _____
- c) pa p.c. _____ **therefore** _____
- d) fu perf _____ **prior to** _____
- e) fu p.c. _____ **once** _____

2. Topic: park

- a) pa con _____ **as** _____
- b) pa perf _____ **although** _____
- c) pa p.c. _____ **despite** _____
- d) fu perf _____ **when** _____
- e) fu p.c. _____ **before** _____

3. Topic: grandma

- a) pa con _____ **even though** _____
- b) pa perf _____ **because** _____
- c) pa p.c. _____ **whose** _____
- d) fu perf _____ **by the time** _____
- e) fu p.c. _____ **until** _____

Grammar Gerunds

When to Use Gerunds – Typical Phrases

All the **phrases** below can be followed by **gerunds**. They **cannot** be followed by **to + infinitive**.

For example:

They are capable of **working** hard. ✓
They are capable **to work** hard. ✗

Write a sentence using each **phrase + gerund** collocation:

1. be capable of + *gerund* _____
2. be keen on + *gerund* _____
3. be used to + *gerund* _____
4. be worth + *gerund* _____
5. can't help + *gerund* _____
6. carry on + *gerund* _____
7. despite / in spite of + *gerund* _____
8. feel like + *gerund* _____
9. give up + *gerund* _____
10. have fun + *gerund* _____
11. insist on + *gerund* _____
12. keep on + *gerund* _____
13. look forward to + *gerund* _____
14. miss out on + *gerund* _____
15. no point + *gerund* _____
16. put off + *gerund* _____
17. spend time + *gerund* _____
18. the result of + *gerund* _____
19. what about + *gerund* _____
20. would you mind + *gerund* _____

Grammar Gerunds

When to Use Gerunds – Typical Verbs

All the **verbs** below can be followed by **gerunds**. They **cannot** be followed by **to + infinitive**.

For example:

She admitted **thinking** about Gary every day. ✓
She admitted **to think** about Gary every day. ✗

Write a sentence using each **verb + gerund** collocation:

- | | | |
|----------------|----------|-------|
| 1. admit | + gerund | _____ |
| 2. avoid | + gerund | _____ |
| 3. consider | + gerund | _____ |
| 4. deny | + gerund | _____ |
| 5. despise | + gerund | _____ |
| 6. discuss | + gerund | _____ |
| 7. dislike | + gerund | _____ |
| 8. enjoy | + gerund | _____ |
| 9. fancy | + gerund | _____ |
| 10. finish | + gerund | _____ |
| 11. imagine | + gerund | _____ |
| 12. miss | + gerund | _____ |
| 13. not mind | + gerund | _____ |
| 14. practice | + gerund | _____ |
| 15. recall | + gerund | _____ |
| 16. recommend | + gerund | _____ |
| 17. resist | + gerund | _____ |
| 18. risk | + gerund | _____ |
| 19. suggest | + gerund | _____ |
| 20. understand | + gerund | _____ |

Grammar To + Infinitive

When to Use To + Infinitive – Typical Verbs

All the **verbs** below can be followed by **to + infinitive**. They **cannot** be followed by **gerunds**.

For example:

He agreed **to buy** a new fridge freezer. ✓
He agreed **buying** a new fridge freezer. ✗

Write a sentence using each **verb + to + infinitive** collocation:

1. agree + to + infinitive _____
2. ask + to + infinitive _____
3. choose + to + infinitive _____
4. claim + to + infinitive _____
5. decide + to + infinitive _____
6. demand + to + infinitive _____
7. deserve + to + infinitive _____
8. expect + to + infinitive _____
9. happen + to + infinitive _____
10. hope + to + infinitive _____
11. intend + to + infinitive _____
12. learn + to + infinitive _____
13. manage + to + infinitive _____
14. need + to + infinitive _____
15. offer + to + infinitive _____
16. plan + to + infinitive _____
17. prepare + to + infinitive _____
18. refuse + to + infinitive _____
19. want + to + infinitive _____
20. would like + to + infinitive _____

Grammar Possession

How to Use 'Have' and 'Have Got' – Info Page

We use the verb forms **have** and **have got** to talk about **possession**:

	have:	have got:
<i>ownership</i>	I have a new bike.	I have got (I've got) a new bike.
<i>relationships</i>	I have two brothers.	I have got (I've got) two brothers.
<i>personal attributes</i>	He has brown hair.	He has got (He's got) brown hair.
<i>illnesses</i>	She has a cold.	She has got (She's got) a cold.
<i>timetabled events</i>	I have a meeting today.	I have got (I've got) a meeting today.

<i>Positive:</i>	I have a new bike.	I have got (I've got) a new bike.
<i>Negative:</i>	I do not (don't) have a new bike.	I have not (haven't) got a new bike.
<i>Yes / No Questions:</i>	Do you have a new bike?	Have you got a new bike?
	Yes, I do. / No, I don't.	Yes, I have. / No, I haven't.
<i>Wh- Questions:</i>	What do you have? / A new bike.	What have you got? / A new bike.

'Have' and 'have got' both generally mean the same thing, although 'have' is more common in **American English** and 'have got' is more common in **British English**. One reason for this may be that 'have got' provides stronger sentence stress than 'have', which is preferred in British English. For example:

have: / /
He has a new car.

'Has' tends to be unstressed or lightly stressed. We do not hear the rhythm that is familiar in British English:

have got: / / /
He's got a new car.

'Got' provides a strong stress, before the weak stressed article 'a', followed by two strong stresses 'new car', creating a satisfying 'up and down' rhythm more typical of British English.

Additionally, we can say that 'have' is more **formal** and used in **written English** more often, while 'have got' is more **informal** and used in **spoken English** more frequently.

*Note: in the categories above, **have got** is a present perfect form, but with a present simple meaning. It is therefore an anomaly in English. It is neither present simple nor present perfect, but rather an adjunct to present simple that is only used in regular time in the present for possession (states) rather than actions.*

Here are some of the **errors** that often occur with this topic:

<i>Error:</i>	<i>Rule:</i>	<i>Correction:</i>
1. I am having a bike.	'Have' for possession is a state verb, so no continuous tense.	I have a bike.
2. I've a car.	'Have' cannot be contracted because then there is no main verb.	I have a car.
3. I have got fun on holiday.	'Have got' cannot be used for actions, only states.	I have fun on holiday.
4. I got a car.	This is considered slang.	I have got a car.
5. Do you got a car?	Auxiliary verbs cannot be mixed.	Do you have...? / Have you got...?
6. Have you got a car? / Yes, I do.	Auxiliary verbs should match in the question and answer.	Do you have a car? / Yes, I do. Have you got a car? / Yes, I have.
7. I usually have got a meeting at one.	'Have got' cannot be used with regular events, e.g. with adverbs of frequency.	I usually have a meeting at one.
8. I had got a bike.	We only use 'have got' in the present.	I have got a bike.

Grammar Possession

How to Use 'Have' and 'Have Got'

Read the worksheet – How to Use 'Have' and 'Have Got' – Info Page – before beginning the exercise below.

Below there are twenty incorrect sentences with 'have' and 'have got'. Write each sentence correctly twice – using 'have' and then 'have got'. It may not be possible in a few cases. Write a number to show which error is present:

Example:

Ex. I'm having a cold.

I have a cold.

I have got a cold.

1.

HAVE

HAVE GOT

1. I haven't a job. _____
2. Tina had got a bike when she was a child. _____
3. We usually have got a meeting at eight. _____
4. I am having blonde hair. _____
5. Does he got a job? _____
6. He has got a shower every morning. _____
7. The kids don't got any money. _____
8. They've time before the flight. _____
9. He doesn't got any children. _____
10. I often have got lunch at twelve. _____
11. Sarah hasn't many friends. _____
12. Tommy had got a beautiful wife. _____
13. I've a book about dolphins. _____
14. I gotta new job. _____
15. We are having a new shower. _____
16. Have you got time? / Yes, I do. _____
17. We have got a party most weekends. _____
18. Do you got any milk? _____
19. Have you got a new bike? / Sure do. _____
20. He's having an ear infection. _____

Grammar Quantifiers

Some, Any, or No...? 1

When do we use SOME, ANY, and NO?

	SOME	ANY	NO
POSITIVE	✓ I need some help.	✓ (means 'whichever') 'Which film?' 'Any will be fine.'	✓ (but neg. form is better) There are no tickets left.
NEGATIVE	✗ I don't want some breakfast.	✓ I don't want any breakfast.	✗ There isn't no milk.
QUESTION	✓ (expect a positive reply) Can I have some juice, mum?	✓ Do we need any cereal?	✓ (formal / theatrical) Is there <i>nobody</i> to help?!
QUANTITY	MEDIUM	ONE TO UNLIMITED	ZERO
RELATED WORDS	SOMEBODY SOMETHING SOMEWHERE	ANYBODY ANYTHING ANYWHERE	NOBODY NOTHING NOWHERE

Use one of the words in *blue* to complete each gap below:

1. There are _____ crisps in that bowl.
2. Have you got _____ for the school newspaper?
3. There's _____ place like home.
4. Did you meet _____ friends at the party last night?
5. Is there _____ you want to tell me?
6. Paul had _____ to say to his nan, so he remained quiet.
7. Do you need _____ who can cook to help at the restaurant?
8. Why is there _____ quiet for me to work?
9. He didn't have _____ money.
10. Is there _____ good on at the cinema?
11. Can I have _____ ice cream?
12. Unfortunately, I had _____ to do and _____ money to do it with.
13. I haven't seen Joanne _____.
14. Can I give you _____ for the charity appeal?
15. There were _____ trains after 10 pm.

Grammar Quantifiers

Some, Any, or No...? 2

When do we use SOME, ANY, and NO?

	SOME	ANY	NO
POSITIVE	✓ I need some help.	✓ (means 'whichever') 'Which film?' 'Any will be fine.'	✓ (but neg. form is better) There are no tickets left.
NEGATIVE	✗ I don't want some breakfast.	✓ I don't want any breakfast.	✗ There isn't no milk.
QUESTION	✓ (expect positive reply) Can I have some juice, mum?	✓ Do we need any cereal?	✓ (formal / theatrical) Is there <i>nobody</i> to help?!
QUANTITY	MEDIUM	ONE TO UNLIMITED	ZERO
RELATED WORDS	SOMEBODY SOMETHING SOMEWHERE	ANYBODY ANYTHING ANYWHERE	NOBODY NOTHING NOWHERE

Use one of the words in *blue* to complete each gap below:

- Absolutely _____ who is interested in film can apply for the job!
- Mum had gone to work so there was _____ at home when I got in.
- I won't sign up for _____ extracurricular activities next semester.
- I left my phone _____ in the canteen.
- I've just seen _____ riding an e-bike.
- Will _____ help my poor family? Please?!
- 'Where shall we go on holiday?' 'I'm not bothered – _____.'
- Please leave the parcel _____ near the front porch.
- Is there _____ end to your genius?
- After he leaves college, Brian will have _____ to live.
- We had _____ great times during our winter holiday, didn't we?
- No, they didn't have _____ milk.
- I don't care who you invite to the party. _____ can come.
- 'They're closing the old cinema next week.' 'Is _____ sacred these days?'
- 'I'll be late home, mum.' 'OK, I'll put _____ in the oven for you, dear.'

vocabulary

Vocabulary Idioms

12 English Idioms of Courage – Matching Activity

A. Match the common idioms of courage (1-12) with their definitions (a-l):

1. Put on a brave face.
 2. Take heart.
 3. Chin up!
 4. Face [up to] your fears.
 5. Fortune favours the brave.
 6. Have the courage of your convictions.
 7. Pluck up the courage to do sth [something].
 8. It's now or never!
 9. [Don't] lose your nerve.
 10. Take a lot of guts to do sth.
 11. Don't talk the talk unless you can walk the walk.
 12. Discretion is the better part of valour.
-
- a) Either do it now or just forget about it.
 - b) Concentrate on being brave; don't turn back from doing a difficult thing.
 - c) Try not to look sad or disappointed.
 - d) Don't be down – be positive.
 - e) Confront what you fear – don't avoid it.
 - f) This particular act requires great bravery.
 - g) Don't boast about doing something brave and then back out of doing it.
 - h) Prepare yourself mentally to do sth that you are afraid of doing.
 - i) Sometimes it is better to avoid conflict rather than to confront it bravely.
 - j) If you are brave, you have more chance of succeeding.
 - k) Be brave enough to live out your principles.
 - l) Be encouraged.

B. Write a sentence with each idiom:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Vocabulary Idioms

12 English Idioms of Love – Matching Activity

A. Match the common idioms of courage (1-12) with their definitions (a-l):

1. Have a crush on sby [somebody].
 2. Be the apple of sby's eye.
 3. Carry a torch for sby.
 4. Fall (head over heels) in love with sby.
 5. Be love at first sight.
 6. Be made for each other.
 7. Be like two peas in a pod.
 8. Get on like a house on fire.
 9. Absence makes the heart grow fonder.
 10. Find your soulmate.
 11. Stick together through thick and thin.
 12. Live happily ever after.
-
- a) Love sby without them knowing, especially a former lover.
 - b) Live together in harmony for the rest of your life, e.g. after getting married.
 - c) Be attracted to sby.
 - d) Have a fantastic relationship.
 - e) Be a perfectly matched couple.
 - f) Spending time apart from your loved one(s) makes you love them more.
 - g) Be beloved by somebody.
 - h) Go from feelings of attraction to intense love for sby over a short period of time.
 - i) Stay together and face life's highs and lows as a team.
 - j) Be very similar to your partner, with identical tastes, views, dress sense, etc.
 - k) Love sby after the first meeting.
 - l) Find the one person in the world who truly knows and understands you.

B. Write a sentence with each idiom:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Vocabulary Idioms

12 English Idioms of Sadness – Matching Activity

A. Match the common idioms of courage (1-12) with their definitions (a-l):

1. Reduce sby [somebody] to tears.
 2. Have a face like a wet weekend.
 3. Have a lump in your throat.
 4. Break sby's heart / have your heart broken by sby.
 5. Be / feel gutted.
 6. Be / end up sadder but wiser.
 7. Take sth [something] hard.
 8. Go / fall to pieces.
 9. Not be the same since...
 10. Sink into despair.
 11. Have a midlife crisis.
 12. Cry your eyes / heart out.
-
- a) Feel like you are about to cry.
 - b) Make sby cry.
 - c) To be hurt very badly emotionally by a romantic partner.
 - d) Behave in an out of character manner after turning forty.
 - e) Spend a long time in tears.
 - f) Be disappointed.
 - g) End up feeling down but with greater wisdom gained from life experience.
 - h) Be different after a sad event.
 - i) Look sad.
 - j) Be badly affected emotionally by an event.
 - k) Suddenly break down emotionally.
 - l) Gradually feel more and more hopeless.

B. Write a sentence with each idiom:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Vocabulary Idioms

12 English Idioms of Motivation – Matching Activity

A. Match the common idioms of courage (1-12) with their definitions (a-l):

1. Give it your best shot.
 2. The sky's the limit.
 3. Dance like nobody's watching.
 4. Take things one day at a time.
 5. You can only do your best. You can't do any more than that.
 6. Put your best foot forward.
 7. 'It's never too late to be what you might've been.' – George Eliot
 8. 'Carpe diem.' [Latin]: 'Seize the day.' – Horace [Roman poet]
 9. It's a marathon not a sprint.
 10. Set your sights on sth [something].
 11. To have [got] sth in the bag.
 12. Go for it!
-
- a) Don't rush to be a success – take your time and enjoy each stage of the process.
 - b) Focus on making today a good day, rather than being anxious about the future.
 - c) Do the best that you can.
 - d) Do not be self-conscious in public.
 - e) As long as you try your best, that will be good enough.
 - f) Don't give up because you feel time is running out.
 - g) Try as hard as you possibly can to achieve a difficult task.
 - h) To be assured of success.
 - i) Try to achieve your goal wholeheartedly.
 - j) There is no limit to what you can achieve.
 - k) Now is the time to try your best.
 - l) Set a clear goal that you want to achieve.

B. Write a sentence with each idiom:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



50 BEST ENGLISH IDIOMS ABOUT SPORT

General:

be / get off to a flying start start well
 be a good sport take a joke well
 blow the competition away win big
 meet your match meet sby who is your equal
 no sweat no problem
 play to win be serious about winning
 stay ahead of the game be forward-thinking
 take sides decide to help sby instead of another

Baseball:

be in a league of your own be uniquely talented
 drop the ball make a mistake
 hit it out of the park be really successful
 touch base with sby meet sby to talk

Boxing:

be a heavy hitter be a very successful person
 be a lightweight not be able to drink much alcohol
 come out fighting try really hard to achieve sth
 have sby in your corner have supporters
 hit sby below the belt hurt sby where they are weak
 roll with the punches accept what life gives you
 saved by the bell sby / sth stops a negative situation
 take it on the chin accept a hard situation bravely
 that was a low blow that was an unfair remark
 the gloves are off we're saying what we really think
 throw in the towel quit

Cricket:

be stumped not know how to proceed

Football:

be on the ball be alert
 be out of your league be too good for you
 get the ball rolling start
 have an early bath leave early
 it's a funny old game life is strange
 it's a game of two halves there is still time to win
 keep your eye on the ball focus on what's happening
 move the goalposts change the original terms

Golf:

be par for the course be normal / standard

Horse Racing:

be a two-horse race be a competition between two
 be neck and neck be equal during a competition
 go down to the wire finish just before the deadline
 win by a nose win very narrowly
 win hands down win by a large margin

Running:

be the front runner for sth be the main candidate
 get a head start start before the others
 go the distance finish sth, e.g. a big project

Sailing:

be plain sailing be effortless
 get a second wind get new enthusiasm for sth

Shooting:

be a big shot be powerful and successful
 be a long shot a goal that is unlikely to succeed
 give sth your best shot try your best
 call the shots tell people what to do

Swimming:

it's sink or swim it's time to fail or succeed
 keep your head above water avoid total failure

Tennis:

the ball is in your court it's your decision

Vocabulary Idioms

10 English Idioms about Sport – Role Play

A. Match the sport idioms from p.53 with their definitions below:

- | | |
|-------------------------------|------------------------------------|
| 1. be a good sport | a) be effortless |
| 2. meet your match | b) begin before the others |
| 3. touch base with sby | c) take a joke well |
| 4. have sby in your corner | d) accept a hard situation bravely |
| 5. be a two-horse race | e) have a supporter |
| 6. get a head start | f) encounter sby who is your equal |
| 7. be plain sailing | g) it's your decision |
| 8. get the ball rolling | h) get together with sby to talk |
| 9. take it on the chin | i) start |
| 10. the ball is in your court | j) be a competition between two |

B. Add one of the idioms to each gap in the role play, changing the form if necessary:

Two colleagues, Joanna and Ridhi, are in a café:

Ridhi: Hi, Joanna. Thanks for agreeing to meet. I just wanted to a) _____ with you regarding my presentation tomorrow. James says that if I do a good job I will definitely get promoted.

Joanna: Sounds great. So, what's the problem?

Ridhi: Well, Mike is doing a presentation too, and he's also in line for promotion. In fact, it's a b) _____.

Joanna: I see. Well, I can help you with your presentation, if you want. Shall we have a look at it now?

Ridhi: Yes, I'd like to c) _____ and then be totally prepared for tomorrow.

Joanna: No problem, mate!

Ridhi: Thanks Jo. You're the best. You know, it's so important for me to know I d) _____.

Joanna: You can count on me. So, let's e) _____.

Joanna and Ridhi bump into each other at work a few days later:

Joanna: Hey! How did your presentation go?

Ridhi: Oh, it was absolutely fine. f) _____.

Joanna: So, did you get the promotion?

Ridhi: Yeah. I just found out today.

Joanna: Wow! That's fabulous! Congratulations, dear Ridhi. How did Mike react?

Ridhi: He looked OK. I think he g) _____, to be honest. I just bumped into him at work and he was a h) _____.

Joanna: I reckon he knows he i) _____ in you!

Ridhi: Not sure about that. Are you ready to go for lunch? Chinese or Indian – or Maccy D?

Joanna: I don't mind, Ridhi. You decide. The j) _____.

BEST ENGLISH IDIOMS ABOUT LIFE

1. a quiet life
2. be another one of life's great mysteries
3. be the life and soul of the party
4. do sth as if your life depended on it
5. get a life!
6. get a new lease of life
7. get the shock of your life
8. have the time of your life
9. hold on for dear life
10. it's a dog's life
11. it's the story of my life
12. money can't buy you happiness
13. not be able to do sth to save your life
14. study at the university of life
15. be the light of sby's life
16. that's life
17. the best things in life are free
18. this is the life!
19. variety is the spice of life
20. when life gives you lemons, make lemonade

20 English Idioms with DREAM

Live in a dream world.
Walk around in a dream.
Be rich beyond your wildest dreams.
Never in my wildest dreams!
In your dreams!
Be just a pipe dream.
I wouldn't dream of [it / gerund].
A girl / a boy can dream.
It's a _____ [e.g. chef]'s dream.
My new car goes like a dream.
Get your dream job.
Be love's young dream.
Be dreamy.
Sweet dreams!
Dream up something.
Dare to dream.
Dream out loud!
Be a dream come true.
Be a dream team.
Live the dream.

Not accept the reality of a situation.
Be unable to focus on anything.
Be richer than you ever imagined.
An unexpected event.
You will never achieve it.
It has zero chance of happening.
I would never do it.
It's unlikely but fun to dream about.
It's ideal for a _____ [e.g. chef].
My new car drives really smoothly.
Get the job you've always wanted.
Be a cute young couple in love.
Be rather attractive.
Sleep well!
Invent something.
Be confident of future success.
Don't just dream - make it happen!
Be an unexpected but terrific result.
Work very well together.
Have the life you always wanted.

20 English Idioms of Friendship

A friend [when you are] in need is a friend indeed
Be a shoulder to cry on
You can choose your friends but you can't choose your family
Have friends in high places
Get on like a house on fire
Be joined at the hip
Be a fair-weather friend / fan
To friendzone sby [regular verb]
Be on the same wavelength / page
Hold a grudge [against sby]
Bury the hatchet
Know sby inside out
Lend your money, lose your friend
Strike up a friendship
Keep your friends close and your enemies closer
The enemy of my enemy is my friend
With friends like these, who needs enemies?
I wouldn't wish sth on my worst enemy
Man's best friend
What's [a small amount of sth, e.g. money] between friends?

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

Vocabulary Idioms

Practice 12 Common Business English Idioms – Part 1

A. Match each idiom on the left with its meaning on the right, e.g. **THINK BIG** = be ambitious:

Idiom:	Meaning:
1. 24/7	a) look at the whole project
2. be ahead of the curve	b) events which are not public
3. touch base with sby	c) manual worker / clerical worker
4. behind the scenes	d) an approximate amount
5. ASAP	e) all the time (exaggeration)
6. think big	f) be ambitious
7. blue collar / white collar worker	g) catch up with / meet sby
8. go back to the drawing board	h) informal / secret agreement
9. behind sby's back	i) as soon as possible
10. backroom deal	j) start again
11. get the big picture	k) be in front of the competition
12. a ballpark figure	l) without informing sby

B. Discuss each idiom with a partner or small group. How do they relate to your life? E.g. who do you need to touch base with? What do you want to happen ASAP?

C. Complete each sentence with an idiom in the correct verb form, if necessary:

1. I'm sorry, but this is not working out. Let's _____ on this one.
2. Could you email me those documents _____, please? I need them urgently.
3. 'Do you think P & J are as far advanced as we are?' 'No. I think we're definitely _____.'
4. He won the contract in a kind of _____, with no minutes and a more informal approach.
5. Well – I'm not sure of the exact amount, but I can give you _____.
6. I've been working on this project _____. I've got to finish it in time.
7. You know, there should be equal terms for both _____ and _____ employees.
8. Their public announcements are very slick, but I'd love to see what's going on _____.
9. Yeah, she was bidding for the same contract _____! I couldn't believe it.
10. Can you hang around after the Zoom call. I just want to _____ on a few issues.
11. Look – you're getting bogged down in details. Details! Can I _____ here?
12. 'Are we talking about five product lines?' 'No, Gary. I think we should _____ this time.

D. i) Write a sentence with each idiom:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

ii) Write a text containing all of the idioms in a particular genre, e.g. a news report, a sci-fi movie, a romantic novel, a comedy, a thriller, etc.



Vocabulary Idioms

Practice 12 Common Business English Idioms – Part 2

A. Match each idiom on the left with its meaning on the right, e.g. A LONG SHOT = an unlikely outcome:

Idiom:	Meaning:
1. show sby the ropes	a) approve / disapprove of sth
2. go round in circles	b) find the true meaning
3. fight an uphill battle	c) not make any progress
4. read between the lines	d) become the preferred supplier
5. a no-brainer	e) struggle with a situation that is getting worse
6. a long shot	f) an unlikely outcome
7. a tough break	g) a mutually beneficial / detrimental situation
8. corner the market in sth	h) anything is possible!
9. give sth the thumbs up / down	i) train sby to do sth
10. a win-win / lose-lose situation	j) an obvious solution
11. don't take sth lying down	k) an unfortunate event
12. the sky is the limit!	l) don't accept defeat

B. Discuss each idiom with a partner or small group. How do they relate to your life? E.g. when have you been shown the ropes? When have you felt like you were fighting an uphill battle?

C. Complete each sentence with an idiom in the correct verb form, if necessary:

1. 'I just don't get what he means. This email is too formal.' 'Try _____.'
2. Janie had _____ when she got demoted and her brother died in the same month.
3. If each party is happy with the deal then it'll be _____.
4. You're new to the factory, aren't you? Come on – I'll _____.
5. If this product takes off in the US, then _____ for our firm!
6. The café down the road _____ in full English breakfasts.
7. It just feels like we're _____. We're not getting anywhere!
8. Giving the guys in the warehouse a few hours off to watch the final was _____.
9. Hiring more scientists might just provide the breakthrough we need. I know it's _____.
10. Larry and Ivan from sales are just so infuriatingly stubborn. They won't give up. I'm _____.
11. That report by Miriam is absolutely fantastic. I'm definitely _____.
12. 'Clancy has launched a full-on attack on our company!' 'Well, you're not going to _____, are you?'

D. i) Write a sentence with each idiom:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



ii) Write a text containing all of the idioms in a particular genre, e.g. a news report, a sci-fi movie, a romantic novel, a comedy, a thriller, etc.

Vocabulary Idioms

Practice 12 Common Business English Idioms – Part 3

A. Match each idiom on the left with its meaning on the right, e.g. CAVE (IN) = admit defeat:

Idiom:	Meaning:
1. make a quick buck	a) work according to the rules
2. (don't) rock the boat	b) do sth quickly or cheaply to save time
3. hold the fort	c) gain an advantage
4. my hands are tied	d) be in agreement
5. get off on the right / wrong foot	e) earn money easily, perhaps dishonestly
6. cave (in)	f) admit defeat
7. do sth by the book	g) I can't do anything about it
8. cut corners	h) the time it takes to get knowledge / experience
9. get the upper hand	i) start in a good / bad way
10. see sth through	j) take care of sth temporarily
11. a learning curve	k) (don't) create a problem
12. be on the same page	l) finish what you started

B. Discuss each idiom with a partner or small group. How do they relate to your life? E.g. how could you make a quick buck? Do you ever cut corners at work?

C. Complete each sentence with an idiom in the correct verb form, if necessary:

1. I want the launch event to be absolutely perfect – so don't _____.
2. They're not interested in a lasting partnership. They just want to _____.
3. The meeting with the new VP went pretty badly. We didn't exactly _____.
4. I really felt like quitting, but in the end I felt a responsibility to _____.
5. 'We should complain to the CEO – his policies are causing havoc.' 'No, _____.'
6. I didn't agree with Emma, but after eight hours of talks I had to _____.
7. I'm just popping out to get a sandwich. Could you _____?
8. 'Do you think Oliver will bend the rules on this one?' 'No. He always _____.'
9. I couldn't work with her on that project because we just _____.
10. Unfortunately, there's nothing I can do, mate. _____.
11. 'They thought they'd _____ by opening their store before ours.' 'They were right.'
12. I'm afraid the induction training is going to be a steep _____. It takes hours.

D. i) Write a sentence with each idiom:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

ii) Write a text containing all of the idioms in a particular genre, e.g. a news report, a sci-fi movie, a romantic novel, a comedy, a thriller, etc.



Vocabulary Idioms

Practice 12 Common Business English Idioms – Part 4

A. Match each idiom on the left with its meaning on the right, e.g. GAME PLAN = strategy:

Idiom:

Meaning:

- | | |
|--------------------------------------|---------------------------------------|
| 1. a safe pair of hands | a) sth will not work / be popular |
| 2. be in the driver's / driving seat | b) be incredibly busy |
| 3. fast track sth | c) prioritise sth |
| 4. talk yourself out of sth | d) be / not be up to date with events |
| 5. pay over the odds | e) the rumour is |
| 6. game plan | f) strategy |
| 7. the word (on the street) is | g) pay too much |
| 8. be under the weather | h) sby you can rely on |
| 9. work against the clock | i) be in control |
| 10. be in / out of the loop | j) feel unwell |
| 11. sth is not going to fly | k) try to beat a deadline |
| 12. be snowed under | l) persuade yourself not to do sth |

B. Discuss each idiom with a partner or small group. How do they relate to your life? E.g. when did you last feel under the weather? Have you ever paid over the odds for an item? Do you ever get snowed under?

C. Complete each sentence with an idiom in the correct verb form, if necessary:

- Sorry, guys. I need you to stay late tonight. We're _____, I'm afraid.
- Those brochures would have been too expensive. We'd have been _____.
- 'Where's Jack? He should've been in for nine.' 'He just texted to say he's _____.'
- The new product rollout is just around the corner. What's our _____?
- 'Are you coming to the pub, Bryan?' 'I can't. I'm absolutely _____ here.'
- When Barry finally retires next month, you'll _____, Alan!
- 'How will we get the project finished in time?' 'Don't worry. The bosses are gonna _____ it.'
- '_____ the owners are going to fire the whole board.' 'That's ludicrous!'
- 'The last project manager was so unpredictable.' 'Well Laura will be _____.'
- Sorry, I didn't attend most of the webinars in that series, so I'm a bit _____.'
- 'It's an awful concept for a new chocolate bar. Nobody likes coconut.' 'Yeah, it's _____.'
- 'How did the interview go?' 'Terrible! I think I spent one hour _____ the job.'

D. i) Write a sentence with each idiom:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



ii) Write a text containing all of the idioms in a particular genre, e.g. a news report, a sci-fi movie, a romantic novel, a comedy, a thriller, etc.

Vocabulary Money

Money – Mixed Practice (Page 1 of 4)

1. **Vocabulary** – Word association. Match the word list with the words and phrases below:

acquisition / list of transactions / low, high, or extortionate / online banking
safe place for money / cash or contactless / loan for a house / free withdrawal
negative amount of money / new car or a holiday / how much I've got left / safety net

- | | | |
|---------------------|--------------|--------------|
| 1. instant transfer | 5. overdraft | 9. balance |
| 2. cashpoint | 6. payment | 10. bank |
| 3. interest rate | 7. purchase | 11. mortgage |
| 4. loan | 8. statement | 12. debt |

2. **Vocabulary** – Choose the correct answer from the options below:

1. A cashier / financial advisor / banker holds a position of importance at a bank.
2. A spender / cashier / miser works in a supermarket scanning your items.
3. A employer / debtor / spender is somebody who owes money.
4. A financial advisor / accountant / saver suggests how to get the most out of your money.
5. An accountant / employer / multimillionaire provides paid work for one or more people.
6. A saver / debt collector / miser is not keen on sharing their money.
7. A gambler / banker / accountant believes they will gain money by spending money.
8. A debtor / saver / miser feels it is beneficial not to spend money right now.
9. A spender / cashier / miser has precisely the opposite point of view about money.
10. A debt collector / debtor / banker visits people's homes to get money.
11. An banker / accountant / employer works out how much tax you need to pay.
12. A multimillionaire / cashier / banker has far more money than most people.

3. **Vocabulary** – Criminals and money. Complete the gaps with these words:

blackmailer / embezzler / thief / counterfeiter / pickpocket / smuggler
con artist / shoplifter / tax evader / robber / insider dealer / burglar

1. A _____ is anybody who steals something.
2. A _____ steals from a bank.
3. A _____ steals from peoples' homes.
4. A _____ steals from people in the street.
5. A _____ steals from the government.
6. A _____ steals from people by tricking them.
7. A _____ steals small items from supermarkets.
8. A _____ prints their own money.
9. An _____ steals money on the stock market.
10. A _____ steals money by threatening to reveal information.
11. A _____ steals money by importing goods illegally.
12. An _____ steals money from a company that they work for.

Vocabulary Money

Money – Mixed Practice (Page 2 of 4)

4. **Idioms** – Rearrange the sentences below to make twelve English idioms about money:

1. Don't be wasteful – money grow on doesn't trees.
2. Like it or not, money the go world makes round.
3. It's important to rainy save day for a.
4. You should sell your car rather than repair it. Don't good after money throw bad.
5. My sister spends money like it's out fashion of going.
6. 'Can we afford this new sofa?' 'Yes, it the break won't bank.'
7. Thomas was born poor but earned a fortune, from riches to rags going.
8. 'How do I look, darling?' 'Like a dollars million!'
9. After her husband lost his job, Sue was relieved to be able to bacon home bring the.
10. 'Should I compete in the tournament?' 'Yes, why not money your mouth where is put your?'
11. I always try to money's get worth my.
12. They never have enough money, and always seem to be from mouth to hand living.

5. **Phrasal Verbs** – a) Add a preposition or adverb [particle] below to make each phrasal verb connected with money:

BACK / IN / UP (x2) / INTO / AWAY (x2) / OFF / BY / AROUND / OUT (x2)

1. I've been saving _____ for a new bike for ages.
2. We gave _____ our old sofa to a homeless refuge.
3. I'm not lending you money because you'll never pay it _____.
4. My parents have splashed _____ on a trip to Florida.
5. Our teacher left so we all chipped _____ and bought her a new watch.
6. I got ripped _____ because these jeans should have been half-price.
7. Megan didn't enjoy forking _____ for a new school blazer for her son.
8. We're not rich but we have enough to get _____.
9. Each month we put _____ a few quid for our daughter's wedding.
10. It would be great to suddenly come _____ money.
11. It's a good idea to shop _____ for bargains on Black Friday.
12. Look – just cough _____ the money you owe me, dad!

6. **Reading** – Read the text below and complete the gaps with these money words:

pocket money / income / economy / tax / price / charity

investment / salary / purse / poverty / benefits / expenditure

Six-year-old Jane looked in her a) _____ and realised it was empty. She decided to ask her grandpa if she could have her b) _____ a few days early. He was in the kitchen arguing about the c) _____ with his friend Bill. They were always moaning about boring things like how much d) _____ they had to pay and how the e) _____ of goods kept going up. Jane's grandpa worked for a f) _____ that tried to help people out of g) _____. There were so many people who received a low h) _____ and had to rely on i) _____ to manage. 'Grandpa – may I have my pocket money – please?' began Jane. 'I need to buy some gum, but I don't have enough...' 'It seems you could learn a little about how to balance your j) _____ with your k) _____,' advised her grandpa, reaching for his wallet with a smile. 'A subscription to the Financial Times would be a good l) _____,' joked Bill.

Vocabulary Money

Money – Mixed Practice (Page 3 of 4)

7. **Vocabulary** – Find out how much money each word or phrase represents, then put them into order, from the smallest amount to the largest amount:

a fiver
a titan
4K

a tenner
a ton
a score

a pony
a few coppers
a monkey

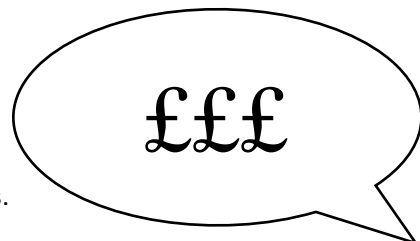
a quid
two bob
a grand

8. **Research** – Money quiz: Choose the correct answer below:

1. The full State Pension for 2019-20 in the UK is: **a) £124.05, b) £204.49, c) £168.60** per week.
2. The Bank of England was founded in: **a) 1494, b) 1694, c) 1894.**
3. The first Bank of England banknote to be made of polymer – a thin plastic material – was the: **a) £20 note, b) £10 note, c) £5 note** in 2016.
4. An individual in the UK can legally have **a) 20, b) 100, c) an unlimited number** of savings accounts.
5. Missed payments on your credit cards can remain on your credit file for: **a) ten years, b) six years, c) life.**
6. The world's first gold coins were issued by: **a) Queen Elizabeth I, b) King Canute, c) King Croesus.**
7. The side of a coin which has the image of the monarch or other authority is called the **a) obverse, b) reverse, c) tails.**
8. The digital currency Bitcoin is known as a **a) super currency, b) pseudo currency, c) cryptocurrency.**
9. There are **a) 80, b) 180, c) 280** different currencies used in 195 countries which are recognised by the United Nations.
10. There are **a) 14, b) 16, c) 19** member states of the EU, with a combined population of 300 million people, which currently use the Euro.
11. In the US pennies are loss-making because it costs **a) 1.1 cents, b) 1.7 cents, c) 2.2 cents** to make each one.
12. In the UK the average lifespan of a coin in active circulation is about **a) forty, b) fifty, c) sixty** years.

9. **Speaking and Listening** – Reply to this! Work with a partner or small group. Read each statement and reply to it in different ways:

1. Can you lend me fifty quid?
2. Have you considered taking out a pension?
3. I've just lost a pony at the bookies! [bookmakers]
4. How can I transfer money online?
5. Why don't we give more to charity?
6. I'm getting a pay rise next year!
7. Have you seen my wallet anywhere?
8. I think we need to save the money your parents gave us.
9. Before you buy that telly, please shop around.
10. Our current account balance is running a bit low.
11. I'm not forking out for your brother's wedding!
12. Let's go on holiday. Go on! It won't break the bank!



Vocabulary Money

Money – Mixed Practice (Page 4 of 4)

10. **Speaking and Listening** – What would you do? Work with a partner or small group. Read each statement and discuss what you would do in each situation:

1. A friend lends you money but seems to forget to ask for it back.
2. Your partner wants to take out a mortgage on a house, but you don't.
3. You find a twenty pound note on the floor of your office canteen.
4. You have to earn £500 quickly, or you will have a big problem.
5. While paying online you find you have been overcharged.
6. You discover that your accountant has been cheating you.
7. At a bazaar in Marrakesh you are having problems haggling.
8. You bought some trousers that don't fit, but the shop won't give a refund.
9. You realise you can't pay your tax bill this year.
10. Your friend wins the lottery and promises to give you a share, but 'forgets'.
11. Your benefits are stopped due to an administrative error.
12. As a busy twelve-year-old you feel that your pocket money is inadequate.

11. **Vocabulary** – Translate the following money verbs into your first language:

borrow	_____	make	_____
donate	_____	owe	_____
earn	_____	pay	_____
invest	_____	save	_____
lend	_____	spend	_____
lose	_____	transfer	_____

12. **Grammar** – Write a present simple sentence with one of the verbs above and convert it into the following tenses:

1. *present simple:* _____
2. *present continuous:* _____
3. *past simple:* _____
4. *past continuous:* _____
5. *future simple:* _____
6. *future continuous:* _____
7. *present perfect:* _____
8. *present perfect continuous:* _____
9. *past perfect:* _____
10. *past perfect continuous:* _____
11. *future perfect:* _____
12. *future perfect continuous:* _____

Vocabulary Nouns

Putting Nouns before Nouns – Noun Modifiers 1

A noun before a noun, acting as an adjective, is called a **noun modifier**, e.g., ‘**book club**’. They are also known as **attributive nouns**, **noun adjuncts**, and **qualifying nouns**. It literally means ‘the club of books’, but it makes more sense to us and is easier to write ‘book club’ than a prepositional phrase.

A. Complete the gaps with the words below to create phrases with **noun modifier + main noun**:

fridge lunch case tennis city heater chat app birth ground

- | | |
|------------------|----------------------|
| 1. fitness _____ | 6. _____ certificate |
| 2. _____ ball | 7. football _____ |
| 3. phone _____ | 8. _____ meeting |
| 4. _____ centre | 9. fan _____ |
| 5. group _____ | 10. _____ magnet |

There are a few rules to remember. The **noun modifier**:

- comes before the **main noun**: *car park*, not *park for cars*
- comes after the adjectives in the **order of adjectives**: *full car park*, not *car full park*
- is usually **singular**, while the main noun can be **plural**: *car parks*, not *cars park*
- cannot form an **'s contraction**, while the main noun can: *car park's open*, not *car's park's...*
- cannot use **possessive 's**, while the main noun can: *car park's bin*, not *car's park bin*

B. Put a tick ✓ if the sentence is correct. If it is not, correct it:

- | | |
|-----------------------------------------|----------------------------------------|
| 1. I watched a new YouTube video. | 5. We came first in the pub's quiz. |
| 2. Can I make some vegetables soup? | 6. He got a bill from the gas company. |
| 3. It's on the kitchen's table. | 7. I can't find my keys from car. |
| 4. They're key employment safety rules. | 8. We had a birthday delicious cake. |

There is no limit to the number of nouns that you can add to make a phrase. It can sometimes look odd to see nouns stacking up before a main noun, for example: ‘the **Florida tour guide alligator scandal**’, yet the words in bold are used correctly as noun modifiers to describe the noun ‘scandal’. It is quicker than writing ‘the scandal regarding the alligator and the tour guide in Florida’. Longer phrases are usually made up of short phrases, e.g., ‘the surprising Bradford call centre blood monitoring incident’.

ARTICLE	ADJECTIVE	ORIGIN	PHRASE 1	PHRASE 2	MAIN NOUN
the	surprising	Bradford	call centre	blood monitoring	incident

In long phrases like this, the main noun is often an **abstract noun**, like: ‘choice’, ‘debate’, ‘problem’, ‘report’, ‘question’, and ‘solution’.

C. Write the words in order to create phrases with multiple noun modifiers + main noun:

- | | |
|-----------------------------------------------|-------|
| 1. campaign error election government | _____ |
| 2. climate report EU change | _____ |
| 3. controller strike traffic air | _____ |
| 4. tournament Ipswich football summer Town | _____ |
| 5. train mystery station Leicester | _____ |
| 6. launch retail party store Apple | _____ |
| 7. dilemma security energy Poland | _____ |
| 8. nomination star BAFTA Hollywood film shock | _____ |

Vocabulary Nouns

Putting Nouns before Nouns – Noun Modifiers 2

A noun before a noun, acting as an adjective, is called a **noun modifier**, e.g., ‘ice lolly’. They are also known as **attributive nouns**, **noun adjuncts**, and **qualifying nouns**. It literally means ‘a lolly made of ice’, but it makes more sense to us and is easier to write ‘ice lolly’ than a prepositional phrase.

A. Complete the gaps with the words below to create phrases with **noun modifier + main noun**:

office vibe ticket ketchup electricity plate pet bat raspberry traffic

- | | |
|-------------------|------------------|
| 1. baseball _____ | 6. _____ jam |
| 2. _____ bill | 7. dinner _____ |
| 3. home _____ | 8. _____ lights |
| 4. _____ food | 9. tomato _____ |
| 5. weekend _____ | 10. _____ office |

There are a few rules to remember. The **noun modifier**:

- comes before the **main noun**: *love song*, not *song of love*
- comes after the adjectives in the **order of adjectives**: *cool love song*, not *love cool song*
- is usually **singular**, while the main noun can be **plural**: *love songs*, not *loves song*
- cannot form an **'s contraction**, while the main noun can: *love song's nice*, not *love's song's...*
- cannot use **possessive 's**, while the main noun can: *love song's tune*, not *love's song...*

B. Put a tick ✓ if the sentence is correct. If it is not, correct it:

- | | |
|----------------------------------------|---------------------------------------|
| 1. This pie's chart shows the details. | 5. We loved your last theatre show! |
| 2. Where was this steam engine built? | 6. I fitted the baby car's seat. |
| 3. Have a glass of oranges juice. | 7. That's a grammar interesting book. |
| 4. Can I have the sorbet of raspberry? | 8. He had a few health issues. |

There is no limit to the number of nouns that you can add to make a phrase. It can sometimes look odd to see nouns stacking up before a main noun, for example: ‘the **Brighton pub garden punk rock memorial** concert’, yet the words in bold are used correctly as noun modifiers to describe the noun ‘concert’. It is quicker than writing ‘the concert in memoriam playing punk rock music in a garden belonging to a pub in Brighton’. Longer phrases are usually made up of short phrases, e.g., ‘the unexpected college film club business meeting problem’.

ARTICLE	ADJECTIVE	ORIGIN	PHRASE 1	PHRASE 2	MAIN NOUN
<i>the</i>	<i>unexpected</i>	<i>college</i>	<i>film club</i>	<i>business meeting</i>	<i>problem</i>

In long phrases like this, the main noun is often an **abstract noun**, like: ‘accident’, ‘committee’, ‘decision’, ‘dilemma’, ‘issue’, and ‘mystery’.

C. Write the words in order to create phrases with multiple noun modifiers + main noun:

- | | |
|--------------------------------------------------------------------------|--|
| 1. decision Port Felixstowe Authority | |
| 2. school committee budget repair | |
| 3. appointment chef question head | |
| 4. fund rain damage compensation | |
| 5. art McAllister University student exhibition | |
| 6. Planning solution City meeting Department crisis Council Peterborough | |
| 7. offer soup LIDL cancellation tomato threat discount | |
| 8. controversy house rise price | |

Vocabulary Singular and Plural Nouns

100 English Nouns which are Plural Only (Plurale Tantum)

The Latin phrase *Plurale Tantum* refers to a **noun** which has a **plural form** but **no singular form**.

A *Plurale Tantum* is often one item with two parts, working together as a set, particularly clothes for the lower half of the body, e.g. **trousers**, **leggings**, **shorts**, etc. We cannot have one trouser, one legging, or one short, for example.

Apart from clothes, there are several other groups of *Plurale Tantum*, including: **tools**, **health**, and **money**. Check any new vocabulary below then put the words into the following groups:

A. **trousers**, B. **shorts**, C. **underwear**, D. **tools**, E. **money**, F. **outdoors**, G. **eyewear**, H. **health**, I. **problems**, J. **food**, K. **sport**, L. **celebrations**, M. **time**, N. **combat**, O. **miscellaneous**

aerobics	earnings	pants
alms	fatigues	RayBans
annals	fiddlesticks	Reeboks
arms	flares	remains
ashes	forceps	riches
backwoods	funds	scales
bagpipes	furnishings	scissors
banns	glasses	scruples
bellows	goggles	shears
belongings	guts	shenanigans
Bermudas	handcuffs	shingles
bifocals	headphones	shorts
billiards	heroics	slacks
binoculars	hysterics	slops
blues	jeans	spectacles
boxers	jeggings	stirrups
breadcrumbs	jitters	suds
briefs	jodhpurs	surroundings
bygones	knickers	suspenders
Calvins	leftovers	thanks
chaps	leggings	tidings
chinos	Levis	tights
civvies	long johns	tongs
clothes	looks	troubles
coffers	manners	trousers
condolences	measles	trunks
congratulations	monies	tweezers
contents	mumps	underpants
creeps	munitions	undies
damages	nuptials	valuables
doldrums	nutcrackers	vespers
drawers	optics	wages
dregs	outskirts	
dungarees	panties	

Vocabulary Singular and Plural Nouns

100 English Nouns which are Plural Only (Plurale Tantum) – by Category

The Latin phrase *Plurale Tantum* refers to a **noun** which has a **plural form** but **no singular form**.

A *Plurale Tantum* is often one item with two parts, working together as a set, particularly clothes for the lower half of the body, e.g. **trousers**, **leggings**, **shorts**, etc. We cannot have one trouser, one legging, or one short, for example.

A. **trousers**

chaps
chinos
dungarees
flares
jeans
jeggings
jodhpurs
leggings
Levis
slacks
trousers

B. **shorts**

Bermudas
shorts
trunks

C. **underwear**

boxers
briefs
Calvins
drawers
knickers
long johns
panties
pants
suspenders
tights
underpants
undies

D. **tools**

bagpipes
bellows
forceps
headphones
nutcrackers
scales
scissors
shears
tongs
tweezers

E. **money**

alms
belongings
coffers
damages
earnings
funds
monies
riches
valuables
wages

F. **outdoors**

backwoods
outskirts
surroundings

G. **eyewear**

bifocals
binoculars
glasses
goggles
RayBans
spectacles

H. **health**

measles
mumps
shingles

I. **problems**

ashes
blues
condolences
creeps
doldrums
fiddlesticks
handcuffs
remains
shenanigans
troubles

J. **food**

breadcrumbs
dregs
leftovers
slops

K. **sport**

aerobics
billiards
Reeboks
stirrups

L. **celebrations**

banns
congratulations
hysterics
jitters
nuptials
thanks
tidings

M. **time**

annals
bygones

N. **combat**

arms
civvies
fatigues
guts
heroics
munitions

O. **miscellaneous**

clothes
contents
furnishings
looks
manners
optics
scruples
suds
vespers

Vocabulary Singular and Plural Nouns

Is the Word Plurale Tantum or Regular Plural?

- A. Read each sentence below. Both words are synonyms and fit the sentence, but one is **plurale tantum** (has no singular form) and the other is a regular **plural** word, with a singular form. Underline the plurale tantum word.

Note: be careful because some plurale tantum words may have a singular form, which has a different meaning to the plural, e.g., **glasses** = spectacles, while **glass** = drinking vessel.

1. It looks as though the company doesn't have many *assets / funds* remaining.
2. Can you ask the kitchen whether they have any *leftovers / scraps* for recycling?
3. Hopefully our son and daughter-in-law are beginning to put their *troubles / difficulties* behind them now.
4. I've had just about enough of your *tricks / shenanigans*! Go and do your homework.
5. When Maggie kicked her husband out the last time, she chucked all his *possessions / belongings* in the garage and locked the door.
6. Hey, everybody! I come bringing glad *reports / tidings* of great joy! They're gonna build a new McDonalds next to the park!
7. Pam bought a new pair of *Reeboks / trainers* last week with her first paycheck.
8. Can you pass me the *scissors / knives* – I need to remove this packaging.
9. Ian received some fantastic new *AirPods / headphones* from Julie's mum for Christmas.
10. Jamie's got so many *clothes / outfits* she could do with another wardrobe.
11. Archaeologists have recently discovered the *remnants / remains* of a 10th century log boat in Marston Marina in Devon.
12. Why not treat yourself to a new pair of *contact lenses / glasses*? I reckon yours need updating.
13. Arthur was thrilled to get so many *compliments / congratulations* on his 92nd birthday.
14. The manufacture of *arms / weapons* has risen again, for the fourth year in a row.
15. It looks like you've poured half a bottle of washing-up liquid in the bowl, Gary! Look at all those *bubbles / suds*!

- B. Write a new sentence using each plurale tantum word.

Vocabulary Formal and Informal Writing

20 Standard Phrases for Business Emails

a) Translate the following standard **business English phrases** into your L1:

- a) Just wanted to remind you about... b) Please see the attached document. c) Dear Mr. Jones.
 d) Let me know ASAP. e) I've attached the doc. f) I would be grateful if you could... g) All the best.
 h) Thank you very much for your prompt reply. i) Sorry for not being in touch earlier. j) Kind regards.
 k) Please accept our apologies for the late reply. l) I'm just getting back to you about... m) Hi Janet.
 n) Sorry, but we can't... o) Please would you confirm no later than the fourteenth. p) How are you?
 q) Unfortunately, following a detailed consultation with the directors, it will not be possible to...
 r) I am writing with regards to... s) I do hope this email finds you well. t) Can you send me...?

b) Add the phrases to the table below, writing the letters in the correct places:

	<i>Formal:</i>	<i>Informal:</i>
1. Addressee		
2. Greeting		
3. Replying		
4. Reason for Writing		
5. Attachments		
6. Apologising		
7. Bad News		
8. Requesting		
9. Expectations		
10. Final Greetings		

c) Write your own business email phrases in each column:

	<i>Formal:</i>	<i>Informal:</i>
1. Addressee		
2. Greeting		
3. Replying		
4. Reason for Writing		
5. Attachments		
6. Apologising		
7. Bad News		
8. Requesting		
9. Expectations		
10. Final Greetings		

d) Write a formal email and an informal email using the phrases in a), then two more using your phrases.

Vocabulary Animal Noises

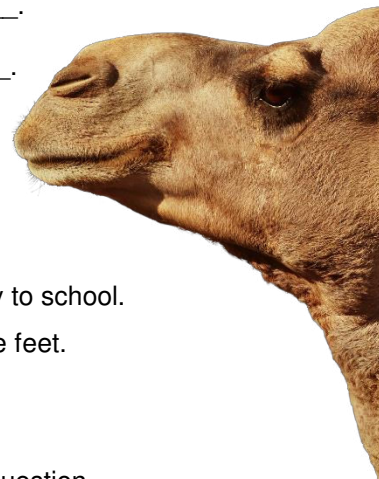
Animals and Humans Make the Same Noises! 1



1. Match the animal noises to the animals below.
2. Then match the same noises to the human contexts. Tip: use the correct form of each verb!

bleat shriek bark hum squeak groan chatter howl
grunt cluck whoop roar click sing screech

- | | |
|---------------------|-------------------------|
| 1. A dog _____. | 9. A hummingbird _____. |
| 2. A lamb _____. | 10. A lion _____. |
| 3. A hen _____. | 11. A pig _____. |
| 4. A dolphin _____. | 12. A songbird _____. |
| 5. A monkey _____. | 13. A fox _____. |
| 6. A bobcat _____. | 14. A mouse _____. |
| 7. A camel _____. | 15. A hyena _____. |
| 8. A wolf _____. | |



- a) My sister Barbara loves _____ in the shower. A pity we don't!
- b) My friends and I _____ about all kinds of things on the bus on the way to school.
- c) My brother _____ in pain when he trod on a piece of LEGO in his bare feet.
- d) My brother's boss _____ orders at his subordinates in the factory.
- e) My daughter _____ when fussing over her small brood of children.
- f) My teenage son _____ instead of speaking when I ask him a simple question.
- g) When dad bought some new shoes, we could hear him coming: _____!
_____!
- h) Pat can't sing to save her life, but still insists on _____ away during karaoke night.
- i) My brother's mate Adam _____ with joy whenever his football team scores a goal!
- j) Gary usually _____ his fingers in time to the music as he walks down the road.
- k) My uncle often _____ when I tell him a bad joke.
- l) My little sister is always _____ on about how boring and pathetic her life is.
- m) Auntie Margaret _____ in fear when a mouse ran across her foot last week.
- n) I heard Grandpa _____ a merry tune to himself when he was painting the garden fence.
- o) Our neighbour Kenneth loves watching comedy. He always _____ with laughter at 'Saturday Night Live'.

Vocabulary Animal Noises

Animals and Humans Make the Same Noises! 2



1. Match the animal noises to the animals below.

2. Then match the same noises to the human contexts. Tip: use the correct form of each verb!

scream bray trumpet imitate buzz whine growl honk
gobble hiss hoot trill chirp croak snarl

1. A budgie _____.

9. A parrot _____.

2. A goat _____.

10. A coyote _____.

3. A elephant _____.

11. A tiger _____.

4. A bee _____.

12. A donkey _____.

5. A robin _____.

13. A snake _____.

6. A bear _____.

14. A frog _____.

7. A goose _____.

15. An owl _____.

8. A turkey _____.

a) Alan _____ up some friends to visit his new apartment.

b) Our very posh friend Tarquin _____ when he is laughing at a silly joke.

c) Pauline is _____ at the moment because she's got a sore throat.

d) When I asked my boss for a pay rise, he got really scary and _____ "Forget it!"

e) At the pantomime, we all _____ every time the wicked stepsisters came on stage!

f) Bobby is really good at _____ other people's voices and making fun of them.

g) My dad _____ his food when he's really hungry.

h) My mum _____ when she saw a tiny spider run across the bathroom floor towards her slipper.

i) Our neighbour is an opera singer who practices _____ every morning.

j) If I get any good news I like to _____ it to the world as loudly as I can, rather than keeping it on the down low.

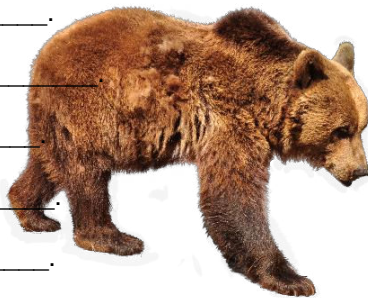
k) Our school director _____ when he is angry and about to begin shouting.

l) My little brother always starts _____ when he doesn't get what he wants.

m) When my mate shared his wacky views on climate change, people were _____ with derision.

n) My brother only washes once a week, so consequently he absolutely _____!

o) My other half is always annoyingly _____ in the morning after a good night's sleep.



Vocabulary People

Social Types

A. Match the words on the left with the definitions on the right:

- | | |
|------------------------------------|---------------------------------------------------------------|
| 1. early bird | a) doesn't fit in socially, for a variety of reasons |
| 2. big spender | b) stays at the edge or outside a group of people, looking on |
| 3. killjoy | c) moves from town to town and job to job without purpose |
| 4. the strong silent type | d) always purchasing new things |
| 5. wallflower | e) stops other people from having fun |
| 6. mother hen | f) an untrustworthy person who will probably betray you |
| 7. misfit | g) is nosy regarding what is going on in their neighbourhood |
| 8. curtain twitcher | h) tries to make money from a variety of small-time hustles |
| 9. ray of sunshine | i) works well at night or spends all night out partying |
| 10. wet blanket | j) a hard-working person |
| 11. grafter | k) makes sure that everybody in the group is having fun |
| 12. boy racer | l) enjoys getting up with the dawn |
| 13. drifter | m) spends most of their time alone |
| 14. snake in the grass | n) generous with money for themselves and/or others |
| 15. wheeler-dealer | o) spreads joy and happiness by being fun and positive |
| 16. night owl | p) can't stop talking – always has something to say |
| 17. the life and soul of the party | q) young guy who loves speeding around suburbs in his car |
| 18. loner | r) stands around silently looking mean and moody |
| 19. chatterbox | s) never wants to do anything fun with their group |
| 20. shopaholic | t) takes care of everybody's needs in their group |

B. Correct the sentences:

1. Barry is an **early bird** because he hates getting up early for work.
2. My cousin is such a **ray of sunshine** – I can't stand listening to her constant moaning.
3. Annie is a **loner** who is always the **life and soul of the party**.
4. Tom is always suggesting fun new places for us to visit. What a **killjoy**!
5. My mum looked like a **big spender** because she wouldn't give the waitress a tip.
6. Graham always sticks to the speed limit, so we call him '**boy racer**'.

C. Discuss the following questions with your partner or small group:

1. Which social types do you feel are positive / negative / neutral?
2. Which are the best / worst social types in your opinion?
3. Which social types are similar / opposite?
4. How does a person become one of these types?
5. Can a person be more than one type? Give examples.
6. Can a person change type – i.e., break away from the stereotype? How? Give examples.
7. Which social type are you? Which one describes: a) your friends, b) your parents, c) your boss, d) your mother-in-law, e) your teacher, etc. Give examples of their behaviour.
8. When are you a _____ [social type]? Give examples.
9. When have you been a _____ [social type]? Describe what happened.
10. Can you think of any more English social types?
11. Tell me about the social types in your culture. Do you have the same or different types?
12. Make ten sentences: 'My _____ is a _____, because...'
13. Write a sentence with each social type.
14. Think of characters from your favourite TV shows or movies. What social types are they?
15. Imagine a short story or film featuring two of more of these types. Think of the plot, actors, setting, etc.

reading

Reading Research

Lovely Bubbly! The BIG Carbonated Water Quiz

Complete each gap with one of the following items:

bottled, button, carbon dioxide, Coca-Cola, Dr John S. Pemberton, factories, harmful, mineral spring, number one, orange, pain, recipe, salt, SodaStream, sodium carbonate, soft drink, still, sugar, sugar tax, William Brownrigg

1. Carbonated water is water with added _____ gas (CO₂).
2. Carbonated water is also known as: sparkling water, soda water, fizzy water, seltzer water, and club soda. Non-carbonated water is called _____ water.
3. Soda water gets its name from the added soda (_____ or bicarbonate).
4. _____ is usually added to carbonated water to help improve the flavour.
5. Naturally sparkling water comes from a _____ and usually contains various minerals along with sulphur compounds.
6. The first person to infuse water with CO₂ was _____ in 1740.
7. By 1781 carbonated water was being produced commercially in European _____.
8. Johann Jacob Scheweppe founded Schweppes in 1783 with the aim of selling _____ soda water.
9. Schweppes Tonic Water, created in 1783, is renowned as the world's original _____.
10. _____ was founded in 1903 in England. PepsiCo bought it in August 2018 for US\$3.2 billion.
11. The SodaStream Sparkling Water Maker allows anybody to easily create carbonated water in their own home at the push of a _____ without electricity.
12. The most popular soft drink brands in the UK (2021) are: 1. _____, 2. Pepsi, 3. Red Bull, 4. Lucozade, 5. Monster.
13. Dentists advise that drinking carbonated water doesn't usually have a _____ effect on your teeth. Rather the sugar and other acids that soft drinks often contain can be harmful.
14. The most popular flavours of soft drink are: 1. cola, 2. lemon 3. _____. Other popular flavours include: apple, cherry, ginger, grapefruit, mango, peach, raspberry, strawberry, and watermelon.
15. Coca-Cola was invented by American pharmacist _____ in 1886.
16. Today, Coca-Cola is unquestionably the _____ soft drink on the planet.
17. The refreshing 'bite' or 'kick' from drinking carbonated beverages is actually an invigorating shock or '_____', caused by the carbon dioxide in the water activating the sour receptors on the tongue. Cold, flavours, and sweetness intensify the effect, which is why an ice-cold fizzy drink can make us gasp.
18. There are around nine cubes of _____ (35 g) in the average 330 ml can of Coca-Cola, which is more than our entire recommended daily allowance. The NHS recommends that adults consume a maximum of 30 g of sugar per day (around 7 cubes).
19. In 2018 many carbonated drink producers in the UK were encouraged to reduce the amount of sugar in their soft drinks in response to the new Soft Drinks Industry Levy (SDIL) – a _____. Three years later, consumption of sugar from soft drinks had fallen by 10%.
20. Many manufacturers avoided the tax by changing the _____ of their drinks to combine part sugar with part sweetener(s). Nowadays it is difficult to find a soft drink that does not use sweeteners such as aspartame and acesulfame K. Coca-Cola is one of the only ones not to alter its secret recipe.

Reading Research

Slow Down! 15 Fantastic Facts about Sloths 1

Do some research to answer these quiz questions about sloths – the slowest mammals on earth:

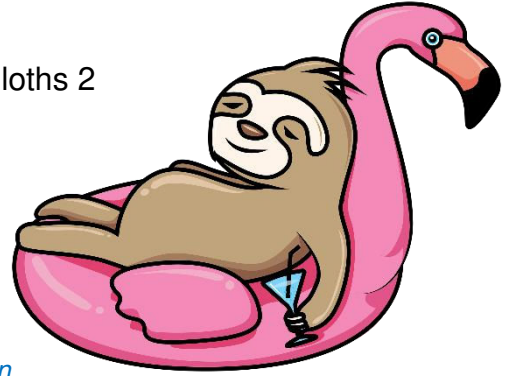


- Sloths are _____.
a) fish b) mammals c) reptiles d) bears
- In British English, the word 'sloth' rhymes with _____.
a) roof b) cloth c) slot d) both
- Sloths belong to the same family as the armadillo and the _____.
a) anteater b) black bear c) crocodile d) orangutan
- Sloths are _____ creatures.
a) fast-moving b) speedy c) rapid d) slow-moving
- As well as being an animal, 'sloth' is an _____ meaning 'laziness'.
a) adjective b) abstract noun c) article d) auxiliary verb
- In the Bible, 'sloth' is one of the _____ deadly sins.
a) seven b) six c) five d) four
- Sloths travel an average of _____ metres per day.
a) four b) forty c) four hundred d) four million
- Sloths were first named in _____.
a) 1649 b) 1749 c) 1849 d) 1949
- Sloths are more than _____ times stronger than human beings.
a) five b) ten c) three d) eight
- Sloths usually descend the trees to _____ on the ground once a week.
a) meet friends b) go to the toilet c) look for grubs d) spend time with people
- Sloths also drop down to the jungle floor to find a _____.
a) particular leaf b) jaguar c) book to read d) mate
- Sloths have an incredible sense of _____.
a) sight b) smell c) taste d) humour
- Sloths can swim _____ times faster than they move on land.
a) three b) four c) five d) false – sloths cannot swim
- Sloths have the slowest metabolic rate of any mammal, which means it takes up to thirty days for them to _____ their food.
a) digest b) find c) prepare d) eat
- The oldest sloth in the world is over fifty and lives at a zoo in _____.
a) Peru b) Brazil c) Norway d) Germany

Reading Research

Slow Down! 15 Fantastic Facts about Sloths 2

Do some research to answer these quiz questions about sloths – the slowest mammals on earth:



- Sloths sleep for around _____ hours per day.
a) twenty b) ten c) two d) fifteen
- Sloths exist on a diet of _____.
a) bugs and grubs b) leaves, twigs, and buds c) leaves, twigs, and bugs d) ants
- Sloths are threatened by _____ in Central and South America.
a) tourism b) retirees c) deforestation d) tree-climbing lizards
- Perhaps unfairly, sloths are considered to be the _____ animals in the world.
a) cutest b) fastest c) laziest d) best
- Sloths stay high up in the forest canopy to avoid predators like jaguars and _____.
a) anacondas b) alligators c) lions d) buffalo
- Around ten thousand years ago, ancient sloths could grow to the size of an _____.
a) orange b) orangutan c) office d) Asian elephant
- Sloths are colour-blind and generally have _____ eyesight.
a) normal b) poor c) remarkably good d) enormous
- Although sloths _____ fall out of trees, they usually land without injury.
a) always b) seldom c) fairly d) regularly
- Sloths can hold their breath underwater for up to _____ minutes.
a) forty b) four c) twenty d) fifty
- Sloths have the scientific name *Bradypus*, meaning _____ in Greek.
a) 'slow eat' b) 'slow feet' c) 'slow sloth' d) 'slow cat'
- Most sloths usually look like they are smiling contentedly, despite feeling a range of emotions. This is due to their _____.
a) personality b) demeanour c) cheerfulness d) facial structure
- Sloths can turn their _____ 270 degrees, giving them an almost 360-degree view. This feature is unique to sloths.
a) leaves b) heads c) legs d) eyes
- The fur of sloths provides a home for up to a thousand _____ at any one time.
a) ladybirds b) moths and beetles c) birds' eggs d) wiggly worms
- Sloths have long _____ which makes it difficult to walk on the ground, but they are ideal for climbing trees.
a) legs b) feet c) arms d) claws
- Certain chemicals produced by microbes in the _____ of sloths have been found to be beneficial in the fight against breast cancer.
a) toes b) armpits c) elbows d) fur

Reading Research

20 Remarkable Facts about Octopuses

a) Check new vocabulary and complete each gap below with one of the following words:

humans, ink, solitary, tentacles, hearing, cephalopods,
taste, sentient, muscle, octopi, minutes, nomadic, beaks,
snails, blood, tricks, squeeze, hearts, predators, shells

b) Find two **false** facts and correct them.

Octopuses...

1. are around 90% _____ and have no bones.	2. spray _____ into the water to hide from foes.	3. have the plural form 'octopuses', not '_____':	4. can open shells with their sharp _____.
5. are eaten by sharks, dolphins... and _____.	6. have three _____.	7. collect _____ and shiny objects.	8. have green _____.
9. can live out of water for about 20 _____.	10. can learn _____, e.g. opening a bottle.	11. change colour to hide from _____.	12. are _____ and have no fixed home.
13. have eight arms, not _____.	14. are related to _____ and slugs.	15. are _____ beings (can feel).	16. _____ into tiny holes to avoid enemies.
17. have good _____, like humans.	18. are _____ and love to chill out.	19. are _____, meaning 'head-footed'.	20. _____ with their arms.

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speaking and listening

Speaking and Listening Discussion

Discuss Differences between Men and Women 1

- A) Work with a partner or small group. Discuss each point below and consider differing points of view. Write M (men) or W (women) at the beginning and end of each sentence. **OR:**
- B) Fill in the M (men) and W (women) gaps on your own, then compare your page with a partner or small group. Discuss any differences.

M / W	Discussion Point:	M / W	Notes:
1.	prefer to relax and recharge alone compared to		
2.	have to apologise to their partners more frequently than		
3.	are better leaders than		
4.	are more often discriminated against at work than		
5.	eat a healthier diet than		
6.	are more likely to have a master's degree than		
7.	have a deep need to be protected and cared for, in contrast to		
8.	are better dressed than		
9.	take more risks in life than		
10.	are more confident than		
11.	are more likely to hit the 'glass ceiling' at work than		
12.	don't want their partners to change, compared to		
13.	make better parents than		
14.	are more likely to get custody of their children in a divorce than		
15.	are more likely to 'go to pieces' in a crisis than		
16.	are more sociable than		
17.	face more pressure to have multiple sexual partners than		
18.	are more likely to be geeky than		
19.	are more valued by society than		
20.	are better at remembering facts and figures than		
21.	are more materialistic than		
22.	are more likely to be single than		
23.	are more likely to feel unsafe in public at night than		
24.	are more likely to enjoy hobbies than		
25.	are less likely to go to the doctor than		
26.	are better with numbers than		
27.	are better at manual work than		
28.	are better at problem-solving than		
29.	are more controlling than		
30.	are more likely to be vegan than		
31.	are generally more likely to be obese than		
32.	are more likely to be the primary child carer than		
33.	are more likely to live longer than		
34.	have many friends compared to		
35.	are more interested in achieving better status than		
36.	are better drivers than		
37.	feel the cold more than		
38.	are more unpredictable than		
39.	behave in a more antisocial way than		
40.	nag their partners more than		
41.	are better communicators than		
42.	are searching for security above all else compared to		
43.	are better at particular jobs than		
44.	are better at sports than		
45.	love talking about clothes and relationships more than		
46.	have fewer friends than		
47.	are more results-driven than		
48.	are more likely to be passed over for promotion at work than		
49.	are more likely to choose their partner carefully than		
50.	are more sensitive than		

Speaking and Listening Discussion

Discuss Differences between Men and Women 2

- A) Work with a partner or small group. Discuss each point below and consider differing points of view. Write M (men) or W (women) at the beginning and end of each sentence. **OR:**
- B) Fill in the M (men) and W (women) gaps on your own, then compare your page with a partner or small group. Discuss any differences.

M / W	Discussion Point:	M / W	Notes:
1.	are better at fixing machines than		
2.	are more likely to drink to excess than		
3.	are more likely to smoke than		
4.	are more faithful to their partners than		
5.	are better at giving unsolicited criticism than		
6.	are more intelligent than		
7.	are more likely to be on a diet than		
8.	rarely want to talk about their feelings compared to		
9.	like to relax and recharge with friends and family compared to		
10.	need quality time on their own after a busy day at work more than		
11.	are more determined to be the winner than		
12.	are better liars than		
13.	are more opportunistic than		
14.	are more likely to die alone than		
15.	are more interested in a physical relationship than		
16.	are more business-minded than		
17.	desire to feel needed more than		
18.	have a greater need for respect from their partner than		
19.	like to spend time browsing when shopping more than		
20.	prefer to 'get in and get out' when shopping more than		
21.	complain more than		
22.	can cook better than		
23.	are more interested in creating a home for their family than		
24.	care more about how they look than		
25.	enjoy telling their partner what to do more than		
26.	use emotional blackmail to get what they want more than		
27.	are more patient than		
28.	behave more emotionally than		
29.	are gentler than		
30.	are better at defusing disputes than		
31.	are better at negotiating than		
32.	are more into video games than		
33.	are more caring and empathetic than		
34.	are better at keeping the home clean and tidy than		
35.	are more likely to cheat on their partner than		
36.	are physically stronger than		
37.	are healthier than		
38.	are better at using tech than		
39.	are more distraught at the ending of a relationship than		
40.	have a higher pain threshold than		
41.	are better at caring for children than		
42.	are more rational and analytical than		
43.	are more creative than		
44.	are more sensitive to the 'atmosphere' of a room than		
45.	are more generous than		
46.	need their partner to listen rather than advise more than		
47.	would rather figure something out than ask for help, compared to		
48.	make better bosses than		
49.	are more likely to be politically active than		
50.	want to change their partner, compared to		

Speaking and Listening Discussion

Differences between Men and Women – Agree or Disagree? 1

Work with a partner or small group. Do you agree or disagree with the statements below? Give reasons and examples. Find out what your partner or small group thinks. Discuss any disagreements:

1. Women make better parents than men.

2. Men are better leaders than women.

3. Men take more risks in life than women.

4. Women are more materialistic than men.

5. Women are more likely to get custody of their kids in a divorce than men.

6. Men are better at manual work than women.

7. Men are more results-driven than women.

8. Women are more often discriminated against at work than men.

9. Men are better drivers than women.

10. Women are more likely to 'go to pieces' in a crisis than men.

11. Men are better at sports than women.

12. Women are more likely to feel unsafe in public at night than men.

13. Men are more likely to enjoy hobbies than women.

14. Women are more controlling than men.

15. Women are more likely to be the primary child carer than men.

16. Men are more valued by society than women.

17. Women can cook better than men.

18. Men are better at remembering facts and figures than women.

19. Women are more unpredictable than men.

20. Men have fewer friends than women.

Speaking and Listening Discussion

Differences between Men and Women – Agree or Disagree? 2

Work with a partner or small group. Do you agree or disagree with the statements below? Give reasons and examples. Find out what your partner or small group thinks. Discuss any disagreements:

1. Men make better bosses than women.

2. Women are better communicators than men.

3. Men are physically stronger than women.

4. Women care more about how they look than men.

5. Women are more likely to be on a diet than men.

6. Men are more business-minded than women.

7. Men are more opportunistic than women.

8. Women nag their partners more than men.

9. Women are better at keeping the home clean and tidy than men.

10. Men are better at using tech than women.

11. Women are more sensitive than men.

12. Men are better at negotiating than women.

13. Men are better at fixing machines than women.

14. Women love talking about clothes and relationships more than men.

15. Women are more caring and empathetic than men.

16. Men are more likely to cheat on their partner than women.

17. Men are more into video games than women.

18. Women are better at giving unsolicited criticism than men.

19. Women have many friends compared to men.

20. Men rarely want to talk about their feelings compared to women.

Speaking and Listening Discussion

Let's Talk About... Moving Home

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

- | | | | |
|-----------------|---------------------|----------------------|-----------------------|
| 1. apartment | 6. first-time buyer | 11. mortgage | 16. self-storage unit |
| 2. deposit | 7. furnishings | 12. neighbour | 17. subletting |
| 3. downsizing | 8. housewarming | 13. packing | 18. tenant |
| 4. dream home | 9. inventory | 14. relocation | 19. utilities |
| 5. estate agent | 10. landlord | 15. removals company | 20. viewing |

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

1. How many times have you moved home? What was the reason for each move? How long did it take? How easy was it? How much did it cost? Do you have any funny stories about moving home? Is there a memorable moving tale from your childhood? What are some of the reasons that people move home? Why don't people stay in one place for life? What should a **first-time buyer** know about property?
2. Where do you start when you want to move home? How do you find a new place? What kind of home do you prefer: an **apartment**, house, or bungalow? Why? What websites and/or apps do you use? What criteria do you use when searching for a home, e.g. price, location, rooms, features, garden, etc.?
3. Which questions do you usually ask at a **viewing**? What do you need to know? Have you ever been to see a house or flat and the place was totally different from the advert / photos? How did you react?
4. Have you ever **relocated** to another city or country, e.g. for work? Would you consider moving abroad? What particular challenges would such a move involve? Would you buy a property without viewing it?
5. Describe your **dream home**. What would it look like? If you could live anywhere in the world, where would it be? Why? Have you ever thought about buying some land and building a home to your own specifications? What would be the main challenges and rewards? What about renovating an old building?
6. Do you rent or do you have a **mortgage**? Maybe you own your own home outright. How easy is / was it to get financing to buy your own home. If you have a mortgage, why did you decide to buy instead of renting?
7. When planning your move, do you have a checklist or just follow your gut instinct?
8. Do you enjoy **packing**? Do you lovingly wrap each plate and bowl, or just chuck them into a packing box and hope for the best? Do you feel that moving home is a good opportunity to get rid of superfluous junk that you have accumulated? How do you decide what to keep and what to throw out, give away, or recycle?
9. How do you move your belongings? Hire a **removals company** or maybe you have a mate with a van?

English Idioms about Moving Home

Say a new sentence with each idiom:

1. be beyond your wildest dreams
2. be / live beyond your means
3. break the bank
4. (not) enter into sth [*something*] lightly
5. feel at home
6. find your dream home
7. fork out a lot of money for sth
8. get used to sth
9. get your foot on the property ladder
10. home is where the heart is
11. home sweet home
12. make a new / fresh start
13. move heaven and earth to do sth
14. not know where to start
15. nothing ventured, nothing gained
16. pay through the nose for sth
17. settle down
18. take a [calculated] risk
19. there's no place like home
20. wherever I lay my hat, that's my home

Discussion Situations about Moving Home

What would you do if...?

1. When viewing the property the **neighbours** are a sweet, kindly old couple, but on moving day you find new neighbours have moved in – with five kids and a dog that barks all the time.
2. During your **housewarming** party the police arrive and order you to turn down the volume following numerous complaints.
3. When leaving your rental property your **landlord** appears and points out that there are several items missing from the **inventory**, including some antique **furnishings**.
4. Your dream is to become an **estate agent**, but your parents demand that you take a law degree.
5. You need to store most of your furniture temporarily, but there isn't a reliable **self-storage unit** facility in the vicinity.
6. You've been on the phone trying to register with various **utilities** for hours, but you haven't spoken to a real person yet.
7. Your **tenant** is four months behind with their rent and appears to be **subletting** the apartment to a family with exotic animals.
8. You enjoy your job as a letting agent, but this is the fifth time this week that the client has failed to show up for the viewing.
9. Your partner persuaded you to **downsize** your house to a bungalow to save money, but now you've moved, you hate it.
10. Your landlord refuses to return your **deposit** due to "negligible" marks on the walls.

Speaking and Listening Discussion

Let's Talk About... Moving Home

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

Picture A



Picture B



Speaking and Listening Discussion

Moving Home – Discussion Words

Work with a partner or small group. Print this page onto card, then cut out the cards and lay them face down. Mix them up, then take a card and describe the term for the others to guess. More ideas: <https://purlandtraining.com/you-are-the-course-book-lesson-plans/vocabulary/>

1. accommodation	2. tenant	3. dream home	4. mortgage
5. property portfolio	6. landlord	7. apartment	8. deposit
9. estate agent	10. viewing	11. checklist	12. meter reading
13. neighbour	14. possessions	15. first-time buyer	16. utilities
17. mail redirection	18. relocation	19. equity	20. painter and decorator
21. frustration	22. packing	23. downsizing	24. chartered surveyor
25. off-street parking	26. deep clean	27. removals company	28. inventory
29. self-storage unit	30. furnishings	31. homelessness	32. rental agreement
33. subletting	34. renovation	35. contract	36. housewarming
37. eviction	38. flatshare	39. lodger	40. homeowner

Speaking and Listening Discussion

20 Energy Saving Tips – Gap-Fill 1

Work with a partner or small group. Discuss the **20 energy saving tips** below and complete the gaps. The preposition 'instead of' goes between the two clauses. Which tips do you currently do? Which tips are new to you? Which ideas will save the most energy – and money? Rank some of the tips from best to worst. Can you think of any more energy saving tips? Create a dialogue or role play. Check any new words in a dictionary. Check that you understand all the underlined words and phrases:

instead of

- | | |
|-----------------------------------------------------------|-----------------------------------------------|
| 1. Read a book | _____ |
| 2. <u>Put on</u> a warm jumper | _____ |
| 3. Switch off <u>appliances</u> and <u>unplug</u> them | _____ |
| 4. Switch off the light when you leave a room | _____ |
| 5. _____ | flying abroad. |
| 6. _____ | using higher temperatures. |
| 7. _____ | using a <u>high-powered tumble dryer</u> . |
| 8. _____ | running a hot bath. |
| 9. Boil only the water you need for a cup of tea | _____ |
| 10. Wash dirty dishes <u>by hand</u> | _____ |
| 11. Exercise in the <u>fresh air</u> | _____ |
| 12. Use a bike and/or public transport | _____ |
| 13. _____ | allowing major <u>heat loss</u> . |
| 14. _____ | living <u>out of tune</u> with your organism. |
| 15. _____ | staying up all night <u>hammering</u> power. |
| 16. _____ | following the same pattern all year round. |
| 17. Consider using <u>candles</u> for lighting | _____ |
| 18. Unplug your <u>chargers</u> after use | _____ |
| 19. Wear clothes <u>appropriate</u> for the season | _____ |
| 20. Use a <u>microwave oven</u> and/or <u>slow cooker</u> | _____ |

Speaking and Listening Discussion

20 Energy Saving Tips – Gap-Fill 2

Work with a partner or small group. Discuss the **20 energy saving tips** below and complete the gaps. The preposition 'instead of' goes between the two clauses. Which tips do you currently do? Which tips are new to you? Which ideas will save the most energy – and money? Rank some of the tips from best to worst. Can you think of any more energy saving tips? Create a dialogue or role play. Check any new words in a dictionary. Check that you understand all the underlined words and phrases:

instead of

1. Use a hand fan _____
2. Get used to lower temperatures at home _____
3. Hang thick curtains on all your windows _____
4. Take up hobbies that don't require electricity _____
5. _____ relying on guesswork and hope.
6. _____ printing every document.
7. _____ allowing them to run up a huge bill.
8. _____ stubbornly sticking with the same provider.
9. Run a full washing machine _____
10. Don't heat and light empty rooms _____
11. Invest in solar panels for your roof _____
12. Use cold water when washing your hands _____
13. _____ persisting with old outdated equipment.
14. _____ leaving it on while you're asleep.
15. _____ insisting on sweltering temperatures.
16. _____ continuing to pump petrol into a gas guzzler.
17. Ride an electric bicycle or scooter _____
18. Use draught excluders on internal doors _____
19. Don't cover your radiators with furniture _____
20. Move to a warmer climate _____

Speaking and Listening Discussion

20 Energy Saving Tips – Gap-Fill 3

Work with a partner or small group. Discuss the **20 energy saving tips** below and complete the gaps. The preposition 'instead of' goes between the two clauses. Which tips do you currently do? Which tips are new to you? Which ideas will save the most energy – and money? Rank some of the tips from best to worst. Can you think of any more energy saving tips? Create a dialogue or role play. Check any new words in a dictionary. Check that you understand all the underlined words and phrases:

instead of

1. Install double glazing _____
2. Bleed your radiators twice a year _____
3. Set your heating to start when you get home _____
4. Make a conscious choice to reduce energy use _____
5. _____ letting heat escape through them.
6. _____ allowing them to assume that energy is free.
7. _____ relying on other people to switch off lights.
8. _____ depending on less efficient radiators.
9. Get free heat and light by working at the office _____
10. Shut down your laptop at night _____
11. Use sunlight to heat and light your home _____
12. Get used to a cooler climate at home _____
13. _____ leaving them on all day.
14. _____ keeping the same temperature all year.
15. _____ sitting around at home consuming energy.
16. _____ having one every morning.
17. Get used to cold showers _____
18. Buy and use LED light bulbs _____
19. Frequent your local pool and spa _____
20. Install cavity wall insulation _____

Speaking and Listening Days and Dates

Guess the Date – Clues

Game 1: work in pairs or small groups. One person is the quizmaster. They pick a month, e.g., the current or following month, then a day in that month. The other player(s) have to guess it, while the quizmaster gives clues, ranging from easy to impossible!

The quizmaster shows a calendar of the month (link below) and crosses out dates that have been disregarded. They could also research and use special events in that particular month (link below) as clues, e.g., 'It's the International Day of x'. When the date has been guessed, points are scored and the winner – or the next player – picks a date and the game continues. Feel free to add your own clues! Note: x means a variable.

Easy clues:

- The day of the week begins with the letter *x*
- It is / is not at the weekend
- It is towards the beginning / the end of the week
- The day has *x* letters
- The date has a st / nd / rd / th suffix
- The date starts with a 0 / 1 / 2 / 3
- The date has one / two digits
- The day has a silent letter, e.g., the 'd' in 'Wednesday'

Medium clues:

- It is / is not a [day]
- It is not [date]
- The date is higher / lower than [number]
- It is / is not on or near a particular holiday / special day
- It is earlier / later in the month than the holiday / special day
- The date is odd / even
- The date has *x* straight lines / curves, e.g., '14' has four straight lines, while '2' has two straight lines and a curve
- The 1st / 2nd letter (etc.) is from the 1st / 2nd half of the alphabet
- A figure and day share the same first / second / last, etc. letter, e.g., the first letter of 'ten' is the same as the first letter of 'Tuesday'
- There are *x* vowels / consonants in the spelling of the day / date
- The day has 2 / 3 syllables

Difficult / impossible clues:

- The day / date has *x* stressed vowel sound, e.g., u is the stressed vowel sound in 'Monday'
- This is the day I went on holiday last year
- It is my mum's birthday / the day before / two weeks before, etc.
- It is my favourite / least favourite day of the week

Notable dates in the chosen month, e.g., public holidays or 'International Day of x':

- _____
- _____
- _____
- _____

*Download a free calendar template here: <https://www.wiki-calendar.com/>
Find special events: https://en.wikipedia.org/wiki/Portal:Current_events*

Speaking and Listening Days and Dates

Guess the Date – Questions

Game 2: work in pairs or small groups. One person is the quizmaster. They pick a month, e.g., the current or following month, then a day in that month. The other player(s) have to guess it, while asking questions, ranging from basic to advanced! The quizmaster can only answer 'YES' or 'NO'.

The quizmaster shows a calendar of the month (link below) and crosses out dates that have been disregarded. Players could also ask questions about special events in that particular month (link below), e.g., 'Is it the International Day of x?'. When the date has been guessed, points are scored and the winner – or the next player – picks a date and the game continues. Feel free to add your own questions! Note: x means a variable.

Basic questions:

- Does the day of the week begin with the letter *x*?
- Is it at the weekend?
- Is it towards the beginning / the end of the week?
- Does the day have *x* letters?
- Does the date have a st / nd / rd / th suffix?
- Does date start with a 0 / 1 / 2 / 3?
- Does the date have one / two digits?
- Does the day have a silent letter, e.g., the 'd' in 'Wednesday'?

Medium questions:

- Is it a [day]?
- Is it [date]?
- Is the date higher / lower than [number]?
- Is it on or near a particular holiday / special day?
- Is it earlier / later in the month than the holiday / special day?
- Is the date odd / even?
- Does the date have *x* straight lines / curves? For example, '14' has four straight lines, while '2' has two straight lines and a curve
- Is the 1st / 2nd letter (etc.) from the 1st / 2nd half of the alphabet?
- Does a figure and day share the same first / second / last, etc. letter? For example, the first letter of 'ten' is the same as the first letter of 'Tuesday'
- Are there *x* vowels / consonants in the spelling of the day / date?
- Does the day have 2 / 3 syllables?

Advanced questions:

- Does the day / date have the stressed vowel sound *x*? For example, u is the stressed vowel sound in 'Monday'
- Is it the day you went on holiday last year?
- Is it your mum's birthday / the day before / two weeks before, etc.?
- Is it your favourite / least favourite day of the week?

Notable dates in the chosen month, e.g., public holidays or 'International Day of x':

- _____
- _____
- _____
- _____

*Download a free calendar template here: <https://www.wiki-calendar.com/>
Find special events: https://en.wikipedia.org/wiki/Portal:Current_events*

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pronunciation

schwa can be written:

a 'again'
e 'open'
i 'April'
o 'aeroplane'
u 'album'
y 'vinyl'
er 'teacher'
and more...

Pronunciation Spelling and Sounds

ii can be written:

ey 'money'
ie 'boogie'
y 'busy'

How to Spell the 23 Vowel Sounds in English

one letter:

a	e	i	o	u
'a' = a 'hat'	'e' = e 'met'	'i' = ai 'climb'	'o' = eu 'both'	'u' = e 'bury'
'a' = ar 'bath'	'e' = i 'English'	'i' = ee 'pizza'	'o' = i 'women'	'u' = i 'busy'
'a' = e 'any'		'i' = i 'big'	'o' = o 'hot'	'u' = oo 'nuclear'
'a' = ei 'waste'		'i' = o 'lingerie'	'o' = u 'won'	'u' = u 'up'
'a' = eir 'parents'			'o' = uu 'woman'	'u' = uu 'put'
'a' = i 'village'				
'a' = o 'watch'				
'a' = or 'ball'				

The sounds in this chart are written in **Clear Alphabet** (see: <https://purlandtraining.com/>)

vowel digraph:

'ai' = e 'said'	'ea' = e 'head'	'ia' = aiy 'dial'	'oa' = eu 'boat'	'ue' = e 'guess'
'ai' = ei 'faith'	'ea' = ee 'beach'	'ia' = iy 'media'	'oa' = or 'broad'	'ue' = oo 'blue'
'ai' = eir 'dairy'	'ea' = ei 'steak'	'ie' = ai 'tied'	'oe' = eu 'toe'	'ue' = uuw 'suet'
'au' = ei 'gauge'	'ea' = iy 'meal'	'ie' = aiy 'society'	'oe' = oo 'shoe'	'ui' = i 'guilt'
'au' = eu 'mauve'	'ee' = ee 'meet'	'ie' = e 'friend'	'oe' = u 'does'	'ui' = oo 'suit'
'au' = o 'sausage'	'ei' = ai 'feisty'	'ie' = ee 'piece'	'oi' = oy 'boil'	
'au' = or 'pause'	'ei' = e 'leisure'	'ie' = i 'sieve'	'oo' = oo 'spoon'	
	'ei' = ee 'seize'		'oo' = u 'flood'	
	'ei' = ei 'vein'		'oo' = uu 'book'	
	'ei' = i 'forfeit'		'ou' = au 'out'	
	'eo' = e 'leopard'		'ou' = oo 'soup'	
	'eo' = ee 'people'		'ou' = u 'touch'	
	'eo' = iy 'theory'		'ou' = uu 'could'	
	'eu' = oo 'sleuth'			

vowel(s) + r

'air' = eir 'chair'	'ear' = ar 'heart'	'iar' = aiy 'liar'	'oar' = or 'boar'	'uar' = ar 'guard'
'ar' = ar 'far'	'ear' = eir 'bear'	'ier' = aiy 'hierarchy'	'oir' = aiy 'choir'	'uar' = or 'quarter'
'ar' = or 'warm'	'ear' = er 'pearl'	'ier' = iy 'pier'	'oor' = or 'door'	'ur' = er 'hurt'
'are' = ar 'are'	'ear' = iy 'hear'	'ir' = er 'bird'	'or' = er 'word'	'ure' = uuw 'assure'
'are' = eir 'care'	'eer' = iy 'cheer'	'ir' = iy 'souvenir'	'or' = or 'fork'	
	'eir' = eir 'their'	'ire' = aiy 'hire'	'ore' = or 'more'	
	'eir' = iy 'weird'		'our' = auw 'hour'	
	'er' = ar 'sergeant'		'our' = er 'journey'	
	'er' = er 'verb'		'our' = or 'four'	
	'ere' = eir 'there'			
	'ere' = iy 'here'			

vowel(s) + other
(g, gh, h, l, w, y)

'ah' = ar 'blah'	'eig' = ei 'reign'	'iew' = oo 'view'	'ol' = eu 'yolk'	'uoye' = oy 'buoyed'
'al' = ar 'calm'	'eigh' = ai 'height'	'iewe' = oo 'viewed'	'ough' = au 'bough'	
'al' = or 'walk'	'eigh' = ei 'weight'	'ig' = ai 'sign'	'ough' = eu 'though'	
'augh' = ar 'laugh'	'ew' = eu 'sew'	'igh' = ai 'sigh'	'ough' = o 'cough'	
'augh' = or 'caught'	'ew' = oo 'blew'	'igher' = aiy 'higher'	'ough' = oo 'through'	
'aw' = or 'lawn'	'ewe' = oo 'chewed'		'ough' = or 'bought'	
'ay' = ay 'day'	'ewe' = uuw 'jewel'		'ough' = u 'rough'	
	'ewer' = uuw 'newer'		'ough' = uh 'borough'	
	'ey' = ee 'key'		'ow' = au 'cow'	
	'ey' = ei 'grey'		'ow' = eu 'know'	
			'owe' = au 'bowed'	
			'owe' = auw 'towel'	
			'owe' = eu 'owed'	
			'ower' = auw 'shower'	
			'oy' = oy 'toy'	

Pronunciation Spelling and Sounds

If the Schwa Sound were a Letter 1

We know that there is no dedicated letter in the English alphabet to represent the schwa sound, despite it being the most common sound in English. What would a text look like if such a letter did exist? In the following text – from *Great Expectations* (1861) by Charles Dickens, via gutenberg.org – the schwa sound is represented by the symbol @:

Th@ marsh@s w@ just @ long black horizont@l line then, @s I stopped t@ look aft@ him; @nd th@ riv@ w@s just @noth@ horizont@l line, not nearly so broad nor yet so black; @nd th@ sky w@s just @ row @f long angry red lines @nd dense black lines int@mixed. On the edge @f th@ riv@ I c@d faintly make out the only two black things in all th@ prospect th@t seemed t@ be standing upright; one @f these w@s th@ beac@n by which th@ sail@s steered,—like @n unhooped cask @pon @ pole,— @n ugly thing when y@ w@ near it; the oth@, @ gibb@t, with s@me chains hanging t@ it which h@d once held @ pir@te. Th@ man w@s limping on t@wards this latt@, @s if he w@ th@ pir@te come t@ life, @nd come down, @nd going back t@ hook himself up @gain. It gave me @ terrib@le turn when I thought so; @nd @s I saw th@ catt@le lifting their heads t@ gaze aft@ him, I wond@d wheth@ they thought so too. I looked all round f@ th@ horrib@le young man, @nd c@d see no signs @f him. But now I w@s fright@ned @gain, @nd ran home without stopping.

The marshes were just a long black horizontal line then, as I stopped to look after him; and the river was just another horizontal line, not nearly so broad nor yet so black; and the sky was just a row of long angry red lines and dense black lines intermixed. On the edge of the river I could faintly make out the only two black things in all the prospect that seemed to be standing upright; one of these was the beacon by which the sailors steered,—like an unhooped cask upon a pole,—an ugly thing when you were near it; the other, a gibbet, with some chains hanging to it which had once held a pirate. The man was limping on towards this latter, as if he were the pirate come to life, and come down, and going back to hook himself up again. It gave me a terrible turn when I thought so; and as I saw the cattle lifting their heads to gaze after him, I wondered whether they thought so too. I looked all round for the horrible young man, and could see no signs of him. But now I was frightened again, and ran home without stopping.

The text has 807 letters and the @ appears 82 times, so around 10% of the letters are the schwa sound. The schwa appears in function words, suffixes, prefixes, mid-word, and mid-consonant:

55 Function Words:	16 Suffixes:	5 Prefixes:	3 Mid-Word:	3 Mid-Consonants:
11 – the	8 – -er	3 – a-	1 – -e-	2 – b / l
8 – and	2 – -al	1 – to-	1 – -er-	1 – t / l
6 – a	2 – -ate	1 – u-	1 – -ere-	
6 – to	1 – -es			
6 – was	1 – -et			
4 – of	1 – -on			
3 – as	1 – -or			
2 – could				
2 – on				
2 – were				
1 – for				
1 – had				
1 – some				
1 – that				
1 – you				

Tip: take a little time to note the places in a text where the schwa is likely to appear. In function words – with the most common here being ‘the’ + ‘and’ – in suffixes, with ‘-er’ by far the most common, then to a much lesser degree in prefixes, mid-word, and mid-consonant. Learn the spellings that represent schwa sounds. Remember that a schwa can be embedded in ‘bl’, ‘tl’, and other con. + l endings.

Pronunciation Spelling and Sounds

If the Schwa Sound were a Letter 2

We know that there is no dedicated letter in the English alphabet to represent the schwa sound, despite it being the most common sound in English. What would a text look like if such a letter did exist? In the following text – from *Howards End* (1910) by E. M. Forster, via gutenberg.org – the schwa sound is represented by the symbol @:

Dear@st Meg,

I @m having @ glorious time. I like th@m all. Mrs. Wilcox, if quiet@ th@n in Germ@ny, is sweet@ th@n ev@, @nd I nev@ saw anything like h@ steady @nselfishn@ss, @nd th@ best @f it is th@t the oth@s do not take @dvantage @f her. They @ th@ very happiest, jolliest fam@ly th@t y@ c@n imagine. I do really feel th@t we @ making friends. Th@ fun @f it is th@t they think me @ nood@le, @nd say so--@t least Mr. Wilcox does--@nd when th@t happ@ns, @nd one doesn@t mind, it's @ pretty sure test, isn@t it? He says th@ most horrid things @bout women's suffrage so nicely, @nd when I said I believed in equal@ty he just fold@d his arms @nd gave me such @ setting down @s I've nev@ had. Meg, shall we ev@ learn t@ talk less? I nev@ felt so @shamed @f myself in my life. I c@dn@t point t@ @ time when men h@d been equ@l, nor ev@n t@ @ time when th@ wish t@ be equ@l h@d made th@m happier in oth@ ways. I c@dn@t say @ word. I h@d just picked up th@ not@n th@t equal@ty is good fr@m s@me book--prob@bly fr@m poetry, @ you. Anyhow, it's been knocked into piec@s, @nd, like all peop@le who @ really strong, Mr. Wilcox did it without hurting me.

Dearest Meg,

I am having a glorious time. I like them all. Mrs. Wilcox, if quieter than in Germany, is sweeter than ever, and I never saw anything like her steady unselfishness, and the best of it is that the others do not take advantage of her. They are the very happiest, jolliest family that you can imagine. I do really feel that we are making friends. The fun of it is that they think me a noodle, and say so--at least Mr. Wilcox does--and when that happens, and one doesn't mind, it's a pretty sure test, isn't it? He says the most horrid things about women's suffrage so nicely, and when I said I believed in equality he just folded his arms and gave me such a setting down as I've never had. Meg, shall we ever learn to talk less? I never felt so ashamed of myself in my life. I couldn't point to a time when men had been equal, nor even to a time when the wish to be equal had made them happier in other ways. I couldn't say a word. I had just picked up the notion that equality is good from some book--probably from poetry, or you. Anyhow, it's been knocked into pieces, and, like all people who are really strong, Mr. Wilcox did it without hurting me.

The text has 890 letters and the @ appears 90 times, so around 10% of the letters are the schwa sound. The schwa appears in function words, suffixes, prefixes, and mid-consonant:

57 Function Words:	23 Suffixes:	4 Prefixes:	0 Mid-Word:	6 Mid-Consonants:
8 – and	9 – -er	2 – a-		4 – n / t (n't)
7 – a	2 – -en	1 – ad-		1 – d / l
6 – that	2 – -ity	1 – un-		1 – p / l
6 – the	2 – -ual			
4 – of	1 – -ably			
4 – to	1 – -any			
3 – are	1 – -ed			
3 – had	1 – -es			
2 – could-	1 – -est			
2 – from	1 – -ily			
2 – than	1 – -ness			
2 – them	1 – -tion			
1 – am				
1 – as				
1 – at				
1 – can				
1 – her				
1 – or				
1 – some				
1 – you				

Tip: take a little time to note the places in a text where the schwa is likely to appear. In function words – with the most common here being 'and' + 'a' – in suffixes, with '-er' by far the most common, then to a much lesser degree in prefixes, mid-word, and mid-consonant. Learn the spellings that represent schwa sounds. Remember that a schwa can be embedded in 'dl', 'pl', and other con. + l endings, as well as in the 'n't' spelling in negative auxiliary verbs.

Pronunciation Spelling and Sounds

If the Schwa Sound were a Letter 3

We know that there is no dedicated letter in the English alphabet to represent the schwa sound, despite it being the most common sound in English. What would a text look like if such a letter did exist? In the following original text the schwa sound is represented by the symbol @:

Last night I went t@ th@ cin@m@ with my friend Mandy. We saw @ really funny com@dy starring Will Ferr@ll called 'Blades @f Glory'. It w@s @bout two ice skat@s who hat@d each oth@ – they w@ riv@ls – b@t then end@d up having t@ work t@geth@ t@ win th@ tourn@m@nt. Aft@ that we went f@ something t@ eat @t th@ restaurant @round th@ corn@. I had @ sal@d @nd Mandy had steak @nd chips. We got home @t @bout elev@n @nd Mandy phoned h@ mum t@ get h@ t@ come @nd pick h@ up. It w@s @ great evening. I like spending time with Mandy bec@se we've got @ lot in comm@n. We're both good @t Maths @nd we both have @ twin broth@.

Last night I went to the cinema with my friend Mandy. We saw a really funny comedy starring Will Ferrell called 'Blades of Glory'. It was about two ice skaters who hated each other – they were rivals – but then ended up having to work together to win the tournament. After that we went for something to eat at the restaurant around the corner. I had a salad and Mandy had steak and chips. We got home at about eleven and Mandy phoned her mum to get her to come and pick her up. It was a great evening. I like spending time with Mandy because we've got a lot in common. We're both good at Maths and we both have a twin brother.

The text has 488 letters and the @ appears 55 times, so around 11% of the letters are the schwa sound. The schwa appears in function words, suffixes, prefixes, and mid-word:

33 Function Words:	16 Suffixes:	4 Prefixes:	2 Mid-Word:	0 Mid-Consonants:
6 – to	6 – -er	3 – a-	1 – -a-	
5 – a	2 – -ed	1 – to-	1 – -e-	
5 – and	1 – -a			
4 – the	1 – -ad			
3 – at	1 – -al			
3 – her	1 – -edy			
2 – was	1 – -ell			
1 – because	1 – -en			
1 – but	1 – -ment			
1 – for	1 – -on			
1 – of				
1 – were				

Tip: take a little time to note the places in a text where the schwa is likely to appear. In function words – with the most common here being 'to' + 'and' – in suffixes, with '-er' by far the most common, then to a much lesser degree in prefixes, mid-word, and mid-consonant. Learn the spellings that represent schwa sounds.

Pronunciation Spelling and Sounds

Consonant Sounds

See p.129 for links

1. There are 25 consonant sounds in English – 15 voiced and 10 unvoiced [LINK]. Consonant sounds are made when air leaves the body while being **obstructed** by the mouth, lips, tongue, and/or teeth, e.g. m and th. Vowel sounds, by contrast, are made when air is **unobstructed** and moves freely, e.g. ee and oo. Frankly, consonant sounds are less important to speakers of English – what matters most in a word is the stressed vowel sound and then the vowel sounds in the weak syllables – the **word x-ray**. Consonant sounds may also be easier for foreign speakers, because most of them have only one sound matching the letter. For example, the letter 'b' always represents the sound b. Compare this with vowel sounds (Lesson 4) where one letter, e.g. 'a', can represent up to 9 different sounds: 'hat', 'bath', 'any', 'waste', etc.
2. However, it is true that some consonant letters have more than one pronunciation. For example, 'c' can be pronounced as s ('soft c' in 'ambulance') or k ('hard c' in 'local'). The letter 's' can be pronounced as s (in 'guest') or z (in 'clothes'). 's' is z at the end of plural words, e.g. 'books', and in present simple s-form, e.g. 'makes'; and sometimes zz in words like 'usually' and 'television'. 'x' is pronounced ks, e.g. in 'extremely'.
3. Consonant letters become more complicated when they pair up to become **consonant digraphs**: two letters which make one sound [LINK]. The most common consonant digraphs are 'sh' = sh in 'ship'; 'ch' = ch in 'chip' or sh in 'machine'; 'th' = th in 'this' and tt in 'thick' [LINK]; 'wh' = w in 'white' – but there are a number of others. Consonant digraphs can appear at the beginning of a word – 'cheese' – in the middle – 'washable' – or at the end – 'painting'. Consonant digraphs are usually two consonant letters, but sometimes a consonant and vowel are used, e.g. 'gu' = g in 'guess', 'tu' = ch in 'nature', 'ci' = sh in 'official', and 'ti' = sh in 'national'.
4. **Consonant blends** also consist of two (or more) consonant letters together, e.g. 'bl' in 'blue' or 'lm' in 'film' [LINK]. The difference between digraphs and blends is that digraphs create one sound, but in blends both sounds can be heard. There are thought to be over 80 different consonant blends in English. They mainly comprise **two** consonant letters, although some have **three**, e.g. 'spl' in 'splash', 'spr' in 'spring', and 'str' in 'string'. Blends usually occur at the start ('bright') or end of a word ('past') – or in both positions ('trend'). A notable consonant blend is 'qu', which represents, for example, the sounds kw in 'quick' and 'quite'.
5. We often use consonant letters to spell vowel sounds (Lesson 4). For example, in 'heard' the letter 'r' is part of the 'ear' spelling of the vowel sound er, and not pronounced as its consonant form. Remember that consonant letters are not pronounced when they are part of the vowel spelling.
6. Some consonant letters are included in the spelling of words but are **silent letters** [LINK] [LINK] [LINK] and have no role in the word. They don't do anything – for example the silent 'e' in 'garage'. We could also argue that consonant digraphs with double letters have one silent letter, e.g. the first or second 'b' in 'hobby'. However, they do serve a purpose, since 'doubling up' of consonant letters usually makes the preceding vowel sound short. Some English words are well-known for having silent letters, including these words from the course: 'b' in 'debt', 'p' in 'receipt', 't' in 'often', 'h' in 'yoghurt', and 'ch' in 'yacht'. We have to learn them as exceptions (Lesson 7).
7. Look out for **hidden sounds** too [LINK] – sounds which do not have any representation in the spelling, but which must be pronounced. A notable hidden sound, seen a few times on this course, is the y sound before the letter 'u' in 'menu', 'ambulance', and before 'eu' in 'European'.
8. **Consonant pairs** can also be a problem, with learners mixing up sounds like b and p, or g and k [LINK].

Pronunciation Spelling and Sounds

Common Consonant Blends in English

Initial:

l-blends:

bl	black, blood, blow, blue
cl	clap, class, close, cloud
fl	flat, flex, flour, fly
gl	glass, glove, glow, glue
pl	plane, plate, play, plus
sl	sleep, slide, slim, slow

r-blends:

br	break, bride, brick, bring
cr	crab, cream, crew, crop
dr	draw, dream, dress, dry
fr	free, fresh, friend, frog
gr	great, grey, grow, group
pr	pretty, price, print, prove

s-blends:

sc	scarf, scale, scan, scum
sk	skill, skin, skirt, sky
sm	small, smart, smile
sn	snack, snail, snob, snow
sp	space, speak, spin, spot
st	start, stay, stop, study
sw	swat, sweet, swig, swim

t-blends:

tr	train, travel, tree, true
tw	twenty, twig, twin, twist

Final:

2-letter final consonant blends:

ct	act, affect, fact, object
ft	gift, left, lift, soft
ld	build, cold, hold, wild
lf	elf, gulf, self, wolf
lk	bulk, milk, silk, wheelk
lm	elm, film, helm, realm
lp	gulp, help, pulp, yelp
lt	belt, felt, quilt, salt
mp	camp, jump, lamp, pump
nd	and, find, pound, send
nt	front, plant, sent, want
pt	adapt, kept, leapt, slept
sk	desk, kiosk, task, whisk
sp	clasp, crisp, gasp, wasp
st	first, last, most, toast

nk (ng + k)	bank, ink, sink, thank
qu (kw)	queen, quick, quiet

3-letter consonant blends:

initial:

scr	scrape, scratch, screen
spl	splash, splice, split
spr	spray, spread, spring
str	strange, street, string

final:

mpt	attempt, kempt, prompt
-----	-------------------------------

Pronunciation Spelling and Sounds

Consonant Digraphs in English

Note: the most common consonant digraphs in English are: **ch**, **sh**, **th**, and **wh**.

<u>Initial:</u>		<u>Medial:</u>		<u>Final:</u>	
ch /ch/	ch air ch ip	ch /ch/	attac ch ed teac ch er	ch /ch/	peac ch tor ch
ch /k/	ch aos ch ord	ch /k/	e ch o s ch eme	ck /k/	so ck stic k
ch /sh/	ch ef ch alet	ck /k/	buc ck et cuc ck oo	gh /f/	coug h laug h
gn /n/	gn at gn aw	sh /sh/	fi sh ing wash sh out	gn /n/	forei gn si gn
kn /n/	kn ee kn ife	th /th/	ei th er fat th er	lk /k/	tal k wal k
ph /f/	ph one ph oto	th /tt/	heal th y youth th ful	mb /m/	lamb thumb
rh /r/	rh ino rh ubarb	<u>double letters:</u>		ng /ng/	si ng runni ng
sc /s/	sc ene sc issors	bb /b/	hobb y	ph /f/	grap h trium ph
sh /sh/	sh ape sh ee sh	cc /k/	acc cc ount	sh /sh/	pus sh wish
th /th/	th e th ere	dd /d/	dadd dd y	th /th/	breath e soothe
th /tt/	th ank th ink	ff /f/	eff ff ect	th /tt/	month tooth
wh /w/	wh eel wh ich	gg /g/	legg gg ings		
wr /r/	wr ite wr ist	ll /l/	pill ll ow		
		mm /m/	gram mm ar		
		nn /n/	dinn nn er		
		pp /p/	happ pp y		
		rr /r/	mirr rr or		
		ss /s/	class ss ic		
		tt /t/	bett tt er		

con. + vowel digraphs:

ci /sh/	offic ci al
gu /g/	g gu est
si /zz/	televis si on
su /zz/	usu su ally
ti /sh/	act ti on
tu /ch/	actu tu al

Pronunciation Spelling and Sounds

What are Double Letters in English?

AA	BB	CC	DD	EE	FF	GG	HH	II	JJ	KK	LL	MM
NN	OO	PP	QQ	RR	SS	TT	UU	VV	WW	XX	YY	ZZ
common		less common			rare		not used					

We sometimes meet **double letters** in English spelling, for example “ll” in “yellow” and “tt” in “getting”. Some pairs are more common than others, while some do not appear at all (see above). Double letters are pronounced together as one sound. We do not pronounce each letter individually. A pair of letters which represents one sound is called a **digraph**. **Consonant digraphs** represent one consonant sound. They usually make the preceding vowel letter short, e.g. the short i in “swimming” is due to “mm”. If you have a **cvc word** (con-vowel-con) like “dot” and you want to add a suffix, e.g. “-ed” or “-ing”, you need to double the final consonant “t” to keep the vowel short: “dotted”, “dotting”; otherwise we would naturally read the words with a long eu sound: “doted”, “doting” – a totally different verb – due to cvc rule.

Vowel digraphs are two vowel letters that represent one vowel sound: “ee” and “oo” represent the very common long vowel sounds ee and oo, e.g. in “feet” and “noon”. “oo” also often represents the short uu sound, e.g. in “book” and “good”. The other vowel digraphs – “aa”, “ii”, and “uu” – rarely occur, while “yy” does not occur at all. In this study we’re dealing with normal content words, not **compound words**, e.g. “bookkeeping”. In this word we count the vowel digraph “ee”, but not the “kk”, formed when the two words meet. It is not a natural digraph.

Some words contain DOUBLE double letters, for example: “woollen”, “balloon”, “tattoo”, and others, below.

In order of appearance in the Google English Corpus¹:

Sound²:

ll	medial/final con. digraph: all farewell still telling	l
ss	medial/final con. digraph: bass classic glass possession	s
ee	vowel digraph: freewheeling freezer guarantee squeegee	ee
oo	vowel digraph: cookbook footloose good shampoo	oo / uu
tt	medial/final con. digraph: attendance kettle scuttlebutt watt	t
ff	medial/final con. digraph: decaffeinated iffy off waffle	f
pp	medial/final con. digraph: app hippopotamus pepperoni whippersnapper	p
rr	medial con. digraph: embarrassment tomorrow torrential warrior	r
mm	medial con. digraph: accommodation programmed summary yummy	m
cc	medial con. digraph: accept accumulation occurred successful	k / ks / ky

Some are **less common**:

nn	medial con. digraph: announce annul connection running	n
dd	medial/final con. digraph: add addressee hidden sodden	d
gg	medial/final con. digraph: baggy egg exaggerating luggage	g / j
ii	vowel digraph: bacchii Hawaii radii skiing	ii yai / ee
bb	medial con. digraph: babbling filibbertigibbet hobby robbery	b

Some are **rare**:

aa	vowel digraph: aardvark baa bazaar naan	ar
zz	medial/final con. digraph: jazz mozzarella pizza razzmatazz	z / ts
xx	medial/final con. digraph Only proper nouns: Connexxion Exxon Valdez Foxx	ks
uu	medial/final con. digraph: continuuum menstruum muuumu vacuum	uuw / oo
hh	medial/final con. digraph Very rare: aarrghh chhaaps shh uh	silent / digraph
vv	medial con. digraph: chivvying navvy savviness skivvying	v

The rest are not in the Corpus, but may appear in slang, pop culture, or loan words:

jj: N/A. kk: pukka, trekking, yakking [k]. qq: N/A. ww: eww [w]
yy: N/A

¹ Reference: <https://blogs.sas.com/content/iml/2014/10/03/double-letter-bigrams.html>

² with Clear Alphabet, see: <https://purlandtraining.com/>

Pronunciation Word Stress

How to Pronounce the Hardest English Place Names

A. When it comes to their **stressed vowel sounds**, most English place names fit neatly into our 5 spelling categories (below) – or conform to known exceptions (sight words), e.g. **Bath** has a long vowel sound despite its vcc pattern. Write each English place name below in the correct box:

Abberley	Bristol	Eastbourne	Newcastle	Southport
Accrington	Broseley	Fareham	Nottingham	Spalding
Bakewell	Burford	Frome	Oldbury	Stainforth
Basingstoke	Bury	Ivybridge	Oxford	Stowmarket
Bath	Clevedon	Kirkham	Paignton	Sunderland
Bawtry	Crewe	Leatherhead	Peterborough	Taunton
Beeston	Cromer	Leeds	Poole	Tavistock
Birmingham	Crook	Liverpool	Portsmouth	Thornbury
Bournemouth	Crowborough	Madeley	Ripon	Trowbridge
Bradford	Dartmoor	Maidstone	Settle	Wakefield
Braintree	Derby	Manchester	Sleaford	Weymouth
Brighton	Dover	Matlock	Slough	York

1. vcc rule	2. vcv rule	3. vowel digraph
4. vowel + r	5. vowel + other	6. exceptions (sight words)

B. Having said that, there are some English place names with spellings that are almost impossible to **decode** from sight – even for native speakers! For example, the vowels of **Leicester** and the silent middle syllable make it difficult to recognise its proper pronunciation: **Lester**. Match the following 25 hard English place names with their **Clear Alphabet** spellings below:

Keighley Ruislip Marylebone Rampisham Chiswick Loughborough Wrexham Worcester
 Greenwich Bournemouth Leominster Towcester Gotham Quernmore Leicester
 Happisburgh Norwich Reading Shrewsbury Beaulieu Alnwick Bicester Cholmondeley
 Tottenham Mousehole

- | | | | |
|-------------|--------------|------------------|-------------|
| 1. Re ding | 8. Chum lii | 15. Mar li bn | 22. Le st |
| 2. Byoo lii | 9. Lu fbr | 16. Geu tm | 23. Hei sbr |
| 3. Wuu st | 10. To_ nm | 17. Kee ttlii | 24. Mau zl |
| 4. Ran sm | 11. Lem st | 18. Shroo sp rii | 25. Re ksm |
| 5. Bi st | 12. Chi zik | 19. Teu st | |
| 6. Gre nich | 13. A nik | 20. Born mtt | |
| 7. No rich | 14. Rai slip | 21. Kwor m | |

Pronunciation Word Stress

30 Clues for Predicting the Pronunciation of Words in English

Before we begin –

- *Remember: you need to use the sounds of English to pronounce English words, not the vowels and consonants of your first language.*

a) No. syllables:

1. Words are divided into syllables with vc or friendly (F) sound connections.
2. There is one vowel spelling in each syllable.

b) Stressed syllable:

3. In a one-syllable content word the whole word is stressed – there are no weak syllables.
4. Nouns tend to be stressed on the first syllable, especially two-syllable nouns.
5. Two-syllable verbs tend to be stressed on the second syllable.
6. The majority of suffixes are unstressed.
7. We always stress before certain suffixes, e.g. -tion ('information') and -ier ('earlier').
8. A vowel sound in a weak syllable will usually be a schwa, or i or ii. 'er' and 'or' are written schwa sounds.
9. When a consonant letter (e.g. 'p' or 'b') meets 'l' in a suffix, there will be an embedded schwa sound between them, e.g. 'people': Pee pl and 'valuable': Val y bl.
10. Suffixes with 'i' contain the short i sound, while suffixes with 'y', 'ey', or 'ie' contain the short ii sound.
11. Some suffixes contain strong vowel sounds (svs), e.g. ei in 'aeroplane'.
12. A few suffixes are stressed, e.g. 'ee' in 'guarantee' and 'eer' in 'engineer'.
13. The majority of prefixes are unstressed, e.g. 'un' in 'unfortunately'.
14. Compound nouns are stressed on the first syllable, e.g. 'bookstore'.
15. Sometimes two weak syllables with schwas can merge to form a single syllable with a schwa, e.g. 'ua' in 'valuable'.
16. In some words it is necessary to delete a vowel sound or syllable to reduce the number of redundant weak syllables, e.g. 'or' in 'comfortable' and 'e' in 'vegetable'.
17. Some words contain two suffixes: their own, and one from the root word. The stress can carry through from the root word, e.g. 'extreme' > 'extremely'.
18. Weak syllables must be downplayed – spoken more quietly to let the strong syllable be heard.

c) Stressed vowel sound:

19. vcv rule – the first vowel is long and says its alphabet name, e.g. eu in 'focus'.
20. vcc rule – the first vowel is short, protected by the two (or more) consonant letters, e.g. o in 'opposite'.
21. cvc rule – in a one-syllable word with this pattern, the single vowel letter is short, e.g. e in 'debt'.
22. Two vowel letters together make a long sound or diphthong. The first vowel usually says its alphabet name, while the second is silent, e.g. 'ea' = ee in 'heat' and 'oa' = eu in 'boat'.
23. Long vowel sounds can be written with a digraph, vowel(s) + r, or vowel(s) + other consonant letters.
24. Diphthongs can be written with a digraph, vowel(s) + r, or vowel(s) + other consonant letter (b, g, gh, h, l, w, y).
25. A vowel at the end of a short word says its alphabet name, e.g. hi, fly, ago, also, no, go, so, menu, etc.

d) Other features

26. Some words have unexpected silent letters, e.g. 'b' in 'debt'.
27. Some words have unexpected hidden sounds, e.g. 'y' in 'menu'.
28. 'e' is usually silent at the end of a word, e.g. in 'garage'.

e) Exceptions

29. Loan words are often exceptions, e.g. 'restaurant'. We keep the spelling but force the word to fit our stress pattern.
30. Memorise the patterns above and learn the exceptions as sight words.

Pronunciation Word Stress

How to Predict Word Stress

See p. 130 for links

1. English stress is fairly regular, although not completely, and there are **exceptions** (Lesson 7). Every **content word** has one strong-stressed syllable, e.g. 'dentist'. The most important sound in the word is the stressed vowel sound – in this case: e. One-syllable content words are stressed on the whole word, because there are no weak syllables, e.g. 'bought' and 'shirt'. **Function words** are not stressed, apart from pronouns at the end of a clause ('I know *him*.') or in intonation. ('He *is* helpful.') [LINK] [LINK] [LINK]

2. In general, a word is stressed on the nearest strong syllable to the end, so to find the stress in a word we have to work backwards from the end [LINK] [LINK]. A **strong syllable** is one with a **long vowel sound** (e.g. ar, ee), a **diphthong** (e.g. ai, ei), or a **short vowel sound** (not a **schwa**) e.g. in one syllable words: 'big', 'hat'. A **weak syllable** usually has either a schwa sound ('normal'), a **short i sound** ('automatic'), or a **short ii sound** ('hobby'). **Suffixes** usually contain *one or more* of these weak vowel sounds – most usually the schwa. So, working backwards, let's look at typical word stress scenarios:

a) The **final** syllable is often strong in **two-syllable verbs** (**avoid**, **receive**) and when the suffix is stressed (engineer, Chinese). [LINK] While the vast majority of suffixes are unstressed, there is a small group of about 20 suffixes which *are* usually stressed. One-syllable content words are stressed on the whole word ('buy', 'cow').

b) The **penultimate** (next to final) syllable is often strong in words with suffixes, which are not usually stressed, like 'plumber' and 'happy'. There are certain suffixes that we always stress on the preceding syllable, e.g. '-ic' ('automatic') and '-tion' ('information').

c) The **antepenultimate** (next to penultimate) syllable is strong if the final and penultimate are both weak, e.g. in 'cinema' and 'emergency'. If this syllable is *also* weak, we have to keep moving back until we find a strong syllable, e.g. in 'definitely'. This word contains two suffixes: one from the root word ('definite') + one from the longer word: 'definitely'. We can discount the two suffixes for stress and weigh up whether it will be 'de-' or 'fi-' with the stress. The 'i' in the second syllable makes it look weak (with the vowel sound i), compared to the first. We may also know how to pronounce the root word 'definite'.

3. If the word is a **compound noun**, it is stressed on the first syllable, e.g. in 'bookshop' and 'popcorn'. [LINK] If the word is a two-part **phrasal verb**, both words are stressed, e.g. in 'wake up' and 'put on'. If the phrasal verb has three parts or more, the stress depends on the word used as a particle, e.g. 'run away' = Ru n Wei. The stress pattern in 'away' is o O due to the first rule in Point 6, below. [LINK] [LINK]

4. A small group of words, called **homographs**, are spelled the same but have different stress depending on the type of word they represent, e.g. 'record' (noun), 'record' (verb); 'produce' (noun), 'produce' (verb). [LINK] [LINK]

5. **Two-syllable nouns** ('people', 'nature') *tend to* be stressed on the first syllable, because the second syllable is a suffix with (usually) a schwa sound, while two-syllable verbs ('confirm', 'occur') *tend to* be stressed on the second syllable. **Acronyms** are stressed on the final syllable, e.g. 'DVD', 'UN', 'ABC', 'ITV'.

6. Two-syllable words with 'a-' prefix, like 'alone' and 'above', will be stressed on the second syllable because 'a-' represents a schwa sound. [LINK] Sometimes weak syllables merge together in a word as we say it, e.g. 'generally' becomes 'gen-rally' and 'comfortable' becomes 'comf-table'. Since the most important sound in a word is the stressed vowel sound, it does not matter if we lose a few consonant sounds or a whole (weak) syllable, as long as the stressed vowel sound is clearly heard.

Pronunciation Word Stress

170 English Suffixes – 147 unstressed and 23 stressed

This page shows that most English suffixes are usually **unstressed**, and that most of those contain a **schwa sound**. Suffixes help us when working out word stress, because we can discount certain syllables from having stress. For example, a 2-syllable word with a suffix must be stressed on the first – unless the suffix is one of the 23 stressed suffixes (unlikely). The stress always falls on the syllable before the suffixes in **blue** below. Of course, it is well worth learning the 23 suffixes which are stressed.

147 Unstressed Suffixes (86%):

64 with a schwa sound:

-a	-ate	-er	-ion	-on	-some	-ure
-ace	-cian	-ert	-ite	-or	-son	-urt
-ain	-cious	-es	-land	-ort	-tain	-us
-al	-dom	-est	-le	-ose	-tal	-ward
-an	-ed	-fer	-less	-our	-thon	
-ance	-eign	-fort	-let	-ous	-tion	
-ant	-el	-ful	-ment	-ple	-ture	
-ar	-en	-gon	-mer	-ra	-ual	
-arch	-ence	-ial	-ness	-ren	-ule	
-ard	-ent	-in	-ol	-sion	-um	

18 with an i sound:

-age	-ics	-ing	-ism	-ite	-ship
-en	-id	-is	-ist	-ive	-sis
-ic	-im	-ish	-it	-phil	-tis

8 with an ii sound:

-cy	-ie	-ly	-ty
-ey	-ies	-ry	-y

17 with an iy sound:

-eal	-eous	-ian	-iate	-io	-ious
-ean	-ia	-iant	-ient	-ion	-ium
-ear	-ial	-iar	-ier	-ior	

14 with different vowel sounds:

-fy (ai)	-iene (ee)	-ise (ai)	-oid (oy)	-ort (or)	-saur (or)	-u (oo)
-ide (ai)	-ine (ee)	-o (eu)	-oir (aiy)	-ow (eu)	-tude (oo)	-ue (oo)

26 with two vowel sounds (syllables):

-able	-ancy	-ative	-gamy	-ical	-ity	-raphy
-ably	-archy	-ator	-iable	-ify	-meter	-uous
-acy	-ary	-ergy	-iary	-itive	-ogy	
-amy	-athon	-ery	-ible	-itude	-omy	

23 Stressed Suffixes (14%):

-ade	-ect	-elle	-ese	-euse	-oo
-aire	-ee	-enne	-esque	-eum	-oon
-aise	-een	-ere	-ess	-ine	-teen
-ane	-eer	-esce	-ette	-ique	

Pronunciation Word Stress

180 Common 2-Syllable Nouns with Suffixes Forcing Stress on the 1st Syllable

*In English pronunciation **2-syllable nouns** are usually stressed on the first syllable. All the nouns below follow this pattern due to the **suffix** on the second syllable – suffixes are not usually stressed.*

*Every suffix contains a **schwa**, except: ‘-ey’ = ii, ‘-ic’, ‘-ing’, ‘-ist’ = i, ‘-ow’ = eu*

-al	-ant	-ar	-er	-ey	-ic
final	claimant	cedar	answer	hockey	classic
local	entrant	cellar	butter	honey	clinic
mammal	hydrant	collar	father	jersey	critic
medal	infant	dollar	jumper	journey	fabric
metal	mutant	molar	letter	kidney	garlic
pedal	peasant	nectar	plumber	money	logic
rental	sergeant	pillar	river	monkey	magic
rival	servant	radar	sister	trolley	music
signal	tenant	sugar	water	valley	public
vocal	tyrant	vicar	weather	volley	topic

-ing	-ist	-le	-ment	-ness	-on
building	artist	ankle	ailment	business	arson
cooking	bassist	apple	figment	fitness	button
cycling	chemist	cable	garment	illness	common
dating	cyclist	drizzle	moment	kindness	lemon
gaming	dentist	eagle	movement	like ^{ness}	lesson
hiking	florist	muscle	ointment	stillness	melon
learning	leftist	needle	pavement	weakness	person
mining	purist	table	payment	wellness	prison
reading	stylist	title	segment	wetness	reason
shopping	tourist	uncle	torment	witness	season

-or	-ow	-sion	-tion	-ure	-us
actor	arrow	fusion	action	culture	bonus
author	elbow	lesion	auction	feature	campus
doctor	meadow	mansion	caution	figure	chorus
donor	pillow	mission	fiction	future	corpus
error	shadow	passion	function	leisure	discus
factor	sorrow	pension	lotion	measure	focus
major	widow	session	motion	mixture	fungus
mentor	willow	tension	nation	nature	lotus
motor	window	version	option	picture	minus
tractor	yellow	vision	station	puncture	status

Exceptions:

2nd-syll. stress

(homographs)

account	arrest	complaint	fifteen	machine	research
affair	attempt	concern	giraffe	manure	result
allure	award	control	guitar	mistake	review
amount	canoe	debate	hotel	morale	success
appeal	cement	divorce	idea	neglect	support
array	cigar	effect	intent	report	syringe

Pronunciation Word Stress

180 Common 2-Syllable Verbs with Prefixes Forcing Stress on the 2nd Syllable

In English pronunciation **2-syllable verbs** are usually stressed on the second syllable. All the verbs below follow this pattern due to the **prefix** on the first syllable – prefixes are not usually stressed.

Homographs (noun if stressed on 1st / verb if stressed on 2nd) are shown in *blue*.
Prefix vowel sounds are all schwa (s) or i apart from 'trans-' (a).

a- (s)	be- (i)	com- (s)	con- (s)	de- (i)	dis- (i)
achieve	become	combine	conceive	debate	disclose
adore	begin	command	conclude	deceive	discuss
afford	behave	compare	conduct	decide	disguise
agree	behold	compel	confer	defeat	dislike
amuse	believe	compete	confirm	defend	dismiss
annoy	belong	complain	confuse	delete	display
appear	berate	complete	construct	depart	dispute
apply	beset	comply	consume	descend	disrupt
arrange	betray	compose	contain	despair	distract
attend	beware	comprise	convince	detain	disturb

en- (s)	ex- (i)	im- (i)	in- (i)	mis- (i)	per- (s)
enclose	excite	imbibe	include	misuse	perceive
endure	exclude	impair	increase	mislead	perfect
enforce	excuse	impart	inform	mislay	perform
engage	exist	impede	instruct	mistake	perfume
enhance	expand	impinge	insult	misread	perpend
enjoy	expect	imply	insure	miscast	perplex
enlarge	explain	import	invent	mishear	permit
enquire	explode	impose	invest	mistrust	persist
enrich	explore	impress	invite	mistreat	persuade
ensure	extract	improve	involve	misplace	perturb

pre- (i)	pro- (s)	re- (i)	sub- (s)	trans- (a)	un- (s)
precede	proceed	receive	subdue	transcend	unbox
preclude	procure	repeat	subject	transcribe	unclip
prefer	produce	replace	sublet	transfer	undo
prepare	project	reply	submerge	transfix	undress
prescribe	pronounce	respect	submit	transform	unfold
present	propose	result	subscribe	transfuse	unload
preserve	protect	return	subserve	translate	unlock
presume	protest	reveal	subside	transmit	unplug
pretend	provide	review	subsist	transplant	untie
prevent	provoke	reward	subvert	transport	unzip

Exceptions:

1st-syll. stress

(homographs)

answer	challenge	damage	follow	mention	promise
argue	combat	empty	function	notice	recap
balance	contact	enter	happen	offer	study
borrow	copy	fancy	impact	open	value
cancel	cover	finance	issue	order	visit
carry	cycle	finish	listen	process	wonder

Pronunciation Word Stress

Finding the Stressed Vowel Sound

See p.131 for links

1. We have found the stressed syllable, but how do we know which vowel sound is there? [LINK] [LINK] [LINK]
It is definitely harder to predict the stressed vowel sound than the stressed syllable. Do not hesitate to use a translator/dictionary to identify the stressed vowel sound in a word. However, let's try to do it without help – on sight. Each word is divided into syllables. Each syllable has a vowel spelling representing *one* vowel sound. One of the vowel sounds in a word is stressed, while the other vowel sounds in the other syllables are weak, e.g.

2-syllables:	nor mal	'or' = long or	'a' = schwa	
3-syllables:	i lle gal	'i' = weak i	'e' = long ee	'a' = schwa

There are a number of rules and patterns that we rely on to work out the stressed vowel sound. *See also:* [LINK].

2. VCC rule: In one-syllable words, a single vowel letter will be short, e.g. 'hot', 'sit', 'net'. In longer words, if a vowel letter is followed by two or more consonant letters, the vowel sound will be short, e.g. 'event', 'debt', 'hobby'. Exceptions which form groups can be learned separately, e.g. 'ball', 'fall', 'tall', 'wall' (Lesson 7).

3. VCV rule: If a vowel letter is followed by a consonant letter then a vowel letter, the first vowel letter will be long and say its 'alphabet name'. [LINK] For example: 'label', 'refund', 'ice', 'hope', 'usually'. Sometimes we see vcv but the stressed vowel sound is short. This can be because:

a) the stressed vowel sound is followed by two or more unstressed syllables (**short + 2 weak**).
For example: 'generally', 'national', 'valuable', 'vegetable'.

b) the words are exceptions (Lesson 7) – irregular words that we have to learn as **sight words**, e.g. vcv words which have a short vowel sound, like 'busy', 'ever', 'metal' and 'project'.

4. When looking at the vowel sound spellings in the stressed syllables, we can see three distinct patterns, which narrow down the range of sounds available to us:

a) two vowel letters together is a **vowel digraph**. [LINK] The first vowel letter is usually pronounced as its 'alphabet name', while the second is silent, e.g. 'oa' in 'boat' and 'ai' in 'train'. Each digraph can be pronounced in several different ways. For example: the digraph 'ea' is usually pronounced as long ee: 'meat', 'wheat', and 'heat', but can also be pronounced as short e, as in: 'head', 'bread', and 'read'. In different words, 'ea' can be ei in 'great' and iy in 'meal'.

b) **vowel + r** – these combinations can be pronounced in several different ways. Remember that 'r' is often part of the vowel spelling, not a consonant letter, and is silent – not pronounced. It is there to help represent the vowel sound. For example, 'ear' can represent the sound ar in 'heart' but also iy in 'hear', while the spelling 'or' denotes both or in 'fork' and er in 'word'.

c) **vowel + other consonant letter** (g, gh, h, l, w, y). Each combination can be pronounced in several different ways. For example: 'eigh' can be ei in 'weight' and ai in 'height', while 'ough' represents at least six different sounds, from eu in 'though' to or in 'bought'. Remember that these consonants are silent.

In each case you should refer to the chart [LINK] and learn the possible sounds that each spelling can represent.

5. There are other tried and trusted spelling/sounds rules too. Here are a few, but others can be easily found:

a) a vowel at the end of a word can say its 'alphabet name': 'ago', 'emu', 'go', 'he', 'hero', 'menu', etc.

b) 'i' and 'y' sound like ai at the end of a one-syllable word with no other vowel letter: 'hi', 'fly', 'try', etc.

c) 'e' at the end of a word is usually silent. d) Double consonants are **not** pronounced twice, e.g. 'hobby'.

Pronunciation Word Stress

What happens in Weak Syllables?

See p.131 for links

1. We have identified the strong stressed vowel sound, which is our most important goal, so let's have a look at what happens in the other syllables in a word – the **weak syllables**. The short answer is that you will probably see **schwa sounds**, or a mix of schwa, **short i sound** (if the letter 'i' is in a weak syllable), or **short ii sound** (if the word ends with '-y' or '-ey'). There are no schwas in one-syllable content words, e.g. 'sheep', or two-syllable compound nouns, which are two one-syllable words put together and always stressed on the first, e.g. 'popcorn'.

The schwa is found in common suffixes like: -al, -er, -ful, -le, -less, -ness, -ous, -sion, -tain, -tion, -ure

Short i is found in common suffixes like: -age, -ic, -ing, -ism, -ist, -ive, -sis, -tis

Short ii is found in common suffixes like: -cy, -ey, -ie, -ies, -ly, -ry, -ty, -y

Two of these sounds are found in 2-syllable suffixes: -able, -ably, -ative, -ergy, -ible, -ical, -ity, -omy

2. The schwa sound [LINK] is the most common sound in English, but unfortunately there is no dedicated letter in the alphabet for the schwa. Apart from suffixes, it is also commonly found in weak-stressed function words, like 'the', 'a', 'for', and 'to' [LINK] [LINK]. We have to use other vowel letters and combinations of vowel letters to represent the schwa. For example, in 'label' the letter 'e' is the schwa, while in 'again' the first letter 'a' is the schwa. There are many other two-syllable words with 'a' representing a schwa sound in the first [LINK]. Any vowel letter can represent the schwa; there are also many combinations of letters that represent the schwa (Lesson 4). We can learn patterns, e.g. the vowel letters in suffixes are often schwas (see above), while 'er' and 'or' are usually schwas. Sometimes the schwa appears *between* two letters: when two consonant sounds meet the schwa is produced naturally, e.g. in the suffix '-able'. We can't say 'bl' without making a schwa sound in the middle.

3. If you **do not** use schwa sounds, perhaps because you do not know about them, then you are probably pronouncing **far too many strong vowel sounds** (Lesson 4). If you do this regularly, your listeners will have a hard time following you, because they need to be able to hear the strong vowel sounds in a sentence clearly – the sound spine [LINK].

4. In an analysis of the 80 words in this course (minus 13 one-syllable words and function word 'the'), 35 (53%) of the words have **only** schwa sounds in the weak syllables, while 4 (6%) have only ii, and 2 (3%) have only i. A reminder that the schwa sound is our **default vowel sound** in weak syllables.

5. At times we find a **strong vowel sound** (svs) in a weak syllable. For example, we hear the diphthong iy in common suffixes like: -eal, -ean, -eous, -ia, -ial, -iant, -iar, -ient, -ier, -ion, -ior, -ious, -ium

5 words from our course (7%) had only iy in the weak syllables, so not a large number. More interestingly, there were 7 words (11%) with other strong vowel sounds in the weak syllables. They are:

aeroplane (ei)
automatic (or)

guarantee (a)
hotel (eu)

menu (oo)
restaurant (o)

unfortunately (u)

If you do come across a svs, do not put any stress on it. Pronounce it quickly and softly, like the other weak syllables. There can be only ONE strong stressed vowel sound per content word.

6. Prefixes are not usually stressed in English, and may well contain a schwa sound, especially in two-syllable words that are stressed on the second syllable, e.g. **amuse**, **control**, **perform**, **pronounce**, etc. [LINK] [LINK].

Pronunciation Word Stress

Purland 220: Sight Words – A-Z List

*Memorise this list of common words which break the **vcv** and **vcc** rules, along with other exceptions:*

able	class	give	model	stomach
above	classroom	glass	modern	stood
adult	clever	glasses	money	strange
advanced	climb	glove	most	stroll
after	cold	gold	never	study
again	colour	golden	none	sugar
against	column	gone	old	sweater
ahead	comb	good	one	table
all	come	goodbye	only	talk
almost	comic	grant	orange	tall
already	cook	grass	oven	task
also	cooker	half	pass	taxi
always	cookie	hall	passport	told
answer	cooking	have	password	toll
any	copy	head	past	took
ask	country	health	physics	travel
ball	cousin	heavy	pizza	troll
bass	cover	hold	planet	trouble
bath	dance	honey	plant	value
bathroom	dancer	hood	pleasant	very
become	dancing	hook	poll	visit
behind	danger	host	post	walk
blind	dead	instead	postcard	walking
blood	desert	island	poster	wall
body	division	kind	present	weather
bold	done	last	product	wild
book	double	leather	program	woman
both	dove	lemon	project	women
brass	edit	level	rather	wood
bread	ever	library	read	wooden
breakfast	every	litre	ready	wool
breath	example	live (v)	record (n)	young
Britain	exit	look	river	
British	fall	love	roll	
brook	fast	lovely	said	
busy	father	manual	salad	
cable	figure	many	sausage	
café	find	mask	scroll	
call	finish	measure	second	
camel	flood	melon	seven	
castle	fold	memo	shook	
chalk	folder	menu	small	
chance	foot	metal	sold	
change	football	metre	some	
chemist	foreign	mild	special	
child	forest	mind	spread	
city	garage	minute	staff	

Pronunciation Word Stress

Purland 220: Sight Words – Categorised

Memorise this list of common words which break the **vcv** and **vcc** rules, along with other exceptions:

vcv - looks long but is short:

<u>general vcv</u>	orange	spread
adult	oven	already
any	physics	breakfast
body	planet	breath
Britain	present	health
British	product	heavy
busy	project	leather
café	record (n)	measure
camel	river	pleasant
chemist	salad	ready
city	second	sweater
clever	seven	weather
colour	special	
column	stomach	<u>'oo' = uu</u>
comic	study	good
copy	sugar	goodbye
cover	taxi	hood
desert	travel	stood
division	value	wood
done	very	wooden
edit	visit	
ever	woman	book
every	women	brook
exit		cook
figure	above	cooker
finish	dove	cookie
foreign	glove	cooking
forest	love	hook
garage	lovely	look
give		shook
gone	become	took
have	come	
honey	some	foot
lemon		football
level	<u>'ai' = e</u>	
live (v)	again	wool
manual	against	
many	said	<u>'oo' = u</u>
melon		blood
memo	<u>'au' = o</u>	flood
menu	sausage	
metal		<u>'ou' = u</u>
minute	<u>'ea' = e</u>	country
model	ahead	cousin
modern	bread	double
money	dead	trouble
never	head	young
none	instead	
one	read	

vcc - looks short but is long:

<u>general vcc</u>	bath	climb
after	bathroom	
answer		<u>'o' = eu</u>
both	staff	bold
castle		cold
example	<u>'a' = ei</u>	fold
father	able	gold
folder	cable	golden
half	table	hold
island		old
library	change	sold
litre	danger	told
metre	strange	
only		poll
pizza	bass	roll
program		scroll
rather	<u>'a' = or</u>	stroll
	all	toll
<u>'a' = ar</u>	ball	troll
advanced	call	
chance	fall	host
dance	hall	most
dancer	small	post
dancing	tall	postcard
	wall	poster
brass		
class	almost	comb
classroom	also	
glass	always	
glasses		
grass	chalk	
pass	talk	
passport	walk	
password	walking	
fast	<u>'i' = ai</u>	
last	behind	
past	blind	
	find	
grant	kind	
plant	mind	
ask	child	
mask	mild	
task	wild	

Pronunciation Word Stress

Other Clues

See p.131 for links

1. There are **other spelling rules** and tips that we can learn to help us predict sounds from spelling. In general, they do not work 100% of the time, but are worth knowing, nevertheless [LINK] [LINK]. For example:
 - A vowel at the end of a short word says its name: ago, menu, **be**, she, **we**, so, go, also, etc.
2. Some words contain **hidden sounds** – sounds which are not visible in the spelling in any way, for example: y in **new**; ch in **stupid**, **Tuesday**; j in **produce**; ng in **bank**, **uncle**; f in **phrase**; kw in **quick**, **squash** [LINK].
3. Some words contain **silent letters** – letters which are visible in the spelling, but not pronounced, for example: autumn, **debt**, **knee**, **guess**, **muscle**, **often**, **wrong**, etc. [LINK]. We can learn the patterns.
4. Learn lists of common **homophones** – word pairs that sound the same but have different spellings and meanings, for example: aunt, aren't; break, brake; eight, ate; hear, here; it's, its; meet, meat, etc. [LINK].
5. Learn lists of one-syllable **minimal pairs**. Minimal pairs are word pairs that sound exactly the same apart from one sound, e.g. ball, wall. They demonstrate the importance of using the correct stressed vowel sound, because when you use a different vowel sound between the same consonant sounds you may get a different word. For example: (1st sound different) cat, hat, mat, that; (middle sound different) leak, like, lake, look; (final sound different) cheap, cheat, cheek, cheese [LINK].
6. Some words do not conform to any of our rules because they are **loan words**, borrowed from another language. When other languages do this they may adapt the spelling to fit the language. In English we typically borrow the word, keep the spelling, but force the stress and sounds to conform to English patterns. For example: 'restaurant' from the French 'restaurant'. In Polish: 'restauracja'; in Italian: 'ristorante'; in Spanish: 'restaurante'. Their spellings match their languages, without causing pronunciation doubts and confusion. [LINK] [LINK].
7. The -ed endings of **regular verbs** conform to one of three patterns – d, t, or uhd – depending on the spelling of the ending. We pronounce the '-ed' ending in verbs ending with 't' or 'd'. We do not pronounce '-ed' with the rest of the regular verbs. This is a useful spelling rule because English has thousands of regular verbs (although the much smaller number of **irregular verbs** are far more common) [LINK] [LINK] [LINK] [LINK].
8. Sometimes we can tell the stress and stressed vowel sound of a longer word from the **root word** element – the part without any prefixes or suffixes. The root word may reveal a second suffix and the stress may be the same too – as in usual / usually. This information helps us identify and therefore discount further weak syllables.
9. While syllable breaks are usually either **vc** (vowel to consonant) or **F** (friendly, with n, m, ng, or l) we can sometimes find a syllable break which contains a **glottal stop**. For example: this happens when 't' appears at the end of a syllable and the next sound is a consonant, e.g. 'get bread' = Ge_ Bred. It is worth learning words that end with 't' and anticipating glottal stops [LINK] [LINK].

Further resources:

- PhotocopiaBRILL! (Volume 1) (PDF): <https://purlandtraining.com/free-books/photocopiabrill/>
- Clear Alphabet Dictionary (PDF): <https://purlandtraining.com/free-books/free-elt-book-clear-alphabet-dictionary-by-matt-purland/>

PURLANDTRAINING.COM

answers to worksheets and notes for use

Answers to Worksheets and Notes for Use

Grammar

9 Here are the basic answers with passive voice. Students should embellish each sentence to make it more interesting. They could do this by adding more detail, e.g., 1. A company was blackmailed by a guy. (plain) / A few companies were blackmailed by the same guy. (embellished). Answers may vary. Suggested answers: 1. A company was blackmailed by a guy. D. 2. The new recruits weren't being trained yesterday. A. 3. Had the bridge been constructed in Lombardy? C. 4. Lee's birthday had been being celebrated all night. H. 5. If the song hadn't been written, I couldn't have heard it. B. 6. If the parts had been ordered, would they be here? C. 7. If he were kidnapped we would've known about it. D. 8. None of the posters would be designed by Laurent. B. 9. Could the meeting have been handled better? A. 10. The land was going to be devastated by floods. E. 11. Wellington was not defeated at Waterloo. G. 12. Was the first spacecraft being developed? F. 13. Tulsa had been laid waste to by a cyclone. E. 14. Notes hadn't been being taken during the forum. A. 15. Would anybody have cared, if he had been elected? G. 16. If he'd been properly trained, he'd be better off. H. 17. If the role weren't cast, they would've informed me. B. 18. Did biodiversity targets have to be met? E. 19. The king's bones should've been unearthed by now. G. 20. Production was not going to be supervised by Alice. C.

10 Here are the basic answers with passive voice. Students should embellish each sentence to make it more interesting. They could do this by adding more detail, e.g., 1. Phones are produced in China. (plain) / Most mobile phones are produced in factories in China. (embellished). Answers may vary. Suggested answers: 1. Phones are produced in China. C. 2. The letter isn't being approved by the committee. A. 3. Has the climate been affected by pollution? E. 4. He has been being bullied all his life. H. 5. If the meeting isn't organised, nobody comes. A. 6. Can the offender be apprehended today? D. 7. Let the track be recorded at once! B. 8. Her film is not featured in the top 10 list. B. 9. Are new species still being discovered? F. 10. A vaccine has been invented by a lab. F. 11. Paul has not been being educated at Harrow. H. 12. If a case is solved is the victim satisfied? D. 13. The consignment must be sent. C. 14. You are not obliged to sign this report. A. 15. Is the play directed by Matt Lewis? B. 16. The plans are being drawn up. A. 17. The book hasn't been published. B. 18. Have the cliffs been being eroded for years? E. 19. If people are conquered their land is stolen. G. 20. Taxes needn't be imposed by the king. G.

A note about Present Perfect Continuous: It is often said that the perfect continuous tenses in English (past, present, and future) aren't used in passive voice very often, due to how awkward they seem, e.g. instead of 'He has been being bullied all his life' we could happily use present perfect passive instead: 'He has been bullied all his life.' While this is true and quite right and proper, if you search online for the phrases 'have been being' and 'has been being' you will find plenty of real-world examples of Present Perfect Continuous Passive 'in the wild'! So, while it is probably better to use Present Perfect Passive rather than Present Perfect Continuous Passive, here are some cases when it could be used naturally:

The (superlative) thing about X has been BEING...
The best part of my day **has been being** almost tickled half to death by my grandchildren.

Also:

When BE is part of a collocation, e.g., BE involved in:
Some of my happiest times **have been being** involved in charity work.

When the past participle can also be an adjective (participle adjectives):
The worst thing **has been being** bored for the whole holiday.

(See also: *interested, amused, embarrassed, excited, relaxed, thrilled, frightened, etc.*)

11 Here are the basic answers with passive voice. Students should embellish each sentence to make it more interesting. They could do this by adding more detail, e.g., 1. The app will be released on Friday. (plain) / The new productivity app will be released by Friday. (embellished) Answers may vary. Suggested answers: 1. The app will be released on Friday. B. 2. The contract won't be being drawn up tomorrow. A. 3. Will the defendant have been convicted by then? D. 4. More wind turbines will have been being built. E. 5. If the delivery isn't dispatched, we'll contact you. C. 6. Would businesses be targeted if they had security? D. 7. A film would've been made, if the forecast weren't bad. B. 8. If the town had been shielded, it wouldn't be a disaster. G. 9. Might the experiment be attempted next week? F. 10. The factory is going to be shut down for a month. C. 11. The documents won't be sent after all. A. 12. Will the Suez Canal be being constructed? G. 13. The meetings will've been scheduled by 4pm. A. 14. My program won't have been being accessed much. A. 15. Will you try it out, if a new solution is devised? F. 16. If Ian were cast as Hamlet, he would be fantastic. B. 17. If it weren't in use later, the PC would've been utilised. C. 18. Would he be poor, if he'd been hired as a servant? H. 19. The difficulties could be resolved through talks. A. 20. The site is not going to be excavated this year. G.

Answers to Worksheets and Notes for Use

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a)

Adverb of:	Match the word:	Typical position:
viewpoint (<i>states opinion</i>)	personally	start of clause/sentence
conjunction (<i>joins clauses</i>)	meanwhile	start of clause/sentence
frequency (<i>how often</i>)	usually	before main verb but after BE
probability (<i>how likely</i>)	probably	before main verb but after BE
degree (<i>to what extent</i>)	quite	before adjective or adverb
emphasis (<i>how much</i>)	really	before adjective or adverb
manner (<i>how</i>)	well	end of clause/sentence
place (<i>where</i>)	there	end of clause/sentence
time (<i>when</i>)	tonight	end of clause/sentence
duration (<i>how long</i>)	forever	end of clause/sentence

b) Answers will vary. Sample answers:

1. **Personally**, I believe that the team could try a bit harder.
2. The bus was forty minutes late. **Meanwhile**, the meeting had started without us.
3. I **usually** get home at four forty pm.
4. They are **probably** annoyed about the builder's constant delays.
5. The test was **quite** difficult.
6. Leaving early was a **really** good idea.
7. Our dog didn't feel **well**, so we took him to the vet's.
8. You can't put up that poster **there**.
9. We're going dancing **tonight!**
10. Hopefully, we will stay together **forever!**

Note: this information is provided as guidance only. The rules about the position of adverbs in a sentence are pretty (degree) good, but they are not written in stone! For example, adverbs of time may come at the start of a clause or sentence, if your intention is to emphasise the time:

Normal word order: We had the final exam **last week**.

Emphasising the time: **Last week** we had the final exam.

In general, the earlier something appears in a sentence, the more important it is to the speaker/writer.

Sometimes a word can be more than one part of speech, e.g.

wrong (adverb) You have **filled in** the form wrong. (adverb modifies **verb**)

wrong (adjective) You have filled in the wrong **form**! (adjective modifies **noun**)

13

a)

Adverb of:	Match the word:	Typical position:
viewpoint (<i>states opinion</i>)	fortunately	start of clause/sentence
conjunction (<i>joins clauses</i>)	however	start of clause/sentence
frequency (<i>how often</i>)	always	before main verb but after BE
probability (<i>how likely</i>)	definitely	before main verb but after BE
degree (<i>to what extent</i>)	very	before adjective or adverb
emphasis (<i>how much</i>)	absolutely	before adjective or adverb
manner (<i>how</i>)	quickly	end of clause/sentence
place (<i>where</i>)	outside	end of clause/sentence
time (<i>when</i>)	soon	end of clause/sentence
duration (<i>how long</i>)	temporarily	end of clause/sentence

Answers to Worksheets and Notes for Use

b) Answers will vary. Sample answers:

1. **Fortunately**, the worst of the winter weather is behind us.
2. Yes, the CEO will be fired. **However**, it still means agreeing a severance package for him.
3. Why do you **always** finish the milk but not replace it with another bottle?
4. Melanie is **definitely** the best candidate for the Technical Manager role.
5. I had a **very** nice chat with grandma yesterday.
6. We were **absolutely** disgusted to hear about the vandalism the other night.
7. Let's try to finish our homework **quickly**, before our show starts.
8. We left our muddy boots **outside**.
9. Hope to hear from you **soon**.
10. We have had to make a few changes to the menu **temporarily**.

14

a)

Adverb of:	Match the word:	Typical position:
viewpoint (<i>states opinion</i>)	obviously	start of clause/sentence
conjunction (<i>joins clauses</i>)	moreover	start of clause/sentence
frequency (<i>how often</i>)	never	before main verb but after BE
probability (<i>how likely</i>)	possibly	before main verb but after BE
degree (<i>to what extent</i>)	too	before adjective or adverb
emphasis (<i>how much</i>)	incredibly	before adjective or adverb
manner (<i>how</i>)	wrong	end of clause/sentence
place (<i>where</i>)	everywhere	end of clause/sentence
time (<i>when</i>)	ago	end of clause/sentence
duration (<i>how long</i>)	permanently	end of clause/sentence

b) Answers will vary. Sample answers:

1. **Obviously**, we're not going to meet our monthly target this time.
2. No, the defendant has not paid the fine, your Honour. **Moreover**, there are four other fines that he believes he will be unable to pay.
3. I'm **never** going to finish this dissertation!
4. You are **possibly** mistaken regarding the judge's character.
5. Unfortunately, the puzzle was **too** difficult for most of the participants.
6. It was **incredibly** irresponsible of you to let them ski here!
7. It looks like you read the instructions **wrong**. Read them again, Barry.
8. Oh no! There are ants running around **everywhere**!
9. The house was completed about forty years **ago**.
10. The theme park had to be closed **permanently**.

15

a)

Adverb of:	Match the word:	Typical position:
viewpoint (<i>states opinion</i>)	clearly	start of clause/sentence
conjunction (<i>joins clauses</i>)	furthermore	start of clause/sentence
frequency (<i>how often</i>)	sometimes	before main verb but after BE
probability (<i>how likely</i>)	certainly	before main verb but after BE
degree (<i>to what extent</i>)	rather	before adjective or adverb
emphasis (<i>how much</i>)	positively	before adjective or adverb
manner (<i>how</i>)	easily	end of clause/sentence
place (<i>where</i>)	online	end of clause/sentence
time (<i>when</i>)	later	end of clause/sentence
duration (<i>how long</i>)	briefly	end of clause/sentence

Answers to Worksheets and Notes for Use

b) Answers will vary. Sample answers:

1. **Clearly**, you have zero intention of taking this meeting seriously!
2. Fees will increase by 20% next year. **Furthermore**, the terms of payment will change to reflect an increase in the number of subscribers.
3. We **sometimes** meet at the café after work for a chat.
4. You are **certainly** an extremely well-qualified and able candidate, Mr. Anderson.
5. The cake was **rather** stale, so I only had a few slices.
6. We are **positively** delighted to be able to announce the birth of our first granddaughter!
7. The fox was able to break into the hen house quite **easily**.
8. It appears that the entire conference will have to be held **online**.
9. I'll give you a quick call **later**.
10. Yes, I subscribed to Netflix **briefly**.

16 Answers will vary. Sample answers: a) 1. Wales. Cardiff is the capital city of Wales. 2. whales. Blue whales have bright orange poo. 3. Wales. There are four hundred and twenty-seven castles in Wales. 4. Wales. Rugby is the national sport of Wales. 5. whales. Whales can't breathe underwater because they have lungs instead of gills. 6. whales. Whales are protected under international law. 7. Wales. There are over ten million sheep in Wales. 8. whales. Male humpback whales sing complex mating songs. 9. whales. Pinocchio and Geppetto were eaten by the whale Monstro in the 1940 Disney feature film. 10. Wales. Llanfairpwllgwyngyllgogerychwyrndrobwlilllantisiliogogoch is the longest place name in Europe.

b) 1. Y / N. Is Cardiff the capital city of Wales? / Yes, it is. WH-. What is the capital city of Wales? / Cardiff. 2. Y / N. Do blue whales have bright orange poo? / Yes, they do. WH-. What colour poo do blue whales have? / Bright orange. 3. Y / N. Are there four hundred and twenty-seven castles in Wales? / Yes, there are. WH-. How many castles are there in Wales? / Four hundred and twenty-seven. 4. Y / N. Is Rugby the national sport of Wales? / Yes, it is. WH-. What is the national sport of Wales? / Rugby. 5. Y / N. Can whales breathe underwater? / No, they can't. WH-. Why can't whales breathe underwater? / Because they have lungs instead of gills. 6. Y / N. Are whales protected under international law? / Yes, they are. WH-. Under which law are whales protected? / International law. 7. Y / N. Are there over ten million sheep in Wales? / Yes, there are. WH-. How many sheep are there in Wales? / Over ten million. 8. Y / N. Do male humpback whales sing complex mating songs? / Yes, they do. WH-. What do male humpback whales sing? / Complex mating songs. 9. Y / N. Were Pinocchio and Geppetto eaten by the whale Monstro in the 1940 Disney feature film? / Yes, they were. WH-. What was the name of the whale which ate Pinocchio and Geppetto in the 1940 Disney feature film? / Monstro. 10. Y / N. Is Llanfairpwllgwyngyllgogerychwyrndrobwlilllantisiliogogoch the longest place name in Europe? / Yes, it is. WH-. What is the longest place name in Europe? / Llanfairpwllgwyngyllgogerychwyrndrobwlilllantisiliogogoch.

c) Answers will vary.

d) Answers will vary. Here are some more homophone pairs: bean / been, eye / I, fill / Phil, hair / hare, knows / nose, peace / piece, road / rode, sea / see, too / two, wood / would. Don't forget that 'wails' is another homophone of 'Wales' and 'whales'!

e) Answers will vary. Sample answers: wheat, wheeze, while, whilst, whine, whirl, whisker, whisper, whist, white, etc. – and not forgetting all the wh- question words: what, where, why, when, who, whose, which, etc.

17 Answers will vary. Sample answers: a) 1. Wales. The population of Wales is 3.1 million. 2. Wales. The highest mountain in Wales is Mount Snowdon at 1,085m. 3. whales. Whales are warm-blooded mammals which breathe air and feed their young milk. 4. Wales. Welsh is one of the oldest languages in Europe, dating from 400 AD. 5. whales. Whales are related to hippopotamuses. 6. whales. The number of Antarctic blue whales has reduced from 225,000 to 3,000. 7. Wales. The flag of Wales has white and green stripes and a red dragon. 8. whales. The Antarctic blue whale is the largest animal in the world at 150,000 kg. 9. whales. Whales are capable of teaching and learning. 10. Wales. The daffodil and the leek are both national emblems of Wales.

b) 1. Y / N. Is the population of Wales 3.1 million? / Yes, it is. WH-. What is the population of Wales? / 3.1 million. 2. Y / N. Is Mount Snowdon the highest mountain in Wales? / Yes, it is. WH-. What is the highest mountain in Wales? / Mount Snowdon. 3. Y / N. Are whales warm-blooded mammals? / Yes, they are. WH-. What do whales feed their young? / Milk. 4. Y / N. Is Welsh one of the oldest languages in Europe? / Yes, it is. WH-. What is one of the oldest languages in Europe? / Welsh. 5. Y / N. Are whales related to hippopotamuses? / Yes, they are. WH-. Which animals are whales related to? / Hippopotamuses. 6. Y / N. Has the number of Antarctic blue whales reduced from 225,000 to 3,000? / Yes, it has. WH-. By how much has the number of Antarctic blue whales reduced? / From 225,000 to 3,000. 7. Y / N. Does the flag of Wales have white and green stripes and a red dragon? / Yes, it does. WH-. What colour are the stripes on the flag of Wales? / White and green. 8. Y / N. Is the Antarctic blue whale the largest animal in the world? / Yes, it is. WH-. What is the largest animal in the world? / The Antarctic blue whale. 9. Y / N. Are whales capable of teaching and learning? / Yes, they are. WH-. Which animals are capable of teaching and learning? / Whales. 10. Y / N. Are the daffodil and the leek both national emblems of Wales? / Yes, they are. WH-. What are the national emblems of Wales? / The daffodil and the leek.

c) Answers will vary.

d) Answers will vary. Here are some more homophone pairs: bean / been, eye / I, fill / Phil, hair / hare, knows / nose, peace / piece, road / rode, sea / see, too / two, wood / would. Don't forget that 'wails' is another homophone of 'Wales' and 'whales'!

Answers to Worksheets and Notes for Use

e) Answers will vary. Sample answers: wheat, wheeze, while, whilst, whine, whirl, whisker, whisper, whist, white, etc. – and not forgetting all the wh- question words: what, where, why, when, who, whose, which, etc.

18 a) 1. c). 2. g). 3. k). 4. e). 5. i). 6. l). 7. a). 8. d). 9. f). 10. j). 11. b). 12. h). b) Answers will vary. Here are some options to change imperative form:

- Can you
 - Could you
 - You can
 - You could
 - You should
 - Are you able to
 - Is it possible for you to
 - Why don't you
 - Feel free to
 - Would you like to
 - Would you be able to
 - I wouldn't
 - You shouldn't
- + IMPERATIVE FORM

Other options:

- Do you fancy
 - Do you mind
 - Would you mind
- + GERUND

etc.

19 a) 1. j). 2. b). 3. h). 4. i). 5. g). 6. d). 7. f). 8. e). 9. a). 10. l). 11. c). 12. k). b) Answers will vary. See 18, above.

20 Answers may vary. Sample answers: a) **Sit** down there, if you want. 3. b) **Pardon** me. Are you reading that magazine? 12. c) First, **check** which kind of lightbulb you need, then... 5. d) **Take** the A40. Go past Oxford, then... 6. e) **Talk** to Harry about how you're feeling, Kam. 7. f) Please **iron** my shirt before Monday. Thanks. 2. g) **Come** round to meet my parents tomorrow. 9. h) **Put** my phone down immediately! 1. i) **Move!** 4. j) **Make** your floors sparkle and shine with Super Moppit! 10. k) **Have** a boiled egg for breakfast. 8. l) **Get** well soon, dear! 11.

21 Answers may vary. Sample answer: 1. Get me a coffee! + Don't get me a coffee! - Get me a coffee? ?

22 Answers may vary. Sample answers: **Despite / In spite of...** 1. a) not having a mobile phone, I'm still able to keep in touch with my friends. b) **Even though** I don't have a mobile phone, I'm still able to keep in touch with my friends. 2. a) the high price of the washing machine, I think it was pretty good value. b) **Though** the price of the washing machine was high, I think it was pretty good value. 3. a) the way he looked, his friends loved and cherished him. b) **Although** the way he looked was different, his friends loved and cherished him. 4. a) her disagreement with her mother, Alison spoke about her eloquently at her funeral. b) **Although** she had a disagreement with her mother, Alison spoke about her eloquently at her funeral.

23 Answers may vary. Sample answers: **Despite / In spite of...** 1. a) the bad weather, we still had a lovely holiday in Devon. b) **Although** the weather was bad, we still had a lovely holiday in Devon. 2. a) my best intentions, I think my diet is officially over. b) **Though** I had the best intentions, I think my diet is officially over. 3. a) her appalling bad manners, I couldn't help falling in love with Bernice. b) **Although** her manners were appalling, I couldn't help falling in love with Bernice. 4. a) taking a nice present to the party, I wasn't allowed in due to a previous altercation. b) **Even though** I took a nice present to the party, I wasn't allowed in due to a previous altercation.

27 A. 1. p). 2. c). 3. m). 4. a). 5. g). 6. e). 7. s). 8. l). 9. q). 10. h). 11. k). 12. n). 13. r). 14. t). 15. i). 16. b). 17. f). 18. o). 19. d). 20. j). B. 1. from. 2. in. 3. over. 4. back. 5. across. 6. up. 7. upon. 8. after. 9. down. 10. apart. 11. off. 12. on. 13. at. 14. round. 15. into. 16. together. 17. out. 18. along. 19. by. 20. about.

Ideas for additional activities (an online dictionary could help):

- SS (students) have a general discussion about phrasal verbs, e.g., a) What are they? b) When do we use them? c) How many do you know? d) Were/are phrasal verbs taught in your school? e) Do you learn phrasal verbs regularly and systematically? If not, why not? e) How do you learn phrasal verbs? f) Have you ever tried an app for learning phrasal verbs? Why? / Why not? ...and so on.
- SS translate each phrasal verb and definition into their L1.

Answers to Worksheets and Notes for Use

- SS write one or more sentence using each phrasal verb.
- SS write a dialogue including some or all of the phrasal verbs.
- SS work in pairs. One describes or draws a phrasal verb while the other guesses it. Then change roles.
- SS discuss the effect of using the definition instead of the phrasal verb. For example, it would be more natural to say: "Come over for a drink this evening" rather than: "Visit me for a drink this evening".
- SS find and discuss phrasal verbs that have **two** particles after COME, e.g.

come down with = catch (an illness)

come up with = invent

- SS discuss the fact that some of the phrasal verbs have more than one meaning. For example:

come across = appear, but also means find: I came across an old diary this morning.

come on = improve, but also means appear on screen or stage, among other meanings: When the main actor came on, most of the audience cheered.

...and so on. How does this affect the learning process?

28 A. 1. f). 2. o). 3. r). 4. b). 5. l). 6. s). 7. d). 8. p). 9. c). 10. h). 11. k). 12. n). 13. t). 14. g). 15. m). 16. a). 17. e). 18. i). 19. j). 20. q). B. 1. back. 2. for. 3. without. 4. down. 5. in. 6. under. 7. ahead. 8. on. 9. before. 10. against. 11. out. 12. by. 13. over. 14. along. 15. through. 16. after. 17. up. 18. away. 19. off. 20. with.

Ideas for additional activities (see also 27, above):

- SS discuss the effect of using the definition instead of the phrasal verb. For example, it would be more natural to say: 'You go in first' rather than: 'You enter first'.
- SS find and discuss phrasal verbs that have **two** particles after GO, e.g.

go out with = date

go up to = approach

- SS discuss the fact that some of the phrasal verbs have more than one meaning. For example:

go down = happen, but also means descend: The sun went down and we went to bed.

go on = continue, but also means happen: What is going on here?

29 A. 1. f). 2. n). 3. j). 4. l). 5. t). 6. c). 7. a). 8. q). 9. h). 10. d). 11. k). 12. o). 13. s). 14. b). 15. m). 16. p). 17. e). 18. g). 19. r). 20. i). B. 1. by. 2. on. 3. towards. 4. out. 5. across. 6. in. 7. through. 8. about. 9. off. 10. away. 11. down. 12. up. 13. aside. 14. to. 15. back. 16. into. 17. behind. 18. forward. 19. together. 20. over.

Ideas for additional activities (see also 27, above):

- SS discuss the effect of using the definition instead of the phrasal verb. For example, it would be more natural to say: 'She put her point across well' rather than: 'She communicated her point well'.
- SS find and discuss phrasal verbs that have **two** particles after PUT, e.g.

put up to = incite

put up with = tolerate

- SS discuss the fact that some of the phrasal verbs have more than one meaning. For example:

put down = criticise, but also means replace: He put down his new watch on the kitchen table.

put on = wear, but also means organise: Thanks for putting on the charity concert.

Answers to Worksheets and Notes for Use

30 A. 1. e). 2. p). 3. h). 4. m). 5. s). 6. b). 7. f). 8. n). 9. t). 10. a). 11. k). 12. o). 13. r). 14. g). 15. j). 16. q). 17. d). 18. l). 19. i). 20. c). B. 1. down. 2. off. 3. through. 4. aback. 5. aside. 6. out. 7. up. 8. against. 9. on. 10. back. 11. from. 12. to. 13. apart. 14. round. 15. away. 16. upon. 17. over. 18. for. 19. in. 20. after.

Ideas for additional activities (see also 27, above):

- SS discuss the effect of using the definition instead of the phrasal verb. For example, it would be more natural to say: 'Joey takes after his dad' rather than: 'Joey resembles his dad.'
- SS find and discuss phrasal verbs that have **two** particles after TAKE, e.g.

take away from = detract from
take up on = accept

- SS discuss the fact that some of the phrasal verbs have more than one meaning. For example:

take back = return, but also means accept: She has taken Gary back after his affair.
take off = rise, but also means disrobe: Kirsty took off her coat and sat down.

31 A. 1. c). 2. i). 3. o). 4. q). 5. a). 6. g). 7. s). 8. t). 9. d). 10. h). 11. k). 12. n). 13. e). 14. b). 15. r). 16. j). 17. m). 18. l). 19. f). 20. p). B. 1. out. 2. up. 3. up. 4. into. 5. up for. 6. over. 7. out. 8. off. 9. up. 10. off with. 11. after. 12. out. 13. over. 14. for. 15. up. 16. of. 17. up to. 18. towards. 19. out. 20. with.

Ideas for additional activities (see also 27, above):

- SS discuss the effect of using the definition instead of the phrasal verb. For example, it would be more natural to say: 'The gang made off with the stolen goods' rather than: 'The gang absconded with the stolen goods.'
- SS find and discuss phrasal verbs that have **two** particles after MAKE, e.g.

make off with = abscond
make up for = compensate

- SS discuss the fact that some of the phrasal verbs have more than one meaning. For example:

make out = decipher, but also means imply: The shop assistant made out that I was a thief.
make up = comprise, but also means invent: He made up a lovely bedtime story for Alannah.

32 A. 1. d). 2. o). 3. g). 4. p). 5. r). 6. b). 7. c). 8. j). 9. l). 10. e). 11. k). 12. h). 13. a). 14. q). 15. t). 16. i). 17. n). 18. f). 19. m). 20. s). B. 1. up to. 2. into. 3. after. 4. on. 5. back. 6. forward to. 7. out. 8. at. 9. to. 10. down on. 11. over. 12. ahead. 13. out for. 14. for. 15. through. 16. up. 17. in. 18. round. 19. at. 20. at.

Ideas for additional activities (see also 27, above):

- SS discuss the effect of using the definition instead of the phrasal verb. For example, it would be more natural to say: 'We'd been looking forward to it for months' rather than: 'We'd been anticipating it for months.'
- SS find and discuss phrasal verbs that have **two** particles after LOOK, e.g.

look down on = scorn
look out for = expect

- SS discuss the fact that some of the phrasal verbs have more than one meaning. For example:

look at = examine, but also means read and gaze (see examples above).
look through = browse, but also means ignore: I met Kate but she looked straight through me.

Answers to Worksheets and Notes for Use

38 1. simple. 2. independent. 3. subject. 4. predicate. 5. statement. 6. question. 7. imperative. 8. exclamation. 9. compound. 10. independent. 11. independent. 12. coordinating. 13. FANBOYS. 14. complex. 15. independent. 16. dependent. 17. subordinating. 18. relative. 19. defining. 20. non-defining. 21. infinitive. 22. gerund. 23. conjunction. 24. dependent. 25. non-defining.

39 Answers will vary. Sample answers. Note that you could transform one sentence into each of the different tenses, as below, or write an original sentence for each answer:

1. Topic: breakfast

- a) pa con I was making toast, **in spite of** being late for work. [C]
- b) pa perf I had made toast for Leah, **so** she would have more time to get ready. [F]
- c) pa p.c. I had been making toast, **which** was a new thing for me. [E]
- d) fu perf I will have made toast **by the time** you get downstairs. [G]
- e) fu p.c. I will have been making toast **before** we have to leave. [G]

2. Topic: fish

- a) pa con We were taking care of the school goldfish, **provided that** it was only for one week. [B]
- b) pa perf We had taken care of the school goldfish, **and** it was a fascinating experience. [A]
- c) pa p.c. We had been taking care of the school goldfish, **whereas** Sue'd had the hamster. [C]
- d) fu perf We'll have taken care of the school goldfish **prior to** going on holiday to Greece. [G]
- e) fu p.c. We'll have been taking care of the school goldfish **until** the new term begins. [G]

3. Topic: television

- a) pa con I was watching television, **but** there was nothing good on. [C]
- b) pa perf I had watched television **since** Claire had gone to work. [D] or [G]
- c) pa p.c. I had been watching television **as long as** my parents let me. [B]
- d) fu perf I will have watched television **when** my cake was baking. [G]
- e) fu p.c. I will have been watching television **once** I finish my homework.¹ [G]

40 Answers will vary. Sample answers. Note that you could transform one sentence into each of the different tenses, as below, or write an original sentence for each answer:

1. Topic: clothes

- a) pa con I was shopping for a new jacket, **after** spending all morning in McDonalds. [G]
- b) pa perf I had shopped for a new jacket, **or** something that would match my trousers. [C]
- c) pa p.c. I had been shopping for a new jacket, **therefore** I felt absolutely exhausted. [F]
- d) fu perf I will have shopped for a new jacket **prior to** meeting you in McDonalds. [G]
- e) fu p.c. I will have been shopping for a new jacket **once** we've found some nice trousers.² [G]

2. Topic: park

- a) pa con We were walking in the park, **as** it was a beautiful sunny autumn day. [D]
- b) pa perf We had walked in the park, **although** the atmosphere was spoiled by her remarks. [C]
- c) pa p.c. We had been walking in the park, **despite** the black clouds overhead. [C]
- d) fu perf We'll have walked in the park **when** the hotel opens at 2pm. [G]
- e) fu p.c. We'll have been walking in the park **before** the concert begins. [G]

¹ In this sentence the second clause has the first action.

² In this sentence the second clause has the first action.

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3. Topic: grandma

- a) pa con We were looking at photos with grandma, **even though** she couldn't see very well. [C]
b) pa perf We'd looked at photos with grandma, **because** she wanted to see our godson. [D]
c) pa p.c. We'd been looking at photos with grandma, **whose** lunch was finally ready. [E]
d) fu perf We will have looked at photos with grandma **by the time** you turn up. [G]
e) fu p.c. We will've been looking at photos with grandma **until** it's time to leave. [G]

41-43 Answers may vary.

45

- | | | | |
|----------------------------------------------|------------------------------|---------------------------------|----|
| 1. I haven't a job. | I don't have a job. | I haven't got a job. | 2. |
| 2. Tina had got a bike when she was a child. | Tina had a bike... | - | 8. |
| 3. We usually have got a meeting at eight. | We usually have... | - | 7. |
| 4. I am having blonde hair. | I have blonde hair. | I have got blonde hair. | 1. |
| 5. Does he got a job? | Does he have a job? | Has he got a job? | 5. |
| 6. He has got a shower every morning. | He has a shower... | - | 3. |
| 7. The kids don't got any money. | The kids don't have... | The kids haven't got... | 5. |
| 8. They've time before the flight. | They have time before... | They have got time... | 2. |
| 9. He doesn't got any children. | He doesn't have any... | He hasn't got any... | 5. |
| 10. I often have got lunch at twelve. | I often have lunch... | - | 7. |
| 11. Sarah hasn't many friends. | Sarah doesn't have... | Sarah hasn't got many... | 2. |
| 12. Tommy had got a beautiful wife. | Tommy had a beautiful... | - | 8. |
| 13. I've a book about dolphins. | I have a book about... | I have got a book about... | 2. |
| 14. I gotta new job. | I have a new job. | I have got a new job. | 4. |
| 15. We are having a new shower. | We have a new shower. | We have got a new... | 1. |
| 16. Have you got time? / Yes, I do. | Do you have...? / Yes, I do. | Have you got...? / Yes, I have. | 6. |
| 17. We have got a party most weekends. | We have a party... | - | 7. |
| 18. Do you got any milk? | Do you have any milk? | Have you got any milk? | 5. |
| 19. Have you got a new bike? / Sure do. | Do you have...? / Sure do. | Have you got...? / Sure have. | 6. |
| 20. He's having an ear infection. | He has an ear infection. | He has got an ear... | 1. |

46 1. There are **SOME** crisps in that bowl. 2. Have you got **ANYTHING** / **SOMETHING** for the school newspaper? (depends on expectations). 3. There's **NO** place like home. 4. Did you meet **ANY** friends at the party last night? 5. Is there **SOMETHING** / **ANYTHING** you want to tell me? (depends on the context). 6. Paul had **NOTHING** to say to his nan, so he remained quiet. 7. Do you need **SOMEBODY** who can cook to help at the restaurant? 8. Why is there **NOWHERE** quiet for me to work? 9. He didn't have **ANY** money. 10. Is there **ANYTHING** good on at the cinema? 11. Can I have **SOME** ice cream? 12. Unfortunately, I had **NOTHING** to do and **NO** money to do it with. 13. I haven't seen Joanne **ANYWHERE**. 14. Can I give you **SOMETHING** for the charity appeal? 15. There were **NO** trains after 10 pm.

47 1. Absolutely **ANYBODY** who is interested in film can apply for the job! 2. Mum had gone to work so there was **NOBODY** at home when I got in. 3. I won't sign up for **ANY** extracurricular activities next semester. 4. I left my phone **SOMEWHERE** in the canteen. 5. I've just seen **SOMEBODY** riding an e-bike. 6. Will **NOBODY** help my poor family? Please?! 7. 'Where shall we go on holiday?' 'I'm not bothered – **ANYWHERE**.' 8. Please leave the parcel **SOMEWHERE** near the front porch. 9. Is there **NO** end to your genius? 10. After he leaves college, Brian will have **NOWHERE** to live. 11. We had **SOME** great times during our winter holiday, didn't we? 12. No, they didn't have **ANY** milk. 13. I don't care who you invite to the party. **ANYBODY** can come. 14. 'They're closing the old cinema next week.' 'Is **NOTHING** sacred these days?' 15. 'I'll be late home, mum.' 'OK, I'll put **SOMETHING** in the oven for you, dear.'

Vocabulary

49 1. c). 2. l). 3. d). 4. e). 5. j). 6. k). 7. h). 8. a). 9. b). 10. f). 11. g). 12. i).

50 1. c). 2. g). 3. a). 4. h). 5. k). 6. e). 7. j). 8. d). 9. f). 10. l). 11. i). 12. b).

51 1. b). 2. i). 3. a). 4. c). 5. f). 6. g). 7. j). 8. k). 9. h). 10. l). 11. d). 12. e).

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52 1. c). 2. j). 3. d). 4. b). 5. e). 6. g). 7. f). 8. k). 9. a). 10. l). 11. h). 12. i).

54 A. 1. c). 2. f). 3. h). 4. e). 5. j). 6. b). 7. a). 8. i). 9. d). 10. g). B. a) touch base. b) two-horse race. c) get a head start. d) have somebody in my corner. e) get the ball rolling. f) Plain sailing. g) took it on the chin. h) good sport. i) (has) met his match. j) ball's in your court.

55 Best English Idioms about Life. sth= something, sby = somebody

1. a quiet life > a life free of arguments and problems. 2. be another one of life's great mysteries > be something else [usually trivial] I do not know. 3. be the life and soul of the party > be sby who is entertaining at social gatherings. 4. do sth as if your life depended on it > do sth very hurriedly and with great urgency. 5. get a life! > don't be so boring! / don't be ridiculous! 6. get a new lease of life > get new energy and enthusiasm. 7. get the shock of your life > be very shocked. 8. have the time of your life > have a fantastic time. 9. hold on for dear life > hold on very tightly. 10. It's a dog's life > it's a hard life being taken for granted by others. 11. It's the story of my life > this always or usually happens to me. 12. money can't buy you happiness > having money does not guarantee happiness. 13. not be able to do sth to save your life > be very bad at a particular task. 14. study at the university of life > learn from life experience rather than formal education. 15. be the light of sby's life > be the most beloved person in sby's life. 16. That's life > that's a disappointment but you have to accept it. 17. the best things in life are free > you don't need money to have a good time. 18. this is the life! > what a great time I'm having! 19. variety is the spice of life > it is good to have variety from time to time. 20. when life gives you lemons, make lemonade > when in a bad situation, use it to your advantage.

57 20 English Idioms of Friendship. sth = something, sby = somebody

1. idiom: A friend [when you are] in need is a friend indeed.

literal meaning: A friend who helps you when you are in need is a true friend.

example: 'My car broke down and I felt like crying, but I thought of calling Tom and he was with me in less than twenty minutes.' 'Wow! A friend in need really is a friend indeed!'

2. idiom: Be a shoulder to cry on.

literal meaning: Be a person who will listen sympathetically to another person's problems.

example: 'What do you want me to advise?' 'I don't want you to say anything! I just need a shoulder to cry on.'

3. idiom: You can choose your friends but you can't choose your family.

literal meaning: Make sure you choose your friends wisely, because you can't choose your family.

example: 'My sister just phoned me up to tell me she's cancelling our evening out.' 'Well, come out with me and the girls. We'll have a great time! Remember, you can choose your friends but you can't choose your family.'

4. idiom: Have friends in high places.

literal meaning: Have friends who occupy positions of power, which could be useful for you.

example: 'I really need some advice about a dispute with the town council about planning permission.' 'Have a word with Daniel – he has friends in high places. He'll sort you out.'

5. idiom: Get on like a house on fire.

literal meaning: Have a really good time together.

example: Tamsin and her best mate Danni get on like a house on fire.

6. idiom: Be joined at the hip.

literal meaning: Spend all your time with the same person.

example: In fact, Tamsin and Danni are inseparable – especially during the school holidays. It's like they're joined at the hip!

7. idiom: Be a fair-weather friend / fan.

literal meaning: Be a friend only when things are going well.

example: 'Where's Tina? I thought she was coming to your court date.' 'I haven't seen much of her lately. To be honest, she's a bit of a fair-weather friend.'

8. idiom: To friendzone sby [regular verb].

literal meaning: Let sby know that you only want to be friends with them, not romantically involved.

example: 'Hey – how did it go with Kasey? Did you ask her out?' 'Yeah, I did, but she straightaway friendzoned me! She said she likes me, but only as a friend.' 'Bad luck, mate.'

9. idiom: Be on the same wavelength / page.

literal meaning: Think the same about many issues and understand another person well.

example: 'I think we should diversify the number of suppliers we have from next quarter.' 'I was just about to say the same thing, Ronald!' 'Good to know we're on the same page.'

10. idiom: Hold a grudge [against sby].

literal meaning: Be unhappy with sby over a period of time, feeling hurt about something they did to you.

example: 'No – there's no way I'm inviting Deidre to the wedding. Remember how she ruined Jodie's christening with her nasty comments and awful present!' 'That was four years ago! You're not still holding a grudge about that, are you?'

11. idiom: Bury the hatchet.

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literal meaning: End a disagreement with sb.

example: 'Actually, I reckon Deidre has cleaned up her act these days [become better behaved]. Why not bury the hatchet and give her a chance?'

12. idiom: Know sb inside out.

literal meaning: Know a person very well.

example: 'Do you really think Kellie will break up with Steve during the holiday?' 'Mark my words, she will. Remember – I know her inside out.'

13. idiom: Lend your money, lose your friend.

literal meaning: Lending money to a friend could put the relationship in jeopardy, e.g. if they don't pay you back.

example: 'Have you seen this email from Steve and his new girlfriend. They wanna borrow £500 from ten different friends so they can pay for Steve's laser eye surgery.' 'You are joking, aren't you? No chance! You know what they say – lend your money, lose your friend.'

14. idiom: Strike up a friendship.

literal meaning: Begin a new friendship.

example: 'Our little Leon has struck up a lovely little friendship with a girl at pre-school. It's so cute to see them playing together!'

15. idiom: Keep your friends close and your enemies closer.

literal meaning: It can be beneficial to know the latest news about your enemies.

example: 'Why do you still keep in touch with Dazza? He was so mean to you last year.' 'You know, it's good to keep an eye on what he's up to [doing]. I might learn something to my advantage. Y'know – keep your friends close and your enemies closer, an' all that!'

16. idiom: The enemy of my enemy is my friend.

literal meaning: Anybody who hates the same people as me is my friend.

example: 'I thought you said Ollie really let you down last week. Why include him in the team?' 'He did, but he absolutely hates the other side as much as I do. You know the saying – the enemy of my enemy is my friend.'

17. idiom: With friends like these, who needs enemies?

literal meaning: If your friends behave badly towards you, they are worse than your enemies.

example: 'Do you know that not one of dad's friends was available to pick him up from hospital!' 'With friends like those, who needs enemies?'

18. idiom: I wouldn't wish sth on my worst enemy.

literal meaning: This is a bad situation which even my worst enemy does not deserve.

example: 'Are you still in a lot of pain?' 'Yes – it's terrible. You know, I wouldn't wish it on my worst enemy!'

19. idiom: Man's best friend.

literal meaning: Dogs.

example: 'Wally the poodle is such a great companion for my grandfather. You can really see why dogs are called "man's best friend".'

20. idiom: What's [a small amount of sth, e.g. money] between friends?

literal meaning: Because we are friends, a small outlay does not bother me.

example: 'Jack – let me get the bill! I'm sure it's my turn to pay.' 'No, Bernie. Absolutely not! It's on me! [I will pay] What's a little lunch between friends?'

58 A. 1. e). 2. k). 3. g). 4. b). 5. i). 6. f). 7. c). 8. j). 9. l). 10. h). 11. a). 12. d). B. Answers will vary. C. 1. I'm sorry, but this is not working out. Let's **go back to the drawing board** on this one. (8). 2. Could you email me those documents **ASAP**, please? I need them urgently. (5). 3. 'Do you think P & J are as far advanced as we are?' 'No. I think we're definitely **ahead of the curve**.' (2). 4. He won the contract in a kind of **backroom deal**, with no minutes and a more informal approach. (10). 5. Well – I'm not sure of the exact amount, but I can give you **a ballpark figure**. (12). 6. I've been working on this project **24/7**. I've got to finish it in time. (1). 7. You know, there should be equal terms for both **blue collar** and **white collar** employees. (7). 8. Their public announcements are very slick, but I'd love to see what's going on **behind the scenes**. (4). 9. Yeah, she was bidding for the same contract **behind my/our back!** I couldn't believe it. (9). 10. Can you hang around after the Zoom call. I just want to **touch base (with you)** on a few issues. (3). 11. Look – you're getting bogged down in details. Details! Can I **get the big picture** here? (11). 12. 'Are we talking about five product lines?' 'No, Gary. I think we should **think big** this time. (6). D. i) and ii) Answers will vary.

59 A. 1. i). 2. c). 3. e). 4. b). 5. j). 6. f). 7. k). 8. d). 9. a). 10. g). 11. l). 12. h). B. Answers will vary. C. 1. 'I just don't get what he means. This email is too formal.' 'Try **reading between the lines**.' (4). 2. Janie had **a tough break** when she got demoted and her brother died in the same month. (7). 3. If each party is happy with the deal then it'll be **a win-win situation**. (10). 4. You're new to the factory, aren't you? Come on – I'll **show you the ropes**. (1). 5. If this product takes off in the US, then **the sky's the limit** for our firm! (12). 6. The café down the road **has cornered the market** in full English breakfasts. (8). 7. It just feels like we're **going round in circles**. We're not getting anywhere! (2). 8. Giving the guys in the warehouse a few hours off to watch the final was **a no-brainer**. (5). 9. Hiring more scientists might just provide the breakthrough we need. I know it's **a long shot**. (6). 10. Larry and Ivan from sales are just so infuriatingly stubborn. They won't give up. I'm **fighting an uphill battle**. (3). 11. That report by Miriam is absolutely fantastic. I'm definitely **giving it the thumbs up**. (9). 12. 'Clancy has

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launched a full-on attack on our company! 'Well, you're not going to **take it / that lying down**, are you?' (11). D. i) and ii)
Answers will vary.

60 A. 1. e). 2. k). 3. j). 4. g). 5. i). 6. f). 7. a). 8. b). 9. c). 10. l). 11. h). 12. d). B. Answers will vary. C. 1. I want the launch event to be absolutely perfect – so don't **cut (any) corners**. (8). 2. They're not interested in a lasting partnership. They just want to **make a quick buck**. (1). 3. The meeting with the new VP went pretty badly. We didn't exactly **get off on the right foot**. (5). 4. I really felt like quitting, but in the end I felt a responsibility to **see it through**. (10). 5. 'We should complain to the CEO – his policies are causing havoc.' 'No, **don't rock the boat**.' (2). 6. I didn't agree with Emma, but after eight hours of talks I had to **cave (in)**. (6). 7. I'm just popping out to get a sandwich. Could you **hold the fort**? (3). 8. 'Do you think Oliver will bend the rules on this one?' 'No. He always **does things by the book**.' (7). 9. I couldn't work with her on that project because we just **weren't on the same page**. (12). 10. Unfortunately, there's nothing I can do, mate. **My hands are tied**. (4). 11. 'They thought they'd **get the upper hand** by opening their store before ours.' 'They were right.' (9). 12. I'm afraid the induction training is going to be a steep **learning curve**. It takes hours. (11). D. i) and ii) Answers will vary.

61 A. 1. h). 2. i). 3. c). 4. l). 5. g). 6. f). 7. e). 8. j). 9. k). 10. d). 11. a). 12. b). B. Answers will vary. C. 1. Sorry, guys. I need you to stay late tonight. We're **working against the clock**, I'm afraid. (9). 2. Those brochures would have been too expensive. We'd have been **paying over the odds**. (5). 3. 'Where's Jack? He should've been in for nine.' 'He just texted to say he's **under the weather**.' (8). 4. The new product rollout is just around the corner. What's our **game plan**? (6). 5. 'Are you coming to the pub, Bryan?' 'I can't. I'm absolutely **snowed under** here. (12). 6. When Barry finally retires next month, you'll **be in the driver's seat**, Alan! (2). 7. 'How will we get the project finished in time?' 'Don't worry. The bosses are gonna **fast track** it.' (3). 8. '**The word (on the street) is** the owners are going to fire the whole board.' 'That's ludicrous!' (7). 9. 'The last project manager was so unpredictable.' 'Well Laura will be a **safe pair of hands**.' (1). 10. Sorry, I didn't attend most of the webinars in that series, so I'm a bit **out of the loop**.' (10). 11. 'It's an awful concept for a new chocolate bar. Nobody likes coconut.' 'Yeah, it's **not going to fly**.' (11). 12. 'How did the interview go?' 'Terrible! I think I spent one hour **talking myself out of** the job.' (4). D. i) and ii) Answers will vary.

62 1. 1) online banking, 2) free withdrawal, 3) low, high, or extortionate, 4) new car or a holiday, 5) safety net, 6) cash or contactless, 7) acquisition, 8) list of transactions, 9) how much I've got left, 10) safe place for money, 11) loan for a house, 12) negative amount of money. 2. 1) banker, 2) cashier, 3) debtor, 4) financial advisor, 5) employer, 6) miser, 7) gambler, 8) saver, 9) spender, 10) debt collector, 11) accountant, 12) multimillionaire. 3. 1) thief, 2) robber, 3) burglar, 4) pickpocket, 5) tax evader, 6) con artist, 7) shoplifter, 8) counterfeiter, 9) insider dealer, 10) blackmailer, 11) smuggler, 12) embezzler.

63 4. 1) Don't be wasteful – **money doesn't grow on trees**. 2) Like it or not, **money makes the world go round**. 3) It's important to **save for a rainy day**. 4) You should sell your car rather than repair it. **Don't throw good money after bad**. 5) My sister **spends money like it's going out of fashion**. 6) "Can we afford that new sofa?" "Yes, **it won't break the bank**." 7) Thomas was born poor but earned a fortune, **going from rags to riches**. 8) "How do I look, darling?" "**Like a million dollars!**" 9) After her husband lost his job, Sue was relieved to be able to **bring home the bacon**. 10) "Should I compete in the tournament?" "Yes, why not **put your money where your mouth is?**" 11) I always try to **get my money's worth**. 12) They never have enough money, and always seem to be **living from hand to mouth**. 5. a) 1. up. 2. away. 3. back. 4. out. 5. in. 6. off. 7. out. 8. by. 9. away. 10. into. 11. around. 12. up. 6. a) purse, b) pocket money, c) economy, d) tax, e) price, f) charity, g) poverty, h) salary, i) benefits, j) income, k) expenditure, l) investment.

64 7. a few coppers (e.g., 2p, 3p, 4p), two bob (2 x 5p), a quid (£1), a fiver (£5), a tenner (£10), a score (£20), a pony (£25), a ton (£100), a monkey (£500), a grand (£1000), 4K (£4,000), a titan (£100,000,000). 8. 1. c), 2. b), 3. c), 4. c), 5. b), 6. c), 7. a), 8. c), 9. b), 10. c), 11. b), 12. a). 9. Answers will vary.

65 10. Answers will vary. 11. Answers will vary. 12. Answers will vary, e.g., 1. *present simple*: He transfers money every month. > 2. *present continuous*: He is transferring money at the moment. etc.

66 A. 1. fitness app. 2. tennis ball. 3. phone case. 4. city centre. 5. group chat. 6. birth certificate. 7. football ground. 8. lunch meeting. 9. fan heater. 10. fridge magnet. B. 1. ✓. 2. Can I make some **vegetable** soup? 3. It's on the **kitchen** table. 4. ✓. 5. We came first in the **pub** quiz. 6. ✓. 7. I can't find my **car keys**. 8. We had a **delicious birthday** cake. C. 1. government election campaign error. 2. EU climate change report. 3. air traffic controller strike. 4. Ipswich Town summer football tournament. 5. Leicester train station mystery. 6. Apple retail store launch party. 7. Poland energy security dilemma. 8. Hollywood film star BAFTA nomination shock.

67 A. 1. baseball bat. 2. electricity bill. 3. home office. 4. pet food. 5. weekend vibe. 6. raspberry jam. 7. dinner plate. 8. traffic lights. 9. tomato ketchup. 10. ticket office. B. 1. This **pie** chart shows the details. 2. ✓. 3. Have a glass of **orange** juice. 4. Can I have the **raspberry sorbet**? 5. ✓. 6. I fitted the baby car seat. 7. That's an **interesting grammar** book. 8. ✓. C. 1. Felixstowe Port Authority decision. 2. school repair budget committee or school repair committee budget. 3. head chef appointment question. 4. rain damage compensation fund. 5. McAllister University student art exhibition. 6. Peterborough City Council Planning Department crisis meeting solution. 7. LIDL tomato soup discount offer cancellation threat. 8. house price rise controversy.

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70 A. 1. assets / funds 'funds' means money, while a 'fund' (singular) is, for example, a bank account. 2. leftovers / scraps 'leftovers' (noun) has no singular form. As an adjective, we could say, e.g., 'a leftover amount'. 3. troubles / difficulties 'trouble' is an uncountable noun meaning an ongoing period of unrest. We can't have 'a trouble'. 4. tricks / shenanigans 'shenanigans' has no singular form in general use. 5. possessions / belongings 'belongings' means personal property, while 'belonging' is an abstract noun meaning inclusion. 6. reports / tidings 'tidings' has no singular form in general use. 7. Reeboks / trainers 'Reeboks' has no singular form in general use. While 'Reebok' is the name of a company and a 'reebok' is a kind of animal, we don't usually talk about one Reebok in terms of shoes. 8. scissors / knives 'scissors' has no singular form in general use. 'scissor' can be used as a verb. 9. AirPods / headphones 'headphones' has no singular form in general use, but 'headphone' can be used as an adjective, e.g., 'a headphone jack'. 10. clothes / outfits 'clothes' has no singular form in general use, but 'clothe' is a verb, e.g., to clothe yourself (in) (archaic). 11. remnants / remains 'remains' has no singular form in general use. 'remain' can be used as a verb. 12. contact lenses / glasses 'glasses', meaning eyewear, has no singular form in general use. 'glass' is a singular noun meaning drinking vessel, or an uncountable noun meaning material for windows, etc. 13. compliments / congratulations 'congratulations' has no singular form in general use. 14. arms / weapons 'arms', meaning weapons, has no singular form in general use, while 'arm' is a body part. 15. bubbles / suds 'suds' has no singular form in general use.

B. Answers will vary.

71 a) Answers will vary. b)

	<i>Formal:</i>	<i>Informal:</i>
1. Addressee	c)	m)
2. Greeting	s)	p)
3. Replying	h)	l)
4. Reason for Writing	r)	a)
5. Attachments	b)	e)
6. Apologising	k)	i)
7. Bad News	q)	n)
8. Requesting	f)	t)
9. Expectations	o)	d)
10. Final Greetings	j)	g)

c) & d) Answers will vary.

72 1. barks. 2. bleats. 3. clucks. 4. clicks. 5. chatters. 6. screeches. 7. groans. 8. howls. 9. hums. 10. roars. 11. grunts. 12. sings. 13. shrieks. 14. squeaks. 15. whoops. a) singing. b) chatter. c) howled. d) barks. e) clucks. f) grunts. g) squeak; Squeak; Squeak. h) screeching. i) whoops. j) clicks. k) groans. l) bleating. m) shrieked. n) humming. o) roars.

73 1. trills. 2. screams. 3. trumpets. 4. buzzes. 5. chirps. 6. growls. 7. honks. 8. gobbles. 9. imitates. 10. whines. 11. snarls. 12. brays. 13. hisses. 14. croaks. 15. hoots. a) buzzed. b) brays. c) croaking. d) snarled. e) hissed. f) imitating. g) gobbles. h) screamed. i) trilling. j) trumpet. k) growls. l) whining. m) hooting. n) honks. o) chirpy.

74 A. 1. l). 2. n). 3. e). 4. r). 5. b). 6. t). 7. a). 8. g). 9. o). 10. s). 11. j). 12. q). 13. c). 14. f). 15. h). 16. i). 17. k). 18. m). 19. p). 20. d). B. 1. An **early bird** loves getting up early. 2. A **ray of sunshine** would never moan. 3. A **loner** can't be **the life and soul of the party** unless they change their attitude. 4. A **killjoy** wouldn't suggest fun new places to visit. 5. A **big spender** would definitely give a waitress a good tip. 6. A **boy racer** rarely sticks to the speed limit! C. Answers will vary. Here are some example answers: 1. For example, **Positive:** early bird, mother hen, ray of sunshine, grafter, the life and soul of the party; **Negative:** killjoy, curtain twitcher, wet blanket, boy racer, snake in the grass; **Neutral:** big spender, misfit, wheeler-dealer, loner, chatterbox. 2. -. 3. For example, **Similar:** big spender, shopaholic; **Opposite:** early bird, night owl. 4. -. 5. For example, a person could be a boy racer and the life and soul of the party. 6. -. 7. -. 8. -. 9. -. 10. For example, odd bod (strange), wrong'un, bad apple (both = bad character), grifter (small-time swindler), big head (egotistical), petrol head (obsessed with motor vehicles), and so on. 11. -. 12. For example, 'My auntie is a mother hen, because she has to make sure that everybody is happy when we go for a night out.' 13. For example, 'I noticed that Phil spent the entire school prom being a wallflower; not once did he enter the dance floor.' 14. -. 15. -.

Reading

76 1. carbon dioxide. 2. still. 3. sodium carbonate. 4. salt. 5. mineral spring. 6. William Brownrigg. 7. factories. 8. bottled. 9. soft drink. 10. SodaStream. 11. button. 12. Coca-Cola. 13. harmful. 14. orange. 15. Dr John S. Pemberton. 16. number one. 17. pain. 18. sugar. 19. sugar tax. 20. recipe.

Answers to Worksheets and Notes for Use

Links:

<https://www.goodto.com/food/sugar-in-coke-524085>
<http://www.historyofsoftdrinks.com/popular-soft-drinks/flavors-of-soft-drinks/>
<https://www.lshim.ac.uk/research/research-action/features/uk-sugar-tax-will-it-work>
<https://www.nhs.uk/live-well/eat-well/food-types/how-does-sugar-in-our-diet-affect-our-health/>
<https://www.pbs.org/newshour/science/science-says-seltzer#:~:text= Sour%20receptors%20protect%20us%20from,that%20triggers%20these%20sour%20receptors>
<https://www.schweppes.eu/about>
<https://sodastream.com/>
<https://www.statista.com/statistics/629118/soft-drink-brand-ranking-in-the-united-kingdom-uk-by-convenience-sales-value/>

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

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

79 a) 1. muscle, 2. ink, 3. octopi, 4. beaks, 5. humans, 6. hearts, 7. shells, 8. blood, 9. minutes, 10. tricks, 11. predators, 12. nomadic, 13. tentacles, 14. snails, 15. sentient, 16. squeeze, 17. hearing, 18. solitary, 19. cephalopods, 20. taste. b) 8. is false: octopuses have blue blood; 17. is false: octopuses are thought to be deaf, but have good eyesight, like humans.

Speaking and Listening

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

- | | |
|---------------------|-----------------------|
| 1. apartment | 11. mortgage |
| 2. deposit | 12. neighbour |
| 3. downsizing | 13. packing |
| 4. dream home | 14. relocation |
| 5. estate agent | 15. removals company |
| 6. first-time buyer | 16. self-storage unit |
| 7. furnishings | 17. subletting |
| 8. housewarming | 18. tenant |
| 9. inventory | 19. utilities |
| 10. landlord | 20. viewing |

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

86 Answers will vary.

88 Answers may vary. Suggested answers: 1. firing up a games console and OLED TV. 2. turning up the heating. 3. always leaving them on standby. 4. leaving it on. 5. Holiday in your country. 6. Set your washing machine to 30 degrees. 7. Dry your clothes outside on a washing line. 8. Take a brief shower. 9. filling your kettle. 10. using a dishwasher. 11. running on a treadmill at the gym. 12. owning a car. 13. Insulate your home, including loft insulation. 14. Follow your body's natural circadian rhythms. 15. Go to bed earlier in the colder months. 16. Adjust your energy use to the current season. 17. only using electric lights. 18. leaving them connected to the power. 19. always wearing a t-shirt and shorts at home. 20. a regular energy-sucking oven.

Answers to Worksheets and Notes for Use

89 Answers may vary. Suggested answers: 1. air conditioning. 2. pretending to live in a tropical climate. 3. relying on blinds alone. 4. using a lot of gadgets that need juice. 5. Use smart meters to keep track of energy usage. 6. Limit what you print. 7. Encourage your family to save energy. 8. Shop around to get the best deal on energy. 9. putting in just a few items. 10. pointlessly wasting electricity. 11. letting your property remain unmonetized. 12. being in the habit of using warm or hot water. 13. Buy newer more energy-efficient appliances. 14. Switch off your heating at night. 15. Turn down your thermostat a few degrees. 16. Buy an electric car. 17. driving a car. 18. allowing heat to escape between rooms. 19. blocking heat and not letting it circulate. 20. living in a country that is generally cold.

90 Answers may vary. Suggested answers: 1. having windows with a single pane of glass. 2. letting air remain trapped in them. 3. leaving it on all day. 4. continuing as you usually do. 5. Insulate water pipes and taps. 6. Remind your kids of the need to save energy. 7. Use a smart home ecosystem. 8. Install an underfloor heating system. 9. using your own electricity working at home. 10. leaving it on standby indefinitely. 11. paying for electricity. 12. enjoying inappropriately high temperatures. 13. Switch off radiators when you're not in the room. 14. Set your heating to match the climate outside. 15. Spend as much time as possible outdoors. 16. Take a shower every second day. 17. pumping out as much hot water as you like. 18. sticking with the old incandescent bulbs. 19. building your own private aquapark. 20. letting heat – and money – ebb away.

Pronunciation

99

1.
<https://purlandtraining.com/free-lessons/elementary-english-course/unit-1-0-learning-english/lesson-1-6-clear-alphabet/>

3.
<https://purlandtraining.com/hw1/consonant-digraphs-in-english.pdf>
<https://purlandtraining.com/th-sounds.pdf>

4.
<https://purlandtraining.com/hw1/common-consonant-blends-in-english.pdf>

6.
<https://purlandtraining.com/silent-letters-info-page.pdf>
<https://purlandtraining.com/silent-letters-exercises.pdf>
<https://purlandtraining.com/the-very-quiet-world-of-silent-letters-2-brb84.pdf>

7.
<https://purlandtraining.com/w2/elementary/pronunciation/hidden-sounds/hidden-sounds.pdf>

8.
<https://purlandtraining.com/2020/08/30/the-8-voiced-and-unvoiced-consonant-pairs-in-english/>

Answers to Worksheets and Notes for Use

103 A.

1. vcc rule	2. vcv rule	3. vowel digraph
A bberley A ccrington B radford B ristol M anchester M atlock N ottingham O xford S ettle S underland	B akewell B asingstoke B roseley C levedon C romer D over I vybridge M adeley P eterborough W akefield	B eeston B raintree E astbourne L eeds M aidstone P oole S leaford S outhport S tainforth T aunton
4. vowel + r	5. vowel + other	6. exceptions (sight words)
B irmingham B ournemouth B urford D artmoor D erby F areham K irkham P ortsmouth T hornbury Y ork	B awtry B righton C rewe C rowborough N ewcastle P aignton S lough S towmarket T rowbridge W eymouth	<i>+ which rule they break:</i> B ath (vcc) B art B ury (vcv) B e ri C rook (looks long but is short) K ruuk F rome (vcv) F room L eatherhead (looks long but is short) L e th hed L iverpool (vcv) L i v pool O ldbury (vcc) E ul b ri R ipon (vcv) R i pn S palding (vcc) S porl ding T avistock (vcv) T a vi stok

B.

1. Reading	Re ding	14. Ruislip	Rai slip
2. Beaulieu	Byoo lii	15. Marylebone	Mar li bn
3. Worcester	Wuu st	16. Gotham	Geu tm
4. Rampisham	Ran sm	17. Keighley	Kee ttlii
5. Bicester	Bi st	18. Shrewsbury	Shroo sp ri
6. Greenwich	Gre nich	19. Towcester	Teu st
7. Norwich	No rich	20. Bournemouth	Born mtt
8. Cholmondeley	Chum lii	21. Quernmore	Kwor m
9. Loughborough	Lu fbr	22. Leicester	Le st
10. Tottenham	To_ nm	23. Happisburgh	Hei sbr
11. Leominster	Lem st	24. Mousehole	Mau zl
12. Chiswick	Chi zik	25. Wrexham	Re ksm
13. Alnwick	A nik		

Listen to the hard place names: <https://purlandtraining.com/hw1/perplexing-places.mp3> [2 MB]

Further reading from English Heritage: The Origins of English Place Names – Discover how to decode the names of England's places: <https://www.english-heritage.org.uk/visit/inspire-me/origins-of-english-place-names/>

105

1. <https://purlandtraining.com/free-lessons/elementary-english-course/unit-1-0-learning-english/lesson-1-7-word-stress/>
<https://purlandtraining.com/w2/elementary/speaking-and-listening/pronunciation/cad-list-of-common-weak-forms-in-spoken-english.pdf>
<https://purlandtraining.com/w2/elementary/speaking-and-listening/pronunciation/cad-the-100-most-common-words-in-written-english.pdf>
2. <https://purlandtraining.com/w2/elementary/speaking-and-listening/word-stress/english-stress-rules.pdf>
<https://purlandtraining.com/w2/elementary/speaking-and-listening/word-stress/general-statements-on-english-stress.pdf>
<https://purlandtraining.com/w2/elementary/speaking-and-listening/word-stress/suffixes-and-word-stress.pdf>
3. <https://purlandtraining.com/wp-content/uploads/2016/10/common-compound-nouns.pdf>
<https://purlandtraining.com/w2/intermediate/grammar/phrasal-verbs/200-top-phrasal-verbs-in-spoken-english-today.pdf>
<https://purlandtraining.com/2019/01/14/if-you-only-ever-learn-200-english-phrasal-verbs-learn-these/>
4. <https://purlandtraining.com/w2/elementary/speaking-and-listening/pronunciation/list-of-noun-verb-homographs.pdf>

Answers to Worksheets and Notes for Use

<https://purlandtraining.com/2019/05/17/100-common-english-homographs-reference-gap-fill-activity/>

6.

<https://purlandtraining.com/wp-content/uploads/2018/03/working-out-word-stress.pdf>

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<https://purlandtraining.com/free-lessons/elementary-english-course/unit-6-0-shopping/lesson-6-6-predicting-sounds-from-spelling-in-english/>

<https://purlandtraining.com/hw1/research-spelling-the-stressed-vowel-sound.pdf>

3.

<https://purlandtraining.com/w2/elementary/pronunciation/spelling-and-sounds/talk-a-lot-pronunciation-rules-the-magic-e-rule.pdf>

4.

<https://purlandtraining.com/w2/elementary/pronunciation/spelling-and-sounds/clear-alphabet-spelling-and-sounds-vowel-clusters.pdf>

<https://purlandtraining.com/hw1/how-to-spell-the-23-vowel-sounds-in-english.pdf>

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2.

<https://purlandtraining.com/free-lessons/elementary-english-course/unit-5-0-food-and-drink/lesson-5-2-the-schwa-sound/>

<https://purlandtraining.com/w2/elementary/speaking-and-listening/pronunciation/cad-list-of-common-weak-forms-in-spoken-english.pdf>

<https://purlandtraining.com/w2/elementary/speaking-and-listening/pronunciation/talk-a-lot-connected-speech-weak-forms-complete-the-table.pdf>

<https://purlandtraining.com/wp-content/uploads/2018/03/working-out-word-stress.pdf>

3.

<https://purlandtraining.com/free-lessons/elementary-english-course/unit-2-0-transport/lesson-2-5-sentence-stress-and-the-sound-spine/>

6.

<https://purlandtraining.com/w2/elementary/speaking-and-listening/pronunciation/talk-a-lot-common-prefixes-and-what-they-indicate.pdf>

<https://purlandtraining.com/w2/elementary/speaking-and-listening/pronunciation/talk-a-lot-common-prefixes-and-what-they-indicate-matching-game.pdf>

113

1.

<https://purlandtraining.com/hw1/30-clues-for-predicting-the-pronunciation-of-words-in-english.pdf>

<https://purlandtraining.com/hw1/research-spelling-the-stressed-vowel-sound.pdf>

2.

<https://purlandtraining.com/w2/elementary/pronunciation/hidden-sounds/hidden-sounds.pdf>

3.

<https://purlandtraining.com/w2/intermediate/speaking-and-listening/Silent-Letters/the-very-quiet-world-of-silent-letters-1-brb83.pdf>

4.

<https://purlandtraining.com/2019/04/24/200-common-english-homophones-reference-gap-fill-activity/>

5.

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6.

<https://purlandtraining.com/w2/intermediate/vocabulary/loanwords/loanwords-1-notes-complete-pack.pdf>

<https://purlandtraining.com/w2/intermediate/vocabulary/loanwords/list-of-300-loanwords-in-english.pdf>

7.

<https://purlandtraining.com/2020/08/13/twitch-28-how-to-pronounce-ed-in-regular-verbs/>

Answers to Worksheets and Notes for Use

<https://purlandtraining.com/free-lessons/elementary-english-course/unit-3-0-health-and-the-human-body/lesson-3-5-common-regular-and-irregular-verbs/>

<https://purlandtraining.com/w2/intermediate/grammar/verbs/200-common-regular-verbs-in-english.pdf>

<https://purlandtraining.com/w2/intermediate/grammar/verbs/200-common-regular-verbs-in-english-ordered-list.pdf>

9.

<https://purlandtraining.com/w2/elementary/pronunciation/glottal-stops/words-and-phrases-with-glottal-stops.pdf>

<https://purlandtraining.com/w2/elementary/pronunciation/glottal-stops/tafc-200-one-syllable-words-that-end-with-t.pdf>

Further resources:

- <https://purlandtraining.com/free-books/photocopiabrill/> [PDF]
- <https://purlandtraining.com/free-books/free-elt-book-clear-alphabet-dictionary-by-matt-purland/> [PDF]

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