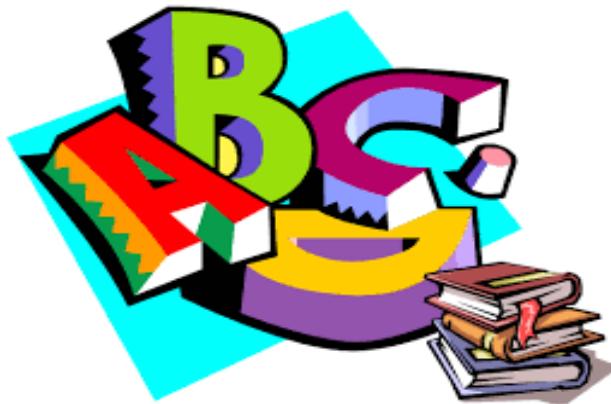




Cairo University
Faculty of Education for Early childhood
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Lectures in

English Language



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Part one

Grammar¹

- **Verb tenses**
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- **Questions**
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- **Phrasal Verbs**
- **Adjectives**
- **Comparative and superlative adjectives**
- **Adverbs of Frequency**
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- **Modal Verbs**
- **Relative Clauses**
- **Prepositions**

TENSES

EXPLANATIONS²

² For more information review "www.perfect-english-grammar.com"

When should I use the Present Continuous?

Present Uses

1: We use the present simple when something is generally or always true.

- People need food.
- It snows in winter here.
- Two and two make four.

2: Similarly, we need to use this tense for a situation that we think is more or less permanent. (See the present continuous for temporary situations.)

- Where do you live?
- She works in a bank.
- I don't like mushrooms.

3: The next use is for habits or things that we do regularly. We often use adverbs of frequency (such as ‘often’, ‘always’ and ‘sometimes’) in this case, as well as expressions like ‘every Sunday’ or ‘twice a month’. (See the present continuous for new, temporary or annoying habits).

- Do you smoke?
- I play tennis every Tuesday.
- I don't travel very often.

4: We can also use the present simple for short actions that are happening now. The actions are so short that they are finished almost as soon as you've said the sentence. This is often used with sports commentary.

- He takes the ball, he runs down the wing, and he scores!

Future Uses

5: We use the present simple to talk about the future when we are discussing a timetable or a fixed plan. Usually, the timetable is fixed by an organisation, not by us.

- School begins at nine tomorrow.
- What time does the film start?
- The plane doesn't arrive at seven, it arrives at seven thirty.

6: We also use the present simple to talk about the future after words like 'when', 'until', 'after', 'before' and 'as soon as'. These are sometimes called subordinate clauses of time.

- I will call you when I have time. (Not '~~will~~ have'.)
- I won't go out until it stops raining.
- I'm going to make dinner after I watch the news.

Conditional Uses

7: We use the present simple in the first and the zero conditionals. (See the conditionals section for more information.)

- If it rains, we won't come.
- If you heat water to 100 degrees, it boils.

When should I use the Present Continuous?

Present Uses

1: First, we use the present continuous for things that are happening at the moment of speaking. These things usually last for quite a short time and they are not finished when we are talking about them.

- I'm working at the moment.
- Please call back as we are eating dinner now.
- Julie is sleeping.

2: We can also use this tense for other kinds of temporary situations, even if the action isn't happening at this moment.

- John's working in a bar until he finds a job in his field. (He might not be working now.)
- I'm reading a really great book.
- She's staying with her friend for a week.

Compare this with the present simple, which is used for permanent situations that we feel will continue for a long time.

- I work in a school. (I think this is a permanent situation.)
- I'm working in a school. (I think this is a temporary situation.)

3: We can use the present continuous for temporary or new habits (for normal habits that continue for a long time, we use the present simple). We often use this with expressions like 'these days' or 'at the moment'.

- He's eating a lot these days.
- She's swimming every morning (she didn't use to do this).
- You're smoking too much.

4: Another present continuous use is for habits that are not regular, but that happen very often. In this case we usually use an adverb like 'always', 'forever' or 'constantly'. Often, we use the present continuous in this way to talk about an annoying habit.

- You're forever losing your keys!
- She's constantly missing the train.
- Lucy's always smiling!

Future Uses

5: The next use is for definite future arrangements (with a future time word). In this case we have already made a plan and we are pretty sure that the event will happen in the future.

- I'm meeting my father tomorrow.
- We're going to the beach at the weekend.
- I'm leaving at three.

We can't use this tense (or any other continuous tense) with stative verbs.

When should we use the Present Perfect Simple?

Unfinished Actions

1: We use this tense when we want to talk about unfinished actions or states or habits that started in the past and continue to the present. Usually we use it to say 'how long' and we need 'since' or 'for'. We often use stative verbs.

- I've known Karen since 1994.
- She's lived in London for three years.
- I've worked here for six months.

'Since' and 'For'

We use 'since' with a fixed time in the past (2004, April 23rd, last year, two hours ago). The fixed time can be another action, which is in the past simple (since I was at school, since I arrived).

- I've known Sam since 1992.
- I've liked chocolate since I was a child.
- She's been here since 2pm.

We use 'for' with a period of time (2 hours, three years, six months).

- I've known Julie for ten years.
- I've been hungry for hours.
- She's had a cold for a week.

Finished Actions

2: Life experience. These are actions or events that happened sometime during a person's life. We don't say when the experience happened, and the person needs to be alive now. We often use the words 'ever' and 'never' here.

- I have been to Tokyo.
- They have visited Paris three times.
- We have never seen that film.

3: With an unfinished time word (this month, this week, today). The period of time is still continuing.

- I haven't seen her this month.
- She's drunk three cups of coffee today.
- I've already moved house twice this year!

We CAN'T use the present perfect with a finished time word.

~~• I've seen him yesterday.~~

4: A finished action with a result in the present (focus on result). We often use the present perfect to talk about something that happened in the recent past, but that is still true or important now. Sometimes we can use the past simple here, especially in US English.

- I've lost my keys (so I can't get into my house).
- She's hurt her leg (so she can't play tennis today).
- They've missed the bus (so they will be late).

5: We can also use the present perfect to talk about something that happened recently, even if there isn't a clear result in the present. This is common when we want to introduce news and we often use the words 'just / yet / already / recently'. However, the past simple is also correct in these cases, especially in US English.

- The Queen has given a speech.
- I've just seen Lucy.
- The Mayor has announced a new plan for the railways.

Been and Gone

In this tense, we use both 'been' and 'gone' as the past participle of 'go', but in slightly different circumstances.

We use 'been' (often when we talk about life experience) to mean that the person we're talking about visited the place and came back.

- I've been to Paris (in my life, but now I'm in London, where I live).
- She has been to school today (but now she's back at home).
- They have never been to California.

We use 'gone' (often when we are talking about an action with a result in the present) to mean that the person went to the place and is at the place now.

- 'Where's John?' 'He's gone to the shops' (he's at the shops now).
- Julie has gone to Mexico (now she's in Mexico).
- They've gone to Japan for three weeks (now they're in Japan).

When should we use the Present Perfect Continuous?

Unfinished actions

1: To say how long for unfinished actions which started in the past and continue to the present. We often use this with ‘for’ and ‘since’.

- I've been living in London for two years.
- She's been working here since 2004.
- We've been waiting for the bus for hours.

This use is very similar to how we use the present perfect simple, and often it's possible to use either tense. Of course, with stative verbs, we can't use the present perfect continuous.

- I've been here for hours.
- NOT: ~~I've been being here for hours.~~

2: For temporary habits or situations. The action started in the past and continues to the present in the same way as with use number 1, but we don't answer the questions about ‘how long’ so clearly. Instead, we use a word like ‘recently’.

- I've been going to the gym a lot recently.
- They've been living with his mother while they look for a house. •
I've been reading a lot recently.

This is very similar to the use of the present continuous for temporary habits and often either tense is possible.

Finished actions

3: Actions which have recently stopped (though the whole action can be unfinished) and have a result, which we can often see, hear, or feel, in the present. We don't use a time word here.

- I'm so tired, I've been studying.

- I've been running, so I'm really hot.
- It's been raining so the pavement is wet.

The present perfect simple has a very similar use, which focuses on the result of the action, whereas the present perfect continuous focuses on the action itself. See my page about the difference between the present perfect simple and the present perfect continuous for more explanation.

When should we use the Past Simple?

This is the basic past tense. We use it whenever we want to talk about the past and we don't have any special situation that means we should use the past perfect, present perfect, past continuous, etc.

Finished actions, states or habits in the past.

1: We use it with finished actions, states or habits in the past when we have a finished time word (yesterday, last week, at 2 o'clock, in 2003).

- I went to the cinema yesterday.
- We spent a lot of time Japan in 2007.

2: We use it with finished actions, states or habits in the past when we know from general knowledge that the time period has finished. This includes when the person we are talking about is dead.

- Leonardo painted the Mona Lisa.
- The Vikings invaded Britain.

3: We use it with finished actions, states or habits in the past that we have introduced with the present perfect or another tense. This is sometimes called 'details of news'.

- I've hurt my leg. I fell off a ladder when I was painting my bedroom.

- I've been on holiday. I went to Spain and Portugal.

4: For stories or lists of events, we often use the past simple for the actions in the story and the past continuous for the background.

- He went to a café. People were chatting and music was playing. He sat down and ordered a coffee.

Unreal or imaginary things in the present or future.

5: We use the past simple to talk about things that are not real in the present or future. So we use it with the second conditional and after words like ‘wish’.

- If I won the lottery, I would buy a house.
- I wish I had more time!

When should we use the Past Continuous (also called the Past Progressive)?

1: An action in the past which overlaps another action or a time. The action in the past continuous starts before and often continues after the other shorter action or time.

- I was walking to the station when I met John. (I started walking before I met John, and maybe I continued afterwards.)
- At three o'clock, I was working. (I started before three o'clock and finished after three o'clock.)

2: In the same way, we can use the present continuous for the background of a story. (We often use the past simple for the actions.) This is really a specific example of Use1.

- The birds were singing, the sun was shining and in the cafés people were laughing and chatting. Amy sat down and took out her phone.

3: Temporary habits or habits that happen more often than we expect in the past. We often use ‘always, constantly’ or ‘forever’ here. This is the same as the way we use the present continuous for habits, but the habit started and finished in the past. This thing doesn’t happen now.

- He was always leaving the tap running.
- She was constantly singing.

4: To emphasise that something lasted for a while. This use is often optional and we usually use it with time expressions like ‘all day’ or ‘all evening’ or ‘for hours’.

- I was working in the garden all day.
- He was reading all evening.

Remember you can't use this tense or any continuous tense with stative verbs.

When should I use the Past Perfect Simple?

1: A finished action before a second point in the past.

- When we arrived, the film had started (= first the film started, then we arrived).

We usually use the past perfect to make it clear which action happened first. Maybe we are already talking about something in the past and we want to mention something else that is further back in time. This is often used to explain or give a reason for something in the past.

- I'd eaten dinner so I wasn't hungry.
- It had snowed in the night, so the bus didn't arrive.

If it's clear which action happened first (if we use the words 'before' or 'after', for example), the past perfect is optional.

- The film started before we arrived / the film had started before we arrived.

2: Something that started in the past and continued up to another action or time in the past. The past perfect tells us 'how long', just like the present perfect, but this time the action continues up to a point in the past rather than the present. Usually we use 'for + time'. We can also use the past perfect continuous here, so we most often use the past perfect simple with stative verbs.

- When he graduated, he had been in London for six years. (= He arrived in London six years before he graduated and lived there until he graduated, or even longer.)
- On the 20th of July, I'd worked here for three months.

3: To talk about unreal or imaginary things in the past. In the same way that we use the past

simple to talk about unreal or imaginary things in the present, we use the past perfect (one step back in time) to talk about unreal things in the past. This is common in the third conditional and after ‘wish’.

- If I had known you were ill, I would have visited you.
- She would have passed the exam if she had studied harder.
- I wish I hadn’t gone to bed so late!

When should I use the Past Perfect Continuous?

1: Something that started in the past and continued up to another action or time in the past. The past perfect continuous tells us 'how long', just like the present perfect continuous, but this time the action continues up to a point in the past rather than the present. Usually we use 'for + time'. (We can also use the past perfect simple here, often with stative verbs.)

- She had been working at that company for a year when she met James. •
I'd been walking for hours when I finally found the house.
- We'd been living in Berlin for three months when we had to leave.

2: Something that finished just before another event in the past. This is usually used to show a result at a time in the past. It's very similar to the present perfect continuous, but the action finishes before another time in the past, rather than finishing before the present.

- The pavement was wet, it had been raining. (The rain had finished before the time I'm describing in the past. We could see the result of the rain.)
- The children had been playing and so the room was a mess!
- I'd been working before I saw you and that's why I was really tired.

When should I use the Future Simple?

Will

1: We use the future simple with ‘will’ to predict the future. It is the basic way we talk about the future in English, and we often use it if there is no reason to use another future tense. We can use it for future facts and for things that are less certain.

- The sun will rise at 7am.
- I think the Conservatives will win the next election.

2: Promises / requests / refusals / offers. This is sometimes called ‘volitional’ will. It’s about wanting to do something or not wanting to do something in the future.

- I'll help you with your homework.
- Will you give me a hand?
- I won't go!

In a similar way, we often use ‘will’ when we’re talking about a decision at the moment of speaking. We are usually making an offer or promise or talking about something that we want to do.

- A: I'm cold. B: I'll close the window.

3: We use the simple future with ‘will’ in the first conditional, and in other sentences that have a conditional feeling.

- If it doesn’t rain, we’ll go to the park.
- Let’s arrive early. That will give us time to relax.

Shall

'Shall' is used mainly in the forms 'shall I?' and 'shall we?' in British English. These forms are used when you want to get someone's opinion, especially for offers and suggestions.

- Shall I open the window? (= Do you want me to open the window?) •
- Where shall we go tonight? (= What's your opinion?)

Be going to

1: We often use ‘be going to’ to talk about our future intentions and plans. We have usually made our plans before the moment of speaking.

- A: We've run out of milk. B: I know, I'm going to buy some.

2: We can also use ‘be going to’ to make a prediction about the future. Often it’s possible to use both ‘be going to’ and ‘will’ but it’s more common to use ‘be going to’ if we can see evidence in the present.

- Look at those boys playing football! They're going to break the window. •
The sky is getting darker and darker. It's going to rain.

When should I use the Future Continuous?

1: We use the future continuous to talk about an action in the future that overlaps another, shorter action or a time. The action in the future continuous usually starts before and might continue after the second action or time. This is very similar to how we use the past continuous in the past. The verb after ‘when’ is usually in the present simple.

- I'll be waiting when you arrive.
- At eight o'clock, I'll be eating dinner.

2: We can use the future continuous to talk about something that will happen if everything happens as we expect. This is sometimes called ‘future as a matter of course’. It’s usually possible to choose the future simple as well, but we often choose the future continuous because then it’s clear that we are not making a request or offer.

- The Government will be making a statement later.
- When will you be leaving? (This is more polite than ‘when will you leave?’ because it’s definitely not a request for you to leave.)

Remember, we can’t use the future continuous with stative verbs, so if we want to use a stative verb in one of the situations where we need to the future continuous, then we use the future simple with ‘will’.

When should I use the Future Perfect Simple?

1: We use the future perfect to say ‘how long’ for an action that starts before and continues up to another action or time in the future. Usually we need ‘for’. We can also use the future perfect continuous here so we often use the future perfect simple with stative verbs. If we use ‘when’, we usually need the present simple.

- When we get married, I’ll have known Robert for four years.
- At 4 o’clock, I’ll have been in this office for 24 hours.

Sometimes we could also use the present perfect in the same situation. But we like to use the future perfect to make the time an easy number.

- I’ve lived here for 11 months and three weeks. (This is correct, but the time is not an easy number.)
- On Tuesday, I will have lived here for one year. (A much easier number.)

2: We use the future perfect with a future time word, (and often with 'by') to talk about an action that will finish before a certain time in the future, but we don't know exactly when.

- By 10 o'clock, I will have finished my homework. (= I will finish my homework some time before 10, but we don't know exactly when.)
- By the time I'm sixty, I will have retired. (= I will retire sometime before I'm sixty. Maybe when I'm fifty-nine, maybe when I'm fifty-two.)

When should I use the Future Perfect Continuous?

1: Just like with the other perfect continuous tenses, we can use the future perfect continuous to say ‘how long’ for an action that continues up to another point in the future. The second point can be a time or another action. Generally, we need ‘for + length of time’ and if we use ‘when’ or ‘by the time’, we usually use the present simple.

- In April, she will have been teaching for twelve years.
- By the time you arrive, I'll have been cooking for hours!

In the same way as with the future perfect simple, we often use the future perfect continuous because we like easy numbers. It's also possible to use the present perfect continuous, but then we get a more complicated number.

- I've been working here for 11 months and three weeks. (This is correct, but the time is not an easy number.)
- On Tuesday, I will have been working here for one year. (A much easier number.)

2: We can use the future perfect continuous, like the other perfect continuous tenses, to talk about something that finishes just before another time or action (in this case, in the future). It's often used because there will be a result at the second point in the future. (Again, if we use ‘when’ we usually need the present simple.)

- When I see you, I'll have been studying, so I'll be tired.

The basic forms of the English verb tenses:

	positive	negative	question
present simple	subject + verb (+ s) <i>I eat.</i> <i>She eats toast.</i>	subject + do / does + not + verb <i>I don't eat toast.</i> <i>She doesn't eat fish.</i>	(question word +) do / does + subject + verb? <i>Do you eat breakfast every day? When does she eat lunch?</i>
present simple with 'be'	subject + am / is / are <i>I am hungry.</i> <i>She is in a cafe.</i>	subject + am / is / are + not <i>I'm not hungry.</i> <i>She isn't happy.</i>	(question word +) am / is / are + subject...? <i>Is he at home?</i> <i>Why are you hungry?</i>
present continuous	subject + am / is / are + verb-ing <i>She's eating toast.</i> <i>They are eating lunch now.</i>	subject + am / is / are + not + verb ing <i>He isn't eating.</i> <i>We are not eating at home.</i>	(question word +) am / is / are + subject + verb-ing? <i>When are they eating?</i> <i>Is he eating now?</i>
present perfect	subject + have / has + past participle <i>I've eaten breakfast.</i> <i>He has eaten lunch.</i>	subject + have / has + not + past participle <i>We haven't eaten yet.</i> <i>She hasn't eaten the chocolate.</i>	(question word +) have / has + subject + past participle? <i>What have you eaten today?</i> <i>Has she eaten lunch?</i>
present perfect continuous	subject + have / has + been + verb ing <i>I've been eating.</i> <i>She's been eating biscuits all day.</i>	subject + have / has + not + been + verb-ing <i>They haven't been eating.</i> <i>He has not been eating toast.</i>	(question word +) have / has + subject + been + verb-ing? <i>What has she been eating?</i> <i>Have they been eating breakfast?</i>
past simple	subject + past simple (verb +ed) <i>I ate an apple.</i> <i>She ate some rice.</i>	subject + did + not + verb <i>She didn't eat anything.</i> <i>They did not eat breakfast.</i>	(question word +) did + subject + verb? <i>Did you eat the chocolate?</i> <i>What did they eat for lunch?</i>
past simple with 'be'	subject + was / were <i>I was hungry.</i> <i>They were in a restaurant.</i>	subject + was / were + not <i>We weren't hungry.</i> <i>She wasn't at home.</i>	(question word +) was / were + subject...? <i>Why was she hungry?</i> <i>Were you hungry?</i>

past continuous	subject + was / were + verb-ing <i>I was eating.</i> <i>They were eating lunch.</i>	subject + was / were + not + verb ing <i>You weren't eating.</i> <i>She wasn't eating a sandwich.</i>	(question word +) was / were + subject + verb-ing? <i>Where were you eating?</i> <i>Was she eating an apple?</i>
past perfect	subject + had + past participle <i>I had eaten.</i> <i>She'd eaten lunch.</i>	subject + had + not + past participle <i>We hadn't eaten.</i> <i>He had not eaten an apple.</i>	(question word +) had + subject + past participle <i>Why had you eaten?</i> <i>Had they eaten fish before?</i>
past perfect continuous	subject + had + been + verb-ing <i>I had been eating chocolate all day.</i> <i>She'd been eating breakfast.</i>	subject + had + not + been + verb ing <i>I hadn't been eating.</i> <i>She hadn't been eating an apple.</i>	(question word +) had + subject + been + verb-ing? <i>Why had he been eating?</i> <i>Had they been eating enough fruit?</i>
future simple	subject + will + verb <i>I will eat later.</i> <i>She will eat at home.</i>	subject + will + not + verb <i>We won't eat anything tonight.</i> <i>He will not eat fish.</i>	(question word +) will + subject + verb? <i>What will you eat for lunch?</i> <i>Will she eat meat?</i>
future continuous	subject + will + be + verb-ing <i>I will be eating at 8pm.</i> <i>She will be eating a sandwich.</i>	subject + will + not + be + verb-ing <i>They won't be eating.</i> <i>He will not be eating anything.</i>	(question word +) will + subject + be + verb-ing? <i>What will you be eating?</i> <i>Will they be eating at 6pm?</i>
future perfect	subject + will + have + past participle <i>I will have eaten lunch by 3 o'clock.</i> <i>She'll have eaten all the chocolate.</i>	subject + will + not + have + past participle <i>He won't have eaten lunch yet.</i> <i>They will not have eaten their sandwiches.</i>	(question word +) will + subject + have + past participle? <i>When will you have eaten?</i> <i>Will she have eaten dinner by nine?</i>
future perfect continuous	subject + will + have + been + verb-ing <i>They will have been eating fruit.</i> <i>We'll have been eating all day.</i>	subject + will + not + have + been + verb-ing <i>I won't have been eating fish.</i> <i>They will not have been eating lunch.</i>	(question word +) will + subject + have + been + verb-ing? <i>What will she have been eating? Will you have been eating chocolate?</i>

Irregular verbs

4

Here is a list of fifty of the most common irregular verbs, with exercises below.

50 Common Irregular Verbs

Infinitive	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bring	brought	brought
buy	bought	bought
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got (gotten in USA)
give	gave	given
go	went	gone
have	had	had

hear	heard	heard
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read (pronounced /red/)	read (pronounced /red/)
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
swim	swam	swum

take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
write	wrote	written

Stative verbs

Some verbs are only (or mostly) used in simple tenses, and are not used in continuous tenses. An example of a simple tense is the present simple, or the past simple. An example of a continuous tense is the present continuous or past continuous. These verbs are called stative, or state verbs. A verb which isn't stative is called a dynamic verb, and is usually an action. Often stative verbs are about liking or disliking something, or about a mental state, not about an action.

Verb	Correct	Not Correct
agree	She didn't agree with us.	She wasn't agreeing with us.
appear	It appears to be raining.	It is appearing to be raining.
believe	I don't believe the news.	I am not believing the news.
belong	This book belonged to my grandfather.	This book was belonging to my grandfather.
concern	This concerns you.	This is concerning you.
consist	Bread consists of flour, water and yeast.	Bread is consisting of flour, water and yeast.
contain	This box contains a cake.	This box is containing a cake.
depend	It depends on the weather.	It's depending on the weather.
deserve	He deserves to pass the exam.	He is deserving to pass the exam.
disagree	I disagree with you.	I am disagreeing with you.

dislike	I have disliked mushrooms for years.	I have been disliking mushrooms for years.
doubt	I doubt what you are saying.	I am doubting what you are saying.
feel (=have an opinion)	I don't feel that this is a good idea.	I am not feeling that this is a good idea.
fit	This shirt fits me well.	This shirt is fitting me well.
hate	Julie's always hated dogs.	Julie's always been hating dogs.
hear	Do you hear music?	Are you hearing music?
imagine	I imagine you must be tired.	I am imagining you must be tired.
impress	He impressed me with his story.	He was impressing me with his story.
include	This cookbook includes a recipe for bread.	This cookbook is including a recipe for bread.
involve	The job involves a lot of travelling.	The job is involving a lot of travelling.
know	I've known Julie for ten years.	I've been knowing Julie for ten years.
like	I like reading detective stories.	I am liking reading detective stories.

love	I love chocolate.	<u>I'm loving chocolate.*</u>
matter	It doesn't matter.	<u>It isn't mattering.</u>
mean	'Enormous' means 'very big'.	<u>'Enormous' is meaning 'very big'.</u>
measure (=be long)	This window measures 150cm.	<u>This window is measuring 150cm.</u>
mind	She doesn't mind the noise.	<u>She isn't minding the noise.</u>
need	At three o'clock yesterday I needed a taxi.	<u>At three o'clock yesterday I was needing a taxi.</u>
owe	I owe you £20.	<u>I am owing you £20.</u>
own	She owns two cars.	<u>She is owning two cars.</u>
prefer	I prefer chocolate ice cream.	<u>I am preferring chocolate ice cream.</u>
promise	I promise to help you tomorrow.	<u>I am promising to help you tomorrow.</u>
realise	I didn't realise the problem.	<u>I wasn't realising the problem.</u>
recognise	I didn't recognise my old friend.	<u>I wasn't recognising my old friend.</u>
remember	He didn't remember my name.	<u>He wasn't remembering my name.</u>

seem	The weather seems to be improving.	The weather is seeming to be improving.
sound	Your idea sounds great.	Your idea is sounding great.
suppose	I suppose John will be late.	I'm supposing John will be late.
surprise	The noise surprised me.	The noise was surprising me.
understand	I don't understand this question.	I'm not understanding this question.
want	I want to go to the cinema tonight.	I am wanting to go to the cinema tonight.
weigh (=have weight)	This cake weighs 450g.	This cake is weighing 450g.
wish	I wish I had studied more.	I am wishing I had studied more.

Questions

Questions can be a little difficult in English. The first thing to remember is that there are two main kinds, '**yes / no**' and '**wh**':

The 'yes / no' kind need the answer 'yes' or 'no'. For example:

- Do you like chocolate?
- Is he from India?
- Have you been to Japan?

A 'wh' one needs more information in the answer. It uses a question word like 'where', 'why', 'how' etc.

- Where do you live?
- What did she do yesterday?
- Where is the station?

They are made in three different ways in English grammar depending on the verb tense:

1: We change the position (or 'invert') the verb and the subject.

This is used for the present simple and the past simple of 'be' and for modal verbs

2: We add an extra word, like 'do / does' or 'did'.

This is used for the past simple and the present simple of all other English verbs (not 'be').

3: We change the position of the first auxiliary verb and the subject. This is for all other tenses, for example the present perfect, the present continuous or the future perfect continuous.

To make the 'wh' kind, just put the question word in front of any 'yes / no' question: **Is he coming?** ('yes / no') becomes **When is he coming?** ('wh')

Here is a summary of the tenses and their interrogative forms.

Yes / No:

Present simple 'be'	Are you hungry?
Present simple other verbs	Do you like ice cream?
Present continuous	Are you coming to the party?
Past simple 'be'	Were you at home yesterday?
Past simple other verbs	Did you go out last night?
Past continuous	Were you watching TV at 8 last night?
Present perfect	Have you eaten?
Present perfect continuous	Have you been working hard?
Past perfect	Had you slept?
Past perfect continuous	Had you been running?
Future simple	Will you come?
Future continuous	Will you be coming?
Future perfect	Will you have finished at 6?
Future perfect continuous	Will you have been working?
Modals	Can you swim?
Modals	Must you leave?

Wh:

Present simple 'be'	Who are you?
Present simple other verbs	Where do you play tennis?
Present continuous	When are you coming to the party?
Past simple 'be'	Where were you last night?
Past simple other verbs	How did you do it?
Past continuous	What were you doing when I called you?
Present perfect	What have you eaten?
Present perfect continuous	Where have you been working hard?
Past perfect	What had you eaten?
Past perfect continuous	Why had you been working hard?
Future simple	Who will you meet?
Future continuous	Why will you be sleeping?
Future perfect	When will you have finished?
Future perfect continuous	What will you have been doing?
Modals	Where can we swim?
Modals	Why must you leave?

Conditionals

The Zero Conditional

We can make a zero conditional sentence with two present simple verbs (one in the 'if clause' and one in the 'main clause'):

If + present simple, present simple.

This conditional is used when the result will always happen. So, if water reaches 100 degrees, it always boils. It's a fact. I'm talking in general, not about one particular situation. The result of the 'if clause' is always the main clause.

The 'if' in this conditional can usually be replaced by 'when' without changing the

meaning. For example:

- If water **reaches** 100 degrees, it **boils**. (It is always true, there can't be a different result sometimes).
- If I **eat** peanuts, I **am** sick. (This is true only for me, maybe, not for everyone, but it's still true that I'm sick every time I eat peanuts)

Here are some more examples:

- If people **eat** too much, they **get** fat.
- If you **touch** a fire, you **get** burned.
- People **die** if they **don't eat**.
- You **get** water if you **mix** hydrogen and oxygen.
- Snakes **bite** if they **are** scared
- If babies **are** hungry, they **cry**

The First Conditional

The first conditional has the present simple after 'if', then the future simple in the other clause:

- if + present simple, ... will + infinitive

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

- If it rains, I won't go to the park.
- If I study today, I'll go to the party tonight.
- If I have enough money, I'll buy some new shoes.
- She'll be late if the train is delayed.
- She'll miss the bus if she doesn't leave soon.
- If I see her, I'll tell her.

First vs. zero conditional

The first conditional describes a *particular* situation, whereas the zero conditional describes what happens *in general*.

For example (*zero conditional*): if you sit in the sun, you get burned (here I'm talking about every time a person sits in the sun - the burning is a natural consequence of the sitting)

But (*first conditional*): if you sit in the sun, you'll get burned (here I'm talking about what will happen today, another day might be different)

First vs. second conditional

The first conditional describes things that I think are likely to happen in the future, whereas the second conditional talks about things that I don't think will really happen. It's subjective; it depends on my point of view.

For example (*first conditional*): If she studies harder, she'll pass the exam (I think it's possible she will

study harder and so she'll pass).

But (*second conditional*): If she studied harder, she would pass the exam (I think that she won't study harder, or it's very unlikely, and so she won't pass).

The Second Conditional

The second conditional uses the past simple after if, then 'would' and the infinitive:

if + past simple, ... would + infinitive

(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing). It has

two uses:

1. We can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream for example.

- If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery).
- If I **met** the Queen of England, I **would say** hello.
- She **would travel** all over the world if she **were** rich.
- She **would pass** the exam if she ever **studied**. (She never studies, so this won't happen).

2. We can use it to talk about something in the present which is impossible, because it's not true.

Is that clear? Have a look at the examples:

- If I **had** his number, I **would call** him. (I don't have his number now, so it's impossible for me to call him.)
- If I **were** you, I **wouldn't go** out with that man.

How is this different from the first conditional?

This kind of conditional sentence is different from the first conditional because this is a lot more unlikely.

For example (**second conditional**):

- "If I had enough money, I would buy a house with twenty bedrooms and a swimming pool." (I'm probably not going to have this much money, it's just a dream, not very real.)

But (first conditional):

- "If I have enough money, I'll buy some new shoes." (It's much more likely that I'll have enough money to buy some shoes.)

The Third Conditional

We make the third conditional by using the past perfect after 'if' and then 'would have' and the past participle in the second part of the sentence:

if + past perfect, ... would + have + past participle

It talks about the past. It's used to describe a situation that didn't happen, and to imagine the result of this situation.

- If she **had studied**, she **would have passed** the exam (but, really we know she didn't study and so she didn't pass).
- If I **hadn't eaten** so much, I **wouldn't have felt** sick (but I did eat a lot, and so I did feel sick).
- If we **had taken** a taxi, we **wouldn't have missed** the plane.
- She **wouldn't have been** tired if she **had gone** to bed earlier.
- She **would have become** a teacher if she **had gone** to university.
- He **would have been** on time for the interview if he **had left** the house at nine.

Phrasal Verbs³

³ For more information review " <https://inlingua-edinburgh.co.uk/wp-content/uploads/2018/11/200-Common-phrasal-verbs-with-meanings-and-example-sentences.pdf>"

Phrasal Verb	Meaning	Example
Act on	To take action because of something like information received.	The police were ACTING ON a tip from an informer and caught the gang red-handed.
Act out	Perform something with actions and gestures..	They ACTED OUT the story on stage.
Act up	Behave badly or strangely.	My computer's ACTING UP; I think I might have a virus.
Add on	Include in a calculation.	You have to ADD the VAT ON to the price they give.
Add up	To make a mathematical total.	We ADDED UP the bill to check it was correct.
Agree with	Affect- usually used in the negative to show that something has had a negative effect, especially if it makes you feel bad.	I feel terrible- that food didn't AGREE WITH my stomach.
Aim at	To target.	The magazine is AIMED AT teenagers.
Allow for	Include something in a plan or calculation.	You should ALLOW FOR delays when planning a journey.
Allow of	Make possible, permit.	The rules don't ALLOW OF any exceptions.
Angle for	Try to get something indirectly, by hinting or suggesting.	He's been ANGLING FOR an invitation, but I don't want him to come.
Answer back	To reply rudely to someone in authority.	Her mother was shocked when she started ANSWERING her BACK and refusing to help.
Argue down	Beat someone in a debate, discussion or argument.	The teacher tried to ARGUE the girl DOWN, but she couldn't.
Argue down	Persuade someone to drop the price of something they're selling.	She ARGUED him DOWN ten percent.
Argue out	Argue about a problem to find a solution.	If we can't ARGUE our differences OUT, we'll have to take them to court.
Ask about	Ask how someone is doing, especially professionally and in terms of health.	He ASKED ABOUT my father.
Ask after	Enquire about someone's health, how life is going.	Jenny rang earlier and ASKED AFTER you, so I told her you were fine.
Ask around	Ask a number of people for information or help.	I have no idea, but I'll ASK AROUND at work and see if anyone can help.
Ask in	To invite somebody into your house.	Jon's at the door.' ASK him IN.'
Ask out	To invite someone for a date.	He wanted to ASK her OUT but was too shy.
Ask over	Invite.	They have ASKED us OVER for drinks on Friday.
Ask round	Invite someone.	We ASKED John ROUND for dinner.

Ask round	Invite someone.	We ASKED John ROUND for dinner.
Auction off	Sell something in an auction.	They AUCTIONED OFF their property as they were heavily in debt.
Back away	Retreat or go backwards.	The crowd BACKED AWAY when the man pulled a knife.
Back down	Retract or withdraw your position or proposal in an argument.	She refused to BACK DOWN and was fired.
Back into	Enter a parking area in reverse gear.	He prefers to BACK his car INTO the garage.
Back off	Retreat.	The police told the protesters to BACK OFF.
Back out	Fail to keep an arrangement or promise.	He BACKED OUT two days before the holiday so we gave the ticket to his sister
Back out of	Fail to keep an agreement, arrangement.	She BACKED OUT OF the agreement at the last minute.
Back up	Make a copy of computer data.	You should always BACK UP important files and documents so that you won't lose all your work if something goes wrong with the hardware.
Bag out	Criticise.	Don't bag out BAG OUT Australian English.
Ball up	Confuse or make things complicated.	The new project has BALLED me UP- I have no idea what to do.
Bargain down	Persuade someone to drop the price of something they're selling.	I BARGAINED her DOWN to half what she originally wanted.
Bash about	Mistreat physically.	If you BASH your monitor ABOUT like that, it won't last long.
Bash in	Break, damage or injure by hitting.	The burglars BASHED the door IN to enter the house.
Bash out	Write something quickly without much preparation.	I BASHED the essay OUT the night before I had to hand it in.
Be after	Try to find or get.	The police ARE AFTER him because of the theft.
Be along	Arrive.	The next bus should BE ALONG in the next quarter of an hour or so.
Be away	Be elsewhere; on holiday, etc..	She's AWAY on business for three weeks.
Be cut out for	Be suitable, have the necessary qualities.	She's not CUT OUT FOR this kind of work.
Be cut up	Be upset.	She was very CUT UP about coming second as she thought she deserved to win.
Be down	Be depressed.	He's BEEN DOWN since his partner left him.
Be fed up	Be bored, upset or sick of something.	I AM FED UP of his complaints.
Be taken with	Like something.	I WAS very TAKEN WITH the performance- it was superb.
Be up	Be out of bed.	She's not UP yet.
Bear down on	Move towards.	She spotted him on the other side of the room and BORE DOWN ON him.

Bear on	Influence, affect.	The judge's character may well BEAR ON the final decision.
Bear out	Confirm that something is correct.	Statistics BEAR OUT the government's positions on the issue.
Bear up	Resist pressure.	How are you BEARING UP under the strain?
Bear up under	Cope with something difficult or stressful.	He's BEARING UP UNDER the pressure.
Bear with	Be patient.	Please BEAR WITH me a moment while I finish this email.
Beat down	Strong sunshine.	The sun WAS really BEATING DOWN and we couldn't stay outdoors.
Beat out	Narrowly win in competition.	The marathon runner barely BEAT OUT his rival at the tape.
Beat up	Attack violently.	The mugger BEAT him UP and stole his wallet.
Belong with	Be in the correct or appropriate location with other items.	Does this disc BELONG WITH those on the shelf?
Bend down	Lower the top half of your body.	I BENT DOWN to pick it up off the floor.
Big up	Exaggerate the importance.	He BIGS himself UP all the time.
Bitch up	Spoil or ruin something.	I BITCHED UP the interview.
Black out	Fall unconscious.	He BLACKED OUT and collapsed on the floor.
Blast off	Leave the ground- spaceship or rocket.	The space shuttle BLASTED OFF on schedule yesterday.
Block in	Park a car and obstruct another car.	I couldn't drive here this morning because someone had BLOCKED me IN.
Block off	Obstruct an exit to prevent people from leaving.	The police BLOCKED OFF the road after the murder.
Blow away	Impress greatly.	Her first novel BLEW me AWAY.
Blow down	When the wind forces something to fall.	A tree was BLOWN DOWN in the storm.
Blow in	Arrive, sometimes suddenly or unexpectedly.	He BLEW IN from Toronto early this morning.
Blow off	Not keep an appointment.	We were going to meet last night, but she BLEW me OFF at the last minute.
Blow up	Explode.	The bomb BLEW UP without any warning.
Boil up	Feel a negative emotion strongly.	The anger BOILED UP in me when I saw what they had done.
Bone up on	Study hard for a goal or reason.	I need to BONE UP ON my French grammar for the test.
Book in	Check in at a hotel.	WE took a taxi from the airport to the hotel and BOOKED IN.
Call up	Telephone.	I CALLED him UP as soon as I got to a phone to tell him the news.
Calm down	Stop being angry or emotionally excited.	When I lose my temper, it takes ages for me to CALM DOWN again.

Cancel out	Have an opposite effect on something that has happened, taking things back to the beginning.	The airport taxes CANCELLED OUT the savings we had made on the flight tickets.
Cap off	Finish or complete, often with some decisive action.	She CAPPED OFF the meeting with a radical proposal.
Care for	Like.	I don't CARE FOR fizzy drinks; I prefer water.
Carried away	Get so emotional that you lose control.	The team got CARRIED AWAY when they won the championship and started shouting and throwing things around.
Carry forward	Make something progress.	They hope the new management will be able to CARRY the project FORWARD.
Carry off	Win, succeed.	She CARRIED OFF the first prize in the competition.
Carry on	Continue.	CARRY ON quietly with your work until the substitute teacher arrives.
Decide upon	Choose, select.	Jane spent a long time looking at houses before she bought one, but eventually DECIDED UPON one near her office.
Die away	Become quieter or inaudible (of a sound).	The last notes DIED AWAY and the audience burst into applause.
Die back	When the parts of a plant above ground die, but the roots remain alive.	The plant DIES BACK in the winter.
Die down	Decrease or become quieter.	It was on the front pages of all the papers for a few days, but the interest gradually DIED DOWN.
Die for	Want something a lot.	I'm DYING FOR the weekend- this week's been so hard.
Die off	Become extinct.	Most of the elm trees in the UK DIED OFF when Dutch elm disease arrived.
Die out	Become extinct or disappear.	Some scientists say that the dinosaurs DIED OUT when a comet hit the earth and caused a nuclear winter.
Dig in	Start eating greedily.	We were starving so we really DUG IN when the food finally did arrive.
Dig into	Reach inside to get something.	She DUG INTO her handbag and pulled out a bunch of keys.
Fawn over	Praise someone in an excessive way to get their favour or something from them.	She FAWNED OVER the inspectors in the hope that they would give her a good grade.
Feed off	Eat a food as part of an animal's diet.	The gecko FEEDS OFF mosquitoes and other insects.
Feed on	Give someone a particular food.	He FEEDS his cat ON dry food.
Feed up	Give someone a lot of food to restore their health, make them bigger, etc.	She's been ill for a fortnight so we're FEEDING her UP.
Feel up	Touch sexually, grope.	Someone FELT me UP in the club as I was trying to get to the bar.
Feel up to	Feel capable of doing something.	I'm so tired. I don't think I FEEL UP TO going out tonight.
Get ahead	Progress.	Nowadays, you need IT skills if you want to GET AHEAD.
Get ahead of	Move in front of.	I work at home in the evening to GET AHEAD OF schedule.
Get along	Leave.	It's late; we must be GETTING ALONG.
Give up	Stop doing something that has been a habit.	I GAVE UP taking sugar in tea and coffee to lose weight.
Hit on	Have an idea.	I suddenly HIT ON the solution

Hold off	Stop someone from attacking or beating you.	Chelsea couldn't HOLD their opponents OFF and lost the game.
Hold on	Wait.	Could you HOLD ON for a minute; she'll be free in a moment.
Hook up	Meet someone.	We HOOKED UP at the conference.
Hunt out	Search until you find something.	It took me ages to HUNT OUT the photos.
Jack up	Increase sharply.	They have JACKED UP the price of oil this month.
Jam on	Apply or operate something forcefully.	Jack JAMMED ON the brakes when the rabbit ran in front of his car.
Jaw away	Talk just for the point of talking rather than having anything to say.	That shows that your interest is not in helping the student, but in JAWING AWAY.
Jazz up	Make something more interesting or attractive.	The show was getting stale so they JAZZED it UP with some new scenes.
Keep around	Keep something near you.	I KEEP a dictionary AROUND when I'm doing my homework.
Keep at	Continue with something difficult.	She found the course hard but she KEPT AT it and completed it successfully.
Keep away	Don't allow someone near something.	Medicines should always be KEPT AWAY from children.
Keep back	Maintain a safe distance.	The police told the crowd to KEEP BACK from the fire.
Key to	Plan things to fit or suit people or situations.	Promotions are KEYED TO people's abilities.
Key up	Make someone excited or nervous.	The noise got us KEYED UP.
Kick about	Discuss.	We KICKED the idea ABOUT at the meeting.
Kick in	When a drug starts to take effect.	Her hayfever didn't feel half as bad once the antihistamines had KICKED IN.
Kick out	Expel.	The family KICKED the au pair OUT when they found out that she was planning to move to work for another household.
Knock off	Finish work for the day.	We KNOCKED OFF early on Friday to avoid the rush hour queues.
Lash down	Secure something with ropes or cords.	We LASHED the tarpaulin DOWN to stop the wind blowing it away.
Lash into	Criticise someone strongly.	He LASHED INTO them for messing thins up.
Lash out	Suddenly become violent.	He LASHED OUT and broke the man's nose.
Lay on	Organise, supply.	They LAID ON a buffet lunch at the conference.
Lay out	Spend money.	They LAID OUT thousands of pounds on their wedding reception.
Let in	Allow someone to enter.	The doorstaff didn't LET him IN the nightclub because he was wearing jeans.
Let off	Not punish.	The judge LET him OFF with a fine rather than a prison sentence since it was his first offence.
Line up	Arrange events for someone.	We have LINED UP a lot of meetings for them.
Link up	Connect, join.	The train LINKS UP the cities.
Live by	Follow a belief system to guide your behaviour.	He tries hard to LIVE BY the Bible.
Live down	Stop being embarrassed about something.	If I fail the test and everyone else passes, I'll never be able to LIVE it DOWN.

Live with	Accept something unpleasant.	It's hard to LIVE WITH the pain of a serious illness.
Log in	Enter a restricted area on a computer system.	I had forgotten my password and couldn't LOG IN.
Log into	Enter a restricted area of a computer system.	I LOGGED INTO the staff intranet to check my email.
Log off	Exit a computer system.	When she'd finished working on the spreadsheet, she LOGGED OFF and left the office.
Log on	Enter a computer system.	He entered his password for the college intranet and LOGGED ON.
Log out	Exit a computer system.	Danny closed the programs and LOGGED OUT when it was time to go home.
Look up	Consult a reference work (dictionary, phonebook, etc.) for a specific piece of information..	I didn't know the correct spelling so I had to LOOK it UP in the dictionary.
Magic away	Make something disappear quickly.	He MAGICKED the bill AWAY and paid for us all before I could get my wallet out.
Make after	Chase.	The police MADE AFTER the stolen car.
Make away with	Steal.	The thieves MADE AWAY WITH the painting.
Make it	Arrive or get a result.	I thought you weren't coming, so I was really pleased you MADE IT.
Make it up to	Try to compensate for doing something wrong.	He tried to MAKE IT UP TO her, but she wouldn't speak to him.
Make of	Understand or have an opinion.	What do you MAKE OF your new boss?
Make off	Leave somewhere in a hurry.	They MADE OFF when they heard the police siren.
Mash up	Mix sources of audio, video or other computer sources..	She MASHED UP the songs into a single track.
Melt down	Heat something solid, especially metal, until it becomes liquid.	They MELTED the gold statue DOWN and turned it into gold bars.
Mess about	Not be serious, not use something properly.	The children were MESSING ABOUT with the TV remote control and broke it.
Mix up	Confuse.	I always MIX those two sisters UP because they look so like each other.
Move into	Start living in a place.	They MOVED INTO the house as soon as it was ready.
Move up	Move to make space.	Could you MOVE UP and let me sit down?
Nail down	Succeed in getting, achieve.	They are having trouble NAILING DOWN the contract.
Name after	Give someone a name to remember another person.	I was NAMED AFTER my uncle who died in the war.

Narrow down	Remove less important options to make it easier to choose.	I am not sure which university to apply to, but I have NARROWED my list DOWN to three.
Nerd out	Play safe and avoid taking a risk.	I'm going to NERD OUT and not go on the river trip.
Opt for	Choose.	I OPTED FOR an endowment mortgage and lost a lot of money.
Opt in	Choose to be part or a member of something.	If you want them to notify you of updates, you have to OPT IN.
Opt into	Choose to be a member or part of something.	I OPTED INTO the scheme.
Opt out	Choose not to be part of something.	The UK OPTED OUT of a lot of EU legislation on working hours and conditions.
Pack in	Stop doing something.	I'm trying to PACK IN smoking.
Pack off	Send someone away.	His boss PACKED him OFF to a regional office.
Pack out	Fill a venue.	The stadium was PACKED OUT.
Pack up	Stop doing something.	You should PACK UP smoking.
Pad down	Sleep somewhere for the night.	I'm too tired to come home; can I PAD DOWN here tonight?
Pad out	Make a text longer by including extra content, often content that isn't particularly relevant.	I couldn't think of much to write, so I PADDED the essay OUT with a few lengthy quotes.
Pal around	Be friendly and spend time with someone.	We PALLED AROUND at university.
Pal up	Become friends.	We PALLED UP when I started working with her.
Pass away	Die.	Sadly, Georgia's uncle PASSED AWAY yesterday after a short illness.
Pass back	Return.	I felt awful when the teacher started to PASS BACK the exam papers.
Pass by	Go past without stopping.	I was just PASSING BY when I saw the accident.
Patch up	Fix or make things better.	I tried to PATCH things UP after the argument, but they wouldn't speak to me.
Pay back	Repay money borrowed.	I PAID BACK the twenty pounds I'd borrowed.
Pay off	Produce a profitable or successful result.	Their patience PAID OFF when he finally showed up and signed the contract.
Peel away	Leave a group by moving in a different direction.	Some of the crowd PEELED AWAY to get out of the crush.
Peg out	Put washing outside to dry.	I PEGGED the washing OUT after it stopped raining.
Phase in	Introduce gradually.	They are PHASING IN the reforms over the next two years.
Phase out	Remove gradually.	They have introduced a compact edition of the newspaper and are PHASING OUT the broadsheet edition over the next few months.
Pick at	Eat unwillingly.	I wasn't very hungry so I just PICKED AT my food.
Pick up	Collect.	While you're in town, can you PICK UP my trousers from the Dry Cleaner?
Pig out	Eat a lot.	The food was great, so I really PIGGED OUT.
Pile up	Accumulate.	Work just keeps on PILING UP and I really can't manage to get it all done.
Pin down	Discover exact details about something.	The government can't PIN DOWN where the leak came from.

Pin on	Attach the blame to someone.	The police tried to PIN the crime ON him.
Pin up	Fix something to a wall, or other vertical surface, with a pin.	I PINNED the notice UP on the board
Pine away	Suffer physically because of grief, stress, worry, etc.	He's been PINING AWAY since his wife died and is a shadow of his former self.
Pipe down	Be quiet (often as an imperative).	The lecturer asked the students to PIPE DOWN and pay attention.
Pipe up	To speak, raise your voice.	At first, no one answered, then finally someone PIPED UP.
Play along	Pretend to agree or accept something in order to keep someone happy or to get more information.	I disagreed with the idea but I had to PLAY ALONG because everyone else liked it.
Play around	Be silly.	The children were PLAYING AROUND and being annoying.
Play up	Behave badly.	The children PLAYED UP all evening and drove the babysitter mad.
Plug in	Connect machines to the electricity supply.	He PLUGGED the TV IN and turned it on full blast.
Plump down	Put something in a place without taking care.	He PLUMPED his bag DOWN and kicked his shoes off.
Plump for	Choose.	I PLUMPED FOR the steak frites.
Point out	Make someone aware of something.	He POINTED OUT that I only had two weeks to get the whole thing finished.
Poke about	Move things around or search in a casual way to try to find something.	I POKED ABOUT in my CD collection to see if I could find it.
Poke around	Move things around or search in a casual way to try to find something.	I POKED AROUND in my desk to see if the letter was there.
Polish off	Finish, consume.	She POLISHES OFF half a bottle of gin every night.
Polish up	Improve something quickly.	I need to POLISH UP my French before I go to Paris.
Pop in	Visit for a short time.	He POPPED IN for a coffee on his way home.
Pop off	Talk loudly, complain.	He's always POPPING OFF when things don't suit him.
Power up	Turn a computer or electronic device on so that it is ready to use.	I POWERED UP my laptop and started work.
Price up	Charge more for something.	In rural areas where they have a monopoly, some garages PRICE UP fuel because there's nowhere else to buy it.
Pull ahead	Overtake, move in front.	The lorry was going slowly but we managed to PULL AHEAD.
Pull out	Move into traffic.	The traffic was so bad that it took me ages to PULL OUT.

Adjectives⁴

⁴ For more information review "southeastern.edu/acad_research/programs/writing_center/handouts/pdf_handouts/adjectives.pdf"
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Adjectives

An **adjective** modifies a noun or pronoun by providing descriptive or specific detail. Unlike adverbs, adjectives do not modify verbs, other adjectives, or adverbs. Adjectives usually precede the noun or pronoun they modify. Adjectives do not have to agree in number or gender with the nouns they describe. Adjectives answer the following questions: *What kind?*, *How many?*, or *Which ones?*

Example: Tom bought a **used** car. (*used* describes what kind of car Tom bought.) Sally baked **ten** pies for the school bake sale. (*ten* tells how many pies Sally baked.)

Bob climbed **that** tree in the backyard. (*that* specifies which tree Bob climbed.)

Types of Adjectives

Descriptive Adjectives

A descriptive adjective names a quality of the noun or pronoun that it modifies.

Example: **brown** dog **bigger** house **fluffy** cat

Proper Adjectives

A proper adjective is derived from a proper noun.

Example: **French** class **Spanish** food **European** car

Limiting Adjectives

A limiting adjective restricts the meaning of the word it modifies.

Example: **that** car **this** room **the** tree

Interrogative Adjectives

An interrogative adjective is used to ask a question.

Example: **Whose** book is this?

Coordinate Adjectives

A coordinate adjective consists of two or more adjectives separated by a comma instead of by a coordinating conjunction.

Example: a **cold, rainy** day

To determine if you can replace the coordinating conjunction with a comma, see if the adjectives can be reversed or if *and* can be added between the adjectives without changing the meaning. If the adjectives can be reversed, they are coordinate and a comma can be used.

Example: The clowns arrived in a **bright, shiny** car.

The clowns arrived in a **shiny, bright** car. (Reversing *bright* and *shiny* does not change the meaning.)

The clowns arrived in a **bright and shiny** car. (Adding *and* between *bright* and *shiny*

does not
change the meaning.)

However, if the adjectives cannot be reversed or if *and* cannot be used, a comma cannot be used.

Example: The clowns arrived in **two colorful** cars.

The clowns arrived in **colorful two** cars. (Reversing *two* and *colorful* changes the meaning.)

The clowns arrived in **two and colorful** cars. (Adding *and* between *two* and *colorful* changes the meaning.)

Compound Adjectives

Compound adjectives consist of two or more words that function as a unit. Depending on its position within the sentence, the compound adjective is punctuated with or without a hyphen. When a compound adjective comes before the noun it modifies, use a hyphen to join the adjectives. When a compound adjective follows the noun it modifies, do not use a hyphen to join the adjectives.

Example: She is taking a class on **nineteenth-century** literature. (The adjective *nineteenth-century* precedes the noun *literature* so a hyphen is used.)

She is studying literature from the **nineteenth century**. (The adjective *nineteenth century* comes after the noun *literature* so no hyphen is used.)

Determiners as Adjectives

Determiners, such as articles, pronouns, and numbers, can function as adjectives. When a determiner is used as an adjective, it restricts the noun it modifies, like a limiting adjective. Determiners functioning as adjectives tell *Which one?*, *How many?*, and *Whose?*

Articles (*a, an, the*)

Possessive pronouns (*my, our, your, his, her, its, their*)

Relative pronouns (*whose, which, whichever, what, whatever*)

Demonstratives (*this, these, that, those*)

Indefinite pronouns (*any, each, other, some, etc.*)

Cardinal Numbers (*one, two, three, etc.*)

Ordinal Numbers (*last, first, second, etc.*)

Possessive proper nouns (*Bob's, Sarah's*)

Example: **Bob's** house is only **three** blocks from **that** house. (*Bob's* answers the question: Whose house? *Three* answers the question: How many blocks? *That* answers the question: Which house is three blocks from Bob's house?)

Placement and Order of Adjectives

A single noun can be described as a list of adjectives. When more than one adjective is used to modify a noun, it is important to consider the order in which the adjectives appear. Generally, the adjectives most important in completing the meaning of the noun are placed closest to the noun. Following is the usual order of adjectives in a series:

1. Determiners: articles (*a, the*), demonstratives (*this, those*), and possessives (*his, our, Mary's, everybody's*), amounts (*one, five, many, few*), order (*first, next last*)
2. Coordinate adjectives (subjective evaluations or personal opinions): *nice, nasty, packed, pitiful*
3. Adjectives describing size: *big, huge, little, tiny*
4. Adjectives describing shape: *long, short, round, square*
5. Adjectives describing age: *young, old, modern, ancient*
6. Adjectives describing color: *blue, green, red, white*
7. Adjectives describing nationality: *Italian, French, Japanese*
8. Adjectives describing architectural style or religion: *Greek, Gothic, Catholic, Jewish, Muslim*
9. Adjectives describing material: *cardboard, plastic, silver, gold*
10. Nouns functioning as adjectives: *soccer ball, cardboard box, history class*

Example: **a big brick** house (article, size, and material)
these old brown cardboard boxes (demonstrative, age, color, material)
a beautiful young Italian woman (article, personal opinion, age, nationality)

Using Adjectives

Adjectives as Subject Complements

The subject complement is a word that follows a linking verb and modifies the sentence's subject, not its verb. **Linking verbs:** *appear, become, believe, feel, grow, smell, seem, sound, remain, turn, prove, look, taste,* and the forms of the verb *to be.*

Example: The crowd appeared **calm**. (The linking verb *appeared* links the noun the subject crowd with the adjective **calm**)

Adjectives as Object Complements

The object complement is a word that follows a sentence's direct object and modifies that object and not the verb. An object complement answers the question *what?* after the direct object.

Example: Bob considered the experiment a **success**. (**Success** is the object compliment that modifies the sentences direct object *experiment*.)

Adjectives with Past and Present Participle Verbs

Adjectives are frequently formed by using the past participle (-ed, -t, or -en) and the present participle (-ing) verb forms.

Example: The group of children scared the **sleeping** dog. (*Sleeping* describes the baby.)

The students refused to eat the **dried** fruit. (*Dried* describes the cookies.)

Comparative and superlative⁵

⁵ For more information review " www.perfect-english-grammar.com"

COMPARATIVES AND SUPERLATIVES

1.- COMPARATIVE

* EQUALITY:

(NOT) **AS** + ADJECTIVE + **AS** = tan
como

My sister is **as intelligent as** him.

He is **not as tall as** Gasol.

The weather in Mexico is **as hot as** in Spain.

The weather in England is **not as hot as** in Spain.

* INFERIORITY:

LESS + ADJECTIVE + **THAN** = menos ...que

He is **less tall than** Gasol.

The weather in England is **less hot than** in Spain.

This exam is **less difficult than** the last one.

* SUPERIORITY:

1) Short adjectives: ADJECTIVE + **er** + **THAN** = más ... que

2) Long adjectives: **MORE** + ADJECTIVE + **THAN** = más ... que

He is **taller than** Gasol.

The weather in Spain is **hotter than** in England.

This exam is **more difficult than** the last one.

My sister is **more intelligent than** him.

2.- SUPERLATIVE

1) Short adjectives: **THE** + ADJECTIVE + **est** + (NOUN) + (IN /OF) = el /la más ...

2) Long adjectives: **THE MOST** + ADJECTIVE + (NOUN)+ (IN /OF) = el / la más ...

-The article “ **THE**” normally appears before the superlative form.

-The superlative form can be followed by a complement introduced by: **IN** → When we refer to a PLACE

OF → in the rest of cases.

Jack is **the tallest** in the class.

Laura is **the most energetic** girl of the group.

The Nile is **the longest** river in the world.

This is **the best** film I've ever seen.

This is **the most boring** film I've ever seen.

This is **the most difficult** exam I've done.

3.- RULES TO USE “-ER / -EST or MORE / MOST”

3.1.- ADJECTIVE + -ER /-EST

With adjectives of one syllable and adjectives of two syllables ending in -y /-er/ -ow. (pretty, friendly – clever – narrow)

SPELLING	ADJECTIVE	COMPARATIVE	SUPERLATIVE
	Long	longer	the longest
	Small	smaller	the smallest
	Fast	faster	the fastest
	High	higher	the highest
DOUBLE CONSONANT	Big	bigger	the biggest
	Thin	thinner	the thinnest
	Slim	slimmer	the slimmest
	Fat	fatter	the fattest
Y → ier /iest	Easy	easier	the easiest
	Busy	busier	the busiest
	Pretty	prettier	the prettiest
	Friendly	friendlier	the friendliest
	Lucky	luckier	the luckiest

	healthy	healthier	the healthiest	
E → r /st	Nice	nicer	the nicest	
	Large	larger	the largest	
	wide	wider	the widest	

3.2.- MORE / MOST + ADJECTIVE

With adjectives of two or more syllables

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Interesting	more interesting	the most interesting
Boring	more boring	the most boring
Intelligent	more intelligent	the most intelligent
Beautiful	more beautiful	the most beautiful
Famous	more famous	the most famous
Dangerous	more dangerous	the most dangerous

4.- IRREGULAR FORMS

ADJECTIVE / *WORD	COMPARATIVE	SUPERLATIVE
Good	better	The best
Bad	worse	The worst
Far	farther /further	The farthest /furthest
*well (adv)	better	The best
*badly (adv)	worse	The worst
*much/many/a lot of	more	The most
*little	less	The least
*few	fewer	The fewest

I've got **less** money than she has.

There are **fewer** problems than there were before.

* Note:

It's getting hotter and hotter.

It's getting more and more dangerous. Autor: Miriam Rivas Llorens

“TOO” AND “NOT...ENOUGH”

> The infinitive is often used after **too + adjective**, or **not + adjective + enough**. **It's too cold to swim today.** (We can't swim today - it's **too cold**.)

It isn't warm enough to go to the beach.

(We can't go to the beach - it's **not warm enough**.)

> **the + comparative, the + comparative = Cuanto más, más ...** **The more you eat, the fatter you get** (Cuanto más comes, más gordo te pones) **The more I think, the less I know** (Cuanto más pienso, menos entiendo) **The later you arrive, the better the food is** (Cuanto más tarde llegas, mejor la comida)

Adverbs of Frequency⁶

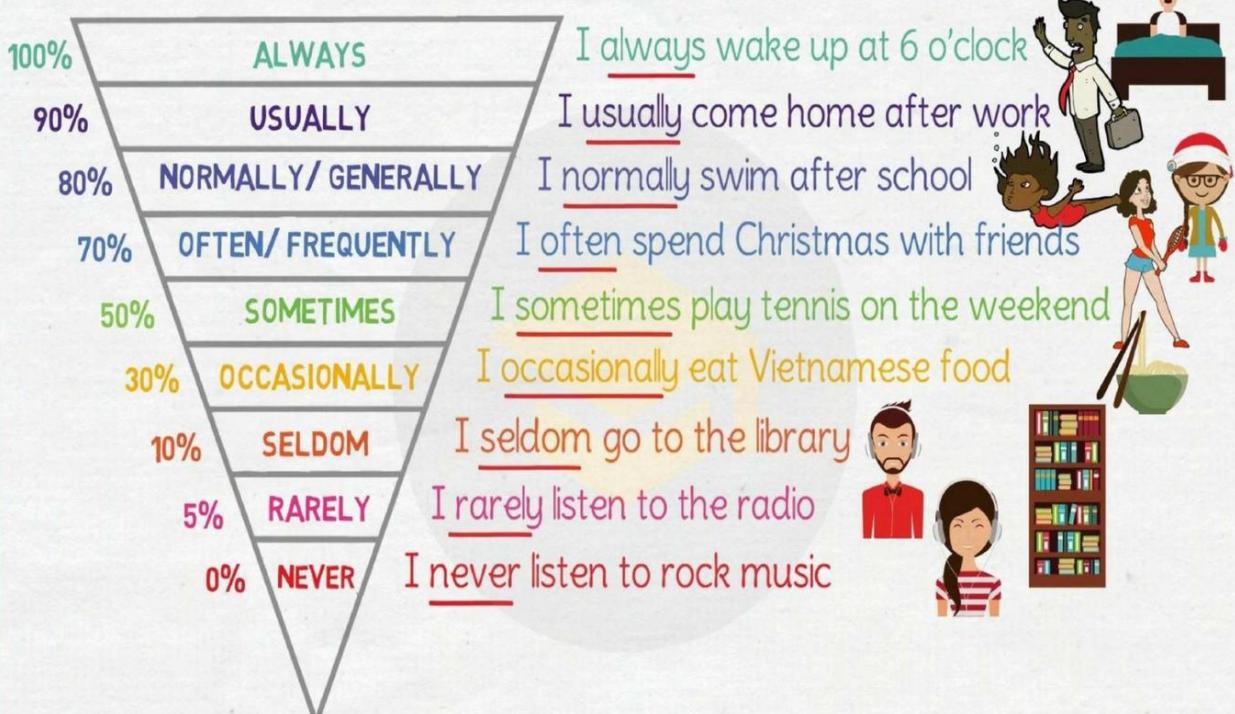
⁶ For more information review <https://languageadvisor.net/english-adverbs-of-frequency/>

ADVERBS OF FREQUENCY



Adverbs of Frequency

An adverb of frequency tells us how often something takes place.



Adverbs of Frequency

An adverb of frequency describes how often an action happens. There are six main adverbs of frequency that we use in English: *always*, *usually* (or *normally*), *often*, *sometimes*, *rarely*, and *never*.

They differ in the level of frequency.

The most common position for adverbs of frequency is between the subject and the verb. For example: *Jack **always** goes out on Saturday evenings.*

With sentences using the verb 'to be', the adverb of frequency comes after the verb. For example: *It's **often** difficult to find a place to park.*

But it's possible to put the adverbs 'sometimes' and 'usually' at the beginning of a sentence:

Sometimes she does her homework with friends.

Usually they study on their own.

With a modal verb in the sentence, we put the adverb of frequency after it and before the main verb. For example:

You **must always try** your best.

We **can usually find** a seat on our train.

They **should never be** rude to customers.

The same rule applies for an auxiliary verb – the adverb of frequency goes between the auxiliary verb and the main verb. For example:

I **have never visited** Turkey.

He's **always taking** things from my desk. It's really annoying.

The Passive⁷

⁷ For more information review <https://inglescarmelitaslb.files.wordpress.com/2011/03/the-passive-voice1.pdf>

THE PASSIVE VOICE

INTRODUCTION

The passive of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the ‘agent’ of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by **by** and placed at the end of the clause.

Active: My grandfather planted this tree.

Passive: This tree was planted by my grandfather.

PASSIVE VERB TENSES

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	<i>He delivers the letters.</i>	<i>The letters are delivered.</i>
Past Simple	<i>He delivered the letters.</i>	<i>The letters were delivered.</i>
Future Simple	<i>He will deliver the letters.</i>	<i>The letters will be delivered.</i>
Present Continuous	<i>He is delivering the letters.</i>	<i>The letters are being delivered.</i>
Past Continuous	<i>He was delivering the letters.</i>	<i>The letters were being delivered.</i>
Going to	<i>He is going to deliver the letters.</i>	<i>The letters are going to be delivered.</i>
Present Perfect	<i>He has delivered the letters.</i>	<i>The letters have been delivered.</i>
Past Perfect	<i>He had delivered the letters.</i>	<i>The letters had been delivered.</i>
Infinitive	<i>He has to deliver the letters.</i>	<i>The letters have to be delivered.</i>
Modals	<i>He must deliver the letters.</i>	<i>The letters must be delivered.</i>

	SIMPLE	CONTINUOUS	PERFECT
PRESENT	+ S + am/is/are + Ptp	S + am/is/are + being + Ptp	S + have/has + been + Ptp
	- S + am/is/are + not + Ptp	S + am/is/are + not + being + Ptp	S + have/has + not + been + Ptp
	? Am/Is/Are + S + Ptp ?	Am/Is/Are) + S + being + Ptp ?	Have/Has) + S + been + Ptp ?
PAST	+ S + was/were + Ptp	S + was/were + being + Ptp	S + had + been + Ptp
	- S + was/were + not + Ptp	S + was/were + not + being + Ptp	S + had + not + been + Ptp
	? Was/Were + S + PtpV ?	Was/Were + S + being + Ptp?	Had + S + been + Ptp
FUTURE	+ S + will + be + Ptp		
	- S + will + not + be + Ptp		
	? Will + S + be + Ptp ?		
GOING TO	+ S + V to be (am/is/are) + going to + be + Ptp		
	- S + V to be (am/is/are) + not + going to + be + Ptp		
	? V to be (am/is/are) + S + going to + be + Ptp ?		

Short answers

To make short answers:

- we use the verb **to be** (am/is/are/was/were) for *Present Simple, Past Simple, Present Continuous, Past Continuous* and *Going To* questions.
- we use the verb **have** (have/has/had) for *Present Perfect* and *Past Perfect* questions.
- we use **will** for *Future Simple* questions.

USE

The Passive is used:

1. when the **agent** (=the person who does the action) is **unknown, unimportant** or **obvious** from the context.

Jane was shot. (*We don't know who shot her.*)

This church was built in 1815. (*Unimportant agent*)

He has been arrested. (*Obviously by the police*)

2. to make more **polite** or **formal** statements.

The car hasn't been cleaned. (*more polite*)

(You haven't cleaned the car. – less polite)

3. when the **action is more important** than the agent, as in processes, instructions, events, reports, headlines, new items, and advertisements.

30 people were killed in the earthquake.

4. to put **emphasis on the agent**.

The new library will be opened by the Queen.

AGENT

To say who did the action that we are talking about, ie. to refer to the **agent**, we use the preposition **by**

and the name (*by Peter*), noun (*by the teacher*) or pronoun (*by him*) at the end of the sentence. We usually only refer to the agent when it gives us some important information which otherwise would be missing from the sentence.

Our house was designed by a famous architect.

We don't mention the agent:

1. if we don't know who has done what we are talking about.

Our car was stolen last night. (*We don't know who stole it*)

2. if we are not interested in who has done what we are talking about or it is not important to mention it.

He has been taken to hospital. (*What we are interested in is the fact that he has been taken to hospital and not who has taken him.*)

3. if it is easy to understand who did something without it being mentioned.

The murderer was arrested last night. (*It is not necessary to mention that he has been arrested by the police because it is self-evident.*)

4. if the subject of the active voice sentence is something like **somebody, people, they, you, etc.** *Someone broke the window.* → *The window was broken.*

ACTIVE TO PASSIVE

To change a sentence from the active voice to the passive voice:

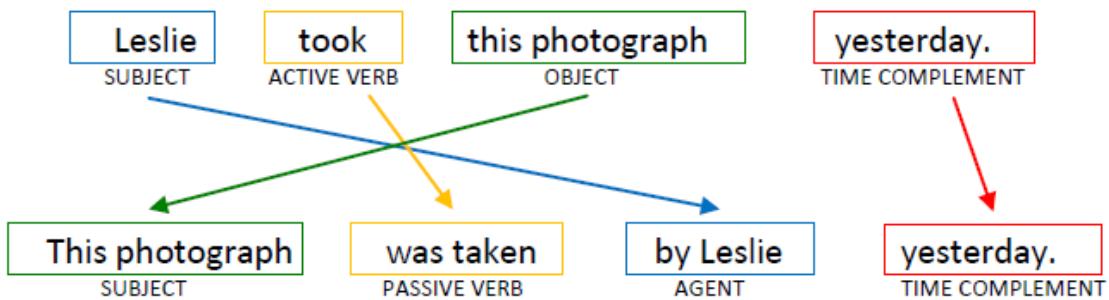
- the **object** of the active voice sentence becomes the **subject** of the passive voice sentence. *Agatha Christie wrote this book.*

This book was written by Agatha Christie.

- we change the main verb of the active voice sentence into the passive voice. The tense remains unchanged.
- the **subject** of the active voice sentence becomes the **agent** of the passive sentence. It is placed after the past participle and it is preceded by the preposition **by**.

Agatha Christie wrote this book.

This book was written by Agatha Christie.



BY OR WITH?

In the passive voice, we use:

- **by** with the **agent** to refer to by whom the action is being done.

The door was opened by Mr Black. (Mr Blak = agent)

- **with** to refer to the instrument, object or material that was used for something to be done. *The door was opened with a key. (a key = the object that was used)*

The omelette was made with eggs, cheese and peppers. (eggs, cheese and peppers = the material that was used)

DOUBLE OBJECT VERBS

When we have verbs that take two objects like, for example, **give somebody something**, we can convert the active sentence into a passive one in two ways:

- a. by making the **indirect** (animate) **object** the subject of the passive voice sentence, which is also the way that we usually prefer.
- b. By making the **direct** (inanimate) **object** the subject of the passive voice.

Rick gave me (indirect object) this book (direct object).

I was given this book by Rick.

This book was given to me by Rick.

Some of the verbs that take two objects are: **give, tell, send, show, bring, write, offer, pay**, etc. When the indirect object is alone after the verb in the passive voice sentence, it needs the preposition **to**. If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

SUBJECT OBJECT

I ↔ me **SUBJECT OBJECT**

You ↔ you We ↔ us

He ↔ him You ↔ you

She ↔ her They ↔ them

It ↔ it

Modal Verbs⁸

⁸ For more information review " <https://www.sjsu.edu/writingcenter/docs/handouts/Modal%20Verbs.pdf>"

Modal Verbs

Modal verbs (modals) are verbs that add the meaning of logical possibility, ability, necessity, and permission to verbs, which have a degree of strength from stronger to weaker. Modals come before infinitive verbs and the “to” is removed. Modals do not need to match their subject in plural agreement, so there is no need to add an “-s” or “-es” ending to a modal. Modals will often be seen in sentences that are predicting a future possibility, describing an ability, giving advice, making requests, or asking for permission. The nine most common modals are **can, could, shall, should, will, would, may, might, and must**.

Common Modals

Use	Modals	Examples
Logical Possibility	Must (Most Certain) Will Would Should May Can Could Might (Least Certain)	The dark clouds must mean rain today. Due to the news, the stock will go down. The chemical would help the experiment. The case should prevent cracking. This change may improve the results. Being careless can have bad consequences. The charm could protect you. I might be tired tomorrow.
Ability	Can (Stronger Ability) Could (Weaker Ability) Ability) Shall (Suggestion)	He can type 34 words per minute. I could assist by interpreting the results. Shall we dance?
Necessity	Must (Obligation) Should (Advice)	They must go to work today. You should floss every day.
Permission	May (Most Formal) Might Could Can (Least Formal)	May I turn my paper in tomorrow? Might he have some more soup? Could I buy the new model? Can I go to my friend’s house?

(Note: This table does not include all types of modals.)

Modal Verbs, Fall 2021. 1 of 4

Logical Possibility

Logical possibility modals add a degree of possibility to an action. “Must” is the strongest modal that implies a possibility will occur while “could” and “might” imply that the speaker is unsure of the action happening.

Examples: The weather report showed a 99% chance of rain, so it **must** rain.
You **might** find an open store after 12:00 AM.

In the first example, the modal is “must.” It is placed before the verb “rain” and indicates that the writer believes there is a strong possibility of rain. In the second example, the modal is “might.” It is placed before the verb “find” and indicates that the writer believes there is a low chance the reader will “find an open store after 12:00 AM.”

Ability

Ability modals add a degree to a subject's ability to do an action.

Examples: Pigeons have a special ability; they **can** recognize themselves in mirrors.
The editor **could** edit 70 pages in two days.

In the first example, the modal is “can.” It is placed before the verb “recognize” and indicates that the writer knows that pigeons recognize themselves in mirrors. In the second example, the modal is “could.” It is placed before the verb “edit” and indicates that the writer knows to a weaker degree that the editor has the ability to edit “70 pages in two days.”

Necessity

Necessity modals add a degree of recommendation to an action.

Examples: The kids **must** drink water every day.
My students **should** do their homework every night.

In the first example, the modal is “must.” It is placed before the verb “drink” and indicates a strong recommendation that kids drink water every day. In the second example, the modal is “should.” It is placed before the verb “do” and indicates a weaker recommendation that students do their homework every night.

Permission

Permission modals tend to be used in requests. The strength of the modal will determine how formal a request is by adding a degree of formality to a question.

Examples: **May** I go to the restroom?
Can you throw me the ball?

Modal Verbs, Fall 2021. 2 of 4

In the first example, the modal is “may.” It is placed before the subject “I” because it is written in the question format (not as a statement as we’ve seen in previous examples). “May” indicates a strong formality and makes a request to use the restroom. In the second example, the modal is “can.” It is placed before the subject “you” and indicates a more casual request for you to throw the ball.

Relative Clauses⁹

⁹ For more information review " <https://inglescarmelitaslb.files.wordpress.com/2011/05/relative-clauses.pdf>"

RELATIVE CLAUSES

INTRODUCTION

There are two types of relative clauses:

1. Defining relative clauses
2. Non-defining relative clauses

DEFINING RELATIVE CLAUSES

These describe the preceding noun in such a way to distinguish it from other nouns of the same class. A clause of this kind is essential to clear understanding of the noun.

The boy who was playing is my brother.

Defining Relative Pronouns

	SUBJECT	OBJECT	POSSESSIVE
For people	Who That	Whom/Who That	Whose
For things	Which That	Which That	Whose Of which

Defining Relative Clauses: people

A. Subject: who or that **Who** is normally used:

The man who robbed you has been arrested.

The girls who serve in the shop are the owner's daughters.

But **that** is a possible alternative after **all**, **everyone**, **everybody**, **no one**, **nobody** and **those**: *Everyone who/that knew him liked him.*

Nobody who/that watched the match will ever forget it.

B. Object of a verb: **whom**, **who** or **that**

The object form is **whom**, but it is considered very formal. In spoken English we normally use **who** or **that** (**that** being more usual than **who**), and it is still more common to omit the object pronoun altogether:

The man whom I saw told me to come back today.

The man who I saw told me to come back today.

The man that I saw told me to come back today.

The man I saw told me to come back today.

C. With a preposition: **whom** or **that**

In formal English the preposition is placed before the relative pronoun, which must then be put into the form **whom**:

The man to whom I spoke...

In informal speech, however, it is more usual to move the preposition to the end of the clause. **Whom** then is often replaced by **that**, but it is still more common to omit the relative altogether:

The man who/whom I spoke to...

The man that I spoke to...

The man I spoke to...

D. Possessive

Whose is the only possible form:

People whose rents have been raised can appeal.

The film is about a spy whose wife betrays him.

Short answers

To make short answers:

- we use the verb **to be** (am/is/are/was/were) for *Present Simple, Past Simple, Present Continuous, Past Continuous* and *Going To* questions.
- we use the verb **have** (have/has/had) for *Present Perfect* and *Past Perfect* questions.
- we use **will** for *Future Simple* questions.

Defining Relative Clauses: things

A. Subject

Either **which** or **that**. **Which** is more formal.

This is the picture which/that caused such a sensation.

The stairs which/that lead to the cellar are rather slippery.

B. Object of a verb

Which or **that** or no relative at all.

The car which/that I hired broke down.

The car I hired broke down.

Which is hardly ever used after **all, everything, little, much, none, no** and compounds of **no**, or after superlatives. Instead we use **that**, or omit the relative altogether, if it is the object of a verb: *All the apples that fall are eaten by the pigs.*

This is the best hotel (that) I know.

C. Object of a preposition

The formal construction is preposition + **which**, but it is more usual to move the preposition to the end of the clause, using **which** or **that** or omitting the relative altogether:

The ladder on which I was standing began to slip.

The ladder which/that I was standing on began to slip.

The ladder I was standing on began to slip.

D. Possessive

Whose + a clause is possible but **with** + a phrase is more usual:

a house whose walls were made of glass

a house with glass walls

E. Relative adverbs: **when, where, why**

Note that **when** can replace **in/on which** (used of time):

the year when (= in which) he was born

the day when (= in which) they arrived

Where can replace **in/at which** (used of place):

the hotel where (= in/at which) they were staying

Why can replace **for which**:

the reason why he refused is...

When, where and **why** used in this way are called relative adverbs.

NON-DEFINING RELATIVE CLAUSES

Non-defining relative clauses are placed after nouns which are definite already. They do not therefore define the noun. But merely add something to it by giving some more information about it. They are not essential in the sentence and can be omitted without causing confusion. They are separated from their noun by commas. The pronoun can never be omitted in a non-defining relative clause.

The boy who was playing is my brother.

Non-Defining Relative Pronouns

	SUBJECT	OBJECT	POSSESSIVE
For people	Who	Whom/Who	Whose
For things	Which	Which	Whose Of which

Non-Defining Relative Clauses: people

A. Subject: **who**

No other pronoun is possible. Note the commas:

My neighbor, who is very pessimistic, says there will be no apples this year.

Peter, who had been driving all day, suggested stopping at the next town.

B. Object: **whom, who**

The pronoun cannot be omitted. **Whom** is the correct form, though **who** is sometimes used in conversation:

Peter, whom everyone suspected, turned out to be innocent..

C. Object of a preposition: **whom**

The pronoun cannot be omitted. The preposition is normally placed before whom:

Mr Jones, for whom I was working, was very generous about overtime payments.

It is however possible to move the preposition to the end of the clause. This is commonly done in conversation, and who then usually takes the place of whom:

Mr Jones, who I was working for, was very generous about overtime payments. If the clause contains an expression of time or place, this will remain at the end: *Peter, with whom I played tennis on Sundays, was fitter than me.*

could become:

Peter, who/whom I played tennis with on Sundays, was fitter than me.

D. Possessive: **whose**

Ann, whose children are at school all day, is trying to get a job.

This is George, whose class you will be taking.

Non-Defining Relative Clauses: things

A. Subject: **which**

That is not used here:

That block, which cost £5 million to build, has been empty for years.

The 8.15 train, which is usually very punctual, was late today.

B. Object: **which**

That is not used here, and the **which** can never be omitted.

She gave me this jumper, which she had knitted herself.

These books, which you can get at any bookshop, will give you all the information you need.

C. Object of a preposition

The preposition comes before which, or (more informally) at the end of

the clause: *Ashdown Forest, through which we'll be driving, isn't a forest any longer.*

Ashdown Forest, which we'll be driving through, isn't a forest any longer.

His house, for which he paid £10,000, is now worth £50,000.

His house, which he paid £10,000 for, is now worth £50,000.

D. Possessive: **whose** or **of which**

Whose is generally used both for animals and things. **Of which** is possible for things, but it is unusual except in very formal English.

His house, whose windows are all broken, was a depressing sight.

The car, whose handbrake wasn't very reliable, began to slide backwards.

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Prepositions¹⁰

¹⁰ For more information review "<https://www.nova.edu/tutoring-testing/study-resources/forms/prepositions.pdf>"

PREPOSITIONS

“The plane flew above the cloud, behind the cloud, around the cloud, below the cloud, beneath the cloud, beside the cloud, beyond the cloud, into the cloud, near the cloud, outside the cloud, over the cloud, past the cloud, through the cloud, toward the cloud, under the cloud, and finally dived underneath the cloud.”

A **preposition** is a word that shows the relationship between two things. In the example above, the prepositions show the relationships between a plane and a cloud. Below is a list of most common prepositions:

about	beside	inside	to
above	besides	like	toward
across	between	near	under
after	beyond	of	underneath
against	by	off	until
along	despite	on	up
among	down	out	with
around	during	outside	within
at	except	over	without
before	for	past	
behind	from	since	
below	in	through	
beneath	into	throughout	

Some prepositions consist of more than one word. Here is a list of the most common multiword prepositions:

along with	in place of
because of	in spite of

Due to	instead of
except for	on account of
in addition to	out of
in case of	up to
in front of	with the exception of

Prepositions for Time, Place, and Introducing Objects

Time

- **On** is used with days.

I will see you **on** Monday.
The week begins **on** Sunday.

- **At** is used with noon, night, midnight, and with the time of day.

My plane leaves **at** noon.
The movie starts **at** 6 p.m.

- **In** is used with other parts of the day, with months, with years, with seasons.

He likes to read **in** the afternoon.
The days are long **in** August.
The book was published **in** 1999.
The flowers will bloom **in** spring.

- **Since, for, by, from—to, from—until, during, (with)in** – expresses extended time.

She has been gone since yesterday. (She left yesterday and has not returned.)

I'm going to Paris for two weeks. (I will spend two weeks there.)

The movie showed from August to/until October. (Beginning in August, ending in October.)

I watch TV during the evening. (For some period of time in the evening.)

We must finish the project within a year. (No longer than a year.)

Place

- **In** – describes the point itself.

There is a wasp in the room.

- **Inside** – expresses something contained.

Put the present inside the box.

- **On** – talks about the surface.

I left your keys on the table.

- **At** – talks about a general vicinity.

She was waiting at the corner.

- **Over, above** – when the object is higher than a point.

He threw the ball over the roof.

Hang that picture above the couch.

- **Under, underneath, beneath, below** – when the object is lower than a point.

The rabbit burrowed under the ground.

The child hid underneath the blanket.

We relaxed in the shade beneath the branches.

The valley is below sea-level.

- **Near, by, next to, between, among, opposite** – when the object is close to a point.

She lives near the school.

There is an ice cream shop by the store.

An oak tree grows next to my house

The house is between Elm Street and Maple Street.

I found my pen lying among the books.

The bathroom is opposite the kitchen.

Introduce objects of verbs

- **At** – with verbs glance, laugh, look, rejoice, smile, and stare

She took a quick **glance** at her reflection.

(exception with mirror: She took a quick glance **in** the mirror.)

You **didn't laugh** at his joke.

I'm **looking at** the computer monitor.

We **rejoiced at** his safe rescue.

That pretty girl **smiled at** you.

Stop staring **at** me.

- **Of** – with verbs approve, consist, and smell

I don't **approve of** his speech.

My contribution to the article **consists of** many pages.

He came home **smelling of** alcohol.

- **Of/About** – with verbs dream and think

I **dream of** finishing college in four years.

Can you **think of** a number between one and ten?

I am **thinking about** this problem.

- **For** – with verbs call, hope, look, wait, watch, and wish

Did someone **call for** a taxi?

He **hopes for** a raise in salary next year.

I'm **looking for** my keys.

We'll **wait for** her here.

You go buy the tickets, and I'll watch for the train.
If you wish for an 'A' in this class, you must work hard.

Frequently Misused Prepositions

Prepositions may sometimes be confused because of slang and the general informality of talk. Here are some frequently misused prepositions.

- ***beside, besides.*** Beside means next to, whereas besides means in addition.

The comb is beside the brush.

Besides planning the trip, she is also getting the tickets.

- ***between, among.*** Generally, between is used when two items are involved; with three or more, among is preferred.

Between you and me, he is among friends.

- ***due to.*** Due to should not be used as a preposition meaning *because of*.

Because of (not due to) his speeding, we were all ticketed.

- ***inside of.*** The *of* is always unnecessary.

Stay inside the house.

The man stayed outside (not outside of) the post office.

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Part Two

Activities''

- **Verb tenses**
- **Irregular verbs**
- **Stative verbs**
- **Questions**
- **Conditionals**
- **Phrasal Verbs**
- **Adjectives**
- **Comparative and superlative adjectives**
- **Adverbs of Frequency**
- **The Passive**
- **Modal Verbs**
- **Relative Clauses**
- **Prepositions**

Verb tenses exercises

Using the words in parentheses, complete the text below with the appropriate tenses.

1. Every Monday, Sally (drive) her kids to football practice.

2. Usually, I (work) as a secretary at ABT, but this summer I (study) French at a language school in Paris. That is why I am in Paris.

3. Shhhhh! Be quiet! John (sleep) .

4. Don't forget to take your umbrella. It (rain) .

5. I hate living in Seattle because it (rain, always) .

6. I'm sorry I can't hear what you (say) because everybody (talk) so loudly.

7. Justin (write, currently) a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.

8. Jim: Do you want to come over for dinner tonight?

Denise: Oh, I'm sorry, I can't. I (go) to a movie tonight with some friends.

9. The business cards (be, normally) printed by a company in New York. Their prices (be) inexpensive, yet the quality of their work is quite good.

10. This delicious chocolate (be) made by a small chocolatier in Zurich, Switzerland.

Using the words in parentheses, complete the text below with the appropriate tenses.

1. A: What (you, do) when the accident occurred?

B: I (try) to change a light bulb that had burnt out.

2. After I (find) the wallet full of money, I (go, immediately) to the police and (turn) it in.

3. The doctor (say) that Tom (be) too sick to go to work and that he (need) to stay at home for a couple of days.

4. Sebastian (arrive) at Susan's house a little before 9:00 PM, but she (be, not) there. She (study, at the library) for her final examination in French.

5. Sandy is in the living room watching television. At this time yesterday, she (watch, also) television. That's all she ever does!

6. A: I (call) you last night after dinner, but you (be, not) there. Where were you?

B: I (work) out at the fitness center.

7. When I (walk) [] into the busy office, the secretary (talk) [] on the phone with a customer, several clerks (work, busily) [] at their desks, and two managers (discuss, quietly) [] methods to improve customer service.

8. I (watch) [] a mystery movie on TV when the electricity went out. Now I am never going to find out how the movie ends.

9. Sharon (be) [] in the room when John told me what happened, but she didn't hear anything because she (listen, not) [].

10. It's strange that you (call) [] because I (think, just) [] about you.

11. The Titanic (cross) [] the Atlantic when it (strike) [] an iceberg.

12. When I entered the bazaar, a couple of merchants (bargain, busily) [] and (try) [] to sell their goods to naive tourists who (hunt) [] for souvenirs. Some young boys (lead) [] their donkeys through the narrow streets on their way home. A couple of men (argue) [] over the price of a leather belt. I (walk) [] over to a man who (sell) [] fruit and (buy) [] a banana.

13. The firemen (rescue) [] the old woman who (be) [] trapped on the third floor of the burning building.

14. She was so annoying! She (leave, always) [] her dirty dishes in the sink. I think she (expect, actually) [] me to do them for her.

15. Samantha (live) [] in Berlin for more than two years. In fact, she (live) [] there when the Berlin Wall came down.

Using the words in parentheses, complete the text below with the appropriate tenses.

1. A: Did you like the movie "Star Wars?"

B: I don't know. I (see, never) [] that movie.

2. Sam (arrive) [] in San Diego a week ago.

3. My best friend and I (know) [] each other for over fifteen years. We still get together once a week.

4. Stinson is a fantastic writer. He (write) [] ten very creative short stories in the last year. One day, he'll be as famous as Hemingway.

5. I (have, not) [] this much fun since I (be) [] a kid.

6. Things (change) [] a great deal at Coltech, Inc. When we first (start) [] working here three years ago, the company (have, only) [] six employees. Since then, we (expand) [] to include more than 2000 full-time workers.

7. I (tell) [] him to stay on the path while he was hiking, but he (wander) [] off into the forest and (be) [] bitten by a snake.

8. Listen Donna, I don't care if you (miss) [] the bus this morning. You (be) [] late to work too many times. You are fired!

9. Sam is from Colorado, which is hundreds of miles from the coast, so he (see, never) [] the ocean. He should come with us to Miami.
10. How sad! George (dream) [] of going to California before he died, but he didn't make it. He (see, never) [] the ocean.
11. Jonny, I can't believe how much you (change) [] since the last time I (see) [] you. You (grow) [] at least a foot!
12. This tree (be) [] planted by the settlers who (found) [] our city over four hundred years ago.
13. This mountain (be, never) [] climbed by anyone. Several mountaineers (try) [] to reach the top, but nobody (succeed, ever) []. The climb is extremely difficult and many people (die) [] trying to reach the summit.
14. I (visit, never) [] Africa, but I (travel) [] to South America several times. The last time I (go) [] to South America, I (visit) [] Brazil and Peru. I (spend) [] two weeks in the Amazon, (hike) [] for a week near Machu Picchu, and (fly) [] over the Nazca Lines.
- Using the words in parentheses, complete the text below with the appropriate tenses, then click the "Check" button to check your answers.

Robin: I think the waiter (forget) [] us. We (wait) [] here for over half an hour and nobody (take) [] our order yet.

Michele: I think you're right. He (walk) [] by us at least twenty times. He probably thinks we (order, already) [].

Robin: Look at that couple over there, they (be, only) [] here for five or ten minutes and they already have their food.

Michele: He must realize we (order, not) [] yet! We (sit) [] here for over half an hour staring at him.

Robin: I don't know if he (notice, even) [] us. He (run) [] from table to table taking orders and serving food.

Michele: That's true, and he (look, not) [] in our direction once.

Using the words in parentheses, complete the text below with the appropriate tenses:

1. It (rain) [] all week. I hope it stops by Saturday because I want to go to the beach.

2. Sid: Where is Gary?

Sarah: He (study, at the library) [] for his German test on Wednesday. In fact, he (review) [] for the test every day for the last week.

3. You look really great! (You, exercise) [] at the fitness center ?

4. Frank, where have you been? We (wait) [] for you since 1 PM.

5. Tim: What is that sound?

Nancy: A car alarm (ring) [] somewhere down the street. It (drive) [] me crazy - I wish it would stop! It (ring) [] for more than twenty minutes.

6. Joseph's English (improve, really) [], isn't it? He (watch) []

American television programs and (study) [] his grammar every day since he first arrived in San Diego. Soon he will be totally fluent.

7. Dan: You look a little tired. (You, get) [] enough sleep lately?

Michelle: Yes, I (sleep) [] relatively well. I just look tired because I (feel) [] a little sick for the last week.

Dan: I hope you feel better soon.

Michelle: Thanks. I (take, currently) [] some medicine, so I should feel better in a couple of days.

Using the words in parentheses, complete the text below with the appropriate tenses;

I can't believe I (get) [] that apartment. I (submit) [] my application last week, but I didn't think I had a chance of actually getting it. When I (show) [] up to take a look around, there were at least twenty other people who (arrive) [] before me. Most of them (fill, already) [] out their applications and were already leaving. The landlord said I could still apply, so I did.

Irregular acts exercises

Using the words in parentheses, complete the text;

1) I (hear) a new song on the radio.

2) I (read) three books last week.

3) They (speak) French to the waitress.

4) He (understand) during the class, but now he doesn't understand.

5) I (forget) to buy some milk.

6) She (have) a baby in June.

7) You (lose) your keys last week.

8) They (swim) 500m.

9) I (give) my mother a CD for Christmas.

10) At the age of 23, she (become) a doctor.

11) I (know) the answer yesterday.

12) He (tell) me that he lived in Toronto.

13) We (lend) John £200.

14) She (drink) too much coffee yesterday.

15) The children (sleep) in the car.

16) He (keep) his promise.

17) I (choose) steak for dinner.

18) The film (begin) late.

19) We (fly) to Sydney.

20) They (drive) to Beijing.

21) He (teach) English at the University.

22) I (send) you an email earlier.

23) We (leave) the house at 7am.

24) He (feel) terrible after eating the prawns.

25) She (bring) some chocolates to the party.

Declarative verbs exercises

choose the correct answer;

1) _____ going home tomorrow.

a) I am

b) Am I

c) Is he

2) _____ wrote a letter to the head of the department.

a) Did he

b) Please

c) She

3) _____ guard was sleeping on duty.

a) Why the

b) The

c) Is

4) _____ was a good movie.

a) He

b) She

c) It

5) _____ sister was sick.

a) Why her

b) His

- c) Because her
- 6) _____ a beautiful car.
- a) it is
- b) is it
- c) what
- 7) _____ is pursuing a course in economics.
- a) Is he
- b) He is
- c) Who
- 8) _____ leaving for Wellington tomorrow.
- a) Who is
- b) Is she
- c) She is
- 9) _____ to attend the practical today.
- a) Are you going
- b) Have I
- c) I have
- 10) _____ someone on the door.
- a) There is
- b) Is there

c) Is

11) _____ seen the movie many times.

a) He has

b) Has he

c) Who has

12) _____ studying well for the exams.

a) Are they

b) They are

c) Is he not

13) _____ loves shopping for festival.

a) She

b) I

c) It

14) _____ very cold outside.

a) Is it

b) Why is it

c) It is

15) _____ new car is red on color.

a) Is my

b) My

c) Why the
16) _____ going for the annual meet.

a) He is

b) Is he

c) Who is

17) _____ received the best student's award.

a) Did he

b) Who

c) He

18) _____ hates doing homework on Sundays.

a) Did she

b) She

c) Who

19) _____ finding it difficult to meet the demands.

a) She is

b) Is she

c) Are they

20) _____ fresh in the morning.

a) Is the air

b) The air is

c) Is it not

Questions exercises

Fill in the correct question word;

1. sits next to Frank? Clara.
2. does the boy come from? He's from Newcastle.
3. old are her children? They are seven and ten.
4. is Peter's birthday? In April, I think.
5. much is the shirt? It's twenty pounds.
6. is best at playing tennis? It's Bob.
7. are you going? I'm going to my friends.
8. is an orange juice? It's fifty pence.
9. does the restaurant open? It opens at six o' clock.
10. can I get some ice cream? You can get some at the snack bar.
11. are you going to order? Fish and chips.
12. are you going to do on Saturday? I don't know.
13. has got my pullover? I have got it.
14. is your name? Carol.
15. is Susan's party? It's on Friday.

Which sentences are correct?

1. The slide show was fantastic, isn't it?
- The slide show was fantastic, was it?

- The slide show was fantastic, wasn't it?
- 2. I think he's from India, doesn't he?
- I think he's from India, don't I?
- I think he's from India, isn't he?
- 3. We had better leave, hadn't we?
- We had better leave, haven't we?
- We had better leave, weren't we?
- 4. The sun won't shine tomorrow, will it?
- The sun won't shine tomorrow, will she?
- The sun won't shine tomorrow, won't it?
- 5. Let's go swimming, aren't we?
- Let's go swimming, isn't it?
- Let's go swimming, shall we?

Conditionals exercises

Complete the sentences with the correct form of the verb in brackets.

Use short forms where possible;

1. If they left now, they (be) in London by lunchtime.
2. You (not fail) the exam if you'd studied a bit harder.
3. If we'd brought a map with us, we (not be) lost now.
4. I (not speak) to him again unless he apologises.
5. You can go to the party as long as you (come) home before midnight.
6. Had I known you were bringing your friends, I (prepare) more food.
7. Suppose your car broke down in the middle of nowhere, what (do)?

8. I'd go out tonight if I (not have to) work tomorrow.

Complete the sentences with the correct form of the verb in brackets. Use short forms where possible;

- 1) If I (go) out tonight, I (go) to the cinema.

- 2) If you (get) back late, I (be) angry.

3) If we (not/see) each other tomorrow, we
(see) each other next week.

4) If he (come), I (be) surprised.

5) If we (wait) here, we (be) late.

6) If we (go) on holiday this summer, we (go)
to Spain.

7) If the weather (not/improve), we
(not/have) a picnic.

8) If I (not/go) to bed early, I (be) tired
tomorrow.

9) If we (eat) all this cake, we (feel) sick.

10) If you (not/want) to go out, I (cook)
dinner at home.

11) I (come) early, if you (want).

12) They (go) to the party if they (be) invited.

13) She (stay) in London if she (get) a job.

14) He (not/get) a better job if he (not/pass) that exam.

15) I (buy) a new dress if I (have) enough money.

16) She (cook) dinner if you (go) to the supermarket.

17) They (go) on holiday if they (have) time.

18) We (be) late if we (not/hurry).

19) She (take) a taxi if it (rain).

Phrasal verbs exercises

Complete the following sentences;

1. Quick! the bus. It's ready to leave.
 2. I don't know where my book is. I have to it.
 3. It's dark inside. Can you the light, please?
 4. the form, please.
 5. I need some new clothes. Why don't you these jeans?
 6. It's warm inside. your coat.
 7. This pencil is really old. You can it .
 8. It's so loud here. Can you the radio a little?
 9. The firemen were able to the fire in Church Street.
 10. Does your little brother ghosts?
-

Decide whether the Phrasal verbs are separable or inseparable. Choose the correct sentences;

1. turn on →
 He turned on the light.
 He turned the light on.
2. hand in →

Hand in your homework on time.

Hand your homework in on time.

3. get on →

They got on the bus.

They got the bus on.

4. look up →

Look up the words in a dictionary.

Look the words up in a dictionary.

5. grow up →

He grew up in North Carolina.

He grew in North Carolina up.

6. check in →

We checked in at our hotel.

We checked at our hotel in.

7. give up →

They gave up smoking.

They gave smoking up.

8. ask out →

Henry asked Jenny out.

Henry asked out Jenny.

9. mix up →

We mixed up the numbers.

We mixed the numbers up.

10. look after →

Dennis looked after his brother.

Dennis looked his brother after.

Adjectives exercises

Complete the following sentences using the appropriate form of the adjective given in the brackets;

1. He is than his neighbors.

(rich – richer - richest)

2. The brides were much than the grooms.

(young – younger - youngest)

3. He is too to be taught.

(intelligent - more intelligent - most intelligent)

4. He is than I thought him to be.

(clever- cleverer – cleverest)

5. When the old woman became, she began to move about.

(stronger - more strong)

6. He is much now.

(good – better- best)

7. The offer was too to be true.

(good – better – best)

8. He fishes with success than I do.

(great- greater- greatest)

9. Shakespeare is the playwright in English.

(great- greater- greatest)

10. The pain was than he could bear.

(much – more – most)

11. The thing of all was that his son was rude to him.

(bad – worse- worst)

12. Jane was the player of the two.

(good- better- best)

Identify the Adjective and Mention Their Type;

Go through the following sentences and identify the type of adjective used in them.

1. Sharon will clean her messy room today.
2. My sister brought some French pastries.
3. The miser lost all his money.
4. There haven't been sufficient crops to sell this year.
5. Collecting coins is an interesting hobby.
6. The boy did not have any soup.
7. There's no milk left in the bowl.
8. Either boy was present there.
9. This bag is heavier than the suitcase.
10. The white Pomeranian is very fluffy.
11. The food was delicious.
12. Whose pencil box is this?
13. These apples are pretty sweet.
14. Shiv came second in the marathon.
15. I saw it with my own eyes.
16. What a splendid piece of art!
17. Emily Bronte was a Victorian novelist.
18. The Atlantic Ocean is the largest ocean in the world.
19. Most children are playing.
20. I did not find those books.

Comparative and superlative adjectives exercises

Complete the sentences with the present simple form of the verbs in brackets. Use contractions where possible.

1. My sister thinks she's (intelligent) than me, but I don't agree!
2. Avatar is probably (bad) film I've seen!
3. What is (wet) month of the year in England?
4. Do you think the Harry Potter films are (good) than the books?
5. Who is (powerful) person in your country?
6. I think Men in Black 1 was (funny) than Men in Black 3.
7. Is Angelina Jolie (old) than Sandra Bullock?
8. John is (nice) person that I know.

Put The Adjectives Between Brackets In The Correct Form;

1. My brother has a (tidy) room than me.
2. Australia is (big) than England.
3. I'm (good) now than yesterday.
4. She's got (little) money than you, but she doesn't care.
5. He thinks Chinese is (difficult) language in the world

6. Valencia played (bad) than Real Madrid yesterday.
7. Cats are not (intelligent) as dogs.
8. Show me (good) restaurant downtown.
9. (hot) desert of all is the Sahara and it's in Africa.
10. Who is (talkative) person in your family?

Adverbs of frequency exercises

Complete the sentences.

Use the adverb and the correct form of the verbs in brackets.

Use contractions where possible:

1. Our teacher, Mrs Jones, (never / be) late for lessons.
 2. I (often / clean) my bedroom at the weekend.
 3. My brother (hardly ever / help) me with my homework.
 4. I (sometimes / be) bored in the maths lessons.
 5. We (rarely / watch) football on TV.
 6. You and Tony (never / play) computer games with me.
 7. You (usually / be) at the sports centre on Sunday.
 8. The school bus (always / arrive) at half past eight.
-

Rewrite the complete sentence using the adverb in brackets in its usual position

1. He listens to the radio. (**often**)
2. They read a book. (**sometimes**)

3. Pete gets angry. (**never**)

4. Tom is very friendly. (**usually**)

5. I take sugar in my coffee. (**sometimes**)

6. Ramon and Frank are hungry. (**often**)

7. My grandmother goes for a walk in the
evening. (**always**)

8. Walter helps his father in the kitchen. (**usually**)

9. They watch TV in the afternoon. (**never**)

10. Christine smokes. (**never**)

Order the following sentences, which contain adverbs of frequency

1 Which sentence is correct?

- a. Our teacher is often late.
- b. Our teacher often is late.
- c. Is often our teacher late?
- d. Often our teacher is late.

2 Which sentence is correct?

- a. Never we eat fast food.
- b. We eat never fast food.
- c. We eat fast food never.
- d. We never eat fast food.

3Which sentence is correct?

- a.My father doesn't hardly ever watch football on TV.
- b.My father watches hardly ever football on TV.
- c.My father watches football on TV hardly ever.
- d.My father hardly ever watches football on TV.

4Which sentence is correct?

- a.Do often you go to the cinema?
- b.Do you often go to the cinema?
- c.Do you go often to the cinema?
- d.Do you go to the cinema often?

5Which sentence is correct?

- a.He usually doesn't go to bed late.
- b.He doesn't go to bed late usually.
- c.He doesn't usually go to bed late.
- d.Does he go usually late to bed?

Negative exercises

Complete with the verb to BE negative ('m not / isn't / aren't);

- 1- We friends.
 - 2- Mary and Mark doctors.
 - 3- Peter a football player.
 - 4- Blue her favourite colour.
 - 5- Catherine from Italy.
 - 6- The dogs white.
 - 7- They English teachers.
 - 8- A cat a dangerous animal.
 - 9- The computer new.
 - 10- The chairs old.
 - 11- I a doctor.
 - 12- Susan a good singer.
 - 13- You a carpenter.
 - 14- Those cats mine.
-

Make negative present simple sentences;

1) (I / not / like coffee)

2) (I / not / live in Paris)

3) (she / not / come from Spain)

4) (John / not / work in a bank)

5) (they / not / get up at eight o'clock)

6) (we / not / go to the cinema every Friday)

7) (you / not / read the newspaper every day)

8) (he / not / go to school in France)

9) (we / not / watch TV in the evening)

10) (I / not / have a shower in the morning)

11) (she / not / drink tea every afternoon)

12) (they / not / visit their parents at the weekend)

13) (you / not / study English very often)

14) (it / not / rain here in the summer)

15) (we / not / go out on Tuesday nights)

16) (he / not / like cabbage)

17) (the sun / not / go round the earth)

18) (she / not / play the piano)

19) (I / not / smoke)

20) (Julie and Lucy / not / play football)

Incomplete verbs exercises

Complete the following sentences;

1. They are
2. He was
3. It is
4. Hitler was
5. The children are
6. The milk turned
7. The leaves turned
8. He became
9. She looked
10. It seems
11. The cake tasted
12. He grew

Point out the functions of the verbs in the following sentences:

1. The fire burns.
2. The rain stopped.
3. We felt sad at her failure.

4. She feels a pain in the head.
5. The film is directed.
6. The dog is chained.
7. She is locked up in the room.
8. The train is delayed.
9. The doors are closed.
10. He was arrested yesterday.

Fill in the blanks with suitable verbs:

1. I for medicine last year.
2. My father from service two years ago.
3. My uncle newspaper daily.
4. Itheavily last night.
5. All roadsto Rome.
6. The earth around the sun.
7. Gandhi freedom to India.
8. Ifor the Congress.
9. The sun In the east.
10. Edisonthe photograph.

Relative sentences exercises

Identify the phrase in brackets to the sentence using 'that' or 'who' and a relative clause:

- 1) She worked for a man (the man used to be an athlete)
- 2) They called a lawyer (the lawyer lived nearby)
- 3) I sent an email to my brother (my brother lives in Australia)
- 4) The customer liked the waitress (the waitress was very friendly)
- 5) We broke the computer (the computer belonged to my father)
- 6) I dropped a glass (the glass was new)
- 7) She loves books (the books have happy endings)
- 8) They live in a city (the city is in the north of England)
- 9) The man is in the garden (the man is wearing a blue jumper)
- 10) The girl works in a bank (the girl is from India)
- 11) My sister has three children (my sister lives in Australia)
- 12) The waiter was rude (the waiter was wearing a blue shirt)
- 13) The money is in the kitchen (the money belongs to John)

14) The table got broken (the table was my grandmother's)

15) The television was stolen (the television was bought 20 years ago)

16) The fruit is on the table (the fruit isn't fresh)

Prepositions exercises

Put in the correct preposition (choose in / on / at). If no preposition is needed put in -.

- 1) Lucy is arriving February the 13th eight o'clock the morning.
- 2) The weather is often terrible in London January.
- 3) It's better to get taxi if you are out alone night.
- 4) She got married September.
- 5) They usually go to the south of France the summer.
- 6) Columbus sailed to the Americas the 16th century.
- 7) The Beatles were popular the 1960s.
- 8) I graduated from university 2001.
- 9) His birthday is June.
- 10) I usually go to my parents' house Christmas. We eat turkey together Christmas Day.
- 11) The train leaves tomorrow morning 8:00 am.

12) I love going skiing January.

13) We met at the restaurant 8pm.

14) The class is 9am Monday mornings.

15) I like to drink coffee the morning and tea the afternoon.

16) We went out for dinner last Wednesday.

17) She left London the 4th of March.

18) I had a party my birthday.

19) Lucy went to New York New Year.

20) We're meeting lunchtime next Tuesday.

Put in the correct preposition:

1) He's swimming the river.

2) Where's Julie? She's school.

3) The plant is the table.

4) There is a spider the bath.

5) Please put those apples the bowl.

6) Frank is holiday for three weeks.

7) There are two pockets this bag.

8) I read the story the newspaper.

9) The cat is sitting the chair.

10) Lucy was standing the bus stop.

11) I'll meet you the cinema.

12) She hung a picture the wall.

13) John is the garden.

14) There's nothing TV tonight.

15) I stayed home all weekend.

16) When I called Lucy, she was the bus.

17) There was a spider the ceiling.

18) Unfortunately, Mr Brown is hospital.

19) Don't sit the table! Sit a chair.

20) There are four cushions the sofa.

Part Three

Reading comprehension¹²

¹² Collected by Dr. Abo Almagd Ahmed Farghaly and Dr. Dina Gamal

Introduction:

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics). Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intersexuality, actual events vs. narration of events, etc.) and practicing deep reading.

What is Reading Comprehension?

Reading Comprehension refers to the ability to understand written words. It is different from the ability to recognize words. Recognizing words on a page but not knowing what they mean does not fulfill the purpose or goal of reading, which is comprehension. Imagine, for example, that a teacher gives a student a passage to read. The child can read the entire passage, but he or she knows nothing when asked to explain what was read. Comprehension adds meaning to what is read. Reading comprehension occurs when words on a page are not just mere words but thoughts and ideas. Comprehension makes reading enjoyable, fun, and informative. It is needed to succeed in school, work, and life in general.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Proficient reading depends on the ability to recognize words quickly and effortlessly.

Reading comprehension is the ability to comprehend or understand, what you are reading. This is an intentional and active part of reading and takes place before, during and after you read something. By being able to comprehend what you are reading, you can extract meaning from the text and better realize what the author is trying to convey.

Reading comprehension is the ability to process what is being read, understand the meaning the author is trying to convey both textually and sub textually and make inferences based on prior knowledge.

This fundamental skill is influenced by outside factors. The reader's cognitive skills, such as visual processing, processing speed, and logic and reasoning skills, can

all have an impact on their ability to comprehend text. Prior knowledge, language fluency, and the ability to make inferences will also play a role in a reader's comprehension.

Reading comprehension involves both text comprehension and vocabulary knowledge. You need to know what each word means individually and as part of the whole in addition to what the text is trying to convey.

Why Reading comprehension Skills important?

Reading comprehension demonstrates your ability to understand, interpret, analyze, and infer written information. Your reading comprehension level is indicative of many other important, and sought-after, skills in the workplace.

Your overall communication skills, your critical thinking skills, your attention to detail, your decision-making ability, even your ability to concentrate can all be assumed from your ability to understand what you read.

Many jobs will even administer a test that determines comprehension abilities to determine if a candidate will be a good fit for the role and the company. You will need to read and interpret text at a near-constant rate. From a simple email to a complex manual, you need to be able to understand what is being communicated and respond accordingly.

Comprehension plays a role in your ability to communicate with and understand your coworkers, supervisors, managers, and your clients. It can help you make decisions and formulate a plan. Your ability to interpret the written word empowers you.

If you want to advance your career, your reading comprehension skills must be above average. A more advanced position will inevitably come with additional communication responsibilities. Your ability to understand what your employees and your superiors are writing can be the difference between getting that promotion and being passed over.

Reading comprehension is important for several reasons and can provide many benefits. Being able to effectively read can improve both your personal and professional life and can increase your overall enjoyment of reading. Knowing how to understand a text can help boost your knowledge in certain areas and help you learn new skills and information faster.

Additional benefits of good reading comprehension skills include:

- Being able to understand, analyze and respond to documents and written communication in the workplace
- Improved your ability to write clearly and effectively
- The ability to comprehend and engage in current events that are in written form such as newspapers
- Increased ability to focus on reading for an extended period
- Better enjoyment of and motivation to read

How to improve your Reading comprehension skills?

Reading comprehension is a skill. And, like any skill, it can be improved with practice. It should be noted, though, that this is an extremely difficult skill to build. You will need time and patience to improve your comprehension abilities to any degree.

1. Improve your vocabulary.
2. Come up with questions about the text you are reading.
3. Use context clues.
4. Look for the main idea.
5. Write a summary of what you read.
6. Break up the reading into smaller sections.
7. Pace yourself.

1. Improve your vocabulary:

Knowing what the words you are reading mean can improve your ability to comprehend the meaning of the text. To improve your vocabulary, you can:

- Take an online vocabulary quiz to assess your current level of vocabulary understanding
- Use flashcards to quiz yourself on words you don't know once or twice a week
- Make a point to use newly learned words in verbal and written communication
- Read as much as possible to improve your ability to guess what a word means in a certain context
- Make a list of unfamiliar words as you read and look them up in the dictionary.

2. Come up with questions about the text you are reading:

Asking questions about what you are reading can help improve your reading comprehension by allowing you to become invested in the text. It can also broaden your overall understanding of what you are reading by enabling you to explore themes, motifs and other components of text that you otherwise wouldn't inquire about. The following are examples of questions you could pose as you read:

- Why did the author begin the book at that location?
- What kind of relationship do these two characters share?
- What do we know about the main character up to this point in the book?
- Are there any themes that have consistently come up throughout the book? If so, what do they mean?

The more specific your questions, the more likely you will gain further insight into the text and its meaning.

3. Use context clues:

Using context clues is a great way to understand what you are reading even if you don't know all the vocabulary being used. Context clues can be found in the words and sentences surrounding the word that you aren't familiar with. To use context clues, you can focus on the key phrases or ideas in a sentence and deduce the main idea of a sentence or paragraph based on this information. You can also look for nearby words that are synonyms or antonyms of the word you don't know.

4. Look for the main idea:

Identifying the main idea of a paragraph or article can help you determine the importance of the article. Understanding why what you're reading is important can give you a better comprehension of what the author is trying to convey. When reading, pause every few paragraphs and see if you can decipher what the main idea is. Then, try to put the main idea in your own words for even further understanding.

5. Write a summary of what you read:

A great way to increase your knowledge of what you have read is to write a summary. Summarizing requires you to decide what is important in the text and then put it in your own words. Summarizing allows you to determine if you truly understand what you have read and better remember what you have read in the long term.

6. Break up the reading into smaller sections:

If you are reading longer or more challenging text, consider breaking it up into smaller sections. For example, you could read two paragraphs at a time and then pause to quickly summarize what you just read in your mind. Breaking up what you are reading can help you feel less overwhelmed and give you a better chance of truly comprehending the information in the text.

7. Pace yourself:

Pacing yourself is also an effective way to work on your reading comprehension skills by allowing you to set realistic goals for your reading practice and habits. This is especially true for books or other literature that you find challenging. Set a goal for yourself that you know you can meet each day. For example, rather than saying that you want to read an entire book in two days, say that you will read three chapters a night. This allows you to reach your goals and also provides adequate time for you to process what you are reading between each session.

8- Eliminate distractions:

When you are distracted, your ability to comprehend what you are reading is negatively impacted. When reading even if it's a simple email eliminate distractions and focus solely on the text. This will help you learn to hold your attention to what you read and enable you to know whether you understand what you are reading.

9- Read a book below your reading level:

Starting with books below your reading level will allow you to develop a baseline of your reading comprehension and build on that. Instead of starting with books or other text that you find challenging, read something that is comfortable and that you

can easily comprehend. You can take an online quiz to establish the reading level you are currently at.

10- Re-read text to ensure understanding:

If you finish a sentence or paragraph and realize that you don't understand what it was trying to convey, take the time to re-read it until you do. Try to read more slowly the second time around and look up definitions for any words you don't know the meaning of.

11- Read aloud:

Reading aloud incorporates both visual and audio learning into your reading comprehension practice. It also forces you to slow down and gives you more time to process what you are reading.

Examples of comprehension skills that can be taught and applied to all reading situations include:

- Summarizing
- Sequencing
- Inferencing
- Comparing and contrasting
- Drawing conclusions
- Self-questioning
- Problem-solving
- Relating background knowledge
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details

These skills are particularly important for comprehending what is generally known as information reading or expository reading.

Comprehension Strategies:

General Strategies for Reading Comprehension:

The process of comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent.

1- Using Prior Knowledge/Previewing:

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

2- Predicting:

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

3- Identifying the Main Idea and Summarization:

Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author's purpose in writing the text.

4- Questioning:

Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text.

5- Making Inferences:

In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

6- Visualizing:

Studies have shown that students who visualize while reading have better recall than those who do not (Pressley, 1977). Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.

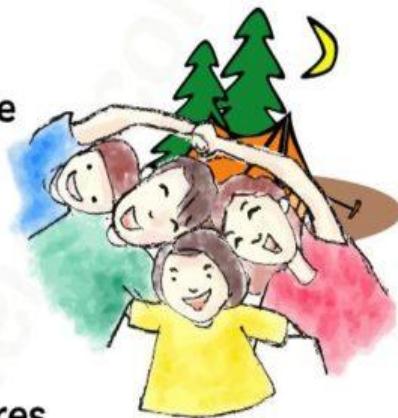
Examples of Reading comprehension

Example (1)

Read and answer the questions

Camping with my family

I went camping with my family last summer. It was a lot of fun! We packed up our car with all of our camping gear and drove to the campsite. As soon as we arrived, we set up our tents and began exploring the area. Hiking, cooking over the campfire, and making s'mores were some of our favorite activities. Spending time together in nature was a wonderful experience. I can't wait to go camping again!



1. When did we camp?
2. What did we pack for your trip?
3. What did you do once you arrived at the campsite?
4. What were my favorite activities while camping?
5. Why did I enjoy camping?

Example (2)

Read and answer the questions

There has been a lot of reports going around lately stressing the importance of healthy eating. The Melton's have taken this serious matter on board and are trying to change their life style and eat healthy meals every day. The problem they have is that they both have full time jobs and find it difficult to cook from scratch every evening. They also have three young children who needed a lot of care. For months, Mrs Melton has been trying to find a solution for this very serious matter as ordering food is not doing anyone any good especially when she has noticed that Mr Melton has put on a lot of weight. A friend of hers at work recommended "Jamie's 30- Minutes Meals" cook book, which she has been using regularly for nearly a year and raves about it. So this weekend she has decided to buy all the ingredients she needs for a week ahead, to try out the recipes every evening. Mr and Mrs Melton are feeling optimistic about eating healthy homemade meals and feel very excited about it.

Circle T (True) or F (False).

- | | | | |
|---|--|---|---|
| 1 | Healthy eating is very important. | T | F |
| 2 | Both husband and wife work. | T | F |
| 3 | Mrs Melton has always cooked dinner. | T | |
| 4 | They have three children. | T | F |
| 5 | Mr Melton is slim. | T | F |
| 6 | Mrs Melton's sister recommended a cook book. | T | F |
| 7 | The Melton's shop at the weekends. | T | F |



Example (3)

Read and answer the questions

Reading Comprehension

Instructions: Read each section carefully, then answer the questions to the best of your ability.



Cathy and The Crab

Every summer, Cathy looked forward to vacationing on the sweet island of Andros. While there, she would spend time with her grandmother in the corn fields and picking sea grapes with her cousins. One activity she absolutely loved was "crabbing". She would ask her grandfather to take her out every evening so she could practice her crab catching skills. Cathy was so eager to crab that she snuck out one night while her grandparents were asleep. She grabbed her flashlight and rushed into the bush. Soon after, she bellowed a loud cry. In her mad dash, she had forgotten her tennis and a huge black crab was holding onto her big toe. After that experience, Cathy decided to never sneak out the house again!



1. Who is the main character in this story?

the crab

the grandparents

Cathy

2. Where and when did the story take place?

time: day time

night time

place: in Andros

on the beach

3. What was the plot of the story?

Cathy likes crabbing a lot

Cathy went crabbing by herself

4. Which TWO words follow the magic "e" rule? Tick the correct answers.

take

sweet

pet

huge

5. Quote the exclamatory sentence found in the short story. Write the whole sentence.

Answer:

6. Which word best describes Cathy's character?

rude

determined

selfish

polite

Example (4)

Read and answer the questions



One of the things I like best about school is my art class. We have a great teacher named Mrs. Hilbert. She is a wonderful artist. I love to watch her draw and paint. She taught us how to mix paint to make just the right colours for our paintings. She plays good music while we draw and paint. We draw and paint almost everyday in class. Some days we look at pictures of other artists. It is interesting to do this. It helps me to think of things that I want to paint or draw. We have an art exhibit in May this year. Our work will be in one of the banks in our town. We are

inviting people from the community to our exhibit. Our parents are invited to go with us. I have three paintings I am working on now. I hope one of them will be chosen to be in the exhibit. I like having a goal to work toward.

ANSWER THE QUESTIONS:

1. What is one of the favourite classes of this student?

- a. math
- b. reading
- c. art
- d. music

2. The author describes Mrs. Hilbert as

a _____.

- a. nice lady
- b. wonderful artist
- c. sweet person
- d. beautiful person

3. What did Mrs. Hilbert teach the class to do?

- a. bake chocolate cake
- b. write great stories
- c. mix paint
- d. do long division

4. Why does it help this student to see the works of other artists?

- a. to learn to draw
- b. mix paint
- c. to think about what she wants to paint
- d. none of these

5. Where will the art exhibit be?

- a. at the library
- b. at one of the banks
- c. at the school
- d. at one of the churches

6. What does this student hope will happen with her paintings?

- a. one of them will be sold
- b. one of them will be chosen for the exhibit
- c. one of them will be of her younger sister
- d. one of them will be lost

Example (5)

Read and answer the questions

Becky was visiting Aunt Agatha at her house at the beach. It was a beautiful summer day. Becky had built a giant sand castle that morning. Aunt Agatha took pictures of the castle to send to Becky's parents. It was a great big sand castle. Later that morning, Becky and Aunt Agatha went swimming in the ocean. It was fun to jump with the waves. Then, they went in the house and ate sandwiches and strawberries for lunch.

Becky wanted to play on the beach that afternoon. Aunt Agatha told her it was too hot to go outside without a hat on. Becky didn't have a hat. Aunt Agatha told her not to worry, she could wear one of hers. Becky tried on four hats. The pink one was really pretty, but it had a big bow in the back that was too long for Becky. The green hat was too fancy for Becky. She did not like that hat at all. The blue hat was nice, but it had an ugly bird on it. Then, Becky saw a big brown hat with a yellow ribbon on it. That hat was made of straw. It was a perfect hat for the beach. It was too big for Becky's head but she didn't care. It was a great hat.

Answer the following questions

1. Where was Becky?

- a. at the store
- b. at the beach
- c. at school
- d. at home

2. Who was Becky visiting?

- a. her Grandparents
- b. her friends
- c. her sister
- d. her Aunt Agatha

3. Why didn't Becky like the blue hat?

- a. it was too fancy
- b. it was new
- c. it had an ugly bird on it
- d. it was old

4. Why didn't Becky want to wear the pink hat?

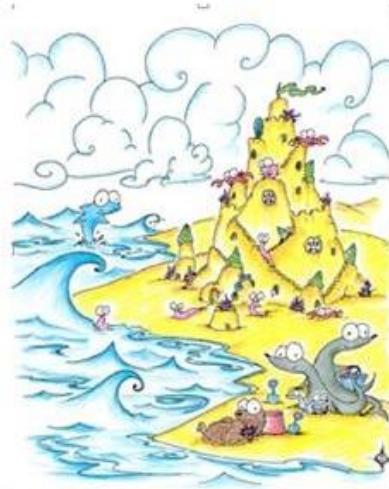
- a. the bow was too long
- b. it had a flower
- c. it had a bird on it
- d. it was dirty

5. Why did Aunt Agatha want Becky to wear a hat?

- a. it was raining
- b. it was too hot
- c. it was cold
- d. it was snowing

6. Why did Becky like the brown hat?

- a. it was ugly
- b. it was perfect
- c. it was too big
- d. it was cold



Example (6)

Read and answer the questions

Reading Comprehension: An Embarrassing Moment

Read the story carefully, then complete the tasks that follow:



It was a beautiful summer's day, so I decided to go to town to do some shopping and look for a birthday present for my best friend Natasha. I had been walking around the shops for nearly two hours when I started to feel a bit hungry. As I had finished all my shopping, I finally went into the Pound Shop and bought a big bag of crisps and a cold drink. All the benches in the town centre were occupied, so I thought I could walk to the little sitting area near our local library. I found a nice spot under a tree and sat there watching the people walk past. As I was taking out my drink and crisps, an old lady came over and sat next to me. After a few minutes, I realised that the old lady was taking some of my crisps and eating them. By this time, I was getting really annoyed because I thought she was being impolite for not asking me if she could have some. Hastily, I took a big handful and carried on eating. The old lady looked at me, grinned and took more crisps out of the bag. I then thought I had to eat more, before they finish. So, I took another big handful and then another until only a few were left at the bottom of the bag. The old lady then emptied the bag onto a tissue and gave it to me without a word. I didn't say anything either, but I was angry, really angry! Then she got up and left. As it was getting late, I picked up my shopping bag to put my empty bottle away and to my horror, I found my bag of crisps! Only then did I realise that, all this time, I was eating the old lady's bag of crisps not my own!

Answer the following in full sentences:

1. Why did the woman go to town? _____
2. What was she looking for? _____
3. How long was she in town? _____
4. What did she buy from the last shop? Why? _____
5. Where did she sit? _____
6. Who sat next to her? _____
7. What was the old woman doing? _____
8. What happened at the end of the story? _____

Example (7)

Read and answer the questions

Reading Comprehension: **What is a Barbie?**

Read the passage below and then **complete the tasks:**



Summer is all about great weather, good company and great food. There is nothing quite like enjoying a good meal with a cold drink, listening to music with friends and feeling the grass in between your toes while you soak up some sun. Bank holidays in the United Kingdom generally fall on a Monday, which means that everyone gets to enjoy a three-day relaxing weekend. In the summer, if the weather is warm and the sun is shining, friends and family gather and have what the British and Australians call a "Barbie", a short form of the word barbecue, in their backyard, park or on the beach. Children get the chance to run around and play while the adults cook the food, drink and have a good chat. There is no doubt that meat and chicken that is cooked on a grill with charcoal outside, tastes much better than meat that is cooked in a traditional cooker or oven. The aroma itself is mouth-watering and is much healthier too. On the menu you will find grilled steak, chicken legs, chops, hamburgers and bangers. A seasonal salad, potato salads, corn and coleslaw are the nations favourite side dishes that go well with a barbecue. Trifle, cheesecake and fruit salads are popular foods for summer barbecue gatherings.

Answer the following in full sentences:

1. What is a barbie? _____
2. Where do people have a barbie? _____
3. What do people cook on a barbecue? _____
4. What are the traditional side dishes? _____
5. What do people usually have for dessert? _____

Circle (True) or (False). And then correct all mistakes:

- | | | |
|--|------|-------|
| 1. Bank holidays usually fall on a Friday. | True | False |
| 2. Barbeques only happen in gardens. | True | False |
| 3. Children have a fun time. | True | False |
| 4. Barbeques are healthier than ovens. | True | False |
| 5. Chicken is only used on a barbecue. | True | False |

Example (8)

Read and answer the questions

Every afternoon, the children used to go and play in the Giant's garden. It was a large garden, here and there stood beautiful flowers and there were peach-trees the birds sat on the trees and sang so sweetly that the children listen to them. One day the Giant came back. He had been to visit his friend and had stayed with him for seven years. He saw the children playing in the garden. 'What are you doing here?' he cried, and the children ran away. The Giant built a high wall around it. Then the spring came, only in the garden of the Selfish Giant it was still winter. 'I cannot understand why the spring is so late in coming,' said the Selfish Giant. One morning the Giant heard some music. It sounded sweet to his ears, 'I believe the spring has come at last,' said the Giant. Then he saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. And the trees had covered themselves with blossoms, the birds were twittering and the flowers were looking up. 'How selfish I have been!' he said; 'now I know why the spring would not come here. I will knock down the wall, and my garden shall be the children's playground forever.' So he opened the front door and the children, when they saw that the Giant was not wicked any longer, came running, and with them came the spring. 'It is your garden now, little children,' said the Giant, and he knocked down the wall. All day long children played, and in the evening they came to the Giant to bid him good-bye.

Answer each question.

1. Where did the children play and how did the garden look like?
2. Who did come back and what did he do?
3. Why did the spring not come in the Giant's garden?
4. What did the Giant hear one morning?
5. What did he say to himself?

Example (9)

Read and answer the questions

The horseman rode slowly toward the west, stopping once or twice to examine the wide circle of the horizon with eyes that were trained to note every aspect of the wilderness. On his right the plains melted away in gentle swell after swell, until they met the horizon.

On his left was the wide bed of a river which flowed through the sand, breaking here and there into several streams, and then reuniting, only to scatter its volume a hundred yards further into three or four channels. A bird of prey flew on strong wing over the water, but there was no other sign of life.

The horseman looked most often into the south. His glances into the north were few and brief. His was an attractive face. He was young, only a boy, but the brow was broad and high, and the eyes, grave and steady. He was clad completely in buckskin. A rifle held in one hand lay across the pommel of his saddle and there were weapons in his belt. Two lights and blankets, folded closely, were tied behind him. The tanned face, strong figure showed a wonderful degree of health and strength. Several hours passed and the horseman rode on steadily though slowly. He never failed to search the plains on either side, but chiefly in the south. But the lonesome gray land, cut by the coiling yellow river, still rolled before him. It was the depth of the Texan winter, and, at times, icy gusts, born in far mountains, swept across the plains.

The rider presently turned his horse toward the river and stopped on a low bluff overlooking it, as if his eyes failed to find objects for which they sought. Again he gazed long and patiently into the south, but without reward.

He resumed his ride parallel with the river, but soon stopped a second time, and held up an open hand, like one who tests the wind. The air was growing perceptibly colder. The strong gusts were now fusing into a steady wind. The day, which had not been bright at any time, was turning darker. The sun was gone and in the far north banks of mists and vapor were gathering. A dreary moaning came over the plain.

Answer the question.

1. What is the main idea of this passage?
2. How do you know
3. Underline the five sentences that help you know the main idea
4. Write a summary. Tell what is most important?

Example (10)

Read the paragraph and express What did you understand

Ms. Gonzales teaches grade 4. After studying the items from the text "Flowers on the Roof" and comparing her country's national averages in the almanacs with the international averages, she noticed that students in her country score below the international average for most of the items associated with the reading process "Examine and Evaluate Content, Language, and Textual Elements." She talks about this with her colleagues, and they recognize their own students in these results. Students in their school often have difficulty evaluating the content of texts. Questions like "Why would the writer write it like this?" or "What can you learn from this text?" are more challenging for them, and they do not seem to be used to thinking about texts in this way. Ms. Gonzales reads the didactic suggestions that are given for the items about "evaluating" and collects some ideas to share with her colleagues. In the next teacher meeting, after reading about and discussing evidence-based didactic principles, the team decides to take more time for discussions to evaluate the text in their reading lessons [in-depth interaction]. They also intend to demonstrate, by modeling, how students can ask questions about the text to enhance text comprehension [explicit strategy instruction: asking questions]. By observing each other's reading lessons, teachers give each other feedback on how to model this reading strategy. For the students who struggle with texts due to their vocabulary, the teachers decide to select the unknown words in advance and explain them in various ways to small groups of students [monitoring and differentiating]. When they read the text with the whole class, these students have already been introduced to the unknown words in the text.



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Part Four Writing¹³

13 Collected by Dr. Mohamed Adel Salam

Introduction

Adjective Clauses

Here is a brief review of adjective clauses and relative pronouns.

An **adjective clause** is used to **describe a noun**:

The car, **which was red**, belonged to Young-Hee.

A **relative pronoun** is usually used to **introduce an adjective clause**:

Young-Hee, **who** is a Korean student, lives in Victoria.

The main relative pronouns are:

Pronoun	Use	Example
Who	used for humans in the subject position	Hans, who is an architect, lives in Berlin.
Whom	used for humans in the object position	Marike, whom Hans knows well, is an interior decorator.
Which	used for things and animals in the subject or object position	Marike has a dog which follows her everywhere.
That	used for humans, animals and things , in the subject or object position (but see below)	Marike is decorating a house that Hans designed.
Whose	used for humans, animals and things in the subject or object position to show possession	Marike, whose dog follows her everywhere, is an animal lover.

There are two main kinds of adjective clause:

1. Non-defining clauses

Non-defining clauses give **extra information** about the noun, but they are not essential:

The desk in the corner, **which is covered in books**, is mine.

Explanation: We don't need this information in order to understand the sentence. "The desk in the corner is mine" is a good sentence on its own — we still know which desk is referred to. Note that non-defining clauses are usually separated by commas, and "**that**" is not usually used in this kind of context.

2. Defining clauses

Defining clauses give **essential information** about the noun:

The package **that arrived this morning** is on the desk.

Explanation: We need this information in order to understand the sentence. Without the relative clause, we don't know which package is being referred to. Note that "**that**" is often used in defining relative clauses, and they are not separated by commas.

Adjective Order

Introduction

In English, it is common to use more than one adjective before a noun — for example, “He’s a silly young fool,” or “She’s a smart energetic woman.” When you use more than one adjective, you have to put them in the right order, according to type. This page will explain the different types of adjectives and the correct order for them.

1. The basic types of adjectives

Opinion	An opinion adjective explains what you think about something (other people may not agree with you). For example: silly, beautiful, horrible, difficult
Size	A size adjective, of course, tells you how big or small something is. For example: large, tiny, enormous, little
Age	An age adjective tells you how young or old something or someone is. For example: ancient, new, young, old
Shape	A shape adjective describes the shape of something. For example: square, round, flat, rectangular
Colour	A colour adjective, of course, describes the colour of something. For example: blue, pink, reddish, grey
Origin	An origin adjective describes where something comes from. For example: French, lunar, American, eastern, Greek
Material	A material adjective describes what something is made from. For example: wooden, metal, cotton, paper
Purpose	A purpose adjective describes what something is used for. These adjectives often end with “-ing”.

For example: sleeping (as in “sleeping bag”), roasting (as in “roasting tin”)

2. Some examples of adjective order

Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose
a silly		young			English		man
a	huge		round			metal	bowl
a	small			red			sleeping bag

Using Commas

Introduction

The comma is one of the most important punctuation marks in English, but it is often used incorrectly.

This page will introduce two of the most common uses of the comma: the *listing* use, and the *conjoining* use.

1. The listing use

When you write a sentence containing a list of items, you need to use a comma to separate the items.

For example:

He brought coffee, sandwiches, cheese and soda.

This sentence contains a list of four items. There are commas after *coffee* and *sandwiches*, to separate the items. After *cheese*, the word *and* is used instead; however, you can also include a comma BEFORE *and* if you like:

He brought coffee, sandwiches, cheese, and soda.

This comma is optional. However, you MUST include the word *and*.

The items in our example are all nouns, but almost anything can form a list in this way. Here are some more examples:

Type of list item	Example
Noun	He brought coffee, sandwiches, cheese and soda.
Verb	She caught, cleaned, cooked and served the fish.
Adjective	The weather today is cool, dry and windy.
Verb phrase	I closed the door, started the car, pulled out of the driveway, and switched on the radio.
Clause	Mayuki made the sushi, Yung-Hee cooked the meat, and Izabella chopped the vegetables.

2. The conjoining use

When you join two clauses together with a coordinating conjunction (such as *and*, *but*, *so*, and *or*), a comma is usually placed before the conjunction:

It was raining, so I took my umbrella.

Here are examples using the most important coordinating conjunctions. You can get more information about coordinating conjunctions on the [Basic Coordinating Conjunctions](#) page.

Conjunction	Example
and	He lives in Victoria, and he studies at UVic.
but	John is Canadian, but Sally is English.
or	I could cook some supper, or we could order a pizza.
so	She was sick, so she went to the doctor.

3. Reversing the order of clauses

With conjunctions (such as *because*, *as*, *since*, *while*, and *though*) the dependent clause (the part beginning with the conjunction) can also come at the beginning of the sentence. In this case (and ONLY in this case), a comma can be used to join the two clauses together. Here are some examples:

Conjunction	Normal order	Reversed order
because	He doesn't need a car because he lives downtown.	Because he lives downtown, he doesn't need a car.
since	She went to the art gallery since the museum was closed.	Since the museum was closed, she went to the art gallery.
while	Gerry is married while Cam is single.	While Cam is single, Gerry is married.

Using Colons and Semi-Colons

Introduction

The most common punctuation marks in English are probably the period and the comma. However, good writing in English will usually make use of the colon and the semi-colon. Although these look similar and have similar names, their functions are completely different. This page will explain the functions of the colon and the semi-colon.

1. The colon

A colon consists of two dots, one above the other:

:

The colon is often used to introduce a list of items. For example:

You will need to bring three things to the party: some food, something to drink, and a small gift for the hostess.

This sentence contains a list of three items. The first part of the sentence tells you that there will be three things; then the colon tells you "here are the three things". You can also use a colon to introduce an **explanation** or a **definition** of something. For instance:

I'll tell you what I'm going to do: I'm going to quit!

"Elephant (noun): a large grey mammal found in Africa and India."

2. The semi-colon

A semi-colon consists of a comma with a dot above it:

;

The semi-colon is often used to join together two independent clauses — in other words, it joins two clauses that could be sentences. For example:

Mary drives a Mercedes; Joanne drives a Chevrolet.

These two clauses could be separate sentences: "Mary drives a Mercedes. Joanne drives a Chevrolet." However, when we use a semi-colon, we are usually suggesting that there is a relationship between the sentences, but we are not making that relationship clear. Usually, you can tell from the context what the relationship is. In the example above, the relationship is probably CONTRAST; we could also use "but" to make this clear: "Mary drives a Mercedes, but Joanne drives a Chevrolet." When we use a semi-colon, it is often because we want to make the reader think about the relationship for herself. This is useful in many situations, such as when writing cautiously, ironically, or humorously.

One more very common use of the semi-colon is to join two clauses using a transition such as **however**, **therefore**, or **on the other hand**. Here are some examples:

Transition	Example
in addition	She works all day in a store; in addition, she takes classes in the evenings.
however	John is Canadian; however, he lives in the United States.
otherwise	You should get your brakes fixed; otherwise, you might have an accident.
therefore	Hundreds of people cross the border from the US to Canada every day; therefore, it is not possible to search all of them carefully.

Essays examples

1

A personal statement

Writing Skills: Structure British Cultural Skills: University applications



Situation

You are applying to study at a British university and need to write a personal statement.



Applying to a British university tip

UCAS is the British admission service for students applying to universities. On their website you can look for courses and ask for advice.

For more information: <http://www.ucas.com/>



Extra practice

Watch this UCAS video on YouTube for tips on writing a good personal statement.

<http://tiny.cc/d0cudx>

or

<http://tiny.cc/o5cudx>



Writing tip

Before writing your personal statement. Search for 'writing a personal statement' on **Google** or **YouTube**, there is some good advice online!



Preparation task

Read these sentences about **Personal Statements**. Are they True or False?

1. All personal statements are generally the same.	True	False
2. It is okay to copy from other personal statements.	True	False
3. You must explain WHY you are applying for your chosen course.	True	False
4. You should explain your PASSION and COMMITMENT for your subject.	True	False
5. You should LINK YOUR EXPERIENCE to your chosen course.	True	False



Question 1

Read the example personal statement for someone applying to do a course in teaching.

Reflecting on my educational experiences, I appreciate the immeasurable impact that teachers make on the lives of young people. I also realise that the skills and knowledge acquired in the classroom, will be used by young people throughout life. Therefore, as a teacher, I hope to be a role model that cultivates in young people, open minds, the knowledge and ability to look at the world critically, and the belief in one's capacity to make positive contributions to society. With this goal in mind, I am applying for admission into the PGCE teaching course in Citizenship.

I believe that the knowledge I acquired whilst working towards an MSc in Development Studies significantly overlaps with the National Curriculum for Citizenship. The course dealt extensively with democratic participation and institutions and examined how various forms of citizen action gave rise to new social, political and economic rights. Informed civic engagement and the arts are major areas of interest to me and as a result, I chose to explore them further in my MSc dissertation. I believe that my current understanding and interest of the issues covered by the curriculum form a solid foundation for which I can build the skills and knowledge specific to teaching Citizenship.

Over the past two years, I have worked with young people as a teacher and youth worker. In rural community schools in Brazil, I planned, prepared and delivered educational activities that engaged students in debate and general awareness raising about the broader global environment. For example, whilst at the Instituto Cultural Brasil Estados Unidos, I ran a series of debate workshops on controversial topics such as animal rights and poverty for students aged 12 to 22. At present, I am working with schools and community groups as an Education and Youth Worker at The Vauxhall City Farm delivering activities on the environment and sustainability. I enjoy working with and learning from young people, and I am committed to making meaningful contributions to their growth. To gain further insight into the specifics of teaching in the UK at a secondary level, I plan to observe several Citizenship lessons in a Lambeth county school at the end of March.

My experience working in varied environments has enabled me to develop a range of practical skills. I am able to manage challenging behavior effectively, conduct activities safely and communicate with people from diverse backgrounds. Furthermore, I am very creative and enjoy sourcing materials that make learning interesting. Most importantly, my ability to work well with others, motivate and inspire is a very significant contribution that I am confident I can bring to the course and into the classroom.

Word count: 439

Source: Institute of Education, University of London

<http://tiny.cc/27cudx>

I believe that my current understanding and interest of the issues covered by the curriculum form a solid foundation for which I can build the skills and knowledge specific to teaching Citizenship.

.....

Over the past two years, I have worked with young people as a teacher and youth worker.

.....

At present, I am working with schools and community groups as an Education and Youth Worker at The Vauxhall City Farm delivering activities on the environment and sustainability.

.....

Furthermore, I am very creative and enjoy sourcing materials that make learning interesting.

Writing tip

Before writing your personal statement. **Plan, plan, plan, and plan** some more! Make a **mind map** to help you collect ideas.

Read more here: <http://tiny.cc/iddudx>



Question 5

Complete the mind map below with some information about YOU for each paragraph.



2

Making a request

Writing Skills: Features of a formal letter



Situation

You are writing a formal letter to request more information.



Writing tip

When you don't know the name of the person you are writing to.

Dear Charlie,	Best wishes, / Best regards,
---------------	------------------------------

Dear Dr. Watson,	Best wishes, / Best regards, / Yours sincerely,
------------------	---

Dear Mrs. Brown,	Best regards, / Yours sincerely,
------------------	----------------------------------

When you don't know the name of the person you are writing to.

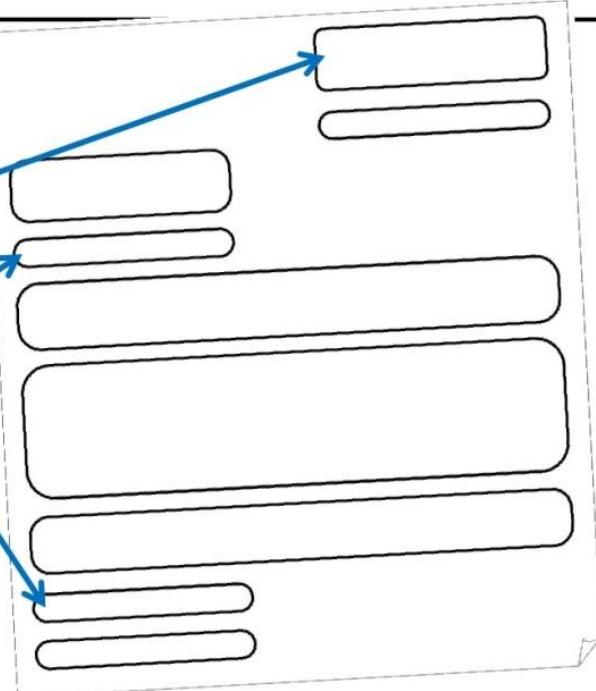
Dear Sir, / Dear Sir or Madam,	Yours faithfully,
--------------------------------	-------------------



Preparation task

Draw a line and match.

Writer's name
Writer's address
Receiver's address
Opening
Closing
Today's date
The reason for writing
The body (main message)
The concluding paragraph





Question 2

Read the second paragraph. What are the **3 phrases** used to request information?

Would you kindly

Would you also

I would also



Question 3

Copy these useful sentences into the appropriate box below.

Would you kindly send me details of ...

I'm writing to enquire about your ...

I look forward to your reply.

I look forward to hearing from you soon.

Would you also be able to furnish me with information regarding ...

I would also appreciate it if you could provide me with ...

I am contacting you today to request information on ...

I'm writing to ask you to send me more information regarding ...

Phrases to explain the reason for writing	Phrases to conclude the letter
I'm writing to enquire about your ...	
Phrases to ask for or request information	

 Phrases to ask for or request information |

3

Writing an essay

Writing Skills: Paragraphing British Culture: Scottish independence



Situation

You are writing a **for and against essay** with YOUR opinion stated in the conclusion

The United Kingdom is made up of 4 countries



**UK
Fact File**

Scotland	England
5,000,000 people	53,000,000 people
Capital: Edinburgh	Capital: London
Climate: cold and harsh	Climate: seasonal
Politics: Labour party	Politics: Conservative party

Did you know... the Scottish *love it* when the English football team loses a game! You could say we have a friendly rivalry!



UK culture

In September 2014, Scottish people **will vote in a referendum** on whether to seek independence from the United Kingdom or not.



Preparation Task

Annie is writing a **For and Against Essay** on Scottish independence. Look at her plan.



Planning tip

Note how in Annie's plan she has **2 topic sentences** for each argument and **2 examples or supporting evidence** for each topic sentence.

For and Against Essay Plan

Introduction

September 2014 referendum on independence.

305 year union between Scotland and England

Arguments FOR Scottish independence

Scottish laws are made in Westminster (which is in England)!

- + These laws are mostly made for English people.
- + Example: The winter allowance for Scotland is same as England even though Scotland is much colder. Not fair!

Scotland has a different political system than England.

- + The 'Additional Member System' in Scotland is more democratic.
- + England has a 'Conservative Government', but Scotland only has 2 Conservative MPs. Not fair!

Arguments AGAINST Scottish independence

Independence will create economic problems for Scotland.

- + Scotland needs financial support from Westminster.
- + Government spending on people is very high in Scotland.

There is strength in unity (strength in numbers)

- + Leaving the UK will make Scotland less powerful and influential.
- + Strong cultural, industrial links between Scotland and England.

Conclusion

Advantages for independence are based on national pride.

Better to stay as part of the United Kingdom.

Should Scotland be independent?

One of the most debated issues in the United Kingdom at the moment is that of Scottish independence. In September 2014, Scots will vote in a referendum on whether their nation should end a 305-year-old political union with England and become their own sovereign state. This essay will examine both the advantages and disadvantages of Scottish independence.

Those in favour of Scottish independence maintain that Scotland should be allowed to control its own destiny. Currently, laws which are enforced in Scotland are decided upon and passed in Westminster, where the vast majority of Members of Parliament (MPs) are English. These laws are often intended primarily for England without any consideration for Scotland and the Scottish. For example, the winter allowance for pensioners in Scotland is the same as it is in England, despite the much colder climate in Scotland.

An additional point in favour of independence has to do with democracy. Scotland has a different, and arguably more democratic, political system than in England. The 'Additional Member System' used in elections is more representative of the population's wishes and thus more democratic. Moreover, at the moment the UK is governed by a Conservative government sitting in Westminster, yet there are only two Conservative MPs in the whole of Scotland.

On the other hand, many refute these arguments, claiming that there would be serious disadvantages to Scotland seceding. One of the strongest reasons is economic. Many claim that Scotland would not survive without financial assistance from Westminster. Particularly as government spending per person is significantly higher in Scotland, which would place additional strain on a country trying to establish itself.

Another voice often cited by those opposed to independence is about strength in unity. In its unity with the UK, Scotland is part of a powerful and wealthy state. Becoming independent could significantly decrease Scotland's global presence and influence. In addition to this, there are strong cultural, political and industrial ties between Scotland and England.

In conclusion, it is clear that independence is a very emotive issue with strong arguments on both sides. Having examined some of the advantages and disadvantages it seems that most of those advantages are more related to national pride than to any practical considerations, and it would be better for the United Kingdom to remain united.

4

Writing a procedure

Writing Skills: Instructing British Culture: Scottish national dish



Situation

You are writing a 'how to' guide to help your classmates do something better.



Preparation Task

Circle the things you know 'how to' do. And suggest some other things too.

How to keep fit

How to travel on a low budget

How to give up smoking

How to cook the perfect koshari dish

How to learn to play a musical instrument

How to get rich quick

How to make lots of friends

How to prepare for IELTS

UK culture



Every nation has a national dish (a type of food that is unique and widely eaten). The national dish in Scotland is haggis. This is a mixture of minced heart, lungs and liver from a sheep or cow mixed with onions and oatmeal.

For more information look here <http://www.bbc.co.uk/food/haggis>



Question 1

Read the 'how to' guide to making the perfect haggis. And answer the questions below.

'How to' make the perfect haggis

Ingredients: A sheep's 'pluck' (heart, liver and lungs), 500 grams of oatmeal, onion, suet (fat), herbs (rosemary, sage and thyme), salt and pepper, Ox bung (the large intestine of a cow, washed and salted), to be used as the casing.

Begin by washing the heart, liver and lungs and then simmer them gently in unsalted water until it is tender – usually after about an hour and a half. Let it cool overnight in its own cooking liquid. **Then the following day, chop** the heart and lungs finely.



Toasting the oatmeal for a few minutes in a medium oven while chopping the onions. **It's also important to** season the meat with salt, white pepper, sage, thyme and rosemary. **Be careful not to** over-season it though. Add the onions, the oatmeal and the suet. Mix everything together well. **Always remember** the mixture should be moist and not stuck together.

When you have finished mixing, spoon the stuffing into the haggis casing (the bung) until it is half full. **Remember to** push out any excess air, tie the opening with string to seal it closed. Don't worry if it doesn't look like nice. The stuffing will expand during cooking as the oatmeal absorbs the fat and meat juices.

Finally lower the haggis gently into simmering water. **Avoid** breaking the casing by using a skewer to pierce a hole and release any trapped air. When the stuffing fills the casing, lift the haggis out onto a plate and wait for it dry. **Resist the temptation to** eat it straight away as it will probably be too hot!

Serve with turnips and potatoes and enjoy!

Question	Answer
What three parts of the body are used to make haggis?	
This is a difficult text to understand, because of all the specific cooking vocabulary.	
How much did you understand (in percentage)?	
Would you like to try haggis?	



Question 2

Underline the infinitive verbs to describe cooking actions. Paragraph 1 has been done.



Question 3

Plan your 'how to' guide. What are you going to write about? Take **notes** below.

Your Plan

How to

Step 1 (paragraph 1)

Step 2 (paragraph 2)

Step 3 (paragraph 3)

Step 4 (paragraph 4)

Planning tip

Remember to link your ideas with the phrases below.

Things you should do

begin by ...ing ...
always remember ...
remember to ...
it's also important to ...

Things you shouldn't do

avoid ...ing ...
resist the temptation to ...
be careful not to ...

Other phrases

then the following day ...
when you have finished... ing
finally ...

Organization of essays

Organisation of essays

Using the following template, you can identify the different sections of any essay.

- Title
- Introduction (background)
- Introduction (thesis statement)
- Paragraph 1 (paragraph leader)
- Paragraph 1 (paragraph body)
- Paragraph 2 (paragraph leader)
- Paragraph 2 (paragraph body)
- Conclusion (summary)
 - Conclusion (future suggestion: a prediction, recommendation or solution)

The following essay is about : the reasons why people choose to live in Reading

Reading is a large town in south-east England with a population of 147,300. It is about halfway between London and Oxford. Some people were born in Reading, and they stay because of their family and friends. Other people, however, have relocated for personal reasons; perhaps they want to take up a new job opportunity or be near their social circle. This essay will discuss two common reasons why some people choose to live in Reading: to improve the quality of their family life and to study.

Reading offers the opportunity for a good work-life balance. It is only 25 minutes from London by train, but the environment is clean, houses are cheaper and there are many leisure opportunities for families. There are parks and pools in the town and the countryside is only a short car drive away. Shopping is also a growing attraction. The number of retail outlets has increased by one third since the opening of the 'Oracle', a new shopping complex, in 1999. The town also has a library, many places of worship, a theatre, a concert hall, an art gallery, a museum, two cinemas, a football stadium, and many restaurants. These facilities mean that local people of all ages have places to go.

Many people also come to Reading to study at a language school or at the university. They may choose Reading because the university has an excellent reputation, a beautiful campus and offers a high level of support to its students. Alternatively, the reasons may be more practical. Transport is efficient; there is easy access to London and Heathrow Airport. Accommodation is fairly easy to find and cheaper than London. Job opportunities are also good. Many students take up part-time work, even if English is not their first language.

In conclusion, people live in Reading for their own individual reasons. For some people, Reading represents a lifestyle choice, and for others it offers opportunities to study. With its good employment prospects, ideal location, wide range of leisure facilities, interesting educational opportunities and excellent transport links, it will no doubt continue to be a popular place to live in the future.

Analysing the organisation of the essay

In the previous step, you were asked to identify the different sections of the example essay using the template. Below you can see the text of the essay split into these sections. Did you manage to get it right?

Read through the text below to ensure that you understand what the different parts of an essay do. You can then reuse these building blocks when writing your own essay.

Note: Basic academic essays do not use the headings below (e.g. Introduction, Thesis Statement, Paragraph 1 etc). We have used these headings here, just to show you how this example essay is organised.

Introduction

Background

Reading is a large town in south-east England with a population of 147,300. It is about halfway between London and Oxford. Some people were born in Reading, and they stay because of their family and friends. Other people, however, have relocated for personal reasons; perhaps they want to take up a new job opportunity or be near their social circle.

Thesis statement

This essay will discuss two common reasons why some people choose to live in Reading: to improve the quality of their family life and to study.

Paragraph 1

Paragraph leader

Reading offers the opportunity for a good work-life balance.

Paragraph body

It is only 25 minutes from London by train, but the environment is clean, houses are cheaper and there are many leisure opportunities for families. There are parks and pools in the town and the countryside is only a short car drive away. Shopping is also a growing attraction. The number of retail outlets has increased by one third since the opening of the ‘Oracle’, a new shopping complex, in 1999. The town also has a library, many places of worship, a theatre, a concert hall, an art gallery, a museum, two

cinemas, a football stadium, and many restaurants. These facilities mean that local people of all ages have places to go.

Paragraph 2

Paragraph leader

Many people also come to Reading to study at a language school or at the university.

Paragraph body

They may choose Reading because the university has an excellent reputation, a beautiful campus and offers a high level of support to its students. Alternatively, the reasons may be more practical. Transport is efficient; there is easy access to London and Heathrow Airport. Accommodation is fairly easy to find and cheaper than London. Job opportunities are also good. Many students take up part-time work, even if English is not their first language.

Conclusion

Summary

In conclusion, people live in Reading for their own individual reasons. For some people, Reading represents a lifestyle choice, and for others it offers opportunities to study.

Future suggestion

With its good employment prospects, ideal location, wide range of leisure facilities, interesting educational opportunities and excellent transport links, it will no doubt continue to be a popular place to live in the future.