

FUNCTIONAL ENGLISH

(ENGLISH – I)



COURSE PACK

2020

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Expressing gratitude toward the Almighty Allah is obligatory upon every human in any venture that is anticipated to benefit humanity and this course pack intends nothing less, nothing more than serving humankind in any capacity it may be viewed or exploited by the students, readers or intellectuals for academic purposes.

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CONTENTS

1. HEC Plagiarism Policy 2018 -----	i - xiii
2. Course Outline -----	01
3. Parts of Speech -----	06
a) Noun -----	11
b) Pronoun -----	19
c) Verb -----	36
d) Adjective -----	43
e) Adverb -----	53
f) Preposition -----	60
g) Conjunction -----	71
h) Article -----	77
4. Sentence Structure -----	95
a) Simple Sentence -----	98
b) Compound Sentence -----	99
c) Complex Sentence -----	100
d) Compound-complex Sentence -----	102
5. Tenses -----	106
a) Present -----	108
b) Past -----	121
c) Future -----	138
6. Active/ Passive: Change of voice -----	151
7. Reading Comprehension -----	161
8. Listening Comprehension -----	191
9. Paragraph Writing -----	209
a. Basic Paragraph Structure -----	210
b. Features of Paragraph -----	212
c. Types of paragraph-----	217
10. Translation Skills -----	224
11. Rubrics -----	236

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HEC Plagiarism Policy

1. Preamble

In the wake of fundamental improvements being introduced in the system of Higher Education in Pakistan, the credit, respect, recognition of research and scholarly publications, career development and financial gains are now linked with such original works accomplished without replicating the efforts of other researchers. It has therefore become necessary that the menace of plagiarism is highlighted and curbed through exemplary punitive actions. On the other hand, we must also guard against bogus or false complaints in order to prevent victimization which may make researchers and scholars shy away from research simply because of the fear of prosecution. A Plagiarism Policy has therefore become necessary to create awareness, define various forms in which Plagiarism exhibits itself, present a methodology of investigation, cater for punitive action proportional to the extent of the offence and even address the issue of false or spurious complaints.

2. Definition

According to the Concise Oxford Dictionary, **Plagiarism** is defined as "**taking and using the thoughts, writings, and inventions of another person as one's own**". This, or various similar definitions found in recognized publications / documents, are very broad and can be used to create awareness about Plagiarism but are not practical enough to apply in order to ascertain guilt or innocence in specific cases. In order to establish the violation of ethical norms, or academic or intellectual dishonesty resulting from Plagiarism and to take punitive actions in this regard, it is necessary that the variety of forms in which Plagiarism manifests itself are known. These include but are not limited to the following:

- “Verbatim copying, near-verbatim copying, or purposely paraphrasing portions of another author's paper or unpublished report without citing the exact reference.
- Copying elements of another author's paper, such as equations or illustrations that are not common knowledge, or copying or purposely paraphrasing sentences without citing the source.
- Verbatim copying portions of another author's paper or from reports by citing but not clearly differentiating what text has been copied (e.g. not applying quotation marks correctly) and /or not citing the source correctly”^[1].
- "The unacknowledged use of computer programs, mathematical / computer models / algorithms, computer software in all forms, macros, spreadsheets, web pages, databases, mathematical deviations and calculations, designs / models / displays of any sort, diagrams, graphs, tables, drawings, works of art of any sort, fine art pieces or artifacts, digital images, computer-aided design drawings, GIS files, photographs, maps, music / composition of any sort, posters, presentations and tracing." ^[2]
- "Self-plagiarism, that is, the verbatim or near-verbatim re-use of significant portions of one's own copyrighted work without citing the original source."^[3]

3. Explanation from Wikipedia, the free encyclopedia

Wikipedia, the free encyclopedia on the web describes and explains Plagiarism as "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Unlike cases of **forgery**, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution. Within **academia**, plagiarism by students, professors, or researchers is considered

academic dishonesty or **academic fraud** and offenders are subject to academic censure. In **journalism**, plagiarism is considered a breach of journalistic ethics, and reporters caught **plagiarizing** typically face disciplinary measures ranging from suspension to termination. While plagiarism in scholarship and journalism has a centuries-old history, the development of the **Internet**, where articles appear as electronic text, has made the physical act of copying the work of others much easier. Plagiarism is different from **copyright infringement**. While both terms may apply to a particular act, they emphasize different aspects of the transgression. Copyright infringement is a violation of the rights of the copyright holder, which involves the loss of income and artistic control of the material when it is used without the copyright holder's consent. On the other hand, plagiarism is concerned with the unearned increment to the plagiarizing author's **reputation**. In the academic world, **plagiarism by students** is a very serious academic offense which can result in punishments such as a failing grade on the particular assignment (typically at the high school level), or a failing grade for the course (typically at the college or university level). For cases of repeated plagiarism, or for cases where a student has committed a severe type of plagiarism (e.g. copying an entire article and submitting it as his / her own work), a student may be suspended or expelled, and any academic degrees or awards may be revoked. **For professors and researchers**, who are required to act as role models for their students, plagiarism is a very serious offence, and is punishable by sanctions ranging from suspension to termination, along with the loss of credibility and integrity. Charges of plagiarism against students, faculty members and staff are typically heard by internal disciplinary committees, which students and faculty members have agreed to be bound by." [3]

Wikipedia also describes **Self-plagiarism** as "the re-use of significant, identical, or nearly identical portions of one's own work without acknowledging that one is doing so or without citing the original work. Typically, high public-interest texts are not a subject of self-plagiarism; however, the authors should not violate copyright where applicable. "Public-interest texts" include such material as social, professional, and cultural opinions usually published in newspapers and magazines." [3]

4. Aim: The aim of this policy is to apprise students, teachers, researchers and staff about Plagiarism and how it can be avoided. It is also aimed at discouraging Plagiarism by regulating and authorising punitive actions against those found guilty of the act of Plagiarism.

5. Applicability: The policy is applicable to students, teachers, researchers and staff of all institutions and organizations in Pakistan who are involved in writing or publishing their work. In this context a "**Student**" is a person who, on the date of submission of his / her paper / work is a registered student of any University or Degree Awarding Institution recognized by Higher Education Commission (HEC). "**Teachers and Researchers**" include faculty members or equivalent of the University / Organization or/of a constituent or affiliated college or researchers of an organization and such other persons as may be declared to be so by regulations. "**Staff**" is any employee of an organization involved in writing and publishing his / her work.

Any person listing his CV on the website or any current publication or applying for any benefit on the basis of published or presented work that is plagiarized will be liable to be punished as per prescribed rules.

6. Responsibility of the Institutions & Organizations: All institutions and organizations are responsible to apprise their students, teachers, researchers and staff of the definition, implications and resulting punishments in case, after due investigation, they are found guilty of plagiarism. The institutions / organizations must acquaint their students, teachers, researchers and staff with this policy and ensure that they are fully aware that all authors are deemed to be individually and collectively responsible for the contents of papers published by Journals / Publishers etc. Hence, it is the responsibility of each author, including the coauthors, to ensure that papers submitted for publication should attain the highest ethical standards with respect to plagiarism. To facilitate the institutions / organizations in creating awareness about Plagiarism, a modified version of "Little Book of Plagiarism", a publication of Leeds Metropolitan University is appended as "Annexure" to this policy. Any University or Degree Awarding Institution which does not adopt and implement this policy will have its degree derecognized by HEC.

7. Reporting: To inform HEC or respective Universities / Organizations of alleged plagiarism, a complaint is to be made by email, post, fax or other means to HEC Quality Assurance Division or respective Universities / Organizations. In case of lodging a complaint in the form of a letter, copy may be sent to HEC. The following information is to be provided:

- a) "Citation of the original paper or document or idea which was plagiarized, (paper title, author(s), publication title, month and year of publication if available and the journal, in which published, with details). If the original paper is unpublished (e.g. an institutional technical report, an on-line paper), the complainant is to provide as much information as possible to ensure authenticity of the claim.
- b) The citation of the alleged plagiarizing paper (paper title, author(s), publication title, month and year of publication if available and the journal with details in which published). If the paper is unpublished (e.g. an institutional technical report, an on-line paper), the complainant is to provide as much information as possible to ensure proper investigation.
- c) Copies of both papers if possible.
- d) Any other information that would help HEC or respective Universities / Organizations to efficiently resolve the claim."^[1]
- e) Name, designation, organization, address, e-mail address and telephone number of the complainant.

Investigation:

8. Upon receipt of an allegation of Plagiarism, the HEC Quality Assurance Division will request the respective Vice Chancellor / Rector / Head of the Organization to carry out investigation. The complaints received through HEC or directly by a University / Organization will be dealt with by the Universities / Organizations according to the procedures given below. The Vice Chancellor / Rector / Head of the Organization will have the discretion of not taking any action on

anonymous complaints. For investigation of Plagiarism cases, the Vice Chancellor / Rector / Head of Organization will have an obligation to:

- a) Constitute a “**Plagiarism Standing Committee**” consisting of 3 senior faculty members, a subject specialist in that particular field is to be co-opted, a senior student (only if a student is being investigated upon) and a nominee of the HEC. The seniority of the members of “Plagiarism Standing Committee” should be of a level keeping in view the seniority of the individual being investigated upon and the nature and gravity of the offence.
- b) Provide a guideline, prepared by HEC for the functioning of the “Plagiarism Standing Committee”, to all members of the Committee.
- c) Provide clear terms of reference to the “Plagiarism Standing Committee” for their investigation.
- d) The members of the “Plagiarism Standing Committee” are to sign a confidentiality statement that during the investigation they will, under no circumstances, disclose any individual author's name, paper titles, referees, or any other personal or specific information concerning the plagiarism complaint under investigation, nor shall they reveal the names of the committee members.
- e) Provide opportunity to the author / authors under investigation to justify the originality of their concepts and research work. Similar opportunity will also be provided to the author whose paper is deemed to have been Plagiarized and / or the complainant, to justify the complaint.
- f) Provide every opportunity to the “Plagiarism Standing Committee” to use all foreseeable means to investigate the plagiarism claim.

9. The **Plagiarism Standing Committee** shall then conduct the investigation. Depending on the details of the claim, the investigation may include, but may not be limited to, any or all of the following steps:

- a) Manual and / or automated tests for content similarity ^[1].
- b) Determination of the extent and quantum of significant material plagiarized.
- c) Soliciting comments to the claim, from the Editor-in-Chief (of a journal) or Program Chair (of conference proceedings) and referees of either or both papers.
- d) Consultation with legal counsel. ^[1]
- e) Consult / contact witnesses and record statements there-of if so required.
- f) Consult / contact present and / or past employers of the authors.

10. The “**Plagiarism Standing Committee**” will submit its report with clear cut findings and recommendations to the Vice Chancellor / Rector / Head of the Organization within a specified period not exceeding sixty days. The Vice Chancellor / Rector / Head of the Organization will have the discretion to implement the recommendations after approval through the statutory process and take punitive action against the offender as per penalties prescribed under this policy or to forward the report to HEC or his / her parent organization for further action if outside their purview / jurisdiction.

Penalties for Plagiarism

11. Plagiarism is an intellectual crime. As such the penalties for plagiarism should not only take into account the severity and recurrence of the offence, but also the intellectual standing of the offender. This entails a gradual increase in punitive action with minimum punishment for a first time offence by a student who copies a home work assignment to a maximum punishment for a teacher/researcher/staff who attempts to present / publish, or actually presents / publishes plagiarized material; as his own, in a conference / journal. Therefore, the punishments for Plagiarism have been divided into two separate categories, i.e those for "Teachers, Researchers and

Staff" and those for the "Students". The groups have already been defined in para 5 above.

(a) **Penalties for Teachers, Researchers and Staff:** When an act of plagiarism, as described earlier in paras 2 and 3, is found to have occurred, the "Plagiarism Standing Committee" in its recommendations, DEPENDING UPON THE SERIOUSNESS OF THE PROVEN OFFENCE, will advise the Competent Authority of the Organization, to take any one or a combination of the following disciplinary action(s) against the teacher, researcher and / or staff found guilty of the offence:

(i) **Major Penalty:**

In cases where most of the paper (or key results) have been exactly copied from any published work of other people without giving the reference to the original work, then (a) a major penalty of **dismissal** from service **needs to** be prescribed, along with (b) the offender may be "Black Listed" and may NOT be eligible for employment in any academic / research organization, and (c) the notification of "Black Listing" of the author(s) may be published in the print media or may be publicized on different websites at the discretion of the Vice-Chancellor / Rector / Head of the organization.

(ii) **Moderate Penalty:**

In case where some paragraphs including some key results have been copied without citation, then a moderate penalty involving any one or both of the following needs to be imposed (a) demotion to the next lower grade, (b) the notification of "Black Listing" of the author(s) which may be published in the print media or may be publicized on different websites at the discretion of the Vice-Chancellor / Rector / Head of the organization.

(iii) **Minor Penalty:**

In case a few paragraphs have been copied from an external source without giving reference of that work, then minor penalties need to be prescribed for a specified period involving any one or more of the following: (a) warning, (b) freezing of all research grants, (c) the promotions/annual increments of the offender may be stopped, for a specified period and (d) HEC or the University / Organization may debar the offender from sponsorship of research funding, travel grant, supervision of Ph.D. students, scholarship, fellowship or any other funded program for a period as deemed appropriate by the "Plagiarism Standing Committee".

(b) Students: When an act of plagiarism, as described earlier in paras 2 and 3, is found to have occurred, the "Plagiarism Standing Committee" in its recommendations, DEPENDING UPON THE SERIOUSNESS OF THE PROVEN OFFENCE, will advise the Vice Chancellor / Head of the Organization, to take any one or a combination of the following disciplinary action(s) against the student(s) found guilty of the offence:

- (i) In the case of thesis the responsibility of plagiarism will be of the student and not of the supervisor or members of the Supervisory Committee.
- (ii) The offender may be expelled/ rusticated from the University and from joining any institution of Higher Education in Pakistan for a period as deemed appropriate by the "Plagiarism Standing Committee". A notice may be circulated among all academic institutions and research organization to this effect.
- (iii) The offender may be relegated to a lower class.
- (iv) The offender may be given a failure grade in the subject.
- (v) The offender may be fined an amount as deemed appropriate.

- (vi) The offender may be given a written warning if the offence is minor and is committed for the first time.
- (vii) The degree of a student may be withdrawn if AT ANY TIME it is proven that he or she has presented Plagiarized work in his / her MS, MPhil or PhD dissertation if the extent of plagiarism comes under the category of major penalty as conveyed in Para 11(a-1).
- (viii) The notification of the plagiarism by the author(s) may be published in the print media or may be publicized on different websites at the discretion of the Vice Chancellor / Rector / Head of the Organization.
- (ix) HEC or the University / Organization may debar the offender from sponsorship of research funding, travel grant, scholarship, fellowship or any other funded program for a period as deemed appropriate by the "Plagiarism Standing Committee".
- (x) Any other penalty deemed fit by the "Plagiarism Standing Committee".

(c) Co-Authors/Declarations

1. Provided that a co-author has listed a paper in his/her resume and applied for a benefit forthwith, any co-author is deemed to be equally responsible for any plagiarism committed in a published paper presented to or published in a journal or presented at a conference.
2. All Journals in Pakistan must require ALL authors to sign a declaration that the material presented in the creative work is not plagiarized (Sample Attached)

12. Additional Actions Required: In addition to the above punishments, the following additional common actions must be taken if the offence of Plagiarism is established:

- a) If the plagiarized paper is accessible on the web page its access will be removed. The paper itself will be kept in the database for future research or legal purposes.
- b) The author(s) will be asked to write a formal letter of apology to the authors of the Original paper that was plagiarized, including an admission of plagiarism. Should the author(s) refuse to comply then additional punishments as deemed fit may be recommended by the "Plagiarism Standing Committee."
- c) If the paper is submitted but not published yet, the paper will be rejected by the Editor-in-Chief or the Program Chair without further revisions and without any further plagiarism investigation conducted.^[1]
However, Warning may be issued to the author/ co-author.

13. Appeal: As the penalties are severe, the affected person(s) will have the right to appeal to the Chairman HEC / Vice Chancellor / Rector / Head of the Organization for a review of the findings or may submit a mercy petition within 30 days from the date of notification. Such appeals / petitions will be disposed off within 60 days of receipt, by following the laid down procedures regarding such appeals.

14. Penalty for Wrong Reporting / False Allegation: If the case of Plagiarism is not proved and it is confirmed that a false allegation was lodged, the Vice Chancellor / Rector / Head of the Organization will inform the complainant's Organization and will recommend disciplinary action against the complainant, to be taken by his / her parent organization.

References

- [1] "ACM (Association of Computing Machinery) Policy on Plagiarism"
(<http://www.acm.org/pubs/plagiarism%20policy.html>)
- [2] "Academic Integrity Statement: Appendix1" (University of Southampton
Calendar 2006/7)
(<http://www.calendar.soton.ac.uk/sectionIV/part8a.html>)
- [3] "Plagiarism From Wikipedia, the free encyclopedia"
(<http://en.wikipedia.org/wiki/plagiarism>).

(Sample)



HIGHER EDUCATION COMMISSION OF PAKISTAN (Monograph & Textbook Writing Scheme)

Monograph / Textbook Proposal Submission Undertaking*

Corresponding Author(s) name: _____

Corresponding Author(s) Address: _____

Title of Work: _____

The Higher Education Commission (Publisher) and the Monograph/Textbook Proposal Author (Authors if a multi-authored Work) agree as the following:

1. The Monograph/Book will contain the original Work of author(s).
2. It will not violate copyright or intellectual property right of any person or entity.
3. It will not contain previously published material in whole or in part for which permission from the concerned parties has not been secured.
4. The author(s) recognize that if any material submitted for consideration to the HEC is found to be plagiarized, then the HEC may bar the author(s) from participating in all HEC Programs and public notice to the fact maybe issued in print as well as electronic media. The HEC reserves the right to recover all amounts spent on evaluation/publication etc., and also may take any other action deemed necessary to serve as deterrence against plagiarism.
5. The author(s) shall indemnify and hold the Publisher harmless against loss or expenses arising from breach of any such warranties.
6. In consideration of the HEC's agreement to publish the Work, the author(s) hereby grants HEC a non-exclusive, royalty-free license to print, publish, reproduce or distribute the Work throughout the world by all means of expression, including electronic format. The author(s) further grants HEC the right to use the author's name in association with the Work in published form and in promotional materials.
7. The copyrights are duly reserved by Higher Education Commission of Pakistan.

All authors are requested to sign this form. If not signed by all authors, the corresponding author acknowledges that s/he is signing on behalf of all the authors and with their authorization. Faxed signatures and multiple forms are acceptable provided the corresponding author collates all the material and submits in one batch.

Author Signature: _____ Name: _____ Date: _____

Author Signature: _____ Name: _____ Date: _____

Author Signature: _____ Name: _____ Date: _____

Publisher Signature: _____ Name: _____ Date: _____

* Similar Schemes could be developed for authors or thesis etc

COURSE OUTLINE



University of Central Punjab, Johar Town, Lahore

Course Title: English - I

Course Code:

Semester: Spring 2020

Instructor: _____

Email: _____

COURSE DESCRIPTION

This course will equip the students with improved English language skills drawing upon a number of activities related to basics of grammar, improving reading comprehension, enhancing students' discussion skills and listening comprehension along with structuring a paragraph following a specific format. This will help them overcome their problems regarding generating ideas and organizing incoherent thoughts for comprehensive writing.

The course will include a variety of reference materials from a number of renowned language improvement resources of reputed universities as well as *English language* and grammar publications. The students will be required to undertake intensive writing sessions to improve their writing ability. With the help of special writing tools taught during the course, students will demonstrate knowledge to write coherently and cohesively. This course will also introduce the students to presentation skills.

COURSE GOALS/ OBJECTIVES

The objectives of the course-pack are to:

- enhance language skills
- develop critical thinking
- equip students with a variety of organizing, planning, writing, team building and communication skills necessary to effectively manage and lead organizations in diverse and dynamic environments.
- nurture problem analysis and decision-making skills required for handling challenges faced by modern times.
- cover each concept through all integrated language skills.

COURSE LEARNING OUTCOMES

By the end of the course the students will have:

- improved paragraph writing ability
- enhanced listening and reading comprehension
- improved diction and spelling, punctuation and mechanics, and functional grammar.
- learning out of the box through improved skills as critical readers.
- enhanced presentation skills

ASSESSMENT STRUCTURE

Assessment Items	Percentage
Quizzes	10
Assignments	10
Class Participation	05
Project/ Presentation	05
Mid-term Examination	30
Final-term Examination	40

Any specific teaching/ learning strategies:

The methodology will include lectures, interactive sessions, group presentations, reading materials, write-shops, movies and group projects.

COURSE CONTENT AND DELIVERY PLAN

Week	Topics	Assignments / Quizzes
1	Orientation Introduction to the course Ice-breaking	
2	Parts of speech Noun, Pronoun, Adjective	
03	Parts of speech Preposition, Article, Conjunction	Quiz – 1
04	Parts of speech Verb, Adverb Transitive and intransitive verbs	Assignment – 1

COURSE CONTENT AND DELIVERY PLAN		
05	Sentence Structure Simple, Compound, Complex-sentences (Clauses and phrases), Revision of structure	Quiz – 2
06	Tenses Past, Present, Future	Assignment – 2
07	Active/ Passive Change of voice	
08	Reading Comprehension Developing reading strategies, (Variety of reading materials from IELTS, SATS etc.)	
09	MID-TERM	
10	Listening Comprehension Listening activities through interactive sessions	
11	Paragraph Writing Structure of paragraph	Quiz – 3
12	Paragraph Writing Types of paragraphs (Descriptive, Narrative)	Assignment – 3
13	Paragraph Writing Types of paragraphs (Argumentative, Discursive)	Quiz – 4
14	Translation skills Translating sentences and paragraphs	Assignment – 4
15	Presentation skills Practice Revision	
16	Project Presentations	
	FINAL-TERM	

ELC English – I course pack

Books:

- Daise, Debra, et al. Q: Skills for Success. Reading and Writing. Oxford University Press, 2011.
- Greenbaum, Sidney. The Oxford English Grammar. Oxford: Oxford University Press, 1996.
- Lester, Mark. McGraw-Hill Education Handbook of English Grammar & Usage. McGraw Hill Professional, 2018.
- Quirk, Randolph. A Comprehensive Grammar of the English Language. Pearson Education, 2010.

[Text] [Ref]

- <http://www.longleaf.net/ggrow/modes.html>
- <https://sites.google.com/site/basicslanguagearts/home/components-of-a-paragraph/different-type-of-paragraphs>
- <http://www.learnenglishfeelgood.com/vocabulary/index.html>
- [http://www.providence.edu/ academic-services/academic-skills/Pages/reading.aspx](http://www.providence.edu/academic-services/academic-skills/Pages/reading.aspx)

Rubrics for assignments

Grammar	Paragraph Writing	Reading Comprehension	Listening Comprehension	Presentation Skills
Structure	Structure/Format	Main idea	Listening for keywords	Accuracy
Function	Cohesion	Supporting details	Inferential skills	Fluency
Task Accomplishment	Coherence	Inferential skills	Responding	Confidence

Any other assigned readings/ material may be added if needed.

Session dates may be added if needed.

PARTS OF SPEECH

Pre-Test

Choose the correct answer - a), b), c) or d).

Words and sentences

1. We gave a meal.
a) at the visitors b) for the visitors c) the visitors d) to the visitors

Verbs

2. I'm busy at the moment, on the computer.

a) I work b) I'm work c) I'm working d) I working

3. My friend the answer to the question.

a) is know b) know c) knowing d) knows

4. I think I'll buy these shoes. really well.

a) They fit b) They have fit c) They're fitting d) They were fitting

5. Where the car?

a) did you park b) did you parked c) parked you d) you parked

6. At nine o'clock yesterday morning, we for the bus.

a) wait b) waiting c) was waiting d) were waiting

7. When I looked around the door, the baby..... quietly.

a) is sleeping b) slept c) was sleeping d) were sleeping

8. Here's my report. it at last.

a) I finish b) I finished c) I'm finished d) I've finished

9. I've made some coffee. It's in the kitchen.

a) ever b) just c) never d) yet

10. We..... to Ireland for our holidays last year.

a) goes b) going c) have gone d) went

11. Robert.... ill for three weeks. He's still in the hospital.

a) had been b) has been c) is d) was

12. My arms are aching now because since two o'clock.

a) I'm swimming b) I swam c) I swim d) I've been swimming

13. I'm very tired. _____ over four hundred miles today.

a) I drive b) I'm driving c) I've been driving d) I've driven

14. When Martin _____ the car, he took it out for a drive.

a) had repaired b) has repaired c) repaired d) was repairing

15. Janet was out of breath because _____.

a) she'd been running b) she did run c) she's been running d) she's run

16. Don't worry. I_____ be here to help you.

a) not b) shall c) willn't d) won't

Word Classes: Nouns, Verbs, Adjectives, etc

A. Introduction



Look at the different kinds of a word in this sentence.

Pronoun	Verb	Article	Adjective	Noun	Preposition	Noun	Adverb
I	have	an	important	conference	at	work	tomorrow.

Linking word	Pronoun	Verb	Adverb	Adjective
So	I	Am	rather	busy.

B. What kind of word? There are eight different kinds of word in English. They are called 'word classes' or 'parts of speech'. Here are some examples from the conversations in the café.

Verb: have, am, is, would, like, come, are, sitting, look

Noun: conference, work, coffee, party, Saturday, Jessica, friends, corner

Adjective: important, busy, good, cheap

Adverb: tomorrow, rather, really, here

Preposition: at, to, on, in

Determiner: an, this, our, the

Pronoun: I, it, you

Linking word: so, and

C. Words in sentences:

Some words belong to different classes depending on how they are used in a sentence.

Verbs

May I look at your photos? We work on Saturday morning.

Nouns

I like the look of that coat. I'll be at work tomorrow.

Exercises

1. What kind of word (B)

Read this paragraph and then say which word class each underlined word belongs to. To help you decide, you can look back at the examples in B.

Andrew did not go to the cafe with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew is not very sociable. He stays in his room and concentrates totally on his studies. He is an excellent student, but he does not have much fun.

- to preposition
- cafe noun

1. the
2. told
3. they
4. there
5. he
6. finish
7. sociable
8. in
9. and
10. totally
11. an
12. excellent
13. but
14. fun

2. What kind of word (B)

Read this paragraph and then write the words in the spaces below. Write the first three verbs under 'Verb', and so on. Do not write the same word more than once.

Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately, he is rather old for her. Today, they are at a cafe with their friends, Sarah and Mark, so Henry cannot get romantic with Claire. Nevertheless, he might buy her some flowers later.

Verb	Noun	Pronoun	Article	Adjective	Preposition	Adverb	Conjunction
think	Henry						

3. Words in sentences (C)

Is the underlined word a verb, a noun or an adjective?

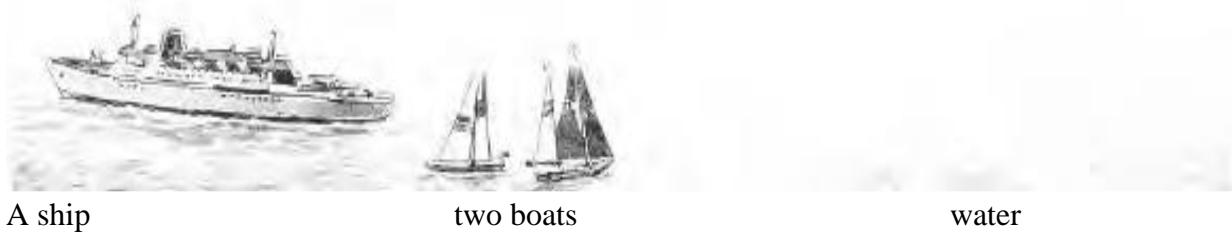
- Shall we go for a walk? *Noun*
- Shall we walk into town? *Verb*

1. Laura wanted to talk to Rita.
 2. Laura wanted a talk with Rita.
 3. The windows are not very clean.
 4. Doesn't anyone clean the windows?
 5. We went to a fabulous show in New York.
 6. Laura wanted to show Rita her photos.
 7. Henry thought Claire looked beautiful.
 8. A strange thought came into Emma's head.
 9. Sarah is feeling quite tired now.
 10. Studying all night had tired Andrew out.
-

Noun

A. Ship and water: countable and uncountable nouns

What is the difference?



A ship

two boats

water

Countable

A countable noun (e.g. ship) can be singular or plural. We can count ships. We can say a ship/one ship or two ships.

Here are some examples of countable nouns.

We could see a ship in the distance. Claire only has one sister.

I have got a problem with the car.

Do you like these photos?

I am going out for five minutes.

Uncountable

An uncountable noun (e.g. water) is neither singular nor plural. We cannot count water. We can say water or some water but NOT a water or two waters.

Here are some examples of uncountable nouns.

Can I have some water?

Shall we sit on the grass?

The money is quite safe.

I love music.

Would you like some butter?

B. Nouns after the, a/an and numbers

There are some words that go with both countable and uncountable nouns. One of these is the. We can say the ship (singular), the ships (plural) or the water (uncountable). But other words go with one kind of noun but not with the other.

Countable

A/an or one goes only with a singular noun.

I need a spoon. Numbers above one go only with plural nouns.

We eat three meals a day.

Uncountable

We do not use a/an with an uncountable noun.

NOT ~~A-WATER~~ and NOT ~~A-music~~. We do not use numbers with an uncountable noun. NOT three feeds

Nouns after **some, many/much, etc**

Some and **any** go with plural or uncountable nouns. We can also use plural and uncountable nouns on their own, without **some** or **any**.

Plural

Tom told some jokes. Do you know any jokes?
But NOT ~~He told joke.~~

Tom usually tells jokes.

Many and **a few** go only with plural nouns. *There weren't many bottles. I made a few sandwiches.*

Exercises

What is the difference (A)

Look at the underlined nouns. Are they countable or uncountable?

- There was a car behind us.
- I never eat meat.

Countable
Uncountable

1. Do you play golf? -----
2. I had to wait ten minutes. -----
3. Just tell me one thing. -----
4. Love makes the world go round. -----
5. Good luck with your new job. -----
6. Power stations produce energy. -----
7. I'm taking a photo. -----
8. Would you like an apple? -----

A and some (B-C)

Laura has been to the supermarket. What has she bought? Use *a* or *some* with these words: *banana, biscuits, butter, cheese, eggs, flowers, lemon, light bulb, mineral water, magazine, soap, wine*

- some/ flowers
- a magazine
- some cheese

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

Countable and uncountable nouns (A-C)

Complete the conversation. Choose the correct form.

- Jessica: What are you doing, Andrew?

Andrew: I'm writing (an essay) essay/an essay.

Jessica: Oh, you've got (1) **computer/a computer**. Do you always write (2) **essay/essays** on your computer?

Andrew: Yes, but I'm not doing very well today. I've been working on my plan for about three (3) **hour/hours** now.

Jessica: You've got lots of books to help you, though. I haven't got as (4) **many/much** books as you. That's because I haven't got much (5) **money/moneys**. Quite often I can't even afford to buy (6) food/a food.

Andrew: Really? That can't be (7) **many/much** fun.

Jessica: I'd like to get (8) **job/a job** I can do in my spare time and earn (9) **a/some money**. I've got (10) **a few/a little** ideas, but what do you think I should do?

Andrew: I know someone who paints (11) **picture/pictures** and sells them. Why don't you do that?

Jessica: I think, I'm no good at painting.

Pair Nouns and Group Nouns

A. Pair nouns

We use a pair noun for a thing made of two parts, which are the same. Some pair nouns are binoculars, glasses, jeans, pants, pyjamas, scissors, shorts, tights, trousers.



A pair noun is plural and takes a plural verb. My jeans need washing, NOT my-jean

These tights were quite expensive.
We've got *some* scissors somewhere.

We cannot use a/an or a number with a pair noun.

I need some jeans. OR I need a pair of jeans. NOT a jean Laura bought four pairs of tights,
NOT ~~four~~-tights

B. Group nouns

A group noun can usually take either a singular or a plural verb.

The team was playing well. OR *The team were playing well.*
The government is in crisis. OR *The government are in crisis.*

The choice depends on whether we see the group as a whole or as individual people. Often it does not matter whether the verb is singular or plural. But sometimes one form is better than the other.

C. Singular Plural

The family is a very old and famous one.

The orchestra consists of eighty-six musicians.

The family are delighted with their presents.

The orchestra don't know what to play.

When we mean the group as a whole, we use **a** when we mean the individual people in the singular verb group, we normally use the plural. We use **it** and **its**. We use **they**, **them** and **their**.

The committee has made its decision.

The class will miss their lessons because they are all going on a trip.

Some group nouns: army, audience, band, board, choir, class, club, committee, community, company, council, crew, crowd, family, government, group, management, orchestra, population, press (newspapers), public, staff, team, union. Also, Harrods, the BBC, the United Nations, England (the England team), Manchester United.

Police, people and cattle

These nouns have a plural meaning and take a plural verb.

The police have warned motorists to take extra care.

People don't know what the future will bring.

The cattle are going to be sold with the farm.

Exercises

1. Pair nouns (A)

Choose the correct form.

Trevor and Laura are shopping for clothes.

Trevor: These trousers (**are**) **is/are** a bit tight. They (1) doesn't/don't feel very comfortable.
And I think the blue ones (2) **goes/go** better with the jacket.

Laura: That jacket (3) **is/are** too long.

Trevor: Well, the jeans (4) **fits/fit** all right. Perhaps I'll buy the jeans instead.

Laura: Yes, the jeans (5) **looks/look** good on you. I like the style. I think they (6) **suits/suit** you. Now you get changed while I look for (7) **a/some** shorts. And I might get (8) **a/some** skirt.

2. Pair nouns (A)

Complete what Rachel says to Vicky. Put one word in each space.

This old suitcase was in the corridor. I don't know who left it here. It's been here for about three days,



so I'm having a look inside. There's a (____) of pyjamas, (1)..... jeans, two (2).....of tight sandals (3)..... of sunglasses. There are (4)..... red shorts, too.

3. Group nouns (B)

Complete this TV news report. Choose the correct form of the verb.

Zedco (*has*) **have/has** just announced that it made a loss of £35 million last year. The management (1) **is/are** well aware that they have made mistakes. The press (2) **have/has** all been printing stories and articles critical of the company. The Zedco board (3) **knows/know** that they now have some difficult decisions to take. Naturally, the staff (4) **is/are** worried about their jobs and (5) **wants/want** a meeting with management as soon as possible. But Chief Executive Barry Douglas says things aren't really so bad. He has said that the company still (6) **has/have** a great future ahead of it.

4. Group nouns (B-C)

Put in **a group noun**, and **is** or **are**. Use these nouns:

cattle, choir, crew, crowd, orchestra, police, population, team

- The crowd are all enjoying the game.
1. This unitedthe best one Tom has ever seen.
 2. The hoping, they can take part in a national singing contest.
 3. The ship's..... all very tired after a long sea voyage.
 4. The one of the biggest that has played at one of our concerts.
 5. The installing cameras to photograph speeding motorists.
 6. At the moment, cheap, because sales of beef are low.
 7. The country's growing rapidly, because of immigration.

Two Nouns Together

A. Introduction

Look at these phrases.

a bread knife = a knife for cutting bread

a bus driver = someone who drives a bus

the street lights = the lights in the street

a cookery book = a book about cookery

my birthday party = a party on my birthday

a paper bag = a bag made of paper

In English we often use one noun before another like this.

The two nouns are often written as separate words, but we sometimes use a hyphen (-), or we write them as a single word.

a tea break

at the tea-table

a large teapot

There are no exact rules about whether we join the words or not. If you are unsure, it is usually safest to write two separate words.

B. A souvenir shop, etc

Look at these examples:

*a souvenir shop = a shop selling souvenirs
an animal hospital = a hospital for animals
through the letter-box = a box for letters*

The first noun is usually singular. There are some exceptions, e.g. a sports dub, a goods train, a clothes-brush, a sales conference.

C. Look at these pictures.

a teacup

A teacup is a cup for holding tea.



a cup of tea

A cup of tea is a cup full of tea



Here are some more examples:

Picked up a cigarette packet

I'll wash the milk bottle.

Gary opened a packet of cigarettes.

There's a bottle of milk in the fridge.

D. An ing-form + a noun

We can use an ing-form with a noun.

a sleeping-bag - a bag for sleeping

a waiting-room - a room for waiting

a washing-machine - a machine for washing clothes

E. Longer phrases

We can use more than two nouns.

a glass coffee-table

the winter bus timetable

at Sydney Opera House

our Assistant Computer Technology Manager

the bedroom carpet

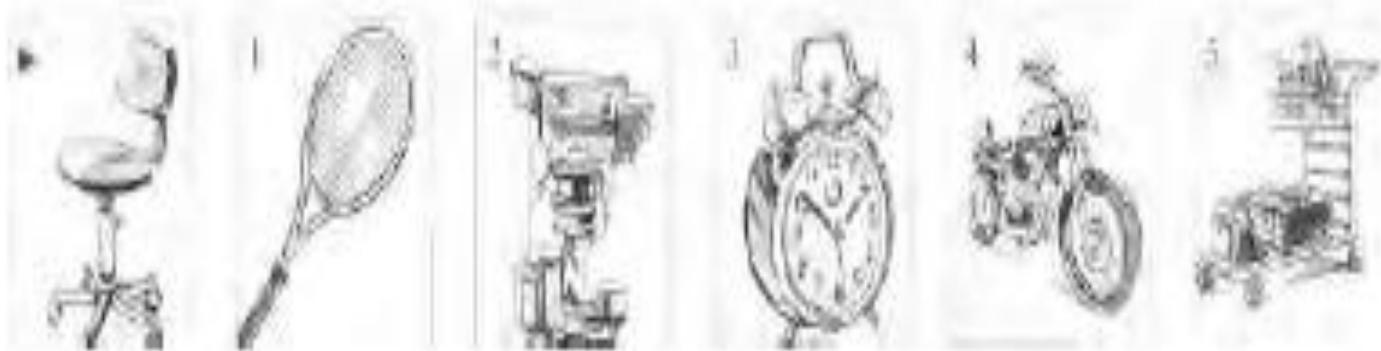
Exercises

1. Two nouns together (A)

Say what these things are. For each picture, use two of these nouns:

alarm, camera, chair, clock, cycle, luggage, motor, office, racket, television, tennis, trolley

- an office chair
1..... 3.....
2..... 4.....
5.....



2. Two nouns together (A-D)

Can you say it a better way? Use two nouns together.

- I read an interesting article in a newspaper yesterday.
I read an interesting newspaper article yesterday.

1. Have you got any shirts made of cotton?
.....
2. What shall I do with this bottle that had lemonade in it?
.....
3. Have you got a bag to carry shopping in?
.....
4. Is there a shop that sells shoes near here?
.....
5. I'd like a table in the corner, please.
.....
6. I'll need some boots to climb in.
.....
7. Do you operate computers?
.....

3. Two nouns together (A-E)

Look at the definitions and write two nouns together.

- *a station from which trains leave* (a train station)
- *a bottle once containing medicine and made of glass* (a glass medicine bottle)

1. a wall made of stone
 2. a centre where information is given to tourists
 3. a towel you use after having a bath
 4. clothes for working in
 5. a block of offices in the centre of a city
 6. a graph showing sales
 7. a card that gives you credit
 8. a race for horses
 9. the Director of Marketing
 10. a tour by bicycle at the end of the week
-

Pronoun

Personal Pronouns, e.g. I, you

A. The meaning of the pronoun

- Vicky: *Hello, Andrew. Have you seen Rachel?*
Andrew: *I don't think so. No, I haven't seen her today.*
Vicky: *We're supposed to be going out at half-past seven, and it's nearly eight now.*
Andrew: *Maybe she's just forgotten. You know Rachel.*
Vicky: *We're going out for a meal. Matthew and Emma said they might come too.*
I hope they haven't gone without me.

I/me means the speaker, and **you** means the person spoken to. **We/us** means the speaker and someone else. Here, **we** = Vicky and Rachel. **He/him** means a male person and **she/her** a female person. Here, **she** = Rachel. **It** means a thing, an action, a situation or an idea. Here, **it** = the time. **They/them** is the plural of **he, she** and **it** and, means people or things.

We can also use **they/them** for a person when we don't know if the person is male or female.

If anyone calls, ask them to leave a message.

C. Subject and object forms

First Person	Second Person	Third Person
Singular	Subject Object	<i>I you he/she/it me you him/her/it</i>
Plural	Subject Object	<i>we you they us you them</i>

We use the subject form (I, etc.) when the pronoun is the subject and there is a verb.
I don't think so. Maybe she's just forgotten.

We use the object form (me, etc.) when the pronoun is the object of a verb or preposition.
I haven't seen her today. I hope they haven't gone without me.

The pronoun on its own or after **be** usually has the object form.
Who spilt coffee all over the table? ~ Me. / Sorry, it was me.

Compare this answer.

Who spilt coffee all over the table? ~ I did.

C. You, one and they

We can use **you** or **one** to mean 'any person' or 'people in general', including the speaker.

- OR
- You** shouldn't believe what **you** read in the newspapers.
One shouldn't believe what **one** reads in the newspapers.
You don't like/ **One** doesn't like to have an argument in public.

You is normal in conversation. **One** is more formal.

We can use **they** for other people in general.

They say too much sugar is bad for you.

We can also use it for people in authority.

They're going to build a new swimming-pool here.

They is informal and conversational. We use the passive in more formal situations.

A new swimming-pool **is going to be built** here.

Exercises

1. The meaning of the pronouns (A)

Read the conversation between Melanie and Rita. Then say what the underlined pronouns mean.

- | | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Melanie: | Have (►) <u>you</u> been in that new shop? | ► you: <u>Rita</u> |
| Rita: | No, not yet. | |
| Melanie: | Nor have I, but (►) <u>it</u> looks interesting. There's a lovely dress
in the window, and (1) <u>it</u> isn't expensive. | ► it: <u>the shop</u>
1) it:..... |
| Rita: | Laura bought some jeans there. (2) <u>She</u> said (3) <u>they</u> were
really cheap. | 2) she:.....
3) they:..... |
| Melanie: | (4) <u>You</u> ought to go along there and have a look, then. | 4) you:..... |
| Rita: | (5) <u>We</u> 'd better not go now or we'll be late. (6) I told Mike
and Harriet we'd meet (7) <u>them</u> at half past five. | 5) we:.....
6) I:
7) them:..... |
| Melanie: | Oh, Tom said (8) <u>he</u> 's coming too. | 8) he:..... |

2. Subject and object forms (B)

Complete the conversation. Put in the pronouns.

- Nick: Did (►) you say that you and Harriet wanted some coloured lights for your party?
- Mike: Yes, but (►) it's OK. Melanie's neighbour Jake has got some, and
(1)'s going to lend (2) to (3)
- Nick: Great. Is Rita coming to the party?

- Mike: We've invited (4)..... of course, but (5)..... isn't sure if (6)..... can come or not. Her parents are flying somewhere on Saturday evening, and she might be taking (7)..... to the airport.
- Nick: And what about Laura's friend Emily?
- Mike: I expect (8)..... 'll be there. And her brother. (9)..... both came to our last party.
- Nick: Do (10)mean Jason? I don't like (11)very much.
- Mike: Oh, (12).....'s OK. But (13)..... don't have to talk to (14)

3. Subject and object forms (B)

Put in the pronouns.

► There's no need to shout. I can hear you.

1. You and I work well together..... 're a good team.
2. We've got a bit of a problem. Could..... help , please?
3. This is a good photo, isn't? Is Jessica in.....? Yes, that's , look's next to Andrew.
4. Who did this crossword?I did..... this morning.
5. Is this Vicky's bag? No, didn't bring one. It can't belong to
6.'m looking for my shoes. Have..... seen.....? Yes,'re here.

4. You and they (C)

Complete the conversation. Put in **you** or **they**.

- Trevor: I'm not going to drive in this weather. It's too icy.
- Laura: (►) *You* don't want to take any risks. (1)can't be too careful.
- Trevor: I've just heard the weather forecast and (2) say there's going to be more snow. (3)'re better off indoors in weather like this.
- Laura: I think (4) ought to clear the snow off the roads more quickly.
-

There and it

A. There + be

Look at these examples.

I really ought to phone home.

Well, there's a phone box round the corner.

Could I make myself an omelette?

Of course. There are some eggs in the fridge.

There's an important meeting at work that I have to go to.

To talk about the existence of something, we use **there + be**.

There is a phone box. BUT there are some eggs.

Here are some more examples.

There's a bus at ten to five.

Is there a toilet in the building?

There have been some burglaries recently.

We also use **there** with words like a lot of, many, much, more, enough and with numbers.

There were a lot of problems to discuss.

Will there be enough chairs?

There'll be a meal waiting for us.

Were there any bargains in the sale?

There might have been an accident.

There's too much noise in here.

There are thirty days in April.

B. Uses of it

We use **it** for a thing, an action, a situation or an idea.

You've bought a new coat. It's very nice, (it = the coat)

Skiing is an expensive hobby, isn't it?

You have to fill in all these stupid forms. It's ridiculous.

I find astrology fascinating. I'm really interested in it.

We use **it** to mean 'the unknown person'.

Did someone ring? It was Vicky. He just called to say, he's arrived safely.

We use **it** for the time, the weather and distance.

It's half past five already.

It's Sunday tomorrow.

It was much warmer yesterday.

It's fifty miles from here to Brighton.

We also use **it** in structures with a to-infinitive or a that-clause.

It was nice to meet your friends.

It would be a good idea to book in advance.

It's important to switch off the electricity.

It's a pity (that) you can't come with us.

C. There or it

We often use **there** when we mention something for the first time, like the picture in this example.

There was a picture on the wall. It was an abstract painting.

We use it when we talk about the details. It means the picture. Here are some more examples:

There's a woman at the door. Oh, it's Aunt Joan.

There was a dog in the field. It was a big black one.

There's a new one-way traffic system in the town centre. It's very confusing.

Exercises

1. There + be (A)

Look at the pictures and comment on what you see. Use these words: a balloon, some boxes, the car, a dinosaur, an elephant, some flowers, the garden, her hat, the sky, the water



- There's a dinosaur in the water.
- There are some flowers on her hat. 2)
- 1) 3)

2. There + be (A)

Put in **there** and a form of **be**, e.g. is, are, was, have been or will be.

- Victor: Are *there* any restaurants here that open on a Sunday?
Rachel: *There's* a cafe in the High Street which is open for lunch.
Alan: a train at twelve thirty, isn't there? Let's catch that one.
Mark: OK..... time to finish our discussion on the train.
Vicky: What's happened? Why..... so many police cars here?
Daniel: a hold-up at the bank.
Tom: Last night a party next door. I couldn't get to sleep.
Melanie: must a lot of people there.

3. Uses of it (B)

Rewrite the sentences in brackets using it.

1. We sometimes go surfing. (Surfing is really good fun.) *It's really good fun.*
2. I bought a shirt in the market. (The shirt was very cheap.)
3. Someone rang. (The caller was Vicky.)
4. Our heating is out of order. (The situation is a nuisance.)
5. I've left my coat at home. (The weather is very warm.)
6. Don't lose your credit card. (To keep it somewhere safe is important.)

4. There or it (C)

Put in **there** or **it**.

- Is *it* the fifteenth today? No, the sixteenth.
- 2. The road is closed 's been an accident.
- 3. Take a taxi 's a long way to the station.
- 4. was a motor bike outside, looked very expensive.

5. Will be any delays because of the strike? Well, would be a good idea to ring the airline and check.
6. was wet, and was a cold east wind. was after midnight, and were few people on the streets.

Reflexive pronouns

A. Form

Compare **yourself** and **yourselves**.

Emma, you can dry yourself on this towel.

Vicky and Rachel, you can dry yourselves on these towels.



SINGULAR	myself	Yourself	himself/herself/itself
PLURAL	ourselves	yourselves	themselves

B. The use of reflexive pronouns

Here are some examples:

Mark made himself a sandwich.

Vicky had to force herself to eat.

We've locked ourselves out.

The children watched themselves on video.

We cannot use **me**, **you**, **him**, etc to refer to the subject. Compare these sentences.

When the policeman came in, the gunman shot him. (**him** = the policeman)

When the policeman came in, the gunman shot himself. (**himself** = the gunman)

We can use a **reflexive pronoun** after a preposition.

The children are old enough to look after themselves.

But after a preposition of place, we can use **me**, **you**, **him**, etc.

In the mirror, I saw a lorry behind me. *Mike didn't have any money with him.*

Laura thought she recognized the woman standing next to her.

C. Idioms with reflexive pronouns

Look at these examples:

We really enjoyed ourselves. (had a good time)

I hope the children behave themselves. (behave well)

Just help yourself to sandwiches, won't you? (take as many as you want)

Please make yourself at home. (behave as if this was your home)

I don't want to be left here by myself. (on my own, alone)

D. Verbs without a reflexive pronoun

Some verbs do not usually take a reflexive pronoun, although they may in other languages.

We'd better hurry, or we'll be late, NOT We'd better hurry ourselves.

Shall we meet at the cinema? I feel uncomfortable. Just try to relax.

Some of these verbs are: afford, approach, complain, concentrate, decide, feel + adjective, get up, hurry (up), lie down, meet, remember, rest, relax, sit down, stand up, wake up, wonder, worry

We do not normally use a reflexive pronoun with change (clothes), dress and wash.

Daniel washed and changed before going out.

But we can use a reflexive pronoun when the action is difficult.

My friend is disabled, but she can dress herself.

Exercises

1. Reflexive pronouns (A-C)

Look at the pictures and write sentences with a reflexive pronoun.

Use these words: dry, introduce, look at, photograph, teach



He's photographing himself.

- 1) She 3)
2) They 4)

2. Reflexive pronouns (A-C)

Complete the conversations. Put in a reflexive pronoun (myself, yourself, etc.).

- Matthew: I'll get the tickets, shall I?
Emma: It's OK. I can pay for myself.
Olivia: I've got lots of photos of my children.
Linda: Yes, but you haven't got many of , Olivia.
Rita: Did you have a good time at the Holiday Centre?
Laura: Well, there wasn't much going on. We had to amuse
Emma: Why has the light gone off?
Matthew: It switches off automatically.

3. Pronouns after a preposition

Put in the correct pronoun (e.g. me or myself).

- We looked up and saw a strange animal in front of us.
 - Don't tell us the answer to the puzzle. We can work it out for ourselves.
1. It's a pity you didn't bring your camera with
 2. Mark talked to the woman sitting next to
 3. The old man is no longer able to look after
 4. My mother likes to have all her family near
 5. To be successful in life, you must believe in

4. Idioms with and without reflexive pronouns (D – E)

Complete the conversation. Put in the verbs with or without a **reflexive pronoun**.

Rachel and Vicky are at Mike and Harriet's party.

- Mike: Have you two (►) met (met) before?
- Rachel: Yes, we have. Vicky and I are old friends.
- Mike: Oh, right. Well, I hope you (►) enjoy yourselves (enjoy) tonight.
- Rachel: I'm sure we will. I (1) (feel) just in the mood for a party.
- Mike: Well, please (2) (help) to a drink. Are you OK, Vicky?
- Vicky: Sorry, I've got this awful feeling that I have to do something very important, and I can't (3) (remember) what it is.
- Rachel: Vicky, you (4) (worry) too much. Come on, just (5) (relax).
-

Emphatic pronouns and each other

A. Emphatic pronouns

An emphatic pronoun is a word like myself, yourself. It has the same form as a reflexive pronoun. Here the emphatic pronoun means 'without help'.

Trevor and Laura are decorating the room without help from anyone else.

Compare: *They're having the room wallpapered (by a decorator).*

Here are some more examples:

I built this boat myself.

My sister designs all these clothes herself.

Are you doing all the painting yourselves?

When we say these sentences, we stress self or selves. Now look at these examples.

The manager himself welcomed us to the hotel.

(The manager welcomed us, not anyone else.)

Although she is very rich, the Queen herself never carries any money.

The house itself is small, but the garden is enormous.

Of course, the children have been to the zoo. You yourself took them there last year.

Here the emphatic pronoun comes after the noun or pronoun it relates to.

B. Each other

Look at this example.

Andrew and Jessica help each other with their work.

This means that Andrew helps Jessica, and Jessica helps Andrew. Here are some more examples.

Mark and Alan aren't really friends. They don't like each other much.

I'm still in touch with Kirsty. We write to each other.

One another has the same meaning.

We send each other/one another Christmas cards every year.

We can also use the possessive form each other's.

Tom and Mark wrote down each other's phone numbers.

Compare each other and themselves.

They're laughing at each other.

They're laughing at themselves.



Exercises

1. Emphatic pronouns (A)

Add a sentence with an emphatic pronoun, e.g. myself.

Use these verbs: bake, clean, decorate, develop, grow, paint, service, type

Examples: *I don't take the car to the garage. / service it myself.*

Laura didn't buy those pictures. She painted them herself.

1. Tom doesn't have his windows cleaned.....
2. My bread doesn't come from a shop.
3. My friends eat lots of fresh vegetables.
4. We finished the dining-room yesterday.....
5. Mark doesn't dictate his letters to a secretary.....
6. I don't pay to have my photos done

2. Emphatic pronouns (A)

Put in an emphatic pronoun, e.g. myself, yourself.

► Of course I know about Matthew and Emma. You told me yourself.

1. The princess.....visited the children in hospital.
2. The song wasn't very good, but the title of the song became a popular phrase.
3. The visitors were welcomed to the school by the headmaster.....
4. The pilots are nervous of flying because of terrorist threats.
5. You all know that no one can take your decisions for you. You will have to decide.

3. Each other (B)

David and Melanie are friends. Write sentences about them using **each other**.

► Melanie often writes notes to David. He also often writes notes to Melanie.

They often write notes to each other.

1. David is always thinking about Melanie. She's just the same. She's always thinking about him.
2. Melanie has got lots of photos of David. He's got lots of photos of her, too.
3. They love being together. David enjoys Melanie's company, and she enjoys David's company.
4. Melanie trusts David. He feels the same way. He trusts Melanie.

4. Each other or a reflexive pronoun

Put in **each other, ourselves or themselves**.

e.g. *We could all do more to keep healthy. We don't look after ourselves properly.
The hostess introduced the two guests to each other.*

1. The two boxers did their best to knock out.
 2. We talk to in French because it's the only language we both know.
 3. People, who talk to, may get strange looks from other people.
 4. We'd better set off early to giveplenty of time to get there.
 5. The guards who shot a gunman claimed that they were defending.....
 6. Luckily we managed to get two seats next to.....
-

The pronoun one/ones

A. Introduction

- Trevor: Here's that bottle of mineral water you wanted.
Laura: Oh, no, you've got a small one. I wanted a big one.
Trevor: They didn't have any big ones at the shop on the corner.
Laura: That shop never has what I want. Why didn't you go to the one in the High Street?

Here a small one means 'a small bottle', big ones means 'big bottles', and the one in the High Street means 'the shop in the High Street'. We use one for a singular noun and ones for a plural noun. We use one and ones to avoid repeating a noun.

We cannot use one or ones with an uncountable noun, e.g. water.

There was no hot water. I had to wash in cold.

B. Structures with one/ones

Sometimes we can either put in one/ones or leave it out.

These bowls are nice. What about this (one)?

We can do this after this, that, these and those; after each or another; after which; or after a superlative, e.g. easiest.

I don't like these sweaters. I prefer those (ones) over there.

I tried all three numbers, and each (one) was engaged.

The product is available in all these colours. Which (one) would you like?

The last question is the most difficult (one).

Sometimes we cannot leave out one/ones.

Our house is the one on the left, NOT ~~Our house is the on the left.~~

We cannot leave out one/ones after the or every or after an adjective.

The film wasn't as good as the one we saw last week.

I rang all the numbers, and everyone was engaged.

I'd like a box of tissues. A small one, please.

I threw away my old trainers and bought some new ones.

C. A small one and one

We can say a small one, a red one, etc. but NOT a one.

I've been looking for a coat, but I can't find a nice one.

I've been looking for a coat, but I can't find one.

Here we use one instead of a coat. Here are some more examples.

We decided to take a taxi. Luckily there was one waiting.

If you want a ticket, I can get one for you.

Now look at these examples with one, some, it and them.

I haven't got a passport, but I'll need one. (one = a passport)

I haven't got any stamps, but I'll need some. (some = some stamps)

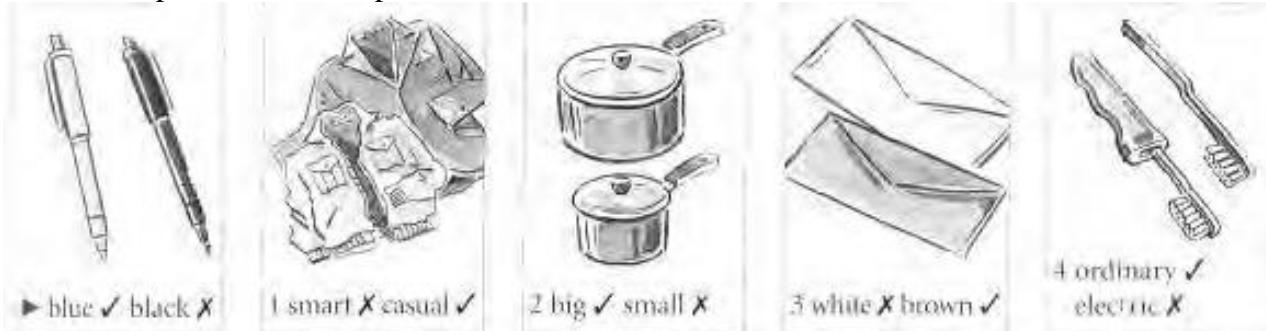
I've got my passport. They sent it last week. (it = the passport)
I've got the stamps. I put them in the drawer, (them = the stamps)

One and some/any are like a, but it and they/them are like the. We use one and some/any when we aren't saying which, and we use it and they/them to be specific (when we know which).

Exercises

1. One (A)

Look at the pictures and complete the conversations.



- Emma: Can you lend me a pen, please?
Matthew: Do you want a blue one or a black one?
Emma: Oh, a blue one, please.
Mark: I might buy a new jacket.
Sarah: Do you mean?
Mark: Oh, for when I go on holiday.
Jessica: Could you pass me one of those saucepans, please?
Andrew: Do you need.....?
Jessica:, please.
Sarah: Could I have a small envelope?
Secretary: Yes, of course?
Sarah:, please. Thanks.
Vicky: I'm looking for a toothbrush, but I can't find any.
Assistant: Do you mean?
Vicky: Oh,

2. One and ones (A-C)

Rewrite the sentences in brackets so that the noun is not repeated. Use one or ones.

- These cups are nice. Each one is hand-painted. (Each cup is hand-painted.)
1. I need to fill in a form about my driving test, but (I haven't got a form.)
2. I've watched all these videos. (I must get some new videos.)
3. These photos are good..... (Have you seen this photo?)
4. I need a dinner-jacket for the party, so(I've hired a dinner-jacket.)
5. Those socks are horrible (Can't you find any nice socks?)
6. This map isn't very good.....(The map in the car is better.)

3. One, some, it and them (C)

Put in one, some, it or them.

- I don't know if I'll need any money. I'd better take some, I suppose.
1. If you need an umbrella, I can lend you
 2. The radio isn't working. Vicky dropped..... on the floor.
 3. I'm having a biscuit. Would you like , too?
 4. I had the matches a minute ago, and now I can't find.....
 5. I haven't got any computer disks, but Emma has got.....
-

Everyone, something, etc

A. Introduction

Look at these examples.

Everyone enjoyed the show. It was a great success.

The police searched the house but found nothing.

Let's find somewhere to eat.

Nobody came into the shop all afternoon. With every, some and no, we can form words ending in one, body, thing and where.

Everyone/ everybody = all the people someone/somebody = a person no one/nobody = no person	everything = all the things something = a thing nothing = no things	everywhere = (in) all the places somewhere — (in) a place nowhere = (in) no places
--------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	------------------------------------------------------------------------------------------

Words ending in thing can also mean actions or ideas.

Something awful has happened.

You must tell me everything.

B. Someone and anyone, etc

We can also form words with some and any: someone, something, somebody, anyone, anybody, anything, and anywhere.

Positive: There's **someone** in the phone box.

Negative: I looked round the shops, but I didn't buy **anything**.

Question: Has **anyone** seen today's newspaper?

Offer/Request: Could you do **something** for me, please?

We can also use words with any in a positive sentence.

This door is always left open. Anyone could just walk in here.

Where shall we go? Anywhere. I don't mind.

In these sentences anyone means 'it doesn't matter who', and anywhere means 'it doesn't matter where'.

C. Singular and plural

We use a singular verb after everyone, something, anything, etc.

Everywhere was very crowded. *No one knows how to start the motor.*

After words with one or body, we normally use they/them/their, even though the verb is singular.

Everyone is having their lunch. *Nobody wants to have their coffee yet.*

We can also use he, she, him, her, his, etc. with someone/somebody when we know the person's gender.

Someone left their/her handbag behind.

D. Other structures

After everyone, something, etc. we can use an adjective.

Let's go somewhere nice. *Is there anything interesting in that magazine?*

We can also use else.

We always play Scrabble. Let's play something else. (= a different game)

Henry wore a suit, but everyone else had jeans on. (= all the other people)

Words ending in one and body have a possessive form (with 's).

Someone's cat is on our roof. *I need to be informed about everybody's plans.*

Exercises

1. Everyone, something, etc. (A)

Complete the conversations. Put in the correct words.

► Melanie: Did you say you found something in the street?

David: Yes, a diamond ring.

Nick: We all know the man is a thief, don't we?

Tom: Yes, knows, but dares to say so publicly.

Mark: Were there any calls for me?

Secretary: Yes, rang while you were out. It was rather strange. He refused to give his name, but he wants to discuss with you.

Melanie: Do you have any plans for the summer?

Tom: I'd like to go away..... if I can..... I know has invited me to his villa in Portugal, so I may go there.

Daniel: Has Matthew got a job yet?

Emma: No, but he's looked He's been to all the job agencies. He hates the idea of sitting around doing

2. Someone and anyone, etc. (B)

Put in someone, anyone, something, anything, somewhere or anywhere.

Rachel: Have you seen my calculator? I can't find it (►) **anywhere**.

Vicky: No, I haven't. Perhaps (1)'s borrowed it.

- Rachel: I haven't given (2) permission to borrow it. It must be (3).....in this room.
- Vicky: Things are in such a mess. It could be (4)
- Rachel: I know. I can never find (5) when I want it.
- Vicky: We'll have to do (6)..... about this mess. We'd better tidy it up.

3. Singular and plural (C)

Choose the correct form.

- We had to wait because someone had lost ~~its/their~~ ticket.
1. One of the policemen had injured his/their arm.
 2. One of the guests had brought something wrapped in brown paper. She put it/them on the table.
 3. No one likes/like going to the dentist, do he/they?
 4. Everyone have/has to leave his/their bags outside.

4. Other structures (D)

Rewrite the sentences using a phrase with everyone, someone, something, nothing and somewhere instead of the phrases in brackets.

- e.g.: I'd like to buy (a nice thing). *I'd like to buy something nice.*
Let's go (to another place), shall we? *Let's go somewhere else, shall we?*
- I'll try to remember (the name of everyone). *I'll try to remember everyone's name.*
1. I once met (a famous person)
 2. (A person's car) is blocking me in.
 3. I've got (a different thing) to tell you
 4. We know (the opinions of all the people)
 5. (All the other people) except you are going.
 6. (No exciting things) ever happen here.
-

Test Pronoun

Test A

A group of friends are going on a coach trip together. They're meeting at the coach stop. Complete the conversation. Put in a personal pronoun (I, me, you, etc.) or a reflexive pronoun (myself, yourself, etc.).

- Polly: Where's Martin?
- Rupert: He's ill. I spoke to (►) him yesterday. He was feeling a bit sorry for (1)
- Polly: Oh, poor Martin. And what about the twins?
- Peter: (2)came with Janet and me. (3)gave (4)..... a lift.
- Janet: Yes, the twins came with (5)in the car.
- Tessa: I hope they're going to behave (6)
- Janet: Oh, I'm sure they will.
- Rupert: (7)..... 'll be nice to have a day out. (8)..... say it's going to stay sunny.
- Polly: I'm sure we'll all enjoy (9)..... .
- Peter: Where's Anna?
- Tessa: Oh, she's here somewhere. I spoke to (10)..... a moment ago. She was standing right next to (11)

Test B

Decide which word is correct.

- I can't go to a party. I haven't got anything to wear.
a) anything b) everything c) something d) nothing
1. Take care, won't you, Anna? Look after
a) you b) your c) yours d) yourself
2. Yes,would be lovely to see you again.
a) it b) that c) there d) you
3. If you want some apples, I'll get youat the shop.
a) any b) it c) one d) some
4. We've brought some food with.....
a) me b) ourselves c) us d) we
5. Who does this CD belong to? ~..... I've just bought it.
a) I b) Me c) Mine d) Myself
6. The shop doesn't sell new books. It only sells old.....
a) of them b) ones c) some d) them
7. Is a post office near here, please?
a) here b) it c) there d) this
8. The two girls often wearclothes.
a) each other b) each other's c) themselves d) themselves'
9. Have you had enough to eat, or would you like something..... ?
a) another b) else c) new d) other

Test C

Use a pronoun instead of the words in brackets.

- Michelle is in hospital. She (Michelle) isn't very well.
1. I lost my watch, but it was only a cheap..... (watch).
 2. I have to make tea for (all the people).
 3. Tessa took a photo of(Tessa).
 4. My flat is the (flat) at the top.
 5. The phone rang. (The caller) was Alex.
 6. There was (a thing) worrying me.
 7. I've got some sweets. Would you like (a sweet)?
 8. (People in general) can't make an omelette without breaking eggs.
 9. We decorated the whole house (without help).

Test D

Complete the text. Write the missing words. Use one word only in each space.

(►) It was on 20 September 1973 that Bobby Riggs met Billie Jean King on the tennis court. Of all the tennis matches until then, this was probably the (1)..... that attracted the most attention. Riggs had once been a champion, but at 55 he was getting rather old for top-class tennis. But he considered (2)..... a better player than any woman. In fact, he thought women should go home and find (3)..... useful to do in the kitchen. Billie Jean King, on the other hand, was a 29-year-old star of women's tennis and a feminist. Riggs thought that (4)..... would be a good idea to play King. He was sure he could beat (5)..... King agreed to play. (6)..... was a lot of interest in the match, and more or less (7) in the country was looking forward to (8)..... On the night of the match, (9) were over 30,000 people in the Houston strodrome. When Riggs and King came face to face with (10)..... other, they had 50 million people watching (11)..... on TV. The match didn't work out for Riggs, because Billie Jean King defeated (12)

Test E

Each of these sentences has a mistake in it. Write the correct sentence.

- I didn't want the fridge so I sold him. I didn't want the fridge, so I sold it.
1. It's a train leaving in ten minutes.
 2. I think someone are coming up the stairs.
 3. Let's meet ourselves at eight o'clock shall we?
 4. We haven't get a camcorder but we'd like a.
 5. Let's do a different something today.
 6. One is going to build a new motorway through here.
 7. I'm afraid I haven't done something all day.
 8. Everyone enjoyed themself at the barbecue.
 9. If you're buying a loaf of bread, get a nice fresh
 10. I've looked in all places for my credit card.

Verb

Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences, such as *Maria sings* a song.

When learning the rules of grammar, students are often taught that verbs are ‘doing’ words, meaning they signify the part of the sentence which explains the action taking place: *He ran away, she eats chocolate cake on Sundays, the horses gallop across the fields*. **Ran**, **eats** and **gallop** are the ‘action’ parts of those sentences, thus they are the verbs. However, it can be confusing because not all verbs are easily identifiable as action:

I know your name, Jack thought about it, we considered several applications.

These are non-action verbs, i.e. those that describe a state of being, emotion, possession, sense or opinion. Other non-action verbs include **love**, **agree**, **feel**, **am**, and **have**.

How to Recognize a Verb

As you can see from the examples above, one clue to help you recognize a verb is its location compared to the subject. Verbs almost always come after a noun or pronoun. These nouns and pronouns are referred to as the subject. The verb **thought** comes after the noun Jack, so the action Jack (subject) was taking was **thinking** (verb).

1. Mark **eats** his dinner quickly.
2. We **went** to the market.
3. You **write** neatly in your notebook.
4. They **thought** about all the prizes in the competition.

Here are some other ways to recognize verbs in a sentence:

1. If you’re not sure if a word is a verb, ask yourself, “Can I do _____?”

Can I think, wonder, walk, yawn? Yes, so these are verbs.

2. You can also ask, “What is happening?”

In the sentence 1, *Mark eats his dinner quickly*, what is happening? Eating is happening, so eating is the verb.

In the sentence 4, *They thought about all the prizes* what is happening? Thought (thinking) is happening, so thought is the verb.

State Verbs and Action Verbs

A. States and Actions

<u>States</u>	<u>Actions</u>
<p>A state means something staying the same.</p> <p>The flat is clean. The farmer owns the land. The box contained old books.</p> <p>State verbs cannot usually be continuous.</p> <p>NOT The farmer is owning the land.</p>	<p>An action means something happening.</p> <p>I'm cleaning the flat. The farmer is buying the land. He put the books in the box.</p> <p>Action verbs can be simple or continuous.</p> <p>He put / He was putting everything away.</p>

Some state verbs: be, believe, belong, consist of, contain, depend on, deserve, exist, hate, know, like, love, matter, mean, own, need, prefer, remember, resemble, seem, understand

B. I think/I'm thinking etc

Sometimes we can use a verb either for a state or for an action.

States (simple tenses)	Actions (simple or continuous)
<p><i>I think</i> you're right. (believe) We have three cars. (own) <i>I come</i> from Sweden. (live in) <i>I see</i> your problem. (understand) Do you see that house? (have in sight) This picture looks nice. She appears very nervous. (seems) The bag weighed five kilos. The coat fits. (is the right size)</p>	<p><i>I'm thinking</i> about the problem. We're having lunch. (eating) <i>I'm coming</i> from Sweden. (travelling) / usually come on the plane. Mark is seeing his boss. (meeting) <i>I see</i> Daniel quite often. <i>I'm looking</i> at this picture. She appeared/was appearing in a film. They weighed/were weighing my bag. <i>I'm fitting</i> a lock to the window.</p>

These examples with the verb be are about how people behave.

Permanent Quality	Temporary Behavior
<p>Claire is a very sociable person. This man is an idiot.</p>	<p>Andrew is being very sociable today. You are being an idiot this morning. (You are behaving like an idiot.)</p>

We use am/are/is being only to talk about behavior, not about other things.

I'm better now, thanks.
Are you ready?
Is anyone interested?

C. I like/I'm liking etc

We can use some state verbs in the continuous to talk about a short period of time.

Permanent State (Simple Tenses)	Short Period (Continuous)
I love/enjoy parties. I like school. Holidays cost a lot of money.	I'm loving/enjoying this party. I'm liking school much better now. This trip is costing me a lot of money.

Sometimes we can use either the simple or the continuous with no difference in meaning.

You look well, OR You're looking well.

We feel a bit sad. OR We're feeling a bit sad.

Exercises

1. States and actions (A)

Tom is on the Internet. He's telling people about himself.

Say which verbs express states and which express actions.

1. I surf the net most evenings, *action*
2. My flat is in the town centre.
3. I drive a taxi in the daytime.
4. I own two cars.
5. I go to lots of parties.
6. I love football.

2. I think/I'm thinking etc (B)

Complete the conversation. Choose the correct form of the verb.

- Emma: Hi, Matthew. What (0) do you look/are you looking at?
Matthew: Oh, hi. These are photos of me when I was a child.
Emma: Oh, look at this one. (1) I think/I'm thinking you look lovely, Matthew.
Matthew: (2) I have/I'm having some more photos here.
Emma: Look at this. Why such a big coat?
Matthew: It was my brother's. That's why (3) it didn't fit/it wasn't fitting properly.
Emma: Oh, (4) I see/I'm seeing. And (5) you have/you're having your tea here. And in this one (6) you think/you're thinking about something very serious.
Matthew: This is a photo of the village (7) I come/T'm coming from.
Emma: Oh, that's nice.
Matthew: And I caught this fish, look. (8) It weighed/It was weighing about half a kilo.
Emma: What a nice little boy! And what a sentimental old thing you are now!

3. The verb be (B)

Put in the correct form of *be*.

e.g.: Daniel is doing some of the work. He's *being* very helpful at the moment.
I'm tired. I want to go home.

1. The children..... very polite today. They don't usually behave so well.
2. I'm afraid Melanie can't come because sheill.
3. Of course you can understand it. Youstupid, that's all.
4. We interested in doing a course here.
5. Vicky very lazy at the moment. She's done no work at all today.

4. I like/T'm liking etc (C)

Write a sentence which follows on. Choose from these sentences.

*I think it's going to be perfect for me. And I've still got a chance to win.
I've never wanted to change it. It uses so much petrol.
It's too expensive to buy. I play it every weekend.
I enjoy the game. I play it every weekend.*

1. I'm enjoying the game.
 2. The car costs a lot of money.
 3. The car is costing a lot of money.
 4. I'm liking my new job.
 5. I like my job.
-

Will be doing

A. Introduction

Rachel: *Would you like to come to our party tomorrow, Andrew?*
Andrew: *Er, thanks for the invitation, but I've got lots of work at the moment. I'll be working all day tomorrow.*
Rachel: *You won't be working on Saturday evening, surely. Come on, Andrew, take a break. We'll be starting at about ten o'clock.*

We can use **will be** + an ing-form (the future continuous) to talk about future actions. There are two different uses.

B. Will be doing for continuous actions

We use the future continuous for an action over a period of time.

It means that at some time in the future, we will be in the middle of an action.

*Andrew can't go to the party. He'll be working all day tomorrow.
I'll be out at three o'clock. I'll be playing golf.
When the men leave the building, the police will be waiting for them.
What will we be doing in ten years' time, I wonder?*

Compare the past continuous, present continuous and future continuous.

Past: *This time last week we were sitting on the beach.*

Present: *At the moment we're sitting on the beach.*

Future: *This time next week we'll be sitting on the beach.*

Compare **will do** and **will be doing** in these sentences.

The band will play when the President enters. (The President will enter and then the band will play.) *The band will be playing when the President enters.* (The band will start playing before the President enters.)

C. Will be doing for single actions

We also use **will be** + an ing-form for an action which will happen in the course of events because it is part of a plan or part of a schedule of future events.

The party will be starting at ten o'clock, (part of the evening's events)

The ship will be sailing soon, (part of our journey)

More than one form is often possible. **Will** or the present continuous often have a very similar meaning.

The visitors will be arriving/will arrive/are arriving later.

We often use the future continuous for something that will happen as part of a routine.

I'll call in and see you tomorrow afternoon. I'll be passing your house. It's on my way home from work.

Trevor and Laura will be cleaning the house tomorrow. They always do it on Sunday.

We can also use **will be** + an ing-form to ask about someone's plans.

Will you be going anywhere near a chemist's this morning? Yes, why? Could you get me some aspirin, please? Yes, of course. How long will you be using this computer? You can have it in a minute.

Transitive and Intransitive Verbs

Transitive verbs are verbs that take a direct object in order to complete their meanings. Intransitive verbs do not take a direct object. If these terms, “transitive” and “intransitive,” seem a little opaque at first, think of it this way: The transit in “transitive” refers to the idea of being conveyed across something, as in a city’s transit system. Similarly, transitive verbs are those in which the action of the verb is being conveyed across from the subject to the direct object—that is, from the person doing the acting to the person or thing on the receiving end of the action. Take, for example, the sentence; The cat ate the canary. Here the action of eating is being conveyed across from the subject, “cat,” to the direct object, “canary.” The cat was the one doing the eating, but his action of eating was worked upon, or received by, the unfortunate canary. Thus the sense of “transit” in this transitive use of the verb “ate.”

Many verbs can be either transitive or intransitive depending on the way in which they’re used in a sentence. But some verbs are transitive through and through. The verb “to bring” is one of these. It requires a direct object to complete its meaning, to answer the question bring what? You

wouldn't have a meaningful sentence by saying, "he brings," but add the direct object "trouble" and you've got yourself a real sentence: He brings trouble.

The verb "to weep," on the other hand, can go either way. You can say, He weeps crocodile tears, where "tears" is the direct object—the things being wept. The presence of that direct object means that "weep" is functioning here as a transitive verb. However, you can also say, He weeps at weddings, and have no direct object—there's nothing on the receiving end of his action of weeping. In that case, the verb is functioning in an intransitive mode. See if you can pick out the transitive and intransitive verbs in these sentences:

Who will take the children?

(The verb here is "take." Is there something on the receiving end of the action that rounds out its meaning? Yes—the direct object is "children." So "take" is transitive.)

Who told you that?

(The verb is "told," but its meaning isn't complete—we need to know what was told. So the verb is transitive, and its direct object is "that." For the record, "you" is an indirect object here.)

The train runs late every day.

(The verb "runs" is intransitive in this sentence. Although we hear something more about the way the train runs, namely that it is late every day, these words are not objects. They aren't on the receiving end of the action of running. They're describing the manner in which the train runs. It's possible for the verb "runs" to be used transitively as well: She runs a restaurant downtown. Here "restaurant" is a direct object.)

She is harboring a fugitive.

(The verb "harboring" is transitive; the direct object is "fugitive.")

The diva was unbearably self-indulgent.

(The verb "was" is a linking verb, and thus is neither transitive or intransitive: It takes a complement rather than a direct object.)

Test: Transitive and Intransitive Verbs

Please circle the correct choice.

1. After the party he (laid, lay) on the couch and stared at the ceiling.
 2. They left all the dishes (laying, lying) on the kitchen counter.
 3. It took them more than two months to build the patio be-cause they had never (lain, laid) bricks before.
 4. The garden will be entirely choked by weeds if you just (lay, lie) around the house all day.
 5. Every time he walks into my office he (lays, lies) his paperwork on the computer.
 6. The diamonds had (lain, lay, laid) in the safe since 1973.
 7. Bob hasn't read the paper since March, when he (laid, lay) his best reading glasses down somewhere and couldn't find them again.
 8. I'll just (lay, lie) in the hammock all afternoon with a glass of lemonade.
 9. They had just (sit, set) out all the china plates when the earthquake hit.
 10. The pin was (laying, lying) on the chair when she (sat, set) down on it.
 11. The cats were (sitting, setting) on the clean shirts that he had (sat, set) on the bed.
 12. I'll (set, sit) here quietly until you stop shouting.
-

Adjective

A. Introduction

Henry and Claire are having dinner in a quiet restaurant. It's a warm evening. The food is delicious. The environment is calm and cozy.

An adjective is a word like quiet, warm, delicious, calm, cozy. The word quiet describes the restaurant. It tells us what the restaurant is like.



B. Word order

There are two places where we can use an adjective: before a noun { a quiet restaurant) and after a linking verb (calm and cozy).

BEFORE A NOUN	AFTER A LINKING VERB
Claire's got a new car.	Claire's car is new.
It was a dark night.	It was getting dark.
This is good coffee.	This coffee tastes good. Some linking verbs are: appear, be, become, feel, get, look, seem, smell, stay, taste

We can use two or more adjectives together.

It's a quiet little restaurant.

Mike was wearing a dirty old coat.

We can put a word like very or quite before an adjective.

It was a very dark night.

The environment is quite calm and cozy.

Very and quite are adverbs of degree.

C. Adjectives used in one position only

We can use most adjectives in both positions - before a noun or after a linking verb. But a few adjectives can go in one position but not in the other. Here are some examples of adjectives, which can only go before a noun. Be careful crossing the main road. The only problem is I've got no money. Chess is an indoor game. The former footballer now trains young players.

Some more examples are: chief (= main), elder (= older), eldest (= oldest), inner, outdoor, outer, principal (= main), upper

Here are some examples of adjectives, which can only go after a linking verb.

At last the baby is asleep. Emma's two brothers are very alike. I'm really pleased to see you. Vicky looked ill, I thought.

Some more examples are: afraid, alone, ashamed, awake, alive, content (= happy), fine (= in good health), glad, unwell, well

Exercise

1. Adjectives (A)

Look at the pictures and write a phrase with an adjective and noun.

Use these nouns: building, car, cat, chairs, music, power, skirt, weather



► long/short

► hot/cold

1.
2.

3.

4.

5.

6.

2. Adjectives (A-B)

Underline all the adjectives in this description of a hotel.

This comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff are always helpful. A holiday here is very good value for money. You can eat your meals at the hotel, where the food tastes marvelous. Or you can, of course, try some of the excellent local restaurants.

3. Adjectives used in one position only (C)

Look at the notes and write the song titles. Sometimes the adjective comes before the noun, and sometimes you need to use **is** or **are**.

- your sister / elder Your elder sister
► this boy / alone This boy is alone

1.the world / asleep
.....

2. my desire / chief
3. my heart / content
4. the thing to remember / main
5. the night / alive
6. secrets / inner

The order of adjectives

A. Introduction

	
It's beautiful sunny weather.	Nick has got a big black dog.

We can use more than one adjective before a noun. There is usually one correct order.

We cannot say sunny beautiful weather or a-black big dog

B. Adjectives and nouns

We sometimes use two nouns together.

a glass door a computer program

Here we use glass like an adjective, to describe the door. When we use another adjective as well (e.g. heavy), it comes before both the nouns.

a heavy glass door a useful computer program

C. Word order

We order adjectives according to their meaning. This is the normal order:

Examples

Group

Opinion (how good?)	wonderful, nice, great, awful, terrible	Adjectives that say how good or how big come first.
Size (how big?)	large, small, long, short, tall	
Most other qualities	quiet, famous, important, soft, wet, difficult, fast, angry, warm	Most adjectives come first if they do not belong to another class.
Age (how old?)	new, old	

Colour	red, blue, green, black	
Origin (where from?)	American, British, French	
Material (made of?)	stone, plastic, steel, paper	Some of these are nouns.
Type (what kind?)	electric kettle, political matters, road transport	
Purpose (what for?)	bread knife, a bath towel	

Here are some examples:

- a. small green insect (size, colour) Japanese industrial designers (origin, type)
- a wonderful new face cream (opinion, age, purpose) awful plastic souvenirs (opinion, material)
- a long boring train journey (size, quality, type) some nice easy quiz questions (opinion, quality, purpose)
- a beautiful wooden picture frame (opinion, material, purpose)

We sometimes put commas between adjectives in Groups 1-3

- a horrible, ugly building
- a busy, lively, exciting city

Exercises

1. The order of adjectives (A-C)

Describe the pictures. Use these words: boots, building, car, seat, and singer



➤ big leather boots

- | | |
|---------|---------|
| 1. | 3. |
| 2. | 4. |

2. The order of adjectives (A-C)

Write a list of things to be sold at an auction.

- basin / sugar, antique, silver an antique silver sugar basin
- 1. vase / glass, old, lovely
- 2. mirror / wall, attractive

3. desk / modern, office
4. chairs / kitchen, red, metal
5. boat / model, splendid, old
6. stamps / postage, valuable, Australian
7. table / small, coffee, wooden

3. The order of adjectives (A-C)

Look at each advertisement and write the information in a single sentence.

➤ This game is new. It's for the family. And it's exciting.

This is an exciting new family game.

1. This computer is for business. It's Japanese. And it's powerful.

.....
2. This fire is electric. It's excellent. And it's small.

.....
3. This is a chocolate bar. It's new. And it's a big bar.

.....
4. This comedy is American. It's for television. And it's terrific.

.....
5. These doors are aluminum. They're for your garage. And they're stylish.

.....
6. These shoes are modern. They're for sports. And they're wonderful.

.....
7. This phone is a mobile. It's German. And it's very good.

The old, the rich, etc

A. Introduction



There are some adjectives that we can use with the to talk about groups of people in society, e.g. **the disabled, the blind**. Here are some more examples.

What can we do to feed the hungry? The rich can afford to pay more taxes.

The young are usually keen to travel. It is our duty to care for the sick.

B. What adjectives can we use?

These are some of the adjectives and other words that we can use in a phrase with 'the'.

1. To do with social or economic position:

the disadvantaged, the homeless, the hungry, the poor, the privileged, the rich, the starving, the strong, the underprivileged, the unemployed, the weak

2. To do with physical condition or health:

the blind, the deaf, the dead, the disabled, the handicapped, the living, the sick

3. To do with age:

the elderly, the middle-aged, the old, the over-sixties, the under-fives, the young

4. We can sometimes use an adverb before the adjective.

The very poor are left without hope. The severely disabled need full-time care.

5. There are some adjectives in this structure that normally have an adverb.

The less fortunate cannot afford to go on holiday.

Should the mentally ill be allowed to live in the community?

C. The young or the young people?

The young means 'young people in general'.

The young have their lives in front of them.

When we mean a specific person or a specific group of people, then we use man, woman, people, etc.

There was a young man standing on the corner.

I know the young woman in reception. She lives in our street.

None of the young people in the village can find jobs here.

Exercises

1. The old, the rich, etc (A)

Write in the missing words. Use **the** and **these** adjectives: *homeless, hungry, old, sick, unemployed, young*



- Better education for the young
- 1. Food for
- 2. Homes for
- 3. Better hospitals for
- 4. Jobs for
- 5. Better pensions for

2. The old, the rich, etc (A-B)

Rewrite the sentences using a phrase with **the** and an adjective instead of the underlined phrases.

- People who have lots of money have comfortable lives.

The rich have comfortable lives.

1. We live near a special school for people who can't hear.

2. The old soldiers were holding a service for those who had died.

3. The government should do more for people who do not have enough money.

4. I'm doing a course on caring for people who are mentally handicapped.

3. The young or the young people (C)

Complete these sentences from a newspaper. Use the adjectives in brackets. Put in e.g. *the hungry* or *the hungry people*.

- Rich nations can afford to feed *the hungry* (hungry).
 - *The homeless people* (homeless) whose story appeared in this paper last week have now found a place to live.
1. (sick) need to be looked after, so money must be spent on hospitals.
 2. Some of (young) at the youth club here are running in a marathon.
 3. Life must be hard for..... (unemployed) in our society today.
 4. What is the government doing to help..... (poor)?
 5. There was a fire at a nursing home in Charles Street, but none of (old) who live there were hurt.
 6. (homeless) usually have great difficulty in getting a job.
 7. There is a special television programme for..... (deaf) every Sunday morning.
-

Interested and Interesting

A. Introduction



Interesting	Interested
<p>The book is full of information. It's very interesting.</p> <p>The word interesting tells us what the book does to Mike — it interests him. A book can be interesting, boring, exciting or amusing, for example.</p>	<p>Mike is very interested in UFOs.</p> <p>The word interested tells us how Mike feels. A person can feel interested, bored, excited or amused, for example.</p>

B. Adjective pairs

Here are some more examples.

ING	ED
Tom told us an amusing story.	We were amused at Tom's story.
The two-hour delay was annoying . I didn't enjoy the party.	The passengers were annoyed about the delay.
It was boring .	I went to the party, but I felt bored .
This computer has some very confusing instructions.	I got very confused trying to make sense of the instructions.
This wet weather is so depressing .	This weather makes me so depressed .
It was very disappointing not to get the job. The game was really exciting .	I was very disappointed not to get the job. The United fans were excited .
Going for a jog with Matthew is exhausting .	I'm exhausted after jogging all that way.
I thought the programme on wildlife was fascinating .	I watched the programme on wildlife. I was absolutely fascinated .

For one frightening/terrifying moment I thought I was going to fall.	When I got onto the roof I felt frightened/terrified.
I just don't understand. I find the whole thing rather puzzling.	I must say I'm puzzled. I just don't understand
Lying in a hot bath is relaxing.	I feel relaxed when I lie in a hot bath.
I think the way Jessica behaved was quite shocking.	I was quite shocked to see Jessica behaving like that.
The test results were surprising.	I was surprised at the test results.
What thrilling news this is! Congratulations! The journey took all day and night. They found it very tiring.	We were thrilled to hear your good news. After travelling all day and night, they were very tired.

Exercises

1. Interesting and interested (A-B)

What are they saying? Put in these words: *depressing, exciting, exhausted, fascinating, interested*



➤ This is a depressing place.

- | | |
|----------------------------|--------------------------|
| 1. I'm absolutely | 3. Chess is a..... game. |
| 2. I'm in astronomy. | 4. This is really.....! |

2. Interesting and interested (A-B)

Complete the conversation. Write the complete word in each space.

- | | |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Vicky: | That was an (►) <i>exciting</i> (excit...) film, wasn't it? |
| Rachel: | Oh, do you think so? I'm (1) (surpris...) you liked it. I thought it was rather (2) (disappoint...). |
| Vicky: | Well, I was (3)..... (puzzl...) once or twice. I didn't understand the whole story. It was (4).....(confus...) in places. But the end was good. |
| Rachel: | I was (5)..... (bor...) most of the time. I didn't find it very (6)(interest...). |

3. Interesting and interested (A-B)

Complete the conversations using a word ending in **ing** or **ed**.

- David: I'm surprised how warm it is for March.
Melanie: Yes, all this sunshine is quite surprising.
Vicky: I'm not very fit. I was pretty tired after climbing the mountain.
Natasha: Yes, I think everyone felt tired.
Trevor: I think I need to relax.
Laura: Well, lying by the pool should be
.....
Vicky: It was annoying to lose my ticket.
Emma: You looked really when you had to buy another one.
Sarah: The cabaret was amusing.
Mark: Claire was certainly She couldn't stop laughing.
Daniel: The museum was interesting, wasn't it?
Rachel: It was OK. I was quite in those old maps.
Matthew: I'm fascinated by these old photos.
Emma: I always find it to see what people looked like as children.
-

Adverb

Adjective or adverb

A. Introduction

Vicky: *I like that song that Natasha sang.*

Rachel: *Yes, it's a nice song. And she sang it nicely, too.*

An adjective (nice) describes a noun (song).	An adverb (nicely) describes a verb (sang).
The man had a quiet voice.	The man spoke quietly.
Claire wears expensive clothes.	Claire dresses expensively.
The runners made a slow start.	They started the race slowly. We do NOT say She sang it nice.

We can use adverbs in other ways. An adverb like **really** or **very** can be combined with an adjective (**hot**) or another adverb (**carefully**).

It was **really** hot in the sun.

Andrew checked his work **very carefully**.

An adverb like **fortunately** or **perhaps** says something about the whole situation.

Fortunately nothing was stolen. **Perhaps** Sarah is working late.

B. The *ly* ending

We form many adverbs from an adjective + ly. For example; **politely, quickly, safely**.

But there are some special spelling rules.

1. We do not leave out e, e.g. nice —> nicely

Exceptions are true —> truly, whole —> wholly.

2. y —> ily after a consonant, e.g. easy —> easily, lucky —> luckily

Also angrily, happily, heavily, etc.

3. le —> ly, e.g. possible —> possibly

Also comfortably, probably, reasonably, sensibly, terribly, etc.

4. ic —. icily, e.g. dramatic —> dramatically

Also automatically, scientifically, etc. (Exception: publicly)

C. Looked nice and looked carefully

Compare these two structures.

Linking Verb + Adjective	Action Verb + Adverb
Tom was hungry.	Paul ate hungrily.
The children seemed happy.	The children played happily.
My soup has got cold.	The man stared coldly at us.

An adjective can come after a linking verb such as be .	We use an adverb when the verb means that something happens.
----------------------------------------------------------------	--------------------------------------------------------------

Some verbs like look, taste and appear can be either linking verbs or action verbs.

Linking Verb + Adjective	Action Verb + Adverb
Mike looked angry.	He looked carefully at the signature.
The medicine tasted awful.	Emma tasted the drink nervously.
The man appeared (to be) drunk.	A waiter appeared suddenly.

Exercises

1. Adverbs (A-B)

This is part of a story about a spy called X. Put in adverbs formed from these adjectives: bright, careful, fluent, immediate, patient, punctual, quiet, safe, secret, slow

The journey took a long time because the train travelled so (►) slowly. It was hot, and the sun shone (1) from a clear sky. X could only wait (2) for the journey to end. When the train finally arrived, he had no time to spare, so he (3) took a taxi to the hotel. Y was on time. She arrived (4) at three. No one else knew about the meeting - it was important to meet (5) , 'I had a terrible journey,' said Y. 'But luckily the pilot managed to land (6)' Her English was good, and she spoke very (7) X was listening (8) to every word. They were speaking very (9) in case the room was bugged.

2. The ly ending (B)

Look at the information in brackets and put in the adverbs. Be careful with the spelling.

➤ (Emma's toothache was terrible.) Emma's tooth ached terribly.

1. (Henry was angry.) Henry shouted..... at the waiter.
2. (I'm happy sitting here.) I can sit here for hours.
3. (The switch is automatic.) The machine switches itself off
4. (The debate should be public.) We need to debate the matter.....
5. (Everyone was enthusiastic.) Everyone discussed the idea
6. (We should be reasonable.) Can't we discuss the problem.....?
7. (The building has to be secure.) Did you lock all the doors

3. Adverb or adjective? (A-B)

Decide what you need to say. End your sentence with an adverb ending in **ly**.

➤ Tell the police that you can't remember the accident. It isn't very clear in your mind.
I can't remember the accident very **clearly**.

1. Tell your friend that United won the game. It was an easy win.

.....

2. Tell your boss that you've checked the figures. You've been careful.
.....
3. Tell your neighbour that his dog barked at you. It was very fierce.
.....
4. You are phoning your friend. Tell him about the rain where you are. It's quite heavy.
.....

4. Adverb or adjective (A-C)

Vicky is telling Rachel about a dream she had. Choose the correct forms.

I had a (►) strange/strangely dream last night. I was in a garden. It was getting (1) dark/darkly, and it was (2) terrible/terribly cold. My head was aching (3) bad/badly. I was walking out of the garden when (4) sudden/suddenly I saw a man. He was sitting (5) quiet/quietly on a seat. He seemed very (6) unhappy/unhappily. He looked up and smiled (7) sad/sadly at me. I don't know why, but I felt (8) curious/curiously about him. I wanted to talk to him, but I couldn't think what to say. I just stood there (9) foolish/foolishly.

Adjective or adverb

A. Friendly, likely, etc.

1. The ending **ly** is the normal adverb ending. But a few adjectives also end in **ly**.
2. Melanie was very friendly. It was a lively party. We had a lovely time.
3. Some more examples are: elderly, likely, lonely, silly, ugly
4. The words are adjectives, not adverbs (NOT ~~She spoke to us friendly~~). And we cannot add '**ly**'.
5. There is no such word as friendlily. But we can say in a friendly way/manner.
6. She spoke to us in a friendly way.
7. If we need to use an adverb, we often choose another word of similar meaning.
8. It was lovely. Everything went beautifully.

B. Hard, fast, etc

Compare these sentences.

Adjective	Adverb
We did some hard work.	We worked hard.
I came on the fast train.	The train went quite fast.

We can use these words both as adjectives and as adverbs: deep, early, fast, hard, high, late, long, low, near, right, straight, and wrong. In informal English, the adjectives cheap, loud, quick and slow, can be adverbs.

Adjective	Adverb
They sell cheap clothes in the market. Back already! That was quick.	They sell things cheap/cheaply there. Come as quick/quickly as you can.

C. Hard, hardly, near, nearly, etc.

There are some pairs of adverbs like hard and hardly, which have different meanings. Here are some examples.

1. I tried hard, but I didn't succeed.
2. I've got hardly any money left. (hardly any = very little, almost none)
3. Luckily I found a phone box quite near. I nearly fell asleep in the meeting. (nearly = almost)
4. Rachel arrived late, as usual. I've been very busy lately. (lately = in the last few days/weeks)
5. The plane flew high above the clouds. The material is highly radioactive. (highly = very)
6. We got into the concert free. (free = without paying)
7. The animals are allowed to wander freely. (freely = uncontrolled)

D. Good and well

Good is an adjective, and **well** is its adverb. The opposites are **bad** and **badly**.

Adjective	Adverb
Natasha is a good violinist.	She plays the violin very well.
Our test results were good.	We all did well in the test.
I had a bad night.	I slept badly last night.

Well can also be an adjective meaning 'in good health', the opposite of **ill**.

Exercises

Friendly, hard, hardly, etc (A-C)

Decide if each underlined word is an adjective or an adverb.

- e.g.: That new building is rather ugly. *Adjective*
I'd like to arrive early if I can. *Adverb*
1. I haven't seen you for a long time. -----
2. Why are you wearing that silly hat? -----
3. Very young children travel free. -----
4. The temperature is quite high today. -----
5. We nearly missed the bus this morning. -----
6. Do you have to play that music so loud? -----

i. Friendly, hard, hardly, etc. (A-C)

Complete the conversation. Decide if you need *ly* with the words in brackets.

Mark: How did you get on with Henry today?

Sarah: Oh, we had a nice lunch and some (_____) *lively* (live) conversation. Henry was charming, as usual. He gave me a lift back to the office, but it was (1) (hard) worth risking our lives to save a few minutes. He (2) (near) killed us.

Mark: What do you mean?

Sarah: Well, we'd sat a bit too (3)..... (long) over our meal, and we were (4)(late) getting back to work. Henry drove very (5)..... (fast). I tried (6) (hard) to keep calm, but I was quite scared. We went (7)..... (wrong) and missed a left turn, and Henry got annoyed. Then a van came round the corner, and it was coming (8)..... (straight) at us. I don't know how we missed it.

Mark: Well, I'm glad you did. And next time you'd better take a taxi.

ii. Good and well (D)

Complete the conversation. Put in **good, well, bad, badly and ill**.

Rachel: How did you and Daniel get on in your tennis match?

Matthew: We lost. I'm afraid we didn't play very (►) well. Daniel made some (1)..... mistakes. It wasn't a very (2)..... day for us. We played really (3).....

Andrew: I heard Daniel's in bed at the moment, because he isn't very (4)..... .

Matthew: Yes, I'm afraid he's been (5)..... for several days, but he's better now.

5. Friendly, hard, hardly, etc. (A-D)

Complete the conversation. Choose the correct form.

Daniel: Is it true; you saw a ghost last night?

Vicky: Yes, I did. I went to bed (►) *late/lately*, and I was sleeping (1) *bad/badly*. I suddenly woke up in the middle of the night. I went to the window and saw the ghost walking across the lawn.

Daniel: Was it a man or a woman? Vicky: A woman in a white dress. I had a (2) *good/well* view from the window, but she walked very (3) *fast/fastly*. She wasn't there very (4) *long/longly*. I'd (5) *hard/hardly* caught sight of her before she'd gone. I (6) *near/nearly* missed her. Daniel: You don't think you've been working too (7) *hard/hardly*? You've been looking a bit pale (8) *late/lately*.

Vicky: I saw her, I tell you. Daniel: It isn't very (9) *like/likely* that ghosts actually exist, you know. I expect you were imagining it.

Test: Adjectives and Adverbs

Test A

Choose the correct word or phrase.

► We walked slow/slowly back to the hotel.

1. We could walk free/freely around the aircraft during the flight.
2. The young/The young man with dark hair is my sister's boyfriend.
3. I'm getting quite hungry/hungrily.
4. The man looked thoughtful/thoughtfully around the room.
5. Have I filled this form in right/rightly?
6. I think Egypt is a fascinated/fascinating country.
7. The two sisters do alike/similar jobs.
8. I'm pleased the plan worked so good/goodly/well.
9. She invented a new kind of wheelchair for the disabled/the disabled people.
10. They performed the experiment scientifically/scientificly.
11. The hostages must be very afraid/frightened people.

Test B

Put the words in the right order to form a statement.

► a / bought / coat / I / new / red

I bought a new red coat.

1. a / is / nice / place / this

.....

1. biscuit / can't / find / I / large / the / tin

.....

2. a / behaved / in / silly / Tessa / way

.....

3. coffee / cold / getting / is / your

.....

4. a / house / in / live / lovely / old / stone / they

.....

5. for / hospital / ill / is / mentally / the / this

.....

Test C

Write the words in brackets and add **ly**, **ing** or **ed** only if you need to.

Janet: Is this the (►) new (new...) car you've just bought?

Nigel: That's right. Well, it's second-hand of course.

Janet: It's (►) exciting (excit...) buying a car, isn't it?

Nigel: Well, it was a bit of a problem actually, because I didn't have much money to spend.
But I managed to find one that wasn't very (1) (expensive...).

Janet: It looks very (2) (nice...), I must say.

- Nigel: It's ten years old, so I was (3)..... (surpris...) what good condition it's in. The man I bought it from, is over eighty, and he always drove it very (4)..... (careful...), he said. He never took it out, if it was raining, which I find (5)..... (amus...).
- Janet: I think, (6)..... (elder...) people look after their cars better than young people.
- Nigel: He was a (7)..... (friend...) old chap. He even gave me all these maps (8) (free...).

Test D

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► Jonathan was stupid, (behaved)

Jonathan behaved stupidly.

1. The drink had a strange taste. (tasted)

.....

2. Obviously, sick people need to be looked after. (the)

.....

3. The dog slept. (asleep)

.....

4. The young woman was polite. (spoke)

.....

5. The train was late. (arrived)

.....

6. The film's ending is dramatic. (ends)

.....

7. Polly gave an angry shout. (shouted)

.....

8. Billiards is a game for indoors. (indoor)

.....

9. The clown amused people. (amusing)

.....

10. There was almost no time left. (any)

.....

Preposition

Prepositions of place

A. Meanings



The bird is **in/inside** the cage.



Sarah is diving **in/into** the water.



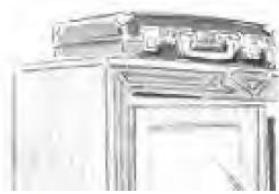
Tom is getting **out of** the car.



They're waiting **outside** the bank.



The jug is **on** the table.



The case is **on top of** the wardrobe.



Emma is putting her luggage **on/onto** the trolley.



Henry is falling **off** the horse.



Rachel is **at** the bus stop.



The table is **by/beside** the bed.



Jessica is sitting **next to** Andrew.



The airport is **near** Manchester.



The coach is going **to** London.



The letter is **from** Chicago.



Matthew is walking **towards** the sun.



Vicky is running **away** from the fire.



There's a bridge **over** the river.



Tom is **under** the car.



The plane is **above** the clouds.



The temperature is **below** zero.



*The cyclist is **in front of** the bus.*



*The cyclist is **behind** the tractor.*



*Rita is going **up** the stairs.*



*Daniel is coming **down** the stairs.*



*Melanie is running **across** the road.*



*The cars are going **through** the tunnel.*



*Trevor is walking **along** the street.*



*The car is going **past** the house.*



*The house is **among** the trees.*



*Jackson is **between** Memphis and New Orleans.*



*Jessica is sitting **opposite** Andrew.*



*They're running **around/round** the track.*

C. Position and movement

Most of these prepositions can express either position (where something is) or movement (where it is going).

Position: The coin was **under** the sofa.

Movement: The coin rolled **under** the sofa.

Now look at these examples with **in** and **on** expressing position.

The manager was **in** the office.

The papers were **on** the floor.

To express movement, we use **into** and **onto**, but we can also use **in** and **on**, especially in informal English.

The manager came **in/into** the office.

The papers fell **on/onto** the floor.

At expresses position, and **to** expresses movement.

Position: Vicky was **at** the doctor's.

Movement: Vicky went **to** the doctor's.

Exercises

1. Prepositions of place (A)

Put in the prepositions. Sometimes more than one answer is correct.



- Sarah is getting *out of* the taxi.



- 1 David is going
the ladder.



- 2 The furniture is
the van.



- 3 My friend lives in a flat
..... a shop.



- 4 The boss is coming
..... the corridor.



- 5 There's a garage
the house.



- 6 We walked
the lake.



- 7 There's a statue
..... the museum.



- 8 Tom and Nick are walking
..... the stadium.

2. Prepositions of place (A)

Complete the conversations. Choose the correct preposition.

Vicky: I felt really afraid when I was walking home from/off the club. All the time I could hear someone behind/in front of me, but I didn't dare turn round.

Rachel: I expect you were imagining it.

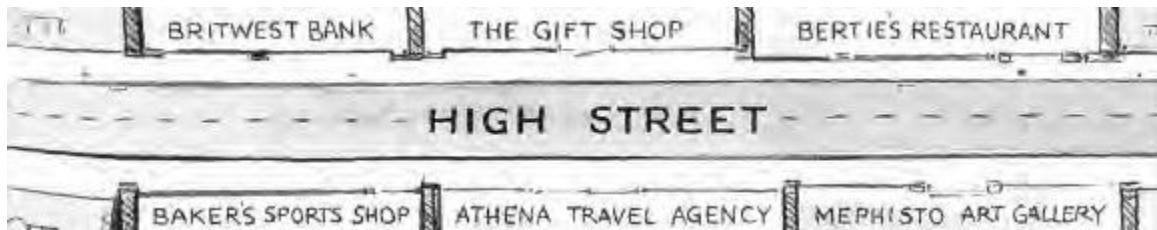
Vicky: No, I wasn't. I saw him after I'd come in across/through the gate. He was wearing a long black coat that came down well below/under his knees.

Daniel: You know Adam, don't you? He's very strange. He walked right along/past me yesterday as I was coming among/down the stairs, but he didn't say hello.

Matthew: The other day he was sitting beside/opposite me at lunch, so I couldn't help looking at him, I said hello, but he didn't speak.

3. Between, next to and opposite (A)

Look at the plan and explain where things are. Use *between*, *next to* or *opposite*.

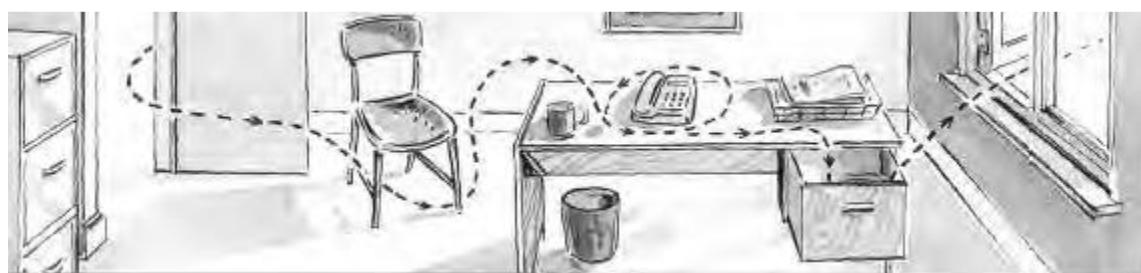


► The bank is *next to* the gift shop.

1. The sports shop isthe bank.
2. The travel agency isthe sports shop and the art gallery.
3. The restaurant is..... the art gallery.
4. The gift shop is.....the bank and the restaurant.
5. The art gallery is..... the travel agency.

4. Prepositions of place (A-B)

Where did the fly go? Put in these prepositions: *around*, *into*, *on*, *out of*, *through*, *under*, *up*



► The fly came in *through* the door.

1. It flew the chair.
2. It crawled the chair leg.
3. It stopped.....the desk for a moment.
4. It went..... the telephone.
5. It flew..... the drawer.
6. It went..... the window.

Prepositions of place (A-B)

Put in the correct preposition.

► Rachel was lying *on* the grass reading a book.

1. It's my holiday next week. I'm goingSpain.
2. There was a big crowd the shop waiting for it to open.
3. That man is an idiot. He pushed methe swimming-pool.
4. I went the chemist's just now, but I didn't notice if it was open.
5. David hurt himself. He fell his bike.
6. There's a cafe.....top of the mountain. You can have a coffee there before you go down.

7. The sheep got out a hole in the fence.
 8. Pompeii is quite Sorrento. It's only a short train ride.
 9. There's such a crowd. You won't find your friend all these people.
-

In, on and at (place)

A. Meanings

A Meanings



Emma is in the phone box.



Nick's dog is on the rug.



There's someone at the door.

IN	ON	AT
<i>in the phone box</i>	<i>sit on the floor walk</i>	<i>sit at my desk</i>
<i>in the kitchen</i>	<i>on the pavement</i>	<i>wait at the bus stop</i>
<i>work in the garden</i>	<i>a number on the door</i>	<i>at the crossroads</i>
<i>swim in the pool</i>	<i>egg on your shirt</i>	<i>wait at the traffic lights</i>
<i>In a town/country</i>	<i>On a floor (1st, 2nd, etc.)</i>	<i>At a place on a journey</i>
<i>Kate lives in York</i>	<i>on the first floor</i>	<i>Does this train stop at York?</i>
<i>Atlanta is in Georgia.</i>	<i>On a street (US)</i>	<i>At a house/an address</i>
<i>In a street (GB)</i>	<i>on Fifth Avenue</i>	<i>at Mike's (house)</i>
<i>in Shirley Road</i>	<i>On a road or river</i>	<i>at 65 Shirley Road</i>
	<i>a village on this road</i>	<i>At an event</i>
	<i>Paris is on the Seine</i>	<i>at the party</i>

B. In and at with buildings

IN	AT
<i>There are 400 seats in the cinema.</i>	<i>I was at the cinema. (= watching a film)</i>
<i>It was raining, so we waited in the pub.</i>	<i>We were at the pub. (= having a drink)</i>

We use **in** when we mean inside a building. But we normally use **at** when we are talking about what happens there.

C. Some common phrases

IN	ON	AT
<i>in prison/hospital</i>	<i>on the platform</i>	<i>at the station/airport</i>
<i>in the lesson</i>	<i>on the farm</i>	<i>at home/work/school</i>
<i>in a book/newspaper</i>	<i>on the page/map</i>	
<i>in the photo/picture</i>	<i>on the screen</i>	
<i>in the country</i>	<i>on the island/beach/ coast</i>	<i>at the seaside</i>
<i>in the middle drive</i>	<i>on the right/left</i>	<i>at the top/bottom of a hill</i>
<i>in the back/front of a car</i>	<i>on the back of an envelope</i>	<i>at the back of the room</i>
<i>in a queue/line/row</i>		<i>at the end of a corridor</i>

Exercises

1. Meanings (A)

Write the sentences. Use *in*, *on* or *at* and these words: *the bath, the lights, the roof, the table*

► *He's on the table.*

- | | |
|---------|---------|
| 1. | 3. |
| 2. | 4. |

2. In and at with buildings (B)

Complete each sentence. Use *in* or *at* and these words: *the petrol station, the restaurant, the stadium, the station, the theatre, the zoo*

► There's a huge crowd *in the stadium* waiting for the Games to start.

1. Sarah's just rung. She's getting some petrol.
2. The children like wild animals. They'd love to spend an afternoon

3. It was so hot that I didn't really enjoy the play.
4. We're quite a large group. There may not be enough room for all of us to sit together.
5. I saw Daniel while I was waiting for a train.

3. In, on and at (A, C)

Put in the preposition *in*, *on* or *at*.

► We spent the whole holiday *on* the beach.

1. I read about the pop festival a magazine.
2. My parents' flat is the twenty-first floor.
3. Melanie was holding a small bird her hands.
4. I'll meet you the airport.
5. Natasha now lives 32 The Avenue.
6. I was standing the counter in the baker's shop, waiting to be served.
7. London is the Thames.
8. There weren't many books the shelves.
9. The passengers had to stand a queue.
10. The woman sitting next to me left the train Chesterfield.

In, on and at (time)

A. Saying when

Look at these examples.

IN	ON	AT
<i>We bought the flat in 1994.</i>	<i>The race is on Saturday.</i>	<i>The film starts at seven thirty.</i>
In + year/month/season	On + day/date	At + clock time/meal time
<i>in 1988</i>	<i>on Wednesday</i>	<i>at three o'clock</i>
<i>in September</i>	<i>on 15 April</i>	<i>at lunch (-time)</i>
<i>in winter</i>	<i>on that day</i>	<i>at that time</i>
<i>in the 21st century</i>		<i>at the moment</i>
In + a week or more <i>in the Easter holiday</i>	On + a single day <i>on Easter Monday</i>	At + two or three days <i>at Easter/Christmas</i>
<i>in the summer term</i>	<i>on Christmas Day</i>	<i>at the weekend</i> (US: <i>on the weekend</i>)
In + part of day	On + day + part of day <i>on Friday morning</i>	

<i>in the morning</i>	<i>on Tuesday evening</i>	<i>I can't sleep at night.</i> (= in the middle of the night)
<i>in the evening</i>	<i>It happened on Monday night.</i> (= when it is night)	
Look at these examples with night .		
<i>I woke up in the night.</i>		

But we do not use **in**, **on** or **at** before **every**, **last**, **next**, **this**, **tomorrow** and **yesterday**.

We go to Greece every summer.
I'll see you next Friday.
The party is tomorrow evening.

My brother came home last Christmas.
I leave school this year.
The group set off yesterday morning.

B. In time or on time

IN TIME	ON TIME
<p>In time means 'early enough'.</p> <p><i>We'll have to hurry if we want to be in time for the show.</i></p> <p><i>We got to the airport in time to have a coffee before checking in.</i></p> <p><i>I was about to close the door, when just in time I remembered my key.</i> (= at the last moment)</p>	<p>On time means 'at the right time', 'on schedule'.</p> <p><i>The plane took off on time.</i></p> <p><i>I hope the meeting starts on time.</i></p> <p><i>Rachel is never on time.</i> She's always late.</p>

C. Other uses of in

We can use **in** for the time it takes to complete something.

I did the crossword in five minutes. *Could you walk thirty miles in a day?*?

We can also use **in** for a future time measured from the present.

Your photos will be ready in an hour. (= an hour from now)
The building will open in six weeks/in six weeks' time.

Exercises

1. Saying when (A)

Read the information about John F. Kennedy and then answer the questions.

Begin each answer with *in*, *on* or *at*.

John F. Kennedy was born into a famous American family. His date of birth was 29th May 1917. The year 1961 saw him become the 35th President of the US. Kennedy was killed as he drove in an open car through the streets of Dallas, Texas. Friday, 22nd November 1963 was a sad day for America. It was 12.30 when a gunman opened fire and shot the President dead.

► When was John F. Kennedy born? *On 29th May 1917.*

1. When did he become President?
2. When was he killed?
3. What time was he shot?

2. Saying when (A)

Mark is arranging a business meeting. Decide if you need *in*, *on* or *at*.

If you do not need a preposition, put a cross (X).

- Mark: I'm sorry I was out when you called (►)/ yesterday afternoon, Alice. Look, I'm free (►) on the fifteenth of March. Can we meet then?
- Alice: I'm pretty busy (1).....next week, I'm afraid. I can't see you (2).....Friday.
- Mark: I'd like to have a meeting (3).....this month if possible. I'll be very busy (4) April.
- Alice: I'm going away (5) Easter, so how about the week after? Shall we meet (6)..... the twenty-seventh? That's a Wednesday.
- Mark: I've got an appointment (7)..... the morning but nothing (8)..... the afternoon. Let's meet (9).....Wednesday afternoon (10) half past two.

3. In time or on time (B)

Put in the right phrase: *in time* or *on time*.

► If the plane is late, we won't get to Paris *in time* for our connecting flight.

1. We were up very early,.....to see the sun rise.
2. How can the buses possibly runwith all these traffic jams?
3. The post goes at five. I'm hoping to get this letter written
4. The coach will be here at 12.13 if it's

4. In, on or at (A-C)

Complete the conversations using *in*, *on* or *at*.

► Andrew: You only bought that book *on* Saturday. Have you finished it already?

Jessica: I read it *in* about three hours yesterday evening.

Vicky: Will the bank be openhalf past nine?

- Daniel: Yes, it always opens absolutely time.
Sarah: We're leaving..... half past, and you haven't even changed.
Mark: It's OK. I can easily shower and change..... ten minutes.
Laura: Your mother's birthday isMonday, isn't it?
Trevor: Yes, I just hope this card gets theretime.
Harriet: If we ever go camping again, it's going to be summer, not autumn.
Mike: Never mind. We'll be hometwo days, and then we'll be dry again.
-

Test Preposition

Test A

Write the sentences correctly.

► I'll see you at Monday.

I'll see you on Monday.

1. The doctor has been working since twelve hours.

.....

2. We had a great time in the disco.

.....

3. The woman was getting from the car.

.....

4. The players had numbers at their shirts.

.....

5. The new manager takes over at two weeks' time.

.....

6. Anna drove at the garage to get some petrol.

.....

7. We were sitting -in the back of the room.

.....

Test B

Read Polly's postcard and write the missing words. Use one word only in each space.

Sometimes more than one answer is correct.

This is our first real holiday (►) *for* ages, and I'm enjoying it tremendously. I love being (1)..... an island. We arrived here almost a week (2), and I can't believe the time is going so fast. We finally completed the journey here (3)Friday evening (4)..... about eleven o'clock. The journey wasn't too bad, but we had to wait ages (5) the airport for our flight.

Our apartment here is fine. It's (6)..... the top floor. The beach isn't far away- we can walk there (7)..... five minutes. The only problem is that we have to get (8).....a busy main road, which can be difficult.

We don't do much (9)the day, but we go out every evening. Last night's disco went on very late, and today, we slept (10)..... eleven.

Test C

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick. If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- | | |
|-------------------------------------------------|-----------|
| ? The cat was sitting on top of the shed. | (correct) |
| ? Coventry is near by Birmingham. | by |
| 1. Luckily our train arrived on the time. | |
| 2. People were running away from the gunman. | |
| 3. It sounds as if the company is in trouble. | |
| 4. The car was in the front of a bus. | |
| 5. There's a meeting on next Tuesday. | |
| 6. Lisa drew a plan on the back of an envelope. | |
| 7. I'll be exhausted by the time I get home. | |

Test D

Decide which word is correct.

- | | |
|--------------------------------------------------------|-------------------------------------|
| ► I saw a really funny programme <i>on</i> television. | a) at b) from c) in d) on |
| 1. You can see all the information the screen. | a) at b) in c) inside d) on |
| 2. Are these pictures sale? | a) at b) for c) in d) to |
| 3. Could you let me know Friday at the latest? | a) by b) to c) up to d) until |
| 4. The audience clapped the end of the show. | a) at b) for c) in d) to |
| 5. I've lived here last year. | a) after b) by c) for d) since |
| 6. What's the matter your car? | a) by b) for c) on d) with |
| 7. We could see the balloon high the town. | a) above b) on c) onto d) up |
| 8. There was a fall ten percent in prices. | a) at b) by c) in d) of |
| 9. The house was burgled we were out. | a) at b) during c) time d) while |
| 10. What's the difference a boat and a ship? | a) between b) from c) under d) with |
| 11. Rupert's new car looks more an aeroplane. | a) as b) like c) near d) similar |
| 12. We're all bored this game. | a) about b) at c) for d) with |
| 13. I can't find my keys. I had them a minute | a) ago b) before c) behind d) back |
| 14. We get lots of requests help. | a) at b) for c) of d) on |
| 15. The babysitter will stay there we get home. | a) by b) for c) to d) until |
| 16. I'm going to be late the meeting. | a) at b) for c) in d) to |
| 17. We do most of our business summer. | a) along b) at c) in d) on |
| 18. The job is similar my old one. | a) as b) at c) to d) with |

Conjunction

Coordinating Conjunctions

1. Recognize a *coordinating conjunction* when you see one.

And, but, for, nor, or, so, and yet—these are the seven coordinating conjunctions. To remember all seven, you might want to learn one of these acronyms: **FANBOYS**, **YAFNOBS**, or **FONYBAS**.

F = for	Y = yet	F = for
A = and	A = and	O = or
N = nor	F = for	N = nor
B = but	N = nor	Y = yet
O = or	O = or	B = but
Y = yet	B = but	A = and
S = so	S = so	S = so

2. Coordinating conjunctions connect words, phrases, and clauses. Look at the examples that follow:

1. The bowl of squid eyeball stew is hot **and** delicious.
2. The squid eyeball stew is so thick that you can eat it with a fork **or** spoon.
3. Rocky, my orange tomcat, loves having his head scratched **but** hates getting his claws trimmed.
4. Rocky terrorizes the poodles next door **yet** adores the German shepherd across the street.
5. Rocky refuses to eat dry cat food, **nor** will he touch a saucer of squid eyeball stew.
6. I hate to waste a single drop of squid eyeball stew, **for** it is expensive and time-consuming to make.
7. Even though I added cream to the squid eyeball stew, Rocky ignored his serving, **so I** got a spoon and ate it myself.

3. Understand the difference between coordination and subordination.

Use a coordinating conjunction when you want to give equal emphasis to two main clauses.

The pattern for coordination looks like this:

MAIN CLAUSE + , + coordinating conjunction + **MAIN CLAUSE** .

Subordination, however, emphasizes the idea in the main clause more than the one in the subordinate clause. Generally, the patterns look like these:

MAIN CLAUSE + Ø + SUBORDINATE CLAUSE .

SUBORDINATE CLAUSE + , + MAIN CLAUSE .

4. Read the pairs of sentences that follow. The first version coordinates the two ideas. The second version subordinates one idea to emphasize the other.
1. To survive the fetal dissection, Rinalda agreed to make all of the incisions, **and** Frances promised to remove and label the organs.
 2. To survive the fetal dissection, Rinalda agreed to make all of the incisions **if** Frances would promise to remove and label the organs.
 3. Diana stared dreamily at the handsome Mr. McKenzie, **but** Olivia, who hated economics, furiously jiggled her foot, impatient to escape the boring class.
 4. **While** Diana was staring dreamily at the handsome Mr. McKenzie, Olivia furiously jiggled her foot, impatient to escape the boring economics class that she hated.
 5. At a red light, Maria jumped out of Gino's car and slammed the door, **for** she could not tolerate one more minute of the heavy metal music that Gino insisted on blasting from the stereo.
 6. At a red light, Maria jumped out of Gino's car and slammed the door **because** she could not tolerate one more minute of the heavy metal music that Gino insisted on blasting from the stereo.
 7. Making an *A* in Anatomy and Physiology has not helped Sima choose a career. She might decide to make her parents happy and go to medical school, **or** she might use her knowledge of the human body to become a sculptor.
 8. Making an *A* in Anatomy and Physiology has not helped Sima choose a career. **Although** she might decide to make her parents happy and go to medical school, she might also use her knowledge of the human body to become a sculptor.
 9. Kyle refused to eat the salad served with the meal, **nor** would he touch any green vegetable put on his plate.
 10. **After** Kyle refused the salad served with the meal, he then would not touch the green vegetables put on his plate.
 11. Joe spent seven hours studying calculus at the Mexican diner, **so** now he can set his math book on fire with his salsa breath.
 12. **Since** Joe spent seven hours studying calculus at the Mexican diner, he can now set his math book on fire with his salsa breath.

5. Punctuate coordinating conjunctions correctly.

Three patterns in writing use coordinating conjunctions. Add commas when required.

Pattern 1 — Connecting two main clauses

When you connect two main clauses with a coordinating conjunction, use a comma.

The pattern looks like this:

MAIN CLAUSE + , + coordinating conjunction + **MAIN CLAUSE** .

Here is an example:

While I am at work, my dog Floyd sleeps on the bed, and my cat Buster naps in the bathtub.

Pattern 2 — Connecting two items

You can also use a coordinating conjunction to connect any two items. These items can be any grammatical unit *except* main clauses. The pattern looks like this:

ITEM + Ø + coordinating conjunction + **ITEM**

Here are some examples:

My dog Floyd has too many fleas and too much hair.

My cat Buster has beautiful blue eyes but a destructive personality.

Pattern 3 — Connecting three or more items in a series

When you have three or more items in a series, you generally use a comma before the coordinating conjunction.

ITEM + , + **ITEM** + , + coordinating conjunction + **ITEM**

Some handbooks and style guides will tell you that this comma is optional, but my advice is to put it in. The pattern looks like this:

Here is an example:

Swatting olives off the kitchen counter, dragging toilet paper streamers through the house, and terrorizing Jacques Cousteau, the parakeet, have consumed another of Buster's days.

Yes, you can begin a sentence with a coordinating conjunction!

Some teachers warn that beginning a sentence with a coordinating conjunction is wrong. Teachers will typically tell you this because they are trying to help you avoid writing fragments. Other times teachers give this advice because their *preference* is that a sentence not begin with a coordinating conjunction.

What you should remember is that you break no *grammar* rule if you begin a sentence with a coordinating conjunction. Because you might be breaking your instructors' rules, however, you should ask what *their* preferences are.

If you decide to begin a sentence with a coordinating conjunction, keep these three things in mind:

- Be sure that a main clause follows the coordinating conjunction.
- Do not use a coordinating conjunction to begin *every* sentence. Use this option only when it makes the flow of your ideas more effective.
- Do *not* use a comma *after* the coordinating conjunction. Coordinating conjunctions are not transitional expressions like *for example* or *first of all*. You will rarely use punctuation after them.

Here are some examples:

While I was answering the telephone, Buster, my cat, jumped onto the kitchen counter and swatted all of my jalapeño -stuffed olives onto the dirty kitchen floor. So I had to rinse off the cat hair and crumbs sticking to these delicacies before I could add them to the salad.

Flying down the bumpy path, Genette hit a rock with the front wheel of her mountain bike, flew over the handlebars, and crashed into a clump of prickly palmetto bushes. Yet even this accident would not deter her from completing the race.

Only when an interrupter immediately follows the coordinating conjunction do you need to use commas. Read this example:

We hoped that decorating the top of Christine's cupcake with a dead grasshopper would freak her out. But, to our amazement, she just popped the whole thing in her mouth, chewed, and swallowed.

Subordinating Conjunction

1. Recognize a *subordinate conjunction* when you see one.

Some sentences are *complex*. Such sentences have *two* clauses, one main [or *independent*] and one subordinate [or *dependent*].

The essential ingredient in a complex sentence is the subordinate conjunction:

after	once	until
although	provided that	when
as	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	whether
if	though	while
in order that	unless	why

The subordinate conjunction has two jobs. First, it provides a necessary transition between the two ideas in the sentence. This transition will indicate a *time*, *place*, or *cause and effect* relationship. Here are some examples:

*Louisa will wash the sink full of her dirty dishes **once** her roommate Shane cleans his stubble and globs of shaving cream from the bathroom sink.*

*We looked on top of the refrigerator, **where** Jenny will often hide a bag of chocolate chip cookies.*

Because her teeth were chattering in fear, Lynda clenched her jaw muscle while waiting for her turn to audition.

The second job of the subordinate conjunction is to reduce the importance of one clause so that a reader understands which of the two ideas is more important. The more important idea belongs in the main clause, the less important in the clause introduced by the subordinate conjunction.

Read these examples:

As Samson blew out the birthday candles atop the cake, he burned the tip of his nose on a stubborn flame.

Burning his nose > blowing out candles.

*Ronnie begins to sneeze violently **whenever he opens the door to greet a fresh spring day.***

Sneezing violently > opening the door.

Even though Dana persevered at the calculus exam, she was only adding another F beside her name in Dr. Armour's grade book.

Adding another F > persevering at the exam.

2. Punctuate a complex sentence correctly.

Complex sentences follow two common patterns:

MAIN CLAUSE + Ø + SUBORDINATE CLAUSE .

Nicky shook her head and sighed Ø *as she puzzled over the algebra problem .*

SUBORDINATE CLAUSE + , + MAIN CLAUSE .

When the doorbell rang, Nicky slammed shut her textbook and rose to pay for her pizza.

Punctuation gets trickier when the subordinate clause begins with a relative pronoun like **who**, **which**, or **where**. Sometimes you will need a comma, and sometimes you won't, depending on whether the clause is essential or nonessential.

When the information in the relative clause clarifies an otherwise general noun, the clause is essential and will follow the same pattern that you saw above:

MAIN CLAUSE + Ø + ESSENTIAL RELATIVE CLAUSE .

Nicky paid the deliveryman Ø *whose rusty hatchback choked and coughed in the driveway.*

Deliveryman is a general noun. Which one are we talking about? The relative clause ***whose rusty hatchback choked and coughed in the driveway*** clarifies the restaurant employee we mean. The clause is thus essential and requires no punctuation.

When a relative clause follows a specific noun, punctuation changes. The information in the relative clause is no longer as important, and the clause becomes nonessential. Nonessential clauses require you to use commas to connect them.

MAIN CLAUSE + , + NONESSENTIAL RELATIVE CLAUSE .

Nicky paid Fernando, ***whose rusty hatchback choked and coughed in the driveway***.

Fernando, the name of a *unique restaurant employee*, let us know which deliveryman we mean. The information in the relative clause is no longer important and needs to be separated from the main clause with a comma.

Relative clauses can also *interrupt* a main clause. When this happens, use no punctuation for an essential clause. But if the clause is nonessential, separate it with a comma in front and a comma behind. Take a look at these examples:

After seeing the cheap tip, the man Ø ***who delivered Nicky's pizza*** Ø wished that he had driven more slowly.

After seeing the cheap tip, Fernando, ***who delivered Nicky's pizza***, wished that he had driven more slowly.

1. ***Fill in the correct conjunctions and linking words from the list. There may be more than one possibility!***

as well as	during	because	either or
neither nor	when	although	unless
which	so that	then	so
despite	while	such as	however

1. _____ Dad comes home from work, he lies down on the sofa _____ he is tired.
2. Max had a headache yesterday, _____ he didn't come to basketball practice.
3. This is Toby's new mountain bike, _____ he got from his parents. He locks it up every evening, _____ nobody can take it.
4. _____ Samantha was very tired, she watched TV until well after midnight.
5. First, cut out the pictures, _____ glue them into your album.
6. I would like to learn Japanese, _____, I don't know anyone who can teach me.
7. _____ we were driving through the countryside we saw many nice villages.
8. The Hemingways are our neighbours _____ our friends.
9. You can have _____ tea _____ coffee for breakfast.

Articles: A/an, and the

A. Introduction

Read this true story about an American tourist in Britain.

A man from California was spending a month in Britain. One day he booked into a hotel in Cheltenham, a nice old town in the West of England. Then he went out to look around the place. But the man didn't return to the hotel. He disappeared, leaving a suitcase full of clothes behind. The police were called in, but they were unable to find out what had happened to the missing tourist. It was a mystery. But two weeks later the man walked into the police station in Cheltenham. He explained that he was very sorry, but while walking around the town, he had got lost. He had also forgotten the name of the hotel he had booked into. So, he had decided to continue with his tour of the country and had gone to visit a friend in Scotland before returning to pick up the case he had left behind.

<p>A/an goes only with a singular noun. With a plural or an uncountable noun, we use some.</p> <p><i>He left a case.</i> (singular)</p> <p><i>He left some cases.</i> (plural)</p> <p><i>He left some luggage.</i> (uncountable)</p>	<p>The goes with both singular and plural nouns and with uncountable nouns.</p> <p><i>He needed the case.</i> (singular)</p> <p><i>He needed the cases.</i> (plural)</p> <p><i>He needed the luggage.</i> (uncountable)</p>
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B. Use

When the story first mentions something, the noun has **a** or **an**.

A man booked into a hotel in Cheltenham.

These phrases are new information. We do not know which man or which hotel. But when the same thing is mentioned again, the noun has **the**.

The man didn't return to the hotel.

These phrases are old information. Now, we know which man and which hotel - the ones already mentioned earlier in the story. We use **the** when it is clear which one we mean.

A/AN	THE
<i>Would you like to see a show?</i> (I don't say which show.)	<i>Would you like to see the show?</i> (= the show we already mentioned)
<i>The cyclist was hit by a car.</i> (I don't say which car.)	<i>Whose is the car outside?</i> ('Outside' explains which car I mean.)
<i>In the office a phone was ringing.</i> (The office has lots of phones.)	<i>I was in bed when the phone rang.</i> (= the phone in my house)

<i>Has Melanie got a garden?</i>	<i>She was at home in the garden.</i>
(We do not know if there is one.)	(We know she has one.)
<i>The train stopped at a station.</i>	<i>Turn left here for the station.</i>
(We don't know which station.)	(= the station in this town)
<i>We took a taxi.</i>	<i>We went in the car. (= my/our car)</i>
<i>We could hear a noise.</i>	<i>We could hear the noise of a party.</i>
<i>I wrote the number on an envelope.</i>	<i>I wrote it on the back of an envelope.</i>

C. A man/he and the man/someone

We use a/an + noun or someone/something when we aren't saying which one.	We use the + noun or he/she/it when we know which one.
<i>A man/Someone booked into a hotel.</i>	<i>The man/He didn't return to the hotel.</i>
<i>He left a case/something behind.</i>	<i>The case/It contained clothes.</i>

Exercises

1. The use of a/an, and the (A-C)

Complete this true story. Put in *a/an* or *the*.

(►A man decided to rob (1) bank in the town where he lived. He walked into (2) bank and handed (3) note to one of (4)..... cashiers. (5)..... cashier read (6) note, which told her to give (7) man some money. Afraid that he might have (8) gun, she did as she was told. (9) man then walked out of (10)..... building, leaving (11)note behind. However, he had no time to spend (12).....money because he was arrested (13) same day. He had made (14) mistake. He had written (15)..... note on (16)..... back of (17) envelope. And on (18) other side of (19)..... envelope was his name and address. This clue was quite *enough for* (20)..... *detectives on the case*.

2. A man/he and the man/someone (C)

Replace the sentences which contain an underlined word. Use *a/an* or *the* with the word in brackets.

► We didn't have much time for lunch. David made something for us. (omelette)
David made an omelette for us.

1. They ran the race before they held the long jump. Matthew won it easily. (race)

.....

2. The driver turned left. Suddenly someone ran into the road. (child)

.....

3. Vicky was lying on the sofa. She was watching something on television. (film)

4. I had to take a train and then a bus. It was half an hour late. (bus)
.....
5. A shoplifter tried to steal some clothes. The camera videoed her. (thief)
.....

3. The use of a/an and the (A-C)

Complete the conversations. Put in *a/an* or *the*.

- Laura: Look outside. *The* sky is getting very dark.
Trevor: I hope there isn't going to be *a* storm.
1. Mike: I'm going out for walk. Have you seen my shoes?
Harriet: Yes, they're on floor in kitchen.
2. Melanie: Would you like tomato? There's one in fridge.
David: Oh, yes, please. I'll make myself cheese and tomato sandwich.
3. Sarah: If you're going into city centre, can you post these letters for me?
Mark: Yes, I'll take them to main post office.
4. Rita: I've got problem with my phone bill. Can I see someone about it?
Receptionist: Yes, go to fifth floor lift is along the corridor.
5. Tom: I didn't know Melanie had dog.
David: It isn't hers. She's just taking it for a walk while owner is away.
6. Vicky: I've got headache. I've had it all day.
Rachel: Why don't you go to health centre? It's open until six.
7. Andrew: Guess what. I found £ 50 note on the pavement this morning.
Jessica: You really ought to take it to police station, you know.
-

A/an and the

A. Introduction

We use **a/an**, and **the** when we aren't saying which one, and we use **the** when we know which one.
*A tourist arrived in Cheltenham to look around **the town**.*

D. The sun, etc

When there is only one of the things we are talking about, we use **the**.

The sun was going down.
A drive in the country would be nice.

The government is unpopular.
We shouldn't pollute the environment.

Normally there is only one sun or one government in the context. We mean the government of our country and the sun in our solar system.

We normally say: **the country(side), the earth, the environment, the government, the moon, the ozone layer, the Prime Minister, the sea(side), the sky, the sun, the weather**

We also use **the** with **cinema, theatre and (news)paper**.

Do you often go to the cinema? *I read about the accident in the paper.*

Note that we say **a/the police officer** but **the police**.

A police officer came to the hotel. NOT *A police* came to the hotel.
The police came to the hotel. (= one or more police officers)

E. A nice day, etc

A phrase which describes something has a/an.

It was a lovely day.

It's a big hotel.

Cheltenham is a nice old town.

This is a better photo.

But we use **the** with a superlative.

It's the biggest hotel in town.

This is the best photo.

We also use **a/an** to classify something, to say what kind of thing it is.

The play was a comedy.

The man's disappearance was a mystery.

We use **a/an** to say what someone's job is.

My sister is a secretary.

Nick is a car salesman.

D. A or an

The choice of **a** or **an** and the pronunciation of **the** depend on the next sound.

<i>a</i> or <i>the</i> + consonant sound	<i>an</i> or <i>the</i> + vowel sound
<i>a cup</i> the <i>cup</i>	<i>an aspirin</i> the <i>aspirin</i>
<i>a poster</i> the <i>poster</i>	<i>an egg</i> the <i>egg</i>
<i>a shop</i> etc.	<i>an Indian</i> etc.
<i>a boiled egg</i>	<i>an old photo.</i>
<i>a record</i>	<i>an umbrella</i>

It is the sound of the next word that matters, not the spelling.

<i>a one-way street</i>	<i>an open door</i>
<i>a uniform</i>	<i>an uncle</i>
<i>a holiday</i>	<i>an hour</i>
<i>a U-turn</i>	<i>an MP</i>

Exercises

1. The sun, etc. (A-B)

Complete these sentences about pollution and the environment. Put in *a/an* or *the*.

► There was *a* programme on television about dangers to *the* environment.

1. There was also article about pollution in paper.
2. ozone layer will continue to disappear if we don't find way to stop it.
3. world's weather is changing. Pollution is having effect on our climate.
4. Last week oil tanker spilled oil into sea, damaging wildlife.
5. Some professors have signed letter of protest and have sent it to..... government.
6. If..... earth was human being, it would be in hospital.

2. The use of *a/an* and *the* (A-C)

Complete the conversation. Put in *a*, *an* or *the*.

- David: How was your trip to *the* coast?
Trevor: Wonderful! The sun shone all day. We had *a* great time.
Henry: Would you like cigarette?
Nick: No, thanks. I've given up smoking. It's bad habit.
Sarah: What's your brother doing now? Has he got good job?
Laura: Yes, he's soldier. He's in army. He loves it. It's great life.
Rita: I went to see Doctor Pascoe yesterday. She's best doctor I've ever had.
Harriet: She's very nice, isn't she? You couldn't meet nicer person.
Rachel: You were long time at supermarket.
Vicky: Yes, I know. There was enormous queue. I was thinking of complaining to manager.
Mark: Why were you late for your meeting?
Sarah: Well, first I had to go to hotel I'd booked into. I took taxi from airport, and driver got completely lost.
Matthew: Is this book you were telling me about?
Emma: Yes, it's really interesting story.
Matthew: What did you say it's about?
Emma: I knew you weren't listening to me. It's science fiction story.

3. A or an (D)

Put in the abbreviations with *a* or *an*.

- Personal Assistant *a PA*
➤ National Broadcasting Company reporter *an NBC reporter*

1. Disc Jockey
2. Very Important Person
3. Irish Republican Army member
4. Personal Computer

5. Los Angeles suburb
6. Unidentified Flying Object
7. Annual General Meeting
8. Member of Parliament

A/an, one and some

A. A/an and some

Look at this example.

*Trevor has found **some money** in his old trousers.*

*There's **a note** and **some coins**.*

We use **a/an** with a singular noun and **some** with a plural or an uncountable noun (see D).

A + singular noun: **a note**

Some + plural noun: **some coins**

Some + uncountable noun: **some money**

C. A/an and one

A/an and **one** both refer to one thing. Using **one** puts more emphasis on the number.

*Henry gave the taxi driver **a note**, (not a coin)*

*Henry gave the taxi driver **one note**, (not two)*

We use **one** (not **a/an**) when we mean one of a larger number.

One question/One of the questions in the exam was more difficult than the others.

*The team wasn't at full strength. **One player/One of the players** was injured.*

D. A dog = all dogs

We often use a plural noun on its own to express a general meaning.

***Dogs** make wonderful pets.*

***Oranges** contain vitamin C.*

Here **dogs** means all dogs, dogs in general.

These sentences with **a/an** express the same general meaning.

***A dog** makes a wonderful pet.*

***An orange** contains vitamin C.*

***A butcher** is someone who sells meat.*

***A video recorder** costs about £300.*

A **dog** here is less usual than the structure with **dogs**, but we often use **a/an** when explaining the meaning of a word, e.g. **a butcher**.

E. Some

Some with a plural noun means 'a number of', and **some** with an uncountable noun means 'an amount of'.

Claire took some photos.

We went out with some friends.

Henry bought some flowers.

I had some chips with my steak.

Can you lend me some money?

Andrew is doing some work.

Let's play some music.

There's some milk in the fridge.

Claire took some photos means that she took a number of photos, although we may not know the exact number.

We do not use **some** when we are describing something or saying what kind of thing it is.

*Vicky has blue eyes. Is this salt or sugar?
These are marvelous photos. Those people are tourists.*

Compare these sentences.

- I had some chips with my steak, (a number of chips)
I had chips with my steak, (chips, not potatoes or rice)*

Exercises

1. A/an and some (A)

Paul has painted some pictures for a competition. Say what is in the pictures. Use **a** or **some** with these words: birds, cat, fish, flowers, fruit, luggage, people

? some people

? a fish

1)

2)

3)

4)

5)



2. A/an and one (B)

Put in **a/an** or **one**.

► Have you only got one bedroom? I thought you had two.

1. Melanie wanted something to drink. She was looking for cafe.
2. It was Sunday..... shop was open, but all the others were closed.
3. of these photos is of you. Would you like it?
4. Shall I take..... photo of you two together?

3. A dog = all dogs (C)

Match each word with the right explanation and write sentences with **a/an**.

<u>carrot</u>	line of people	► A carrot is a vegetable.
<u>violin</u>	book of maps	1)
<u>queue</u>	<u>vegetable</u>	2)
<u>atlas</u>	tool for digging	3)
<u>spade</u>	musical instrument	4)

4. Some (D)

What would you say in these situations? Use a noun and decide if you need **some** or not.

➤ You and your friend would like a game of cards, but neither of you has a pack.

We need some cards.

➤ You are describing Rachel to someone. Rachel's hair is dark.

Rachel has dark hair.

1. You are eating nuts. Offer them to your friend.

Would you like..... ?

2. You want a drink of mineral water. There's a jug on the table, but you don't know what's in it.

Is there in this jug?

3. You've come home from a shopping trip with a few clothes. Tell your friend.
 I've bought
4. You are eating some bread that Melanie baked. It's lovely.
 Melanie, this is.....
5. The two women who live next door to you are both studying at the university.
 Tell your visitor. The women next door are.....
-

Cars or the Car

A. Introduction



We can use a plural noun (e.g. **cars**, **parties**) or an uncountable noun (e.g. **ice hockey**, **music**) without **the**. I love parties means that I love all parties in general.

B. General and specific meanings

GENERAL	SPECIFIC
<p>A plural noun or an uncountable noun on its own has a general meaning.</p> <p><i>Cars</i> are expensive to buy.</p> <p><i>Elephants</i> are intelligent animals.</p> <p><i>I don't understand computers.</i> (= all computers, computers in general)</p> <p><i>You always need money.</i></p> <p><i>Glass</i> is made from sand.</p> <p><i>I'm quite fond of curry.</i></p> <p><i>Natasha</i> is studying <i>music</i>. (= all music, music in general)</p>	<p>The + plural noun or uncountable noun has a specific meaning.</p> <p><i>The cars</i> had both broken down.</p> <p>We saw <i>the elephants</i> at the zoo.</p> <p><i>The computers</i> crashed at work today. (— the specific computers at my workplace)</p> <p><i>Laura</i> put <i>the money</i> in her purse.</p> <p><i>David</i> swept up <i>the broken glass</i>.</p> <p><i>The curry</i> was delicious, thank you.</p> <p><i>The music</i> was too loud. (the music at a specific time)</p>

A phrase or clause after the noun often shows that it is specific.

Look at the oil on your sweater.

The apples you gave me were nice.

The nouns in these sentences have a general meaning.

I hate people who never say hello.

Life in the old days was hard.

Life in the old days is still a general idea, not a specific life.

A phrase with **of** usually takes **the**. Compare these two structures.

a book on Irish history

a book on the history of Ireland

C. Special uses of “the”

We use **the** + singular noun to make general statements about animals, and about inventions and discoveries.

The tiger can swim.

Who invented the camera?

The fly is a common insect.

The electron is a part of every atom.

Here **the tiger** means all tigers, tigers in general. We use this structure mainly in written English. In speech, *Tigers can swim* is more usual.

We also use **the** with musical instruments.

Natasha can play the piano, the violin and the clarinet.

We do not use **the** with sports.

Shall we play tennis?

NOT *Shall we play the tennis?* Note that

We listen to the radio but normally *watch television*.

Exercises

1. He likes golf (A)

Look at the pictures and say what people like. Use these objects: art, chemistry, chips, dogs, golf



► He likes golf.

1) 3)

2) 4)

2. General and specific meanings (B)

Complete the conversations. Put in the nouns and decide if you need “**the**”.

Tom: Did you see *the football* (football) on television last night?

Melanie: No, I hate *football* (football). I was watching the news (news) on the other channel.

Rachel: Did your family have a dog when you were younger?

- Vicky: No, thank goodness. I'm afraid of (dogs). I didn't like (dogs) that were running around in the park yesterday. I was afraid, they were going to attack me.
- Melanie: You shouldn't drive so much, Mark. You know that (cars) cause (pollution), don't you?
- Mark: Yes, but (cars) these days are cleaner than they used to be. Isn't it (aeroplanes) that are mainly responsible for (pollution) of the atmosphere?
- Melanie: I've put some bread out in the garden for (birds).
- Tom: You like (birds), don't you?
- Melanie: Yes, I do. I love (wildlife), in fact. I'd much rather live in the country if I could.
- Laura: You're always reading books about (history), aren't you?
- Harriet: It was always my favourite subject. Do you know anything about (history) of this area?
- Laura: No, but if you like looking round (museums) and (old buildings), we could find out about it together.

3. Special uses of “the” (C)

Put in the correct noun and decide if you need “**the**”

Use these nouns: atom, football, guitar, radio, telescope, television

► I was listening to a phone-in on the radio.

1. Rutherford split in 1911.
2. Tom and his friends played in the park.
3. Mike is quite musical. He can play..... .
4. The children spend a lot of time watching
5. Galileo developed for use in astronomy.

Prison, school, bed, etc

A. Prison or the prison

Compare these situations.



<p><i>This man is in prison. He went to prison two years ago.</i></p> <p>We do not use the when we are talking about being in prison as a prisoner.</p> <p>Here are some examples with other buildings.</p> <p>School is over at half past three. (= school activities)</p> <p>Vicky is at college. (She is a student there.)</p> <p>David is in hospital. (He is a patient.)</p> <p>Melanie is going to church. (She is going to a service.)</p>	<p>The young woman is in the prison. She has gone to the prison to visit her father. We use the when we mean the prison as a specific building. The young woman is in the prison as a visitor.</p> <p>The school is a mile from here. (= the school building)</p> <p>The meeting was at the college.</p> <p>Melanie waited in the hospital for news.</p> <p>We wanted to look round the church, but it was locked.</p>
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We can also use **jail** and **university** in this way. But we do not leave out **the** before other nouns for buildings, e.g. **the cinema**, **the factory**, **the house**, **the library**, **the office**, **the pub**, **the shop**, **the station**.

B. Bed, home, etc.

Here are some phrases with other nouns.

<p>bed: <i>in bed, go to bed</i> (to rest or sleep)</p> <p>home: <i>at home, go home, come home, leave home</i></p> <p>sea: <i>at sea</i> (= sailing) <i>go to sea</i> (as a sailor)</p> <p>town: <i>in town, go into town, leave town</i></p> <p>work: <i>at work, go to work, leave work</i></p>	<p>But <i>sit on the bed, make the bed</i></p> <p>But <i>in the house, to the house, in the home</i></p> <p>But <i>on the sea, by the sea, at/to the seaside, on/to the coast</i></p> <p>But <i>the town centre, the city, the village</i></p> <p>But <i>the office, the factory</i></p>
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Exercises

1. Prison or the prison (A)

Put in the words in brackets. Decide if you need “*the*”.

► The four members of the gang were sent to *prison* (prison). Their wives drove together to *the prison* (prison) every week to visit their husbands.

1. Not many people go to..... (church) regularly nowadays. I saw some tourists walking to(church) last week, but they only wanted to take photos of it.
2. A group of people came out of.....(cinema), crossed the road and went into (pub).
3. When my father was ill and had to go to..... (hospital), my sister went with him in the ambulance. She's a doctor, and she works at(hospital).
4. Mark has always known what he wanted to do in life. After leaving.....(school), he took a course in business studies at.....(college).

2. Prison, school, etc. (A-B)

Complete this paragraph from a magazine article about Melissa Livingstone. Put in the words with or without “*the*”.

Today Melissa Livingstone is a popular actress and star of the TV soap opera 'Round the Corner'. But as a child she was very unhappy. She didn't do well at *school* (school), and she never went to (1) (college). Her greatest pleasure was going to (2) (cinema). Her family lived in an unattractive town and their home was next to (3) (station). Melissa's father, Tom, was a sailor, and he spent months at (4) (sea). He was hardly ever at (5) (home) and when he was, he didn't do very much. Sometimes, he spent all day in (6) (bed). Melissa's mother, Susan, had to get up at five o'clock every day to go to (7) (work). When Tom lost his job, he stole a gold cup from (8)(church) Susan used to go to. He had to go to (9)(prison) for a year. Melissa's mother was horrified at the shame he had brought on the family.

3. Prison, school, etc. (A-B)

Complete the sentences. Use *in*, *at* or *to* and these words:

bed, church, college, factory, home, hospital, library, prison, shop, town, work

Decide if you need “*the*”

? We'll eat out tonight. I'll meet you *in town* later.

? This sweater was cheap. I bought it *at the shop* by the railway station.

1. The weather was awful. We stayed.....all weekend.
2. Melanie had an early night last night. She was..... at ten.
3. Emma's friend has just had a baby. Emma is going to visit her.
4. Vicky's parents are religious. They go..... every Sunday.
5. Laura doesn't like her job. She just goes.....to earn some money.
6. I've read these books. I'm taking them back
7. The man who did the robbery is no longer..... . He was let out last month.
8. Jessica is a student. She's
9. It's very quietwhen they've turned all the machines off.

Place names and the

A. Introduction

Man: *Could you tell me where **the Classic Cinema** is, please?*

Rachel: *Yes, it's in **Brook Street**. Go along here and take the second left.*

Whether a name has **the** depends on the kind of place it is - for example, a street (*Brook Street*) or a cinema (*the Classic Cinema*), a lake (*Lake Victoria*) or a sea (*the North Sea*).

Most place names do not have the . <i>Europe California Melbourne</i> <i>Brook Street Lake Victoria</i>	Some place names have the - for example, a name with the word cinema or sea . <i>the Classic Cinema the North Sea</i>
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Whether we use **the** can also depend on the structure of the name.

We do not use the with a possessive ('s). <i>at Matilda's Restaurant</i>	We often use the in structures with of , with an adjective and with plural names. With of : <i>the Avenue of the Americas</i> With an adjective: <i>the White House</i> With a plural: <i>the Bahamas</i>
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B. Continents, countries, islands, states and counties

Most are without the . <i>travelling through Africa</i> <i>a holiday in Portugal</i> <i>from Florida in Sussex</i>	Words like republic and kingdom have the . <i>the Irish Republic</i> <i>the United Kingdom (the UK)</i> Plural names also have “ the ” <i>the Netherlands the USA</i> <i>the Canary Islands</i>
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C. Regions

Regions ending with the name of a continent or country are without “ the ” <i>Central Asia/ South Wales</i> <i>Western Australia</i>	Most other regions have “ the ” <i>the West/ the Middle East</i> <i>the Riviera/ the Midlands</i> Phrases with of have “ the ” <i>the South of France</i>
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D. Hills and mountains

Most are without “the” <i>She climbed (Mount) Everest.</i> <i>down North Hill</i>	Hill ranges and mountain ranges have “the” <i>skiing in the Alps over the Rockies</i>
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E. Lakes, oceans, seas, rivers and canals

Only lakes are without “the”. <i>near Lake Michigan</i> <i>beside Coniston Water</i>	Seas, oceans, rivers and canals have “the” <i>the Mediterranean (Sea) across the Atlantic (Ocean) the (River) Thames the Suez Canal</i>
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F. Cities, towns, suburbs and villages

Most are without “the” <i>Harehills is a suburb of Leeds.</i> <i>Houston is west of New Orleans.</i> <i>We live in North London.</i>	Exceptions are <i>The Hague</i> and <i>The Bronx</i> . Note also <i>the West End (of London)</i> .
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G. Roads, streets, squares and parks

Most are without the article “the” <i>along Morden Road</i> <i>in Church Street</i> <i>on Fifth Avenue</i> <i>near Berkeley Square</i> <i>through Central Park</i>	There are a few exceptions. <i>the High Street</i> <i>The Avenue</i> <i>The Strand</i> <i>The Mall</i> Main roads and numbered roads have article “the” <i>the Bath road</i> (= the road to Bath) <i>the A5 the M6 (motorway)</i>
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H. Bridges

Most are without “the” <i>over Tower Bridge</i>	But there are many exceptions.
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<i>on Brooklyn Bridge</i>	<i>Across the Golden Gate Bridge, the Severn Bridge</i> (= the bridge over the River Severn)
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I. Stations and airports; important buildings

We do not use the with most stations and airports; with religious, educational and official buildings or with palaces and houses.	Exceptions are names with of or, with a noun (<i>science</i>) or adjective (<i>open</i>). <i>at the University of York</i> <i>in the Palace of Westminster</i> <i>the Science Museum</i> <i>the Open University</i> <i>past the White House</i>
<i>to Waterloo (Station)</i>	
<i>at Orly (Airport)</i>	
<i>near St Mary's Church</i>	
<i>Merton College Norwich Museum</i>	
<i>Lambeth Palace Ashdown House</i>	

J. Theatres, cinemas, hotels, galleries and centres

A possessive form ('s) is without “ the ” <i>St Martin's (Theatre)</i> <i>at Durrant's (Hotel)</i> In the US, names with center are without “ the ” <i>near Lincoln Center</i>	But usually theatres, cinemas, etc. have “ the ” <i>at the Globe (Theatre)</i> <i>the Plaza (Cinema)</i> <i>outside the Dorchester (Hotel)</i> <i>in the Tate (Gallery)</i> <i>the Brunei shopping centre</i>
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K. Shops and restaurants

Most shops and restaurants are without “ the ” <i>shopping at Bloomingdale's</i> <i>at Matilda's Restaurant</i>	Names with a noun (<i>body, studio</i>) often have “ the ” <i>at the Body Shop</i> <i>the Studio</i>
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TEST: A/an and the

Test A

Complete the story about the theft of a river barge. Put in *a*, *an*, *one* or *the*.

This is (►) a true story about (1) man who chose (2)worst possible time for his crime. It happened in London in (3) summer of 1972. (4) man stole a barge on (5) ... River Thames (in case you don't know, (6) barge is a river boat used for carrying goods). (7) owner of (8) barge soon discovered that it was missing and immediately informed (9) police so that they could look for it. Normally (10)..... river is quite (11)busy place, and it would be difficult to find what you were looking for. On this day, however, there was (12) dock strike, and so there was only (13)..... barge on (14) river. (15) thief was quickly found and arrested.

Test B

Decide which word or words are correct.

► I think that's *an awful* thing to say.

- a) a awful b) an awful c) awful

1. Judy goes to..... on the bus.
 - a) work b) a work c) the work
2. I don't know what to do. It's problem.
 - a) quite difficult b) a quite difficult c) quite a difficult
3. is my favourite sport.
 - a) Golf b) A golf c) The golf
4.starts at nine o'clock.
 - a) School b) A school c) The school.
5. We had time at the disco yesterday.
 - a) really nice b) a really nice c) really a nice
6. Nigel opened a drawer and took out
 - a) photos b) a photos c) some photos
7. Did you learn to play.....?
 - a) violin b) a violin c) the violin
8. We can finish the rest of the bread for
 - a) breakfast b) a breakfast c) the breakfast
9. While I was in hospital, they gave me.....
 - a) X-ray b) a X-ray c) an X-ray
10. I might listen to
 - a) radio b) radios c) the radio
11. We need to protect from pollution.
 - a) environment b) some environment c) the environment
12. Why do they always playmusic?
 - a) so terrible b) such terrible c) such a terrible

Test C

Read the story about a silly mistake and decide if a word needs to go in the space. If a word is missing, write the word. If no word is missing, write X.

This is also (►) a true story. It shows how (►) X plans can sometimes go wrong and how (1) people can make silly mistakes. This too happened quite (2) long time ago in (3) 1979, in fact. The scene was (4) old people's home in (5) small town in (6) north of England called (7) Otley. The owners of the home wanted to put (8) fence around it to make it more private. The work began soon after (9) Christmas when (10) workmen arrived in (11) lorry with planks of wood which they put up around the building. 'It was (12) very nice fence,' said (13) of the old people. But there was (14) problem. The workmen forgot to leave a gap for the lorry to drive out through. They had to come back the next day to knock down part of (15) fence. '(16) a silly mistake!' said another resident. 'It was (17) funny we had to laugh. In fact it was (18) most fun we've had for a long time.'

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Video Links:

- Parts of Speech: <https://youtu.be/1f1TrMW-U3A>
<https://youtu.be/v9fCKTwytJA>
- Prepositions: <https://youtu.be/byszemY8Pl8>
<https://www.youtube.com/watch?v=20TTzFu8JY>
<https://youtu.be/IDEuyJwOiyA>
- Adjectives: <https://youtu.be/uRGVtGfoXvI>
- Articles: <https://youtu.be/LjO4KliJQg4>
- Conjunctions: https://youtu.be/-catJZm_2TI
<https://youtu.be/IKrRuDWEP68>

SENTENCE STRUCTURE

Sentence

A sentence is a group of words, which expresses a complete thought. When we make a sentence, we name some person/thing and say something about it.

Parts of a Sentence: Subject and Predicate

The part, which names the person/ thing we are speaking about, is called the *subject* of the sentence. The part, which tells something about the subject, is called the *predicate* of the sentence.

For example, in the sentence, the dog ran after the cat, *the dog* is the subject of the sentence because it is telling something about the dog. The sentence says that the dog ran. So in this example, *the dog* is the subject while the rest of the sentence *ran after the cat* is the predicate of the sentence.

Sentences provide us with a framework for the clear written expression of our ideas. The aim of writing is always to write in complete sentences, which are correctly punctuated. Sentences always begin with a capital letter and end in a full stop, exclamation or question mark. A complete sentence always contains a verb, expresses a complete idea and makes sense standing alone. For example,

Andy reads quickly.

This is a complete sentence as it contains a verb (reads), expresses a complete idea and it does not need any further information for the reader to understand the sentence.

E.g. *When Andy reads* is an incomplete sentence. It contains a verb, but the opening word *when* tells us that something happens when Andy reads; we need more information to complete the idea. *When Andy reads, he reads quickly.* This is now a complete sentence, as the whole idea of the sentence has been expressed.

The following examples show the incomplete sentences in italics:

Wrong: There is another theory. Which should not be ignored.

Correct: There is another theory, which should not be ignored.

Wrong: The proposal was finally rejected. Although they considered it.

Correct: Although they considered the proposal, it was finally rejected.

Exercises

1. Put the words in the correct order and write the statements.
 - a. For my brother/made/the tailor/a suit
 - b. Football/likes/Tom.
 - c. An accident/David/had
 - d. Bought/two years ago/we/this car

- e. A tall woman/Harriot/is
 - f. Sat/on the floor/everyone
 - g. Gave/some help/Mike's friends/him
2. In the following sentences, identify the subject and the predicate.
- a. The boy stood on the deck.
 - b. Miss Kitty was rude that day.
 - c. He has a good memory
 - d. Borrowed garments never fit well.
 - e. On the top of the hill lives the hermit.
3. Following is a list of incomplete sentences. Some of the sentences have a missing subject while the others have a missing predicate. Try filling out the following blanks with missing subjects and predicates.

Add the missing subjects to the following group of words.

- a. _____ heard a loud noise.
- b. _____ spoke to the crowd.
- c. _____ moved into their new house.
- d. _____ made dinner.
- e. _____ worked together.

Add missing predicate to the following group of words.

- a. The horses _____
- b. The baseball team _____
- c. The scientist _____
- d. The dog _____
- e. My friends and I _____

Activity

Prepare 120 chits in total; think of 60 subjects (name of persons, animals, places or things) and 60 predicates (something telling about the subject).

Pick out a chit having a subject written on it and a chit on which the rest of the sentence is written. Make 100 sentences joining both the chits and come up with grammatically correct sentences.

Example:

My glasses / fell in the butter
 The rabbit/ likes to drink coffee.
 Mary/ was picking the flowers from the garden.

Four Types of Sentences

1. Simple Sentence

A simple sentence contains only one independent clause. An independent clause is a group of words that has both a subject and a verb and expresses a complete thought.

Examples:

I kicked the ball.

I like coffee.

Mary did not go to the party.

The baby cried for food.

There is a subject and a verb that expresses a complete thought.

Professor Maple's intelligent students completed and turned in their homework.

A simple sentence does not necessarily have to be short. It can have adjectives. In this case, there are two verbs *completed* and *turned in*. However, the sentence expresses one complete thought and therefore is a simple sentence.

Megan and Ron ate too much and felt sick.

Although there are two subjects and two verbs, it is still a simple sentence, because both the verbs share the same subjects and express one complete thought.

Reading Passage: Henry Ford was the first to mass-produce motor cars on an assembly line. He did this with the popular Ford Model T car between 1908 and 1927. The car was both cheap to buy and run.

For example,

Henry Ford was the first to mass-produce motor cars on an assembly line.

This is a simple sentence.

Exercises

1. Complete the following passage by writing simple sentences in the blanks provided.

One day Phil and Leon went to the canal. They were going fishing. _____.

They chose the best place. They started to get out the rods. Then there was a loud splash._____. Phil and Leon looked up. They saw something moving in the water._____. Someone had fallen in the water.

2. Choose the simple sentences from the following.

- a. Tiny sharks, grey and hungry, chased our boat.
- b. Tiny grey sharks chased our boat; they looked really hungry.
- a. Inspector DeRay looked for fingerprints.

- b. Inspector DeRay looked around, but he couldn't find any fingerprints.
 - a. The aliens collected wheat, and they also collected corn.
 - b. The aliens collected wheat and corn.

Activity

1. Instructions: Work in pairs. Write at least five simple sentences about your everyday routine. Discuss it with your partner.

2. Compound Sentence

A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. These clauses are joined by coordinating conjunction or a semicolon.

Examples:

I kicked the ball (*independent clause*)
and (*conjunction*)
it hit Tom. (*independent clause*)

I like coffee (*independent clause*)
and (*conjunction*)
Mary likes tea (*independent clause*)

Our car broke down; we came last.

A compound sentence contains two simple sentences which are joined by a coordinating conjunction (for, and, nor, but, or, yet, so).

The shoplifter had stolen clothes, so he ran once he saw the police.

The sentence, *the shoplifter had stolen clothes* can stand-alone and so can *he ran once he saw the police*. Therefore, this is a compound sentence.

They spoke to him in Spanish, but he responded in English.

This is also a compound sentence that uses a conjunction to separate two individual clauses.

Reading Passage: A cyclone is a devastating tropical storm. Cyclones begin as a typical thunderstorm but rapidly develop into monster storms with winds of over 100 kilometers per hour.

Cyclones are driven by the heat offered from warm ocean currents and need this warmth to fuel their power. Cyclones cannot form over land or continue over land for very long.

For example, *Cyclones cannot form over land, or continue over land for very long.*
This is a compound sentence.

Exercises

1. Choose the correct option from the following sentences,
 - a. The little flowers grew towards the sun (simple/compound)
 - b. The pirates demanded treasure, and they demanded pie.
(simple/compound)
 - c. The music is too loud for my ears (simple/compound)
2. The following passage consists of simple sentences. Convert these simple sentences into compound sentences by joining them together with the help of FANBOYS (for, and, nor, but, or, yet, so).

Drought can make entire countries desolate. Absence of water can cause havoc to plants and animals. Some areas have large open spaces that rely on water. The animals can die in these areas. This happens when drought continues for long. Sometimes there is severe drought. This makes dead grass to cause the soil to blow away in hot winds.

3. Complex Sentence

A complex sentence is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought. A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

Examples:

After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.

The independent clause is *Tim went to the gym to exercise*. If one were to say *after eating lunch at The Cheesecake Factory* alone, it would be an incomplete thought.

Opinionated women are given disadvantages in societies that privilege male accomplishments.

The subject is *opinionated women* and the verb is (*are*) *given*. The first part of the sentence *opinionated women are given disadvantages in societies* is an independent clause that expresses a complete thought. The following *that privilege male accomplishments* is a relative clause.

The woman who taught Art History 210 was fired for stealing school supplies.

The dependent clause in this sentence is *who taught Art History 210* because if removed, the rest of the sentence can stand as an independent clause. *Who taught Art History 210* is an adjective clause that provides necessary details about the subject, woman.

Reading Passage: Johannes Gutenberg invented the first printing press in the year 1440. The printing press changed civilization by enabling many books to be printed quickly and easily. Before Gutenberg's invention, book printing relied on copying handwritten sheets of paper, which was slow and difficult.

For example,

Before Gutenberg's invention, book printing relied on copying handwritten sheets of paper, which was slow and difficult.

This is a complex sentence.

Exercises

1. In each of these complex sentences, underline each independent clause once and each dependent clause twice.
 - a. Until you change those strings, your banjo will not sound very good.
 - b. Darryl looked after my dog while I was away.
 - c. Bring your backpack when you come to school today.
 - d. When my grandmother was young, she listened to Frank Sinatra records.
 - e. Unless I am wrong, peaches were first grown in China.
2. Combine each numbered sentence with the first sentence that follows to make a complex sentence. Add, drop, or change words as needed. Write the new sentences below.

(a) Evidence from fossils shows something. The continents have changed shape and position. (b) Dinosaurs appeared about 240 million years ago. All the continents were connected. (c) Fossils of mammals are very different from continent to continent. Mammals appeared about 40 million years later. (d) The first mammals lived about 200 million years ago. The continents had begun to split apart by that time.

4. Compound-complex Sentence

A compound-complex sentence has two independent clauses and at least one dependent clause.

Examples:

After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.

If we remove the dependent clause *after the two soccer players lost their game*, we have a compound sentence. The dependent clause makes this sentence compound-complex.

The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

To form a compound-complex sentence, write a compound sentence and then add a dependent clause *or* you can write a complex sentence and add an independent clause.

Aliya and Megan ate lunch together; *when* they were finished, they went to class.

(Independent clause, semi-colon, dependent clause, independent clause)

After Alex and Parveen got home from school, Alex called Parveen on the phone; they made plans to see a movie. (Dependent clause, independent clause, semi-colon, independent clause)

Jonathan and Nick are good friends; *whenever* one of them needs help, the other will be there. (IC, semi-colon, DC, IC)

Megan needed help with a project, **so** she asked Victoria *if* she would meet her in the library. (IC, coordinating conjunction, IC, DC)

Because James forgot his book, he shared with Wilbert, **so** they could both follow along with the class.

(DC IC, coordinating conjunction, IC)

Exercises

1. Identify whether the sentences are simple, complex, compound or compound-complex.

- a. Vampires Dairies is my favorite television show, but I also love True Blood.
- b. The student wiped the whiteboard that was filthy with last week's notes.
- c. The trendy fashion designer released her new line on Wednesday.
- d. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.
- e. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.
- f. After listening to the Kanye West CD, I have a new respect for his music.
- g. After the teacher chose groups, John and Sara were selected as partners for a project, yet Sarah did most of the work.

2. Identify whether the sentences singled out from the reading passages are simple, complex, compound or compound-complex.

- a. The Rosetta stone provided the key to successfully translating ancient Egyptian writing. The stone had the same text in three ancient languages carved into it: Greek, Demotic and Egyptian. A clever translator was able to use the known written language of Greek to unlock the Egyptian writing code.

Sentence: *A clever translator was able to use the known written language of Greek to unlock the Egyptian writing code.*

Answer: _____

- b. Marco Polo was an Italian merchant who travelled from Venice to China in the 13th century – about 700 years ago. It took Marco Polo over three years to travel the Silk Road from Italy to China on foot - a distance of about 4000 kilometers. In olden days, there were many bandits along the Silk Road, so people often travelled in large groups.

Sentence: *In olden days, there were many bandits along the Silk Road, so people often travelled in large groups.*

Answer: _____

- c. *The weather* is a term we use to describe how warm or cold the day is. Weather is very changeable. Atmospheric conditions can be very hard to predict, even for weather forecasting experts. For instance, months of heavy rain can follow an extended period of drought, or cold weather can interrupt a previously warm, sunny day.

- d. Sentence: *Weather is very changeable.*

Answer: _____

3. Underline the independent clause once, and underline the dependent clause twice. Circle the letter below each sentence, which correctly identifies the sentence structure.

S: simple sentence

C: compound sentence

CX: complex sentence

CCX: compound complex sentence

- a. Anna plays defense, and Amber plays offense.

S C CX CCX

- b. Anna plays defense, yet Amber, who is a good shooter, plays offense.

S C CX CCX

- c. The kitty pounced over the fence, and she landed on a bald guy's head.

S C CX CCX

- d. When the kitty pounced over the fence, she landed on a bald guy's head, so he squealed like a little girl.

S C CX CCX

- e. I liked the cheese.

S C CX CCX

- f. I liked the cheese, yet chicken tastes better.

S C CX CCX

- g. Hannah fell down when Kellie pushed her.

S C CX CCX

- h. Hannah fell down when Kellie pushed her, but she wasn't hurt.

S C CX CCX

- i. I ate my peas so that I could eat my dessert.

S C CX CCX

- j. I ate my peas, yet I could not eat my dessert, so I ate it later.

S C CX CCX

- k. Billy went to the store, and he bought a chicken sandwich.

S C CX CCX

- l. Billy went to the store, and he bought a chicken sandwich that was moldy.

S C CX CCX

- m. While my dad ate chicken, I ate mutton.

S C CX CCX

- n. I ate country steak, yet I also ate sausage balls, which were filled with cheese.

S C CX CCX

- o. I hope that you will study for your test on Friday.

S C CX CCX

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TENSES

Verb Tenses

Knowing how to correctly use and identify verb tenses is an essential skill for students of all ages and abilities. These tense explanations and examples cover basic tenses.

Present Simple Every day - When do you get up? / Tom usually eats lunch at home.

Present Continuous Now - She's watching TV at the moment. / I'm not working, I'm reading a newspaper.

Past Simple Yesterday - They went on vacation last July. / Where did you meet Tim?

Past Continuous Yesterday, at X o'clock they were watching TV at 5 o'clock yesterday. / What were you doing when he came home?

Present Perfect Since / For - I've lived here for a long time. / Have you ever seen that film?

Past Simple vs. Present Perfect I've lived here for many years. vs. I lived there before I moved to New York.

Present Perfect Continuous Since / For + Time - We've been working since 8 this morning. / What has she been doing recently?

Past Perfect Already - They had already eaten when she arrived. / Had you finished the report by the time he asked for it?

Future with Will Tomorrow, Next week - We'll get together next week. / Will you be able to come tomorrow?

Future with Going to Tomorrow, Next year, semester, etc. - They're going to study Russian next semester. / Where are you going to stay?

Future Perfect By, By the time - I'll have finished by the time he arrives. / Will you have done the work by six?

Future Continuous At X o'clock, This time next year, month, week / What will you be doing this time next year? - She'll be working tomorrow at 10 o'clock.

Present Tense

It is used to describe an action that takes place regularly. The present simple also can be used to express feelings, facts, opinion, and time-based events. Do not confuse the present simple tense with the present continuous tense, which is used to describe something that is currently taking place.

For example:

Present simple tense: I catch the bus at 8:50 a.m. to go to work.

Present continuous tense: I am riding the bus to work.

Practicing the Present Simple Tense

Role-play Activity: With a classmate or a friend, try using the following dialogue to practice the present simple tense.

Person 1: Hello, Can I ask you some questions for an interview?

Person 2: Yes, I can answer some questions.

Person 1: Thank you for taking the time. Now, first question: What do you do?

Person 2: I work in a library. I'm a librarian.

Person 1: Are you married?

Person 2: Yes, I am.

Person 1: What does your husband do?

Person 2: He works as a policeman.

Person 1: Do you usually have dinner together?

Person 2: Yes, we do.

Person 1: How often does your husband exercise?

Person 2: He sometimes exercises four times a week. But, he usually exercises only twice a week.

Person 1: Where do you like to go on holiday?

Person 2: We rarely go on holiday. However, we like to go to the mountains if we can.

Person 1: What type of books do you read?

Person 2: I often read horror stories.

Person 1: Thank you very much for answering my questions.

Person 2: You're welcome!

Speaking Activity (Debate): Violence in the media needs to be regulated

This debate can easily turn into a debate about what 'Free Speech' really means and can improve conversational skills when supporting a point of view. Create groups based on the students' opinions. (For & against groups)

When to Use:

Notice from the above dialogue that the present simple is often used to describe what we do every day. We use verbs of frequency (always, sometimes, usually, etc.) which indicate a habit. Other instances that call for the present simple tense include:

I. Permanent or long-lasting situations

- a) Where do you work?
- b) The store opens at 9 a.m.
- c) She lives in New York.

II. Regular habits and daily routines

- a) I usually get up at 7 a.m.
- b) She doesn't often go to the cinema.
- c) When do they usually have lunch?

III. Facts

- a) The earth revolves around the sun.
- b) What does "strange" mean?
- c) Water doesn't boil at 20 degrees.

IV. Feelings

- a) I love walking around late at night during the summer.
- b) She hates flying!
- c) I don't want to live in Texas.

V. Opinions and states of mind

- a) He doesn't agree with you.
- b) I think he is a wonderful student.
- c) What do you consider your best accomplishment?

VI. Timetables and schedules

- a) The plane leaves at 4 p.m.
- b) When do courses begin this semester?
- c) The train doesn't arrive until 10.35 a.m.

Verb Conjugation

The present simple tense can be expressed in three ways: positive, negative, or as a question. Conjugating the positive form is easy for the first- and second-person references such as "I" or "you." Just use the root form of the verb. For third-person references, add an "s" to the verb.

For example:

- a) I eat lunch at noon.
- b) You play tennis at noon.
- c) He walks to school every day.
- d) She watches TV in the evening.
- e) It sleeps under the couch.
- f) We study English at school
- g) They eat lunch at noon.

I. The negative form uses the helping verb "do" for first- and second-person references and "does" for the third-person. You can also express the negative form as a contraction. For example:

- a) I do not leave work early on Mondays.
- b) You don't like to watch TV.
- c) He does not understand the question.
- d) She doesn't ride a bike.
- e) We do not have any money.
- f) They don't leave at noon.

II. If the present simple tense is expressed in the form of a question, use "do" or "does," followed by the subject, and the verb in questions. For example:

- a) Do I work in this company?
- b) Do you get up early?
- c) Do we often drive to work?
- d) Do they understand French?
- e) Does he like to watch TV?
- f) Does she believe in ghosts?

Comprehension Exercise (Present Tense)

The reading-comprehension passage below focuses on the present simple tense to describe habits and daily work routines. The present simple is typically one of the first verb tenses that English students learn. It is used to describe an action that takes place on a regular basis. The present simple also can be used to express feelings, facts, opinion, and time-based events.

The passage describes the daily routine and work habits of "Tim," a typical worker in a central California city. Use the passage to help students better understand what the present simple tense is and how to use it.

Before Reading the Passage (Instructions)

Prepare students before they read the passage by explaining when to use the present simple tense and how to conjugate verbs in this tense. Explain that in English, you use the present simple to describe what you (or others) do every day. You also use verbs of frequency (such as always, sometimes, and usually) to indicate a habit.

Ask students to tell you some things they do every day, such as setting the alarm before going to bed, waking up at a certain time each morning, eating breakfast, and travelling to work or school. Write their answers on the whiteboard. Then explain that the present simple tense can be expressed in three ways: positive, negative, or as a question, for example:

I eat lunch at noon.

I never play tennis at noon.

Does he walk to school every day?

Tell students that they will be reading a story about "Tim," a worker who does a number of things regularly in getting ready for work, travelling to work, and performing his duties. Then read the story as a class, having students each read a sentence or two.

Tim's Story

Tim works for a company in Sacramento. He's a customer service representative. He gets up at 6 a.m. each workday. He drives to work and begins his job at 8 am each morning.

During the workday, Tim speaks to people on the telephone to help them with their banking problems. People telephone the bank to ask questions about their accounts. Tim doesn't give information about accounts until callers answer a few questions. Tim asks callers their birth date, the last four digits of their Social Security number, and their address. If a person gives incorrect information, Tim asks him to call back with the correct information.

Tim is polite and friendly to everyone. He has lunch in a park next to his office. He returns home at 5 pm. After work, he goes to the gym to work out. Tim has dinner at 7 pm. Tim likes watching TV after dinner. He goes to bed at 11 pm.

Follow-Up Questions and Answers

- a) What time does Tim get up each workday? (6 a.m.)
- b) What time does he begin his day at work each day? (8 a.m.)
- c) What are some of the duties Tim performs each day? (Tim verifies callers' personal information. He answers questions from callers about their accounts. He is polite with each caller.)
- d) What time does Tim turn out the lights each night? (11 p.m.)

Writing Activities

Write ten questions, five with the present continuous and five with the present simple.
Interview each other using the ten questions.

Homework:

Write a short paragraph contrasting what a friend or family member does every day and what they are doing at the moment.

Present Perfect

The present perfect in English is always connected in some way to the present moment in time. The present perfect in English covers what happens from a past moment to the present moment in time. The usage is divided into three major areas:

1. From the past until now: I've lived in New York for twenty years.
2. Life experience: I've visited every state in the country.
3. Recent past events that influence the present moment: I've just had lunch.

Present Perfect Structure:

Subject + have + past participle + objects

Examples:

*Tom has lived in New York for 10 years.
We have studied French since 2003.*

Present Perfect Negative Form

Subject + have not + past participle + objects

Examples:

*She hasn't met Peter.
They haven't finished the job yet.*

Present Perfect Question Form

(Question Word) + have + subject + past participle?

Examples:

*Has she worked here for a long time?
Where has she gone?*

Important Note: Regular past participles in "-ed," irregular past participles of verbs vary and must be studied.

Yet / Just / Already

"Yet" is used in the present perfect negative and question forms.

"Just" is used in the present perfect positive form.

"Already" is used in the present perfect positive form.

Examples:

*Have you finished the job yet?
She's just left for Chicago.
They've already eaten lunch.*

Since / For

"Since" and "for" are common time expressions used with the present perfect tense. "Since" is used with specific dates. "For" is used with periods of time.

Examples:

Janet has worked at this company since 1997.

We've lived in this house for five years.

Speaking Activity: Start by Speaking about Your Experiences

Introduce the present perfect by providing three short situations One about life experiences, one speaking about some things that started in the past and continue into the present. Finally, also illustrate the present perfect for events that influence the present moment in time. Speak about yourself, your family or your friends.

Life Experience: "I've visited many countries in Europe. I've been to Germany and France a few times. My wife has also been to Europe quite a lot. However, our daughter has never visited."

Past to Present: "My friend Tom has a number of hobbies. He's played chess for more than fifteen years. He's surfed since he was a little boy, and he's practiced the art of the Japanese tea ceremony since September."

Recent Events that Influence the Present: "*Where's Pete? I think he's gone to lunch, but he's been away for about ten minutes. I know he's been to the bank this afternoon so he's probably decided he needs a nice meal.*"

Ask students about the differences in these forms. Once the differences have been understood, return to your short scenarios and ask students related questions using the present perfect.

For example,

Life Experience: "I've visited many countries in Europe. Which countries have you visited? Have you ever been to XYZ?"

Past to Present: "My friend Tom has a number of hobbies. He's played chess for more than fifteen years. Which hobbies do you have? How long have you done them?"

Recent Events that Influence the Present: "What have we just studied? Have you understood the form?"

Switch between positive, negative and question forms. it's important that students understand the differences between the time expressions 'just', 'yet' and 'already' as well as 'for' and 'since' for past to present.

Comprehension Activity:

Tom: Hi Henry, it's been a long time since we saw each other last. What have you been up to?

Henry: Hi Tom! It's great to see you again. I've been away on business.

Tom: Really, where did you go?

Henry: Well, first I flew to New York for two meetings. After that, I flew to Atlanta, where I had to make a presentation at a company conference.

Tom: It sounds like you've been busy.

Henry: Yes, I've been very busy. It's good to be home again. What have you been doing lately?

Tom: Oh, nothing much. I've been working in the garden these past few days. Alice has been away for the past two weeks visiting her relatives in Chicago.

Henry: I didn't know she has family in Chicago.

Tom: Yes, that's right. We met at university in California. She was born in Chicago and lived there until she went to college.

Henry: How long have you lived here in Colorado?

Tom: We've lived here for over 10 years. We moved here in 1998 because I had a new job as a sales representative.

Henry: Have you lived in the same house since you arrived?

Tom: No, first we lived in a condo in downtown Denver. We moved here four years ago. We've lived on the street for four years and they've been the happiest years of our lives.

Henry: Yes, my wife Jane and I love this neighborhood.

Tom: And how long have you lived in your house?

Henry: We've only lived here for two years.

Tom: That's strange, it seems like you have lived here longer than that.

Henry: No, we moved here in 2006.

Tom: How time flies!

Henry: I have to agree with you on that. It seems like yesterday that I graduated from college. I can't believe I've been working for more than 10 years!

Tom: I've been working for more than 30 years! I'm going to retire soon.

Henry: Really? You don't look a day over 40!

Tom: Thank you. You're a great neighbour!

Henry: No, really. Well, I have to get going. Work is waiting for me. Have a good day.

Tom: You, too. Glad to have you back in the neighbour!

Form questions on the key vocabulary taken from the text

- What have you been up to?
- I've been away on business
- Company conference
- What have you been doing lately?
- Relatives
- To move to a neighborhood
- That's strange, how time flies
- To graduate from college or university
- It seems like yesterday
- To retire
- I have to get going
- Glad to have you back

Practice 1

Conjugate the verb in parentheses using the form indicated. In the case of questions, use the indicated subject as well.

- i. How long _____ (he/live) in New Jersey?
- ii. Peter _____ (not play) baseball since 1987.
- iii. I _____ (speak) Russian for 20 years.
- iv. We _____ (not see) Tom since Christmas.
- v. Has _____ (Alan/fly) in an airplane before?
- vi. Shannon _____ (not/go) to lunch yet.
- vii. Our class _____ (take) a field trip three times this year.
- viii. Where _____ (they/move) to?
- ix. Jennifer _____ (ask) that question four times today.
- x. You _____ (not eat) lunch yet, have you?
- xi. Jason _____ (want) to move to New York since he was 5 years old.
- xii. How long _____ (they/know) Peter?
- xiii. Alexandra _____ (work) for IBM since 2002.
- xiv. Jeff _____ (buy) a few books this week.
- xv. Sally _____ (not read) that book yet.
- xvi. _____ (they/leave) for work yet?
- xvii. Bill _____ (not/drive) very far today.
- xviii. We _____ (enjoy) eating seafood all of our lives.
- xix. _____ (he/watch) the documentary yet?
- xx. I _____ (not/finish) the job yet.

Practice 2

Choose the correct time expression used with the present perfect tense.

- i. They have lived in that house (since/for) 10 years.
- ii. She has (just/yet) gone to the bank.
- iii. Franklin hasn't arrived in Boston (yet/already)
- iv. We have worked at this company (since/for) 2008.
- v. Jason hasn't telephoned me (since/for) two weeks.

- vi. How (long/much) have you known Susan?
- vii. They've (already/yet) studied the past simple tense.
- viii. Our mothers have (just/yet) left for the station.
- ix. The president has travelled to more than 20 countries (since/for) he was elected.
- x. Thomas hasn't had time to read the book (just/yet).
- xi. Alice has told me she's (yet/already) been to that park.
- xii. My daughter's (just/since) finished her homework.
- xiii. Have they (already/yet) spoken to Mr. Peters?
- xiv. I've (just/for) interviewed the best candidate for the job.
- xv. Our coach hasn't chosen the starting team (already/yet).
- xvi. Bob and Tim have (already/yet) decided where they are going on vacation.
- xvii. Have you purchased a new computer (just/yet)?
- xviii. Sam has wanted to go to Japan (for/since) he was a little child.
- xix. Jason hasn't worked here (since/for) very long.
- xx. Our boss has (just/yet) hired a new engineer.

Present Perfect Continuous

The present perfect continuous form is often confused with the present perfect. Indeed, there are many instances in which the present perfect continuous can be used as well as the present perfect.

For example:

I've worked here for twenty years. OR I've been working here for twenty years.

I've played tennis for twelve years. OR I've been playing tennis for twelve years.

The main emphasis in the present perfect continuous is on expressing how long the current activity has been happening. It's best to stress that the present perfect continuous form is used for shorter periods of time to express how long that particular action has been taking place.

I've been writing for thirty minutes.

She's been studying since two o'clock.

Speaking Activity: Start by Speaking about the length of current actions

Introduce the present perfect continuous by asking students how long they've been studying in the current class on that day. Extend this to other activities. Use a magazine with photos and ask questions about how long the person in the photo has been doing a particular activity.

Examples: Here's an interesting photo. What's the person doing? How long has the person been doing XYZ?

What about this one? He looks like he's getting ready for a party. I wonder if you can tell me how long he's been getting ready for the party.

Another important use of the present perfect continuous is to explain what has been happening that has caused a present result.

His hands are dirty! What has he been doing?

You're all wet! What have you been doing?

He's tired. Has he been studying for a long time?

Present Perfect Continuous Structure

Subject + have + been + verb(ing) + objects

He has been working for three hours.

We haven't been studying for long.

Repeat for the negative and interrogative forms as well. Understand that the verb 'have' is conjugated. Point out that questions are formed with "How long ..." for the length of an activity, and "What have you ..." for explanations of current results.

How long have you been sitting there?

What have you been eating?

For the negative form, use the magazine or web pages to ask yes or no questions focusing on eliciting a negative response.

Ex. Is she playing tennis? - No, she isn't playing tennis. She's playing golf.

Is he wearing shoes? - No, he's wearing boots.

(Asking students) Are they eating lunch?

Is she driving a car? etc.

Reading Comprehension: LONDON'S BIGGEST FIRE...

From 'Time', December 21, 1936

1. You are going to read a text from 1936 about the fire which destroyed The Crystal Palace. Choose the best answer in each gap.



LONDON FIRE (CONTINUED)

THE Crystal Palace (1) the biggest thing in London: 1,600 feet of glass and iron with two 300 foot water towers (right). A monument to the taste of Queen Victoria, it (2) like a gigantic greenhouse and, since 1854, (3) the pleasure palace of all Londoners, rich and poor. It (4) classical courts and galleries, an aviary, an aquarium and a theatre. In it (5) concerts, spectacles, movies, animal and flower shows. In 1913 the British nation (6) it from its private owners. Lately a television broadcasting station (7) in one of the towers. On Nov. 30 a fire (8) in the

- | | | |
|-----------------------------------------|-----------------|----------------|
| 1. a) has been | b) was | c) is |
| 2. a) looked | b) had looked | c) was looking |
| 3. a) was | b) is | c) had been |
| 4. a) was | b) had had | c) had |
| 5. a) held | b) had held | c) were held |
| 6. a) was bought b)bought c) was buying | | |
| 7. a) had been set up | b) was set up | c)set up |
| 8. a) started | b) was starting | c) would start |

women's cloak room, (9) through the wooden floors, (10) the roof of the central transept into a rain of molten glass. Then the fire (11) down the 1,600-ft. nave, (12) its glow over eight counties of England. The aquarium fish were boiled but somebody (13) the doors of the aviary. The Nottingham *Journal* called the fire "the ruin of the Victorian tradition." The Crystal Palace's manager, Sir Henry Buckland (see right), who had (14) the fire, holding the hand of his little daughter Crystal (named for the Palace), mournfully (15) afterward, "The Crystal Palace will never be rebuilt. It (16) \$6,750,000 in 1854 and we had just (17) \$1,500,000 in improvements for the coronation celebrations next year."

- | | | |
|--------------|----------|-----------|
| 9. sweep up | 10. Turn | 11. roar |
| 12. spread | 13. open | 14. call |
| 15. announce | 16. cost | 17. spend |

2. In this sentence, you are asked to use 3rd conditional. Fill in the gaps with the correct form of the verb.

Wreckage of Crystal Palace art consisting of hideous plaster copies from the Egyptian, Greek, Pompeian, Byzantine and Gothic. If it _____(be) real art, the fire _____(do) a billion dollars damage.



Past Tense

There are two principal past tenses used to make general statements about the past: The past simple and the past continuous. The two tenses are quite different. Use the **past simple** to talk about an event, which happened, at some point in time in the past.

Tom flew to Chicago last week.

Peter visited his friends in Florida two months ago.

The **past continuous** is usually used to refer to events happening at the same time that something important happened in the past.

They were doing their homework when she arrived.

Jack was studying while Dave was cooking dinner.

The past continuous is also used to express what was happening at a precise moment in the past.

I was attending a lecture at 2.30 yesterday afternoon.

Alice was reading a book at six yesterday evening.

Of course, there is the issue of irregular verbs, which can be frustrating because they just have to be memorized and reinforced through practice. A sampling of these:

be—was/were

catch—caught

speak—spoke

understand—understood

Past Time Expressions

The past simple is used when something begins and ends in the past. The use of appropriate time expressions will help:

last: last week, last month, last year

ago: two weeks ago, three days ago, two years ago

when + past: when I was a child when she worked in New York

Modelling the Past Simple

Speaking Activity

Teacher and students use the past simple by speaking about some of the past experiences. Use a mix of regular and irregular past verbs. Use time expressions to provide context. Mix in some other subjects such as "my friend" or "my classmate" to signal that there is no change in the conjugation of the past simple other than putting the verb into the past.

For example,

I visited my parents in Olympia last weekend.

My mother cooked a wonderful dinner yesterday.

We went to a movie yesterday evening.

Continue modelling by asking yourself a question and providing the answer.

Where did you go last week? I went to Portland yesterday.

When did you have lunch yesterday? I had lunch at 1 o'clock yesterday.

Which level did you teach last month? I taught beginner- and intermediate-level classes.

Next, ask students similar questions. Use the same verbs—for example: went, had, played, watched, ate—when asking questions. Students will be able to follow your lead and answer appropriately.

Regular and Irregular Verbs

Using the verbs you've introduced, ask students the infinitive form for each verb.

Which verb is (went / go)

Which verb is (cooked/ cook)

Which verb is (visited/ visit)

Which verb is (had/ have)

Which verb is (taught/ teach)

Ask students if they notice any patterns. Usually, a few students will recognize that many past regular verbs end in -ed. Introduce the idea that some verbs are irregular and must be learned individually. It's a good idea to provide an irregular verb sheet for their study and future reference. Quick drills, such as a past simple grammar chant, will help students learn irregular forms. When discussing past regular verbs, make sure that students understand that the final e in -ed is generally silent:

listened -> /lisnd/

watched -> /wacht/

BUT:

visited -> /vIzIted/

Introduce Negative Forms

Finally, introduce the negative form of the past simple through modelling. Model the form to the students and immediately encourage a similar answer. You can do this by asking a student a question, then modelling a negative and a positive sentence.

When did you have dinner yesterday? (Student) I had dinner at 7 pm.

Did he/she have dinner at 8 pm? No, he/she did not have dinner at 8 pm. He/she had dinner at 7 pm.

Past Simple Structure

Positive

Subject + Verb + ed OR Irregular Past Form + Objects

I, You, He, She, We, They > played golf yesterday afternoon.

I, You, He, She, We, They > went lunch at noon.

Negative

Subject + did not (didn't) + Verb + Objects

I, You, He, She, We, They > didn't go on vacation last summer.

Subject + did not (doesn't) + Verb + Objects

Questions

(Why, What, etc.) + did + Subject + Verb + Objects?

Did > I, you, we, they > attend the meeting last week?

Past Continuous Structure

Positive

Subject + conjugate the helping verb "be" + verb + -ing.

I was, You were, He was, She was, We were, You were, They were > watching TV when I arrived.

Negative

Subject + conjugate the helping verb "be" + not + verb + -ing.

I wasn't, You weren't, He wasn't, She wasn't, We weren't, You weren't, They weren't > working when he came into the room.

Questions

Question word + conjugate the helping verb 'be' + subject + verb + -ing

What > were you, they > doing at seven pm?

What > was I, he, she > doing at seven pm?

Comprehension:

Last Summer Holiday



Last Summer I went to Nice. It's a great place to have a holiday. People are very friendly and hospitable. Especially, the port of Nice is a fantastic place to visit.

On the first day, we went to a restaurant with a terrace.

It had a wonderful view of the sea. Also the dishes were absolutely delicious. On the second day, we went to two museums. First we went to an art museum. There weren't many pictures, but there were many contemporary art productions. I didn't like them a lot. Second we went to a very unusual museum of bric-à-brac. There was a lot of old bric-à-brac from different places of the World. It was really interesting to see. After visiting the museums, we returned to our hotel room as we were really tired.

At last, we spent a whole day at the great beaches of Nice. We swam, sunbathed and had great time on the beach of Nice.

It was a short but very entertaining and relaxing holiday. I definitely want to go to Nice again.



Are they true or false according to the text?

1. The author liked the food in the restaurant.
2. He went to an art museum after the bric-à-brac's museum.
3. He had a long holiday there.
4. He spent the last day at the beach.
5. He only went to two museums on the second day.....



Verb Tense Games & Activities

A. Tense Race

For this game, write out a list of verbs on index cards. Use the following list the first time you play this game.

Am
Came
Run
Swim
Sing
Feel
Want
Make
Hear
See
Go
Smell
Taste
Cook
Drive
Play
Try

The **rules** of the game are as follows:

- Put the students into evenly divided teams and ask for a representative from each team to join you at the front of the class.
- Tell them you are going to read a verb and the student from team 1 has to give you either the past tense or present tense of that verb as quickly as possible.
- Begin by reading the first index card. Remember, only the student from team 1 may answer. If the student is correct, hand them the card and move on to the representative from team 2, and so on.
- If a student hesitates or speaks incorrectly, they must sit down and the next representative from their team goes to the front of the class.
- Repeat this process until every student has been eliminated or you have run out of cards.
- The winning team will have collected the most cards.
- To increase the difficulty, try playing the game using irregular verbs or by requiring students to use the past or present tense of the verb in a sentence.

Writing Activity

What Were You Doing? - Use of the past continuous in combination with the past simple.

Describing a past holiday

Writing Game

Insert the Verb

This writing game incorporates creativity and humor.

- Students will take out a blank sheet of paper and a pencil, not a pen.
- Tell them to write one paragraph describing what they have done so far today. When they got up, what they ate, how they got to school, etc.
- After they have finished writing, tell them to count the number of action verbs in their paragraph and write the number on the top of the paper. It's important that they only count verbs that involve a specific action.
- Instruct them to erase all of the action verbs from their paragraph with an eraser or black pen.
- Tell students to partner up and tell each other the total number of verbs they erased and vice versa.
- Now, on a clean sheet of paper, each student will write a list of verbs, in order, relating to activities they think their partner got up to that day. For example, if my partner, Sally, told me she had eight verbs, I would write the following list: got up, ate, went, brushed, ran, got on, saw, played.
- Then, partners exchange verb lists and insert the new verbs to replace the original verbs that have been erased.
- When the students are finished adding the verbs, ask for volunteers to read their paper aloud.
- The paragraphs are about the student's day up to that point, all of the verbs should be past tense.

Practice 1

Conjugate the verb in parentheses using the form indicated. In the case of questions, use the indicated subject as well.

- i. Tom _____ (visit) his mother last weekend.
- ii. We _____ (not buy) that TV yesterday because it was too expensive.
- iii. _____ (you / be) at the meeting on Tuesday?
- iv. Where _____ (Sheila / stay) in New Orleans?
- v. Alan _____ (understand) the situation two days ago.
- vi. They _____ (not finish) the project on time last month.
- vii. When _____ (Mary / fly) to New York?
- viii. Henry _____ (read) Harry Smith's latest book last month.
- ix. I _____ (not write) that letter to him last week.
- x. What _____ (you do) yesterday afternoon?
- xi. You _____ (think) he couldn't win, didn't you?
- xii. She _____ (not win) the prize two weeks ago.
- xiii. Where _____ (Andy / go) last week?
- xiv. Thomas _____ (come) to visit us in May.
- xv. Susan _____ (not telephone) in time to get a ticket.
- xvi. How _____ (you meet) him?
- xvii. David _____ (get up) early on Saturday to play golf.
- xviii. Betty _____ (not draw) that picture.
- xix. _____ (Peter forget) his books yesterday?
- xx. She _____ (give) him a present for his birthday yesterday.

Practice 2

Choose the correct time expression used with the past simple tense.

- i. Cathy left on holiday (last / ago) week.
- ii. I played football (when / last) I was in high school.
- iii. Were you able to go to the meeting (ago / in) May?
- iv. She didn't think about those problems two days (last / ago).
- v. There weren't any children at the party (last / when) Saturday.
- vi. Jennifer wanted us to come and help three weeks (ago / when).
- vii. Peter went to a meeting in Chicago (last / ago) Tuesday.
- viii. Alexander made a number of mistakes (yesterday / tomorrow).
- ix. Tom was born (at / in) 1987.
- x. Our teacher helped us understand the problem (this morning / tomorrow morning).
- xi. I bought a new chair for my office (last / next) week.
- xii. Did you finish the meeting on time (yesterday / last) evening?
- xiii. Susan visited her aunt in Seattle (last / ago) Sunday.
- xiv. My father took me to the zoo (when / last) I was a child.
- xv. They opened a new store (in / on) Tuesday.
- xvi. She drove to New Mexico (in / on) February.
- xvii. We enjoyed a lunch with our friends (yesterday / tomorrow).
- xviii. Annabelle played the piano for two hours (on / in) Tuesday.
- xix. Fred didn't attend the meeting (last / ago) week.
- xx. Anne opened a bottle of *mountain dew* two hours (ago / last).

Assessment Quiz 1

Past Simple vs. Present Simple

Fill in the blanks with present simple and past simple tenses.

Dear Peter,

Last summer I 1_____ (travel) to Edremit with my family. We 2_____ (stay) in our friend's house, because we 3_____ (want) to stay in a nice boutique hotel. I 4_____ (play) on the beach, 5_____ (go) for sightseeing, 6_____ (swim) in the beautiful sea, and 7_____ (write) many postcards. This 8_____ (be) a really different holiday for me. In holidays, I usually 9_____ (stay) in bed more and 10_____ (sleep) more.

One day, we 11_____ (visit) a small island called Bozcaada. My father 12_____ (warn) me before the trip not to leave them. He 13_____ (want) me to stay with them during the whole trip. I usually 14_____ (listen) to my father, but I 15_____ (listen) him in that trip. Because the island 16_____ (be) so beautiful and I couldn't wait to see with them. They 17_____ (be) really slow. During the trip I eventually 18_____ (lose) them. Hopefully, at the end of trip I 19_____ (find) them. They 20_____ (be) angry with me. However, I really 21_____ (have) great time without them.

Tell me Peter, What 22_____ (be) your holiday like? What 23_____ you____ (do) last summer?



PAST PERFECT SIMPLE & PAST PERFECT CONTINUOUS

The two most advanced tenses in the past are the past perfect and past perfect continuous. There are slight differences between these two tenses, but both are used to speak about actions that occur before another point in time in the past.

Past Perfect

There are two past tenses used to describe things that happen before another point in time in the past. Use the past perfect to talk about an event which had happened at some point in time before something took place.

Tom had interviewed five times before he got his first job.

She had already eaten by the time they arrived.

Past Perfect Continuous

The past perfect continuous is used to express how long something had been going on before something important happened in the past.

Jane had been studying for four hours when he came home.

Jack had been driving four over six hours when he finally pulled over to have lunch.

Past Perfect Structure

Positive

Subject + had + past participle

I, You, He, She, We, They had finished before I arrived.

Negative

Subject + had + not (hadn't) + past participle

I, You, He, She, We, They hadn't eaten before he finished the job.

Questions

Question word + had + subject + past participle

What -> had he, she, you, we, they thought before I asked the question?

Past Perfect Continuous Structure

Positive

Subject + had + been + verb + ing

I, You, He, She, We, They had been working for two hours when she telephoned.

Negative

Subject + had + not (hadn't) + been + verb + ing

I, You, He, She, We, They hadn't been paying attention for long when he asked the question.

Questions

Question word (often 'How long') + had + been + subject + verb + ing

How long -> had he, she, you, we, they been working before he arrived?

Reading and Writing Activity:

In this past perfect game, students use 'I wish' and 'If only' + 'the past perfect' to express regrets about health problems. The class is divided into teams of three. A health problem is read out to the class (e.g. 'I've got a toothache'.) and a time limit of two minutes is set. The teams then write down as many regrets as they can for the ailment using 'I wish' and 'If only' + 'the past perfect'. For example, 'I wish I hadn't eaten so many sweets'. 'If only I had gone to the dentist more often', etc. When the time limit has been reached, the teams stop writing and swap their paper with another team for marking. Teams score one point for each appropriate regret in the past perfect. The scores are written on the board and the next health problem is read out, and so on. The team with the highest score at the end of the game is the winner.

Alibi Game:

Prepare slips of paper with typical business daily tasks such as "send a fax". Students set them out to make an imaginary business day and then try to memorize their own day. Another student then tests them on the order of the events with questions like "Had you already finished lunch when you started gossiping?" or "How many things had you achieved before the meeting with your boss started?" You can also add the Past Continuous by allowing them to place some of the slips of paper vertically to represent things that lasted a longer time during which other things happened (slips of paper placed next to them horizontally).

Reading Comprehension:

Pandas: Cuddliest of all Bears

Beware: Dangerously Cute Exercise

What do you know about giant pandas? Read and complete the article to find out more about these cuddly black and white bears. Circle the correct words. Underline words you don't know.

Introduction

The giant panda has a distinctive (a) black/ (b) white head with (a) black/ (b) white eye patches, ears and shoulders. Unlike other bear species, giant pandas are (a) carnivorous/ (b) herbivorous spending up to 12 hours a day chewing bamboo shoots and roots. Because of poaching and habitat loss, they are extremely (a) common/ (b) extinct/ (c) rare, occurring in small populations in the bamboo forests of China. Despite being the subject of major international conservation efforts, wild populations of giant pandas (a) can/ (b) may/ (c) must not be enough to save this species.

Panda's Territory: Where do pandas come from?

Giant pandas (a) live/ (b) are living/ (c) have lived in the bamboo forests of China for millions of years and have been honored by the Chinese for a very long time. In fact, giant pandas (a) appear/ (b) are appearing/ (c) have appeared in Chinese art for thousands of years. Because the giant panda is considered a national treasure in China, it is protected by law so that it (a) becomes/ (b) becomes not/ (c) does not become extinct.

Although giant pandas have long been known to the Chinese, they (a) are/ (b) do/ (c) have a recent discovery for people living outside of China. The first westerner to observe a live giant panda in the wild (a) is/ (b) was/ (c) had been a German zoologist named Hugo Weigold. In 1916, he (a) bought/ (b) has bought/ (c) had bought a cub while he was on the expedition.

At Panda's Place: Where do pandas live?

There is only one place where giant pandas (a) live/ (b) lived/ (c) were living in the wild: high in the mountains of central China. There, they (a) live/ (b) are living/ (c) have lived in cold and rainy bamboo forests that are often misty and shrouded in heavy clouds. Once upon a time, giant pandas (a) lived/ (b) have lived/ (c) had lived in lowland areas. However, as people (a) builded/ (b) built/ (c) had built more and more farms and cities on that land, the giant pandas were forced up into the mountains. Today, they (a) live/ (b) lived/ (c) have lived at elevations of 5,000 to 10,000 feet.

Panda's Lunch: What do pandas eat?

In the wild, a giant panda's diet is 99% bamboo. Bamboo is a giant grass that (a) grows/ (b) is growing/ (c) has grown in the mountains of China. Because bamboo is so low in nutrients, an adult giant panda (a) eats/ (b) is eating/ (c) has eaten between 20 and 40 or more pounds of it each day. It eats the stems, shoots, leaves and all.

There are about 25 different types of bamboo that wild pandas will eat. Some nutritionists (a) think/ (b) are thinking/ (c) have thought that giant pandas need to eat not only different parts of the bamboo but also different kinds of bamboo in order to get proper nutrition. In addition to bamboo, giant pandas (a) ate/ (b) eat/ (c) have eaten other grasses, insects and occasionally, small rodents. In zoos, giant pandas eat bamboo too, but they (a) have/ (b) may/ (c) would also eat sugar cane, rice gruel, carrots, apples and sweet potatoes.

Panda Cubs: How are baby pandas born?

(a) If/ (b) while/ (c) when a giant panda is first born, it is tiny. It (a) measures/ (b) tallies/ (c) weighs between four and six ounces and is about the size of a stick of butter. At birth, it is pink, blind, helpless and hairless. During this time, the mother cares for it closely, often cradling it in her paw and keeping it close to her chest. The cub (a) opens/ (b) doesn't open/ (c) opens not its eyes until it is six weeks old and it (a) walks/ (b) doesn't walk/ (c) walks not until it is three months.

Cubs nurse for about nine months but they stay with their mothers for a long time after that. In fact, it (a) can/ (b) must/ (c) should be up to three years before a giant panda cub strikes out on its own.

Panda's Day Out: How does a panda spend the day?

In the wild, giant pandas (a) spend/ (b) are spending/ (c) have spent most of their time resting, eating or looking for food. Unlike other bear species, giant pandas do not hibernate during the winter months. They also (a) build/ (b) do not build/ (c) have not built permanent dens. Instead, they shelter in caves and trees.

Pandas are good climbers. They (a) can/ (b) could/ (c) should also swim, though they spend most of their time on land. Although they might seem pretty quiet, giant pandas (a) are/ (b) do/ (c) have to make a lot of growling and honking sounds.

Pandas in Peril: Why are pandas endangered?

Today, giant pandas (a) are/ (b) have been/ (c) will be at risk of becoming extinct. Only about 1,000 giant pandas are left in the wild. All of these (a) inhabit/ (b) are inhabiting/ (c) have inhabited a small area in the bamboo forests of China. About 150 live in captivity. This is why the giant panda (a) listed/ (b) has listed/ (c) is listed as endangered in the World Conservation Union's Red List of Threatened Animals. It is one of the most severely (a) dangerous/ (b) endangered/ (c) extinct species in the world.

Pandas in Pounds: How big are pandas?

Giant pandas are about the size of an American black bear. When they (a) are standing/ (b) stood/ (c) have been standing on all four legs, giant pandas are two to three feet tall at the shoulder. They can be up to six feet long. Males (a) are/ (b) have been/ (c) will be usually larger than females. Males can weigh 250 pounds or more in the wild. Females usually (a) grow/ (b) measure/ (c) weigh less than 220 pounds.

Pandas' Political Importance: What do pandas symbolize?

In China, people (a) believe/ (b) have believed/ (c) had believed for thousands of years that pandas are special. It is said that ancient emperors of China (a) kept/ (b) have kept/ (c) had kept giant

pandas as pets. Chinese books over two thousand years old show giant pandas with mystical powers. People (a) think/ (b) thought/ (c) were thinking that they (a) can/ (b) could/ (c) are able to ward off evil spirits and natural disasters. Today, pandas (a) believe/ (b) are believed/ (c) have been believed to be a symbol of peace and good fortune.

I beg your panda?

The 6th Finger: The giant panda has five fingers plus a "thumb," which isn't a real thumb but a modified bone that (a) allow/ (b) allows/ (c) has allowed the panda to grasp bamboo.

Docile or dangerous? Typically thought of as docile and harmless, the giant panda can be as dangerous as any other bear when provoked and (a) has been known/ (b) was known/ (c) will have been known to attack humans on occasion.

Fast Facts

Type: Mammal

Diet: Bamboo shoots and roots

Average life span in the wild: 20 years

Size: 4 to 5 ft (1.2 to 1.5 m)

Weight: 300 lbs (136 kg)

Protection status: Endangered

Major Threats: Habitat loss, poaching and human encroachment

Habitat: Mountainous regions where bamboo is present

Location: Central China

Size relative to a 6-ft (1.8m) man: (see picture)

Practice 1

Complete the sentence with the suitable forms of the verbs.

eat	do	read	have	see	save	meet	write
-----	----	------	------	-----	------	------	-------

1. She's _____ letters all evening.
2. She's _____ ten emails.
3. They've _____ quite big number of books currently.
4. They've already _____ The Lord of The Rings.
5. You've _____ with the same bank for 5years.
6. You've _____ 5.000 for your vacation.
7. He's _____ Kate a few times recently.
8. Somone's _____ all my sweats. There's nothing left.
9. You've _____ my sweats. There's only one lollipop left!
10. We've _____ our boat for quite a long time.
11. They've _____ this conversation for a quite a long time. It's time to go home.
12. How long has he _____ English homework?
13. How much practice has he _____ ?

Practice 2

Complete the sentences with the correct form in brackets.

1. I _____ (already run) 10 kilometres, but I still have 5kilometres to go.
2. She _____ (stand) in the queue since the morning.
3. Why _____ (they / not / clean) their face?
4. Look, he _____ (stand) at the railway station for ages!
5. We _____ (read) Hobbit. We cannot wait to come back home and read the following volume.
6. You _____ (buy) a new car.
7. I _____ (do the gardening) all day and my knees hurt.
8. They _____ (not solve) this problem yet.
9. Anthony, what _____ (do) in the attic for such a long time?
10. My hand _____ (swell) for 2 months.

Practice 3

Choose suitable form of the verbs. In some cases, both answers are correct.

1. She's been knowing / known her best friend for 5 years.
2. You've seen / been seeing me for quite a long time.
3. He's been forgetting / forgotten to take his wallet.
4. My eyes are so red because I've been sitting / sat in front of the computer all day.
5. They've lived / been living in Paris since they were born.
6. How long has he worked / been working in the same company?

Assessment

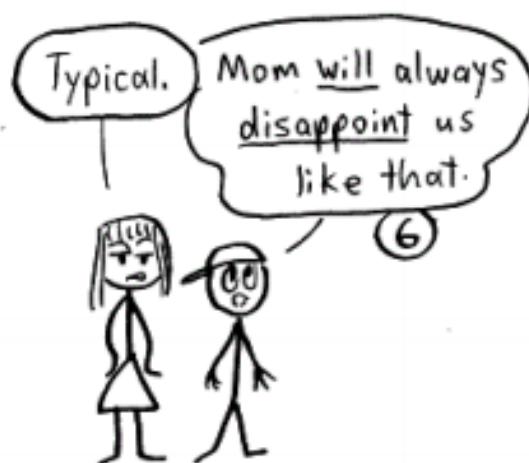
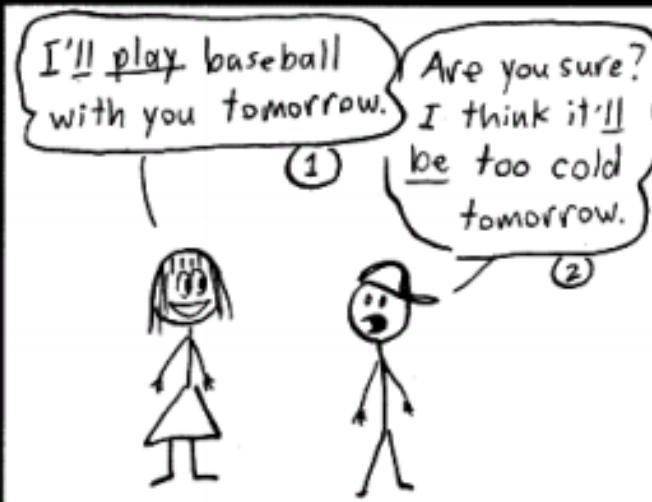
- 1) Who _____(sleep) in my room when I _____(be) absent last week?
- 2) _____ Tom _____(cry) when you _____(enter) his room?
- 3) The boys _____(not/do) their homework when their mom _____(come) home; they _____(play) football outside.
- 4) Loreen _____(be) to Paris before she _____(go) there for her honeymoon.
- 5) _____ the gardener _____(cut) the grass yesterday?
- 6) Mustafa Kemal Ataturk _____(found) Turkish Republic in 1923.
- 7) Karen _____(study) in her room while her baby sister _____(sleep).
- 8) The police officers _____(not/know) the truth, yet until the man _____(confess).
- 9) I _____(not/come) to your party last night because I _____(have) to study for my exams.
- 10) The girls _____(get) ready for the party when their friends _____(call) to say that it was cancelled.
- 11) _____ you _____(read) the book "Twilight" before you _____(watch) the movie?
- 12) After Tim _____(take) the pill this morning, his stomach _____(ache).
- 13) Your mom _____(tell) me that you _____(be) a naughty boy in your childhood.
- 14) When I first _____(meet) Jack two years ago, he _____ already _____(graduate) from university.

- 15) What _____ you _____(do) when I _____(call) you last night?
- 16) John _____(push) his friend into the pool when he _____(get) him mad.
- 17) The kid _____(bump) into a tree while he _____(run).
- 18) As soon as I _____(hear) that my neighbor _____(have) an accident, I _____(phone) him.
- 19) Where _____ you _____(visit) last summer?
- 20) I can still remember her wedding day! She _____(wear) a beautiful wedding dress, music _____(play) softly, everybody _____(dance) and _____(have) so much fun...
- 21) My daughter _____ just _____(go) bed when I _____(bring) her a glass of milk last night.
- 22) What _____(be) the student's excuse when she _____(be) late this morning?
- 23) When my friend _____(stop) by to see me, I _____(not/expect) them.
- 24) Tamara _____(go) to hospital to visit her uncle three days ago.
- 25) Sally _____(set) the table while she _____(talk) on the phone.

Future Tense

Talking About the Future:

by David Recine for Magoosh.com



Simple Future Tense

We usually use be going to + verb to talk about a definite future plan. Plans are things we can decide for ourselves. We think about them in advance. Usually we can control them.

I'm going to cook barbecue chicken for dinner tomorrow night. (It's my choice. I have already decided what to cook.)

Check Point: ✓ We don't usually use will to talk about future plans unless the plans are very formal or the plan is possible, but not definite.

We will probably eat at about eight o'clock.

The structure of the simple future tense is:

subject	+	auxiliary verb WILL	+	main verb
		invariable		base
		will		V1

How do we use the Simple Future Tense?

To Plan

We use the simple future tense when there is an informal plan or decision to do something before we speak. We usually make the decision spontaneously at the time of speaking. Look at these examples:

- *Hold on. I'll get a pen.*
- *We will see what we can do to help you.*
- *Maybe we'll stay in and watch television tonight.*

In these examples, we had no firm plan before speaking. The decision is made at the time of speaking.

Prediction

We often use the simple future tense to make a prediction about the future. Again, there is no firm plan. We are saying what we think will happen. Here are some examples:

- *It will rain tomorrow.*
- *People won't go to Jupiter before the 22nd century.*
- *Who do you think will get the job?*

Note that when we have a plan or intention to do something in the future, we usually use other tenses or expressions, such as the present continuous tense or going to.

Future Continuous

We use the future continuous to talk about something that will be in progress at or around a time in the future.

The structure of the future continuous tense is:

subject	+	auxiliary verb WILL	+	auxiliary verb BE	+	main verb
		invariable		invariable		present participle
		will		be		base + ing

- *Don't ring at 8 o'clock. I'll be watching Who Wants to be a Millionaire.*
- *This time tomorrow we'll be sitting on the beach. I can't wait!*
- *The concert will be going on till late at night.*
- *Don't phone grandma now, she'll be having dinner.*
- *The kids are very quiet. They'll be doing something wrong, I know it!*

These sentences are not about the future but we can use the future continuous to talk about what we assume is happening at the moment.

Future Perfect

We use the future perfect to say that something will be finished by a particular time in the future. The future perfect tense expresses action in the future before another action in the future. This is the past in the future.

For example:

The train will leave the station at 9am. You will arrive at the station at 9.15am. When you arrive, the train **will have left**.

We often use the future perfect with 'by' or 'in'

- *I think astronauts will have landed on Mars by the year 2020.*
- *I'll have finished in an hour and then you can use the computer.*
- *Do you think you will have finished it by next Thursday?*
- *In 5 years time I'll have finished university and I'll be able to earn some money at last.*
- He will have drunk the whole bottle before you even arrive.
- By tomorrow he will have been in a coma for a month.

'By' means '*not later than a particular time*' and 'in' means '*within a period of time*'. We don't know exactly when something will finish.

- *I promise I'll have done all the work by next Saturday.*

We don't know *exactly* when he will finish the work – maybe Thursday, maybe Friday – but definitely before Saturday.

The structure of the future perfect tense is:

subject	+	auxiliary verb WILL	+	auxiliary verb HAVE	+	main verb
		invariable		invariable		past participle
		will		have		V3

Future Perfect Continuous

We use the future perfect continuous tense to talk about a long action that will occur before some point in the future. The stress is essentially on the duration of the action.

The structure of the future perfect continuous tense is:

subject	+	auxiliary verb WILL	+	auxiliary verb HAVE	+	auxiliary verb BE	+	main verb
		invariable		invariable		past participle		present participle
		will		have		been		base + ing

Look at these examples:

- *I will have been working here for ten years next week.*
- *He will be tired when he arrives. He will have been traveling for 24 hours.*
- *In ten minutes time I will have been hanging around here for exactly two hours.*

Activity:

A. Fill in the gaps with the correct form of Simple Future Tense.

Example:

_____ they _____ the match? (to win)

ANSWER:

Will they win the match?

1. They _____ back by 6:30 pm. (to be)
2. _____ you _____ me? (to help)
3. When _____ I _____ you again? (to see)
4. His parents _____ him for being late. (not/to punish)
5. _____ they _____ the contract tonight? (to sign)
6. It _____ us three hours to get there. (to take)
7. _____ this concert _____ money for our school club? (to raise)
8. This van _____ with 8 people in it. (not/to break down)

B. Please fill in the gaps with the right form of "going-to-future"

Example: I _____ (buy) some milk this afternoon.

Answer: I am going to buy some milk this afternoon.

- 1) This is taking ages. How much longer _____
(it / take)?
- 2) We _____ (visit) my parents at the weekend.
- 3) The naughty children _____ (not / ring) up any more, because I asked them not to.
- 4) Look at those clouds! It certainly looks as if it _____ (rain).
- 5) _____ (you / spend) your holidays in England?

C. Fill in the gaps with the correct form of Future Continuous or Future Perfect Tense.

In a ten years' time most people smart watches. (wear)

Hurry up or the coach before we reach the station. (leave)

Shall I say hello to Ann? I to her. (talk)

When you get up tomorrow morning, I already to Cork. (drive)

When you get back the decorators all the work. (finish)

By this time tomorrow we our new car in the garage. (have)

Can we meet at 5 o'clock? - Sorry, I still (work)

This time next week we at the seaside. (relax)

On 1 July Marion engaged for a year. (be)

By the time we get to the cinema the film (end)

D. Complete the sentences with the correct form of the verb in brackets. Use the Future Simple, be going to, Future Perfect or Future Continuous.

1. The concert (start) at exactly 10 o'clock.

2. See you at the station! I (wear) a red jacket.

3. Don't worry! I (not leave) without you.

4. We certainly (not finish) all the work by this time tomorrow.

5. Anne (invite) some of her friends for dinner after work.

6. she (remember) to call us this afternoon?

7. What you (do) at the weekend?

E: Read the story below and answer the questions that follow

How long will life survive on Planet Earth?

By Colin Barras

23 March 2015

All things must pass. That includes life on Earth, which will surely be wiped out eventually. But how long does it have?

The fossil record tells us that life on Earth has lasted at least 3.5 billion years. In that time it has survived being frozen, clobbered by rocks from space, mass poisoning, and even lethal radiation. Clearly, it's hard to completely sterilize the planet.

But there's no shortage of potential apocalypses. Which of them will finally render the Earth barren?

Volcanic apocalypse

Timeframe: 0-100 million years? Maybe?

Probably the nearest life has come to ultimate destruction was 250 million years ago, during the end-Permian mass extinction. The event obliterated perhaps 85% of all species living on land - and 95% of all ocean-dwelling species.

No one is quite sure what happened, but it seems to be no coincidence that the extinction coincided with volcanic activity on a truly apocalyptic scale. Today we worry about the destructive power of super volcanoes like Yellowstone. But the damage they might bring is nothing compared to what happened 250 million years ago.

No one knows when the next such episode will happen, says Henrik Svensen at the University of Oslo in Norway. But one will surely happen eventually, and when it does the key question will be where it goes off.

Asteroid threat

Timeframe: within 450 million years, maybe?

It's common knowledge these days that asteroids and dinosaurs don't get along. If a massive asteroid could contribute to the extinction of all of the world's large dinosaurs, could one also wipe out all life on Earth? Again, that might depend on exactly where the rock lands. We know that the Earth has been hit by some very large asteroids that have barely registered as life destroyers.

Expanding Sun

Timeframe: between 1 and 7.5 billion years

If none of that gets us, the Sun will. Our home star bathes us in light, and supplies the energy for almost all the life on Earth. But it won't be friendly forever.

The Sun is gradually getting hotter. Eventually it will be hot enough to evaporate all Earth's oceans, and cause a runaway greenhouse effect that sends temperatures soaring upwards. This process might begin in about a billion years, and would wipe out all but the most resistant microorganisms. But that's not all. Beginning around 5 billion years from now, the Sun will expand, becoming a swollen star called a red giant. By 7.5 billion years in the future, its surface will be past where Earth's orbit is now. So the expanding Sun will engulf, and destroy, the Earth. If that's true, the only hope lies with us. If any humans are still around, they might have the technology to move the Earth to safety. Otherwise, life on Earth has a maximum life expectancy of 7.5 billion years.

Questions:

1. Identify and list all the predictions that are mentioned in the article above.
2. Discuss all the possibilities the future holds for earth
3. List the new vocabulary words you have just learnt
4. Out of the possibilities mentioned above, which one is more plausible and why?

F: Writing Task

A. Write about your future plans for the given timeframes in a single sentence. Use ‘going to’ if you have definite plans. Use will probably for possible, but not definite plans.

1. (tonight) Tonight I am going to . . .
2. (tomorrow morning)
3. (this weekend)
4. (next Saturday)
5. (next summer)
6. (next year)

B. What do you think the world will be like a hundred years from now? What changes will have occurred between then and now? Use your imagination to make some predictions. Write a paragraph to describe your prediction.

Possible topics:

- | | |
|---------------------------------|--------------------------|
| 1. means of transportation | 6. weapon technology |
| 2. sources of energy | 7. role of computers |
| 3. population growth | 8. architecture |
| 4. extinction of animal species | 9. exploration of oceans |
| 5. space exploration | 10. world politics |

G. Listening and Speaking

Podcast: <https://www.flashforwardpod.com/2019/08/13/crime-chinterpol/> to aid the discussion on the increasing security threats due to the technology advancement.

For Further Practice...

a. Future Tenses Exercise

1. The train _____ (to arrive) at 12:30.
2. We _____ (to have) dinner at a seaside restaurant on Sunday.
3. It _____ (to snow) in Brighton tomorrow evening.
4. On Friday at 8 o'clock I _____ (to meet) my friend.
5. Paul _____ (to fly) to London on Monday morning.
6. Wait! I _____ (to drive) you to the station.
7. The English lesson _____ (to start) at 8:45.
8. Are you still writing your essay? If you _____ (to finish) by 4pm, we can go for a walk.
9. I _____ (to see) my mother in April.
10. Look at the clouds – it _____ (to rain) in a few minutes.
11. When they _____ (to get) married in March, they _____ (to be) together for six years.
12. You're carrying too much. I _____ (to open) the door for you.
13. Do you think the teacher _____ (to mark) our homework by Monday morning?
14. When I _____ (to see) you tomorrow, I _____ (show) you my new book.
15. After you _____ (to take) a nap, you _____ (to feel) a lot better
16. I'm sorry but you need to stay in the office until you _____ (to finish) your work.
17. I _____ (to buy) the cigarettes from the corner shop when it _____ (to open).
18. I _____ (to let) you know the second the builders _____ (to finish) decorating.
19. Before we _____ (to start) our lesson, we _____ (to have) a review.
20. We _____ (to wait) in the shelter until the bus _____ (to come).
21. I'm very sorry Dr. Jones _____ (not be) back in the clinic until 2pm.
22. This summer, I _____ (to live) in Brighton for four years.
23. I don't think you _____ (to have) any problems when you land in Boston.
24. The baby should be due soon, next week she _____ (to be) pregnant for nine months.
25. By the time we get home, they _____ (to play) football for 30 minutes.
26. In three years I _____ (to live) in a different country.
27. When you _____ (to get) off the train, I _____ (to wait) for you by the ticket machine.
28. _____ (to take) your children with you to France?

b. Write your own original sentences using the following cues as prompts:

- 1) Describe an action planned in the near future, using present continuous tense.
- 2) Describe an expected future event, using present continuous tense.
- 3) Describe a scheduled future event, using simple present tense.
- 4) Describe a future event, using simple future tense.
- 5) Make a prediction of something that will happen in the future, using simple future tense.
- 6) Make a promise of future action, using simple future tense.
- 7) Make a request for future action, using simple future tense.
- 8) Make a threat to do something bad in the near future, using simple future tense
- 9) Describe an event that happens often, and will probably happen again in the future in simple future.
- 10) Say that an action will be completed at a specific time in the future, using future perfect tense.
- 11) Predict that an action will still be continuing at a specific time in the future, using future perfect continuous tense.
- 12) Describe a future event, using future continuous tense.
- 13) Predict that an event will still be happening in the future, using future continuous tense.

Mixed Tenses

A: Use any appropriate tense of the verbs in the parentheses

1. John is in my English class. He (*study*) _____ English this semester. He (*take, also*) _____ some other classes. His classes (*begin*) _____ at 9:00 every day.
2. Yesterday John ate breakfast at 8:00. He (*eat, already*) _____ breakfast when he (*leave*) _____ for class at 8:45. He (*eat, always*) _____ breakfast before he (*go*) _____ to class. Tomorrow before he (*go*) _____ to class, he (*eat*) _____ breakfast.
3. John is in class every morning from 9:00 to 12:00. Two days ago, I (*call*) _____ him at 11:30, but I could not reach him because he (*attend*) _____ class at that time.
4. Don't try to call John at 11:30 tomorrow morning because he (*attend*) _____ class at that time.
5. Yesterday John took a nap from 1:00 to 2:00. I arrived at 1:45. When I (*get*) _____ there, John (*sleep*) _____. He (*sleep*) _____ for 45 minutes by the time I got there.
6. Right now John (*take*) _____ a nap. He (*fall*) _____ asleep an hour ago. He (*sleep*) _____ for an hour.
7. Three days ago, John (*start*) _____ to read *A Farewell to Arms*, a novel by Ernest Hemingway. It is a long novel. He (*finish, not*) _____ reading it yet. He (*read*) _____ it because his English teacher assigned it.
8. Since the beginning of the semester, John (*read*) _____ three novels. Right now he (*read*) _____ *A Farewell to Arms*. He (*read*) _____ that novel for the past three days. He (*intend*) _____ to finish it next week. In his lifetime, he (*read*) _____ many novels, but this is the first Hemingway novel he (*read, ever*) _____.
9. Tomorrow, after he (*eat*) _____ dinner, John (*go*) _____ to a movie. In other words, he (*eat*) _____ dinner by the time he (*go*) _____ to the movie.

B: Error Analysis: Review of Verb Tenses

Directions: Correct the errors

~~have been~~

1. I am studying here since last January.
2. By the time I return to my country, I am away from home for more than three years.
3. As soon as I will graduate, I going to return to my hometown.
4. By the end of the 21st century, scientists will had discovered the cure for the common cold.
5. I want to get married, but I don't meet the right person yet.
6. I have been seeing that movie three times, and now I am wanting to see it again.
7. Last night, I have had dinner with two friend. I knew both of them for a long time.
8. I am not like my job at the restaurant. My brother wants me to change it. I am thinking he is right.
9. So far this week, the teachers are giving us a lot of homework every day.
10. There are more than forty presidents of the United States since it became a country.
George Washington had been the first president. He was become the president in 1789.
11. While I will be studying tonight, I'm going to listen to Beethoven's Seventh Symphony.
12. We washed the dishes and clean up the kitchen after our dinner guests were leaving.
13. My neighbors are Mr. and Mrs. Jones. I know them ever since I am a child.

For further reading and practice:

<http://www.hunter.cuny.edu/rwc/repository/files/grammar-and-mechanics/verb-system/Active-and-Passive-Voice.pdf>

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ACTIVE/ PASSIVE: CHANGE OF VOICE

Active and Passive Voice

Savage Chickens

by Doug Savage



Voice refers to the form of a verb that indicates when a grammatical **subject performs the action or is the receiver of the action**. When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action.

We use the passive voice when the subject of the sentence is the receiver of the action.

Active Voice:

Active voice emphasizes the performer of the action, and the performer holds the subject position in the sentence. Generally, you should choose active voice unless you have a specific reason to choose the passive voice (see below for those instances).

e.g. Participants completed the survey and returned it to the reader.

Subject (performer of the action)

Verb (the action completed by the subject)

Passive Voice:

Passive voice emphasizes the receiver of the action, and the subject of the sentence receives the action. When using passive voice, the performer of the action may or may not be identified later in the sentence.

For example,

The survey was completed.

In the above sentence, the people who performed the action (those who completed the survey) are not mentioned.

For example,

The survey was completed by participants and returned to the researcher.

Therefore, the passive voice does not highlight the performers of the action (the participants); instead, the action of completing the survey is highlighted.

EXAMPLES	EXPLANATION
Popcorn is sold in movie theaters. Old movies were filmed in black and white. Many movies have been made in Hollywood.	Passive verb = a form of <i>be</i> + past participle
<p style="text-align: center;">subject verb object</p> <p>Active: <i>The children saw the movie.</i></p> <p style="text-align: center;">subject verb by agent</p> <p>Passive: <i>The movie was seen by the children.</i></p>	<p>Compare active and passive. The object of the active sentence (<i>movie</i>) is the subject of the passive sentence.</p> <p>If the agent of the action (the person who performs the action) is mentioned, it follows <i>by</i>.</p>

BASIC RULES TO CHANGE ACTIVE INTO PASSIVE

- Make Object the Subject.
- Bring the Helping verb.
- Put 3rd from of the verb.
- Add ‘by’ if necessary.
- Make the Subject into the Objective.

Active: The award-winning chef prepares each meal with loving care.

Passive: Each meal is prepared with loving care by the award-winning chef.

In the above example of an active sentence, the simple subject is “chef” and “prepares” is the verb: the chef prepares “each meal with loving care.” In the passive sentence, “meal” is the simple subject and “is prepared” is the verb: the award-winning chef” prepares each meal. In effect, the object of the active sentence becomes the subject in the passive sentence. Although both sentences have the same basic components, their structure makes them different from each other. Active

sentences are about what people (or things) do, while passive sentences are about what happens to people (or things).

Compare active voice and passive voice in different tenses.

Tense	Active	Passive = Be + Past Participle
Simple Present	A committee chooses the winner.	The winner is chosen by a committee.
Present Continuous	They are presenting an award now.	An award is being presented now.
Future	They will pick the best movie. They are going to pick the best movie.	The best movie will be picked . The best movie is going to be picked .
Simple Past	They announced the winner's name.	The winner's name was announced .
Past Continuous	They were interviewing the winners.	The winners were being interviewed .
Present Perfect	They have chosen the best movie.	The best movie has been chosen .

Verbs with two objects:

Some verbs have two objects: a direct object (D.O.) and an indirect object (I.O.).

EXAMPLES	EXPLANATION															
I.O. D.O. Active: They gave <u>Spielberg</u> <u>an award</u> . Passive 1: Spielberg was given an award. Passive 2: An award was given to Spielberg.	When an active sentence has two objects, the passive sentence can begin with either object. Notice that if the direct object (<i>an award</i>) becomes the subject of the passive sentence, <i>to</i> is used before the indirect object.															
Language Note: Some verbs that use two objects are: <table style="width: 100%; text-align: center;"> <tr> <td>bring</td> <td>lend</td> <td>pay</td> <td>serve</td> <td>teach</td> </tr> <tr> <td>give</td> <td>offer</td> <td>sell</td> <td>show</td> <td>tell</td> </tr> <tr> <td>hand</td> <td>owe</td> <td>send</td> <td>take</td> <td>write</td> </tr> </table>		bring	lend	pay	serve	teach	give	offer	sell	show	tell	hand	owe	send	take	write
bring	lend	pay	serve	teach												
give	offer	sell	show	tell												
hand	owe	send	take	write												

Activity:

A. Attempt the following exercise:

1. Complete each sentence using one pair of verbs from the box. Use either was /were +past participle +ing or past simple +being +past participle.

Avoid-take	deny-involve	face-expel	fin-wander	keep-wait
leave-hold	observe-hide	remember-bite	resent-give	send-tumble

1. Inger was kept waiting for over three hours when she went for the dental appointment.
2. When the police first questioned him, Wayne _____ in the robbery.
3. I _____ the baby when Karen went to answer the door.
4. When I woke up in hospital, I _____ by the snake but nothing after that.
5. They _____ prisoner by pretending to be dead.
6. The man _____ a suspicious package under a seat in the train.
7. When the bike hit her, Ana _____ to the ground.
8. The teenagers yesterday _____ from school after they were found.
9. The man was taken to hospital when he _____ lost and alone in the forest.
10. Tarik had worked in the company for 30 years and he rather _____ orders by people who had been there only weeks.

2. Rewrite the sentences using one pair of words from the box. Use passive forms with past participle + -ing +past participle + to –infinite or past participle +being +past participle.

Ask-show	catch-shoplifting	expect-attract	hear-argue
hate-tease	mind-criticise	observe-enter	require-complete

1. They wanted us to show our passports at the border.
We were asked to show our passports at the border
2. They could hear Emil and Laura shouting at each other next door.
Emil and Laura _____.
3. The other children made Ollie unhappy when they teased him.
Ollie _____.
4. They saw the burglar getting into the museum through a window.

The burglar _____.

5. They think that over 20,000 people will go to the pop concert.

The pop concert _____.

6. They criticized her but she wasn't happy about it.

She _____.

7. They said I had to fill in two copies of the customs declaration.

I _____.

8. They caught Mrs. Dee taking things from the shop.

Mrs. Dee _____.

3. Rewrite these sentences beginning with a noun formed from the italicized verb. Use a passive form of the verb in the brackets and make any other necessary changes.

Example: They will *consider* the issue at next week's meeting (give) (ACTIVE)

Consideration will be given to the issue at next week's meeting (PASSIVE)

1. They will *appoint* a new managing director next week. (make)
2. People have *accused* the local council of corruption. (make)
3. They *demolished* the building in only two days. (complete)
4. They will *present* the trophy after the speeches. (make)
5. Local residents will certainly *resist* the proposed new industrial area. (expect)

4. Complete the text with appropriate forms (active or passive) of the verbs in the brackets.

Slowly but surely the coastline of Britain (1) is being worn away (wear away) by an advancing sea. The country which once 'ruled the waves' now (2) _____ (rule) by them, with huge forces threatening to destroy vast areas of human and wildlife habitat. Already some of Britain's last wild, natural areas (3) _____ (disappear), and experts (4) _____ (fear) that this is just the beginning. It (5) _____ (estimate) that there will be a 38-55 cm rise in average sea levels by the year 2100. According to the Department of the Environment, during the next 50 years at least 10,000 hectares of farmland (6) _____ (turn into) mud flats and salt marshes by the increases in sea levels. Rather than trying to prevent the erosion, the present government (7) _____ (use) a

method of ‘managed retreat’ by creating new defenses further inland and allowing low-lying coastal farmland (8) _____ (abandon) to the sea/ However, many of the country’s major cities could also (9) _____ (affect). London, Bristol and Cardiff all (10)_____ (expect) severe flooding as our sea defenses (11)_____ (destroy) by the rising tides.

5. Identify the voice that is used in each of the sentences. Explain why the active voice or the passive voice is used in each instance.

- a) He was beaten up by the crowd and badly hurt.
- b) Cape Town is regarded as the most popular city in South Africa
- c) He resembled his father in so many ways.
- d) The city mayor was surrounded by the crowd.
- e) The research has been conducted over a three-month period.

6. Rewrite the sentences in the passive voice.

- a. iPads, computers and cellphones are all made use of by students during their lectures.
- b. New equipment is being installed annually by universities and schools.
- c. Free Wi-Fi access is even being provided to people by municipalities.
- d. Everyone - from farmworkers to managers – is being required by these municipalities to write a report on their experiences.
- e. Anti-theft devices will be introduced on all cellphones by cellphone companies from next year on.

7. Refer to the image shared below and analyze the difference in meaning that results from changing active voice to passive



B. Read the following textbook article and answer the questions that follow

Animated movies have changed a lot over the last 100 years. Winsor McCay is considered the father of animation. In the early 1900s, McCay animated his films by himself. He drew every picture separately and had them photographed, one at a time. Hundreds of photographs were needed to make a one-minute film. Sometimes it would take him more than a year to make a five-minute cartoon. In 1914, the development of celluloid (a transparent material) made animation easier. Instead of drawing each picture separately, the animator could make a drawing of the background, which remained motionless, while only the characters moved. Walt Disney took the animation to a new level. He created Mickey Mouse, added sound and music to his movies, and produced the first full-length animated film, Snow White and the Seven Dwarfs. Many people think he was a great cartoonist, but he wasn't. Instead, he was a great story editor and clever businessman who had other artists do most of the drawings. Today most animated films are not drawn by hand. The animation is done by computer software. Also, special effects for movies, such as Star Wars, are done by computer animation. To create the illusion of movement, an image is put on the computer and then quickly replaced by a similar image with a small change. While this technique is similar to hand-drawn animation, the work can be done much faster by computer. In fact anyone with a home computer and special software can create a simple animation.

Audio available at:

https://nlg.cengage.com/assets/downloads/grcontext_pro0000000013/in_context_3_su.pdf

Questions:

1. Pick out the active and passive sentences in the article above
2. How was the 1900s animated films creation different from 1914?
Take care to answer in the passive voice.
3. How has technology revolutionized animated films production?
Take care to answer in an active voice.

C. Place the passive voice in a real-life context – Discussion

Ask students to brainstorm the types of things that the government does for the population. The government repairs streets, cleans monuments, builds schools and hospitals, etc.. Make sure students see that sometimes when we talk about actions, we're not interested in the actor, either because we know who it is (in this discussion we are talking about the government), or because we'd like to emphasize the results, in other words, what was accomplished. Discuss what things were done in the last year by the local government. Encourage students to use the passive voice.

Example: Streets were repaired. A new hospital was opened. The park benches were painted. Trees were planted Etc.,

D. Production Task – for writing and language fluency

Create a news report (fictional or real) about an environmental event such as a fire, earthquake, tornado, hurricane, tsunami, blizzard etc. Select a location (city or country) and present it to the class, pointing out your use of the passive tense throughout.

Directions for this task:

- Two paragraph limit (dialogue / interview / report).
- 1-2 minute presentation limit (video / audio format).
- More than 6 passive sentences.
- 02 students per group.
- Record your news report with your smartphone and send the file to your teacher.
- 20 mins to complete report (writing & recording).

Also, use passive voice to deliver information and conditionals to present situations that could have happened given different circumstances.

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READING COMPREHENSION

Reading Comprehension Strategies for English Language Learners

Comprehension is the goal of reading, but it can be the most difficult skill to master, especially for English language learners (ELLs). ELLs often have problems mastering science, math, or social studies concepts, for example, because they cannot comprehend the textbooks for these subjects.

ELLs at all levels of English proficiency and literacy development will benefit from improved comprehension skills, which allow them to

- Read more accurately.
- Follow a text or story more closely.
- Identify important events and concepts in a text.
- Master new concepts in their content-area classes.
- Complete assignments and assessments.
- Feel motivated to read in school and for pleasure.

There are a number of ways to build ELLs' comprehension skills. Often, standard strategies that teachers use in mainstream classrooms are a good starting point—they just need to be tweaked with ELLs' language and academic needs in mind. These following strategies are part of three main approaches: building background knowledge, teaching vocabulary explicitly, and checking comprehension frequently.

1. Build background knowledge.

- **Draw on students' existing knowledge:**

Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm to discover what they know about a topic before presenting their ideas to the whole class.

- **Build students' background knowledge:**

Students with limited or interrupted schooling may not have the same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that you may need to explicitly explain.

- **Take students on a tour of the text:**

Each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be helpful.

- **Use a "picture-walk":**

You can use this strategy for fiction or nonfiction books. Walk through the book with the students, pointing out photographs, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may relate to the story or content.

- **Use outlines to scaffold comprehension:**

Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read.

2. Teach vocabulary explicitly.

- **Focus on key vocabulary:**

Choose the vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

- **Include signal and directional words:**

Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "evolution").

- **Use a "picture-walk" for vocabulary:**

Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

- **Teach students to actively engage with vocabulary:**

Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

- **Give students practice with new words:**

Ensure that your students can

- Define a word.
- Recognize when to use that word.
- Understand multiple meanings (such as the word "party").
- Decode and spell that word.

- **Incorporate new words into discussions and activities:**

For students to really know a word, they must use it—or they will lose it. Use new words in class discussions or outside of class, in other contexts such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

3. Check comprehension frequently.

- **Use informal comprehension checks:**

To test students' ability to put materials in sequence, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

- **Test comprehension with student-friendly questions:**

After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:

- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)

- **No matter what the students' proficiency level, ask questions that require higher-level thinking:**

To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as the following:

- What ideas can you add to...?
- Do you agree? Why or why not?
- What might happen if...?
- How do you think she felt...?

- **Use graphic organizers:**

Graphic organizers allow ELLs to organize information and ideas efficiently without using much language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and time lines.

- **Provide students with many different ways to show what they know:**

Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.

- **Summarize:**

Ask students to use the following strategies to summarize, orally or in writing, what they have read:

- Retell what you read, but keep it short.
- Include only important information.
- Leave out less important details.
- Use key words from the text.

It may be challenging to improve ELLs' comprehension skills, but it is well worth the extra effort to put them on the path to becoming successful readers.

Source: <http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx>

READING COMPREHENSION - 1

Directions: Read the passage and answer the questions that follow.

SAVING THE ELEPHANTS

by Robert Gray

A few thousand years ago, there were many different kinds of elephants roaming the earth throughout Africa, Asia, and even North America. Today all but two species are extinct.

What made them disappear everywhere but in Africa and Asia? Great changes in climate, perhaps. Experts do not know for sure. But they do know what dangers the elephants face today. People are competing with the elephants for land and are shooting the elephants who invade their farms. And people have long hunted elephants for ivory. In some African and Asian nations, it is now illegal to shoot elephants or to trade in ivory. But there are still people who hunt illegally and smuggle ivory.

Young people in African wildlife clubs are urging stricter enforcement of the laws and are also asking that more land be set aside for wildlife. But how much land is enough for a herd of elephants? Some of Africa's young people want to help find out. To do this they will study Wildlife Management and then go out to the savanna to see if their ideas work. Let's hope that these young scientists succeed, so there will still be elephants tomorrow.

A. COMPREHENSION

1. On what continents do elephants live today?
2. What dangers do elephants face today?
3. What two things are wildlife clubs asking to be done to help protect elephants?
4. How will people decide what amount of land is necessary for a herd of elephants to live on?

B. VOCABULARY

Find the word that matches the meaning. The words are underlined in the story.

1. harsh or severe
2. against the law
3. wander
4. to achieve something
5. fight or battle
6. died out or vanished
7. to take something in or out of a place illegally or secretly

READING COMPREHENSION – 2

Directions: Read the passage and answer the questions that follow.

HEADACHES

For centuries mankind has suffered from headaches. In this time doctors and scientists have tried to discover the cause of headaches and a cure for them. Yet even today medicine does not have many answers. It is true that there are more drugs and medicines that can relieve the pains, but this is not enough. We cannot solve the problem of headaches until we know the cause—or causes, for there is not just one reason for pains in the head. Aspirin is widely used but there are problems in taking this drug; it is not the harmless white tablet that some people think.

There are many kinds of headache. The most common is migraine. This affects only one side of the head and, for some unknown reason, attacks mostly women. It appears to run in families.

Men can be attacked by migraine, of course, but in men the most common form of headache is the cluster pain. This may attack a person for a few hours or a few days, but then it goes away and may not return for many months, or even years. The pain of cluster headaches is so severe that the sufferer may cry out in pain and walk restlessly up and down, unable to concentrate on work, study or pleasure.

What is the cause of headaches? Most medical experts agree that it is caused by blood vessels in the brain becoming too full of blood. Then a substance called neurokinin appears; this is a chemical that produces pain. Therefore, treatment is usually to reduce the amount of blood and of neurokinin. However, many questions remain without answers and the problems of headaches remain as a challenge to medical science.

A. COMPREHENSION

1. Name two different kinds of headache.
2. What is neurokinin?
3. What is a possible cause of headaches?
4. Is there a cure for headaches?
5. Name 3 things a person suffering from a cluster headache might do.

B. VOCABULARY

Find the word that matches the meaning. The words are underlined in the story.

1. matter or material
2. reduce the pain or trouble
3. set upon to hurt
4. to have pain, grief, or injury
5. something that requires a lot of effort
6. strict, stern, or harsh
7. to a wide extent

READING COMPREHENSION - 3

Directions: Read the passage below and answer the questions that follow.

TARA AND THE BIRDS

by Margaret Higham

It had been raining all afternoon. Tara Chen stood by the kitchen window and traced a raindrop as it slid down the outside of the glass. She followed it with her finger till it stopped at the ledge, then looked up for another. That was when she saw the bird. It stood on the clothesline, flapping its wings but not flying. Something was wrong with its feet.

Tara didn't like birds. They squawked in her window and peered at her with beady eyes. Just thinking of their sharp beaks and their dry, scratching claws gave her goose pimples.

The rain turned into ice and struck the glass with clattering pellets. Through the frosty pane Tara could see other birds clinging to the line. Beyond, where the clothesline joined the garage, more birds were bathing in the gutter under the roof.

The moment they climbed out, dripping wet, onto the line, their feet froze fast to the cord.

One bird after another stuck to the clothesline, like a row of wooden puppets. By now, the first bird had stopped fluttering. Its soggy feathers were slowing turning to ice.

Tara watched in horror. She didn't like the thought of touching birds, but she couldn't just stand by the window and let them freeze. She hesitated, then pulled on her jacket and ran outside to the clothesline stoop. She yanked the line toward her, knocking its icy coating into the pulley. The first brown bird trembled as it looked at her.

"Why, you're more scared than I am. Don't be afraid. I'm going to help you."

Tara cupped one hand over the bird's icy claws. With her other hand, she made a warm cocoon over its body, holding the small, shivering creature until her fingers ached. Finally she tried to loosen the frozen claws that were wound tightly around the line. The birds struggled feeble.

One foot came loose. Then the other. The wings under Tara's hand moved a little.

"You can do it, little bird. Come on! Flap your wings!" She pushed gently against the backs of its thighs where yellow wing feathers joined the dark body.

"Fly away, little bird!"

The bird fluttered, then flew to a tall spruce tree. Tara rubbed her hands together, warmed them with her breath, and started to work thawing out the feet of the second bird in line. Then she went on to the third. Soon all birds were nestled safely in the spruce tree. Tara knew if any more landed in the gutter, they would skate, not swim. By now even the bristles of grass were like icicles.

Tara tried to warm her frozen hands in the sleeves of her jacket and called out, "Fly away, little birds. And if you come back tomorrow, there'll be food for you."

COMPREHENSION

1. What did Tara do that showed compassion for the birds?
2. Do you think Tara's feelings about the birds changed after she helped them? Why do you think as you do?
3. What clues helped you predict that Tara would help the birds?

4. Give two reasons why Tara did not like birds.
5. What was wrong with the birds' feet?
6. How did Tara save the birds?
7. Why were Tara's hands cold?
8. What color were the birds?
9. "Tara knew if any more landed in the gutter, they would skate, not swim." How did Tara know that the birds would not swim in the gutter and get stuck on the clothesline again?

VOCABULARY

Directions: Match the meaning to one of the underlined words in the story.

1. weakly; lacking force
2. a very strong dislike
3. shake because of fear, weakness, or cold
4. jerk or pull
5. settled comfortable
6. making a loud rattling noise
7. flutter or wave

Reading Comprehension - 4

A. Supreme Court

Everything about the Supreme Court of the United States is designed to command reverence. The court is housed in a marble palace that looks down over Congress (which in turn looks down on the White House). The building is decorated with imposing statues and pompous Latin mottoes about the many splendors of the law. The nine black-robed justices conduct their business in an atmosphere of hushed high seriousness.

And reverence is exactly what the Supreme Court has been given, at least for the past few decades. Americans talk about the institution in the much the same way as Britons once talked about their monarchy.

The current reverence for the court is the result not only of its position in the constitution but of its exemplary conduct, particularly in providing black Americans with civil rights. It was not a politician who demanded the integration of the nation's schools. It was the court, in its unanimous 1954 ruling in the case of *Brown vs. Board of Education*. This ruling acknowledged what many people had long felt, that segregation was morally indefensible, socially irrational and politically undemocratic. It spurred the spread of civil-rights agitation. And it prepared the way for further rulings by the court designed to heal America's ancient racial wounds.

Several dissenting justices worried about the impact of Tuesday's decision on the public's confidence in the court – a public treasure that has been built up over many years, in Justice Breyer's phrase. Perhaps it is worth recalling Walter Bagehot's comment on another revered institution, the British monarchy. "Its mystery is its life. We must not let daylight upon magic." One of the many tragedies of this [presidential] election is that it may have let too much daylight into the magic of America's most mysterious institution.

1. What is the symbolical meaning that sentence 2 suggests about the relationship between the Supreme Court, Congress and the White House?
2. What are the sources of the Supreme Court's respect and reverence mentioned in the passage?
3. What parallels do you think make the Supreme Court similar to the British monarchy?
4. What does "unanimous ruling" mean when talking about Supreme Court decisions?
5. According to the text, what was the importance and the impact of the ruling in the case of *Brown vs. Board of Education* like?
6. The "Tuesday decision" mentioned in the text is the decision in December 2000 which stopped the recount of votes in Florida and therefore essentially made George W. Bush president of the US. With that knowledge in mind, why is Justice Breyer worried about the public's confidence in the court? Why would this decision threaten the "magic" of the Supreme Court?

B. Capital punishment

Can America's long love affair with death be cooling? In two recent decisions, the Supreme Court has spared the life of up to a quarter of the country's death-row inmates. It has also reconsidered its own views on when the death penalty is warranted and when it is not.

First, the court ruled six-to-three that executing the mentally retarded violates the Eighth Amendment's ban on "cruel and unusual" punishment. The court has long held that the judgment of what is cruel and unusual must reflect "an evolving standard of decency", and cited a trend among states to ban executions of the retarded. The decision stopped the execution in Virginia of Daryl Atkins, who is said to have an IQ of 59, and stayed the executions of around 160 people whose IQs were less than 70, the generally accepted definition of retardation.

In its second decision, the court ruled that only juries can impose death penalty, overturning an Arizona law upheld 12 years ago in another case. With the two justices from Arizona, Chief Justice William Rehnquist and Justice Sandra Day O'Connor, dissenting, the majority ruled that under the Sixth Amendment's guarantee of a jury trial, a judge cannot displace a jury in imposing a death sentence or impose a harsher penalty.

The next likely front for opponents of death penalty is the execution of offenders who committed murders while minors, a practice that puts America in the company of Iran, Saudi

Arabia, Yemen, Pakistan and Nigeria. Although several states have banned the execution of people for crimes committed before they were 18, other states set the age limit at 16, and 83 juvenile offenders are currently on death row. Yet the court said, in the retardation case, that there is not yet a comparable consensus on juveniles, so this issue will have to wait a few more years.

1. What is meant by “America’s long love affair with death”?
2. Explain the meaning of the phrase “death-row inmates”!
3. Which part of the Constitution is the Supreme Court quoting in both court cases? Why is it relevant?
4. Explain in detail what is meant by ‘the court ruled six-to-three’ in the first case! How did the court rule in the second case?
5. Explain in your own words what was possible in Arizona until the Supreme Court’s recent decision?
6. How is it possible that various states have different laws about the age limit of juveniles?
7. What is the difference, according to the Supreme Court, between the case of minors and the case of the mentally retarded?
8. Collect synonyms for ‘capital punishment’ from the article!

Reading Comprehension - 5

A. Patriotism

European and American patriotism are different. Patriotic Europeans take pride in a nation, a tract of land or a language they are born into. You cannot become un-French. In contrast, patriotic Americans have a dual loyalty: both to their country and to the ideas it embodies. “He loved his country,” said Lincoln of Henry Clay, “partly because it was his own country, but mostly because it was a free country”. As the English writer G.K. Chesterton said in 1922, America is the only country based on a creed, enshrined in its constitution and declaration of independence. People become American by adopting the creed, regardless of language. And you can become un-American – by rejecting the creed.

This dual character softens American patriotism. “My country, right or wrong” may be an American phrase (it comes from a toast by Stephen Decatur, an American naval hero), but only one American in two agrees with it, according to the Pew survey. Only two years after September 11th, fewer than half the respondents supported the statement that “We should try to get even with any country that tries to take advantage of the United States.”

However, there is one trend in American opinion that should give pause for thought. Republicans have long been slightly more likely than Democrats to say they are intensely patriotic, but the gap has widened dramatically, and is now by far the largest on record. In

2003, 71% of Republicans said they were intensely patriotic, compared with only 48% of Democrats. An even larger gap has opened up in responses to the proposition that “the best way to ensure peace is through military strength.” The number of Democrats who agreed with that sentiment slumped from 55% in 2002 to 44% this year.

The intensity gap may well reflect differing attitudes to the war of Iraq, the domestic effects of which will presumably fade with time. But the gap may also be an early indication of a more lasting split: over the passion of loyalty, and what it counts as “real” patriotism.

1. Explain in your own words what elements is the patriotism of Europeans built on?
2. What is meant by G.K. Chesterton’s words that America is a country based on a creed?
3. To which patriotism would the phrase “My country, right or wrong” be more appropriate? The European or the American? Why?
4. What is referred to as “September 11th,” and how is it related to the quoted statement in paragraph 2?
5. Characterize the patriotism of the Republicans and the Democrats!

Reading Comprehension - 6

A. Endangered California

For something as ephemeral as a dream, Californians have always had a fairly exact fix on what theirs consisted of: economic opportunity; the freedom to jump in a car and drive to the beach or mountains; and, perhaps most important of all, what economist Steven Thompson describes as "a little house in the suburbs with a barbecue and – if you make it – a swimming pool." But these days, from Chico in the north to Chula Vista in the south, Californians are anxiously debating whether that straightforward dream can be attained or should even be pursued.

Optimists, in which the state traditionally abounds, brush off the gloomy predictions. They point to unique underlying strengths such as the nine-campus, Nobel-rich University of California, which some educators think may be the best public university in the world; the unsung incorruptability of most of the state's civil servants; the magic copper light that descends on the beaches at sunset; even the savage majesty of streaming headlights on the freeways on a clear night. Finally, they single out what Mark Davis extols as "a new pioneer spirit" among the waves of recent foreign immigrants that may infuse California with a new dynamism.

Pessimists, on the other hand, are ready to conclude that California is over the hill, descending a spiral of environmental, fiscal and social calamities. The main problem underlying California's malaise is simple: the state is attracting far more people than it can cope with. Though the influx has ushered in a vibrant multicultural society, it has also had dire effects. Smog, most of all from the 25 million vehicles on the freeways, was already fouling the air in Los Angeles. Suburban sprawl has meant clogged traffic over ever greater commuting distances as residents move farther and farther from the urban cores in search of affordable homes.

1. According to paragraph 1, what are the major constituents of the Californian dream?

Explain it in your own words!

2. Paragraph 2 lists some of the strengths and attractions of California. Explain the meaning of "the unsung incorruptability of most of the state's civil servants"!
3. What is meant by the term "a new pioneer spirit"? Where do most recent foreign immigrants of California come from?
4. "A little house in the suburbs..."; how does this part of the Californian dream contribute to California's problems?
5. What is meant by the term "suburban sprawl"?

Reading Comprehension - 7

A. Higher Education

D'Youville College offers over 30 different academic majors that emphasize preparing students to be outstanding citizens and professionals in their field. D'Youville offers the degrees of BA, BSc and MSc. The admission decision is based on high school grade point average, rank in class, and scores on the SAT or ACT. Students who have difficulty meeting normal admission standards may be admitted with a reduced academic load.

1. What is the meaning of the phrases "grade point average" and "rank in class" in the text?
2. Are students automatically admitted to this college if their high schools results are good?
3. What does the last sentence mean? Which principle of American education can be identified here? Justify your answer.

B. School and Society

The struggle starts in the schools, which in many places still close in midafternoon. Even wealthy communities are beginning to recognize the folly of locking buildings for large chunks of the day when they're needed for recreation, tutoring and arts. Some districts embrace change; others actually move in the wrong direction. The current school schedule – six hours a day, nine months a year – was invented when the United States was an agrarian nation and children were needed in the fields.

Today, three out of four mothers of school-age children work outside the home. So it's not so surprising that by the time they are 12 years old, nearly 35 percent of American children are regularly left on their own. For the rest – the lucky ones – parents work by remote control to pull together a patchwork of supervised activities. Some child-care programs provide terrific enrichment; others amount to little more than warehousing. TV and videogames usually fill the gap. The average American child spends 900 hours a year in school – and 1500 hours a year watching television.

1. According to the author, which would be the right direction for schools to move to?
2. Why does the current school schedule have the form it actually has?
3. What social changes are discussed in paragraph 2? Sum them up in your own words!

4. Does school respond to the urges of society?

C. Affirmative action at universities

On January 15th George Bush waded into the most important affirmative-action case for a generation. The case, which the Supreme Court is considering in its current session, concerns three white students who have sued the University of Michigan for discrimination. The university's affirmative action program gives minority students 20 points out of a possible 150 just because of the color of their skin. Mr Bush called this "fundamentally flawed", unconstitutional and nothing less than a "quota system".

The administration has been pulled by two opposite forces over affirmative action. The president's conservative base fiercely opposes race-based preferences. Theodore Olson, the solicitor general, argued that not even diversity can justify the use of quotas. But Mr Bush's legal counsel, Alberto Gonzales, who wants to court more minority voters, pushed in the other direction.

The result is a bit of a fudge. Mr Bush said that he strongly supports diversity of all kinds in higher education. But he insisted that you can achieve diversity without resorting to quotas. California, Florida and Texas have all done this by guaranteeing admissions to the top students from high schools across the state, including low-income neighborhoods.

The fudge reflects what the American public feels. Voters strongly approve of giving a helping hand to minorities, but they dislike quotas. A California proposition that banned racial preferences passed by a margin of 55% to 45%.

That said, filing a brief in favor of a bunch of white students is risky for the White House. The Democrats pounced on Mr Bush's statement as a blow to civil rights. And Mr Bush is hardly a poster-boy for meritocracy. Would this self-confessed C-student really have got into Yale if his father and grandfather had not been alumni, and his grandfather had not sat on the board of trustees?

1. What does "affirmative action" and "quota system" mean? Why is the second unacceptable for the general public?
2. Why is the government's opinion divided about the case? What groups of voters are they trying to satisfy?
3. How do California, Florida and Texas guarantee diversity in education? What is the advantage of such a method and what drawbacks can you see?
4. Explain the argument of the Democratic Party that Bush's position is a "blow to civil rights"!
5. Explain the following expressions in your own words!
 - To file a brief –
 - Self-confessed C-student –

- Mr. Bush is hardly a poster-boy for meritocracy -
- Father and grandfather had been alumni –

Resource: Comprehension Workbook. University of Leeds. <https://btk.ppke.hu/ uploads/articles/file>

Reading Comprehension Passages

1. Pharmacy

Read the passage. Then answer the questions below.

Autism Spectrum Disorders (ASD)

Autism Spectrum Disorders (ASD) are a range of psychological conditions characterized by abnormalities in social interaction, behavior, interests, and communication. The five forms of ASD include classical autism, Asperger syndrome, Pervasive Developmental Disorder, Rett syndrome, and Childhood Disintegrative Disorder. Although the number of reported cases of ASD has experienced a dramatic increase in the past 25 years, the majority of doctors agree that this increase is due to changes in diagnostic practices and advances in the understanding of psychiatric health. While there is no general consensus among medical professionals about the underlying causes of ASD, theories range from genetic inheritance to environmental factors. One of the most controversial theories to have emerged in recent times is the hypothesis that ASD could be caused by the MMR vaccine, which is an immunization against measles, mumps, and rubella that was first developed in the 1960's. The vaccine is a mixture of three live viruses and is administered via injection to children when they are one year old. By the late 1990's, this vaccination had led to the near-eradication of measles in countries that employed widespread inoculation.

However, a combination of spurious scientific data and alarmist media attention led to an entirely preventable resurgence in measles cases in the early 21st century. The first claims of a connection between the MMR vaccine and autism were made in 1998, when an article in *The Lancet*, a respected British medical journal, reported on eight cases of autism that could possibly be traced back to the administration of an MMR vaccine. The parents of the children in this study contended that the symptoms of autism in their children developed within days of vaccination. During a press conference, Andrew Wakefield, one of the authors of the article, called on British doctors to stop giving combined MMR vaccines, instead advocating for individual inoculations against measles, mumps, and rubella.

Following the publication of this article, Wakefield published several follow-up papers that further questioned the safety of the MMR vaccine. An onslaught of media coverage then began. Parents appeared on television sharing anecdotal evidence linking their child's inoculation to the onset of ASD. The popular press quickly seized upon this story; in 2002, over 1200 articles were written about the link between MMR vaccines and ASD. Less than 30% of these articles mentioned that an overwhelming amount of scientific evidence suggested that these vaccinations were completely safe. Since the initial panic, fears that MMR vaccines cause ASD have generally subsided. A survey completed in 2004 showed that only 2% of people in the United Kingdom thought that there was a legitimate link between MMR vaccines and ASD. Fears were most likely allayed when, in 2004, an investigative reporter discovered that Andrew Wakefield had received a large sum of money from lawyers seeking evidence to use in cases against vaccine manufacturers. It was then discovered that Wakefield had applied for patents on an alternate MMR vaccine. These severe conflicts of interest damaged the credibility of Wakefield's study beyond repair. In 2010, Wakefield was tried by Britain's General Medical Council under allegations that he had falsified data and manipulated test results. The Council found that Wakefield had acted "dishonestly and irresponsibly," and consequently *The Lancet* officially retracted

Wakefield's 1998 article. The anti-MMR vaccine panic that arose immediately after Wakefield's article was published had a significant negative effect on the health of thousands of children. Once the controversy began, the number of parents in the United Kingdom who inoculated their children with the MMR vaccine experienced a sharp decline. Not surprisingly, the number of reported cases of measles increased; while there were only 56 confirmed cases of measles in the UK in 1998; in 2008 there were over 1300. Between 2002 and 2008, there were outbreaks of measles throughout Europe and North America. These outbreaks cost millions of dollars in health care and resulted in the deaths of dozens of children and adults with compromised immune systems. Who is to blame for these deaths? It is easy to hold Andrew Wakefield accountable, but the media must also bear some of the responsibility. The media's appetite for a sensational medical story overshadowed the fact that there was very little scientific evidence behind Wakefield's claim. Although Wakefield is certainly not the first person to publish fraudulent scientific findings in a respected medical journal, the magnitude of this event was anomalous, as most medical hoaxes are discredited before they can reach the popular media. While The Lancet should not have published Wakefield's article without checking it thoroughly, the popular media should not have blown the study out of proportion without fully considering the consequences.

Answer the following questions:

1) The primary purpose of the passage is to

- A. warn parents about the dangers of not vaccinating their children against measles
- B. criticize The Lancet for publishing Wakefield's article without vetting it more thoroughly
- C. provide an overview of the MMR vaccine controversy, including its consequences and responsible parties
- D. inform readers about the history of the MMR vaccine, especially in the U.S. and the UK
- E. blame parents who believed alarmist media reports for the measles outbreaks

2) As used in paragraph 1, which is the best antonym for spurious?

- A. reassuring
- B. safe
- C. clear
- D. necessary
- E. legitimate

3) Which of the following statements most accurately summarizes the author's explanation for the increase in reported cases of ASD over the past 25 years?

- A. Over the past 25 years, parents have been more likely to have their young children inoculated against MMR.
- B. Since the results of Wakefield's study were published, parents have been less likely to have their young children inoculated against MMR.

- C. In the past 25 years, doctors have developed a better understanding of genetics, which is thought to be the leading factor in whether or not a child will develop ASD.
- D. The drastic changes in our environment that have occurred over the past 25 years have most significantly contributed to an increase in cases of ASD.
- E. The increase in reported cases of ASD is mainly the result of an increased understanding of how to recognize ASD.

4) Which of the following pieces of evidence from paragraphs 2 and 3 support(s) the author's claim that popular media is partially responsible for creating unnecessary panic?

- I. "An article published in The Lancet, a respected British medical journal, reported on eight cases of autism that could possibly be traced back to the administration of an MMR vaccine."
- II. "In 2002, over 1200 articles were written about the link between MMR vaccines and ASD. Less than 30% of these articles mentioned that an overwhelming amount of scientific evidence suggested that these vaccinations were completely safe."
- III. "Parents appeared on television sharing anecdotal evidence regarding the links between their child's inoculation and the onset of ASD."
 - A. I only
 - B. II only
 - C. I and II only
 - D. II and III only
 - E. I, II, and III

5) In paragraph 4, the author cites all of the following as ways that Wakefield's study was discredited except:

- A. investigators discovered that the parents of children in Wakefield's study were litigants in a lawsuit against the pharmaceutical company that made the MMR vaccine
- B. The Lancet eventually retracted Wakefield's original article
- C. it was discovered that Wakefield accepted money from lawyers who were filing a suit against the pharmaceutical companies responsible for making the MMR vaccine
- D. an investigation into Wakefield's research found that he had falsified data in his initial study
- E. Wakefield himself had apparently been working on an alternate vaccine to compete with MMR

6) Based on its use in paragraph 4, it can be inferred that the phrase “conflicts of interest” means situations in which people

- A.** unethically accept large sums of money
- B.** have interests that fail to accord with those of the mainstream media
- C.** falsify data and manipulate test results
- D.** have personal interests that threaten their official objectivity
- E.** stand to gain financially through illegal means

7) As used in paragraph 6, which is the best synonym for anomalous?

- A.** timely
- B.** calamitous
- C.** abnormal
- D.** unacceptable
- E.** coincidental

8) Which of the following pieces of evidence, if true, would best strengthen the author’s argument in paragraph 6?

- A.** An estimated 1.4 million measles deaths are averted each year due to MMR immunization.
- B.** 90% of parents in the UK who decided not to immunize their children against measles reported that they did so against their doctors’ wishes.
- C.** Measles outbreaks in Japan can be traced back to Japanese exchange students who were studying in the UK.
- D.** In the United States, over 60% of children who are not immunized against MMR never exhibit any symptoms of the measles.
- E.** Andrew Wakefield sued the investigative reporter who accused him of fraud.

Resource: Read Theory LLC, 2012.

2. Information Technology

Hybrid Vehicles

A hybrid vehicle is a vehicle which uses two or more kinds of propulsions. Most hybrid vehicles use a conventional gasoline engine as well as an electric motor to provide power to the vehicle. These are usually called hybrid-electric-vehicles, or HEVs. Hybrids use two types of propulsion in order to use gasoline more efficiently than conventional vehicles do. Most hybrid vehicles use the gasoline engine as a generator which sends power to the electric motor. The 5 electric motor then powers the car. In conventional vehicles, the gasoline engine powers the vehicle directly. Since the main purpose of using a hybrid system is to efficiently use resources, most hybrid vehicles also use other efficient systems. Most hybrid vehicles have regenerative braking systems. In conventional vehicles, the gasoline engine powers the brakes, and the energy used in 10 braking is lost. In regenerative braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle. Some hybrid vehicles use periodic engine shutoff as a gas-saving feature. When the vehicle is in idle, the engine temporarily turns off. When the vehicle is put back in gear, the engine comes back on. Some hybrids use tires made of a stiff material which rolls easily and prevents drag on the vehicle. 15 Hybrid vehicles save up to 30% of the fuel used in conventional vehicles. Since hybrid vehicles use less gasoline, the cost of operating them is less than the cost of operating conventional vehicles. Therefore, hybrid vehicles are gaining in popularity. According to a recent study, over the five years it typically takes for a person to pay for a car, a typical hybrid car driver would save over \$6,000 in gasoline costs. Almost all the world's major automakers are 20 planning and producing safe and comfortable hybrid vehicles to meet the demand for these increasingly popular vehicles. Although hybrid vehicles do represent a marked improvement in environmentally conscious engineering, there still remains one significant potential drawback: battery disposal. Batteries are difficult to dispose of in an environmentally safe manner. To properly dispose of 25 the battery in a hybrid car requires substantial effort. If the battery is not disposed of properly, the environmental impact of a hybrid car can be equal, if not greater than, that of a regular gas only car. Since hybrid vehicles use less gasoline than conventional vehicles, they put fewer emissions into the atmosphere than conventional vehicles do. As hybrids become more popular, 30 conventional vehicles are being used less, and the level of emissions being put into the air is decreasing. Hybrid vehicles are an example of an energy-efficient technology that is good for both consumers and the environment.

Answer the following questions:

1. According to the passage, which of the following statements is/are true?

- I) Two braking systems are used in most hybrid vehicles.
- II) Approximately 30% of vehicles on the road are hybrid vehicles.
- III) Some HEVs have engines which turn off when the vehicle is not moving.
 - A) I only
 - B) II only
 - C) III only
 - D) I and II only
 - E) II and III only

2. According to the passage, HEVs use two types of propulsion mainly in order to

- A) go faster.
- B) use gasoline efficiently.
- C) provide a comfortable ride.
- D) provide a safe driving experience.
- E) put fewer emissions into the atmosphere.

3. In line 9, regenerative most closely means

- A) electric
- B) gasoline
- C) powerful
- D) restorative
- E) second-generation

4. In the context of the passage, which of the following best articulates how the author regards the topic?

- A. Conventional vehicles may be more powerful than hybrid vehicles, but hybrid vehicles are the more socially responsible vehicles to operate.
- B. Since hybrid vehicles use less gasoline and put fewer emissions into the atmosphere than conventional vehicles, they are better for drivers and for the environment.
- C. Conventional vehicles are faster than hybrid vehicles, but hybrid vehicles are better for the environment than conventional vehicles.
- D. Since hybrid vehicles are much less expensive to purchase and operate than conventional vehicles, they are a smarter buy than conventional vehicles.
- E. Two sources of propulsion provide more power to a hybrid vehicle, making it more powerful and faster than a conventional vehicle, so it is more socially responsible to buy a conventional vehicle.

Resource: englishforeveryone.org

3. Law

Laws, Crime, and Punishment

Citizens of most countries believe strongly in the rule of law. **Laws** are written rules that are intended to **guide** people in their day-to-day lives. Every country has its own set of laws and these laws may be quite different in different places. For example, in the United States, Canada, and many European countries, the law states that people drive on the right side of the road. In England, Japan, New Zealand and other countries, people must drive on the left side of the road. When people break the law, **punishments** may also differ from place to place. For instance, some countries **impose the death penalty** for very serious crimes, whereas other countries do not believe in **capital punishment**.

In free and democratic countries, laws are made by elected government representatives. Laws can be made by different levels of government. Laws that everybody in the country must **obey** are made by the **national or federal government**. These kinds of laws may relate to serious criminal offenses, federal taxes, passport regulations, immigration, etc. Laws that apply only to the individual state or province are made by the government of that region. These laws may involve highway traffic regulations, provincial or state taxes, rules about education, minimum wages paid by employers, etc. City or **municipal** laws, often called **by-laws**, are made by city officials and are relevant only to the local area. Rules that relate to speeding limits within a city, property taxes, parking restrictions, building codes, etc. are included in municipal by-laws.

While laws are made by the elected representatives, the **police** and **courts** exist to **enforce** the laws. Not all law breaking is considered a crime. Courts deal with both **criminal** and **civil cases**. In criminal cases, the community accuses an individual of committing an offence. The community is represented in court by the government which presents the case against the **accused** person in court. An example of a **criminal offence** is theft. In **civil cases**, private individuals or companies who cannot solve a problem themselves ask the courts to decide. Breaking a contract is an example of a civil offence. It is sometimes possible for both a criminal and a civil case to result from the same incident. Suppose a person is injured in a car accident and the person who caused the accident had been drunk. The driver could be charged with drunk driving and that case would go to **criminal court**. But the **victim** could also **sue** the driver for his/her pain and suffering and that case would go to **civil court**.

Criminal offences are those offences that **violate** public law. In most countries, these **crimes** are divided into two categories: less serious offences and more serious offences. In the United States, these offences are referred to as **misdemeanors** and **felonies**. Leaving a restaurant without paying the bill, disturbing the peace by making loud noises, stealing a chocolate bar are examples of misdemeanors. Kidnapping, assault, and murder are examples of felonies. Individuals **convicted of**

a crime may be sentenced to different kinds of punishment such as **fines, community service, imprisonment**, etc. Felonies are more serious crimes and therefore have much **harsher sentences**.

Reading Comprehension

Directions: Read the article on the previous page and answer the following questions.

1. Give an example of how laws differ from country to country.

2. What is the purpose of laws?

3. What is another term for the death penalty?

4. What is a by-law?

5. Give an example of a by-law.

6. Who makes the laws that apply to the whole country?

7. If you want to sue somebody, what kind of court would try the case?

8. Who enforces the laws that are made by elected government representatives?

9. Is breaking a contract considered to be a crime?

10. What level of government would probably make a law that regulates the minimum wage an employer must pay an employee?

11. What level of government would make a law regarding the speed limit on highways?

12. Explain the difference between misdemeanors and felonies.

13. Give an example of your own, explaining how an incident might be tried in both a criminal and a civil court.

Resource: *ESLlibrary.com*

4. Management Sciences

What does it mean to be Innovative in Business?

In order for a business to survive in today's world, it is important that we regularly review what we are doing and how we are doing it. By considering new ideas and new ways of doing things, and trying to innovate, we can improve on our products/services, increase sales, reduce costs and make our processes more effective and efficient. Innovation is key to increasing profits.

There are several ways a company can be innovative with their products and services. Today we will look at four of them.

1. Using the latest technology to improve your product/service

When we think of innovation, we often think of new technologies. While they might be impressive, we should not use new technologies just because they are available. It is important to consider how the technology can improve our product/service.

2. Difference to our customer, companies that produce cars, toiletries, household appliances, etc., often have a large R&D department to work on making their products better.

3. Responding to customer demands by changing what is on offer

By listening to customer feedback, we can get their opinions on how we are doing and find out about what it is that they want. We also need to be aware of changes in customer demands and keep up with the times. When fast-food restaurant McDonald's realized that the market wanted healthier choices, they introduced fruit and salads, while removing the 'super-size' option from their menus.

4. Offering a new product/service to reach new customers

Your business might be doing well, but there is no growth or development and there is a risk that your competitors might take away some of your customers. Innovation sometimes means developing a new product that targets a different market. Although video games were often played by boys, in 2006, video games giant Nintendo introduced the game console Nintendo Wii, successfully targeting girls and older customers with games like Cooking Mama and Brain Training.

5. Changing the way you provide a service

By looking at the changes to the customer's lifestyle and needs, we sometimes realize that there might be better ways to serve them. Customers who do not have a lot of time might prefer to have their food or their shopping delivered to their homes, or they might like to do their banking online rather than in an actual bank.

Not all innovation will bring success to our businesses, but it can give us the opportunity to grow and learn more about what we do and what our customers might want.

Answer the following questions:

Complete the text with words from the box.

aware	recent	innovative	customers
convenient	development	better	demands

We need to introduce (1) ideas and ways of doing things so that we can improve and grow. One way of doing this is to look at the most (2) technologies and see how they can make our products or services (3) some companies have a research and (4) department that specializes in this.

Another way is to be (5) of changes in what our customers want and make sure we offer products or services that meet their (6) A third way of introducing innovation is to develop new products that can help you target new (7) You can also change the way your service is offered to make it more (8) for your customers.

Are the sentences true or false?

- | | Answer |
|--------------------------------------------------------------------------------------|-----------------|
| 1. We innovate because we want to increase the amount of money our businesses make. | True False |
| 2. Being innovative is all about using the newest technologies in your business. | True False |
| 3. Customers often don't know what they want. | True False |
| 4. McDonald's have not changed their menu since they started. | True False |
| 5. If you always target the same customers, you might lose them to your competitors. | True False |

5. Engineering

Instructions: Read the passage below and then answer the questions given.

Benjamin Franklin Palmer

Benjamin Franklin Palmer of Meredith, New Hampshire, was not related to founder Benjamin Franklin, but the two shared a talent for invention. On November 4, 1846, Palmer received patent number 4,834 for the artificial leg. The artificial leg uses springs and metal tendons. The springs and tendons act like joints. They allow for bending and flexibility. Do you know what people used before artificial legs?

Before Palmer invented the artificial leg, people used peg legs. Do you know anyone with an artificial leg? If so, you would probably see that this invention allows for more normal movement than the peg leg. The artificial leg helps many people to live active lives. Some people with artificial legs compete in athletic events like track and field and marathons. Thankfully, Benjamin Franklin Palmer created and patented his invention, which is still being improved to this day. Do you know what a “patent” is?

A patent is a legal document giving an inventor full rights over his or her own creation. The Patent Act of 1790 created this system. It allows the American government to give patents for new inventions. Anyone who creates something can apply for a patent. Anyone who improves an existing object can also apply for a patent. A patent protects the inventor from being copied. Have you invented anything that no one else has?

1. How does an artificial leg work?
-

2. What did people use before artificial legs?
-

3. What is a patent?
-

4. Describe the best invention of modern engineering in your opinion. Provide at least three reasons for your opinion.
-

Resource: www.britishcouncil.org/learnenglish

6. Media

Instructions: Read the passage below and then answer the questions given.

Social Media

It is difficult for us to imagine a world without Twitter and Facebook. But the social networks were launched no earlier than eight years ago. Yet, people have been using digital media for networking, socializing and information gathering for over 30 years.

It started in August 1973 in Berkeley, California, with the BBS, short for Bulletin Board System. The BBSes were online meeting places which allowed users to communicate with a central system where they could download files or games (often including pirated software) and post messages to other users. They were, in many ways, precursors to the Internet. Hobbyists who didn't use their real names, which they only revealed to real-life friends, used them.

Online services, like Prodigy and Compuserve, were the first large scale corporate attempts to bring an interactive, "social" online experience to the masses. They were the first to offer something few had ever experienced: true interaction over the Internet. You could send a message to your friends via "e-mail" or join one of thousands of discussion forums about any important subject.

Online services acquired popularity and, in comparison to BBS, they catered to a more home-user kind of public. They offered a safe, moderated environment for social networking and discussions. But the true precursor to today's social networking sites was AOL (America Online). This was, in many ways, the "Internet before the Internet", and its member-created communities were its most important and fascinating feature.

Starting from 1994, private Internet service providers (ISPs) began to appear in the United States. This gave millions of home users the chance to enjoy unlimited online experiences. Usenet was the first centre for discussions. By the late 90s, Internet forums started acquiring great popularity and began replacing Usenet and BBSes as the primary nexus for topical discussions.

The first networking website was Six Degrees, founded in 1997, which allowed people to create profiles and connect with friends, family members and acquaintances. This interactive, social web application style became known as "Web 2.0".

It was one of the first manifestations of social networking websites in the format we see today. Launched just a year later, in 2003, LinkedIn took a decidedly more serious approach to the social networking phenomenon. Helping people with job searching and building your career, LinkedIn was, and still is, a networking resource for business people who want to connect with other professionals. In fact, LinkedIn contacts are referred to as "connections". Today, over 175 million people use this network to exchange information, ideas and opportunities.

MySpace, another social network, introduced in 2003 and headquartered in Beverly Hills, California, is still very popular in the US. It offers its users music, music videos, and a funky, feature-filled environment.

Yet, the world's most valuable social network is Facebook. Founded by Mark Zuckerberg together with his college roommates, Facebook was launched in 2004. It was initially limited to Harvard students, but then it was expanded to other colleges in the Boston area and gradually to other universities and ultimately to the whole world. In eight years, it has become the most popular and widely used social network in the world with over one billion users. After registering, you can create a personal profile, add other users as friends and exchange messages. Not only, it is the place to go to share photos and catch up with friends. You can also discuss the day's news; interact with consumer brands, and colleges and universities.

1. The use of social networks dates back
 - A.to the 70s.
 - B.to the 80s.
 - C.to the 90s.
 - D.to the first years of the 21st century.
2. The BBS, short for Bulletin Board System, was used by
 - A.professionals who were working in a firm.
 - B.people who wanted to download files or games.
 - C.people who didn't want to use their own names because they were criminals.
 - D.people who wanted to communicate with their friends.
3. Online services were
 - A.more popular than BBS.
 - B.more expensive than BBS.
 - C.more exclusive than BBS.
 - D.more specific than BBS.
4. What replaced BBS in the late 90s?
 - A. My Space.
 - B. Facebook.
 - C. LinkedIn.
 - D. Six Degrees.
5. LinkedIn helps people
 - A. to communicate with colleagues of the same company all over the world.
 - B. to catch up with friends and relatives.
 - C. to download files and games.
 - D. to connect with other professionals.
6. My Space was launched
 - A. a long time before Facebook.
 - B. before LinkedIn.
 - C. at the same time as LinkedIn.
 - D. after LinkedIn.
7. Facebook was initially created for
 - A. a group of friends.
 - B. students.
 - C. students and teachers.
 - D. everybody.
8. Which of these social networks took the most serious approach to social networking?
 - A. Twitter.
 - B. Facebook.
 - C. LinkedIn.
 - D. MySpace.

Resource:https://www.mondadorieducation.it/media/contenuti/canali/english/certificaz/test%201_paper%201%20part%201.pdf

7. Social Sciences

Greek Persian War

The victory of the small Greek democracy of Athens over the mighty Persian empire in 490 B. C. is one of the most famous events in history. Darius, king of the Persian Empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger, the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire. One man ruled Persia.

In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6400 Persians died, compared with only 192 Athenians.

1. Athens had _____ the other Greek city-states against the Persians.

- A. refused help to
- B. intervened on behalf of
- C. wanted to fight
- D. given orders for all to fight
- E. defeated

2. Darius took drastic steps to _____ the rebellious Athenians.

- A. weaken
- B. destroy
- C. calm
- D. placate
- E. answer not available

3. Their participation _____ to the Athenians.

- A. gave comfort
- B. gave honor
- C. gave strength
- D. gave fear
- E. gave hope

4. The people of Delos did not want to _____ the conquest of Greece.

- A. end
- B. encourage
- C. think about

- D. daydream about
E. none of the above
5. The Athenians were _____ by some soldiers who arrived from Plataea.
A. welcomed
B. strengthened
C. held
D. captured
E. none of the above

Resource: <https://flexenglish.net/etoc/materials/TOEFL%20Jr/TOEFL%20Jr%205>

8. Life Sciences

The Human Heart

The human heart is an amazing organ of the human body. The heart is an organ which pumps life-giving blood throughout the body. It works together with blood and blood vessels to supply all of the needs of the cells.

The circulatory system of the body makes up the heart, blood and blood vessels. Blood vessels are tubes which carry the blood. Blood carries oxygen and food to the cells of the body. The blood then returns to the heart.

The heart is located in the middle of the chest and slightly to the left. It is divided into two halves and has two hollow spaces or chambers. The blood enters the atria, which is the upper chamber and is then pumped to the ventricles, two lower chambers. Blood from the ventricles goes to the lungs and to every cell in the body. A valve in each ventricle stops the blood from flowing backwards.

An artery is a blood vessel which carries blood away from the heart. A main artery may be as thick as a thumb.

Blood is made up of red cells, white cells and platelets floating in a fluid called plasma. Plasma is a liquid and can easily pass through small blood vessels into cells and makes up over one-half of the blood. The plasma carries nutrients (food) from the stomach to be used as fuel for energy. Plasma also helps keep the body warm.

The blood then returns to the heart through blood vessels called veins. The veins on the skin, may look blue, especially on the hands and arms. The walls of a vein are much thinner than those of an artery.

Two large veins bring the blood back to the heart. One comes from the brain and the chest. The other comes from the stomach and lower body.

Blood doesn't flow at the same speed through all of the body. As it gets farther away from the heart, it slows down. It goes slowly when the red blood cells carrying the food and oxygen squeeze through into the cells.

The heart beats or pumps every second of the day or night. It beats or pumps 100,000 times a day, every day of a person's life. Every time a heart beats or pumps out a stream of blood, this beat, called a pulse, can be felt on the inside of the wrist. The pulse rate in an adult is between sixty and one hundred beats per minute. Children's pulse rates range from ninety to one hundred twenty beats per minute.

In summary, the circulatory system which includes the heart, blood vessels and blood, work together to supply the cells with all the food and oxygen a body needs to maintain life. Blood is made up of red cells, white cells and platelets floating in a fluid called plasma. Arteries carry blood away from the heart, and veins carry the blood back to the heart. The heart beats thousands of times a day, every day. It beats much faster in children. The human heart is an amazing organ which is part of a system of many veins, arteries, and vessels which moves blood throughout the body keeping humans alive.

Answer the following questions.

1. What is the main purpose of the heart?
 - A. It keeps the body warm.
 - B. It helps the body produce plasma.
 - C. It sends nutrients through the blood to all parts of the body.
 - D. All of the above

2. What is the name of the blood vessel which carries blood away from the heart?
 - A. Artery
 - B. Vein
 - C. Valve
 - D. Atrium

3. Which of the following is not true?
 - A. The heart beats every minute of the day.
 - B. Blood flows at the same speed through all of the body.
 - C. The heart is located a little to the left of the center of the chest.
 - D. Veins carry blood back to the heart.

4. What do veins look like through our skin?
 - A. They are slightly pink.
 - B. They are big and bulgy.
 - C. They are blue.
 - D. They are gray.

5. What is an average pulse rate for a child?
 - A. Seventy to one hundred beats per minute
 - B. Twenty to fifty beats per minute
 - C. Ninety to one hundred twenty beats per minute
 - D. Fifty to seventy-five beats per minute

6. What makes up over one-half of our blood?
 - A. Plasma
 - B. Red blood cells
 - C. Veins
 - D. Arteries

Resource: http://www.softschools.com/language_arts/reading_comprehension/science/25/the_human_heart

LISTENING COMPREHENSION

LISTENING SKILL

1. Role of listening

Since 1969 there have been shifts in teaching philosophy with

- a) an important movement from a focus on teaching a language to learn a foreign language (from teacher-centred to learner-centred)
- b) a shift from structure oriented to communication-oriented approach

None of the many facets of language study has been so much influenced than listening comprehension since the pragmatic skills focus on reading, writing and speaking expanded in 1980.

As early as 1966, RIVERS (pp.196, 204) advocated for more attention to listening comprehension. "*Teaching the comprehension of spoken speech is therefore of primary importance if the communication aim is to be reached*".

On average we:

- a) listen twice as much as we speak
- b) listen 4 times more than we read
- c) listen 5 times more than we write

The importance of listening must not be treated trivially in the language learning process.

2. Three Perspectives on Listening

2. 1 Listening to Repeat

Listening and repeat is a technique used for

- a) pronunciation work (here the learner repeats a word, a sound)
- b) intonation and rhythm (here the learner imitates the pitch and speech rhythm)

This type of listening leads to excellent pronunciation and very often learners can do pattern drills and memorise dialogues. What they can often not do so well, is participate in a normal conversation.

2. 2 Listening to Understand

Here the learners develop listening as a -skill-in-itself in order to understand the meaning of spoken language.

The most common learners` responses are:

- a) The question- oriented response model (here learners listen to a text, then answer a series of questions)
- b) The task-oriented response (here learners do various listening tasks)

2.3 Listening as the Primary Focus to Language Learning

Here speaking, writing and reading are delayed and listening is seen as the major pre-stage to learning a language.

Questions to discuss:

1. Describe the role of listening
2. How does listening compare with other skills in daily life
3. What are the 3 perspectives on listening?
4. What types of listening and listening exercises have you experienced so far? (Jot down examples from didactic lessons and observation lessons)

3. Dimensions of Language and the Listening Act

3. 1. Listening is a Dynamic Process, not a Passive State

Listening is not only an active skill but also one that is very demanding. Learners will recognise that just as it is ‘work’ to become better readers, writers and speakers, listening, too, is ‘work’ and does not happen as an overnight process. Listening is still regarded as a passive skill in some quarters.

3. 2. Listening, in two-way-communication

This is an interactive listening process. Two or more active participants who take turns in speaker-role and listener- role as the face interaction moves along. (i.e. telephone conversation, booking a room at the receptionist` s)

3. 3. Listening in one-way communication.

We are surrounded by auditory input day by day. The input comes from conversations overheard, announcements, messages, news, instructions, media, lectures, music, etc. We hear but do or cannot interact. We may vocalise or sub vocalise responses.

3. 4. Self-dialogue communication

We sometimes internally speak and listen to ourselves in our thought process. (i.e. planning a talk, learning a sketch etc.)

Implications for teaching:

Language learners should be given the opportunity to develop their listening skills via both two way and one-way communication modes. Learners also should be encouraged to make use of the self-dialogue communication mode in its own right.

3. 5. Listening and Language Processing, Bottom-up and Top- Down

Bottom-up Processing of language is evoked by an external source, by the incoming language. Understanding is worked out proceeding from sounds, into words, into grammatical relations and lexical meanings.

Top-down processing: Here the processing of language information comes from an internal source. It is supported by prior knowledge and prediction. On encountering the topic ‘going to the restaurant’ we refer to knowledge about the participants in the situation, roles and purposes, and the typical procedures adopted by waiters, waitresses and customers.

Implications:

Take dual perspectives into account when you develop listening skills. Include in your listening tasks that focus on specific kinds of information such as time, space, grammar, vocabulary, pronunciation, intonation, etc. and on the other hand on top-down areas focus on tasks such as predicting, inferring, explaining, comparing.

3. 6. Interactional and Transactional Discourse

BROWN AND YULE (1983) suggest dividing language functions into two major divisions:

- a) Language for interactional purposes
- b) Language for transactional purposes

a. Interactional Language Function

It is listener-oriented and not message-oriented. Some features of interactional language use are talking about ‘safe’ topics such as weather, at the restaurant, cafe, booking a room etc. expressing opinions, identifying with the concern of the other person, and in general, being nice to the other person and a little careful about detail.

b. Transactional Language Function

Here the purpose is to convey factual and propositional information. It is message-oriented with focus on content. Some features are: instructing, giving directions, explaining, describing, and ordering. relating, checking on the correctness of details etc. The message must be understood if the message is the reason for speaking. (BROWN/YULE, 1983, 13.)

RICHARDS (1990) has constructed the following four-part grid, which allows a listening activity to be classified according to the functions involved:

B O T T O M U P	<p>Listening to a joke (interactively) in order to find out when to laugh.</p>	<p>Listening casually to a party talk (Interactively) You are not so much interested in what he/ she is saying.</p>	T O P
	<p>Listening closely to instruction during a first cooking lesson, or listening closely to instructions how to play a game</p>	<p>An air traveller who has been on flights several times before and who listens casually to verbal air safety instructions (transactive)</p>	D O W N

References:

BROWN/YULE: Discourse analysis. CUP 1983
RICHARDS, J.C. The language-teaching matrix. CUP 1990

4. DEVELOPING LISTENING ACTIVITIES AND EXERCISES

In order to get learners' attention and to keep them actively and purposefully engaged in the task at hand, three principles are suggested:

- a) relevance
- b) transferability
- c) task-orientation

4. 1. RELEVANCE

Both the listening content and the outcome need to be relevant to the learners` life and life-style. Content therefore should feature face validity, which makes learners` ears really tune in.

Tips: Adapt published material where necessary and add activities if the material does not meet the needs of your learners.

4. 2. TRANSFERABILITY

Relevant material is also likely to be 'applicable'. i.e. A story can be retold to others, or it can be just heard for fun.

A train arrival message over the loudspeaker can be passed on to a friend who could` t hear the message. This external value is called '***communicative outcome***'. A list of such outcomes is listed on the following page.

4. 3. TASK ORIENTATION

There are two major tasks of listening:

1. Language use tasks
2. Language analysis activities

Language use tasks:

Here listening is not question-oriented but task oriented. Learners are provided with tasks to carry out during the listening period. They do something with the information immediately. (i.e., taking notes to do something)

Examples:

- 1 Listen and perform actions (TPR, act,)
- 2 Listen and perform operations (draw, paint)
- 3 Listen and note-taking
- 4 Listen and summarise information
- 5 Listen and interact (reply, negotiate, develop a conversation etc.)

Language analysis activities:

Here learners are asked to answer questions about the listening text. Activities can focus on one or two points at time and can include attention to a variety of features of grammar, discourse, markers, vocabulary, content, etc.

Examples:

1. Ask detailed questions on parts of the text
2. Analysis of grammar, links, chunks, phrases,
3. Describing the means of communication used in monologue- and dialogue exchanges

List of Communicative Outcomes

(essential components in both two- way and one-way communication listening activities)

1. listening and performing actions/operations	
2. listening and transferring information	
3. listening and solving problems	
4. listening and evaluating information	
5. interactive listening	
6. listening for enjoyment	

Notes:

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4. 4 Examples of communicative listening tasks

1. Listening and performing actions	2. Listening and transferring information	3. listening and solving problems
Drawing pictures, locating routes on a map carrying out instructions, such as cooking steps, rules of a game. Performing body movements, operating equipment, such as telephone, recorder etc., selecting a person, a thing from a description.	Taking a message by phone, filling blanks, completing forms summarising the gist of short story. Taking written notes about instructions (i. e., cooking), taking notes of a lecture, jigsaw listening and passing the message on in writing or orally.	Listen and find an ending. Listen and solve the mystery story, aural arithmetic, alibi listening notes, classroom versions of jeopardy, twenty questions, jigsaw mystery/secrets, riddles and logic puzzles.

4. listening and manipulating information	5. A variety of question types for interactive listening	6. listening for enjoyment and sociability
Evaluating, combining and condensing information. Organising unordered information received. Evaluating arguments in order to develop a position for or against.	Repetition: ‘Could you repeat the part about ...’ Paraphrase: ‘Could you say that again (in other words)? Verification questions: Do you mean...In other words’ Clarification questions: Could you explain...? Extension questions: (To develop interactive listening) ‘And then ... What happened after that ...?’	Listen to songs, stories, plays, poems, jokes, anecdotes, general chat, personal topics that interest listen to guests (English guests, stars, sport stars, etc).

4. 5. Principles of Listening

a) Increase the amount of listening time

The listening should become the primary channel for learning new material. Make input comprehensible, interesting and supported by extra linguistic materials.

b) Use listening before other activities

Do not ask your pupils to read, speak and write before listening.

c) Include intensive, selective and global listening

Intensive listening helps the pupils to improve their intonation and understanding of form and tune, selective listening points them to more details and the global listening training develops the pupils' s gist.

d) Give advanced organizers

Call up the pupils' background knowledge (vocabulary, grammar etc.). Encourage top-down listening mode at every proficiency level. (i. e. small talk, stories where pupils can anticipate)

e) Practise bottom-up listening mode at every level

(jokes, instructions, refer to previous chapter).

f) Develop conscious listening strategies

Continuously raise pupils' awareness of text features and their comprehension processes. Use as many different ways of listening tasks and regularly practise interactive listening.

5. Developing Listening Skills

5. 1. The Difficulty of Listening Comprehension for Beginners

True beginners cannot segment the speech stream into word units, to tell where one word begins and another ends. The new phonemic system is an unbroken code. In order to decode the sensory data as a native speaker would, learners must first build a cognitive structure of important sound distinctions and categories. They lack structural competence, are not familiar with rules for word formation and their vocabulary is non-existent. This stage is of very short duration, though. Soon pupils will have plenty of opportunity to develop their listening skills. Teachers can help by attaching value to the students' progress in listening skills.

By the way, Have you ever heard anybody asking you "Do you understand English?" instead of "Do you speak English?"

Interactive communication can only be achieved through both listening and speaking skill training.

5.2 Suggestions for listening skill training for beginners

- At all stages use global listening techniques and keep the pupils active. Listening is no waste of time!
- Speak in a simplified mode with clear pronunciation, limited vocab., and visual support.
- Train selective listening skills that focus on form, sounds, grammar, details of contents.
- Present new material aurally first and use visuals.
- Teach vocabulary in the pre-listening stage.
- Present the texts in normal speed but with pauses between natural phrase groups.
- Teachers must be aware that comprehension at the beginning stage is not important, but pupils can find the gist.

Task:

Read with a partner through the listening script and develop your own questions

1.).....

2.).....

3.....

4.).....

5.).....

Faculty of Social Sciences

Listening exercise 1

Complete the table below. Write **NO MORE THAN TWO WORDS** for each answer.

<https://ielts-up.com/listening/lesson14.mp3>

Books	Floor
Reference books	<input type="text"/>
Adult collection	<input type="text"/>
Children's books	<input type="text"/>

Transcription:

Woman: Now let me explain where everything is kept.

Man: It looks like here, on the ground floor, is where the reference books are.

Woman: Yes, that's right. Up on the second floor is where the adult collection is, both fiction and non-fiction.

Man: And the children's books are there too, aren't they? I thought I saw them in the room by the stairway.

Woman: No, those are magazines and newspapers for adults. Children's books are up one more flight on the third floor.

Listening Exercise 2

<https://www.youtube.com/watch?v=mi1Zd6Ku2tA>

Listening Exercise 3

<https://www.storynory.com/alices-adventures-in-wonderland-by-lewis-carroll/>

Listen to the recording and answer the following questions.

1. What would you have done if you find a talking rabbit?
2. What do you think of Alice's character?
3. What would be your thoughts if you would fall down a long hole?

Faculty of Management Sciences

Listening Exercise 1

Write **NO MORE THAN TWO WORDS** for each answer.

<https://ielts-up.com/listening/lesson23.mp3>

How long has the woman been living in the town?

What is going on in the park?

Transcription:

Man: Oh, it is such a good town! How long have you been living here?

Woman: I like this place too. I've been living here for 10 years so far. It's not very big, but it's so calm.

Man: Yes. And this town is very green too. There are parks and squares almost everywhere. And what is going on in that park over the road?

Woman: It is a spring city fair. A lot of folk-crafts are presented there.

Listening Exercise 2

<https://www.storynory.com/the-witch-who-was-frightened-of-halloween/>

Listen to the recording and answer the questions below:

1. Why did Katie hate Halloween?
2. What is meant by “twitch her nose”?
3. “felt cross”, “wriggled her ear”, “click of its paws” are used in the story. Search up the meaning for each phrase and see if it matches with contextual meaning.

Listening Exercises 3

Listen to the recording and answer the following questions.

<https://www.storynory.com/monkey-shark/>

1. How would you write the ending of the story?
2. What kind of friendship did shark and the monkey have?

Faculty of Life Sciences

Listening exercise 1

Listen to the audio and tick the correct answers below.

<https://ielts-up.com/listening/lesson15.mp3>

Which water activities are available at Golden Lake Resort?

- swimming
- boating
- waterskiing

Transcription:

Woman: Could you describe for us some of the activities available at Golden Lake?

Man: We have a lot of water activities, of course. Since we're right on the lake, we have a pleasant sandy beach for swimming. We also have canoes and sailboats available, and many of our guests enjoy boating on the lake.

Woman: I imagine waterskiing would be popular among your guests.

Man: Actually, we don't permit waterskiing in the resort area. It can be dangerous for swimmers and for the canoeists too.

Listening Exercise – 2

<https://www.storynory.com/birdys-history/>

1. What words or phrases help you understand that Jake's parents don't believe him?
2. Write in your own words the reason why the bird was special.

Listening Exercise – 3

<https://ielts-up.com/listening/skyline.mp3>

“London skyline”

Answer the questions below.

Write **ONLY ONE WORD OR A NUMBER** from the dialogue for each answer.

1. Of which city with skyscrapers Neil didn't think?

2. Which year did Neil choose?
 3. For how many years the St Paul's Cathedral was the tallest building in the city?
 4. What are the Gherkin, the Cheese Grater and the Walkie Talkie?
 5. When the building of St Paul's Cathedral was started?
-

Faculty of Media Sciences

Listening Exercise 1

Listen to the recording and answer the questions below.

<https://www.storynory.com/birdy-lost-found/>

1. The word “chucking” is used here for vomiting. How does it differ from its actual meaning?
2. Find out more words from the audio that might have different contextual and actual meaning.

Listening Exercise 2

Listen to the audio and answer the questions below

<https://ielts-up.com/listening/lesson34.mp3>

The tomato originally came from

- A. Mexico
- B. Spain
- C. Peru

Transcription:

The tomato is a popular vegetable, which figures in the cuisine of many countries around the world. It is particularly prominent in Italian cooking. But it was unknown in Europe until Spanish explorers brought it back from the Americas. The tomato originated in the highlands of Peru. From there it eventually found its way to Mexico, where it was cultivated by the Aztecs.

Listening Exercise 3

Listen to the recording and answer the questions below.

<https://ielts-up.com/listening/ex6.mp3>

1. Is the idea of self-driving car far-fetched or has it turned into a reality?
2. What other things can you think of that might be possible in near future?

Faculty of Engineering

Listening Exercise 1

Listen to the audio and answer the questions below.

<https://www.storynory.com/the-dog-and-the-elephant/>

1. What kind of friendship did elephant and the dog share?
2. Can psychological ailment really affect that much?

Listening Exercise 2

Write **NO MORE THAN TWO WORDS** for the answer.

How much does Adult All-Day Pass cost?

<https://ielts-up.com/listening/lesson21.mp3>

Transcription:

Thank you for choosing City Tours! The reason so many people choose our tours when visiting this city is because you can design your tour to suit your own interests. Your all-day pass entitles you to board up bus at any stop, and stay as long as you like at each place. The all-day bus pass cost 18\$ for adults. Children between the ages of 5 and 12 pay half the adult fare.

Listening Exercise 3

Listen to the recording and answer the questions below.

<https://www.storynory.com/the-elves-and-the-shoemaker/>

1. What do you think is the moral of the story?
2. Was it wise for the shoe maker to gift the elves clothes as they no longer came to help him after that?
3. What would you have done if you had found elves?

Faculty of Law

Exercise 1

Listen to the recording and answer the questions below.

<https://www.storynory.com/tim-learns-where-easter-eggs-come-from/>

1. What kind of nature do you think Tim has?
2. Do you think questions are necessary to improve one's learning?
- 3.

Exercise 2

<https://ielts-up.com/listening/lesson31.mp3>

Only rescue birds that are

- A. all alone
- B. sitting on the ground
- C. obviously injured

Transcription:

1st man: Right, okay. I think we should start by talking about how to rescue a bird. Probably, first we should help people understand which birds need rescuing.

2nd man: Yeah, that's really important! Because a lot of times people see a baby bird that's all alone or they find a bird sitting on a ground and they think it needs to be rescued.

1st man: And usually those are just baby birds learning to fly. So we should emphasize that people should only attempt to rescue a bird that's clearly injured.

Listening Exercise 3

Short Questions

Listen to the recording and try to answer all the given questions:

<https://www.storynory.com/the-monkey-and-the-boar/>

1. What kind of advice would you have given the monkey?
 2. Was the master of the monkey right to call a butcher for the monkey?
 3. How do you think pets should be treated?
-

Faculty of Information Technology

Listening Exercise 1

Listen to the recording and answer the questions.

<https://www.storynory.com/the-two-frogs-and-the-well/>

1. What is a fable?
2. Do you think the advice the old frog gave was wise?

Listening Exercise 2

<https://ielts-up.com/listening/lesson35.mp3>

The speaker recommends to put the bird in a

- A. cage
- B. box
- C. bag

Listening Exercise 3

Listen to the recording and answer the questions.

<https://www.storynory.com/jack-and-the-pirate-school-1/>

1. What do you think pirates do?
 2. Can you write an adventure for Jack when he goes on the seas?
-

Faculty of D Pharmacy

Listening Exercise 1

Listen to the recording and answer the questions.

<https://www.storynory.com/the-rat-and-the-elephant/>

1. What do you think the rat feels? Is it jealous?
2. What do you think of the ending of the story?

Listening Exercise 2

<https://ielts-up.com/listening/lesson36.mp3>

Which organ helps parrots to imitate different sounds?

- A. tongue
- B. trachea
- C. vocal cords

Listening Exercise 3

Listen to the recording and answer the questions.

<https://www.storynory.com/the-town-mouse-and-the-country-mouse/>

1. What differences did you find between town mouse and country mouse?
2. Can you write the differences between a person who lives in a country side and a person who lives in city?

Websites to Improve your Listening Skills

1. SpeechYard
<https://speechyard.com/>
2. English Central
<https://www.englishcentral.com/videos?setLanguage=en>
3. YouTube English Channels
<https://englishpost.org/15-awesome-youtube-channels-for-teaching-and-learning-english/>
4. ESLvideo.com
<https://www.eslvideo.com/index.php>
5. Elllo
<http://www.elllo.org/video/1451/1466-Widuri-Pagaents.html>
6. ESOL Courses
<https://www.esolcourses.com/>
7. English Listening
<https://www.englishlistening.com/>
8. VOA English Listening
<https://learningenglish.voanews.com/>

PARAGRAPH WRITING

What is a paragraph?

A paragraph is much more than a collection of connected sentences. It is a building block of essay development, and paragraphs provide the structure needed to develop the thesis of a paper. In fact, a useful way to think about a paragraph is as a “mini-essay,” or an essay within an essay, with its own mini-thesis (the topic sentence), middle or body (the supporting details) and end or conclusion (the concluding sentence).

Basic Paragraph Structure

A. Topic Sentence:

A topic sentence states what the entire paragraph is about. A good topic sentence should be a general sentence that presents the topic clearly.

A topic sentence is the first sentence of the body paragraph. The topic sentence introduces the topic of the paragraph. A good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long.

B. Supporting sentence:

The supporting sentences of a paragraph are the sentences between the topic sentence and the concluding sentence. The supporting sentences “support” the topic sentence. That is, they explain and elaborate on the point of the paragraph.

C. Concluding sentence

The concluding sentence is the last sentence in the paragraph. It should succinctly end the paragraph and transition to the next paragraph, if appropriate.

Exercise

Choose the best topic sentence for each group of supporting sentences.

1. _____ I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.
 - a) Skiing is expensive.
 - b) Skiing is my favorite sport.
 - c) Skiing is dangerous

2. _____ North Americans send cards for many occasions. They send cards to family and friends on birthdays and holidays. They also send thank-you cards; get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail, but turning on the computer and sending cards over the Internet is also popular.
 - a) Sending cards is very popular in North America.

b) Birthday cards are the most popular kind of card.

c) It is important to send thank-you cards.

3. _____ . One thing you must consider is the quality of the university's educational program. You also need to think about the school's size and location. Finally, you must be sure to consider the university's tuition to make sure you can afford to go to school there.

a) It is expensive to attend a university in the United States.

b) There are several factors to consider when you choose a university to attend.

c) You should consider getting a good education.

4. _____ . First of all, we need money to repair old roads and build new roads. We also need more to pay teachers' salaries and to pay for services such as trash collection. Finally, more tax money is needed to give financial help to the poor citizens of the city. It is clear that the city will have serious problems if taxes are not raised soon.

a) We should raise city taxes.

b) City taxes are too high.

c) City taxes pay for new roads.

5. _____ . For example, a person can have breakfast in New York, board an airplane, and have dinner in Paris. A businesswoman in London can instantly place an order with a factory in Hong Kong by sending a fax. Furthermore, a schoolboy in Tokyo can turn on a TV and watch a baseball game being played in Los Angeles.

a) Airplanes have changed our lives.

b) Advances in technology have made the world seem smaller.

c) The fax machine was an important invention.

Features of Paragraph

1. Unity

The ideas in a paragraph should logically fit together. Furthermore, they should flow from one idea to the next. A paragraph should be organized in a way that it builds appropriately. This could be by a sequence of ideas or events. Additionally, transitions should be used from one sentence to the next that connect the ideas and concepts. In a dis-unified one, a writer's purpose and the connections between the sentences can be unclear, as in this one:

(1)Firstly, the Olympic Games provide an outlet for competition. (2) Friendly competition among many countries occurs around the world. (3) Regardless of each country's financial situation, the competition is in the field of sports and not in politics. (4)It provides to people who have trained very hard a form or basis of comparison to others around the world, giving these competitors the opportunity to find out if they are the very best. (5)Also, along with providing an outlet for the competition, the Olympic Games creates a sense of nationalism. (6)Nationalist pride is always a component of the Olympics, each country having its representatives. (7)The Olympics unifies a country, giving its citizens something in common-- a victory—that brings them together.

(8)For example, the acquisition of a gold medal or a number of gold medals can be a source of national pride.
(Adapted from a student paper, used with permission.)

Here, the topic sentence is about how the Olympic Games provide an outlet for competition, and in sentences (2), (3) and (4) the writer sticks to that idea. However, in sentence (5), she shifts focus to how the Olympic Games create a sense of nationalism. It's possible that this second idea is connected to the key concept in the topic sentence, but the writer doesn't make that connection, and as a result, the paragraph ends weakly with an example supporting the shift in topic. The writer never makes her point about how the Games provide a competitive outlet.

To achieve unity, begin with a clear topic sentence. This doesn't mean that it has to appear at the beginning of the paragraph, although a topic sentence usually does in academic writing. What is important, however, is that, the main idea or purpose, stated in the topic sentence, sets the agenda for the rest of the paragraph.

2. Coherence

You've achieved coherence in a paragraph when a reader (usually an instructor) congratulates you on good "flow." A paragraph that is coherent flows because it is arranged according to a definite plan, and as a result, all the sentences are not just about the same main topic, but they also "stick together" and lead readers smoothly from the topic sentence to the concluding one. This "stickiness" results from sentences that follow, one from the other, in a way that makes sense. Each sentence takes a logical step forward. There are a number of ways to achieve coherence: through the use of ordering principles, pronouns, transitional words, and repetition.

Using an ordering principle to achieve coherence

One way to achieve the flow of coherence is to decide on an ordering principle for the ideas in your paragraph. This means that there is a pattern of development that creates a logical flow between the sentences.

Using pronouns to achieve coherence

Another way to help achieve coherence is to use pronouns to refer to nouns in previous sentences in the paragraph, thus “sticking” the sentences together. For example, if you refer to *people* in one sentence you can “point back” to that noun in the next sentence by using the pronoun *them*. In this case, *people* is the antecedent of the pronoun *them*.

Using transitional words and phrases to achieve coherence

Transitional words and phrases also help to create coherence by providing bridges between sentences within the paragraph and between paragraphs. For example, words and phrases like “also,” “in addition to,” “additionally” and “furthermore” signal your readers that the relationship between two sentences is one of addition.

Using repetition to achieve coherence

Most developing writers are taught to avoid repetition, and this is good advice to a point. However, judicious repetition of keywords and phrases and synonyms throughout a paper can provide your readers with necessary signposts and strengthen the flow of the essay.

3. Adequate Development

For a paragraph to be considered “adequate” or “sufficient,” the paragraph should be well-developed. The reader should not be left wanting more information. Similarly, the paragraph should include enough evidence to support its topic sentence. There are three ways to ensure that your paragraphs are fully developed: by providing the right level of supporting detail, choosing the right kind of evidence and choosing the right pattern of development for your purpose.

Developing paragraphs with the right *level* of detail

To fully develop the sub-topic of the essay’s main idea in a paragraph, you must provide your readers with details. It is not enough to make assertions. Your readers must understand fully how you reached your conclusion.

Developing paragraphs with the right *kind* of detail

Not only is it important to provide enough detail for your readers, it’s important to provide the right kind of detail, and that will depend on the purpose of your essay. The kind of detail will also depend on the demands of the assignment and the discipline you are writing in. For example, if you are asked to write a personal essay, your details might be examples of personal experiences. If you are asked to write a history paper, the “right” kind of details might come from your analysis of a historical text, and support in an argumentative essay might come from both analysis and reasoning.

In the example below, a writer explains how classical ideas of *pathos* can be used to enhance the persuasiveness of a message. As you read, consider the details the writer has chosen, and why she might have chosen those and not others:

Appeals to pathos, or what modern rhetoricians call emotional appeals, begin by making an audience more open to the message. Aristotle himself suggested this approach to persuasion in the Rhetoric when he stated that “(o)ur judgments when we are pleased and friendly are not the same as when we are pained and hostile” (as cited in Horner, 1988, p.57). In other words, Aristotle proposed that writers persuade, in part, by affecting the

mood of their audience and by making them better disposed towards the message. To maximize this effect, writers need to know and identify with their audience. Are audience members all the same age, or a mixed group? What socio-economic group are they likely to be part of? What is their level of education? Asking questions like these will help writers to know their audience's hopes and fears, and prepare the audience to be more sympathetic to the message (Horner, 1987).

In this paragraph, the writer has selected details from a text in the form of quotations and summary because she is trying to support her explanation of *pathos*.

Developing paragraphs with the right pattern of development

The particular kind of support you provide will depend largely on the pattern of development you use for your paragraph, which, in turn, depends on its purpose. If you are trying to make a point by telling a story, then you might use narrative. If the purpose is to explain, step by step, how something is done, then a process pattern might be better.

Although we were close, Samantha managed to hide her problem throughout Grade 11. I remember her saying that she had to watch what she ate to maintain her figure, but that wasn't unusual; almost everyone we knew was constantly on a diet, so when she'd bring only a piece of lettuce and a slice of tomato for lunch, I didn't think anything of it. I didn't find it unusual either that she spent a lot of time in the girl's washroom that year. Like any good friend, I accepted her explanation that she had picked up a flu that she couldn't shake. It wasn't until the beginning of Grade 12 that I began to suspect that something more serious might be wrong. I noticed that she looked more gaunt each week, and she complained of feeling weak and tired all the time. Even more disturbing, though, was the way she made excuses not to walk home with Kath and me. Eventually, she even stopped meeting us for lunch at Wu's Cafe. At first, I thought maybe she was on something, but when I stole peeks into her locker and her big saddle-bag purse, I never saw anything suspicious. Then, one day, we were in the girl's room, repairing our lipstick and I asked her, straight out what the problem was. She leaned on the sink with both hands, and hung her head, until her blonde hair shielded her face, and in a shaky voice she told all: the uncontrollable urges to eat anything, and the vomiting that always followed. With that simple statement, the wall of secrets Samantha had built between us over last year collapsed and once again, we were friends. (adapted from a student essay with permission.)

Even though this paragraph does not start with a formal topic sentence, it is not difficult to find the theme—it's in the last sentence, which is a common pattern in narration.

4. Transitions

Good paragraphs have transitions between preceding and proceeding paragraphs. These transitions are logical and verbal. One paragraph should logically flow to the next. The ideas in a body of work should be organized so each paragraph transitions well to the next. It should not be choppy. Additionally, verbal transitions within and between paragraphs should help the reader move seamlessly through the piece of writing.

5. Length

You might be wondering, “How do I know when to start a new paragraph?” or “how long should a paragraph be?” Usually, these questions are related to how well paragraphs are developed and unified, and essentially, there is no one, right answer. In extreme cases, you might find a paragraph as short as one sentence or as long as a page if it achieves the writer’s purpose. However, most paragraphs fall somewhere between these two extremes, and while there are no hard and fast rules, there are a few principles you can use to determine proper paragraph length:

- The paragraph should be long enough to fully develop your topic.
- The paragraph should focus on one topic
- The paragraph length should support the effect you are trying to create. Keep in mind that longer paragraphs slow readers down and shorter paragraphs are easier and quicker to read.
- A paragraph of over 12 sentences in an academic essay *probably* needs to be divided.
- A paragraph of 5 or fewer sentences in an academic essay *probably* needs to be developed further or combined with another paragraph.
- Paragraph length can vary greatly from discipline to discipline.

How to Write a Good Paragraph:

A Step-by-Step Guide

The following is a guide on how to draft, expand, refine, and explain your ideas so that you write clear, well-developed paragraphs and discussion posts:

Step 1: Decide the Topic of Your Paragraph Before you can begin writing, you need to know what you are writing about. First, look at the writing prompt or assignment topic. As you look at the prompt, note any key terms or repeated phrases because you will want to use those words in your response. Then ask yourself:

- On what topic am I supposed to be writing?
- What do I know about this topic already?
- If I don’t know how to respond to this assignment, where can I go to find some answers?
- What does this assignment mean to me?
- How do I relate to it? After looking at the prompt and doing some additional reading and research, you should better understand your topic and what you need to discuss.

Step 2: Develop a *topic sentence* before writing a paragraph. It is important to think first about the topic and then what you want to say about the topic. Most often, the topic is easy, but the question then turns to what you want to say about the topic. This concept is sometimes called the controlling idea. Strong paragraphs are typically about one main idea or topic, which is often explicitly stated in a topic sentence. Good topic sentences should always contain both

- (1) a topic and
- (2) a controlling idea.

The topic – The main subject matter or idea covered in the paragraph.

The controlling idea – This idea focuses the topic by providing direction to the composition.

Read the following topic sentences. They all contain a topic and a controlling idea. When your paragraphs contain a clearly stated topic sentence such as one of the following, your reader will know what to expect and, therefore, understand your ideas better.

Examples of topic sentences:

- People can avoid plagiarizing by taking certain precautions.
- There are several advantages to online education.
- Effective leadership requires specific qualities that anyone can develop.

Step 3: Demonstrate your point after stating your topic sentence, you need to provide information to prove, illustrate, clarify, and/or exemplify your point.

Ask yourself:

- What examples can I use to support my point?
- What information can I provide to help clarify my thoughts?
- How can I support my point with specific data, experiences, or other factual material?
- What information does the reader need to know in order to see my point?

Here is a list of the kinds of information you can add to your paragraph:

- Facts, details, reasons, examples
- Information from the readings or class discussions
- Paraphrases or short quotations
- Statistics, polls, percentages, data from research studies
- Personal experience, stories, anecdotes, examples from your life.

Sometimes, adding transitional or introductory phrases like: for example, for instance, first, second, or last can help guide the reader. Also, make sure you are citing your sources appropriately.

Step 4: Give Your Paragraph Meaning After you have given the reader enough information to see and understand your point, you need to explain why this information is relevant, meaningful, or interesting. Ask yourself:

- What does the provided information mean?
- How does it relate to your overall point, argument, or thesis?
- Why is this information important/significant/meaningful?
- How does this information relate to the assignment or course I am taking?

Step 5: Conclude after illustrating your point with relevant information, add a concluding sentence. Concluding sentences link one paragraph to the next and provide another device for helping you ensure your paragraph is unified. While not all paragraphs include a concluding sentence, you should always consider whether one is appropriate. Concluding sentences have two crucial roles in paragraph writing: First, they draw together the information you have presented to elaborate your controlling idea by:

- Summarizing the point, you have made.
- Repeating words or phrases from the topic sentence.
- Using linking words which indicate that conclusions are being drawn (e.g., therefore, thus, resulting). Second, they often link the current paragraph to the following paragraph. They may anticipate the topic sentence of the next paragraph by:
- Introducing a word/phrase or new concept, which will then be picked up in the topic sentence of the next paragraph.
- Using words or phrases that point ahead (e.g., the following, another, other).

Step 6: Look Over and Proofread. The last step in good paragraph writing is proofreading and revision. Before you submit your writing, look over your work at least one more time. Try reading your paragraph out loud to make sure it makes sense. Also, ask yourself these questions:

- Does my paragraph answer the prompt and support my thesis?
- Does it make sense?
- Does it use the appropriate academic voice?

Types of paragraphs in a basic essay

In an essay, there are four types of paragraphs—introductory, body, transitional and concluding—and each serves a slightly different function in the paper. In the simplest terms, introductory paragraphs introduce your thesis, body paragraphs develop it, transitional paragraphs move your readers from one aspect of it to another, and concluding paragraphs sum up the development of the thesis and restate it. Thus, while all four types support the thesis, they support it in different ways.

Introductory paragraphs

An introductory paragraph engages readers' interest with a strong opening sentence.

An introductory paragraph also supports the thesis by giving relevant background information and context, such as important facts or theory. For example, if you were writing an introduction to a paper about Napoleon's loss at Waterloo, before presenting your thesis statement, you might offer a sentence or two about the ongoing hostilities that led up to the final battle. This sketch of important background should be accomplished quickly with just enough information to help your readers understand why your subject and thesis are important

Perhaps most important function of an introductory paragraph is to introduce the thesis statement and thereby focus the readers on the central idea of your paper.

Example

(1) It is controversial and it is Canadian: the bilingual debate has been going on for over 100 years, and it continues today. Although Canadians outside of Quebec agree that franco-phones should be able to receive federal services outside of Quebec in their own language, surveys show that the majority do not personally favor bilingualism for all of Canada (CRIC, 2004). (2)The same survey shows that these results are reversed for franco-phones, who are strongly in favor of bilingualism for all of Canada and somewhat less in favor for their province. (3)In contrast, overall public support for two official languages continues to be strong with over 70% of Canadians showing support for citizens receiving federal services in the language that they speak.(4) Clearly, bilingualism is a policy that needs to be kept, but it also requires some “revamping” on the government’s part in order to improve the way it works.

(From an essay by Jennifer DeWit, used with permission.)

- **Sentence (1):** Here, the student writer opens with a statement of fact worded to catch readers' interest and establish that the topic is current. She answers the question: WHAT is controversial and Canadian and why is bilingualism still a debate after 100 years?
- **Sentences (2) and (3):** In three sentences, this writer has captured the basics of the controversy and prepared her readers for the thesis statement.
- **Sentence (4):** Finally, the writer moves logically from the background she has provided to a thesis that clearly summarizes the position she will develop in her paper.

Editing tips for introductory paragraphs

Editing tips for introductory paragraphs 1. If you are having trouble “finding” your thesis in a first or second draft, try looking in your conclusion. In early drafts, you might state your thesis more clearly and effectively there. If this is the case, simply move the more succinct statement to the introduction, and rewrite the conclusion at a more general level. 2. An introduction should a. get readers’ attention b. give a brief background of the issue and c. state the thesis

Body paragraphs

Once you have engaged your readers and presented your thesis in your introduction, use your body paragraphs to fully develop your ideas. You can do this by first introducing a sub-topic of the thesis in a topic sentence. For example, if you were expanding a theme about Napoleon's loss at Waterloo, you might have a topic sentence that reads like this: "Napoleon brought on one of the first financial crises of the French government by emptying government coffers for his war with Britain." Notice that the topic sentence doesn't provide details, just the general topic of the paragraph. Notice also that the topic sentence tells readers how the paragraph's topic/main idea relates to the essay's core thesis.

With your topic sentence in place, you can now develop your idea with sentences that provide *supporting details*. In the above example, these details might be facts about the repercussions of Napoleon's financial crisis or about opposition that he faced as a result. In well-developed body paragraphs, you not only have to provide evidence to support the topic sentence, you also have to *interpret* it for your readers.

Remember the idea of a paragraph as a mini-essay. Just as all essays have conclusions that review and sum up the ideas in a paper, a paragraph has a concluding sentence that *sums up* the point of the paragraph and ties it clearly to the thesis. A good concluding sentence sums up the main point of the paragraph and provides readers with the "so what?"—the reason that the point is important to the conclusion of the paper.

Thesis: Clearly, bilingualism is a policy that needs to be kept, but also requires some "revamping" on the government's part in order to make it work.

First body paragraph:

(Note: The numbers at the beginning of each sentence refer to the commentary that follows the paragraph.)

(1) Many Canadians feel that Canada's policy of bilingualism is a good one because it protects francophone culture and benefits the country as a whole.

(2) For example, language is a large aspect of francophone' culture, so retaining that language is essential to retaining their cultural identity. Furthermore, Vaillancourt (2004) states that people who have learned another language have "better developed intelligence" than those who are unilingual, so it might also be argued that a national policy of bilingualism supports the general intelligence of Canadians. (3) He goes on

to say that bilingualism also benefits a society collectively by increasing the market for imports and exports and making it “a receptive place of immigration for a larger number of potential immigrants” (Vaillancourt, 2004) (4). Thus, there are good reasons to keep Canada’s policy of bilingualism both for the protection it affords French culture and identity and for benefits it offers the entire nation. (Adapted from an essay by Jennifer DeWit, used with permission.) Sentence (1): This writer starts with a topic sentence that introduces a key concept in her thesis statement: why Canada’s policy of bilingualism is a good one. Sentences (2) & (3): In these sentences, the writer develops the concept, providing reasons and support from a reference. The support could have been even stronger had the writer provided evidence from a number of sources instead of just one. Sentence (4): Here, the writer both sums up the point she is making in the paragraph, and advances her thesis by clearly stating the point her paragraph makes about it.

Transitional Paragraphs

There may be times when you want to shift from one sub-topic of your thesis to another or from a general discussion to a more detailed treatment of an idea. At these times, you can use a transitional paragraph to sum up and hint at the material to come. In other words, transitional paragraphs act as signposts that guide readers to the next part of your essay. As transitional paragraphs serve such a specific function, you will not find many of them in an essay, and in a shorter piece, there may not be any.

In the previous example about Napoleon and Waterloo, if the writer had discussed a number of instances of financial mismanagement that led to Waterloo and then wanted to discuss military causes of Napoleon’s final defeat, she might include a transitional paragraph like this: “Up to that point, Napoleon’s financial mismanagement might not have been fatal. Despite the hostility of the French bankers, he still had allies who were willing to supply money even when the bankers were not. However, Napoleon also had military problems that, when combined with a shortage of money, made Waterloo inescapable. Ultimately, these military problems put further pressure on French coffers...” Here, the writer has summed up the importance of previously developed material on the financial causes of defeat and suggested that she will go on to discuss military causes. Without a transitional paragraph, this shift might have seemed abrupt or confusing to readers.

Concluding Paragraphs

Some students think that the purpose of a conclusion is to restate the thesis and this is partly true. The conclusion should reassert the core idea of your paper, but it should also clearly flow from the material you have carefully developed in your body paragraphs and thus, it should be more than a mechanical restatement of your thesis. Rather, an effective concluding paragraph should reinforce the central idea of your paper and leave your readers satisfied that you have made your case.

One way to ensure that you have written an effective conclusion is to ask, “Does it strengthen the main message of my paper?” If it draws conclusions from the points you have made in your paper or suggests the implications of them, chances are your conclusion is fully developed.

Example

Sample 1:

(Note: The numbers at the beginning of each sentence refer to the commentary that follows the paragraph.)

Introduction/Thesis:

- (1) Government-enacted social legislation, practitioners’ involvement and discretion in policy-making, as well as use of an integrated model for policy analysis are all factors that affect current policy infrastructure and practitioners’ roles in serving the needs of Canadian children and families.
- (2) By taking a flexible and inclusive approach to policy-making, governments can encourage practitioner participation, increase client satisfaction, and save money.

Concluding Paragraph:

- (3) The governments’ policy-making processes serve as a framework for policy infrastructure, and thus for practitioners’ ability to serve their clients. An inclusive, blended approach enables policy makers and practitioners to collaborate to form improved policies that meet the identified needs of Canadian children and families.
- (4) Policies that focus on partnership, flexibility and inclusion can save government costs in the long-term because these policies encourage the full participation of practitioners.
- (5) Only when governments do this, will they achieve the full potential of their policy-making processes. (By Elaine Wong, used with permission.)

Sentence (1): Key concepts in this thesis are policy-making and policy analysis.

Sentence (2) The focus of the author's thesis is the effect these factors have on "current policy infrastructure and practitioners' roles..."

Sentences (3) & (4): These two sentences summarize the conclusions the author makes about policy-making and policy analysis, both key concepts in the author's thesis

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TRANSLATION SKILLS

Translation Skills

Translation is an art and like all other arts, it is difficult to master, for it seeks to convey the exact meaning of what is expressed in one language into another. Its very nature, therefore, requires an intimate knowledge of both the languages concerned – a requisition not easily to be met with. Knowledge is here intended to imply capacity to comprehend and express. We must first be able to understand exactly what is intended to be conveyed, and then to express the very same thought in the other language. So the whole art of translation lies in expressing exactly and precisely without either omitting thought from the original passage or adding any unnecessary or superfluous idea to it, the sense and meaning of the vernacular passage in simple, idiomatic English.

Some Important Hints:

Study carefully the following hints:

1. First read the vernacular passage carefully, marking all such words or phrases as you do not clearly understand. Remember that words do not have a fixed meaning. They have more than one meaning, and you have to find out exactly the meaning intended by the writer. Then only will you be able to translate exactly into English the main thought of the writer given in the vernacular passage.
2. Now you are in a position to translate the vernacular passage into English. In translating try to express as a whole the sense of the vernacular passage into English, employing exact English equivalents for vernacular words, phrases and idioms.
3. But avoid *literal* translation. You are never required to give a word-for-word translation. If you do so, you will not be able to convey exactly the meaning and intention of the writer. We do not think or speak in words: we think and speak in sentences. Translate a sentence as a whole; do not translate words.
4. But if too literal and translation is to be avoided, at the same time you should guard yourself against too free a translation. An excessively free translation sometimes lacks the essential thought without which the whole translation looks absurd.
5. Do not use either unfamiliar or archaic words. Choose only such words as you know well. The use of bombastic, high-sounding words and of foreign words and terms do not in any way add to the beauty of translation.
6. Try to avoid the use of many words when a single word, rightly chosen, will do. The whole art of translation lies in the careful choice of exact words.
7. If a sentence is inconveniently long or bears an involved construction, break it up in your mind in three or four shorter sentences, and then translate them into English but see that in doing so you have not sacrificed or mutilated the sense of the original.
8. Lastly, see that your English translation reads like a continuous piece of prose, written in simple, idiomatic English. It should give exactly the same impression as the vernacular passage.

Test of a Good Translation

What are the tests of a good translation? Your translation is a success if:

1. It is a faithful translation of the original into English.
2. It conveys exactly the sense and meaning of the original.
3. It reproduces all the details, omitting nothing.
4. It is a translation as a whole.
5. It is a continuous piece of good English.
6. Its total impression is the same as that of the original.

Useful Tips:

Here are some useful tips for students to improve their translation skills.

1. Read

One of the most important ways to ensure that your translations are current, contextual and meaningful is to read as much of the foreign language as possible. A dictionary is your bible and your best friend. Carry one with you as often as possible and read it in your spare time to continuously grow your vocabulary. Secondly, read as many local newspapers, journals, books and publications as you can, to absorb trends, events, cultural nuances and jargon used within the language and the field of study – if there is one. Finally, take the time to read as many translated articles as you can by your peers and seniors to pick up tips and tricks of the trade.

2. Converse

Try to have as many conversations as you can with native speakers of the language in question. There's no better way to learn a language than by constantly speaking it in dialogue with experts in the language or those born to it. It's also an excellent way to pick up on nuances like colloquialisms and slang in your target language.

3. Sharpen your knowledge

Over time, translators often commit themselves to a specialization, a particular field of study wherein to build their career and repute. It's a smart practice to do so, since it improves their credentials for clients or LSPs (Language Service Providers) looking for freelancers or professionals to translate material within that field. What you can do to further build your resume is to pursue a degree or certification within that domain, allowing you to come across as an authority within that subject.

4. Translate Vice-versa

If you're used to and comfortable with translating from say English to another language, attempt to do it the other way around. Not only will this improve your knowledge of the relationship between the two languages, you might also discover a hitherto unknown skill in being able to do two-way translations between the language-pair – expanding the range of projects available to you.

5. Use CAT Tools

As a translator, it's essential you familiarize yourself with CAT or Computer Assisted Translation Tools. These are computer programs, which allow you to improve your translation speed and quality. They also help ensure consistency prevails across the board. Instances of skipped lines or words are avoided; repetitive phrases or word-collectives are given standardized translations; and in the event multiple translators are working on a project, the tools ensure they are all working off a standard vocabulary-set. There is a wide availability of CAT tools in the market, including Linguee, SDL Trados, Fluency Now, Memo Q, etc. Factors like the price-level you're comfortable with, client requirements and file formats you're working with will have a bearing on your eventual choice. It's important that translators out there not be wary of using translation software and look at it as a means to assist in and improve their work.

Translation Strategies: Terminology, Context, Long Sentence

Three important factors need to be considered while doing any translation: terminology, context and long sentences.

Terminology

When translating any document, it's important to compile a glossary first (or read an existing glossary carefully if there already is one). Translation of terminology in a document should be consistent; specialized vocabulary, including titles and field-specific terms – things like, for example: spirit beings, supernatural other being, invisible other – should be rendered clearly and identically throughout the translation.

When dealing with pronouns, translators usually translate word by word. But if this approach results in an awkward translation, translators need to add, delete or replace words in order to make it sound natural in the target language.

Context

It's important to refer to context, as this may give some clues as to how to translate and which translation strategy should be adopted. Translators need to not only retain the meaning of the original text, but also the tone of the source.

Take this sentence, for example: “in very limited circumstances, it may be acceptable to pay for travel and lodging expenses.” “In very limited circumstances” and “it may be acceptable” are two key parts in this sentence. These two elements have certain tonal implications, and translators should highlight these two parts accordingly in the translation in order to stress the tone.

Long Sentences

Documents with very long sentences require translators to recreate the meaning of the original and write in a way that is concise and easy to follow. The solution is to identify the appropriate target-language sentence structure first, and then add the different necessary elements in it. Also, translators, of course, need to repeat what's been said in the source text in order to avoid meaning shifts or mistranslations.

Exercise - A

Translate the following passages into Urdu:

1. Trees are useful to us. They give us timber and firewood. The timber is used to make chairs, tables and other furniture. We get oil from the oil seeds of some trees. The leaves and fruits of some trees are used to prepare medicines.

2. Food is essential for all living beings. Without food man cannot live long. Every man has to eat a certain quantity of food. If he eats less than that quantity, his health will fail and he will fall ill. So every man has to eat enough food to live.

3. Electricity gives us comfort and happiness. The fans that run by electricity give us cool air. The washing machine and the grinders are very useful to women. Electricity runs factories. The electric lamps give brighter light than the old kerosene lamp.

4. Television is one of the wonders of modern science. Many useful programmes on education, health and agriculture are telecasted. Interesting plays and films are shown at regular intervals. It is used for commercial advertisement. It was invented by John Baird.

5. A poor man was once wrongly imprisoned. After some years he was set free and given a sum of money as compensation for the imprisonment. He went straight away to the market and bought all the birds he saw in cages. To the great surprise of the shopkeepers, he opened the cages and set the birds free. He explained that he pitied anything that was in prison for no fault at all.

Exercise – B

Translate the following passage into English.

1.

میرے گھر کے سامنے ایک باغ ہے۔ اس میں بہت سے پودے اور درخت ہیں۔ بہار کے موسم میں کئی رنگ کے پھول کھلتے ہیں۔ ان کو خوبصور دگر دپھیل جاتی ہے۔ شام کو باغ آدمیوں، عورتوں اور بچوں سے بھر جاتا ہے۔ لوگ ادھر ادھر پھرتے ہیں اور لطف اٹھاتے ہیں۔ بچے باغ میں دوڑتے ہیں۔ اب وہ یہاں ہیں اور دوسرے لمحے وہ باغ کے دوسرے کونے میں ہیں۔ ہر شام میں بھی باغ میں سیر کرنے جاتا ہوں۔ بہت سے مالی باغ کی دیکیجہ بھاں کرتے ہیں۔

2.

زندگی کے نشیب و فراز میں ایسے لمحات بھی آتے ہیں جب انسان بالکل نا امید ہو جاتا ہے۔ اسے ہر طرف اندھیرا ہیں اندھیرا نظر آتا ہے اور اس کے مقابلے کی سکت ختم ہو جاتی ہے۔ یہ بات انسان کی عظمت کے خلاف ہے۔ دُنیا میں جتنی بھی ترقی ہوئی ہے وہ اس عزم و ہمت کا نتیجہ ہے جو اللہ تعالیٰ نے انسان کو عطا فرمائی ہے۔ انسان کو چاہیے کہ کبھی ہمت نہ ہارے بلکہ مردانہ وارنا کامیوں کا مقابلہ کرے۔ اللہ تعالیٰ ایک دن ضرور کامیابی عطا کرے گا۔

3.

آدمی اپنی قسمت خود بناتا ہے۔ اس کو چاہیے کہ محنت کرے اور لگن سے کام کرے تاکہ اپنی زندگی میں کامیاب ہو سکے۔ محنت اس دنیا کی سب سے بڑی حقیقت ہے جس کو جھٹا لایا نہیں جاسکتا۔ اگر ہم اپنی میں نظر دوڑائیں تو معلوم ہو گا کہ جتنے بھی عظیم آدمی گزرے ہیں سب نے محنت اور ہمت سے کام لیا اور اپنی قسمت سنواری۔ ابراہیم لئنگ امریکہ کا صدر گزر رہے۔ اگر ہم اس کی زندگی کا مطالعہ کریں تو معلوم ہو گا کہ وہ لکڑہارے کا بیٹا تھا لیکن اس کو پڑھنے کا شوق تھا۔

4.

لاہور شہر سیاست ہی نہیں ثقافت کا بھی قدیم مرکز ہے۔ مغلوں کی ثقافت نے عروج کا زمانہ اس شہر میں دیکھا۔ سکھ ثقافت کا بھی یہی مرکز تھا۔ علم و ادب کی ثقافت بھی اسی شہر کے حصہ میں آئی۔ اہل تصوف کا بھی یہی مرکز تھا۔ تصوف کی مشہور کتاب کشف الحجوب کے مصنف حضرت علی ہجویری المشہور حضرت داتا گنج بخش بھی اسی شہر میں مدفون ہیں۔ انگریزوں کے دور میں بھی لاہور کا فیشن پورے ہندوستان میں رانج ہوتا تھا۔ قیام پاکستان کے بعد بھی اس شہر کی اہمیت کم نہیں ہوئی۔

اڑھائی سو سال سے زیادہ کا عرصہ گزرا ہے۔ جرمنی کے ایک چھوٹے سے قصبے میں ایک لڑکا رہتا تھا۔ اُس کا نام جارج فریڈرک بینڈل تھا۔ اُس کا والد مشہور ڈاکٹر تھا۔ بوڑھے ڈاکٹر نے ایک دن اپنے بیٹے سے کہا "جارج تم بھی ایک دن شہرت پاؤ گے۔ شاید تم بھی بڑے ڈاکٹر بنو گے یا نجح"۔ جارج نے جواب دیا "میں نہ ڈاکٹر بننا چاہتا ہوں نہ نجح۔ میں اپنی زندگی موسیقی کے لیے وقف کرنا چاہتا ہوں" اور وہ واقعی ایک دن بڑا موسیقار بن گیا۔

Source: <https://www.ulatus.com/translation>

<https://www.montereylanguages.com/translation-strategies-terminology-context-long-sentences-4097>

RUBRICS

Rubric for Reading Comprehension

Category	C1-C2 = 2 marks	B1-B2 = 1 mark	A1-A2 = 0.5 mark
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.
Detail	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers lack the required detail or are incomplete.
Use of information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers do not include supporting evidence from the text when necessary.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are mostly easy to understand.	Answers are difficult to understand.
Mechanics	Conventional spelling and grammar is mostly correct	Conventional spelling and grammar is usually correct.	Work contains many spelling and grammar errors.

Rubric adapted from <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

Rubric for descriptive paragraph writing

Category	C1-C2 = 8-10 marks	B1-B2 = 5-7 marks	A1-A2 = 2-4 marks
<u>Topic Sentence:</u> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence	requirements met	requirements somewhat met	most requirements not met
<u>Supporting Sentences:</u> - At least 4 complete sentences - Each gives new details or information - Each matches with the main idea	requirements met	requirements somewhat met	most requirements not met
<u>Concluding Sentence:</u> - Restates the topic sentence - Wraps up the ideas in the paragraph - Complete sentence	requirements met	requirements somewhat met	most requirements not met
<u>Interesting:</u> - Holds reader's attention - Good details and examples used - Creates a picture in the reader's mind	requirements met	requirements somewhat met	most requirements not met
Spelling	Correct throughout	1-3 errors	4 or more errors
Grammar	Correct throughout	1-3 errors	4 or more errors
Punctuation	Correct throughout	1-3 errors	4 or more errors
Capitalization	Correct throughout	1-3 errors	4 or more errors
<u>Appearance:</u> - Neat - legible handwriting	requirements met	requirements somewhat met	Requirement not met
<u>Additional Parts:</u> -Title	requirements met	requirements somewhat met	requirements not met

Rubric adapted from <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

Rubric for argumentative paragraph writing

Category	C1-C2 = 8-10 marks	B1-B2 = 5-7 marks	A1-A2 = 2-4 marks
<u>Topic Sentence:</u> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence	requirements met	requirements somewhat met	most requirements not met
<u>Supporting Sentences:</u> - At least 4 complete sentences - Each gives new details or information - Each matches with the main idea	requirements met	requirements somewhat met	most requirements not met
<u>Concluding Sentence:</u> - Restates the topic sentence - Wraps up the ideas in the paragraph - Complete sentence	requirements met	requirements somewhat met	most requirements not met
<u>Interesting:</u> - Holds reader's attention - Good details and examples used - Provides relevant and compelling arguments	requirements met	requirements somewhat met	most requirements not met
Spelling	Correct throughout	1-3 errors	4 or more errors
Grammar	Correct throughout	1-3 errors	4 or more errors
Punctuation	Correct throughout	1-3 errors	4 or more errors
Capitalization	Correct throughout	1-3 errors	4 or more errors
<u>Appearance:</u> - Neat - legible handwriting	requirements met	requirements somewhat met	Requirement not met
<u>Additional Parts:</u> -Title	requirements met	requirements somewhat met	requirements not met

Rubric adapted from <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

Rubric for Listening Question

Category	C1-C2 = 8-10 marks	B1-B2 = 5-7 marks	A1-A2 = 2-4 marks
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers often are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.
Detail	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers lack the required detail or are incomplete.
Use of information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers often do not include supporting evidence from the text when necessary.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are mostly easy to understand.	Answers are difficult to understand.
Mechanics	Conventional spelling and grammar is mostly correct	Conventional spelling and grammar is usually correct.	Work contains many spelling and grammar errors.

Rubric adapted from <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

Rubric for Translation Topics

Category	C1-C2 = 8-10 marks	B1-B2 = 5-7 marks	A1-A2 = 2-4 marks
Accuracy and appropriateness	Sentences are mostly correct.	Sentences are often correct.	Sentences are occasionally correct.
Style of discourse	Answers are suitable according to discourse.	Answers are mostly suitable according to discourse.	Answers lack the proper discourse.
Choice of words	Choice of words is appropriate and relevant to the context.	Choice of words is mostly accurate and relevant to the context.	Choice of words is often not appropriate and does not match the context.
Paraphrasing and cohesion	Paraphrasing is clear and concise.	Paraphrasing is clear but has a few errors.	Paraphrasing is often not clear and lacks unity.

Rubric adapted from

<https://pdfs.semanticscholar.org/7dd6/e9615c72223e456508965891f028ff470fdf.pdf>