

RESOURCE BOOKLET
FOR TEACHERS OF
ENGLISH AS A FOREIGN LANGUAGE
IN CENTRAL ASIA

BY

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PREFACE



My name is Ercilia Delancer and I have been teaching English as a Second Language (ESL), English as a Foreign Language (EFL), and English for Academic Purposes (EAP) since 1999. I have a bachelors degree in sociology from the University of Washington and a masters in TESOL (Teacher of English for Speakers of Other Languages) from Florida International University. I have taught students at the elementary, secondary and college level.

I served as a Peace Corps volunteer in Nepal (2000-2002) at a secondary school in the village of Gaindakot, near the Indian border, where I taught English and literature to students ranging from the 8th to the 12th grade.

I have been an English Language Fellow since 2011 first serving in Tajikistan (2011-2012) and currently in Kyrgyzstan (2012-2013) where I have done a mixture of teaching English to future teachers of English and teacher training as well.

Any questions, comments or suggestions can be sent to me at:

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In Memoriam

Sue Gershenson (1945-2011)
Peace Corp Volunteer Nepal 191 (2000-2002)

This booklet originated in the Terai region of Nepal where I served as a Peace Corps volunteer teaching English and American and British literature to high school students. It was born out of a concern for the paucity of teaching resources available to the typical village school teacher who only had access to the government-issued textbook, chalk, and board.

No credit is been given to any particular source for materials here, except where noted, as I came across them while attending multiple workshops and seminars sponsored by the Peace Corps, the British Council and other NGOs in the area. In addition, many of the worksheets are freely available online these days.

Sue Gershenson, my fellow Peace Corps Volunteer in Nepal, played a pivotal role in getting the original booklet published in 2002. Although she was a lawyer by profession, she offered invaluable advice in the formatting of the materials to make it more accessible to the teachers. She lost her battle against cancer in 2011, and I miss her terribly.

This revised booklet is being made available free of charge for anyone interested in picking up some new ideas, games or warm-ups as well as refreshing their knowledge of certain grammar structures, idiomatic expressions or difficult words.

I would like to thank Willoughby Ann Walshe, Peace Corps volunteer in Kyrgyzstan (K-20), for her assistance in revising the materials and collating them into a more logical ordering.

Ercilia Delancer, Teacher Trainer
English Language Fellow (2011 and 2012)
Peace Corps Volunteer, Nepal (2000-2002)
Bishkek, Kyrgyzstan June 2013

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SO YOU THINK IT'S EASY TO LEARN ENGLISH???

Here are twenty-three reasons why the English language is hard to learn: (Read each sentence aloud; you may need to practice)

- 1- We must polish the Polish furniture
- 2- He could lead if he could get the lead out
- 3- The farm was used to produce produce.
- 4- The dump was so full that it had to refuse more refuse.
- 5- The soldier decided to desert in the desert.
- 6- A bass was painted on the head of the bass drum.
- 7- When shot at, the dove dove into the bushes.
- 8- I did not object to the object.
- 9- The insurance was invalid for the invalid.
- 10- The bandage was wound around the wound.
- 11- There was a row among the oarsmen about how to row.
- 12- They were too close to the door to close it.
- 13- The buck does funny things when the does are present.
- 14- They sent a sewer down to stitch the tear in the sewer line.
- 15- The wind was too strong to wind the sail.
- 16- After a number of injections my jaw got number.
- 17- Upon seeing the tear in my clothes, I shed a tear.
- 18- I had to subject the subject to a series of tests.
- 19- How can I intimate this to my most intimate of friend?
- 20- To help with planting, the farmer taught his sow how to sow.
- 21- Since there is no time like the present, he thought it was time to present the present.
- 22- How can I live under live wire?
- 23- The accountant records the records at the record store.

BELIEFS ABOUT LANGUAGE LEARNING INVENTORY

Below are beliefs that some people have about learning foreign languages. Read each statement and then decide if you:

(1) Strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, (5) strongly disagree. There are no right or wrong answers. We are simply interested in your opinion.

1- It is easier for children than adults to learn a foreign language.

2- English is:

- a) A very difficult language
- b) A difficult language
- c) A language of medium difficulty
- d) An easy language
- e) A very easy language

3- I believe that I will learn to speak English very well.

4- It is important to speak English with an excellent pronunciation

5- People who are good at mathematics or sciences are not good at learning a foreign language.

6- If someone spent one hour a day learning a language, how long would it take them to speak the language very well?

- a) Less than one year
- b) 1-2 years
- c) 3-5 years
- d) 5-10 years
- e) You can't learn a language in 1 hour a day.

7- Women are better than men at learning a foreign language.

8- If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.

9- Learning a foreign language is different from learning other academic subjects.

10- I want to learn to speak English well.

11- Everyone can learn to speak a foreign language.

STUDENTS SAY A GREAT TEACHER.....

is kind.
is generous.
listens to you.
has faith in you.
encourages you.
keeps confidence.
likes teaching students.
admits to being wrong.
likes teaching the subject.
takes time to explain things.
helps you when you're stuck.
tells you how you're doing.
allows you to have your say.
Accepts not knowing everything.
doesn't give up on you.
cares about your opinion.
makes you feel clever.
treats students equally.
stands up for you.
makes allowances.
tells the truth.
is forgiving.

CLASSROOM RULES

In order to set up learning activities efficiently, lessons need to get off to a prompt start, students must be kept involved in the learning activities and transitions between activities must be handled smoothly. To accomplish these goals, the classroom atmosphere must be one where mutual respect and cooperation exist between the teacher and the students.

Setting a set of expectations right from the start of the school year is the best way to create such an atmosphere. The following are a few suggestions, to be modified according to your particular setting that can help in creating a learning environment where disciplinary problems are kept to a minimum.

- 1- Teacher and students should be on time.
- 2- Students must come to class prepared (textbooks, notebooks, pens).
- 3- There should be no talking while the teacher is talking.
- 4- There must be no disruptive noises.
- 5- There should be specific, clear rules for entering, leaving and moving in the classroom.
- 6- There should be no interference with the work of others.
- 7- Class work must be completed in a specified way.
- 8- Students must raise their hands to answer questions, and not shout the answer.
- 9- Respect must be shown for property and equipment.
- 10- Students must not challenge the authority of the teacher.
- 11- Students must ask question when they don't understand something.
- 12- Students must take turns when speaking.
- 13- Students must turn in homework on time.

Adapted from: Essential Teaching Skills
Chris Kyriacou
Stanley Thornes, Publisher

99 WAYS TO SAY “VERY GOOD”

| | | |
|---|------------------------------------|--------------------------------------|
| You're on the right track now! | You did it this time! | Now you've the hang of it. |
| You've got it made. SUPER! | That's the best ever. | You're doing fine! |
| That's right! | You've just mastered it. | Good thinking. |
| That's good. | PERFECT! | You're learning a lot. |
| You're really working hard today. | That's better than ever. | Good going. |
| You're very good at that. | Much better. | AWESOME! |
| That's coming along nicely. | WONDERFUL! | Nice going. |
| GOOD WORK! | You must have been practicing. | You haven't missed a thing! |
| I'm happy to see you working like that. | You did that very well. | WOW! |
| That's much, much better! | FINE! | That's the way. |
| Exactly right. | Nice going. | Keep up the good work. |
| I'm proud of the way you worked today. | You're really going to town. | TERRIFIC! |
| You're doing that much better today. | OUTSTANDING! | Nothing can stop you now. |
| You've just about got it. | FANTASTIC! | That's the way to do it. |
| That's the best you've ever done. | TREMENDOUS! | SENSATIONAL! |
| You're doing a good job. | That's how to handle that. | You've got your brain in gear today. |
| THAT'S IT! | Now that's what I call a fine job. | That's better. |
| Now you've figured it out. | That's great | That was first class work. |
| That's quite an improvement. | Right on! | EXCELLENT! |
| GREAT! | You're really improving | I've never seen anyone do it better. |
| I knew you could do it. | You're doing beautifully. | Keep on trying. |
| Congratulations! | SUPERB! | You outdid yourself today! |
| Not bad. | Good remembering. | Good for you! |
| Keep working on it. You're | You've got down pat. | That's a good (girl/boy). |

| | | |
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| improving. | | |
| Now you have it! | You certainly did well today. | I think you got it now. |
| You are learning fast. | Keep it up! | Good job, (person's name). |
| Good for you! | Congratulations. You got it right. | You figured that out fast. |
| Couldn't have done it better myself. | You did a lot of work today. | You remembered! |
| Aren't you proud of yourself? | That's it. | That's really nice. |
| One more time and you'll have it. | I'm very proud of you. | That kind of work makes me happy. |
| You really make my job fun. | MARVELOUS! | It's such a pleasure to teach when you work like that! |
| That's the right way to do it. | I like that. | I think you're doing the right thing. |
| You're getting better every day. | Way to go! | Well, look at you go. |

Adapted from: www.careerlab.com

Causes of Students' Misbehavior

BOREDOM.

If the activities are presented in a manner that fails to elicit and sustain their interest, or if the activity lasts for too long and fails to be stimulating, or if the activity is too easy or is felt to lack relevance, then students are likely to become bored.

PROLONGUED MENTAL EFFORT.

Most academic work requires sustained mental effort, and this is demanding. Everyone finds that sustaining mental effort for long periods is difficult and, at times, unpleasant.

INABILITY TO DO THE WORK.

Students may be unable to do the work assigned to them, either because it is too difficult or because they are unclear about the task demands.

BEING SOCIABLE.

Students have a complex social life in schools, in which friendships are made, conflicts arise and interests are shared. Aspects of these social relationships between students will often spill over into the lesson (e. g. students may resume a conversation started during the break period).

LOW ACADEMIC SELF-ESTEEM.

Some students will lack confidence in themselves as learners and may experience frequent failure in the past that makes them reluctant to engage in academic tasks for fear of further failure (failure because you did not try is much less painful than failing if you did). Such students can become quite alienated from the academic expectations that form part of a positive classroom climate.

EMOTIONAL DIFFICULTIES.

Some students may have emotional problems that make it difficult for them to adjust to and cope with the demands of school life and the academic demands of the classroom. It may be because they are being bullied in school, or because they are neglected at home. In many cases, such students may become attention seekers, and actually enjoy the attention they provoke from you or their fellow students for misbehaving.

POOR ATTITUDE.

Some students may simply not value doing well in school and, to the extent that the problems arise such as finding work boring or difficult, will switch off their effort. Moreover, some may try to avoid doing the work by arriving late to lessons, or keeping

a low profile while doing little. When challenged, they may be apologetic or hostile, but still do little. Some students may deliberately make a nuisance of themselves simply to cause excitement.

LACK OF NEGATIVE CONSEQUENCES.

Whenever a student misbehaves, your actions that follow in consequences must be aimed at getting the student involved in the work again as quickly as possible. Furthermore, your behavior should serve to dissuade students from misbehaving in this way again under similar circumstances. If the student misbehavior is not picked up quickly and discouraged by the consequences that follow, it is likely to become more frequent.

Adapted from: Essential Teaching Skills.

Chris Kyriaco

Stanley Thormes, Publisher

ENCOURAGING ENGLISH IN CLASS

When teaching English as a foreign language, it is common for students to speak their native language in class. Here are some ideas for getting your students to speak less in their native language and more in English in your classes.

- Assign a self-evaluation form in which students rate their English and native language usage during the class to make them aware of it.
- Remind students of their purpose for being in the class. It is an opportunity to really focus on their English as it might be difficult for them to do that outside of class.
- Tell the students that the doorway has magical powers-They can speak their native language “out there”, but only English is allowed inside the classroom.
- Publicly praise student groups when you notice them speaking completely in English.
- Make or buy a ridiculous hat. Call it the “hat of shame”. If a student speaks his/her native language, he/she has to wear the hat for the rest of the class period. He/she can only get rid of the hat if another student speaks the native language and then THAT person has to wear the hat of shame.
- Give students a raffle ticket when they enter the class. If they speak their native language, another student can steal their ticket or the teacher can take it away. If a student keeps his/her ticket for the entire class, the student can compete for a prize that can be awarded at the end of the semester. This is a great way to get the students to police themselves instead of having the teacher police the entire class.

WORDS THAT ENCOURAGE

- ✓ Everybody makes mistakes.
- ✓ You are the kind who can do it.
- ✓ Failure is no crime.
- ✓ You are improving.
- ✓ Mistakes do happen.
- ✓ I like the way you are listening.
- ✓ You try it. You can do it.
- ✓ That is very nice work.
- ✓ Thanks so very much.
- ✓ That is really great.
- ✓ I appreciate your considerate behavior.
- ✓ Keep up your good work.
- ✓ It's so nice to know someone like you.
- ✓ What a neat idea.
- ✓ Your work is really improving.
- ✓ I feel so good inside when you work so nicely together.
- ✓ Bravo! You got _____.
- ✓ I'm very proud to be your teacher.
- ✓ Your help is really appreciated.
- ✓ (name of student) _____ is really getting down to work.
- ✓ Let's show the entire class your story.
- ✓ Please, read your ideas to everyone.
- ✓ You make that look really easy.
- ✓ When you do nice things for each other, I get a very good feeling inside.
- ✓ It's marvelous to see everyone so alert.
- ✓ That was a very kind deed, work, etc.
- ✓ I could listen to you read, sign, draw, etc. all day.
- ✓ I know, it's very hard.
- ✓ I understand how you must feel.
- ✓ I'm glad you're interested in _____ (subject _____).
- ✓ Your handwriting is very neat.
- ✓ Good work.
- ✓ Nice going.
- ✓ Hard work does get results.
- ✓ That's great.
- ✓ Right on.
- ✓ Your kindness is so refreshing.
- ✓ What a nice smile you have.
- ✓ I'm glad that you decided to try.

STUDENT'S SURVEY

How I feel about learning English:

| | Yes | Maybe | No |
|--|-----|-------|----|
| I want to learn English. | | | |
| I enjoyed my classes last year. | | | |
| I'm a good student of English. | | | |
| Sometimes I use English outside the classroom. | | | |
| I think English is easy. | | | |
| I like trying to speak English. | | | |
| I liked my English teacher last year. | | | |
| I think English is useful. | | | |
| I expect to do well in my class this year. | | | |
| I think learning English can be fun. | | | |

Choose "Yes" or "No" for each sentence.

How I like to learn English:

| | Yes | No |
|---|-----|----|
| In groups | | |
| Seeing new words | | |
| Listening to CDs | | |
| Reading books | | |
| Doing and making things | | |
| Hearing words | | |
| Acting (role plays/drama) | | |
| Doing exercises | | |
| Practicing pronunciation alone | | |
| Doing projects | | |
| Writing | | |
| Speaking in pairs or groups | | |
| Listening to the teacher | | |
| Taking tests | | |
| Watching videos and answering questions | | |

SING ME A SONG

Including songs in your teaching repertoire can be a great technique to teach pronunciation and intonation in a fun way while at the same time improving listening skills. While adult learners might be a bit shy about singing along, children are more than enthusiastic to join in.

Choosing the appropriate song to present in the classroom can be quite challenging as we need to make sure that the song is neither too fast nor too slow, that the singer's diction is clear and that the lyrics are engaging.

Use the songs as points of departure for teaching specific language structure, additional vocabulary and cultural information.

Here are a few suggestions on how to present your choice of song:

- a) Have the students listen to the song once, from beginning to end.
- b) Present the lyrics on newsprint.
- c) Speak, don't sing, the lyrics.
- d) Clarify vocabulary and check for comprehension.
- e) Present the chorus.
- f) Present the first verse.
- g) Summarize, following the sequence: chorus, first verse, and chorus.
- h) Teach the rhythm.
- i) Present the chorus and first verse separately.
- j) Then, in combination while tapping or clapping out the rhythm.
- k) Teach the melody.
- l) Students listen to the song once more, from beginning to end.
- m) Present the melody phrase-by-phrase or line-by-line. Use hand gestures to indicate relative pitches of the notes.
- n) Sing the song.

Variations:

- 1- Pull out song phrases and construct structural exercises.
- 2- Ask for interpretation of the lyrics: What do they tell us about us about the culture? What is the message? Sung to whom?
- 3- Further clarify vocabulary items. Ask for synonyms and antonyms.
- 4- Start a class songbook.
- 5- Use visual aids to illustrate main points of the song.
- 6- Simplify the lyrics.
- 7- Change the subject or theme.
- 8- If a song is extremely long, consider presenting just a few verses at a time so as not to overload the students.
- 9- Delete key words from the lyrics and have students fill in the gap while listening to the song a few times.
- 10- Students listen to the song a couple of times and write down any words they recognize. Their list is then compared to the actual lyrics.

*Keep in mind that the lyrics for some songs are difficult to make out, even for a native speaker.

Adapted from: Teaching Teachers: A Supervisor's Handbook. 1985

THE ALPHABET SONG

A You're adorable

B You're beautiful

C You're a cutie full of charm

D You're a darling

E You're exciting and

F You're a feather in my arms

G You're so good for me

H You're heavenly

I You're the one I idolize

J We are like Jack and Jill

K You're so kissable

L You're the love light of my eyes

MNOP I could go on all day

QRST Alphabetically speaking you're OK

U You make my life complete

V Means you're very sweet

WXYZ It's fun to wander through the alphabet

with you to tell you what you mean to me!

ICEBREAKERS, WARM-UPS, ENERGIZERS AND OTHER GAMES

The only reason to learn another language is to be able to communicate ideas in the target language. No amount of listening, reading and writing can substitute for the immense benefit the students derive from the actual manipulation of the language that takes place when the learning is made interactive through a variety of games and activities. While lectures, drills, listening to CDs and even watching videos have a place in the scheme of learning a language, presenting the student with a situation in which to use what has just been learned, is still the best way to reinforce newly acquired knowledge.

Given the fact that every school is different in terms of physical setup and resources and that we teach to multilevel classes composed of students with varying degrees of fluency, no effort has been made to group or classify these activities. It is up to each teacher to decide when and how to use the activity but suggestions are provided for reinforcing particular grammatical or functional concepts. In the end, the main idea is to provide the students with a chance to use the language while having some fun.

Numerous sources have been used in compiling this section and since authorship for many of them is disputed, no effort has been made to assign credit to anyone in particular. Peace Corps and VSO volunteers along with their trainers have been an invaluable source of ideas and modifications to make these activities suitable for the EFL classroom.

I LOVE MY LOVE (to practice adjectives)

Divide the class into two teams of equal size and explain that you will choose a letter from the alphabet – for instance, the letter ‘S’. Each team member must think of an adjective beginning with the letter ‘S’ to fit into the following line:

I love my love with a(n) **the letter** because he (she) is so **adjective**.

I love my love with an **S** because he is so **sweet**.

You call the first student from team A to give her rendition, then team B to give his and so on. If a team member uses an adjective that someone has already used (keep a tally on the board) or can't think of one at all, he/she is eliminated from the game.

WHAT DO I DO? OR WHAT IS MY JOB

Before class, make as many labels as students in the class with a different job written on each label. Place a label on each student's back. Players are not allowed to see their own label, but can view everyone else's. The student must circulate around the room asking yes/no questions to find out what their job is. They may ask up to three questions, then they must move on to another student. Before the class, select a list of questions from those provided on page ____ and ask the class for additional questions. Write them on the board for assistance during the game.

TRUE AND FALSE (to review parts of speech, cultural knowledge, categories)

For this lively game, best played outdoors, you should set up two chairs close to each other in front of the class and label one chair "True" and the other "False". Then divide the class into two teams of equal size and have members of the team stand one behind the other on opposite sides of the room, with everyone facing the two chairs. Explain that you are going to make a statement, which may or may not be true, such as "Pronouns can substitute for nouns" or "The capital of Turkey is Sofia". You should say the statement fairly rapidly and only once. As soon as the statement is made, a member of teams A and B standing at the head of their respective lines should quickly decide if it's true or false and run to the appropriate chair. The person who sits squarely on the chair wins a point for his/her team.

PERSONALITY

Ask the students to take a few minutes to think about someone who has been very important in their lives (a parent, teacher, friend, a character in a book, a writer, etc.) Have the students write a paragraph (8-10 sentences) that explains how that person helped them and why he/she was important. Circulate around the room helping students with vocabulary if necessary.

At the end, students read their compositions aloud to the rest of the class.

FIRE DRILL

Explain to the students that they are to pretend that a fire has suddenly broken out in the place they live. They have five minutes to grab five of their belongings and rescue them. Which five things would they take? They must keep in mind that they have to carry them all without any help.

Each student writes down up to five things he/she would rescue from the fire. Students read out their lists and explain why they would take these things. Encourage the other students to challenge the choice by asking questions such as: “Why wouldn’t you take.....? or “What about?”

STOP

At the top of a page each student writes the following category names:

| | | | | | | |
|------|-------|--------|--------|--------|---------------------|-------|
| name | place | action | animal | object | Vegetable/ fruit | total |
|------|-------|--------|--------|--------|---------------------|-------|

Someone starts saying the alphabet: A, B, C, etc. Then someone interrupts the alphabet-teller by shouting stop. If the stop takes place, for example on the letter “k”, all participants would try to find words that start with the letter “k” to fill the category chart such as Kathmandu for a place, koala for animal and so on. Have a student read his/her list, other students listen to see if they have the same words. Ten points are assigned to words not repeated by anyone else. Empty categories get zero points. Continue with the game as time allows. Players add their points at the end and the one with the highest score wins.

WHO DID, WHAT, WITH WHOM, WHERE, WHEN (to practice the 5 Ws)

The class is divided into groups, 5X 5 is ideal but any other combination will work. Deliver a sheet of paper to each group. They cut the paper into five parts and number them thus:

| | | | | |
|----------------|-------------|------------------|--------------|-------------|
| <u>who did</u> | <u>what</u> | <u>with whom</u> | <u>where</u> | <u>when</u> |
| 1 | 2 | 3 | 4 | 5 |

Students form a sentence that fits parts 1-5 such as: Pele danced with Madonna in Australia in 2001.

Next, all the number 1’s are shuffled, then all the 2’s and so on. They are given back to the groups at random. A student nominated from each group reads the new sentences aloud to the class. The group with the funniest sentence wins.

WHY.....? **BECAUSE.....** (to practice asking and answering questions)

Divide the class into two groups. Hand out pieces of paper to each student and have them write a question on one piece and its respective answer on a different slip. The questions and answers can be serious or downright silly. Gather all the questions in one bag and the answers in another. Place them on your desk and ask a member of each group to come to the front of the class and choose a slip of paper from each bag. One student read a questions and the other read whatever answer comes from his bag. The combinations can be quite hilarious.

Example: **Why** did you come to school today? **Because** there were no eggs at the bazaar.

IF I COULD..... THEN I WOULD..... (to practice the conditional)

Encourage your students to use their imagination and to think of things they would like to get or achieve in the future.

If I could take vacation now, then I would go to Thailand.

A DAY IN KATHMANDU(or city of your choice)

The teacher divides the class into pairs, a boy and a girl, and explains the situation: "You have to plan how to spend a day in Kathmandu with your partner. Both of you arrive at the bus park at 9:00 AM and have to be back by 9:00 PM. There is motorbike, which you can use. It has a full tank of gas. You will receive Rs. 400 each, but you have no other money. Decide what you would like to do. You should plan your day in such a way that you're both happy with it."

The students question each other to find out what each wants to do and not do. They then work out a timetable for the day. Students report their plans to the class. Similarities and differences between individual suggestions are then highlighted.

WHAT COULD YOU DO WITH IT? (to practice modals)

The class is divided into groups and is supplied with an object. The groups are to come up with as many imaginative uses for it as they can think of. All groups may have the same object, or each may be different, but objects should be rotated during the course of the session so that results can be compared. Any use is acceptable as long as it is physically feasible. Some possible objects:

| | | | | |
|-------------------|------------------------|----------------|-----------------|--------------------|
| a pencil | a toothbrush | an umbrella | a knife | a cup |
| a hat | a box of matches | a pillowcase | a bottle | a pair of tweezers |
| a scarf | a roll of toilet paper | a ruler | a stone | a plate |
| a piece of string | a nail | a lump of clay | a piece of wood | a shoebox |
| a pair of gloves | a key ring | a paper clip | a spoon | a blanket |

Students write their suggestions on newsprint and display them around the room. The group with the longest/most original list of uses wins a small prize.

MY GRANDMOTHER WENT TO THE MARKET AND SHE BOUGHT.....

This game practices weights, measures, the use of “a” and “some”, etc. The teacher or a student begins by saying: “My grandmother went to the market and she bought a kilo of tomatoes.” The next student repeats that sentence and adds something new, i.e.”and a blue dress.” The next student continues by adding another item. If any of the students forgets something or gets the sequence wrong, he/she is out. The game can be played individually or in teams; the members of a team can help each other out.

Variation: Collect words from the students that would fit under the grammatical categories: articles, nouns, adjectives, pronouns, verbs and prepositions and write them on the board in columns.

| article | adjective | verb | pronoun | noun | adverb | preposition |
|----------------|------------------|-------------|----------------|-------------|---------------|--------------------|
| | | | | | | |

With the help of the students, copy the collection of words into strips of paper and mix according to each category. Give one strip from each category to each student and have him or her construct a sentence that is grammatically correct. If a player lacks the necessary strip(s) of paper, he/she can exchange with other players until acceptable sentences can be made.

DON'T SAY "YES" OR "NO"

This can be team competition. Put a number of questions to each team that must be answered without delay and without the use of either "yes" or "no". The team which answers the most questions in this way, wins.

Ask tag questions to be answered using the following phrases:

| | | | |
|---------------|----------------|--------------|------------------|
| of course | of course not | obviously | perhaps |
| I'm sure | I've no idea | I've no clue | certainly |
| indeed | not quite | not at all | I don't think so |
| I'm afraid so | I'm afraid not | not exactly | clearly |

The teacher asks tag questions, the learner replies using one of the phrases above. Then each team takes turns questioning each other.

QUESTIONS, QUESTIONS, QUESTIONS (to practice tag questions)

This is an excellent game to practice asking questions. Explain to the class that the object of the game is to practice asking question using the correct format. Divide the class into two teams. Have a member of each team come to the front of the class. Toss a coin to decide who goes first. The first student asks a question, the other answers with another question and so on. If the student responding hesitates for too long, answers the question or cannot come up with another question, he/she is disqualified. A new pair then comes to the front and the game continues. It is a lot more challenging that it sounds.

TWENTY QUESTIONS (to practice yes/no questions)

The teacher thinks of something and simply tells the learners whether it is "animal/vegetable/mineral or/abstract". The learners can then put 20 questions to the teacher to discover what he/she is thinking of. Traditionally, the questions are put so that they can be answered by "yes" or "no". The teacher can limit the choices to everyday objects, pets, professions, verbs, phrases, famous people and where they live. If a learner acts as a the teacher, you have an opportunity of helping the class by asking a few questions which narrow the range of possibilities. If the learners discover what it is in fewer than 20 questions, they get a point.

WHO AM I?

The purpose of this game is to practice “yes” or “no” questions as well as to have students practice thinking in English. One student is chosen and he/she must think of a famous person (someone known to the entire class) and the other students must attempt to discover who it is by asking “yes” or “no” questions such as:

Is it a woman? Is he a politician? Did she live in this century? Did he live in this country? Is she an entertainer? Is the person alive? If the class has too much difficulty in finding the identity, clues can be given. A limit of 15 questions should be imposed.

KIM'S GAME (good for vocabulary review and also to practice units of measurements)

The teacher gathers a collection of 15-20 disparate items (see list on page 415 for suggestions). The objects are placed on a long table, or bench, so every student can see them. The students study the objects for three minutes. The table is then covered and everyone jots down as many objects a she/he remembers. About five minutes are allowed for this. Each student then calls out one item from his list before the cover is lifted again. This time, the students must pay attention to the size, shape and color of the objects before they are covered again. Students now pair up and compare their lists in order to come up with a new list. Allow 10 minutes for this. At the end of the period, go over each item and if time allows, include a description of the use of each item.

Variations:

- a) Make up a story using the names of the items. As the students hear the names of the objects, they remove them from the table.
- b) Show the objects a second time having removed a few items. Ask the students if they can tell what is missing.
- c) Put one of the objects in a paper sack. Show the object to one of the students. The group can ask yes/no questions to try and guess what it is.

Memory Game: Using similar items, place a number next to each one. Then, on the board, list the names of the items in no specific order. Have the students match the name of the object on the blackboard to the number of the items on display.

THE PREPOSITION GAME: Prepare ten cards, each bearing one of the following prepositions: at, by, for, in, on, of, with, after, to, and above. Then prepare cards which bear incomplete sentences such as:

- a) I am afraid _____ dogs.
- b) I agree _____ you.
- c) I'm bad _____ tennis.
- d) We're sad to hear _____ your illness.
- e) Everyone should go _____ their dream.

There should be at least three sentences for each preposition. Pin the ten preposition cards above onto ten students. Distribute the cards containing incomplete sentences to the rest of the class, who have two minutes to choose the correct preposition to complete their sentences by standing by the appropriate student.

NAME GAME: Write a table on the board with as many columns as there are letters in the name making sure none of the letters are repeated. Add four rows as follows:

| name | R | a | m |
|---------|---------|-----------|----------|
| job | realtor | artist | mechanic |
| country | Russia | Argentina | Mongolia |
| food | radish | avocado | mango |
| animal | rhino | antelope | monkey |

Request students' submissions to complete the table on the board. Students then draw a similar table according to the letters on their names. Students are not allowed to use any of the words provided as examples. Once completed, the teacher goes over the words as a way of reviewing vocabulary.

MYSTERY GUEST: Invite someone to your class, preferably someone the students haven't met or seen before. This is great opportunity to make use of the resources in your community by inviting native speakers that live nearby or are passing through. The day before the guest comes in, rehearse the following questions with your students with you posing as the guest:

- e) What is your name?
- f) What does your name mean?

- g) Who were you named after?
- h) When is your birthday?
- i) What are your favorite things to do?
- j) What is your favorite season?
- k) What's the funniest thing you have ever done?
- l) Have you ever won a contest?
- m) What kinds of sports do you like to participate in?
- n) Do you have any pets?
- o) Do you play any instruments?
- p) What countries have you visited?
- q) What is your favorite holiday and why?
- r) Who is one of your favorite people?

Students can contribute other questions they might think would be important to know about the guest. Allow about twenty minutes for the interview. Each question should only be asked once. Thank the guest for his/her appearance and then proceed to review the answers with the class.

THREE ADJECTIVES: On a piece of paper, each student writes down three adjectives that he/she feels describe himself/herself. All the papers are collected. The teacher, or a student, read out each paper one after another. With each set of adjectives the group speculates who wrote them. The student concerned should feel free to remain anonymous.

Variation: This activity can also be used to assess the atmosphere in the group at any particular time. Then each student is asked to write three adjectives that characterize his/her state of mind.

PEOPLE WHO..... (expressing opinions)

Tell students that they'll be asked to indicate what their opinion is in regard to people who:

1. throw litter on the ground
2. smoke in restaurants
3. drink and drive
4. break promises
5. who save a lot of money
6. watch TV all day
7. eat too much
8. like to climb mountains
9. drive too fast
10. make rude comments to women
11. are cruel to animals
12. smoke on public buses
13. interrupt when someone is speaking.

Example: People who spit on public places should be fined.

WHAT AM I DOING? (To practice the present progressive)

The students stand in a circle. The person on the left of the leader asks: "What am doing?" The person on the right describes an activity using the present progressive, for example: "You are washing clothes." The person asking the question must then act out the activity. Continue around the circle (or down the rows) until everyone has had a chance to act out an activity.

NAME CALLING: (practice adjectives, increases vocabulary)

The teacher brings a small ball into the classroom and asks each student to think for a minute of an adjective that begins with the same letter as his or her name. Any adjective is acceptable except for colors. The teacher starts the game by throwing the ball after having said his/her name and corresponding adjective. The student catching the ball says the next combination and throws to another student. You might want to keep a tally of the adjectives on the blackboard, as no repetitions should be allowed.

SOCCER:

Draw a soccer field on the blackboard. Divide the field into scaled down 10 meters markings. Draw a goal at each end. Make a model from "cardboard" and tape it to the center of the field. Divide the class into two teams. Ask students questions such as the irregular forms of verbs, antonyms, synonyms, and spelling of troublesome words. It is also a good strategy to review comprehension of stories. Students may be asked questions individually or in groups. If the students get the question correct, the ball is moved towards their goal. If they get wrong, it is moved away from their goal. If it gets to the goal, that side scores a point, the ball is placed back into the center of the field and play resumes.

COUNTING NUMBERS OR ABC'S (to practice listening skills, numbers and the letters of the alphabet)

The group is asked to close their eyes. They are supposed to count from 1 to 30. The teacher starts the game by saying "1", then anyone can say "2", followed by anyone saying "3". If two people say the same number at the same time, they must start over with "1". The teacher or a designated student would be the one to decide if that needs to happen. The same game can be played using the alphabet letters. This game is a lot more fun than it sounds.

1, 2 CLAP (same skills as number 27)

This game is more difficult than it sounds. The students are in a circle or in their rows. The first student says, "1", the second student says "2", the third student claps, the fourth student says, "4", the fifth student says "5" and the next student claps. This game can also be played with the letters of the alphabet.

CANDY CODE: (to practice the alphabet)

Buy some inexpensive hard candy. Wrap each in a piece of paper. On each piece of paper write down some type of action code. You can make a code by having every letter of the alphabet stand for the letter that comes after it. For example, "MBVHI" stands for laugh. You can use phrases as well as verbs. After the students have figured out their codes, they must act out their phrases.

MATCHING TAGS: (good review activity)

Make two sets of cards that match in some way, i.e., pictures and words, synonyms, antonyms, past and present forms of verbs, etc. Give one set of cards to the students and scatter the other half at the other side of a field or spread out over a line. Have the students line up and race to the other side of the field to find their match.

CHARADES: (a good TPR activity)

This is a simplified form of charades. The class is divided into two groups. One member of each group comes to the front of the class and stands behind the teacher, or designated game leader. Their team is shown an activity on a flash card and their team must act it out. If the person at the front can guess the activity, their team earns a point.

Example: The flashcards indicates, "Reading a book". The team must act it out and the person at the front must say: "Reading a book" in order for the team to get a point.

PREPOSITIONS WITH TPR (TOTAL PHYSICAL RESPONSE):

This is a wonderful warm up for elementary classes. Ask students to stand up and pick up a book. They will follow your commands:

- i. The book is over my head.
- ii. The book is below the table.
- iii. The book is under the table.
- iv. The book is on the bench.
- v. The book is in the bag.
- vi. The book is inside the bag.
- Vii. The book is on top of the bag.
- Viii. The book is outside the bag.
- ix. The book is over the chair.
- x. The book is beside me.
- xi. The book is above my head.
- Xii. The book is on my head.
- xiii. The book is in my hand.
- xiv. The book is between my fingers.
- xv. The book is in front of me.
- Xvi. The book is next to me.
- xvii. The book is between my hands.
- Xviii. The book is behind me.

WORD GAMES: This is a special category of games intended to increase vocabulary, elicit quick responses and promote fast thinking.

1- **Newspaper Articles:** Give students a newspaper clipping. Have them select five words at random and write five new sentences using the words. Have them read the sentences aloud to the class.

2- **Rhyming Game:** Divide the class into groups and provide each with a piece of newsprint with only one word written on it in a corner. The students must come up with sufficient words that sound similar to the word given to fill up the newsprint. Ex.: Rice-mice-ice-twice, etc. When the groups are done, post all newsprints and review with the students. The group with the longest list wins a small prize.

3- **Word Find:** Divide the class into groups and hand each a piece of newsprint on which one long word, for instance "Kathmandu", has been printed. Tell the students they are to find as many words as possible that are contained within that word. The group with the longest list wins a small prize.

4- **Word Run:** Ask a student to come up with one word and then the next student picks up the last letter of that word and comes up with another word. This game could be restricted to a particular part of speech or certain categories. Many Nepali students are familiar with this game.

Ex.: apple, eat, tiger, rat, etc.

5- **Speed Spell:** Divide the class into two teams. Divide the board into two sections. A student from each team comes to the board and gets ready to write a word called out by the teacher or another student. Whoever writes first and raises his/her hand upon finishing wins. Word must be spelled out correctly.

6- **Word Count:** Divide the class into two teams. Choose a long word and write it on both sides of the divided blackboard. A member from each team is to write a word for each letter contained on the original word. Set up a time limit and at the end count all the letters but not the original one. The student with the most letters wins. No foreign words or proper names are allowed. Quick thinking is valued here.

7- **Swat It:** Buy a pair of colorful, inexpensive fly swatters in the bazaar and bring them to class for this lively game. Select a category of vocabulary for review, let's say family relations, and write the words all over the board. Divide the class into two teams and bring a representative of each to the front of the class. Tell the students that you'll read the definitions for the word on the board and the first one to recognize it, can swat it to get a point for his/her team. Read the definition loudly and clearly once and stay away from the board!

8- **Circle the Right Word:** With the same structure as above, but using different color chalk for each team member to circle the correct word.

9- **Categories:** Students divide into teams. Each tries to come up with as many words as possible in any one category. The one with the most wins.

10- **Word Association:** The teacher starts the game by saying a word, such as "hotel". Each student in turn comes up with a word associated with hotel: bed, room, service, food, etc. If the association is not obvious, the student is asked to explain it.

11- **"That's my Word":** The teacher selects a category or particular set of vocabulary for review and writes one word in a secret place. The students, in pairs or groups, write as many words as possible for a specified time limit, let's say 10 minutes. At the, the students read their words and when one of them mentions the secret word the teacher shouts: "That's my word" and awards point to that pair/team.

12- **Find the words within a word (by the number of letters):** The teacher writes a long word on the board. In pairs or teams, students write a list of words beginning with one letter, two letters, three letters and so on. Representatives from each group come up to board and write their words.

13- **Scales or degrees:** The teacher writes an adjective on the board and asks students to give him/her the other words in the scale that would indicate an increase or decrease in the meaning of that adjective.

Example: frigid / freezing / cold / **cool** / warm / hot / boiling / scalding

TOILET PAPER ICEBREAKER: Teacher takes the toilet paper roll and takes several squares of toilet paper, then hands the roll of toilet paper to a student. The teacher tells the student to take some, more than three. After everybody in the class has some paper, everyone counts the squares they have, and then we have to tell that many things about themselves, in English. The toilet paper is such an attention getter.

TIC TAC TOE: (to practice opposites, noncount nouns and adverbs of frequency)

Draw a 3X3 grid on the board and fill each square with the words from the category you want your students to practice. Divide the class into two teams and assign them the letters O and X. Keep a tally on the side. Representatives from each team take turns providing the required response and get a point for their team if it is correct.

For instance: To practice the category of countries, nationalities and languages, we could create a grid filled with the names of specific countries. Each student will then name the nationality and language for that country to get a point. An X or an O goes over the grid if the answer is correct until all grids are full.

| | | |
|---------|----------|--------------|
| Denmark | Canada | Israel |
| Germany | Ethiopia | South Africa |
| Brazil | Spain | Malaysia |

EAR-TO-EAR: (to practice listening skills)

Students sit or stand in a circle. Take a particular sentence and whisper it in the ear of the student A. The sentence is then passed along the circle by whispering. The final student is then asked to say the sentence aloud. Usually this will differ greatly from the original sentence. The class then works out where it went wrong, and chants the sentence aloud. Then they start a new round in a different direction.

THE ALPHABET GAME:

I recommend that you create a set of alphabet cards and get them laminated. Divide the class in half. Mix up the alphabet cards. Write the category on the board that you want to review (fruit, animals, famous dead people, celebrities, household goods, things in nature, adjectives, etc.). Show the students one card at time. A student from each team tries to be the first one to shout the word under that category. For instance, if the category is parts of the body, the teacher shows the letter "N". The student to be the first one to say nose gets a point for his/her team.

RANKING OCCUPATIONS:

Brainstorm a list of occupations, write them on the board, and define what they are. Divide the class into groups. Write down 15 occupation names on the board and the following instructions:

1. List the top 10 most important jobs from 1-10. It's important for them to talk about what they consider important first.
2. List the top ten jobs that are the best paid from 1-10.

3. Indicate which two occupations **should** get the most money in your group's opinion and **why**.

A discussion should follow to illustrate that the person who does the most important job does not necessarily get the most money.

YOU GUESS THEIR ADJECTIVES:

Ask students to think of an adjective that describes the way they feel at the moment. They should not say their adjectives aloud. When everyone has an adjective in mind, the class is to stand up. Explain the rules: You'll call out some adjectives. If someone hears the adjective that they have applied to themselves, they should sit down. Start calling out adjectives, e. g.: happy, tired, sad, energetic, thirsty, full, sleepy, etc. Allow enough time between adjectives for people to think and, if appropriate, sit down. If at the end of your list there are students still standing up, they call out their adjectives and sit down.

Family Relations: (To practice the names of family members)

Write the names of different family members on individual flashcards. Give a card to each student. The game can be played individually or in teams. Tell the students you're going to read the definition for each card and they need to listen carefully in order to match the card they have in their hands to the definition.

Variation: Write the flashcards and post them on the blackboard using double-sided tape. Divide the class into two teams and tell them you'll be reading the definitions for the different family members as a representative for each team stands in front of the board. The first one to recognize the relationship and grab it from the blackboard, wins a point for his/her team.

SPELLING BEE:

Divide the students into two teams. The teacher calls out a word, team members work together to reach an agreement on the correct spelling of the word, then show it to the teacher, who awards a point for each correct answer. The team with the most points at the end wins.

CAN YOU FIND WHAT'S DIFFERENT?

Ask a volunteer to go out of the classroom. While the student is out of the room, the other students change their sweaters, shoes, coats and so on. Bring the student who went out of the classroom back inside. He/she has to guess the differences (speaking in English, of course.)

BLACKBOARD RACE:

Divide the board into two sections and write the names of animals with gapped letters, same list for both sides. Divide the class into teams and have a member of each team come to the board. Provide them with a piece of chalk and tell them that when you say "go", they must fill in the missing letters in the first word and then hand the chalk to the second person on their team, who then fills in the missing letters of the next word, and so on until a team finishes first. Review the words for spelling mistakes and add up the points for each correctly spelled out word. Extra points could be awarded to the team finishing first.

- a) s - - - e (snake)
- b) w - - f (wolf)
- c) - - l (elk)
- d) t - - - r (tiger)
- e) l - - p - - d (leopard)
- f) - r - c - d - l- (crocodile)
- g - ebr - (zebra)

CONCENTRATION: (to review vocabulary)

The teacher makes a "window chart" using poster board or "drawing paper". Cut 12 flaps on the front of two different colors of cardboard. Number the flaps from 1 to 12 on each piece of cardboard. Put a piece of newsprint behind the cardboard. Under one set of flaps put the names of objects, and under the other the words that describe those objects. Some possible matches are words and their definitions, antonyms and synonyms, etc. Divide the group into two teams. The sides take turns asking for the flaps to be opened, such as: "Give #1 pink and #5 yellow". If they get a match, their team earns a point.

Variation: With smaller groups you can the students match a card with its mate such as verbs and their past participle, words and their definitions and so on. Each person gets

to turn over two cards. If they get a match, they get to keep the cards. The person with the most cards at the end wins the game.

BINGO:

This is an excellent activity to review vocabulary from any of the lists included in this resource book such as fruit, vegetables, languages, relatives or musical instruments. After teaching the appropriate unit, ask the students to draw 16 squares for elementary or 25 for intermediate level on a piece of paper and tell them to fill each square with a word from the specific category, i. e., fruit. Allow ten minutes for everyone to fill in the squares.

Now call out a word at random from your master list. Make sure to cross out this word off your list as you announce it. When a student hears a word that appears on his paper, he should cross it out. As soon as he has four words (or five) up, down, across or diagonally, he shouts: "Bingo". Check to make sure the words crossed out are in your master list and spelled correctly.

LIKES AND DISLIKES: (to practice expressing opinions)

Ask the students to:

List three things that you like and explain why.

List three things you dislike and explain why.

The teacher reads his/her lists first and then asks each student to read his/her list aloud.

WHO IS THIS PERSON?: (to practice using adjectives)

Obtain a collection of photos of individuals at close range with little or no distracting details in the background. Hand a photo to each student and have him/her create a portrait of the person in the photo. Details should include age, marital status, rich or poor, kind of job held, what the person seems to be thinking/feeling at the moment, place where he/she lives, family, hobbies, education, etc.

CREATING A PICTURE FILE: Almost any presentation in the classroom can be enlivened by the use of pictures. Creating your own collection of pictures is as simple as keeping an eye open for interesting color photos appearing in the Kathmandu Post, Nepali Times or your Newsweek magazine. I have found that almost any publication

can contain colorful, intriguing pictures that can be useful when trying to explain certain points of grammar or jog your students' imagination.

Here's a list of suggestions for possible uses of your picture file:

- To illustrate action verbs. (present progressive, habitual present)
- To create stories based on the people and places on the photos.
- To introduce new vocabulary.
- To write a portrait.
- To have the students write short descriptions of what they see.
- To have the students write captions for the photos.
- To compare two photos using adjectives.
- To write predictions

WRITING ACTIVITY:

Prepare a substitution table on the board with the following headings:

| A famous person | a special occasion | a place | a particular topic |
|-----------------|--------------------|---------|--------------------|
| | | | |

Explain to the students that they are going to write a short essay about an encounter with a famous person. Ask the students to come up with names for each column explaining that time and space are not a barrier for this exercise. As a result, students can propose famous people such as Einstein, going to Paris, celebrating Halloween and talking about astrophysics. Complete each column individually with as many submissions as there is room for. You might want to include a few of your own to make the mix more interesting. Now ask the students to pick a selection from each category and compose their essay based on that information.

SUBSTITUTION TABLE

Substitution tables are great tools to drill students in the use of different structures. A substitution table can be as simple as having students compose sentences with just three parts of speech. Here is a sample substitution table to get beginning students to practice the verb "to be" in the simple present with a variety of subjects. Have students write as many combination sentences as possible utilizing all subjects and their corresponding adjectives.

| Subject | Verb | Adjective |
|---------------|------|-----------|
| The house | is | old |
| The old woman | | blue |
| The books | are | green |
| The tree | | happy |
| The children | | sad |
| The table | | beautiful |
| The women | | news |

As the level of proficiency increases, it is possible to add additional columns to your table such as adverbs of manner (slowly/fast) or frequency (always/sometimes).

Variation: Students can also practice asking questions in the correct format by providing them with a substitution table such as this one:

| Question word | Auxiliary verb | Subject | Predicate |
|---------------|----------------|-----------------|--------------------------|
| Why | is | God | reading a book? |
| | are | you | wearing a dress? |
| | isn't | the King | die? |
| | aren't | foreigners | going to the market now? |
| | do | she | come to Nepal? |
| | does | he | watching TV? |
| | doesn't | we | help me? |
| | did | the girl | go to the temple? |
| | didn't | people | like the winter season? |
| | can't | it | happy? |
| don't | everybody | like to travel? | |

Ranking Personalities: Tell the students that you would like to know what traits/characteristics/ they like to see in the following categories of people: a boss, a friend, a teacher and a spouse (husband/wife). Discuss adjectives describing the characteristics, i. e.: charming, decisive, mature, independent, etc. Ask the students to add more traits to the list according to their own liking. Clarify the meaning of any adjective students are uncertain about. Divide the class into teams of four and assign a category to each. Ask each team to select the adjectives describing the personality traits they would like for each. At the end, each team reads their list aloud.

Blackboard Organizer:((This is a suggestion to keep you on track and to pace your lesson.)

Select a portion of the blackboard (a quarter on the left side?) and write the date and the page number on the book that you'll be working on. Underneath, write the topics and/or skills the students will be working on that day. Occasionally, glance at the board to make sure you're following the order previously selected and to make sure you're covering all the topics designated for that lesson.

If when the bell rings the lesson is not finished, you can cross out what was done and remind students of what they need to study/read for the following day. It is a great way to finish the lesson as it gives you a chance to recapitulate what was accomplished and what needs to be done the following day.

What is my job? (A more interactive way to teach occupations)

Write the names of several occupations, some familiar and some unknown to the students, on flashcards. Write the definitions for the occupations on another set of flashcards. Distribute one set to team A and the other to team B. Team A read the definition of a job and team A must identify the name. The team with the most matches wins the round.

Have you ever? (Excellent activity to get students to practice irregular verbs and to distinguish between the Present Perfect vs. the Simple Past)

Provide students of a list of activities and have each choose 3-5 of them. The students then circulate among their classmates trying to find out if anyone has performed such an activity. When the student finds someone, he/she needs to determine when was the last time the action was performed.

Ex. Have you ever gone river rafting? If the answer is yes, then ask

When was the last time you went river rafting?

Where did you go?

Who did you go with?

How much did you pay?

Did you have to bring your own equipment? And so on.

Students report their findings to the class.

What is this? Here is a way to teach the correct order of adjectives. Select as many small household items as there are students in your class. For some ideas, check the list of items included in the “Kim’s Game” page. I use an old-fashioned measuring tape and using the “Adjective Position” chart, I start by describing it as follows: It is an inexpensive, long, flat, red and white, plastic measuring tape.

Best meal in the world: Students will write a short paragraph describing the best meal in the world they would have by listing the following details:

| | | |
|---|---|---|
| Date: What are you celebrating? | Place: Where is it taking place? City and country | Season: |
| Who are you going to be with? The person can be dead or alive, famous or unknown. | What kind of food? What type of restaurant? | What kind of music do you want in the background? Other details? |

Students should be told they have unlimited money for this meal and are free to travel anywhere in the world.

What’s in a name? This game is suitable for the first or second day of classes to get students familiar with their classmates and teacher as he/she models the activity. Write the following questions on the board, answer them about your own name and then have students interview each other before presenting their partner to the rest of the class.

1. What’s your name?
2. Does your name have a special meaning?
3. Who chose your name?
4. Were you named after anybody else?
5. Do you have a nickname?
6. Do you have a diminutive?
7. Do you like your name?
8. If not, would you like to change it?
9. If so, what would you like to be called?

COMPOUND WORDS: A compound word is a new word made from two smaller words and the new word contains the meaning of both smaller parts.

EX: bird+cage =birdcage
room+ mate = roommate
book +mark = bookmark

Using the list of compound words included in this booklet, make up individual cards with one half of each compound word. Distribute the cards to the students and have them make as many matches as they can. Write the matches on the board. Specific matches can be challenged and students can refer to the dictionary to confirm the validity of their matches.

CATCH AND MATCH THE RIDDLE

Divide the class into two groups: The QUESTION group and the ANSWER group. Give the questions to the first group and the answers to the other group.

Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.

If the question and the answer match, put the students in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all questions and answers are matched, ask the pairs to read the riddle they have just for fun.

TALK SHOW:

Select a different topic each week, and three students (called "guests", or "experts") are invited to the front of the class. The other students (the "audience") asks them questions. Thus it is more "interactive" than a debate, and it is also more realistic, since in everyday life answering questions is a more common experience than formal debating.

NAME ALLITERATION: A FUN INTRODUCTORY GAME

Use a small ball or stuffed animal to get this activity going. Students stand in a circle and are given one minute to think of an adjective that begins with the same letter as their first names. Thus, I start the game by introducing myself as "energetic Ercilia", and toss the ball to another student to continue. To make it more challenging, the students must repeat all the names and adjectives in the same order.

GRAMMAR
REVIEW,
EXERCISES
AND GAMES

WHAT IS GRAMMAR?

Grammar is a set of language rules that helps you talk and write so you make sense to others. These rules explain how to choose the form of words and how to join words into sentences. For example: These eight words have little meaning by themselves:

the an air into boy arrow the shot
but arranged into a sentence like this:

article noun verb article noun preposition article noun

The boy shot an arrow into the air

subject verb direct object adverbial phrase

they do make sense.

To understand the rules, we must know these two things about words:

Each word has a name- (PARTS OF SPEECH) i.e., the "class" to which each word belongs.

- 1- NOUNS(names for a person, a place, a thing or an idea)
- 2- PRONOUNS (in place of nouns)
- 3-VERBS (expresses an action or state of being)
- 4-ADJECTIVES (modify nouns)
- 5-ARTICLES (modify nouns)
- 6-ADVERBS (modify verbs, adjectives and other adverbs)
- 7- PREPOSITIONS (join words)
- 8- CONJUNCTIONS (join words)
- 9-INTERJECTIONS (independent words or phrases that express emotions)
- 10- VERBALS(words based on verbs)

Each word has a use or function also referred to as syntax. The function determines how the word is used in a sentence.

1. SUBJECT
- 2.DIRECT OBJECT
3. VERB
4. AUXILIARY VERB
- 5.INDIRECT OBJECT
6. OBJECT COMPLEMENT
7. SUBJECT COMPLEMENT
- 8.PREDICATE NOUN
- 9.PREDICATE ADJECTIVE

PLUS:

TYPES OF PHRASES

TYPES OF CLAUSES

TYPES OF SENTENCES

1- **NOUNS** are words that refer to names of persons, places, things, a quality or an activity. There are four kinds of nouns:

A-**COMMON** nouns name general persons, places and things:

boy city doll

B- **PROPER** nouns name specific persons, places and things:

Uma Kathmandu Annapurna

C- **COLLECTIVE** nouns suggest many of one thing:

troop herd class

D-**ABSTRACT** nouns suggest different ideas:

fear honor evil

2- **PRONOUNS** are used instead of nouns and the noun, which the pronoun replaces, is called the **ANTECEDENT**. Kinds of pronouns:

(a) Personal pronouns

| Subject | Object | Adjective Possessive (followed by a noun) | Possessive (not followed by a noun) | Reflexive |
|---------|--------|--|---|------------|
| I | me | my | mine | myself |
| you | you | your | yours | yourself |
| he | him | his | his | himself |
| she | her | her | hers | herself |
| it | it | its | (not used) | itself |
| you | your | your | yours | yourselves |
| they | them | their | theirs | themselves |

Other kinds of pronouns:

(b) **Demonstrative pronouns:** this, that, these and those.

(c) **Indefinite pronouns:** all, any, none, anybody, some, somebody, someone, nobody, no one, something, and nothing.

(d) **Interrogative pronouns:** who, whom, which, what, why, when, where and how.

VERBS are words that show action, being or becoming, or are helpers. There are three kinds of verbs:

Verbs that show **ACTION** either visible (run) or invisible (think).

Action verbs can be:

(a) **Intransitive** that completes a sentence by themselves: Peter slept.

(b) **Transitive** that needs a direct object to complete the sentence:

Peter loves Mary. OBJECT DIRECT

They elected Harry president. COMPLEMENT

They sent Alice a gift. INDIRECT OBJECT

(c) Some verbs can be EITHER transitive or intransitive:

Peter sang. (INTRANSITIVE)

Peter sang a solo. (TRANSITIVE)

(d) Verbs that show a state of “**being**” are sometimes called linking or copulative verbs: appear, sound, feel, grow and forms of the verb **TO BE** are examples of this type of verbs.

John **is** president.

The flowers **look** nice.

The soup **tastes** good.

(e) Verbs that are **helpers**, also called auxiliary or modals verbs:

These verbs modify the main verb by showing a degree of emphasis.

ought to would and should (obligation)

can could (potential)

would might (possibility)

may (permission)

must (mandatory)

do (assertion)

will shall (future)

be (continuous action)

f) **Perfect tense helpers** are used with a main verb to indicate completed actions.

have has present perfect tense

had past perfect tense

will have future perfect tense

Here is an example of a **VERB PHRASE** (i. e., main verb plus helpers)

The boys should have been giving help.

Modal tense modal main

helper verb

(g) All forms of a particular verb come from three principal parts:

1- Present indicative to walk (regular) to choose (irregular)

2- Past walked chose

3- Past participle (have) walked (have) chosen

“Regular” means that they add -d, -ed, or -t to make past and past participle.

(h) Each verb has six tenses that show the time the action takes place:

1- Present repeated or habitual action Lou **sings**.

2- Past definite completed action Lou **sang**.

3- Future beyond the present Lou **will sing**.

4- Present Perfect indefinite completed past Lou **has sung**.

5- Past Perfect completed past Lou **had sung**.

6- Future Perfect future as if completed Lou **will have sung**.

(i) Also progressive forms = all the tenses of “to be” plus the main verb.

PRESENT = is singing FUTURE = will be singing PAST PERFECT = had been singing

PAST = was singing PRESENT PERFECT = have/has been singing

FUTURE PERFECT = will have been singing other “FUTURE” = is about to sing/ is going to sing

(j) Each verb has three moods:

1- **Indicative** (most commonly used) Lou sings slowly.

2- **Subjunctive** (shows wish, command or condition) We insist Lou sing slowly.

3- **Imperative** (shows command) Sing slowly.

(k) Each verb has two voices:

Active Jim broke the window.

Passive The window was broken by Jim. (note that only transitive verbs can be reversed)

4-**ADJECTIVES** modify nouns by changing the image made by the noun itself. Adjectives usually precede (come before) the noun. There are eight kinds of adjectives:

PROPER formed from a proper name: French Hindu West

DEMONSTRATIVE answers which: this that these those DESCRIPTIVE answers what kind:

big small red ugly

QUANTITATIVE answers how many: one, two, some, few, etc.

QUALITATIVE answers how much little, much, considerable

AS A NOUN used as a subject: The meek should inherit. AS AN ADVERB used as an adverb of manner Drive slowly.

AS A PARTICIPLE (see verbals) climbing ivy.

In comparing the quality of nouns, adjective change by degrees.

| | ADJECTIVE (one item) | COMPARATIVE (two items) | SUPERLATIVE (three items or more) |
|-----------------------|-------------------------|----------------------------|--------------------------------------|
| One syllable | big | bigger | the biggest |
| Two or more syllables | industrious | more industrious | most industrious |
| Irregular adjectives | good | better | best |

NOTE: Some adjectives compare either way: happy happier happiest
(or) happy more happy most happy

5- **ARTICLES** are used before nouns to distinguish, but not to describe them: a, an, the.

To mean any:

Use "a" before nouns beginning with consonants: a noise

Use "an" before nouns beginning with vowels: an orange

To mean a specific one use "the": the house

6- **ADVERBS** are words that modify verbs, adjectives and other adverbs.

(A) Modifying verbs answer these questions:

How? (by what manner)? quickly, slowly, fast

When? (at what time)? now, never, then, today

Where? (at what location)? here, there, down, up

He fell down suddenly yesterday.

(where) (how) (when)

(B) Modifying adjectives answer this question:

To what extent does a thing have some quality? She is truly beautiful

(C) Modifying adverbs answer this question:

To what extent does an adverb express a quality? He worked most swiftly.

(D) **WHERE DO ADVERBS GO IN A SENTENCE?** It depends on the type.

Adverbs of location go after the verb: The elevator went up.

Adverbs modifying adjectives and adverbs go before the word modified: The earth is nearly flat.

All other adverbs go:

Before the sentence Softly, the baby cried.

Before the verb The baby softly cried.

After the verb The baby cried softly.

How do you compare an adverb to show intensity or emphasis of quality?

One syllable adverbs add “-er” in comparative degree and “-est” in the superlative degree.

Two or more syllable adverbs add “more” in the comparative degree and “most” in the superlative degree.

Remember: Some words such as “hard” and “fast” can be either adjectives or adverbs.

7- **PREPOSITIONS** are joining words that relate some word (object) to some other word:

The boy with the hat remembers me.

8-**CONJUNCTIONS** are also joining words that link parts of sentences. There are four kinds of conjunctions:

(1) Coordinating conjunctions (and, but, or) that join like parts:

Words: Tom and Mary

Phrases: In the sink or under the table

Clauses: John shut the door but he left it unlocked.

(2) Correlative conjunctions join like parts but come in pairs:

Words: Not only Tom but his brother

Phrases: Both in the pantry and in the kitchen.

Clauses: Whether we go or we stay

Either we go or we stay

Neither Tom nor Alice is here.

(3) Subordinate conjunctions are used to introduce adverbial clauses and link them to the main clause:

| TIME PLACE | | CAUSE | RESULT |
|------------|----------|----------|---------------|
| after | when | where | because so |
| before | whenever | wherever | since so that |
| till | while as | | |
| until | as for | | |

| EXCEPTION | CONDITION | PURPOSE | COMPARISON |
|-----------|------------|---------------|------------|
| although | as long as | in order that | as if |
| though | as though | so that | than |
| if | unless | provided | |

(4) Conjunctive adverbs are used to join main clauses and are preceded by a semicolon (;), followed by a comma (,):

accordingly then

consequently furthermore

thereafter whereas

hence whereby

however yet

moreover also

nevertheless otherwise

9-**INTERJECTIONS** are single words which express surprise or some other emotion, are not related to any other part of the sentence.

Ouch! That hurt.

Hurrah! We won.

| | | |
|----------------|----------|-------------------|
| Oh! | Great! | Thank you! |
| Ah! | Well? | No, thank you! |
| Oh good! | Sorry! | Rubbish! Garbage! |
| Damn! | No! | Thank goodness! |
| What on earth? | Yes! | Knock on wood! |
| My God! | Yes? | Good luck! |
| Oh dear! | Hello! | Congratulations! |
| What? | Hello? | Cheers! |
| Stop it! | (Sigh) | Bad luck! |
| Ouch! | Welcome! | Goodbye! |

10-**VERBALS** are words made from verbs. There are four verbals:

(1) **Infinitives** are the basic form in which the verbs are expressed with the word **to** preceding the verb. There are four kinds of infinitives:

(a) Active infinitive **to eat**

(b) Active perfect **to have eaten**(c) Passive present **to be eaten**

(d) Passive perfect **to have been eaten**

Infinitives are as used as:

NOUNS: To live was my goal.

ADJECTIVES: This is the way to cheer.

ADVERBS: I attend school to learn.

PREDICATE NOUN: My desire is to study.

(2)**Gerunds** add “-ing” to the infinitive form and are used as a noun.

SUBJECT: Thinking produces results.

OBJECT: I detest smoking.

OBJECT OF PREPOSITION: After crying, he felt better.

PREDICATE NOUN: Seeing is believing.

3- Participles are forms of verbs used as adjectives relating to a noun or a pronoun. There are four kinds of participles:

- (a) Present smoking
- (b) Past smoked
- (c) Perfect having smoked
- (d) Passive perfect having been smoked

Note location in use:

Running, he soon came to the road.

The army, crushed and defeated, lay exhausted.

Tom was proud, having been elected.

(4) **Nominative Absolutes** are similar to participles, but unrelated to any word in the sentence.

The wind having now shifted, the men lit the fire.

11- **PHRASES** are combinations of parts of speech that are not sentences. There are four kinds:

(a) A prepositional phrase is made up of preposition, its object and all modifiers. It serves as an adjective modifying the noun but coming after the noun:

The girl with brown hair is Irish.

It serves as an adverb, occurring in any part of the sentence:

She drew the picture with great skill.

(b) An infinitive phrase is made up of an infinitive, plus object (if any), plus modifiers used as:

SUBJECT: To love humanity without reservation is my goal.

OBJECT: I love to dance the "Bossa Nova."

ADJECTIVE: I need an instrument to open cans.

ADVERB: I buy bonds to support my country.

PREDICATE NOUN: My plan is to buy property now.

(c) Participial phrase is made up of a participle, plus object (if any) plus modifiers and is always used as an adjective.

Pushing weeds aside with his oars, Tom finally made it to shore, exhausted by the ordeal.

(d) A gerund phrase is made up of a gerund, plus an object (if any), plus modifiers and is used as:

SUBJECT: Smoking cigarettes at any age is unhealthy.
OBJECT: He dislikes speaking French.
OBJECT OF PREPOSITION: This is an excellent idea for painting high ceilings.
PREDICATE NOUNS: My idea of fun is shooting cans with a rifle.

12- **CLAUSES** are combinations of parts of speech resembling sentences (because they contain verbs) but are not sentences because they cannot stand alone. There are three kinds:

(1) Noun clauses are clauses used where nouns would be.

SUBJECT: That I am older bother me.
OBJECT: I know what I have to do.
OBJECT OF PREPOSITION: I know of what I speak.
PREDICATE NOUN: That is what I meant.

(2) Adjective or relative clauses introduced by “who”, “which”, “that”, “whose”, “whom” and “where” or “when” are used in the same manner as adjectives. They are located after the word modified such as nouns, gerund, predicate nouns or pronouns. George Smith, who is my brother, goes to high school.
The boy who spoke to me revealed his name.

(3) Adverbial clauses are introduced by any subordinate conjunction and are used in the same manner as adverbs.
The boy confessed the truth because he was honest.

Adapted from: A Scriptographic Booklet. 1970

A WORLD OF LANGUAGE: A GLOSSARY OF TERMS

| | |
|---------------------------|--|
| Abbreviation | the shortened form of a word |
| Action verb | a word that shows action |
| Adjective | a word that describes a noun or pronoun |
| Adverb | describes a verb, an adjective or another adverb |
| Anecdote | a short story about someone |
| Antonyms | words that have the opposite meaning |
| Apostrophe | shows where a letter or letters are missing |
| Base word | the simplest form of a word |
| Character | a person, animal or creature in a story |
| Common noun | general name of a person, place or thing |
| Complete predicate | all of the words telling what the subject does |
| Complete subject | all of the words naming someone or something |
| Compound word | a word formed from two or more words |
| Compound predicate | two or more verbs that have the same subject |
| Compound sentence | two or more simple sentences joined by a conjunction |
| Compound subject | two or more simple subjects with the same predicate |
| Conjunction | a word that joins other words |
| Context clue | helps a reader find the meaning of an unknown word |
| Contraction | a shortened form of two words |
| Declarative sentence | makes a statement and ends with a period |
| Direct object | receives the action of the verb |
| Encyclopedia | reference book(s) |
| Exaggeration | stretching of the truth |
| Exclamatory sentence | expresses a strong feeling |
| Fact | true information that can be checked |
| Future tense | shows an action that will happen in the future |
| Haiku | a Japanese verse form |
| Helping verb | works with the main verb to add emphasis |
| Homograph | words spelled the same but with a different meaning |
| Homophones | words that sound alike but have different spelling and meaning |
| Imperative sentence | gives command or makes requests |
| Interjection | expresses strong feelings or emotions |
| Irregular verb | does not form the past or past participle by adding -ed |
| Linking verb | connects the subject and the predicate |
| Main verb | most important word in the predicate |
| Metaphor | compares two things by saying one thing is the other |
| Noun | names a person, a place, thing or idea |
| Object of the preposition | noun or pronoun followed by a preposition |
| Object pronoun | me, you, him, her, it, us and them |
| Opinion | what someone thinks is true |
| Order of importance | a way of organizing details |
| Outline | organizes information into main ideas |
| Paragraph | a group of sentences that tell about one main idea |
| Paragraph of comparison | tells how one thing is like another |

| | |
|-----------------------|---|
| Paragraph of contrast | tells how one thing is different from another |
| Part of speech | tells how a word is used in a sentence |
| Past tense | shows action that already happened |
| Persuasive paragraph | gives a writer's opinion and reasons of support |
| Plot | series of event in a story in the order in which they happen |
| Plural noun | more than one person, place or thing |
| Possessive noun | shows ownership |
| Predicate adjective | follows a linking verb and describes the subject |
| Prefix | word part added at the beginning of a word |
| Preposition | relates the noun or pronoun to another word in the sentence |
| Present tense | action that happens now |
| Prewriting | a stage in which students gather ideas before writing |
| Proofreading | when a writer looks for mistakes |
| Proper noun | names a particular person, place or thing |
| Publishing | the stage when writers share their writing with others |
| Quotation marks | show the exact words of a speaker |
| Repetition | the repeating of a word or a phrase |
| Redundancy | words that are not necessary to understand the meaning |
| Revising | the stage when writers make changes |
| Run-on-sentence | two or more sentences not separated by punctuation or a connecting word |
| Scanning | to read a text superficially while looking for specific information |
| Sentence | a group of words that expresses a complete thought |
| Setting | time and place of a story |
| Simile | uses the words "like" and "as" to compare two things |
| Simple predicate | main word or words in the complete predicate |
| Simple subject | the main word in the subject part of a sentence |
| Singular noun | names one person, place, thing or idea |
| Skimming | to read a text quickly just to get an idea of its general content |
| Subject pronoun | I, you, he, she, it, we and they |
| Suffix | word part added at the end of a word |
| Supporting sentence | develops the main idea in a paragraph |
| Synonyms | words with a similar meaning |
| Tense | shows time of the action |
| Thesaurus | gives synonyms or related words |
| Topic sentence | the main idea in a paragraph |
| Verb | word that shows action or state of being |
| Writing | stage in which writers put their ideas on paper |

Adapted from: www.quia.com

PARTS OF SPEECH

Adjective A word that describes a noun or a state of being.

Sue is a very smart girl.

I'm hungry.

Adverb A word that describes a verb, an adjective or another adverb.

The secretary types quickly.

The mayor is highly capable.

Article Articles are placed in front of singular nouns. The definite article is the.
The indefinite articles are a and an.

The teacher gave an assignment to the students.

Jillian is eating a piece of cake.

Conjunction A word that connects words, phrases, or clauses.

Jane went to the movies, but I didn't.

The skirt and blouse are yellow.

She is either from Chicago or New York.

Noun A noun is a word that names a person, place, thing or idea.

Sandra likes to eat sandwiches for lunch.

Love is a very strong emotion.

Object A word that comes after a transitive verb or a preposition.

Jim bought a new car.

I left my jacket in the house.

My mother baked a cake for my birthday.

Predicate The part of the sentence that shows what the subject does.

Mr. Johnson walked to the park.

subject predicate

My neighbor's dog buried a bone in the yard.
subject predicate

Preposition A word that can show location, time and direction. Some common prepositions are around, at, behind, between, from, on, in, near, to, over, under, with.

The book is on the table.
The milk is in the refrigerator.

Punctuation Punctuation marks include the period (.), comma (,), question mark (?) and the exclamation point (!).

Subject The subject of a sentence tells who or what the sentence is about.

My science teacher gave us a homework assignment. It was difficult.

Tense A verb has tense. Tense show when the action happened.

| | | |
|----------------------|---|--|
| Simple present | : | She <u>walks</u> to school every day. |
| Present progressive. | | She <u>is walking</u> to school now. |
| Simple past: | | She <u>walked</u> to school yesterday. |

| | | |
|-------------------|--|---|
| Past progressive: | | She <u>was walking</u> to school when she saw her friend. |
| Future: | | She <u>is going to</u> walk to school. |
| | | She <u>will go</u> to school next month. |

Funny Grammar Rules

- 1. Don't use abbrev.**
- 2. Proofread carefully to see if you any words out.**
- 3. Don't use question marks inappropriately?**
- 4. Excessive use of exclamation points can be disastrous!!!!!!!!!!**
- 5. Never use that totally cool, radically groovy, out-of-date slang.**
- 6. Profanity sucks.**
- 7. Be more or less specific.**
- 8. Placing a comma between subject and predicate, is not correct.**
- 9 Don't repeat yourself, or say again what you have said before.**
- 10. Hopefully, you will use words correctly, irregardless of how others use them.**
- 11. Note: People just can't stomach too much use of the colon.**
- 12. About sentence fragments.**
- 13. Each pronoun agrees with their antecedent.**
- 14. Just between you and I, case is important.**
- 15. Don't use commas, that aren't necessary.**
- 16. Only Proper Nouns should be capitalized. also a sentence should.**
- 17. begin with a capital and end with a period**
- 18. In letters compositions reports and things like that we use commas to keep a string of items apart.**
- 19. Verbs has to agree with their subjects.**
- 20. A writer mustn't shift your point of view.**
- 21. Don't write a run-on sentence you've got to punctuate it.**
- 22. Never use a preposition to end a sentence with.**
- 23. Avoid clichés like the plague.**
- 24. And don't start a sentence with a conjunction.**
- 25. Its important to use apostrophe's right.**
- 26. It's better not to unnecessarily split an infinitive.**
- 27. Don't use no double negatives.**

ADJECTIVE POSITION

| | |
|--|--|
| 1) Adjectives can be used before a noun: He's an old soldier. They're intelligent students. That's an expensive car. | 2) Adjectives can be used after a linking verb: The soldier is old . The Students seem intelligent . The car looks expensive . |
|--|--|

| |
|---|
| Adjective Order: The adjectives in the table below follow this order: |
| Opinion or Observation: beautiful, ugly, easy, fast, interesting, boring, etc. |
| Size: small, tall, short, big, enormous, huge, tiny, etc. |
| Age: young, old, new, historic, ancient, etc. |
| Shape: round, square, rectangular, etc. |
| Color: red, black, green, purple, etc. |
| Nationality: French, Asian, American, etc. |
| Material: woolen, metallic, plastic, glass, etc. |
| Purpose or Qualifier: foldout sofa, fishing boat, racing car, etc. |

ADJECTIVE ORDER CHART

| Opinion | Size | Age | Shape | Color | Nationality | Material | Purpose | Noun |
|-----------|--------|------------|--------|--------|-------------|-----------|----------|---------|
| expensive | small | | | | German | | racing | car |
| pretty | | antique | | | | gold | | mirror |
| | tiny | | round | yellow | | | | flowers |
| | long | | | blonde | | | | hair |
| | medium | | square | | | | checker | board |
| | little | | | blue | | cardboard | doll | house |
| strong | | young | | | American | | baseball | player |
| tasty | | | | | Italian | | | food |
| noisy | | 4-year-old | | white | Siamese | | | cat |

Some examples:

1. They drove an expensive small German car.
2. The woman found a pretty antique gold mirror at the flea market.
3. The hat had some tiny round yellow flowers.
4. She had long blonde hair.
5. They played on a medium square checker board.
6. The girl played with a little blue cardboard doll house.
7. The team was proud of its strong young American baseball player.
8. We went out for some tasty Italian food.
9. My neighbors have a noisy 4-year-old Siamese cat.
10. My sister just bought a Victorian-era three-story house.

COMPARING DESCRIPTIVE ADJECTIVES

Adjectives change to show differences in nouns.

To **strengthen** an adjective:

1- add **-er** to a one-syllable adjective:

cheap cheaper

clean cleaner

near nearer

2- add **-r** to one-syllable adjectives that end in **-e**:

nice nicer

close closer

fine finer

3- double the last consonant, then add **put not as** before the adjective
-er to one-syllable adjectives that end in a consonant +vowel l+ consonant:

big bigger

thin thinner

fat fatter

4- drop the **y** and add **-ier** to two-syllable put **not as** before the adjective adjectives that end in **y**:

happy happier

crazy crazier

lovely lovelier

5- add **-er** to the following two-syllable put **not as** before the adjective adjectives:

able abler

cruel crueller

narrow narrower

To **weaken** an adjective:

put **not as** before the adjective

Not as cheap as

Not as clean as

Not as near as

put **not as** before the adjective

Not as nice as

not as close as

not as fine as

not as big as

not as thin as

not as fat as

not as happy as

not as crazy as

not as lovely as

Not as able as

Not as cruel as

Not as narrow as

6-place the word **more** before other use **not as** or **less** before the adjectives two or more syllable adjectives;

capable more capable
careful more careful
common more common

not as capable as/less capable
not as careful as/less careful
not as common as/less common

7-Use the irregular form for the following adjectives:

bad worse
far farther (in distance)
far further (in depth)

not as bad as
not as far as
not as far as

good better
little less
many more

not as good as
not as much as
not as many as

COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES AND ADVERBS

| | COMPARATIVE | SUPERLATIVE | |
|---|---|---|---|
| One-syllable adjective | old older wise wiser | the oldest the wisest | For most one-syllable adjectives, -er and -est are added. |
| Two-syllable adjectives | famous More famous wise wiser | The most famous the wisest | for most two-syllable adjectives, more and most are used. |
| | Busy busier pretty prettier | the busiest the prettiest | -er/ -est are used with two-syllable adjectives that end in -y. The -y is changed to -i. |
| | clever Cleverer More clever gentle gentler more gentle friendly friendlier more friendly | the cleverest The most clever The gentlest the most gentle the friendliest the most friendly | Some two-syllable adjectives use -er/-est or more/most: able, angry, clever, common, cruel, friendly, narrow, pleasant, polite, quiet, simple, sour. |
| Adjectives with three or more syllables | important more important fascinating more fascinating fascinating | the most important the most fascinating | more and most are used with long adjectives. |
| Irregular adjectives | Good better bad worse | the best the worst | Good and bad have irregular comparative and superlative |
| -Ly adverbs | Carefully more carefully | the most carefully | More and most are used with adverbs that end in -ly.* |
| One-syllable adverbs | fast faster | the fastest | The -er and -est forms are used with one-syllable adverbs. |
| Irregular adverbs | well better badly worse | the best the worst | |

*Exception: **early** is both an adjective and an adverb. Forms: earlier, earliest.

** Both **further** and **farther** are used to compare distances.

COMPARATIVE / SUPERLATIVE QUIZ

Provide the correct adjective form in each sentence

- 1- This hat is (elegant) _____ of all.
- 2- Those are (nice) _____ houses in the neighborhood.
- 3- You have an (easy) _____ assignment than I.
- 4- Your teacher is (patient) _____ than mine.
- 5- The weather is much (hot) _____ than last month's.
- 6- She is a (good) _____ player than her sister.
- 7- Her dishes are (same) _____ mine
- 8- Her furniture is (different) _____ mine.
- 9- The weather is getting (warm, gradually) _____.
- 10- That movie is (bad) _____ than the one we saw last week.

Provide the correct form of the adjective cheap or expensive:

My shoes cost \$20 dollars. Your shoes cost \$30.00. Bob's shoes cost \$30.00. Jane's shoes cost \$60.00.

- a. My shoes are _____ yours.
- b. Your shoes are _____ mine.
- c. Bob's shoes are _____ yours.
- d. Jane's shoes are _____ ours.
- e. Jane's shoes are _____ of all.
- f. My shoes are _____ of all.

Write in the correct form of the adjective light or heavy:

Bob weighs fifty pounds. Billy weighs fifty-five pounds. Jimmy weighs fifty-five pounds and John weighs sixty pounds.

- g- Bobby is _____ Jimmy.
- h- Jimmy is _____ Billy.
- i- John is _____ Jimmy.
- j- John is _____ of all.
- k- Bobby is _____ of all.

ADJECTIVES/ADVERBS/LINKING VERBS

| | |
|---|--|
| <p>Adjectives are used to describe: people, places and things.</p> | <p>Adverbs are used to describe: a verb (the action) other adjectives other adverbs</p> |
| <p>Adjectives are used with linking verbs (descriptive, not action related): be, appear, look, seem, resemble, sound feel, taste, smell, hear, know, believe, own, think, understand, doubt, mean.</p> | <p>Some adjectives do not change when used as adverbs: lonely, silly, friendly, hard, fast, early, late, and lovely because they are always used with the verb to be.</p> |

Exercises: Circle the correct choice.

- 1 Jack spoke (confident/confidently) to the audience.
- 2 He knew he had (good/well) chance of winning the election.
- 3 Melanie (quick/quickly) ate her lunch.
- 4 She knew the meeting was (important/importantly) and didn't want to be late.
- 5 Sophie speaks Thai (fluent/fluently) and knows the culture very (good/well).
- 6 The (hot/hotly), humid weather made it difficult to enjoy the tropical beach.
- 7 Miriam seemed more (uncomfortable/uncomfortably) than relaxed.
- 8 The entrance examination is (extreme/extremely) challenging.
- 9 Very few people make it into the (prestigious/prestigiously) medical school.
- 10 This airline's (complete/completely) lack of organization is outstanding.
- 11 I have been very (patient/patiently) up to this point.
- 12 The young girl sings (amazing/amazingly) well for someone her age.
- 13 The skies became surprisingly (dark/darkly) in just a few minutes.
- 14 The people in the streets stood (silent/silently) waiting for the sun to return.
- 15 Although Beth speaks (soft/softly) and seems quite (timid/timidly), don't underestimate her.
- 16 The medieval cathedral was (tragic/tragically) burnt down last year.
- 17 The city (quick/quickly) rebuilt it stone by stone.
- 18 We (gradual/gradually) noticed the change in Diane.
- 19 She became (quiet/quietly) and withdrawn from her family.
- 20 Nicole grew (tired/tiredly) from the hours of overtime at work.

DISTINGUISHING BETWEEN ADJECTIVES ENDING IN -ED VERSUS -ING

The past participle (-ed) and the continuous participle (-ing) can be used as adjectives.

| | |
|--|---|
| <p>The past participle -ed describes how a person feels and has a passive meaning: I'm interested in art. She is terrified of heights. Mariela is bored by her classes.</p> | <p>The continuous participle -ing describes the cause of the feeling and has an active meaning: Indian art is interesting. She finds heights terrifying. Mariela's classes are boring.</p> |
|--|---|

The following is a partial list of adjectives that end in -ed and -ing participles.

| | | | |
|------------------------------|----------------------------|--------------------------|------------------------|
| amazing / amazed | Distracting / distracted | frightening / frightened | motivating / motivated |
| annoying/annoyed | embarrassing/embarrassed | frustrating / frustrated | pleasing / pleased |
| charming / charmed | encouraging / encouraged | fulfilling / fulfilled | relaxing / relaxing |
| confusing / confused | exasperating / exasperated | infuriating / infuriated | satisfying / satisfied |
| depressing / depressed | exhausting / exhausted | intriguing / intrigued | shocking / shocked |
| Disappointing /disappointing | exhilarating / exhilarated | irritating / irritated | tiring / tired |
| disgusting / disgusted | fascinating / fascinated | liberating / liberated | touching / touched |

Select the appropriate adjective between those located within the parenthesis.

- 1- Marine biology is an (interesting/interested) subject.
- 2- Don't bother to read the book. It's (boring/bored).
- 3- Have you heard the latest news? It's really (exciting/excited).
- 4- I don't understand these directions. I'm very (confusing/confused).
- 5- I feel (boring/bored). Let's do something.
- 6-I was (embarrassed/embarrassing) by his attitude.
- 7- Insects fascinate me. I think that they are (fascinating/fascinated).
- 8- The announcement was quite a (surprising/surprised) turn of events.
- 9- I heard some (interesting/interested) news on the radio.
- 10- The children found the circus (exciting/excited).
- 11- I read a (shocking/shocked) report on torture.
- 12- It was an (embarrassing/embarrassed) situation for everyone involved.
- 13-Rose was (moving/moved) by the woman's generosity.
- 14- Mrs. Santiago was (depressing/depressed) by his surroundings.
- 15-The speaker was (distracting/distracted) by the protest outside the hall.

SUPERLATIVE ADJECTIVES

A **superlative** adjective distinguishes one noun from three or more. To make an adjective superlative:

1 Place **the** before the adjective, and add **-st** instead of **-r**:

the slowest
the nicest
the funniest

1 add **the most** instead of **more** before the adjective:

the most important
the most wonderful
the most expensive

1 use the irregular form for the following adjectives:

| | |
|---------|----------------------------|
| good | the best |
| bad | the worst |
| far | the farthest (in distance) |
| farther | furthest (in depth) |
| many | the most |
| little | the least |

To make a superlative negative, place **the least** before the adjective:

the least funny
the least polite
the least important

To express superlatives, use the following patterns:

He is **the tallest** of the three boys. He is the tallest **of all**.

That is **the funniest** movie I have ever seen. It is the funniest **of all**.

Fred is the **most handsome** actor in the play. He is the most handsome **of all**.

COMPARATIVE ADJECTIVE QUIZ

DIRECTIONS: Supply the appropriate forms of comparisons for the adjectives in parenthesis. Please, notice that more than one word may be needed. Pay special attention to the symbols: (+) and (-) comparative cases, (=) equal degree of comparison, (--) and (++) superlative cases.

1. - My jacket is _____ yours.
(expensive) (-)
2. - Joseph is _____ Ana.
(intelligent)(=)
3. - My house looks _____ Mrs. Clinton's house.
(clean) (+)
4. - We really like to buy Valerie's paintings. She is _____ painter in town.
(creative) (++)
5. - It is really bad to go to the movies with your younger brother, but it is even _____ to go with your parents.
(bad) (+)
6. - It looks like Jack is _____ to receive an award.
(qualified)(--)
7. - Your project is _____ as mine.
(good) (=)
8. - Lectures are _____ hands-on experiments.
(meaningful) (-)
9. - Some animals are _____ than others.
(dangerous) (+)
10. A horse runs _____ a mule.
(fast) (+)
- 11- Jan's notebook is _____ mine.
(thick) (+)
- 12- A chicken isn't _____ a pig.
(smart) (-)
- 13- The redwood is _____ tree I've ever seen.
(tall) (++)
- 14- Winters in California aren't _____ those in New Jersey.
(cold) (-)
- 15- This string is _____ twine.
(strong) (=)

NONPROGRESSIVE, NON-CONTINUOUS OR STATIVE VERBS

| | |
|---|--|
| <p>a) I hear a bird. It is singing. b) I'm hungry. I want a sandwich. c) This book belongs to Mikhail.</p> | <p>Some verbs are not used in progressive tenses. Correct: I hear a bird (right now). Incorrect: I'm hearing a bird (right now).</p> |
|---|--|

Stative verbs deal with **states of mind** rather than actions, thus expressing a stable state. They can be subdivided into five basic groups:

| LINKING | SENSES | POSSESSION | MENTAL PROCESSES | STATE OF BEING |
|------------|----------|------------|------------------|----------------|
| adore | appear | belong | believe | astonish |
| appreciate | hear* | have* | doubt | be |
| care | look | lack | fear | contain |
| desire | perceive | own | feel* | concern |
| detest | resemble | possess | forgive | cost |
| dislike | see* | | forget | depend |
| envy | seem | | guess | entail |
| hate | smell* | | imagine | equal |
| like | sound | | intend | exist |
| love | taste* | | know | fit* |
| mind | | | realize | matter |
| miss | | | recall | measure* |
| prefer | | | recognize | mean |
| want | | | regard | need |
| wish | | | remember* | owe |
| | | | suppose | tend |
| | | | think* | weigh* |
| | | | understand | |

*Sometimes these verbs are used in the progressive tenses:

Compare:

I **think** that grammar is easy. When **think** means **believe**, it is non-progressive.

I am **thinking** about grammar right now. When **think** expresses thoughts that going through a person's mind, it can be progressive.

Tom **has** a car. When **have** expresses possession, it is not used in the present progressive.

I'm **having** a good time. In certain idiomatic expressions, **have** can be used in the present progressive.

Joe doesn't **see** well without his glasses. I **see** what you mean, but I don't agree with you. When **see** is used to indicate involuntary use of the eyes or understanding, it is not used in the present progressive.

Did you know that Boris is **seeing** Natasha? When **see** is used to indicate involvement, it can be used in the present progressive.

STATIVE or LINKING VERBS: An Exercise

- Stative verbs refer to *states of being*:
- Are conditions or situations that exist.
- Do not involve actions.
- Are followed by adjectives.
- Cannot be progressive.

Stative verbs don't use the progressive form. Note: Some verbs may have stative and active forms, but with different meanings.

The verbs below reflect a "*state of being*" and cannot be progressive:

Look/seem/appear/resemble/become/act/get

Hear /see/sound/taste/feel/know/believe/think

Recognize/remember/want/need/love/

Hate/appreciate/like/have/belong/possess

Surprise/impress/astonish/amaze

Measure/weigh/reach/cost

Select the appropriate form of the verb to indicate a stative or progressive meaning.

1. Andrew *gets/is getting* nervous whenever he takes a test.
2. His head feels light and his hands *become/are becoming* sweaty.
- 3 He worries that the teacher *looks/is looking* at him.
4. Other people can see that Andrew *appears/is appearing* upset because he

is acting/acts jumpy.

5. Alberto Benigni is a very funny Italian actor. *He appears/is appearing* in a movie called "Il Monstro", The Monster.
6. He *seems/is seeming* to have a natural gift for comedy.
7. "What is that sound?" "I don't know. I am *not hearing/don't hear* anything.
8. Every time he thinks of his mother's cooking, he *is feeling/feels* homesick.
9. This milk *isn't tasting/doesn't taste* fresh.
10. This afternoon, I *am seeing/see* the doctor about my skin problem.
11. Americans *are believing/believe* that if they cut down on calories, they'll lose weight.
12. Some people *hate/are hating* having to exercise.
13. They are *feeling/feel* tired after a long day of work and *don't want/aren't wanting* to exercise.
14. They *need/are needing* encouragement to complete their goal successfully.
15. "How is your cold today?" "You *sound/are sounding* a lot better today.
16. My sister told the caller: "Please call back later. We *have/are having* dinner."
17. The policeman asked: "Do you *have/are having* a valid Florida driver's license?"
18. The street person asked: *Do/are you have/ having* any spare change?"
19. "When *do we have/are we having* our next quiz? I asked.
20. The officer asked: "Are you OK? "No", I said, "I think I'm *having/have* a baby!"

GUIDELINES FOR USING ARTICLES

USING THE INDEFINITE ARTICLES A/AN: A speaker uses **a/an** with a singular noun when she/he is making a generalization, when speaking about something that is not specific. **A** is used in front of nouns that begin with a consonant sound (a book, a dog, a pencil). **An** is used in front of nouns that begin with a vowel sound (an apple, an elephant, an idea).

A dog makes a good pet. I need **a** pencil. I saw **a** dog in my yard.

An apple a day keeps the doctor away. That's **an** excellent idea. **An** elephant ride is exciting.

USING THE DEFINITE ARTICLE THE: A speaker uses **the** when the speaker and the listener are thinking about the same specific thing(s) or person(s).

The sun is shining brightly.

Please close **the** door.

Mary is in **the** kitchen.

The definite article is also used:

1. Before nouns of which there is only one: **the** moon, **the** earth, etc.
2. Before nouns used a second time: Rita told us a story. **The** story was very good.
3. Before a noun made definite by the addition of a phrase or clause.

The man in the black suit

The room where I saw her.

4. Before a noun which represent only one thing. Rita is in **the** kitchen. Pass **the** book, please.

5. Before superlatives and first, second, third, etc.

Mount Everest is **the** highest peak in the world.

The third chapter was **the** most interesting.

6. Before singular nouns used to represent a class:

The horse is strong. (Meaning all horses)

The elephant never forgets. (Meaning all elephants)

7. Before an adjective used to represent a class of persons.

The old and **the** young should be able to live together.

8. Before names of seas, chains of mountains, groups of islands, rivers and the plural names of countries.

The Pacific Ocean, **the** Himalayas, **the** British Isles, **the** Bagmati River, **the** U.S.A.

9. Before musical instruments: **the** flute, **the** piano, **the** guitar, etc.

10. Before a special meal given to celebrate something or in someone's honor.

The wedding at the Blue Star hotel.

The luncheon given in honor of the Prime Minister.

11. Before parts of the day: **The** morning, **the** afternoon, **the** evening.

USING DEFINITE ARTICLE "THE"

The definite article is used for specific references. Use the definite article if you can answer the question "which?"

1. Use the definite article **the** when the speaker and the listener know which person or thing they are talking about because:

- a) The person or thing was mentioned before.

I took a picture of a child. **The** child was my son.

- b) The person or thing is specified by a phrase.

the university of Toronto

the best show in town

the movie that you saw last night

- c) The speakers share the same context or knowledge.

The library is open today. (the library **in our college**)

The coffee is good. (the coffee **in this restaurant**)

2. Use the definite article when you are talking about something unique.

The moon is in a crescent tonight.

The Amazon is a river in South America.

Use the before singular or plural count nouns and before non-count nouns:

the neighbor

the neighbors

the water

Exercise: Put the definite article the before nouns that refer to specific people or things. Put a 0 sign before nouns that are general. Capitalize when necessary.

1. I like _____ sugar in my tea.
2. We want to invite _____ neighbors to our party.
3. _____ city streets usually have sidewalks.
4. He is _____ king of Morocco.
5. _____ bicycles outside are not ours.
6. I met _____ students from our class.
7. _____ moon will be full tonight.
8. They want to paint _____ fence white.
9. _____ weather today is very cold.
10. People like to sit on _____ park benches.

ARTICLES EXERCISE

Fill in the blanks with the appropriate article: **a, an or the**.

1. Do you have _____ bicycle for rent?
2. Do you need _____ bicycle today?
3. I went to _____ party last week.
4. Is Mr. Shresta _____ professor?
5. We live on _____ quiet street on the suburbs.
6. He's working at _____ restaurant.
7. Did you feed _____ the cat?
8. Krishna is in _____ kitchen peeling potatoes.
9. Let's cross _____ street here.
10. Did Dinesh find _____ job yet?
11. _____ flowers in that vase are beautiful.
12. Is Suman _____ graduate student?
13. Doctors are concerned about _____ health of their patients.
14. Did you have fun at _____ party last night?
15. I bought _____ table yesterday.
16. _____ boys are afraid of _____ dark.
17. _____ little knowledge is dangerous.
18. She knows nothing about _____ robbery.
19. I need _____ flour and _____ clean plate.
20. _____ book on _____ table is mine.
21. He buys _____ newspaper every day.
22. There is _____ fly in _____ milk.
23. Professor Erickson is _____ Christian.
24. Honesty is _____ best policy.
25. T This is _____ front of _____ house.

CAPITALIZATION RULES

| | | |
|---|---|---|
| CAPITALIZE: 1.The first word in a sentence | (a) We saw a movie last night. It was very good. | Capitalize: use a big letter, not a small letter. |
| 2.The names of people | (b) I met George Adam yesterday. | |
| 3.Titles used with the names of people | (c) I saw Doctor (Dr.) Smith . Do you know Professor (Prof.) Alston ? | Compare: I saw a doctor . I saw Doctor Wilson . |
| 4.Months, days, holidays | (d) I was born in April . Bob arrived last Monday . It snowed on Thanksgiving Day . | Note: Seasons are not capitalized: spring, summer, fall/autumn, winter |
| The names of places: city state/province country continent ocean lake river desert mountain school business street, etc. building, park, zoo | (e) He lives in Chicago . She was born in California . They are from Mexico . Tibet is in Asia . They crossed the Atlantic Ocean . Chicago is on Lake Michigan . The Nile River flows north. The Sahara Desert is in Africa. We visited the Rocky Mountains . I go to the University of Florida . I work for the General Electric Company . He lives on Grand Avenue . We have class in Ritter Hall . We went jogging in Forest Park . The Bronx Zoo is renown for its collection of | Compare: She lives in a city. She lives in New York City . Compare: They crossed a river. They crossed the Yellow River . Compare: I go to a university . I go to the University of Texas . Compare: We went to a park. We went to Central Park . |
| 6.The names of courses | (f) I'm taking Chemistry 101 this term. | Compare: I'm reading a book about psychology. I'm taking Psychology 101 this semester. |
| 7.The names of languages and nationalities. | (g) She speaks Spanish . We discussed Japanese customs. | Words that refer to the names of nations, nationalities and languages are always capitalized. |
| 9. The pronoun "I" | (i) Yesterday I fell off my bicycle. | The pronoun "I" is always capitalized. |

CAPITALIZATION EXERCISE

Read the following sentences and draw a line through each small letter that should be a capital letter. Write the correct capital letter above each letter you cross out. Also add a period, when they are needed, at the end of a person's title.

Ex. please introduce me to dr smith.
Please introduce me to Dr. Smith.

- 1- we are going to have a test next tuesday.
- 2- i started to learn french last july.
- 3- do you know dr. panday? he is a professor a this university.
- 4- perhaps rita said that anup has gone to pokhara.
- 5- the Nile river flows into the mediterranean sea.
- 6- john is a catholic. ali is a moslem.
- 7- othello, the moor of venice, is a play written by shakespeare.
- 8- ram is flying to Singapore on rnac after the dashain festival.
- 9- i'm taking a history course this semester.
- 10- in 1957 the russians sent the first satellite into space.
- 11- i take the five o'clock train to new delhi.
- 12- the sun rises in the east.
- 13- we bought a nepali cap for mr. singh, our math teacher.
- 14- canada is north of the united states.
- 15- we don't have class on saturdays.
- 16- i like vietnamese food.
- 17- venezuela is a spanish-speaking country.
- 18- i'm taking modern european history 101 this semester.
- 19- i know that professor panday teaches at the university of arizona.
- 20- the mississippi river flows south.

CAUSATIVE VERBS: GET, HAVE, LET, MAKE

Get, have, let and make can be used to express the idea that “X causes Y” to do something. When they are used as causative verbs, their meanings are similar but not identical.

Have, let and make are followed by the simple form of the verb while **get** is followed by the infinitive form of the verb.

- a) I got my brother to carry my suitcase. (I persuaded my brother to carry my suitcase.)
- b) I let my brother carry my suitcase. (I allowed my brother to carry my suitcase.)
- c) I had my brother carry my suitcase. (I asked my brother to carry my suitcase.)
- d) I made my brother carry my suitcase. (I insisted that my brother carry my suitcase.)

The past participle is used after **have** and **get** to give a passive meaning. There is usually little or no difference in meaning between **have** and **get**.

- e) I had my watch repaired (by someone).
- f) I got my watch repaired (by someone).

Complete the sentences with the one of the appropriate causative verb. More than one verb is possible.

1. The doctor _____ the patient stay in bed.
2. Mrs. Crane _____ her house painted.
3. The teacher _____ the class write a 2000-word research paper.
4. I _____ my son clean the window before he could go outside to play.
5. Mr. Kostas _____ some of the kids in the neighborhood to clean out his garage.
6. I finally _____ my parent to let me use the car.
7. I went to the bank _____ a check cashed.
8. Tom had a bad headache yesterday, so he _____ his twin brother, Tim, attend class for him. The teacher didn't know the difference.
9. When Scott went shopping, he found a jacket that he really liked. After he _____ the sleeves shortened, it fit him perfectly.
10. My boss _____ me redo my report because he wasn't satisfied with it.

CONJUNCTIONS: A SUMMARY

A **conjunction** is a word that connects words, phrases, or clauses. Each conjunction defines a specific relationship between the parts it connects.

A **coordinating** conjunction joins sentence parts that have the same grammatical form. Here is a mnemonic device to remember the coordinating conjunctions:

FANBOYS

For connects a fact with its cause. Mary went home, for she was sick. (Use a comma before for)

And indicates similarity: The skirt and the blouse are yellow.

Nor indicates negation of both choices: I don't like the yellow nor the blue shirt.

But indicates a difference: Jane went to the movies, but I didn't. (Use a comma before but)

Or indicates a necessary choice: She is from Chicago or New York.

Yet indicates a difference that is not logical: Indira was tired, yet happy. (Use a comma before yet)

So indicates the result or consequence of a previous action: I didn't have money for a taxi, so I had to take the bus. (Use a comma before so)

Correlative conjunctions are pairs of conjunctions. The first conjunction emphasizes the meaning of the second.

a) **Both...and** emphasizes the equality of items. She wants both ice cream and cake.

b) **Not only...but** also emphasizes the equal importance. She wants not only ice cream but also cake.

c) **Either...or** emphasizes the need to choose one item. She wants either ice cream or cake.

d) **Whether...or not** emphasizes that the first item is more important than the second. She will eat ice cream whether or not she eats cake.

Subordinating conjunctions begin a subordinated clause and show its relationship with the main clause.

a) **Time relationship:**

| | |
|--------|---------------------------|
| Before | earlier action |
| After | later action |
| Until | a limited time of action |
| When | a specific time of action |
| While | action at the same time |

The subordinated clause can come first, followed by a comma:

Before we went home, we washed the dishes.

The main clause can come first and then there is no comma:

We washed the dishes **before** we went home.

b) Causal relationships:

| | |
|---------|---------------------|
| as | a reason for action |
| because | a reason for action |
| since | a reason for action |

c) Resulting relationships:

| | |
|---------|-------------------------|
| So that | to make action possible |
|---------|-------------------------|

So that she can read, she wears glasses.

d) Conditional relationships:

| | |
|----------------|--|
| If | action dependent on other action |
| Unless | required action to avoid negative action |
| Whether or not | action on any condition |

If you come early, I'll dance with you.

Unless you come early, I won't dance with you.

Whether or not you come early, I won't dance with you.

e) Unexpected relationships:

| | |
|----------|--------------------------|
| though | an illogical fact |
| although | an illogical fact |
| even | though an illogical fact |

Though he was afraid, he did not cry.

Although he was afraid, he did not cry.

Even though he was afraid, he did not cry.

f) Other relationships:

| | |
|---------|------------------------|
| where | a specific place |
| as if | in an untrue manner |
| rather | than preferable action |
| that | a fact |
| whether | unknown information |

Where you live, there's a lot of traffic.

As if they were not scared, they got on the plane.

Rather than upset her mother, she stayed home.

That she is a genius is certain.

Whether she went to work I don't know.

Conjunctions - So, But, Or, And

Fill in the blank spaces with one of the conjunctions listed above.

- 1- I'm going to go shopping on Sunday _____ buy some new clothes.
- 2 - I've just eaten dinner _____ I'm not hungry.
- 3- Why don't you ring Sue _____ find out what time she's coming over for dinner?
- 4 - Don't tell John about his birthday party _____ you'll spoil the surprise.
- 5 - I have been saving my money this year _____ next year I plan to vacation in Europe.
- 6- Do you want anything else _____ can I go home now?
- 7- I love to travel _____ I hate traveling by bus.
- 8- I'm bored! Let's go out to dinner _____ see a movie.
- 9- I like living in the city _____ my brother prefers the countryside.
- 10 - Betty just got a promotion at work _____ she's very happy.
- 11 - It's late. You should go to bed now _____ you'll be tired tomorrow.
- 12- I was in the area _____ I thought I'd drop in and say hello.
- 13 - The taxi stopped at the train station _____ two men got out of it.
- 14- I really hate to sell my car _____ I need the money.
- 15 - My friend fell down the stairs _____ sprained his ankle.
- 16 - The department store closed at six _____ everyone went home.
- 17- I won't be home for Christmas _____ I'll be there for New Year's.
- 18- Julia was very angry at Tom _____ she went for a long walk to cool down.
- 19- Can you stop at the store _____ get some milk on your way home?
- 20- Are you busy this weekend _____ do you have some free time?
- 21- Nobody was home when I rang Jenny _____ I left a message for her.
- 22- I've been dieting _____ I'm not losing any weight.
- 23 - Will you eat that last chocolate cookie _____ will you leave it for me?
- 24 - It's raining. Wear your raincoat _____ you don't get wet.
- 25 - Can I help you with that _____ are you all right?

CONJUNCTION ACTIVITY

Combine the sentences below using the conjunctions given in parentheses. Do not change the order of the sentences. Pay attention to the punctuation.

- 1- They got married. They had to learn to manage their own home. (after)
- 2- He went crazy. His wife burnt his breakfast. (when)
- 3- You can hear what I'm saying. You keep quiet. (if)
- 4- I won't invite my classmates to a party. I know them well. (until)
- 5- He arrived home. I had already done the dishes. (by the time)
- 6- The first quiz was easy. This one is extremely difficult. (whereas)
- 7- She's snobbish. People like her. (yet)
- 8- We're broke. We can't buy anything. (since)
- 9- He failed. He won't give up his ideals. (even though)
- 10- He fell asleep. He was watching the film. (while)
- 11- The Harrison's were having a party. Their daughter was getting engaged. (because)
- 12- The car broke down. George went to find help. (so)
- 13- Benjamin passed the exam the first time. I had to take it three times. (whereas)
- 14- Paula got the job. She had no experience. (even though)
- 15- Alex has finished his homework. He can visit his friends. (as soon as)

FOR AND SINCE (TIME)

For + period (5 minutes, 2 weeks, 6 years). **For** means from the beginning of the period until the end of the period.

Since + point (9 o'clock, 1st of January, Monday). **Since** means from a point in the past until now.

| FOR (a period from start to end) | SINCE (a point up to now) |
|---|---|
| All tenses | Perfect tenses |
| They study for two hours every day. They're studying for three hours today. He has lived in Bangkok for a long time. I have worked at the bank for five years. Will the universe continue for ever? | He has been here since 9 am. He has been working since he arrived. I have lived in New York since 1985. It has been a year since I saw her. How long is it since you got married? |

Write **for** or **since** in the blanks below.

I have studied English:

- 1- _____ two months.
- 2- _____ January
- 3- _____ the beginning of the year.
- 4- _____ about ten minutes.
- 5 - _____ I was a child in elementary school.
- 6 - _____ six weeks.
- 7 - _____ a long time.
- 8 - _____ three days.
- 9 - _____ I was 14 years old.
- 10 - _____ a year ago.
- 11- _____ twelve days.
- 12 - _____ 1997.
- 13 - _____ I came to America.
- 14 - _____ 3 hours a day, for the last two years.
- 15 _____ April.
- 16 - _____ five weeks.
- 17- _____ the beginning of the semester.
- 18 - _____ this class was started.
- 19 - _____ two weeks ago.
- 20- _____ a year.

GERUNDS VERSUS INFINITIVE

| | |
|--|--|
| Some verbs are followed by the gerund (-ing) forms of other verbs. | Some verbs are followed by the infinitive form (to + verb) of other verbs. |
| Admit; appreciate; avoid; begin; can't help; consider; continue; (can't) face; defend; deny; dislike; discuss; enjoy ; fancy; feel like; finish; forget; give up; hate; imagine ; intend; keep (on); like ;love; mention; mind; miss ; postpone; practice; prefer; put off ; quit; recall; recollect; regret ; remember ;resist resume ; risk ; spend time ;(can't)stand ;stop ; suggest ;talk about ; think about; try. | (can't) afford; agree; appear; begin; claim; choose; continue; dare ; demand; decide; expect ; deserve; fail ; forget; happen; hesitate; hope; hate ; intend; learn (how); like ; love; manage; mean; need; offer; plan; prefer; prepare; pretend; proceed; promise; refuse; regret; remember ; seem; seen; start; struggle; swear; tend; threaten; try; want; volunteer; vow; (can't) wait; wish; would like; would love. |
| Use gerunds to refer to actions that are: vivid, real, ongoing in the present or completed in the past. | Use the infinitives to refer to actions that are: hypothetical, unfulfilled or future-oriented |

Fill in the blanks with the correct form of the verbs.

1. You can't help (like) _____ him.
2. We decided (stay) _____ at home.
3. We expect (hear) _____ from Ann soon.
4. Do you fancy (go) _____ out tonight?
5. I don't feel like (cook) _____.
6. When do you finish (study) _____?
7. I've given up (smoke) _____.
8. Imagine (be) _____ married to her!
9. I managed (find) _____ a taxi.
10. Would you mind (pass) _____ the bread?
11. I missed (see) _____ the beginning of the film.
12. She pretended (be) _____ ill.
13. Don't put off (see) _____ the doctor.
14. He spends ages (talk) _____ on the phone.
15. I want (see) _____ the manager.

“I” and “Me”

You already know “I” is a **subject pronoun** and “me” is an **object pronoun**. Some students have trouble knowing whether to use “I” or “me” with other nouns or pronouns. To help you decide, say the sentence with only “I” or “me.”

Example: Dario and (I or me) rode the train together.

Say: I rode the train. or Me rode the train.

(The word will be a subject pronoun in this sentence, so the correct answer is “I.”)

Remember: In a list of nouns and/or pronouns, the words “I” and “me” should be written last.

Examples: The dog, the neighbor, and I heard the siren.

The dog went with Chris, Sally and me.

Practice

Directions: Circle the correct words to complete each sentence.

- 1- (David and I; I and David) love Mexican food.
- 2- Anthony invited (me and George; George and me) to his party.
- 3- Mrs. Simpson gave an award to (Tina and me; me and Tina).
- 4- The policeman warned (Roberto and me; me and Roberto) about fireworks.
- 5- Gary and his brother asked (I, me) to their house.
- 6- My brother will go home and (I, me) will stay.
- 7- Alex handed the fishing pole to (me, I).
- 8- (Me, I) usually score well on tests.
- 9- She and (me, I) delivered newspapers when we were in school.
- 10- Ivan and (I, me) like to fish.

Writing Practice:

Pretend you and a favorite relative have returned from a trip to Disney World. What did you do there? On your own paper, write five sentences about your experiences. Concentrate on using “I” and “me” correctly.

IRREGULAR VERBS: AN ALPHABETICAL LIST

| Simple Form | Simple Past | Past Participle | Simple Form | Simple Past | Past Participle |
|-------------|----------------|-----------------|-------------|----------------|-----------------|
| arise | arose | arisen | feel | felt | felt |
| be | was, were | been | fight | fought | fought |
| bear | bore | born | find | found | found |
| beat | beat | beaten / beat | fit | fit/fitted | fit/fitted |
| become | became | become | flee | fled | fled |
| begin | began | begun | fling | flung | flung |
| bend | bent | bent | fly | flew | flown |
| bet | bet | bet | forbid | forbade | forbidden |
| bid | bid | bid | forecast | forecast | forecast |
| bind | bound | bound | forget | forgot | forgotten |
| bite | bit | bitten | forgive | forgave | forgiven |
| bleed | bled | bled | forsake | forsook | forsaken |
| blow | blew | blown | freeze | froze | frozen |
| break | broke | broken | get | got | gotten/got |
| breed | bred | bred | give | gave | given |
| bring | brought | brought | go | went | gone |
| broadcast | broadcast | broadcast | grind | ground | ground |
| build | built | built | grow | grew | grown |
| burn | burnt/burned | burnt/burned | hang | hung | hung |
| burst | burst | burst | have | had | had |
| buy | bought | bought | hear | heard | heard |
| cast | cast | cast | hide | hid | hidden |
| catch | caught | caught | hit | hit | hit |
| choose | chose | chosen | hold | held | held |
| cling | clung | clung | hurt | hurt | hurt |
| come | came | come | keep | kept | kept |
| cost | cost | cost | kneel | knelt | knelt |
| creep | crept | crept | know | knew | known |
| cut | cut | cut | lay | laid | laid |
| deal | dealt | dealt | lead | led | led |
| dig | dug | dug | lean | leaned/leant | leaned/leant |
| dive | dove/dived | dove/dived | leap | leaped/leapt | leapt/leapt |
| do | did | done | learn | learned/learnt | learned/learnt |
| draw | drew | drawn | leave | left | left |
| dream | dreamed/dreamt | dreamed/dreamt | lend | lent | lent |
| drink | drank | drunk | let | let | let |
| drive | drove | driven | lie | lay | lain |
| eat | ate | eaten | light | lighted/lit | lighted/lit |
| fall | fell | fallen | lose | lost | lost |
| feed | fed | fed | make | made | made |
| | | | | | |

| Simple Form | Simple Past | Past Participle | Simple Form | Simple Past | Past Participle |
|-------------|---------------|-----------------|-------------|----------------|-----------------|
| mean | meant | meant | spend | spent | spent |
| meet | met | met | spread | spread | spread |
| mislead | misled | misled | spring | sprang | sprung |
| mislay | mislaid | mislaid | stand | stood | stood |
| mistake | mistook | mistaken | steal | stole | stolen |
| outbid | outbid | outbid | stick | stuck | stuck |
| outdo | outdid | outdone | sting | stung | stung |
| outgrow | outgrew | outgrown | stink | stunk/stank | stunk |
| pay | paid | paid | string | strung | strung |
| plead | pleaded/pled | pleaded/pled | strive | strove/strived | strove/strived |
| put | put | put | swear | swore | sworn |
| quit | quit | quit | swell | swelled | swollen |
| relay | relaid | relaid | sweep | swept | swept |
| read | read | read | swim | swam | swum |
| rid | rid / rided | rid / rided | swing | swung | swung |
| ride | rode | ridden | take | took | taken |
| ring | rang | rung | teach | taught | taught |
| rise | rose | risen | tear | tore | torn |
| run | ran | run | tell | told | told |
| say | said | said | think | thought | thought |
| see | saw | seen | thrive | thrived/throve | thrived/throve |
| seek | sought | sought | throw | threw | thrown |
| sell | sold | sold | thrust | thrust | thrust |
| send | sent | sent | understand | understood | understood |
| set | set | set | undo | undid | undone |
| sew | sewed | sewed/sewn | unwind | unwound | unwound |
| shake | shook | shaken | undertake | undertook | undertaken |
| shed | shed | shed | uphold | upheld | upheld |
| shine | shone/shined | shone/shined | upset | upset | upset |
| shoot | shot | shot | wake | woke/waked | woken/waked |
| show | showed | shown | wear | wore | worn |
| shrink | shrank | shrunk | weave | wove | woven |
| shut | shut | shut | wed | wedded/wed | wedded/wed |
| sing | sang | sung | weep | wept | wept |
| sink | sank | sunk | wet | wetted/wet | wetted/wet |
| sit | sat | sat | win | won | won |
| sleep | slept | slept | wind | wound | wound |
| slide | slid | slid | withdraw | withdrew | withdrawn |
| slit | slit | slit | withhold | withheld | withheld |
| smell | smelled/smelt | smelled/smelt | wreak | wrought | wrought |
| speak | spoke | spoken | wring | wrung | wrung |
| spell | spelled/spelt | spelled/spelt | write | wrote | written |

Irregular verbs exercise

Fill in the blank with the past participle form of the verb in parenthesis.

1. Mario has _____ here for an hour. (Be)
2. Since I last saw George, he has _____ president of the U.S. (Become)
3. It's after 10:00. Has the class _____? (Begin)
4. The mosquitoes have really _____ me tonight. (Bite)
5. Grandma hasn't _____ out all the candles on her cake. (Blow)
6. Oh no! I've _____ my pencil. (Break)
7. Has everyone _____ a book to class? (Bring)
8. They haven't _____ any new hotels on the beach this year. (Build)
9. I've already _____ three new blouses, but I need a skirt or two. (Buy)
10. I'm afraid I've _____ a cold. (Catch)
11. Mary hasn't _____ her wedding gown yet. (Choose)
12. How many students have _____ to class so far? (Come)
13. This new house has already _____ too much money. (Cost)
14. The boys haven't _____ the grass yet. (Cut)
15. How many times have you _____ that this week? (Do)
16. The architect has _____ a plan for the building. (Draw)
17. You shouldn't have any more wine. You've already _____ 3 glasses. (Drink)
18. Has your mother ever _____ to Orlando? (Drive)
19. I'm really hungry. I haven't _____ anything all day. (Eat)
20. The old man has _____ and he can't get up. (Fall)
21. Have you _____ the dog yet? (feed)
22. Raju has _____ well since the accident. (feel, not)
23. He still has _____ his wallet. (find, not)
24. We have _____ to Europe every summer for years. (fly)
25. I hope you have _____ to do your homework. (forget, not)

LIST OF MODALS

Modals are helping (auxiliary) verbs that express a wide range of meanings (ability, permission, possibility, necessity, etc.). Modals describe conditions that affect the verb by relating the way the speaker *feels* about a situation. Most of the modals have more than one meaning. Modals are followed by the simple form of the verb except for **have**, **have got**, **need** and **ought** which are followed by the infinitive form.

| MODAL | USAGE |
|----------------------|--|
| Be | continuous action |
| Be able to | ability |
| Can | possibility/ request/permission/opportunity/ability |
| Could | polite request/past ability/suggestion/conditional |
| Do | assertion |
| Don't have to | choice/no obligation/inevitability/lack of necessity |
| Have got to | necessity |
| Have to | necessity: She has to read four books for this class. |
| Have to | certainty: That has to have been him we saw. |
| Had better | recommendation/desperate hope/warning |
| May / may not | request/permission/possibility/conclusion |
| Might | suggestion/request/conditional/possibility/conclusion |
| Must | necessity/strong recommendation/prohibition/certainty |
| Need to / need not | obligation/necessity |
| Ought to / ought not | probability/assumption/expectation |
| Shall | future action/volunteering/promising |
| Should | advice/recommendation/assumption/expectation/ probability/possibility |
| Will | future/volunteering/promising |
| Would | imagination/past of will/repetition in the past /speculation |
| Would rather | preference |

MODALS - An EXERCISE

Fill in the blanks with the appropriate modal according to the context:

1. You _____ not go to the beach when it rains.
2. Yes, I know I _____ studied last night, but I watched TV instead.
3. I'm not sure where Pam is. She _____ taken Benjamin to the zoo.
4. They _____ like to go to France for their vacation.
5. My car broke down. _____ you give a ride to school?
6. You _____ tell your doctor that you smoke too much.
7. My mother _____ cook very well.
8. I _____ go dancing tonight because I have to study for tomorrow's test.
9. Erika _____ love to visit South America.
10. _____ I help you? Yes please. I _____ like to try on this blouse.
11. You _____ stop at all red lights.
12. Victor _____ stop watching TV every night. It hurts his eyes.
13. I _____ been glad to help you. Why didn't you ask.
14. The doctor told me I _____ lose 20 pounds.
15. My husband is not working now. He _____ help me with the groceries.
16. _____ you like to go to the movies tonight?
17. The family _____ go to the beach Sunday if it does not rain.
18. We _____ hear the music from the street. It is very loud.
19. The students _____ pay attention in class so they _____ understand the lesson.
20. You _____ seen her in Chicago. I know for a fact she was right here in Phoenix.

NONCOUNT NOUNS

Some nouns are called noncount nouns for the following reasons:

1-They cannot be preceded by the indefinite articles a/an.

2- A number cannot precede them.

3-They do not have plural form. (no final -s is added)

Here is a partial list of noncount nouns:

| | | | | |
|---------------|-------------|------------|-----------|---------------|
| biology | food | learning | postage | thunder |
| bread | fruit | leisure | publicity | time |
| cabbage | fun | lettuce | rain | toast |
| cancer | furniture | lightning | research | traffic |
| cash | garbage | literature | rice | training |
| change | gold | love | sadness | travel |
| clothing | grammar | luck | sand | truth |
| coffee | grass | luggage | scenery | understanding |
| corn | hair | machinery | shampoo | violence |
| courage | happiness | mail | sheep | warmth |
| deer | hardware | makeup | silver | water |
| defense | hate | medicine | slang | weather |
| dirt | history | milk | smoke | wheat |
| dust | homework | money | snow | work |
| education | housework | music | soccer | writing |
| emotion | ice | nature | soup | |
| entertainment | information | news | spaghetti | |

In order to indicate quantity when referring to these nouns, it is necessary to insert a quantity word in front of them. Some quantity words to use with noncount nouns are:

| | | | | |
|-------------|-----------------|---------------|---------|-------------|
| a bar of | a great deal of | a sheet of | every | most |
| a bottle of | a little | a slice of | few | much |
| a bowl of | a loaf of | a spoonful of | fewer | none |
| a couple of | a lot of | a tube of | fewest | none of the |
| a cup of | a number of | all | less | one of |
| a few | a piece of | any | little | plenty of |
| a gallon of | a pound of | any | lots of | several |
| a glass of | a quart of | both | many | some |
| a grain of | a roll of | each | more | very little |

COUNTABLE AND UNCOUNTABLE - NOUN QUANTIFIERS

Choose the correct answers in the following dialogue:

1- Chris: Hi! What are you up to?

2- Pete: Oh, I'm just looking for (a) many (b) some (c) any antiques at this sale.

3- Chris: Have you found (a) something (b) anything (c) nothing yet?

4- Pete: Well, there seems to be (a) a few (b) few (c) little of interest. It really is a shame.

5- Chris: I can't believe that. I'm sure you can find (a) a thing (b) something (c) anything interesting if you look in (a) all (b) each (c) some stall.

6- Pete: You're probably right. It's just that there are (a) a few (b) a lot (c) some of collectors and they (a) every (b) each (c) all seem to be set on finding (a) a thing (b) anything (c) much of value. It's so stressful competing with them.

7- Chris: How (a) many (b) much (c) few antique furniture do you think there is?

8- Pete: Oh, I would say there must be (a) many (b) several (c) much pieces. However, only (a) a few (b) few (c) little are really worth (a) the high (b) a high (c) high prices they are asking.

9- Chris: Why don't you take a break? Would you like to have (a) any (b) some (c) little coffee?

10-Pete: Sure, I'd love to have (a) any (b) little (c) one. I could use (a) some (b) a few (c) a little minutes of downtime.

11-Chris: Great. Let's go over there. There're (a) a few (b) some (c) little seats left.

PHRASAL VERBS (SEPARABLE)

| | |
|---|---|
| <p>a) We put off our trip</p> | <p>In a) : put off = a phrasal verb.* A phrasal verb = a verb and a particle that together have a special meaning. For example, put off means to “postpone.” A particle = a preposition (e. g., off, on) or an adverb (e. g., away, back) that is used in a phrasal verb.</p> |
| <p>b) We put off our trip. c) We put our trip off. d) I turned on the light. e) I turned the light on.</p> | <p>Many phrasal verbs are separable** In other words, a NOUN can either follow or come between (separate) the verb and the particle. b) and c) have the same meaning. d) and e) have the same meaning.</p> |
| <p>f) We put it off. g) I turned it on.</p> | <p>If the phrasal verb is separable, the PRONOUN always comes between the verb and the particle; the pronoun never follows the particle. Incorrect: We put off it. Incorrect: I turned on it.</p> |

* Phrasal verbs are also called two-word verbs and three-word verbs.

** Some phrasal verbs are non-separable.

PHRASAL VERBS (NON-SEPARABLE)

| | |
|--|---|
| <p>a) I ran into Bob at the bank yesterday. b) I saw Bob yesterday. I ran into him at the bank.</p> | <p>If a phrasal verb is non-separable, a noun or pronoun follows (never precedes) the particle. Incorrect: I ran Bob into at the bank. Incorrect: I ran him into at the bank.</p> |
|--|---|

Some common phrasal verbs (non-separable)

call on ask to speak in class

get over recover from an illness

run into meet by chance

get on enter (a bus, an airplane, a train, a subway, a bicycle)

get off leave (a bus, an airplane, a train, a subway, a bicycle)

get in enter (a car, a taxi)

get out of leave (a car, a taxi)

TWO-WORD VERBS (Phrasal Verbs)

SEPARABLE

bring back - to return

call up - call on the phone

carry on – to continue

catch on – to understand, learn

clean up - to clean

cross out - put a line through

do over - do again

drop off - take someone or something somewhere in a car on your way someplace else.

figure out - understand something or someone after thinking about him, her, or it.

fill out - write all the necessary information on a document.

fill in - write in the necessary information in special spaces on a document.

give back – return

give up – to abandon, to desist from doing something

hand in - go give something to someone in a position of authority.

hang up - put something on the wall; put clothes on a hook or hanger; put phone down.

jot down – write quickly and briefly

left out – not included

look up - find information in a book.

make up - to invent something, especially in order to deceive or entertain.

pick out - to choose

pick up - lift; go get someone or something, usually in a vehicle.

point out – to indicate

put away - put something in its proper place.

put on - dress yourself in a piece of clothing or jewelry, apply make-up, perfume, etc.

stand for – represent, be a symbol for

take back - return

take down - remove something from its place, especially by separating it into pieces.

take off - remove something you are wearing.

take out - to remove something that is inside something else.

think over - consider something carefully before making a decision.

throw away - put something in the trash.

try on - put on clothing to see if it fits or looks good.

turn down - refuse an offer or invitation; adjust the volume on a machine.

turn off - stop a supply of water, electricity, etc.

turn on - start the flow of water, electricity, etc.

use up - use all of something.

write down - write something on a piece of paper so you won't forget it; make a note.

PHRASAL VERBS – INSEPARABLE

call on - to formally ask someone to do something.

get along with - have a friendly relationship with.

get over - to become healthy again after being sick.

hear from - to get news or information from someone, especially by letter.

Look for - try to find something

look like - to resemble someone or something

look through - look for something in a pile of papers, a drawer, pocket, etc.

look up to - admire and respect someone

look down on - to view someone or something as unworthy or lowly.

pick on - unfairly criticize someone again and again; treat someone in an unkind manner.

run into - meet someone by chance

take after - look or behave like another member of your family.

TWO-WORD VERBS - A QUIZ

Answer each of the following questions with an appropriate two-word verb.
Use pronouns whenever possible.

1- Do we have any sugar left?

No. I think we _____ when we made the birthday cake.

2- Are you going to buy the blue shirt?

Not until I _____.

3- When can we see our test scores?

I'll _____ your test tomorrow.

4- Who was on the telephone?

I don't know. They _____ before I could find out.

5- This blue shirt I just bought is too small!

I guess you'll have to _____.

6- Have you applied for that job yet?

I have _____ the form, but I haven't _____ yet.

7- When do they pick up the garbage?

Tomorrow. We have to _____ tonight.

8- How can I study with that music?

Do you want me to _____?

9- Did you get a letter from your family today?

No. I haven't _____ them for a month.

10- Did you finish your math homework?

Almost. I couldn't _____ the last two problems.

11- My homework really looks messy. What will the teacher think?

I don't know. Why don't you _____ anyway?

12- It's very hot tonight. Do you want me to _____ the air conditioner?

13- What is your homework for tomorrow?

Just a minute. I _____ in my notebook.

14- John, what's the answer to number 1?

You always _____ me when I'm not paying attention.

15- My house is a mess and I have company coming this weekend.

Don't worry. I'll help you _____ on Friday.

PHRASAL VERB EXERCISE

Fill in the gap in the sentences with the phrase that best compliments the meaning.

1. We haven't _____ our son for three months. He is not much of a letter writer.
a) seen b) written to c) heard from d) kept in touch with
2. _____ the morning news, many houses on the island were destroyed.
a) According to b) In addition to c) In contrast to d) In spite of
3. Jack has a lot of clothes, but most of them are out of _____.
a) age b) fashion c) order d) time
4. That copying machine is _____ order. Why don't you use this one?
a) out of b) off of c) in d) by
5. My son dropped _____ college and joined the army.
a) away from b) by c) off d) out of
6. The police officer signaled the driver to _____ and stop.
a) pull over b) put in c) pass by d) pick up
7. Don't speak so fast, please. I cannot keep _____ with you.
a) on b) away c) out d) up
8. Since I came in half an hour later this morning, I have to stay until 5:30 to _____ for it.
a) save up b) make up c) keep up d) hold up
9. I deposited some money every month and _____ enough to go on vacation.
a) saved up b) made up c) kept up d) held up
10. Would you turn _____ the TV? I'm afraid the baby will wake up.
a) off b) on c) up d) over
11. Most of our customers _____ their meals rather than eating here.
a) take out b) take back c) take in d) take off
12. I _____ my old friend when I was shopping downtown yesterday.
a) came around b) ran into c) stopped by d) dropped in
13. I quit my job because I could not _____ with my boss.
a) get up b) make up c) take up d) put up
14. Sorry but that book is _____. We'll get copies from the publisher next month.
a) out of print b) out of order c) off shelf d) out of stock
15. Could you _____ this ten dollar bill so I can make a phone call?
a) tear b) break c) chop d) cut

PREPOSITIONS: A SUMMARY

A preposition is a word that relates its noun or pronoun object with another word in a sentence.

A preposition + (article) + noun or object pronoun = prepositional phrase

1- Prepositions that indicate place:

Over
Above
Below
Beneath
Under
Underneath
Behind
In back of
In front of
Ahead of
Across from
Opposite
Against
By
Beside
Next to
Between
Among
Near
Close to
Far from
Beyond
On
Upon
Off
In
Inside
Within
Out of
Outside of

2- Prepositions that indicate direction

Across
Along
By
Past
Through
Around
Down
Up
To
Toward
From
Back to
Into
Out of
Onto
Off

3- Use **in**, **on**, and **at** with addresses and geographical locations:

In a continent, a country, a state, a city, a town, an inside corner

On a coast, a beach, a side, a street, a floor, an outside corner

At a building (inside, outside, or near), a number

In a specific place inside a building

Prepositions that indicate time.

Before

After

During

Since

Until

Up to

Around

About

By

For

Through

Use **in**, **on** and **at** with certain time expressions:

In a century, a decade, a year, a season, a month, a period of the day.

in the 1800's

in the 1950's

in 1991

in the morning

In time not too late. He arrived in time to see the whole show.

On a day, a date, a holiday, certain days.

On Monday

on the 15th

on her birthday

on weekends

on Christmas

On time at the expected time. Carlos is always on time for class.

At for an approximate and a specific time

at night

at 4:00 o'clock

at midnight

at noon

At present now.

At present, we are studying grammar.

At the moment now.

I am busy at the moment

Prepositions that indicate other relationships:

By forms of communication

forms of transportation

people who do things

He sent the memo **by** fax.

They went to town **by** bus

The dress was made **by** my mother.

With tools and instruments

He fixed the shelf **with** a hammer.

I opened the door **with** my key.

In types of composition

She wrote the letter **in** ink.

Of materials, belonging

The table is made out **of** glass

He is a friend **of** mine.

From places and people

The bowl is **from** India.

The present is **from** Lynn.

With including other people

including things

She went **with** Christian.

I went **with** my suitcase.

Without not including other people

not including other things

They left **without** me.

He is **without** money.

By one's self without another person She made the cake **by herself**.

Instead of including one person or
a thing, but not another

Bill came **instead** of Bob.

I use cornstarch **instead** of flour.

Except including some things or people, but not particular

Everybody was happy **except** Kathy.
Mix all the ingredients **except** for ones, the butter.

As in the role of

She works **as** a secretary.

For purposes

We march **for** peace.
The gift is **for** you.
Edwin left **for** Mexico.

Asking question with prepositions

When the object of the preposition answers a question, the pattern for the question is:
Question Be or Word + auxiliary

| | Verb | + | Subject + | Verb + | Preposition |
|--------------|------|---|-----------|----------|-------------|
| Where | are | | you | | from? |
| Who | are | | they | | with? |
| What | are | | you | thinking | about? |
| Who | does | | he | work | for? |
| Whom | did | | they | talk | to? |
| Who | is | | she | going | with? |
| What | are | | you | waiting | for? |
| What | did | | he | do that | for? |
| Who | do | | you | sit | Next to? |
| Which street | do | | you | live | on? |
| What city | were | | you | born | In? |

PREPOSITION QUIZ

Directions: Choose **in**, **on** or **at** to fill in the blank.

- 1- It gets very cold _____ winter.
- 2- Betty doesn't have a job _____ the moment.
- 3- The telephone and the doorbell rang _____ the same time
- 4-He flew to Japan. He's probably _____ Perth now.
- 5-Would you like to go out to dinner _____ Friday night?
- 6- She was tired. She's _____ bed now.
- 7- Goodbye! I'll see you _____ the morning.
- 8- Were you _____ Tom's party last night:
- 9- I'll see you _____ two weeks time.
- 10- She was born _____ 1961.
- 11- The doctor will see you _____ 10:00.
- 12- _____ the age of ten I wanted to be a firefighter.
- 13- My wife gave me a wonderful present _____ my birthday.
- 14-The coffee is _____ the shelf.
- 15- My pen is _____ my pencil case.
- 16-He's gone to work. He's probably _____ work now.
- 17- He lives _____ Australia.
- 18- _____ my opinion you should buy the blue shirt.
- 19- _____ second thought, the green shirt is nicer.
- 20- I'll see you _____ Monday.
- 21-I'll be taking my holiday _____ Christmas this year.
- 22- Buy some bread and milk _____ your way home.
- 23- What will you be doing _____ New Year's Eve?
- 24- _____ the end of the a course students usually have a party.
- 25- The flowers _____ in your garden are beautiful.
- 26- There were many cars _____ the road today.
- 27- We got up _____ dawn today.
- 28-Are you doing anything _____ the weekend.
- 29- We live _____ this address.
- 30- Tom and Betty always go to out to dinner _____ their wedding anniversary.

PREPOSITION PRACTICE

Fill in the blank spaces with the correct preposition.

- 1- _____ his way to Japan he stopped over in Los Angeles
- 2- Thanks _____ all you have done for me.
- 3- You should spend your money _____ something worthwhile.
- 4- Is there anything _____ sale at the mall this week?
- 5- We're looking at some of the ads offered _____ that brochure.
- 6- Have you found a nice gift _____ her?
- 7- _____ a rainy day I like to stay home.
- 8- Javier, do you remember Karla? She's an old friend _____ school.
- 9- Let's go _____ a tour of the city.
- 10- Who is that man you are smiling _____?
- 11- Switzerland is famous _____ its watches.
- 12- You'd better change _____ a lower gear when driving uphill.
- 13- Our is the best car _____ the market.
- 14- Can I pay for this painting _____ dollars.
- 15- The doctor will be back _____ an hour.
- 16- Find answers _____ these questions if you can.
- 17- I'm not sure _____ all that the interest rate is affordable.
- 18- The President approves _____ making the agreement with Brazil.
- 19- Yes. You may write _____ ink.
- 20- Victor is sitting _____ his brother.
- 21- Hold it carefully _____ your thumb and forefinger.
- 22- It does not make any difference _____ me.
- 23- Look! We are flying _____ the ocean.
- 24- This necklace is made _____ silver.
- 25- This story is similar _____ the one she told us.

PROVERBS – AN EXERCISE USING PREPOSITIONS

A **proverb** is a short statement that sets forth a general well-known truth. As a communicative act, they are vehicles for sending messages about the values, norms, and customs of a people.

The following is a list of commonly used proverbs. Fill in the blanks with the appropriate preposition to complete the meaning.

- 1-A friend _____ need is a friend indeed.
- 2- A person is known _____ the company he keeps.
- 3- Birds _____ a feather flock together.
- 4- Everything comes _____ those who wait.
- 5- Lie down _____ dogs and you get _____ fleas.
- 6- Never look a gift horse _____ the mouth.
- 7- _____ of sight, _____ of mind.
- 8- There are two sides _____ every coin.
- 9- Jack _____ all trades, master _____ none.
- 10-What goes _____ must come _____.
- 11- Out of the frying pan, _____ the fire.
- 12- Charity begins _____ home.
- 13- Discretion is the better part _____ valor.
- 14- Save _____ a rainy day.
- 15-You can't take it _____ you.
- 16- Don't wash your dirty linen _____ public.
- 17- Time and tide wait _____ no man.
- 18- When in Rome, do as the Roman do.
- 19-There's no smoke _____ fire.
- 20- The grass is always greener _____ the other side.
- 21- The fruit doesn't fall too far _____ the tree.
- 22- No one looks _____ his own faults.
- 23-Necessity is the mother _____ invention.
- 24- Look _____ you leap.
- 25-Even God is afraid _____ fools.

PREPOSITIONS + GERUND

We use the –ing (gerund) form of the verb after a preposition and not the infinitive.
 Ex. You can only live for a few days **without drinking**. (NOT **without to drink**.)
 Make ten or more sentences from the substitution table below. You can use the same preposition in more than one sentence.

Example: Are you interested **in coming** to Colombia with us?

| | | |
|--|-------------|---|
| Are you interested | | answering that child's question? |
| Do you feel | | arriving at the office. |
| Do you have the time to do anything else | | leaving. |
| He insisted | | changing her job, but I don't think she will. |
| He passed his exams | | coming to Mexico with us? |
| How could you stop her | | meeting you. |
| I apologize | about | working late? |
| I like walking | after | convincing the police that she was not a burglar. |
| I sometimes dream | as well as | cooking. |
| I'm fed up | at | disturbing you. |
| I'm not capable | before | eating. |
| I'm tired | besides | going on vacation. |
| She succeeded | for | having time to read all my books. |
| She talked | from | helping me? |
| She's keen | in | looking after the children? |
| She's very good | in spite of | moving to Canada? |
| Thank you | instead of | going out? |
| We're excited | like | saving for a rainy day. |
| We're thinking | of | not doing any work. |
| Why don't you come out with us | on | paying for everything. |
| You can't live | to | saying goodbye. |
| I will call you | with | playing football. |
| Please have a drink | without | seeing Leandro next week. |
| I'm looking | | selling things. |
| He's interested | | staying at home. |
| Do you object | | swimming and dancing. |
| Elisa always dreams | | telling me the truth. |
| Do you feel | | understanding this – it's too difficult. |
| Jake should go to a barber | | losing my keys. |
| Maritza believes | | being on time. |
| I forgave Javier | | doing that. |
| Thelma insisted | | interrupting. |
| They argued | | learning to ski. |
| I never thought he was capable | | |

PRONOUN EXERCISE

Each sentence below contains a pronoun. Select which category of pronoun it is and place the number of your selection next to the sentence.

| | | |
|--------------------------|----------------------|--------------------------|
| 1. personal pronoun | 2. relative pronoun | 3. indefinite pronoun |
| 4. demonstrative pronoun | 5. reflexive pronoun | 6. interrogative pronoun |

Ex: Who gave you **these**? (demonstrative pronoun 4)

- 1- The goalie needs to protect **herself** when the ball is kicked right at her head.
- 2- Alex longed for the car **that** he saw in the magazine.
- 3- Several experts have opinions about **who** will be the next president.
- 4- David doesn't want **their** help.
- 5- Martina's friend Stacy, **who** always seems to get in trouble, is not someone her parents approve of.
- 6- Mindy is sure that **someone** was in her house while she was away.
- 7- It would be kind of you if you saved **those** to share with the guests when they arrive.
- 8- Does **your** Subaru have heated seats like Ann's does?
- 9- Juliet doesn't want **either** of the gifts Katherine brought her.
- 10- **Many** consider booing during a free throw rude and unfair.
- 11- **Whom** did Dorothy choose to receive the computer?
- 12- Andrea will not like **that**.
- 13- The king **himself** came to visit Henry in the hospital.
- 14- If the team is cautious they will avoid the problem **that** plagued the other group.
- 15- Pamela wanted to say **something** to the taxi driver about the red light, but she was too scared to speak.
- 16- Have you been **there** before?
- 17- In October, the woman **who** would eventually go to Sidney and win a gold medal visited Harry's class.
- 18- Will **she** get here before the bell rings?
- 19- **What** are the chances that the Beavers will go to the Rose Bowl?
- 20- After the presentation ended, **we** went out for coffee.
- 21- The dog **that** bit her brother belongs to the man down the road.
- 22- They didn't give **themselves** a chance to think before beginning the competition.
- 23- They think that **hers** is the most interesting submission.
- 24- Do you know **when** the movie starts?
- 25- **Who** will be leading the graduation procession this year?

OBJECT PRONOUNS

| | Subject Pronoun | Object Pronoun |
|--------------------------|-----------------|------------------------|
| First person singular | I | me |
| Second person singular | You | you |
| Third person – masculine | He | him |
| Third person – feminine | She | her |
| Third person – neutral | It | it (plural form: them) |
| First person – plural | We | us |
| Second person – plural | You | you |
| Third person – plural | They | them |

Select the appropriate **object pronoun** from the table above to complete each sentence.

- 1 - Is she writing to Leonardo DI Caprio? Yes, she is in love with _____.
- 2 - "Gabriela is making a lot of noise!" "I'll ask _____ to be quiet."
- 3 - What is the title of that song?" "I'm afraid I can't remember _____."
- 4 - "Please tell Mr. and Mrs. Perez to come in." "I'm sorry, I don't know _____."
- 5 - "I can't find my glasses" "You're wearing _____."
- 6 - Where is my book?" "Oh, dear! I've lost _____."
- 7 - Why is Javier so unhappy?" "His friends gave _____ a guitar for his birthday."
- 8 - What are you going to do with those old papers?" I'm going to recycle _____."
- 9 -Let's see the latest Spielberg movie!" "I have seen _____ already."
- 10 - Is that Alicia's new boyfriend?" "Don't ask me, ask _____."
- 11 -"Who are the flowers for?" "I got _____ for my mother."
- 12 -Why is he always talking about Pamela Anderson?" "He obviously likes _____."
- 13 - "Do you like bananas?" "I love _____."
- 14 - "Where is my camera?" "Carmen took _____."
- 15- I have a call on hold for Carlos. Could you tell _____?

ALL PRONOUNS PRACTICE

| | Subject Pronouns | Object Pronouns | Possessive Adjectives (followed by nouns) | Possessive Pronouns (not followed by nouns) | Reflexive Pronouns |
|-----------------------------|------------------|-----------------|---|---|--------------------|
| 1 st person | I | me | my | mine | myself |
| 2 nd person | you | you | your | yours | yourself |
| 3 rd person (m) | he | him | his | his | himself |
| 3 rd person (f) | she | her | her | hers | herself |
| 3 rd person (n) | it | it | its | (not used) | itself |
| 1 st person (pl) | we | us | our | ours | ourselves |
| 2 nd person (pl) | you | you | your | yours | yourselves |
| 3 rd person (pl) | they | them | their | theirs | themselves |

Exercise: Find and correct the errors in pronoun usage.

Dear Miguel:

Everything is going fine. I like mine new apartment very much. Its large and comfortable. I like me roommate too. Him name is Alberto. You will meet them when you visit I next month. His from Colombia. His studying English too. Were classmates. We were classmates last semester too.

We share the rent and the utility bills, but us don't share the telephone bill. He pays for his's calls and my pay for my. He's telephone bill is very high because he has a girlfriend in Colombia. He calls she often. Sometimes her calls he. Them talk on the phone a lot.

Ours neighbors are Mr. and Mrs. Black. Their very nice. We talk to it often. Ours apartment is next to their. Theirs have a three-year-old daughter. Shes really cute. Hers name is Joy. Them also have a cat. Its black and white. Its eyes are yellow. Its name is Whiskers. It's a friendly cat. Sometimes they're cat leaves a dead mouse outside ours door.

I'm looking forward to you're visit.

Love, Carlos

ANY / SOME: AN EXPLANATION

| Use: | Negative | Affirmative | Question ??? |
|--|----------|-------------|--------------|
| Any and Some are used for objects and people. | Any | Some | Any or some |
| Use ANY for negative sentences: Marsha doesn't have any paper today. She forgot it at home | | | |
| Use SOME for affirmative sentences: Sara has some paper. She will lend some paper to Marsha. | | | |
| Use SOME/ANY for questions: Excuse Sara, do you have any paper? Excuse me Sara, do you have some paper? ***A general guideline about any/some in questions: If the speaker thinks the answer is probably NO, the speaker will probably use ANY. If the speaker has no guess about the answer, the speaker will probably use ANY. If the speaker thinks the answer is probably YES, the speaker will probably use SOME. | | | |

Exercise: Read the sentences below and choose **some** or **any** to complete the meaning.

1. Terry has _____ pennies in her pocket.
2. Tomas doesn't have _____ pennies in his pocket. His pocket is empty.
3. Angela doesn't like to eat _____ vegetables.
4. In fact, last night she didn't eat _____ salad. Her mother was angry!
5. But Angela likes to have _____ ice cream for dessert.
6. She would be happy if she could eat _____ vegetable-flavored ice cream.
7. But we know there really isn't _____ vegetable-flavored ice cream!
8. Marissa cooked _____ Mexican food for dinner.
9. Marissa's brother didn't want to eat _____ food that Marissa cooked.
10. He decided to have _____ pizza instead. He's not a nice brother.

SINGULAR AND PLURAL FORMS OF NOUNS

The plural form of most nouns is made by just adding –s to the singular, but there are some special cases.

Plural of nouns ending in consonant +y:

If the singular ends in **consonant + y** (for example: -by, -dy, -ty), the plural is normally made by changing the y to i and adding –es.

Singular Plural

.... Consonant + yconsonant + **ies**

baby babies

lady ladies

ferry ferries

party parties

If the singular form ends in **vowel + y** (e. g. : day, boy, guy, donkey), the plural is made by adding –s (days, boys, guys, donkeys).

Proper names ending in consonant + y usually have plurals in –ys:

Do you know the **Kennedys**?

I hate **Februarys**.

Plural of nouns ending in sh, ch, s, x or z

If the singular form ends in –**sh**, –**ch**, –**s**, –**x** or –**z**, the plural is made by adding –**es**

| Singular | Plural |
|----------|----------|
| church | churches |
| crash | crashes |
| bus | buses |
| box | boxes |
| buzz | buzzes |

Plural of nouns ending in o

Some nouns ending in –**o** have plurals in –**es**. The most common:

| Singular | plural | singular | plural |
|----------|--------|----------|----------|
| echo | echoes | potato | potatoes |
| hero | heroes | tomato | tomatoes |

Nouns ending in **vowel + o** have plurals in **-s** (e. g. radios, zoos). So do the following, and most of the new words that come into the language.

| | | | |
|----------|-----------|----------|----------|
| Singular | plural | singular | plural |
| commando | commandos | photo | photos |
| concerto | concertos | piano | pianos |
| Eskimo | Eskimos | solo | solos |
| kilo | kilos | soprano | sopranos |

Irregular plurals that end in -ves:

The following nouns ending in **-f(e)** have plurals in **-ves**.

| | | | |
|----------|--------|----------|---------|
| Singular | Plural | Singular | Plural |
| calf | calves | self | selves |
| elf | elves | sheaf | sheaves |
| half | halves | shelf | shelves |
| knife | knives | thief | thieves |
| leaf | leaves | wife | wives |
| life | lives | wolf | wolves |
| loaf | loaves | | |

Exceptions: belief, roof, chief, bailiff which only add **-s** for the plural form.

Other irregular plurals:

| | | | |
|----------|----------|----------|---------|
| Singular | Plural | Singular | Plural |
| child | children | mouse | mice |
| foot | feet | penny | pennies |
| goose | geese | person | people |
| louse | lice | tooth | teeth |
| man | men | woman | women |

Plural same as singular

Some nouns ending in **-s** do not change in the plural. Common examples:

| Singular | Plural | Singular | Plural |
|--------------|--------------|----------|---------|
| barracks | barracks | series | series |
| crossroads | crossroads | species | species |
| headquarters | headquarters | works | works |
| means | means | Swiss | Swiss |

Note that some singular uncountable nouns end in **-s**. These have no plurals. Examples are *news*, *billiards*, *draughts* (and some other names of games ending in **-s**), *measles* (and some other illnesses).

Most words ending in **-ics** (e.g. *mathematics*, *physics*, *athletics*, *politics*) are normally singular uncountable and have no plural use.

Too much *mathematics* is usually taught at school.

Some words ending in **-ics** (erg. *politics*, *statistics*) can also have plural uses.

Politics **is** a complicated business. (But What **are** your politics?)

Statistics **is** useful in language learning. (But The unemployment statistics **are** disturbing.)

EXPRESSIONS OF QUANTITY

MATCH THE APPROPRIATE EXPRESSION OF QUANTITY TO THE NOUN AND INSERT IT IN THE CORRESPONDING BOX:

A LITTLE ANY MANY A FEW
MUCH A LOT LOTS OF SOME

Nouns:

| | | | | |
|-----------|------------|-------------|------------|------------|
| chairs | pennies | clothes | machinery | suggestion |
| furniture | vegetables | garbage | literature | makeup |
| postcards | homework | traffic | idiom | song |
| money | music | changes | dust | bread |
| apples | cash | sand | rice | advice |
| mountains | plant | stuff | assignment | coin |
| sandwich | ring | information | novel | tool |

| | COUNTABLE erg.: onions | UNCOUNTABLE erg.: salt |
|--|----------------------------------|----------------------------------|
| 've got / I have..... + | | |
| I haven't / I don't have.... - | | |
| Have you got / do you have.. ? | | |
| There is / there isn't There are / there aren't | | |

USING AND + TOO, SO, EITHER AND NEITHER

We use too, so, either and neither to avoid repetition when agreeing or disagreeing with someone.

| | | |
|---|---|---|
| AND..... TOO | a) Sue likes milk, And + S + aux + too and Tom does too. | a) and b) have the same meaning. |
| AND SO | b) Sue likes milk, And + so + aux + S and so does Tom.. | Notice in b): After and so the auxiliary verb (aux) comes before the subject (S). |
| AND.....EITHER | c) Mary doesn't like milk, And + S + aux + either and John doesn't either. | c) and d) have the same meaning. |
| AND NEITHER..... | d) Mary doesn't like milk, And + neither + aux + S and neither does John. | Notice in d): after and neither the auxiliary verb comes before the subject. Notice in c): A negative auxiliary verb is used with and..... either . In d): An affirmative auxiliary if used with and neither |
| e) A: I'm hungry B: I am too. | f) A: I am hungry. B: So am I. | And is usually not used when there are two speakers. e) and f) have the same meaning. |
| g) A: I don't like hot dogs. B: I don't either. | h) A: I don't like hot dogs. B: Neither do I. | g) and h) have the same meaning. |
| i) A: I'm hungry. B: Me too. (informal) | j) I don't like hot dogs. Me neither. (informal) | Me too and me neither are often used in informal English. |

SO, TOO, EITHER OR NEITHER: AN EXERCISE

Part I. Complete each sentence using the word in parentheses and the appropriate auxiliary.

Example: (Thomas) Henry has a bad headache, and so _____.

1. (Tampa) Miami is in South Florida, and _____.
2. (Gloria) I watched TV last night, and so _____.
3. (her sister) Maria is not married yet, and _____ neither.
4. (his brother) Jon can't speak Arabic, and neither _____.
5. (I) Fernando went home early last night, and so _____.
6. (Washington) California is on the West Coast, and _____ too.
7. (dogs) Cats are great pets, and so _____.
8. (mother) My father doesn't like horror movies, and neither _____.
9. (my brothers) I was born in Ohio, and _____ too.
10. (my friend) I didn't pass the last exam, and _____ either.

Part II. Complete the following dialogues by agreeing with the first speaker. Use the word in parentheses in your response. Use "I" as the subject.

A. I'm really tired. B. (so) am I.

2. We didn't enjoy the movie last night. (neither) _____.
 3. I have to think that over for a few days. (so) _____.
 4. I didn't put my clothes away yesterday. (either) _____.
 5. I take after my father. (too) _____.
 6. My family doesn't enjoy going to the movies very much. (neither) _____.
 7. We hadn't ever ice-skated before. (either) _____.
 8. I have to write down everything he says. (so) _____.
 9. I need to pick out a card for my girl's birthday. (too) _____.
 10. I can't try on new shoes without socks on. (neither) _____.
- I should take back the library books I borrowed. (so) _____

QUOTED SPEECH VERSUS REPORTED SPEECH

QUOTED SPEECH: Quoted speech refers to reproducing another person’s exact words. Quotation marks are used.
REPORTED SPEECH: Reported speech refers to reproducing the idea of another’s person words. Not all the exact words are used: verb forms and pronouns may change. Quotation marks are not used.

| | |
|--|--|
| QUOTED SPEECH (a) Ann said: “I’m hungry.” (b) Ann said that she was hungry. (c) Tom said: “I need my pen.” (d) Tom said that he needed his pen. | REPORTED SPEECH Notice in the examples: The verb forms and the pronouns change from quoted speech to reported speech. |
|--|--|

* Quoted speech is also called direct speech. Reported speech is also called indirect speech.

VERB FORM USAGE IN REPORTED SPEECH

FORMAL: If the main verb of the sentence is in the past (e. g. said), the verb in the noun clause is usually in the past form. * Notice the verb form changes in the examples below.

| QUOTED SPEECH | REPORTED SPEECH |
|--|---|
| (a) He said: “I work hard.” | He said (that) he worked hard. |
| (b) He said: “I’m working hard.” | He said (that) he was working hard. |
| (c) He said: “I have worked hard.” | He said (that) he had worked hard. |
| (d) He said: “I worked hard.” | He said (that) he had worked hard. |
| (e) He said: “I’m going to work hard.” | He said (that) he was going to work hard. |
| (f) He said: “I will work hard.” | He said (that) he would work hard. |
| (g) He said: “I can work hard.” | He said (that) he could work hard. |
| (h) He said: “I may work hard.” | He said (that) he might work hard. |
| (i) He said: “I have to work hard.” | He said (that) he had to work hard. |
| (j) He said: “I must work hard.” | He said (that) he had to work hard. |
| (k) He said: “I should work hard.” | He said (that) he should work hard. (no change) |
| (l) He said: “I ought to work hard.” | He said (that) he ought to work hard. (no change) |

INFORMAL: Sometimes, especially in speaking, the verb in the noun clause is not changed if the speaker is reporting something immediately or soon after it was said.

- (m) Immediate reporting: A: What did Ann just say? I didn’t hear her.
 B: She said (that) she is hungry.
 (n) Later reporting: C: What did Ann say when she got home last night?
 D: She said (that) she was hungry.

REDUNDANCY

Redundancy occurs when two words are used together that repeat unnecessary information because they have essentially the same meaning.

In general, the following combinations should be avoided:

| | | | | |
|---------------------|------------------|------------------|-------------------|-----------------|
| advance forward | attach together | basic essentials | blazing inferno | completely done |
| completely finished | dash quickly | dead corpse | free gift | join together |
| mixed together | only unique | opening gambit | past history | pizza pie |
| proceed forward | progress forward | recur again | repeat again | reread again |
| return back | revert back | same identical | sufficient enough | temper tantrum |
| two twins | woman widow | | | |

If there are any redundancies in the following sentences, cross them out.

1. The house was enlarged and made bigger as the family grew.
2. Conservationists have been collecting data to save these shy and timid creatures.
3. Drastic measures are necessary and needed to stop the famine.
4. Labels should include the information that allows shoppers to compare the ingredients and contents of the food they are buying.
5. Illness caused by viruses and bacteria may lower the level of vitamins in the bloodstream.
6. Heavy consumption of alcohol and drinking a lot of wine may interfere with the body's utilization of folic acid.
7. Both overeating and skipping meals can cause adverse effects.
8. Montreal is the charming and enchanting old capital of Quebec.
9. A 1,300 year-old Byzantine ship and another old, ancient vessel have been retrieved from watery graves.
10. The soldier, wounded and injured, staggered back to his camp.
11. The child sneezed and coughed throughout the night.
12. The function of the police is to protect and guard society.
13. The city enlarged and grew without any planning.
14. He used a long and slender pole to reach the inaccessible site.
15. We are gathered together to pay our respect to the deceased.

RELATED WORDS

The following list contains words from the same family, but belonging to different parts of speech. Pay close attention to the difference in spelling for each category.

| NOUN | ADJECTIVE | ADVERB | VERB |
|----------------|------------------|-------------------|---------------|
| Accident | accidental | accidentally | |
| Affection | affectionate | affectionately | |
| Artist | artistic | artistically | |
| Athlete | athlete | athletically | |
| Attention | attentive | attentively | |
| Beauty | beautiful | beautifully | beautify |
| Care | careful | carefully | care |
| Cheerfulness | cheerful | cheerfully | cheer |
| Collection | collective | collectively | |
| Competition | competitive | competitively | compete |
| Danger | dangerous | dangerously | |
| Dependability | dependable | dependably | depend |
| Destruction | destructive | destructively | destruct |
| Difference | different | differently | differentiate |
| Dirt | dirty | dirtyly | |
| Enjoyment | enjoyable | enjoyably | enjoy |
| Explanation | explanatory | | explain |
| Fairness | fair | fairly | |
| Gratitude | grateful | gratefully | |
| Happiness | happy | happily | |
| Individuality | individual | individually | |
| Knowledge | knowledgeable | knowledgeably | know |
| Kindness | kind | kindly | |
| Mechanic | mechanical | mechanically | mechanize |
| Occasion | occasional | occasionally | occasion |
| Opportunity | opportune | opportunistically | |
| Originality | original | originally | originate |
| Pleasantness | pleasant | pleasantly | |
| Repetition | repetitive | repetitively | repeat |
| Responsibility | responsible | responsibly | |
| Sadness | sad | sadly | |
| Satisfaction | satisfied | satisfactorily | satisfy |
| Science | scientific | scientifically | |
| Similarity | similar | similarly | |
| Simplicity | simple | simply | simplify |
| Sincerity | sincere | sincerely | |
| Success | successful | successfully | succeed |
| Truth | true | truly | |

RELATED WORDS PRACTICE

The words in the parentheses belong to the same word family, but **only** one of those words belongs in the blank space. Fill in the blank with the correct form: verb, noun, adjective or adverb.

- 1- Their new helper is very _____.
(depend, dependable, dependably)
- 2- He has completed the work _____.
(satisfaction, satisfactory, satisfactorily)
- 3- Everyone admires goodness and _____.
(beauty, beautiful, beautifully)
- 4- When do they _____ the mail?
(collect, collection, collective)
- 5- Her niece is very _____.
(artist, artistic, artistically)
- 6- The fire produced terrible _____ everywhere.
(destroy, destruction, destructive)
- 7- How can we express our _____?
(gratitude, grateful, gratefully)
- 8- Your reasons are not very _____?
(science, scientific, scientifically)
- 9- What is his _____?
(explain, explanation, explanatory)
- 10- Sometimes _____ helps us.
(repeat, repetition, repetitive)
11. Sometimes we must rely on the _____ of strangers.
(kind, kindness, kindly)
- 12-We'll buy it if we are offered a _____ price.
(fair, fairness, fairly)
- 13.After winning the prize, they went _____ on their way.
(happy, happiness, happily)
- 14.He was quite _____ with his performance.
(pleasant, pleased, pleasantly)
- 15.He was _____ on his third ascent to the summit.
(success, succeed, successful)
16. You should always drive _____.
(care, careful, carefully)
17. It was the most _____ experience of my trip.
(enjoy, enjoyable, enjoyably)
18. A feeling of _____ overtook her.
(sad, sadness, sadly)
19. She knew this was a _____ road.
(danger, dangerous, dangerously)
20. They were aware of all his _____ secrets.
(dirt, dirty, dirtily)

TAG QUESTIONS

| | |
|--|--|
| a) Jack can come, can't he? | A tag question is a question added at the end of a sentence. Speakers use a tag question chiefly to make sure their information is correct or to seek agreement. |
| b) Fred can't come, can he? | |
| Affirmative sentence + negative tag > affirmative answer expected Mary is here, isn't she? Yes, she is. You like tea, don't you? Yes, I do. They have left, haven't they? Yes, they have. | |
| Negative sentence + affirmative tag > negative answer expected Mary isn't here, is she? No, she isn't. You don't like tea, do you. No, I don't. They haven't left, have they? No, they haven't. | |

| | |
|--|---|
| c) This/that is your book, isn't it ? | The tag pronoun for this/that = it . |
| These/those are yours, aren't they ? | The tag pronoun for these/those = they . |
| d) There is a meeting tonight, isn't there ? | In sentences with there + be , there is used in the tag. |
| e) Everything is okay, isn't it ? | Personal pronouns are used to refer to indefinite pronouns. They is usually used in a tag to refer to everyone, everybody, someone, somebody, no one and nobody. |
| f) Everyone took the test, didn't they ? | |
| g) Nothing is wrong, is it ? | Sentences with negative words take affirmative tags. |
| h) Nobody called on the phone, did they ? | |
| i) You've never been there, have you? | |
| j) I am supposed to be here, am I not ? | In j): am I not? is formal English. |
| k) I am supposed to be here, aren't I ? | In k): aren't I? Is common in spoken English. |

* A tag question may be spoken:

- 1) with a rising intonation if the speaker is truly seeking to ascertain that his/her information, idea, belief is correct. (e. g., *Ann lives in an apartment, doesn't she?*); or
- 2) with a falling intonation if the speaker is expressing an idea with which she/he is almost certain the listener will agree (e. g., *It's a nice day today, isn't it?*).

** A form of do is usually used in a tag when **have** is the main verb: Tom **has** a car, **doesn't** he? Also possible, but less common: Tom **has** a car, **hasn't** he?

TAG QUESTIONS EXERCISE

Match the sentence halves:

| | |
|---|----------------------|
| 1-They enjoy playing football..... | a) won't he? |
| 2- She isn't thinking of moving..... | b) don't you? |
| 3- He'll go to the university | c) don't they? |
| 4- She hasn't study for very long..... | d)..... is she? |
| 5- Jack bought a new car last week..... | e) isn't it? |
| 6- They aren't serious | f) didn't he? |
| 7-You live in an apartment | g) will they? |
| 8- She doesn't speak Russian..... | h) has she? |
| 9- They won't shut up..... | i) had they? |
| 10- He isn't concentrating..... | j)does she? |
| 11- They hadn't visited before..... | k)are they? |
| 12- This music is fantastic..... | l) is he? |

Place the following question tags in the correct blank. Each question tag is to be used only once.

1. She didn't watch the film last night, _____
2. It's great to see each other again, _____
3. He comes every Friday, _____
4. You're married, _____
5. You went to Tom's last weekend, _____
6. You don't like tripe, _____
7. She isn't much of a cook, _____
8. He hasn't lived here long, _____
9. You weren't invited to the party, _____
10. It's stopped raining, _____
11. You'd never have thought of it, _____
12. She won't be late, _____

| | | | |
|-------------|-------------|-----------|------------|
| isn't? | is she? | has he? | were you? |
| aren't you? | doesn't he? | do you? | hasn't it? |
| didn't you? | would you? | will she? | did she? |

WHEN AND WHY DO WE USE THE SIMPLE PRESENT PERFECT?

The simple present perfect is the tense used when we want to make a connection between the past and the present. There are basically three uses for this tense:

1- Experience

2- Change

3- Continuing situation

1) **Experience:** To talk about things we have done in the past and about which a memory of it exists in our mind. We're not interested in when the experience took place, we only want to know that it took place.

Ex. Have you seen ET?

He has lived in Bangkok.

Have you been there?

We have never eaten caviar.

2) **Change:** To talk about a change in a situation or new information.

Ex. I have bought a car.

John has broken his leg.

Has the price gone up?

The police have arrested the killer.

3) **Continuing situation:** To talk about a continuing situation. This is a situation that started in the past and continues into the present (and will probably continue into the future). We usually use "for" and "since" with this structure.

Ex. I have worked here since June.

He has been ill for two days.

How long have you known Tara?

I have lived in Miami for the last five years.

How do we make the Present Perfect Simple?

| Subject | Auxiliary Verb to have | Past participle | Object |
|---------|------------------------|-----------------|-------------|
| I | have | seen | the Matrix. |
| You | have | eaten | mine. |
| She/He | has | been | to Rome. |
| We | have | not played | football. |
| Have | they | done | it? |

THE PRESENT PERFECT PROGRESSIVE

| | |
|---|---|
| <p>a) I have been studying English at this school since May.</p> <p>b) Adam has been sleeping for two hours.</p> | <p>Form of the present perfect progressive: have/has + been + -ing</p> <p>The present perfect progressive expresses how long the activity has been in progress.</p> |
| <p>c) How long have you been studying English here?</p> <p>d) How long has Adam been sleeping?</p> | <p>Question form: have/has + subject + been + -ing</p> |
| <p>COMPARE e) and e).</p> <p>Present progressive:</p> <p>e) I am sitting in class right now.</p> <p>Present perfect progressive:</p> <p>f) I have been sitting in class: since 9 o'clock or for 45 minutes.</p> | <p>The present progressive expresses an activity that is in progress (is happening) right now.</p> <p>The present perfect progressive expresses the duration (length of time) an activity is in progress.</p> <p>Time expressions with since and for are used with the present perfect progressive.</p> |

THE PRESENT PERFECT VS. THE PRESENT PERFECT PROGRESSIVE

| | |
|---|---|
| <p>PRESENT PERFECT:</p> <p>a) Rita has talked to Josh on the phone many times.</p> <p>PRESENT PERFECT PROGRESSIVE:</p> <p>b) Rita has been talking to Josh on the phone for 20 minutes.</p> | <p>The present perfect is used to express repeated actions in the past, as in a).</p> <p>The present perfect progressive is used to express the duration of an activity that is in progress, i. e. how long something has continued to the present.</p> <p>In b): Their conversation began 20 minutes ago and has continued since that time. It has been in progress for 20 minutes. It is still in progress.</p> |
| <p>PRESENT PERFECT:</p> <p>c) I have lived here for two years.</p> <p>PRESENT PERFECT PROGRESSIVE:</p> <p>d) I have been living here for two years.</p> | <p>With some verbs (erg., live, work, teach) duration can be expressed by either the present perfect or the present perfect progressive.</p> <p>c) and d) have essentially the same meaning.</p> |

Distinguishing between the Present Perfect and the Present Perfect Progressive

Use the PRESENT PERFECT or the PRESENT PERFECT PROGRESSIVE in the following sentences. In some cases, either may be used without changing the meaning.

1. Fred _____ at the supermarket for less than an hour. (shop)
2. I _____ a headache since this morning. (have)
3. It _____ since this morning. (rain)
4. She _____ English for over six years. (study)
5. Ray _____ the violin since he was ten years old. (play)
6. I _____ here for almost a year. (work)
7. Lisa _____ here since she was born. (live)
8. He _____ for the company for less than two weeks. (work)
9. They _____ the house for several hours. (clean)
10. He _____ a policeman since he graduated from the university. (be)
11. I'm tired. We _____ for more than an hour. (walk)
12. Ken _____ karate for five years. (study)
13. Lonny _____ tennis for a long time. (play)
14. They _____ at that meeting since 8:00. (be)
15. I _____ well since Monday. (feel, not)
16. Samuel _____ for two hours. (work)
17. I _____ tennis for three hours. (play)
18. I _____ this hat for quite a few years. (have)
19. Mark _____ for the bus for over twenty minutes. (wait)
20. We _____ in class for fifteen minutes now. (sit)
21. Kate _____ TV since seven o'clock. (watch)
22. They _____ on the phone for over an hour. (talk)
23. The team _____ on this project since January. (work)
24. My eyes are tired. I _____ for two hours. (read)
25. I _____ baseball since I was in junior high. (play, not)

USING THE SIMPLE PAST VS. THE PRESENT PERFECT

| | |
|--|---|
| <p>Simple Past: a) I finished my work two hours ago.</p> <p>Present Perfect: b) I have already* finished my work.</p> | <p>In a): I finished my work at a specific time in the past (two hours ago).</p> <p>In b): I finished my work at a specified time in the past (sometime before now).</p> |
| <p>Simple Past: c) I was in Europe last year/three years ago, in 1989/ in 1985 and 1989/when I was ten years old.</p> <p>Present Perfect: d) I have been to Europe many times/several times/a couple of times/once/(no mention of time).</p> | <p>The simple past expresses an activity that occurred at a specific time (or times) in the past, as in a) and c).</p> <p>The present perfect expresses an activity that occurred at an unspecified time (or times) in the past, as in b) and d).</p> |

* **Already** has the usual placement as frequency adverbs.

Exercise: Complete the sentences with words in parentheses. Use the present perfect or simple past.

1. Some women argue that they (achieve, not) _____ political or economic equality with men.
2. Equal rights (be) _____ a political issue in American politics for at least 134 years.
3. Other women (work) _____ for many years for women's rights.
4. The U.S. (see, not) _____ the end of the battle against drugs and crime.
5. The Equal Rights Amendment (fail) _____ to be approved by three votes.
6. Women in Norway (vote) _____ since 1920.
7. They (leave, not) _____ for the airport yet.
8. The kids (eat) _____ pancakes three times this week.
9. Mr. Aviles (be) _____ my doctor for several years.
10. The students (go) _____ to class a little while ago.
11. Lenny (walk) _____ four miles so far.
12. Rosa (pick) _____ some flowers from her garden.
13. Esther (cook, not) _____ dinner yet.
14. We (build) _____ our house last year.
15. He (read) _____ his mail already.

EXPRESSIONS OF PURPOSE

| | |
|--|--|
| Use in order to or to followed by the simple form of the verb to express purpose. The short form (to) is more common in every day conversation. | For is used before nouns to express purpose. |
| Examples: We went to the hospital in order to see our friend. We went to the hospital to see our friend. | Examples: I went to the store for some ice cream. She's shopping for a new stereo. |

Write **to** or **for** in the blank.

1. She went to town _____ buy some gas.
2. She has gone to the store _____ some computer paper.
3. Edward left _____ his job a little while ago.
4. He went to the bank _____ get some money.
5. He is going to go to Florida _____ his health.
6. Barbara came _____ get the CDs that you promised to lend her.
7. I have to go to the post office _____ mail a package.
8. He first came to this country _____ visit his relatives.
9. I'll stop at the theater _____ pick up the tickets that you have bought.
10. We're going to the airport _____ meet some friends.
11. Martha is coming to our house tonight _____ dinner.
12. He is coming to the United States just _____ study English.
13. Some friends came _____ visit us last night.
14. He often waits after class just _____ talk with the teacher.
15. She went to the florist's _____ buy some flowers.
16. Felicia went _____ see her dentist about her toothache.
17. My parents had to hire someone _____ fix the roof.
18. My neighbors are preparing _____ their daughter's graduation.

BASIC SUBJECT – VERB AGREEMENT

| SINGULAR VERB | PLURAL VERB | |
|--|--|--|
| (a) My friend lives in Boston. | (b) My friends live in Boston | verb + -s/-es = third person singular in the simple present noun + -s/-es = plural |
| | (c) My brother and sister live in Boston. (d) My brother, sister and cousin live in Boston. | Two or more subjects connected by and require a plural verb. |
| (e) Every man, woman and child needs love. (f) Each book and magazine is listed on the catalogue. | | EXCEPTION: Every and each are always followed immediately by singular nouns. In this case, even though there are two or more nouns connected by and, the verb is singular. |
| (g) That book on political parties is interesting. (i) My dog, as well my cats, likes cat food. (k) The book I got from my parents was very interesting. | (h) The ideas in that book are interesting. (j) My dogs, as well as my cat, like cat food. (l) The books I bought at the bookstore were expensive. The The books I bought at the bookstore | Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example, in (g) the interrupting prepositional phrase on political parties does not change the fact that the verb is must agree with the subject book. In (k) and (j): The subject and verb are separated by an adjective clause. |
| (m) Growing flowers is her hobby. | | A gerund used as the subject of the sentence requires a singular verb. |

Subject-Verb Agreement: AN EXERCISE

Choose the correct word in parentheses.

1. The taxes on his car (is, are) high because he lives in the city.
2. His driver's license (has, have) expired.
3. A red and yellow bird (is, are) sitting in that tree.
4. A military regime of high-ranking officers (runs, run) the government.
5. One of my friends (wants, want) to come with us tonight.
6. The Japanese (has, have) a long and interesting history.
7. Neither the President nor the Senators (has, have) found a solution.
8. Half of the food (has, have) already been eaten.
9. Half of the candy bars (was, were) eaten by the children before dinner.
10. Most of the current news on the front pages of both daily newspapers (concerns, concern) the progress of the peace conference.
11. Green Eggs and Ham (is, are) the title of a popular children's book.
12. There (is, are) several reasons why I can't come.
13. January and February (is, are) usually the coldest months of the year.
14. Almost two-thirds of the land on these islands (is, are) mountains.
15. Neither of your arguments (makes, make) sense.
16. The value of many of these antiques (has, have) not been determined.
17. There (is, are) a lot of unemployed people right now.
18. Fifty minutes (is, are) the maximum length of time allowed for the exam.
19. Sensitivity to other people's feelings (makes, make) him a kind and understanding person.
20. Both Chapter One and Chapter Two (is, are) easy.

Subject - Verb Agreement: More Practice

Choose the correct answer between those in the parentheses.

1. The results of the experiment (was, were) published in a scientific journal.
2. What percentage of the earth's surface (is, are) covered by water?
3. The weather in the southern states (get, gets) very hot in the summer.
4. A woman and a child (is, are) waiting to see the doctor.
5. Every man, woman and child (is, are) protected under the law.
6. Washing the dishes (is, are) the children's job.
7. Some of the furniture in our apartment (is, are) secondhand.
8. Where (do, does) your parents live?
9. A lot of students (is, are) already here.
10. Some of the desks in the classroom (is, are) broken.
11. Each of the students (has, have) a notebook.
12. None of the students (was, were) late today.
13. Each student (has, have) to have a book.
14. One of the countries I'd like to visit (is, are) Italy.
15. Some of the cities I would like to visit (is, are) Rome and Venice.
16. The United States (is, are) located in North America.
17. Most people (likes, like) to go to the zoo.
18. What percentage of the people in the world (is, are) illiterate?
19. The police (is, are) coming. I've already called them.
20. Economics (is, are) Dan's favorite subject.
21. The Japanese (has, have) a long and interesting history.
22. Why (was, were) Susan and Alex late this morning?
23. Cattle (is, are) sacred in India.
24. A number of students in the class (speaks, speak) English quite well.
25. There (is, are) some interesting pictures in today's newspapers.
26. Japanese (is, are) very difficult for English speakers to learn.
27. My cousin, along with my uncle, (work, works) in my grandpa's hardware store.
28. Anna, as well as her two older sisters, (is, are) in college.
29. The extent of Jane's knowledge on various complex subjects (astounds, astound) me.
30. The professor and the students (agrees, agree) on that point.

SUBJECT – VERB AGREEMENT: USING EXPRESSIONS OF QUANTITY

| SINGULAR VERB | PLURAL VERB | |
|---|---|---|
| (a) Some of the book is good. (c) A lot of the equipment is new. (e) Two-thirds of the money is mine. | (b) Some of the books are good. (d) A lot of my friends are here. (f) Two-thirds of the pennies are mine. | In most expressions of quantity, the verb is determined by the noun or pronoun that follow of. For example: In (a): Some of + singular noun = singular verb. In (b): Some of + plural noun = plural verb. |
| (g) One of my friends is here. (h) Each of my friends is here. (i) Every one of my friends is here. | | Exception: One of, each of, and everyone of takes singular verbs. |
| (j) None of the boys is here. | (k) None of the boys are here. (informal) | Subjects with none of are considered singular in formal English, but plural verbs are often used in informal speech. |
| (l) The number of students in the class is fifteen. | (m) A number of the students were late for class. | Compare: In (l) The number is the subject. In (m): A number of is an expression of quantity meaning “a lot of”. It is followed by a plural noun and a plural verb. |

SUBJECT VERB AGREEMENT: USING THERE + BE

| | | |
|--|--|---|
| (a) There are twenty students in my class. (b) There's a fly in the room. | | In the structure there + be, there is called is called a expletive. It has no meaning as a vocabulary word. It introduces the idea that something exists in a particular place. Pattern: there + be + subject + expression of place. |
| (c) There are seven continents. | | Sometimes the expression of place is omitted when the meaning is clear. In (c): The implied expression of place is clearly in the world. |
| SINGULAR VERB | PLURAL VERB | |
| (d) There is a book on the shelf. | (e) There are some books on the shelf. | The subject follows be when there is is used. In (d): The subject is book In (e): The subject is books. |
| Informal: There's some books on the shelf. | | In very informal spoken English, some native speakers use the singular verb when the subject is plural but it is not generally considered grammatically correct. |

FORMS OF YES/NO AND INFORMATION QUESTIONS

| A yes/no question = a question that may be answered by yes or no. A: Does he live in Chicago? B: Yes, he does. OR No, he doesn't. | | | | | |
|---|--------------|---------|------------|------------------|--|
| An information question = a question that asks for information by using a question word. Where does she live? She lives in Chicago. | | | | | |
| Question word order = (Question word) + helping verb + main verb Notice that the same subject-verb order is used in both yes/no and information questions. | | | | | |
| Question Word | Helping Verb | Subject | Main Verb | Rest of Sentence | |
| (a) | Does | she | live | there? | If the verb is in the simple present, use does (with he, she, it) or do (with I, you, we, they) in the question. If the verb is in the simple past, use did. The main verb in the question is in its simple form; there is no final -s or ed. |
| (b) Where | does | she | live? | | |
| (c) | Do | they | live | there? | |
| (d) Where | do | they | live? | | |
| (e) | Did | he | live | there? | |
| (f) Where | did | he | live? | | |
| (g) | Is | he | living | there? | If the verb has an auxiliary (a helping verb), the same auxiliary is used in the question. There is no change in the form of the main verb. If the verb has more than one auxiliary, only the first auxiliary precedes the subject, as in (m) and (n). |
| (h) Where | is | he | living? | | |
| (i) | Have | they | lived | there? | |
| (j) Where | have | they | lived? | | |
| (k) | Can | Mary | live | there? | |
| (l) Where | can | Mary | live? | | |
| (m) | Will | he | be living | there? | If the question word is the subject, usual question order is not used; does, do and did are not used. The verb is in the same form in a question as in a statement. Statement: Tom came. Question: Who came? |
| (n) Where | will | he | be living? | | |
| (o) Who | | | lives | there? | |
| (p) Who | can | | come? | | |
| (q) | Are | they | | there? | Main verb be in the simple present (am, is, are) and simple past (was, were) precedes the subject. It has the same position as a helping verb. |
| (r) Where | are | they? | | | |
| (s) | Was | Jim | | there? | |
| (t) Where | was | Jim? | | | |

USING ADVERB CLAUSES TO SHOW TIME RELATIONSHIPS

| | | |
|--|---|---|
| after* | (a) After she graduates, she will get a job. (b) After (she had) graduated, she got a job. | A present tense, NOT a future tense, is used in an adverb clause of time, as in examples (a) and (c) |
| before* | (c) I will leave before he comes. (d) I (had) left before he came. | |
| when | (e) When I arrived, he was talking on the phone. (f) When I got there, he had already left. (g) When it began to rain, I stood under a tree. (h) When I was in Chicago, I visited the museums. (i) When I see him tomorrow, I will ask him. | When = at that time Notice the different time relationships expressed by the tenses. |
| while as | (j) While I was walking home, it began to rain. (k) As I was walking home, it began to rain. | while, as = during that time |
| by the time | (l) By the time he arrived, we had already left. (m) By the time he comes, we will have already left. | by the time = one event is completed before another event. Notice the use of the past perfect and future perfect in the main clause. |
| since | (n) I haven't seen her since she left this morning. (o) I've known her ever since I was a child. | since = from that time to the present In (o): ever adds emphasis Note: The present perfect is used in the main clause. |
| until till | (p) We stayed there until we finished our work. (q) We stayed there till we finished our work. | until, till = to that time and no longer (till is generally not used in formal English) |
| as soon as once | (r) As soon as it stops raining, we will leave. (s) Once it stops raining, we will leave. | as soon as, once = when one event happens, another event happens soon after |
| so long as as long as | (t) I will never speak to him so long as I live. (u) I will never speak to him as long as I live. | so long as, as long as = during that time, from beginning to end. |
| whenever every time | (v) Whenever I see her, I say hello. (w) Every time I see her, I say hello. | whenever = every time |
| the first time the last time the next time | (x) The first time (that) I went to New York, I went to the opera. (y) I saw two plays the last time (that) I went to New York. (z) The next time (that) I go to New York, I'm going to see a ballet. | Adverb clauses can be introduced by the following: first, second, third, etc., last, next, ext. time |

Using Adverb Clauses to Show Time Relationships

Combine each pair of sentences using an adverb of time.

1. The other passengers will get on the bus. Then we will leave.
2. I turned off the lights. After that, I left the room.
3. Susan sometimes feels nervous. Then she chews her nails.
4. The frying pan caught on fire. I was cooking dinner at the time.
5. We were sitting down to dinner. Someone knocked on the door at that moment.
6. The singer finished her song. The audience immediately burst into an applause.
7. We have to wait here. Nancy will come.
8. Marissa will come. Then we can leave for the theater.
9. My roommate walked into the room yesterday. I immediately knew something was wrong.
10. I stood up to give my speech. Immediately before that, I had butterflies in my stomach.
11. Jane has gotten three promotions in the last six months. She started working for this company six months ago.
12. The weather will get warmer soon. Then we can start playing tennis again.
13. Shakespeare died in 1616. He had written more than 37 plays before then.
14. Sam will go to the movies again. He'll remember to take his glasses then.
15. I'll never forget Mr. Tanaka. I'll live for a long time.
16. Pedro had never heard of Halloween. Then she moved to the United States.
17. I had gone to bed. The phone rang.
18. I saw the great pyramids of Egypt in the moonlight. I was speechless.
19. Marina saw the fire. She called the fire department.
20. Prakash saw a movie made in India. He got homesick.

EXPRESSING PAST HABIT: USED TO

| | |
|--|--|
| <p>a) I used to live with my parents. Now I live in my own apartment.</p> <p>b) Ann used to be afraid of dogs, but now she likes dogs.</p> <p>c) Don used to smoke, but he doesn't anymore.</p> | <p>Used to expresses a past situation or habit that no longer exists in the present.</p> <p>Form: used to + the simple form of the verb.</p> |
| <p>d) Did you use to live in Paris?</p> | <p>Question Form: Did + subject + used to</p> |
| <p>e) I didn't use to drink coffee at breakfast.</p> <p>f) I never used to drink at breakfast, but now I always have coffee in the morning.</p> | <p>Negative Form: didn't use to/never used to</p> |

Complete these sentences using use(d) plus a suitable verb

- 1- Dennis gave up smoking two years ago. He _____ 40 cigarettes a day.
- 2- Liz _____ a motorcycle, but last year she sold it and bought a car.
- 3- We came to live in California a few years ago. We _____ in New Jersey.
- 4- I rarely eat ice cream now but I _____ it when I was a child.
- 5- Jim _____ my best friend but we aren't friends anymore.
- 6- It only takes me about 40 minutes to get to work since the new road opened. It _____ more than an hour.
- 7- There _____ a hotel opposite the station but it closed a long time ago.
- 8- When we lived in London, we _____ to the theater very often.
- 9- She _____ a lot but she doesn't go away much these days.
- 10- He _____ to bed early but now he goes out in the evening.

Seven Ways to Express the Future in English

If the weather is good, the boat will leave on Friday.

1. I am going to leave on Friday.
2. I'm leaving on Friday.
3. I'll be leaving on Friday.
4. I'm about to leave.
5. I leave on Friday.
6. President Obama is to leave on Friday.

Examples

1. (Will)
 - If you click here, the disk will be erased.
 - I will do that for you.
2. (going to)
 - I'm going to try again next week.
 - He's going to be late.
3. (be v + ing)
 - We're going home at 5 o'clock.
 - I'm taking a test this afternoon.
4. (will be v + ing)
 - I'll be coming back in a few minutes
 - Will you be going past the post office when you go home?
5. (about to v)
 - We're about to start.
 - I'm about to switch this off.
6. (v)
 - I start work on Monday.
 - The conference ends on Friday
7. (be to v)
 - The president is to visit Japan in November.
 - The prime minister is to attend the summit in Halifax next week.

Meanings

1. **WILL** is used mainly in two ways.
 1. To make predictions about the future. This is most commonly seen in IF-THEN clauses.
 2. To make OFFERS to help someone.

3. *Note:* WILL is **not** usually used to express your will or intention in spoken English!!!
2. **BE + GOING TO** is used to express your will or intention. It can also be used to express future events which you are quite certain will happen. This is stronger than a prediction.
3. **BE V + ing** is the most neutral way to express the future in spoken English. It has no special feelings or nuances attached. In written English WILL may be substituted.
4. **WILL BE V + ing** refers to the delayed future. It carries the nuance that something will happen **before** the stated event.
5. **ABOUT TO V** refers to the immediate future. It means that something will happen without delay. (Note: *NOT about to* has a completely different meaning.)
6. **V** alone refers to fixed or scheduled events in the future. These events are not usually under your control.
7. **BE to V** is a formal expression used to refer to events involving important people. It is often seen in news reports.

USING WHO, WHOM, AND THAT IN ADJECTIVE CLAUSES

| | |
|--|---|
| <p style="text-align: center;">S V</p> <p>a) The man is friendly. He lives next door.</p> <p style="text-align: center;">who that</p> <p style="text-align: center;">S V</p> <p>b) The man who lives next to me is friendly. c) The man that lives next to me is friendly.</p> | <p>In addition to who, we can use that as the subject of an adjective clause. b) and c) have the same meaning. A subject pronoun cannot be omitted: Incorrect: The man lives next to me is friendly. Correct: The man who/that lives next to is friendly.</p> |
| <p style="text-align: center;">S V O</p> <p>d) The man was friendly. I met him.</p> <p style="text-align: center;">whom that</p> <p style="text-align: center;">O S V</p> <p>e) The man whom I met was friendly. f) The man that I met was friendly. g) The man I met was friendly.</p> | <p>In addition to whom, we can use that as the object in an adjective clause. e) and f) have the same meaning. An object pronoun can be omitted from the adjective clause. e), f) and g) have the same meaning.</p> |

USING WHICH AND THAT IN ADJECTIVE CLAUSES

| | |
|--|---|
| <p style="text-align: center;">S</p> <p>a) The river is polluted. It flows through town.</p> <p style="text-align: center;">which that</p> <p>b) The river, which flows through town, is polluted. c) The river that flows through town is polluted.</p> | <p>Who and whom refer to people. Which refers to things. That can refer to either people or things.</p> <p>In a): To make an adjective clause, we can change it to which or that. It, which, and that all refer to a thing (the river). b) and c) have the same meaning.</p> <p>When which and that are used as the subject of an adjective clause, they CANNOT be omitted.</p> |
| <p style="text-align: center;">S V O</p> <p>d) The books were expensive. I bought them.</p> <p style="text-align: center;">which that</p> <p style="text-align: center;">O S V</p> <p>e) The books, which I bought, were expensive. f) The books that I bought were expensive. g) The books I bought were expensive.</p> | <p>Which or that can be used as an object in an adjective clause, as in e) and f). An object pronoun can be omitted from an adjective clause, as in g). e), f) and g) have the same meaning.</p> |

ABOUT YOU – ADJECTIVE CLAUSES

Fill in the blanks with an adjective clause. Discuss your answers with your partner.

Example: I don't like people who say one thing, but do something else.

1. I don't like people _____
2. I don't like apartments _____
3. I don't like movies _____
4. I like movies _____
5. I don't like teachers _____
6. I like teachers _____
7. I don't like teenagers _____
8. I like to have neighbors _____
9. I don't like to have neighbors _____
10. I once had a car _____
11. I have never met a person _____
12. I can't understand people _____
13. I like classes _____
14. I like to be around people _____
15. A good friend is a person _____
16. I like places _____
17. I was born at a time _____
18. I like to receive mail _____
19. I feel most happy _____
20. I have a good friend _____

If: Special Tense Use

With if, we can use would and past tenses to “distance” our language from reality, when we talk about present or future unreal situations.

| Main Clause: Would..... | If-Clause Past Tense |
|----------------------------------|------------------------------|
| I would tell you her name | if I knew it. |
| She'd be perfectly happy | if she had a car. |
| What would you do | if you lost your job. |

B. Put in the correct verb forms.

1. The kitchen (look) better if we (have) red curtains.
2. I (be) sorry if we (not see) her again.
3. It (be) a pity if Andy (not get) the job.
4. If I (know) his address, I (go) around and find him.
5. What (you do) if you (win) the lottery.
6. It (be) quicker if you (use) a computer.
7. If you (not be) so busy, I (show) you how to play.
8. If we (have) some eggs, I (make) a cake.
9. If you really (love) me, you (buy) me those diamonds.
10. I'm sure Carmen (help) you if you (ask) her.
11. If (be not) so cold, I (tidy) up the garden.
12. If I (have) the keys, I (show) you the cellar.
13. If I (have) children like hers, I (send) them to boarding school.
14. Where (you go) if you (need) to buy a picture frame?
15. (you mind) if I (go) first?

ACTIVE AND PASSIVE SENTENCES

| | |
|--|--|
| (a) ACTIVE: Bob mailed the package. (b) PASSIVE: The package was mailed by Bob. | (a) and (b) have the same meaning. |
| s v o (c) Bob mailed the package. S V “by-phrase” The package was mailed by Bob. | In (c): The object of an active sentence becomes the subject of a passive sentence. |
| S V O (d) Bob mailed the package. S V “by-phrase” The package was mailed by Bob . | In (d): the subject of an active sentence is the object of the “by-phrase” in a passive sentence. |
| (e) ACTIVE: The teacher corrects our homework. (f) PASSIVE: Our homework is corrected by the teacher. (g) ACTIVE: Mr. Lee will teach this class. (h) PASSIVE: This class will be taught by Mr. Lee. | Form of all passive verbs: BE + PAST PARTICIPLE BE can be in any of its forms: am, is are, was, were, has been, have been, will be, etc. THE PAST PARTICIPLE follows BE . For regular verbs, the participle ends in –ed (erg. mailed, corrected). Some past participles are irregular (e. g. taught). |

TENSE FORMS OF PASSIVE VERBS

| Notice that all the passive verbs are formed with BE + PAST PARTICIPLE | | |
|--|--|--|
| TENSE | ACTIVE | PASSIVE |
| SIMPLE PRESENT | The news surprise me. The news surprises Sam. The news surprises us. | I am surprised by the news. Sam is surprised by the news. We are surprised by the news. |
| SIMPLE PAST | The news surprised me. The news surprised us. | I was surprised by the news. We were surprised by the news. |
| PRESENT PERFECT | Bob has mailed the letter. Bob has mailed the letters. | The letter has been mailed by Bob. The letters have been mailed by Bob. |
| FUTURE | Bob will mail the letter Bob is going to mail the letters. | The letter will be mailed by Bob. The letter is going to be mailed by bob. |

USES OF THE PASSIVE VOICE

#1 When you are generalizing and want to avoid overusing the pronoun **one**.

Example:

Here are seven situations when the passive voice **is preferred**. (passive)

Here are seven situations when **one prefers** the passive voice. (active)

#2 When the identity of the actor is the punch of the sentence and you want to place it at the end.

- The tapes **were hidden** by the president of the United States.
- The president of the United States **hid** the **tapes**.

#3 When the identity of the actor is irrelevant and you simply want to omit it.

- The ad campaign **was created** late last summer.
- The marketing department **created** the ad campaign late last summer.

#4 When the identity of the actor is unknown

- The files **were** mysteriously **destroyed**.

Somebody mysteriously **destroyed** the files

#5 When you want to hide the identity of the actor.

- I regret to inform you that your file **has been misplaced** (by me!).
- I regret to inform you that **I misplaced** your file.

#6 When you want to avoid sexist language and those horrible he/she, he/she's/ and his/her.

- An application must **be filed** with the personnel office.
- An applicant must file **his/her** application with the personnel office.

#7 When the recipient of the action is the focus.

- Smith knows the workings of the department. Nevertheless, **he** will probably be asked to resign.

ACTIVE OR PASSIVE VOICE – AN EXERCISE

Directions: Select the correct voice between the choices provided.

1. Everybody (shocked / was shocked) by the terrible news yesterday.
2. Mr. Green (has been teaching / has been taught) at the university since 1989.
3. Not much (has been said / has said) about the accident since then.
4. A new book (will publish / will be published) by that company next year.
5. He (remembers / is remembered) the girl's name now.
6. The secretary (introduced / was introduced) to her new boss yesterday.
7. Our plan (is being considered / is considered) by the members of the committee.
8. He (was holding / was held) responsible for the accident.
9. A prize (will be given / will be giving) to whoever solves this equation.
10. When the manager arrived, the problem (had already been solved / had already solved).
11. The morning paper (reads / is read) by over 200,000 people every day.
12. Our mail (delivers / is delivered) before noon every day.
13. A bad accident (happened / was happened) on I-95 yesterday.
14. Roberto (wrote / was written) this composition last week. That one (wrote / was written) by Abdullah.
15. Over 100,000 people (attended / was attended) the soccer game yesterday.
16. A bicyclist (hit / was hit) by a taxi in front of the post office.
17. What (happened / was happened) to the taxi driver?
18. Last night my favorite TV program (interrupted / was interrupted) by a power outage.
19. Yesterday I (heard / was heard) about Margaret's divorce.
20. The garbage (won't collect / won't be collected) tomorrow. The sanitation workers are on strike.

WH- Question Practice

Split the class into two teams, one half designated as the “outside” the circle and the other “inside” the circle. The students then arrange themselves in their circles so that the outside faces inward and the inside faces outward. The students then start practicing the questions below. At a signal from the teacher, the circles rotate: Outside moves left, inside moves right or both move right two places, etc. The teacher remains in the center so that he/she can listen to several pairs at once.

Teacher or pair student says: Ask me.....

| | |
|--|---|
| what my name is. | how well can I draw. |
| what my nationality is. | where I live. |
| how long I have lived there. | how much a packet of cigarettes costs. |
| where to buy sugar. | where to find an ATM. |
| how far/close my house is. | how big the room is. |
| how many legs the table has. | what time it is. |
| where the black/whiteboard is. | if I am well. |
| how my day was. | if the mail has arrived. |
| what the film was like. | how my classes are going. |
| what a crocodile looks like. | what Tatiana’s address is. |
| how big Paris is. | how many people there are in Miami. |
| how long it takes me to get home. | what my favorite film is. |
| what to do next. | how I make momos. |
| when to leave to catch the bus. | how much money you will need. |
| how many people there are in the room. | how I can get to the supermarket. |
| how many cups of coffee I have each day. | how long the room is. |
| how wide the room is. | how high the ceiling is. |
| what size the room is. | where I bought my socks. |
| why I am not wearing a hat. | what color my car is. |
| why I can’t speak Russian. | what “ameliorate” means. |
| how much money I can lend you. | when I arrived at school. |
| what I saw at the cinema last night. | whether the film was good. |
| who my favorite movie star is. | when Mohammed Gandhi was born. |
| whether I like swimming. | whether I am going on vacation this summer. |
| whether I have ever been abroad. | if I will lend you \$100.00 |
| how to spell the word “irresistible”. | when the baseball, cricket or football season begins. |

THERE IS OR THERE ARE?

| | |
|--|--|
| Use there is for singular nouns (one item). Use there is for non-count items (group nouns). | Use there are for many items (plural nouns) |
|--|--|

Write **is** or **are** in the blanks below.

- 1-There _____ many animals in the zoo.
- 2-There _____ many creatures to see in the zoo.
- 3-There _____ a snake in the window.
- 4- There _____ a zebra in the grass.
- 5- There _____ lions in the zoo, too.
- 6-There _____ many baby lions near their parents.
- 7- There _____ a bird next to the tree.
- 8- There _____ many monkeys in the trees.
- 9- There _____ some water in the lake near the elephants.
- 10- There _____ many people visiting the animals today.
- 11-There _____ many children, too.
- 12-There _____ birds in the zoo.
- 13-There _____ some grass under the tree.
- 14-There _____ bananas in the tree with the gorillas.
- 15- There _____ a rock near the tree.
- 16- There _____ many sharks in the aquarium.
- 17-There _____ an eel in the aquarium, too.
- 18- There _____ lots of water for the fish.
- 19-There _____ many creatures to see at the zoo.
- 20-There _____ a cheetah in the savannah.

USING SO AND SUCH

| | |
|--|--|
| Use so before an adjective (without a noun), or an adverb. She's so babyish . Your country is so beautiful . His voice is so pleasant that I could listen to him all day. | Use such before (adjective +) noun. A/an comes after such . She's such a baby . I didn't know you had such nice friends . It was such a comfortable bed that I went straight to sleep. |
|--|--|

1. She is _____ funny. She always makes me laugh.
2. Sarah and Ed are _____ crazy people. I never know what they are going to do next.
3. James has _____ much money that he could actually buy a Ferrari.
4. Although much of the audience had never been exposed to _____ music, they thoroughly enjoyed the performance of the Tibetan folk choir.
5. The movie was _____ good that I saw it five times.
6. Terry speaks English _____ fluently that I thought he was American.
7. Most students never discuss _____ topics in class, but I think it is important to teach our children to question the media.
8. Jerry had never seen _____ high mountains. He thought they were spectacular.
9. Fred is _____ a clown! He is always telling jokes and making people laugh.
10. There was _____ little interest in his talk on macroeconomics that the room was half empty by the time he stopped speaking.
11. How could you say _____ horrible things about me?
12. He is _____ a jerk! He hasn't said a nice thing since he started working here.
13. That new song is _____ cool that it hit the top ten within a week of being released.
14. Martha is _____ a good cook that she is writing her own cookbook of family recipes.
15. I don't know if that is _____ a good idea. Maybe we should try something else.
16. She has _____ many hats that she needs two closets to store them all.
17. That takes _____ little time and effort that you might as well do it yourself.
18. I had to pay \$140.00 for books for my new Spanish class. I don't know why my professor has to choose _____ expensive books for her course.
19. Please, don't drive _____ fast! I'm terrified we're going to have an accident.
20. I really wish you wouldn't smoke _____ much! It's destroying your health.

USING ALREADY, YET, STILL AND ANYMORE

| | | |
|---------|--|---|
| ALREADY | a) The mail came an hour ago. The mail is already here. | Idea of already : Something happened before now, before this time. Position: mid-sentence.* |
| YET | b) I expected the mail an hour ago, but it has not come yet. | Idea of yet : Something did not happen before now (up to this time), but it may happen in the future. Position: end of sentence. |
| STILL | c) It was cold yesterday It is still cold today. d) I could play the piano when I was a child. I can still play the piano. e) The mail did not come an hour ago. The mail still hasn't come. | Idea of still : A situation continues to exist from past to the present without change. Position: mid-sentence.* |
| ANYMORE | f) I lived in Chicago two year ago, but then moved to another city. I don't live in Chicago anymore. | Idea of anymore : A past situation does not continue to exist at present; a past situation has changed. Anymore has the same meaning as any longer. Position: end of sentence |

Note: **Already** is used in affirmative sentences.

Yet and **anymore** are used in negative sentences.

Still is used in either affirmative or negative sentences.

Exercise: Fill in the blank with already, yet, still or anymore.

- I haven't eaten lunch _____.
- We can't go for a walk because it's _____ raining.
- Since I started bringing my lunch to work, I don't eat in the cafeteria _____.
- I've read this biology book three times and I _____ don't understand it.
- I've _____ finished all of my homework.
- I started writing a letter to my parents and have not finished it _____.
- Has Rita found a job _____?
- My sister is here _____. She got here yesterday.
- Do you _____ love me?
- Is the baby _____ sleeping?
- Raju doesn't work there _____. He found a new job.
- I've _____ made the cake for the party.
- She hasn't taken the exam _____. She's _____ studying for it.
- Thanks for offering the book, but I've _____ read it.
- I'll have another samosa, I'm _____ hungry.

Troublesome Verbs

Raise/rise, set/sit and lay/lie

| | |
|--|---|
| Raise, set and lay are transitive verbs, they are followed by an object. | Rise, sit and lie are intransitive verbs, i. e. they are not followed by an object. |
| Transitive Tom raised his hand during class. I'll set the book on the table. I'm laying the book on the desk. | Intransitive The sun rises in the east. I sit in front row. He's lying on his bed. |

Choose the correct word in parentheses.

- 1- The student (raised, rose) his hand in class.
- 2- Hot air (raises, rises).
- 3- Ann (set, sat) on a chair because she was tired.
- 4- I (set, sit) the dictionary on the desk.
- 5- Hens (lay, lie) eggs.
- 6- Sara is (laying, lying) on the grass.
- 7- Jan (lied, lay) the comb on the dresser.
- 8- You should (lay, lie) down and take a nap.
- 9- Tibet (lies, lays) to the north of Nepal.
- 10- Mr. Brown (raises, rises) different kinds of flowers.
- 11- The students (rose, raised) to their feet.
- 12- Rita likes order, she (lays, lies) her clothes every night.
- 13- I (lay, lie) my keys here a few minutes ago.
- 14- Fred (set, sat) the table for dinner.
- 15- Fred (set, sat) at the table for dinner.
- 16- The fulfillment of your dreams (lies, lays) with you.

SAY AND TELL

Say is used in direct quotations:

Joseph *said*, "It's too early to leave for the theater."

She *said* to me, "Your computer printout is ready."

Say is used for indirect quotations where the person to whom the words are spoken is not mentioned:

Harvey *said* that he could not come tomorrow.

Tell is used for indirect quotations when the person to whom the words are spoken is mentioned:

Harvey *told* me that he could not come tomorrow.

Tell is used in the following expressions: *to tell the truth, to tell a lie, to tell a story, to tell time, to tell a secret, to tell about something.*

The word **that** when used to introduce a subordinate clause as in these sentences, is often dropped in everyday speech. We may say, "She said that she was busy." Or "She said she was busy." Both forms are correct.

Write the correct form of **say** or **tell** in the blank.

1. She _____ both of us that she was going to get married.
2. Roger _____ he was busy after class.
3. He _____ that he always ate lunch in the cafeteria.
4. Sally always _____ the truth.
5. I _____ you the car belonged to George.
6. Susan _____ that she could teach me to paint.
7. Robert _____, "The book is from the library."
8. She _____ me a big secret.
9. "I'm sorry I was late.", he _____.
10. Dolores _____ that she felt ill.
11. I _____ the teacher that I already knew how to type.
12. He _____ me that Marc was in the hospital.
13. Annette likes to _____ stories about her travels.
14. Andy _____ he wasn't sick after all and would be coming to dinner.
15. She _____ her boss she wasn't his slave and quit on the spot.

SAME AS, SIMILAR TO, OR DIFFERENT FROM

Read the sentence. Write the **same as**, **similar to**, or **different from** on the blank as you find appropriate.

1. Usually is _____ never.
2. Big is _____ larger.
3. Brown is _____ from green, but is _____ to red.
4. A wrong answer is _____ a right answer.
5. Pretty cars are _____ beautiful cars.
6. Danish is _____ to Norwegian, but English is _____ from Chinese.
7. A happy person is _____ a sad person.
8. Hard tests are _____ difficult tests.
9. A deep pool is _____ a shallow pool.
10. A hot day is _____ a cold day.
11. Messy is _____ sloppy.
12. The shape of Thailand is _____ the shape of Italy.
13. Very good is _____ to excellent.
14. Bread is _____ lettuce, but butter is _____ margarine.
15. The shape of the letter G is _____ the shape of the letter K.

TOO MUCH OR TOO MANY??

Make sentences using **There is / are too much / many** using the following nouns. Read the sentences aloud to your partner.

- | | |
|--------------------------|------------------------|
| 1- _____ windows | 23- _____ coffee |
| 2- _____ smoke | 24- _____ tea |
| 3- _____ apples | 25- _____ cups of tea |
| 4- _____ space | 26- _____ trouble |
| 5- _____ people | 27- _____ effort |
| 6- _____ birds | 28- _____ plants |
| 7- _____ fruit | 29- _____ flowers |
| 8- _____ sugar | 30- _____ strength |
| 9- _____ rooms | 31- _____ homework |
| 10- _____ work | 32- _____ friends |
| 11- _____ students | 33- _____ conversation |
| 12- _____ tables | 34- _____ news |
| 13- _____ butter | 35- _____ seats |
| 14- _____ meat | 36- _____ mistakes |
| 15- _____ exercises | 37- _____ vegetables |
| 16- _____ time | 38- _____ bread |
| 17- _____ times | 39- _____ letters |
| 18- _____ snow | 40- _____ salt |
| 19- _____ money | 41- _____ pepper |
| 20- _____ rain | 41- _____ mustard |
| 21- _____ cups of coffee | 41- _____ equipment |
| 22- _____ wind | 42- _____ ink |
| 23- _____ jewelry | 43- _____ make-up |
| 24- _____ mail | 44- _____ pens |

USING “WHEN’ AND “WHILE” WITH THE PAST CONTINUOUS AND THE SIMPLE PAST

Use the past continuous and the simple past together to show that one action interrupted another action.

While we were watching the game, it began to rain.

When it began to rain, we were watching the game.

Use **while** to indicate duration.

Note: Use **during** + a noun phrase:

During the meal

Use **while** + a verb phrase:

While I was driving to work

Use **when** to indicate a specific time:

When the accident happened, my friend was driving.

A Disastrous Day

Mario had a terrible day yesterday. Match the two parts of the sentence to show the sequence of the actions.

| | |
|---|---------------------------------------|
| 1. While he was having a shower | a) his boss was looking at his watch. |
| 2. While he was getting out of the shower | b) it started to rain, |
| 3. When he answered the phone | c) a client came into the office. |
| 4. While he was making the coffee | d) he slipped on the soap. |
| 5. While he was waiting for the bus | e) the toast burned. |
| 6. When the bus came, | f) the phone rang. |
| 7. While he was riding in the elevator | g) it was full. |
| 8. When he arrived at work, | h) it was the wrong number. |
| 9. When he sat down at his desk, | i) the chair broke. |
| 10. While he was sitting on the floor, | j) it got stuck between floors. |

COLLOCATIONS WITH MAKE AND DO

It is often confusing why the verb *make* may be used rather than the verb *do*, or *do* rather than *make*. These verbs are used in a very similar way, but usually with different noun collocates (words which are often used together with other words). These verbs add the meaning of performing the action which the noun collocates refers to. There are no easy rules for knowing which verb should be used - you just have to be familiar with the collocations.

Make is often used with words like *peace, war, love and money*, while *do* is often used with words like *right, wrong, justice, good, harm* and so on. But both are used in common colloquial expressions and idioms – we “*make the beds*”, but “*do the dishes*”.

The following tables show some common collocates for *make* and *do*.

RIGHT COLLOCATES FOR “MAKE”

| | | | | |
|-------------|---------------|-----------|-----------------|-------------|
| acquisition | clear | good | payments | savings |
| amendments | comparison | headway | peace | sense |
| amends | comparisons | judgments | plain | regulations |
| assumptions | concessions | known | profit | reparations |
| attractive | conditions | little | profits | square |
| believe | contact | love | programs | straight |
| better | container | matters | progress | sure |
| best | contributions | merry | public | time |
| capital | decisions | millions | recommendations | trouble |
| careers | discount | mistakes | reference | up |
| certain | do | money | regulations | use |
| change | ends | much | reparations | war |
| changes | fast | nests | repayments | waves |
| checks | fools | off | representations | way |
| choices | forecasts | out | room | wills |
| claims | friends | passes | sacrifices | worthwhile |

RIGHT COLLOCATES FOR “DO”

| | | | |
|--------------|-----------|-----------|------------|
| away | good | likewise | penance |
| better | harm | little | right |
| business | homage | more | something |
| chores | homework | most | up |
| evil | honor | much | with |
| enough | jobs | nothing | without |
| hair | exercise | a report | a course |
| work | housework | laundry | the dishes |
| chores | justice | otherwise | wrong |
| the shopping | a favor | your best | A number |

MAKE OR DO EXERCISE

Fill in the blanks with suitable forms of make or do (or both!)

1. You must _____ several experiments before _____ a report.
2. After _____ the beds and _____ the dishes, Ann _____ the shopping and then helped Jeremy _____ his sums.
3. _____ me a favor and stop _____ that terrible noise.
4. All the arrangements for our vacation had been _____ when the travel agency informed us that they had _____ a mistake.
5. He has _____ a very good translation of the original.
6. To _____ use of all facilities in the gym, you should _____ a contract with the board of governors.
7. The company _____ a lot of business with Japan.
8. You must _____ the most of the situation and _____ with what you can find in the apartment.
9. He finds it easy to _____ promises, but _____ no effort to keep them.
10. We _____ all the components ourselves, but don't _____ the advertising.
11. Archimedes was not the only one to _____ a great discovery while sitting in a bath.
12. Mr. Jones succeeded in _____ an appointment after _____ several telephone calls.
13. He was operated on a month ago and has now _____ a full recovery.
14. The policeman maintained that the drunken driver had _____ a u-turn, and, to _____ matters worse, had resisted arrest.
15. I think you've _____ a mistake.

CONNECTIVES – AN EXERCISE

Directions: Select the best transition word or connective to complete each sentence.

1. Karen is rich; _____, her cousin Kate is poor.
a) Therefore b) however c) otherwise
2. You'd better take a taxi. _____, you'll arrive late.
a) Consequently b) Furthermore c) Otherwise
3. I enjoy reading this new magazine. _____, it has good articles.
a) Moreover b) Nevertheless c) However
4. Jack wasn't tired. _____, he took a nap.
a) Otherwise b) Hence c) Nevertheless
5. Phil was not thirsty; _____, he drank five glasses of water.
a) however b) moreover c) furthermore
6. The students didn't study. _____, they failed the course.
a) Therefore b) Nonetheless c) Otherwise
7. The weather was terrible. _____, we decided to delay our trip.
a) Furthermore b) Besides c) Therefore
8. You must buy the tickets; _____, we won't be able to see the play.
a) otherwise b) although c) besides
9. The neighborhood isn't very interesting. I like the house _____.
a) moreover b) thus c) though
10. We live in the same building; _____, we hardly see each other.
a) however b) therefore c) furthermore
11. He didn't earn enough money. _____, his wife decided to get a job.
a) Moreover b) Therefore c) Although
12. That house isn't big enough for us, and _____, it's too expensive.
a) furthermore b) hence c) although
13. We have plenty of money and workers; _____, we hope to finish the house remodeling soon.
a) nevertheless b) unless c) thus
14. She's extremely rich; _____, she's not snobbish.
a) hence b) however c) otherwise
15. It was a windy and rainy night. _____, I decided to go out.
a) nevertheless b) otherwise c) hence

SENTENCE AUCTION

This is a fabulous activity to get students to pay attention to the grammar rules you have taught so diligently. The game is more fun if you are able to print fake money and give the students a specific sum to bet. Alert the students to the fact that some sentences are perfect gems while others are somewhat defective, so they need to be astute buyers and sellers in order to come out the winners.

Variation: Collect a similar number of sentences from your students' writing assignments and write on them board or print them as handouts. Students determine the value of the sentences based on their beliefs about its correctness.

1. Have you ever in France?
2. I have begun college in 1987
3. I started learning english last june.
4. It's a two-doors car.
5. You're drive too fast.
6. The news are bad, and the people is worried.
7. The church has offer meals to homeless people.
8. He asked me where is my mother.
9. I buyed this printer in the sales.
10. Are you teacher? No, I am doctor.
11. Everest is biggest mountain in the world.
12. By 2050 people will have landed on Mars.
13. I'll see you last week.
14. I'm meeting her at 3:00pm.
15. I don't have some sugar, but I have any milk.
16. You must to drive on the left.
17. Do you have any informations about bus schedules?
18. She asked that he drives more slowly.
19. I left school in 1973.
20. The farmer has a lot of calfs, but no sheeps.

PUNCTUATION MARKS

PUNCTUATION: Learning to Interpret the Code Body of English Writing

The body language of English writing is punctuation. Both body language and punctuation are silent; both send signals of stress, emphasis, humor, and implied meaning. There are two kinds of codes that a writer uses to help you interpret his or her meaning: end marks and internal marks.

End Marks

The silent body language of writing uses four codes to express meaning that can not be carried by words: periods, question marks, quotation marks, and exclamation points. All are used to express mood - facts, interrogation, and emotion. Besides expressing mood, end marks also signal for a reader the end of a complete thought. Thus, an end mark is a signal that separates one unit of meaning from another.

The Period. The most common end mark is the period. When the writer uses the period, she is saying that a unit of meaning has been completed, without a strong expression of emotion.

The Question Mark. The question mark indicates that the writer has asked for information.

The Quotation Mark. It indicates that the writer is quoting from someone else.

The Exclamation Point. It is used to indicate strong emotion or feeling.

Internal Marks

Internal marks are used to show how the author sees the relationship and the weight of ideas within the sentence.

Comma. The comma indicates to the reader that a clause will follow and carry the focus of the sentence, it also signals parallel structures joined by a coordinating conjunction. In addition, the comma is used to show the author's perspective and to avoid ambiguities within a sentence.

Semicolon. The semicolon is used to connect two independent clauses. These two independent clauses could form separate sentences; but by joining them together, the author tells you that there is a closer, interdependent relationship between the ideas.

Colon. By using the colon, the writer tells the reader that the formation following the colon is of special importance. Typically, the author uses the colon when the material that follows the colon is the logical explanation of what precedes the colon.

Dash. The reader who sees a dash has been given a clue that there is an expected shift in the direction of the writing. It could indicate faltering speech, summation, or a new idea interposed in what is being written.

Italics. Italics are used to focus the reader's attention on something specific, thus adding emphasis to the word or idea.

THE USES OF THE COMMA

The use of the comma is primarily determined by the structure of the sentence. Commas are used in seven structures.

- 1- Coordination
- 2- Introductory phrases and clauses
- 3- Series
- 4- Parenthetical words, phrases and clauses
- 5- Contrasting elements
- 6- Direct quotations
- 7- Conventional material

1. **Coordination:** Use a comma before a coordinating conjunction that links two complete sentences. Coordinating conjunctions are: for, and, nor, but, or, yet, so.)

Ex. Carlos can sing and dance and whistle, but he can't play the trombone.

2. **Introductory phrases or clauses:** Use a comma after introductory elements such as adverb clauses, long phrases, transitional expressions, interjections, and an introductory yes or no or direct address.

Clauses: Ex. When I went to the store, I bought some milk.

Prepositional Phrase: During any year in this country alone, we destroy over one million acres of trees.

Transitional Expression: On the other hand, Mercedes should have known he was a liar.

Interjection: Wow, college is great!

Introductory yes or no: No, it is not illegal.

Direct address: Juana, I told you so.

3. **Use commas to separate words, phrases, and clauses in a series.**

Examples:

A series of words: American know-how has developed disposable bottles, napkins and diapers.

A series of phrases: Approved hospitals must provide patients with sanitary surroundings, with meals of good nutritional value, and with a staff of licensed doctors and nurses.

A series of clauses: In the summer of 1815, fruit trees did not ripen, grain did not grow, and snow fell in July.

Parenthetical word: Few people, however, are conscientious enough to use litter baskets and litter barrels.

Parenthetical phrase: The smoke, on the other hand, had damaged most of the apartment.

Parenthetical clause: Napoleon, who conquered most of Europe in the early 1800's, defeated Italy by the time he was twenty-six.

4. Parenthetical words, phrases and clauses: Parenthetical elements are words, phrases, and clauses that are not necessary to the sentence.

Examples:

5. Use a comma between contrasting elements in a sentence.

Example:

I thought that you preferred comedies, not horror movies.

6. Use a comma between a direct quotation and the rest of the sentence.

Example:

“If you agree,” he continued, “we will adjourn the meeting at nine o’clock.”

7. Conventional materials: Use commas to set off geographical names and units in dates and addresses.

Examples:

Geographical names: Pasadena, California, is the site of the Rose Bowl.

Units in addresses: The letter was addressed to Mr. J. L. Rodriguez,
11011 Southwest 104th Street, Miami, FL 33176.

Units in dates: Ricardo applied for the job on October 2, 2001, and accepted it on Friday, March 5, 2002.

SPEAKING
ACTIVITIES
AND IDIOMATIC
EXPRESSIONS

WHY STUDENTS DON'T LIKE TO SPEAK IN CLASS

TEACHER'S LAMENT:

1. My class says they don't have anything to say.
2. My students say they don't like to speak English.
3. My learners say they can't talk because they'll make a lot of mistakes.
4. My students say their friends will laugh at them if they talk.
5. My learners say they don't know how to say anything in English.
6. My pupils say they just don't understand what they should do in group work.
I've given up!
7. My students are all really shy. They say they aren't good enough.
8. My class just speaks in their native language if they do any group work.

POSSIBLE SOLUTIONS:

- a) Keep speaking as much English as possible yourself, so your class can get used to hearing English in the classroom.
- b) Teach learners the necessary language for the activity or revise it as the case might be. Practice an example with them first.
- c) Ask a learner to repeat the instructions for an activity for the rest of the class.
- d) Don't correct all mistakes. Focus on fluency instead of on accuracy.
- e) Correct mistakes at the end of the activity as a general exercise.
- f) Teach your class the language skills that will be helpful for the task at hand.
- g) Repeat the instructions in a different way in case some learners weren't listening or didn't quite understand.
- h) Encourage your learners to support each other.
- i) Discourage learners from laughing at others by pointing out that making mistakes is part of the learning process in acquiring a second language.
- j) Give your students a lot of encouragement and praise.
- k) Tell your learners WHY it is important to speak English in class.
- l) Discuss with them why they don't want to speak English in class.
- m) Ask some learners to provide an example for the whole class.

DISCUSSION TOPICS BY LEVELS

Topics were assigned to levels based on the general difficulty of vocabulary and grammar. Actually, any topic could be used at any level as long as the vocabulary is properly adjusted. The teacher should select topics of interest to his/her students. Add your ideas to this list.

| LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|------------------------|-------------------------------|
| Clothing | Calendars | Cities |
| Colors | Describing people | Countries |
| Daily activities | Entertainment | Cultures |
| Dates | Exercise | Family life |
| Days | Health | Famous people |
| Directions | Holidays | Going places |
| Drinks | Housing | Growing up |
| Family | Materials | Making judgments about people |
| Food | Restaurants | Predictions |
| Geography | Seasons | Relationships |
| Introductions | Shopping | The working world (jobs) |
| Money | Sizes | Transportation |
| Names | Sports | |
| Neighborhoods | Supermarkets | |
| Numbers | Weather | |
| Occupations | | |
| Parts of the body | | |
| times | | |
| LEVEL 4 | LEVEL 5 | LEVEL 6 |
| Comparison of past/present/future | Business ethics | Generation gap |
| Computers | Current events | Government |
| Cross-cultural differences | Men and women | Individual versus society |
| Dating | National health issues | Politics |
| Divorce | Smoking | Science discoveries |
| Education | Supernatural events | War and peace |
| Marriage | Technology today | World economy |
| Nutrition | Urban planning | |
| The ageing population | | |
| Travel | | |
| Weddings | | |
| The media (TV, radio, newspapers, magazines) | | |

Submitted by Carol Marsh

WISE WORDS

Supply the beginning words of each of the following proverbs:

- 1- _____ to tango.
- 2- _____ killed the cat.
- 3- _____ the doctor away.
- 4- _____ is another man's gain.
- 5- _____ louder than words.
- 6- _____ loser's weepers.
- 7- _____ is golden.
- 8- _____ is human.
- 9- _____ those who help themselves.
- 10- _____ saves nine.
- 11- _____ is believing.
- 12- _____ but it pours.
- 13- _____ like son.
- 14- _____ to godliness.
- 15- _____ the heart is.
- 16- _____ in for a pound.
- 17- _____ like success.
- 18- _____ the mouse will play.
- 19- _____ loves company.
20. _____ must come down.

SILENT LETTER GAME

Have students play in pairs or groups. Teacher dictates the words and the students decide which letter(s) is silent and cross it out or highlight it.

| | | |
|---------------|----------------|------------------|
| 1. Toast | 10. Marijuana | 19. Island |
| 2. Doubt | 11. Know | 20. Often |
| 3. Indict | 12. Folk | 21. Build |
| 4. Handsome | 13. Mnemonic | 22. Acquaintance |
| 5. Twitched | 14. Hymn | 23. Answer |
| 6. Half-penny | 15. Leopard | 24. Tableaux |
| 7. Gnome | 16. Psychology | 25. Prayer |
| 8. Rhyme | 17. Salmon | 26. Ballet |
| 9. Heifer | 18. Forecast | |

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SITUATIONS AND THEIR APPROPRIATE RESPONSE

What do you think is the best thing to say in these situations? Match the expression with the situation. (Some have more than one correct answer.)

| | |
|---|---|
| A. That sounds good. | K. Can I talk to you about something for a few minutes? |
| B. I'm not sure I agree with you. | L. Me, too. |
| C. It's nice to meet you. | M. Sure. |
| D. It's okay. | N. I can't tonight, but I'd love to another time. |
| E. I'm so happy for you. | O. Can I take a rain check on that? |
| F. I'm sorry for your loss. | P. Well, I'm not crazy about it/that/that idea. |
| G. No way. | Q. That's a good idea. |
| H. Excuse me for interrupting, but | R. Mr. Smith, this is my wife, Ana. |
| I. Could you do me a favor? | S. Congratulations! |
| J. Excuse me. | T. Of course. |

1. You have important information for your boss, but he is talking to his secretary. You say.....
2. A coworker's father died.
3. You are trying to walk between two people in an aisle at the supermarket.
4. A coworker introduces you to another coworker.
5. You want to discuss something serious with someone
6. An American at work says, "The United States has the best healthcare system in the world." You disagree but want to be polite.
7. A coworker tells every one that she is pregnant.
8. A friend asks if you like her new hair color. You don't, but you don't want to be rude.
9. A coworker invites you out for a drink after work. You're busy tonight.
10. A friend says, "I think Pizza Hut is better than Papa John's." You agree.
11. A coworker asks for your help for a minute.
11. A friend says, "I think we should have higher taxes." You disagree and want to be rude.
12. A friend/coworker says, "I think we should....." You agree.
13. You don't understand the instructions in a book at work. You want to ask the American coworker to explain them.
14. You want to introduce your boss to your wife.
15. A friend says, "I just saw on the news that a hurricane is coming to Jacksonville!" You are surprised.

WE BOTH LOVE.... AN ICEBREAKER

Talk to your partner about similarities you might have until you something you both share for each category.

We love _____

We hate _____

We have _____

We can _____

We can't _____

_____ makes us happy

_____ makes us sad

_____ makes us nervous

We are afraid of _____

We think _____ is boring

We think _____ is fun

We like to read _____

We like to listen to _____

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We can't _____

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_____ makes us nervous

We are afraid of _____

We think _____ is boring

We think _____ is fun

We like to read _____

We like to listen to _____

Contributed by Corrie Wiens

Tying the Knot

Discuss the cultural dating and marriage customs of your home country and your own personal feelings concerning them.

Dating

earliest age

blind dates

sharing expenses

being punctual

meeting the parents

typical activities

curfews

Marriage

typical age

getting engaged

marriage ceremonies

receptions

typical honeymoon destinations

THE GOOD MANNERS GAME

Rules: The game can be played in groups or as a whole class activity. Student rolls a dice and must talk about the topic designated for the number shown on the die's face. If a student gets the same number twice, he or she can choose from column B.

Tell the class what the etiquette is in your country for each of these situations:

| COLUMN A | COLUMN B |
|------------------------|--------------------------|
| 1. at a wedding | 1. at a bachelor's party |
| 2. as a house guest | 2. on the telephone |
| 3. gift giving | 3. in the store |
| 4. at a funeral | 4. in class |
| 5. at the dinner table | 5. on the bus |
| 6. at a birthday party | 6. at a picnic |

THE TWO MINUTE CHALLENGE

This is a variation on the dice game above. Draw a two-column table on the board and fill each cell with a one-word topic for the students to talk about. A student rolls the die first and must speak about the topic indicated by the number on the die's face. Set the timer for two minutes and have the student speak trying not to hesitate, repeat or stop for the two consecutive minutes to encourage extemporaneous speaking.

Here's an example of what your table could look like:

| Column A | Column B |
|-----------|---------------|
| 1. family | 1. religion |
| 2. work | 2. technology |
| 3. travel | 3. books |
| 4. sports | 4. music |
| 5. school | 5. food |
| 6. dating | 6. fashion |

Make sure and select topics that are suitable to your students' interests, age and speaking level.

THINGS PEOPLE HAVEN'T DONE

Find people who have **not** done these things. Have them sign your paper.

1- haven't worked on a farm _____

2- haven't cleaned the inside of an oven _____

3- haven't played a musical instrument _____

4- haven't walked on a beach _____

5- haven't hiked in the mountains _____

6- haven't waited for the bus _____

7- haven't painted a picture _____

8- haven't washed a car _____

9- haven't used a typewriter _____

10- haven't fixed a bicycle _____

11- haven't changed a baby's diaper _____

12- haven't caught a fish _____

13- haven't talked to the school principal _____

14- haven't played in the snow _____

15- haven't worried about a test _____

Cosmetic Surgery

With your partner(s), discuss:

the reasons people get cosmetic surgery

the most common types of cosmetic surgery in your country

celebrities you know of that have had cosmetic surgery

friends, family, or acquaintances you know that have had something done

your personal feelings towards cosmetic surgery

whether or not you would ever consider one of these procedures

under what conditions you might let one of your children have cosmetic surgery

whether or not you feel people are *too* concerned about physical appearance these days

how you might feel if your future or present spouse decided that he or she wanted to

have cosmetic surgery

COMPLAINTS AND ADVICE

You could + simple form of verb

You should + simple form of verb

If I were you, I would....

You had better + simple form of verb

It's time you + simple past

Why don't you + simple form of verb

Have you thought about... + gerund form of verb

You must + simple form of verb

Look for photos that illustrate each of these situations and paste the problem on their back. Students walk around with their picture seeking advice from other students. Teacher circulates making sure students are using the correct modal verbs to offer advice.

Your 11-year old son wants to have a girlfriend. Is this all right? Find out what your friends think.

You think it's time for your children to help more around the household work, but you're not sure how much work to give them. Ask a friend.

Congratulations! You've just had a baby girl! How do you decide what to name her? Find out what your friends think.

Your daughter wants to become a famous scientist. How can you help her succeed? Ask a friend.

Your little girl has a cold. What should you do? Ask a friend.

Your children are "too cool" for you. They want to listen to you. What can you do? Ask a friend.

You are not sure it's a good idea to take children to religious services. Ask a friend.

Your son has a stomachache. What should you do? Ask a friend.

Your son wants to play football, but the team practices five nights a week. Should you let him join the team? Find out what your friends think.

Your kids think you should give them an allowance. Ask your friends for advice.

You want to make sure your children have good manners. What can you do? Ask a friend.

Your son just graduated from high school and he wants to buy a car. You can afford to buy him one. Should you do it? Ask a friend.

You want your child to eat well, but she is a finicky eater. What does your friend think you should do?

Your children are growing too fast! You don't always have enough money to buy them new clothes. Ask a friend for advice.

You're this child's grandmother and you think her parents are too strict with her. Should you say anything? Ask a friend.

Your daughter wants to get a tattoo. Ask a friend for advice on how you should respond to her.

Your son never wants to eat what you prepare for him. What should you do? Ask a friend.

You have just been offered two very good jobs: one in the city and one in the country. Where is the best place to raise children? Ask a friend.

Your children always get their clothes dirty. What can you do? Ask a friend.

You have two sons: one is 9 and the other is 7. Should the 9-year-old have the authority to tell the 7-year old what to do? Ask a friend.

Your son isn't doing well in school. How should you help him. Ask a friend.

Your daughter's teacher says your girl needs to wear shorts for PE(physical education)classes, but your religion prohibits it. What should you do? Ask a friend.

From an activity conducted by Corrie Wiens

MARRIAGE, DIVORCE AND CHILDREN

In the 'good ole days' people rarely ended their marriage in divorce. However, in today's modern world, divorce has become an increasingly popular alternative to an unhappy marriage.

Why do you suppose this is true? Were people happier in past times? Were people less free? Were people's moral values more intact than they are now?

Who all suffers as a result of divorce?

Should men be obligated to pay alimony (and child support) in the event of a divorce?

Does the rising divorce rate have any relationship with the women's equality movement?

Does the urbanization of society have any relationship with the rising divorce rate?

What conditions, if any, would warrant a divorce?

- a) wife beating (spouse abuse)
- b) infidelity
- c) dishonesty
- d) alcoholism / other vices
- e) handicap as a result of an accident / disease after marriage
- f) spouse away on lengthy trip
- g) spouse engaging in criminal activity
- h) unhygienic spouse
- i) foul-mouthed spouse
- j) psychologically impaired spouse
- k) infertility

Should you continue a bad marriage for the sake of your children?

Do you know anyone who is divorced? How do people treat him/her?

If you had a friend who was thinking about getting a divorce, what advice would you give him/her??

Is marriage counseling readily available in Kyrgyzstan? Do you think it is truly helpful?

WORD STRESS PATTERN

When these two-syllable words are used as nouns, they carry the stress on the prefix; when used as verbs, the stress moves to the second syllable.

| NOUNS | VERBS |
|--------------|--------------|
| CONduct | conDUCT |
| CONtent | conTENT |
| CONflict | conFLICT |
| CONtest | conTEST |
| CONtract | conTRACT |
| CONtrast | conTRAST |
| CONvert | conVERT |
| DESert | deSERT |
| INcline | inCLINE |
| INcrease | inCREASE |
| INsert | inSERT |
| INsult | inSULT |
| OBject | obJECT |
| PREsent | preSENT |
| PROduce | proDUCE |
| PERmit | perMIT |
| PROgress | proGRESS |
| PROject | proJECT |
| PROtest | proTEST |
| REbel | reBEL |
| REfund | reFUND |
| REfuse | reFUSE |
| REcord | reCORD |
| SURvey | surVEY |
| SUSpect | susPECT |

IDIOMS ABOUT THE BODY AND THE MIND

Many idiomatic expressions in the English language refer to parts of the body. Fill in the blank with part of the body that best completes the meaning.

| | | | |
|-------|------|-------|---------|
| back | face | heart | nose |
| brain | foot | leg | stomach |
| cheek | head | neck | throat |
| ear | hair | mind | toe |
| eye | hand | mouth | tongue |

- 1- He's an accountant, and has a good _____ for figures.
- 2- I was just going to say that. You took the word right out of my _____.
- 3- Off the top of my _____, I can think of two solutions to your problem.
- 4- I didn't mean what I said, I was only pulling your _____.
- 5- We have to learn the words by _____.
- 6- What he did was quite unjustified. He doesn't have a _____ to stand on.
- 7- If you need help, let me know and I'll give you a _____.
- 8- I don't believe it. I have to hear it straight through the horse's _____.
- 9- He wasn't serious when he said that. He was talking _____ in _____.
- 10- The new manager was given a free _____ to restructure the company.
- 11- Don't be silly. Don't put your _____ in your _____ mouth.
- 12- Why are you so quiet? Did the mouse get your _____?
- 13- I can't do anything right. I'm all _____.
- 14- They refused to help us, but in the end they had a change of _____.
- 15- The decision is in your _____.
- 16- She is not reliable. I'm not going to stick my _____ out for her.
- 17- This is a very expensive car. I'm going to pay through the _____.
- 18- The way to a man's _____ is through his _____.
- 19- I don't know why he was so mad. He just jumped at her _____.
- 20- The candidates are _____ in _____ in the polls.

TABOO GAME – FAMOUS PEOPLE

Tell your students they're going to play a game based on the well-known game of taboo where they will try to get members of the opposite team to identify a famous person without using his or her name.

1. Divide the class into two teams.
2. Provide the students with three slips of paper each, or have them cut up their own.
3. Have students write the name of a famous person in each slip. The person could be dead or alive, and be a singer, poet, film star, dancer, politician, writer, athlete and so on. Have them fold the slips so the writing cannot be seen. **Writing must be legible.**
4. Place all the slips in a plastic bag or container.
5. Flip a coin to decide what team goes first.
6. Assign a timekeeper or have a timer at hand.
7. A student from that team comes to the front, selects a slip of paper and provides clues about the famous person for the opposite team to guess. He or she has only **one minute** to pull as many slips as possible.
8. Only the opposite team can provide answers.
9. If someone guesses right, the student wins a point for his team.
10. When the minute is over, the teacher collects the slips that no one was able to identify and puts them back in the bag.
11. A member of the opposite team now comes to the front and starts again.

Variation: After several rounds of this game, the students will be somewhat familiar with the descriptions for most of the slips; therefore, students can say only one word about the famous person.

For the last round, have the students mime an action that would be familiar about their famous person.

GET A LIFE

1. What is the purpose of life?
2. If you could live in any era in history, which era would you choose to live in? Which era would you least like to live in?
3. If you could meet and talk with any person in history, living or dead, who would you choose to meet?
4. If you could be any person in history, who would you choose to be?
5. Are you happy being you?
6. If you could change any one thing about your life, what would you change?
7. If you could be one of your siblings, which would you choose to be and why?
8. Do you ever wish you were your parent and your parent were you?
9. What personality type are you? Are you happy being that type?
10. How old do you think you'll be when you die?
11. Do you ever feel life is passing you by?
12. Is your life routine? Is a routine lifestyle good or bad?
13. Do you lead an active, productive life?
14. Are you worried about your death and your legacy? If yes, what are your fears?
15. What's the aim of your life? What are you trying to accomplish here on earth?
16. Do you believe in reincarnation (the afterlife)? If you do, what's the point of this life?

GOOD MANNERS

Discuss the following forms of behavior. Decide whether or not such behavior is considered acceptable in Kyrgyzstan, and then whether or not such behavior is considered acceptable in the United States.

Behavior **Kyrgyzstan** **The U.S.**

| | | |
|---|--|--|
| Asking an adult's age. | | |
| Asking about a person's marital status. | | |
| Asking about someone's salary. | | |
| Using a toothpick in a public place. | | |
| Making slurping or smacking noises while eating. | | |
| Eating rapidly while in the company of others. | | |
| Licking one's fingers after eating. | | |
| Reaching across the table for something you need. | | |
| Belching (burping) in a public place. | | |
| Blowing your nose loudly, even at the dinner table. | | |
| Having a cigarette while people around you are eating | | |

Cutting in front of people in line.

Cutting in front of other cars in traffic.

Honking at others while driving.

Spitting on the street or sidewalk.

| |
|--|
| |
|--|

- Motioning for someone to come with your index finger.
- Primping in front of a mirror in a public place.
- Prolonged physical contact with someone of the same sex.
- Dancing with someone of the same sex.
- Passionate displays of affection in public.

| |
|--|
| |
|--|

SCATTERGORIES

Tell your students that either in pairs or groups they're going to put together a list of all vocabulary items they can think of under any of the following categories according to the letter of the alphabet you choose. After five minutes, the pair or group with the longest list wins. Review the list together with the class to make sure everyone agrees. Allow students to choose the next category and letter for the game to continue.

1. Junk food
2. Article of clothing
3. Dessert
4. Something you fold
5. A tool
6. An item in your purse or wallet
7. An ice cream flavor
8. Something with balls
9. A stone or gem
10. Something with windows
11. A spice or herb
12. A leisure activity
13. Something with a tail
14. A piece of sports equipment
15. A place to go on a date
16. A kind of candy
17. A kind of footwear
18. A part of the body
19. A household chore
20. A body of water
21. A flower
22. A personality trait
23. An occupation/job
24. Something that grows
25. An insect

PHRASES AND PLACES

Present the students with a list of places in one column and a list of phrases on the other and have them make the appropriate match.

Variation: Here is an interesting listening activity for your students. Print the names of places on individual cards and distribute them to the students. As you dictate the different phrases, students stand up and read their cards.

| PHRASES: | PLACES: |
|---|----------------------|
| 1- You have a cavity. | a) dry cleaners |
| 2- Lifeguard on duty. | b) pizza parlor |
| 3- B-7, N-44, O-70, | c) golf course |
| 4- Your lifeline is very long. | d) train station |
| 5- Light on the starch, please. | e) rent-a-car office |
| 6- Is that collect or person-to-person? | f) phone booth |
| 7- Looks like you need a new fan belt. | g) fortune teller |
| 8- The maternity ward is on the 7 th floor. | h) watch shop |
| 9- It's losing time. You need a new battery. | i) mechanic shop |
| 10- That's \$35.00 a day with unlimited mileage. | j) bingo hall |
| 11- That's an 18-inch, deep dish with extra cheese? | k) hotel lobby |
| 12- Would you like me to take those to your room? | l) music class |
| 13- A little off the back and a trim around the ears. | m) swimming pool |
| 14- It's a par five with a dog leg on the final stretch. | n) dental office |
| 15- Would the defendant please approach the bench. | o) barber shop |
| 16- And now, the nominees for the best screen play. | p) courthouse |
| 17- Let's begin with the 4 th measure after the refrain. | q) hospital |
| 18- The express for Boston leaves from platform 2 at 8:45. | r) city street |
| 19- I have to give you a ticket for making an illegal right turn. | s) amusement park |
| 20- We have a new roller coaster, Ferris wheel and ... | t) academy award |
| 21- How would you like the money? | u) in a restaurant |
| 22- Tickets, please. | v) in a bar/pub |
| 23- Can you stop on the corner? | w) at the bank |
| 24- Last order, please. | x) in a plane |
| 25- Fasten your seat belts. | y) theater |
| 26- Rare, medium or well done? | z) in a taxi |

Shop till you drop

How often do you go out shopping? Where do you usually go?

Do you enjoy haggling over prices?

Do you often go window shopping, or do you feel that it is just a waste of time?

What are the advantages and disadvantages of owning a credit card? Do you usually "charge it" or "pay cash" while shopping?

When shopping for clothes, do you usually find it easy to find something that you like, or do you often have problems with size, style, and etcetera?

Do you find it necessary to try things on, or are you often content to simply buy things and take a chance?

Do you feel that you usually dress conservatively, or are you one to try out new, daring, and unconventional styles?

Concerning members of the opposite sex, do you prefer someone that dresses sharply and stylishly, or someone with a more casual look?

What are the best gifts for members of the opposite sex?

Do you enjoy receiving clothes as gifts, or do you prefer to pick things out for yourself?

PEOPLE, PLACES OR THINGS

This is a dictation exercise for the students to listen to the items be called and then place them into one of the three categories listed. When the dictation is done, the students swap papers with a classmates and count the correct items obtained. A small prize can be given with to the student with the highest score. Teachers should feel free to substitute and/or add to the listings here to make it specific for their group level and local culture. Spelling and capitalization rules must be observed. Items should be called at random.

| PEOPLE | PLACES | THINGS |
|--|--|--|
| Winston Churchill Mikhail Gorbachev Ataturk | Mount Everest Kilimanjaro The Matterhorn | shirt jacket vest |
| William Shakespeare Mark Twain Miguel de Cervantes | supermarket shoe store pharmacy/chemist | computer filing cabinet pencil sharpener |
| Michael Jordan Muhammad Ali Pele | mountain valley plain | basketball baseball glove ski pole |
| John Lennon Madonna KISS | Atlantic Ocean Indian Ocean Red Sea | refrigerator DVD player vacuum cleaner |
| George Washington Franklin Roosevelt Harry Truman | Sicily Madagascar Corsica | bus motorcycle jet ski |
| Harrison Ford Jane Fonda Ronald Reagan | Mississippi River The Thames Volga River | knife measuring cup spatula |
| Marilyn Monroe Marlon Brando Charlie Chaplin | Pacific Ocean Mediterranean Sea Arctic Ocean | TV dishwasher coffeemaker |
| nurse lawyer surgeon | China New Zealand Zimbabwe | pen wastebasket pointer |
| sister aunt friend | Rome Cairo Istanbul | bed dresser bathtub |
| doctor judge accountant | Russia Poland Albania | desk eraser index card |
| brother parent nephew | London Berlin Buenos Aires | sofa curtain carpet |

TIME

When is your birthday?

What is your favorite time of day?

What time do you usually get up?

When do you eat breakfast? What do you usually eat?

When do you normally eat lunch? What do you usually have to eat?

What time do you usually go to bed?

What is your favorite TV program? When is it on?

What do you usually do in your free time?

What is your favorite day of the week? Why?

What is your favorite month? Why?

When was your last vacation? Where did you go?

When is your next vacation? Where are you going?

CLICHES

A cliché is a phrase that has become overly familiar in its characterization or idea. Here is a list of commonly used clichés. Write your interpretation next to each one.

- 1. My donation is just a drop in the bucket means.....
- 2. All things being equal, he's lucky to be alive means.....
- 3. Something that is "touch and go" is
- 4. The table linens show a lot of "wear and tear" means.....
- 5. I'm so shocked that I'm at a loss for words means.....
- 6. Someone that "rants and rave" is
- 7. To be "sadder but wiser" means.....
- 8. Any port in a storm means.....
- 9. "Let's lend a helping hand" means.....
- 10. "I have the privilege of knowing" means.....
- 11. Someone that is "quick as a flash" is.....
- 12. Something that has "no rhyme or reason" is.....
- 13. Someone that knows which way the wind is blowing is.....
- 14. Easier said than done means.....
- 15. Someone that needs no introduction means.....
- 16. A lifestyle that is "straight and narrow" means.....
- 17. Something that happens in a wink means.....
- 18. Andrew has always being a tower of strength means.....
- 19. At the crack of dawn means.....
- 20. Someone that is "willing and ready" is.....
- 21. Being in a stew means.....
- 22. He is going through the motions means.....
- 23. A blessing in disguise means.....
- 24. Make your speech short and sweet means.....
- 25. To beat a retreat means.....

Personality Traits

easygoing

intense

independent

dependent

modest

egotistical

opinionated

open-minded

patient

impatient

sociable

unsociable

moody

good-natured

stingy

generous

unreliable

reliable

intelligent

idiotic

practical

unrealistic

sensitive

insensitive

lazy

hardworking

serious

witty

competent

incompetent

Which of the above traits best describes you?

Which do you have in common with your partner?

Which traits would you find in the ideal spouse?

Describe the traits of someone you know (e. g. parent, boyfriend/girlfriend, best friend, family member).

Are there any traits that you think are typical of Americans?

Do you think there are any traits that are typical of people in your country?

How would you describe the leader of your country?

What are the traits of a good teacher?

What would you like to change about yourself?

\$ \$ Money \$ \$

| | | | |
|---------------|-----------|---------------------|----------------|
| a piggy bank | to loan | to be tight | to be stingy |
| a gold-digger | to gamble | to be materialistic | to be generous |
| a miser | to budget | to be well off | to be broke |

1. How much money do you usually carry on you?
2. Do you have a bank account?
3. Do you ever gamble with your money?
4. What is the best way to invest money?
5. Have you ever saved money in a piggy bank?
6. Where is the best place to hide money at home?
7. Do you generally budget your money well?
8. What is the most expensive thing you have ever bought?
9. Do you have any foreign money?
10. Have you ever had a coin collection?
11. Do you feel you are well off? How about your parents?
12. Have you ever loaned money to a friend? Did he/she ever pay it back?
13. Have you ever borrowed money from a friend? Did you pay it back?
14. Do you often use credit cards?
15. Are you sometimes tight with your money?
16. Who is the stingiest person you know? The most generous?
17. Have you ever given money to charity?
18. Do you ever give money to people on the street?
19. Are any of your friends gold-diggers? How about you?
20. Are people too materialistic these days?
21. What would you do if you won a million dollars?
22. Is money the key to happiness?

THINGS PEOPLE CAN AND CAN'T DO

Find people who can and can't do these things. Have them sign your paper.

- 1- can whistle _____
- 2- can bake a cherry pie _____
- 3- can ride a bicycle _____
- 4- can sew on a machine _____
- 5- can change a tire _____
- 6- can't whistle _____
- 7- can't drive a car _____
- 8- can't play the piano _____
- 9- can't go to the movies on Saturday nights _____
- 10- can't eat eggs _____
- 11- can sing very well _____
- 12- can play a musical instrument _____
- 13- can keep a pet at home _____
- 14- can swim _____
- 15- can speak three languages _____
- 16- can ice-skate _____
- 17- can't read in a moving car _____
- 18- can't speak Spanish _____
- 19- can't type _____
- 20- can't stay out past midnight on school nights _____
- 21- can milk a cow _____
- 22- can juggle _____
- 23- can do a headstand _____
- 24- can knit _____
- 25- can play tennis _____

THOUGHTS ON FAMILY

Describe some of the people in your immediate family (for example, their physical appearances, personalities, and occupations).

What sort of activities do you enjoy doing with your family?

Do you have your own room or do you share a room?

Do you often have friends over to your place?

Who usually gets up first in your family? Who goes to bed last?

What do you think your family members are doing now?

Do you or your family practice any particular religion?

What are some unusual things about your family?

What was your favorite toy as a child? What kind of games did you like to play?

Did you ever get into trouble as a child? Were you often punished?

Are your parents strict or lenient? Do you think that they are conservative or liberal?

Is your mother a good cook? What does she cook best?

How often do you help your mother with the housework?

Do you think it is easier to be a father or a mother?

Is it better to have a working mother or one who stays home with the children?

How many children do you want to have? Do you prefer girls or boys?

SPEECH RUBRIC

NAME: _____ STARTING TIME : _____

DATE: _____ STOPPING TIME: _____

GRADING

| | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|---|----|---|---|---|---|---|---|---|---|---|
| Introduction Name/Topic/Set | | | | | | | | | | |
| Pronunciation Voice/Clear/Loud | | | | | | | | | | |
| Grammar Structure | | | | | | | | | | |
| Knowledge of Topic/Preparation / Ex. Visuals | | | | | | | | | | |
| Vocabulary | | | | | | | | | | |
| Fluency | | | | | | | | | | |
| Sequence | | | | | | | | | | |
| Conclusion | | | | | | | | | | |

INTERVIEW

| | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|--|----|---|---|---|---|---|---|---|---|---|
| After the presentation, the instructor asks questions directed at the student | | | | | | | | | | |
| Student's comprehension | | | | | | | | | | |
| Student's response | | | | | | | | | | |

COMMENTS:

RIDDLES FOR CHILDREN

| | |
|--|---|
| 1- What four letters would frighten a thief? | A-The multiplication table. |
| 2- What is the hardest thing about learning to ride a bicycle? | B- A mushroom |
| 3- What is the best material for a kite? | C- Sunday, the others are week days. |
| 4- Why is a jailer like a pianist? | D- For fear of falling out. |
| 5- On what side of the pitcher is the handle? | E- O I C U |
| 6- How can you always have friends? | F- Because so many are trying to kill it. |
| 7- Spell enemy in three letters. | G-Make them. |
| 8- Why does time fly? | H- Because he fingers the keys. |
| 9- What is the best thing to take before singing? | I-A lawsuit. |
| 10- Why can't it rain continually for two days? | J- Because it is too far to walk. |
| 11- What is it that you cannot see, but is always in front of you? | K-A bottle. |
| 12- Why do we all go to bed? | L- The shortest day. |
| 13- What room can no one enter? | M- Breath |
| 14- What fruit is mentioned most in history? | N- Because it is round. |
| 15- Why is a book like a king? | O- The pavement. |
| 16- Why are passengers in airplanes so polite to each other? | P- It has many pages. |
| 17- Why do ducks and geese fly north in the springtime? | Q- The letter T. |
| 18- What asks no questions but requires many answers? | R- When he runs out of patients. |
| 19- What is that which nobody wishes to have and nobody likes to lose? | S- F O E |
| 20- On what day of the year do women talk the least? | T-Because the bed will not come to us. |
| 21- What makes people baldheaded? | U-The outside. |
| 22- When is a doctor most annoyed? | V- The future |
| 23- Why can't the world never come to an end? | W- Dates. |
| 24- What is the difference between here and there? | X-Fly paper. |
| 25- What has a neck but no head? | Y- Because there is a night in between. |
| 26- Which is the strongest day of the week? | Z- Lack of hair. |

MORE RIDDLES

- 1- How can you keep a fish from smelling?
- 2- How can you make a slow horse fast?
- 3-What can go up a chimney down, but can't go down a chimney fast?
- 4- What did the big chimney say to the little chimney?
- 5- What do giraffes have that no other animals in the world have?
- 6-What do you break when you name it?
- 7-What does a rich man want that a poor man has?
- 8-What falls but doesn't break; and what breaks that doesn't fall?
- 9- What fruit is red when it is green?
- 10- What gets wetter and wetter the more it dries?
- 11-What goes from New York City to Boston without moving?
- 12-What has four wheels and flies?
- 13- What has to be taken before you can receive one?
- 14- What is the worst weather for mice?
- 15- What nail should you never hit with a hammer?
- 16- Where can happiness always be found?
- 17-Where was Noah when the lights went out?
- 18- Which two words have more than 100 letters in them?
- 19-Who is the strongest man in the city?
- 20-Who was the smallest night watchman in history?

| | |
|--|---|
| 1.Cut off its nose | 11. I-95 freeway |
| 2.Don't feed it | 12. A garbage truck |
| 3.An umbrella | 13. a photograph |
| 4."You are too young to smoke." | 14. When it's raining cats and dogs. |
| 5.Baby giraffes | 15.your fingernail |
| 6.Silence | 16. in the dictionary |
| 7.Nothing | 17. in the dark |
| 8. Night and day (also snow and rain, waterfall and a storm breaks.) | 18.post office |
| 9.A blackberry | 19.The traffic cop. He can stop a speeding truck with one hand. |
| 10.A towel | 20. A night watchman who fell asleep on his watch. |

- I-95 is a highway running north-south from the Canadian border to Florida, U.S.A.

QUESTIONS ABOUT COLORS

1. What color is the sky on a beautiful day?
2. What color is cotton?
3. What color is the inside of an orange?
4. What color is good for a baby girl's dress?
5. What color is a carrot?
6. What colors are the three lights in a traffic signal?
The top light is ____ The middle light is _____ The bottom light is _____
7. What color is a dollar?
8. What color is the inside of an apple?
9. What color is a cloud just before a bad storm?
10. What color is celery?
11. What color is the inside of a coconut?
12. What color is a key?
13. What color is the inside of a lemon?
14. What color is the sun?
15. What color is a pepper?
16. What color is an elephant?
17. What color is the inside of a strawberry?
18. What color is a zebra?
19. What color is the outside of an eggplant?
20. What color is the skin of a person who goes to the beach a lot?
21. What color is broccoli?
22. What color are the leaves in a tree?
23. What color is blood?
24. What color is the outside of a lime?
25. What color is the American flag?
26. What color is the inside of a lemon?
27. What color is the sky at night?
28. What color is the inside of a watermelon?
29. What color is the outside of a watermelon?
30. What color is the outside of a potato?

PAINTING WITH WORDS

| | |
|---|---|
| BLACK charcoal ebony off black | BLUE aquamarine cobalt blue lapis navy blue royal blue sapphire blue turquoise |
| COFFEE ash camel cream Carmelite chestnut ecru khaki sandstone tan taupe | GREEN apple green green hazel hunter green emerald green lime green jade olive green mint moss green teal |
| ORANGE coral peach | PINK cerise raspberry rose |
| PURPLE amethyst burgundy fuchsia lavender lilac magenta mauve plum wine | RED cranberry cherry garnet red ruby red russet |
| WHITE ivory oyster | YELLOW gold lemon yellow yellow |
| METALLIC COLORS | brass bronze gold pewter silver |

LIVING IN THE PAST

What did you do yesterday?

What did you do on your last birthday?

When was the last time you got some exercise?

When was the last time you drank too much?

When was the last time you saw your parents?

When was the last time you gave someone a gift?

When was the last time you won something?

What did you do Saturday night?

What did you do last New Year's Eve?

When was the last time you went out dancing?

When was the last time you ate out?

When was the last time you received a gift?

When was the last time you got really sick?

When was the last time you attended a wedding?

HOMOPHONES – A DICTATION EXERCISE

Tell the students that you will be dictating twenty words and for them to write what they hear. Once the students write down their words, have them pair up with another student to see if they wrote down the same words. There should be some discussion as students realize that they have written different words that sound the same.

Have a different student come up to the board and write his/her version of each word. Ask the class to come up with a different word that sounds the same. Below is a list of homophones that can be used for the dictation and further discussion.

| Word | Homophone | Word | Homophone |
|---------|--------------|--------------|-----------|
| see | sea | pull | pool |
| sword | soared | steel | steal |
| hi | high | cereal | serial |
| weather | whether | mist | missed |
| dye | die | higher | hire |
| not | knot | site | sight |
| mind | mined | wood | would |
| some | sum | heard | herd |
| road | rowed | be / B | bee |
| toes | tows | soul | sole |
| bite | byte | bear | bare |
| hear | here | bread | bred |
| none | nun | groan | grown |
| piece | peace | break | brake |
| board | bore | scent / cent | sent |
| which | witch | passed | past |
| whale | wail | so / sow | sew |
| heel | heal / he'll | route | root |
| air | heir | brake | break |
| blew | blue | read | red |
| vain | vein | main | mane |
| band | banned | haul | hall |
| dough | doe | idle | idol |
| role | roll | mined | mind |

LIKES AND DISLIKES

FOOD:

What kind of food does your partner like? What kind of food doesn't s/he like?

DRINK:

What does your partner like to drink? What doesn't s/he like to drink?

SMOKING:

Does your partner like to smoke? What kind of cigarettes does s/he like?

BOOKS:

Does your partner like to read? What kind of books? (mysteries, science fiction, historical novels, non-fiction...) Who is his/her favorite author?

MUSIC:

Does your partner like listening to music? What kind? (pop, rap, classical, new age, heavy metal, alternative...) What kind of music does s/he hate? Who is his/her favorite singer/band?

MOVIES:

Does your partner enjoy watching movies? What kind? (comedies, dramas, action-adventure, sci-fi, kung fu, romantic...) Who is her/his favorite actor? Favorite actress?

TELEVISION:

Does your partner like to watch television? What kind of programs does s/he like? (news, game shows, cartoons, soap operas, comedies, documentaries)

SPORTS:

Does your partner like sports? What kind? Which sport does s/he find boring? Who is his/her favorite athlete?

PASTIMES:

What does your partner like to do in his/her free time? Can s/he play a musical instrument? Does s/he have a hobby?

VACATIONS:

Where does your partner like to go on vacation? What does s/he like to do there? Where would s/he like to go in the future? Why?

LET'S HAVE A PARTY

Tell the students that as part of a group, they will be organizing a get together for friends, relatives and co-workers. In order to insure that the party is a success, they need to decide what needs to be done and in what order.

- 1- Birthday party
- 2- Shower (wedding)
- 3-Baby shower
- 4-Retirement party
- 5- Dinner party

Some things to consider:

When are you going to have the party? (Day and time)

Who is going to be invited? (Friends, neighbors, relatives, classmates, co-workers) How many guests can you accommodate?

Are you going to mail the invitations or call your guests?

Where will the party be held? (Home, hall, park, beach, restaurant, club, office)

What kind of food and beverages are you going to serve?

Who is going to prepare the food? (You, store-bought, catered, potluck)

How will the meal be served? (Cocktail, sit-down, buffet)

Who is going to decorate the place? (Streamers, balloons, flowers, party favors, piñata, gazebo, arbor)

Will you play music? What kind? Who's going to do it?

Will there be any dancing? What kind? Will you hire a D.J.?

Will you need to rent any special equipment? (Tables, chairs, tablecloths, serving equipment) Will there be a cake? Who is going to make it?

Will there be any games? Who is going to organize them?

Are you going to hire a D.J., M.C., magician, clown, stripper, photographer, or videographer?

Are you going to offer presents? Will guests be bringing gifts? Where will they be placed?

Is anyone going to offer a toast?

Will anyone be giving a speech? At what point during the celebration?

Who will be responsible for cleaning up?

INTO MUSIC

What kind of music do you like to listen to? Does your musical taste change depending on your mood? Explain.

When you are in a bad mood, do you listen to soft music or loud music? Why? Do you ever listen to classical or instrumental music to help you relax? Does music help you mellow out or to alleviate stress?

What is your impression of rap music? In America there is a conservative movement that is pushing people to ban rap music because of its violent and sexual lyrics. Do you agree that people should boycott music that is offensive in nature?

When you were younger what kind of music did you listen to? What singer or group were you crazy about as a teen-ager? Do you like traditional Tajik music? Why or why not?

Do you pay much attention to the lyrics or are you more interested in the rhythm and melody when you listen to music?

Do you like dance music? Do you ever go to a disco to watch people dance?

What kind of English pop songs are you fond of? Do you ever sing them when you go to the singing room?

Have you ever heard of Elvis Presley? Can you name one of his songs? How about the Beatles?

There has been a sharp increase in the number of jazz bars in Dushanbe. Have you visited any of these establishments? Why do you think there are so many new jazz bars opening up? What is the attraction to these places?

Do you like live performances? Have you been to any concerts? If so, how was it? What performer or band would you most like to see in concert?

What was your impression of the music we just listened to? Could you understand the lyrics? Which song did you like the best?

INTERVIEW FORM

NAME: _____ DATE: _____

Interview your partner to gather this information.

Partner's full name: _____

Nickname: _____

Birth date: _____

Birthplace: _____

Favorite book: _____

Favorite magazine: _____

Favorite television show: _____

Favorite actor/actress: _____

Favorite singer: _____

Favorite song: _____

Favorite sport: _____

Favorite subject in school: _____

Favorite food: _____

Favorite hobbies/pastimes: _____

Favorite place: _____

Favorite saying: _____

Ambition in life: _____

Favorite family activity:

WHY MIGHT YOU.....

This is a good activity to have students practice the full conditional. Suggest an unlikely action, and then ask students to imagine under what circumstances they might do it.

Ex.: Why might you stand on your head? Response: If I were performing in a circus.

- 1- jump out of the window?
- 2-..... steal money?
- 3- deliberately break a glass?
- 4- pretend to be someone else?
- 5-..... take off your clothes in a public place?
- 6- drive a car on the wrong side of the road?
- 7-..... jump off the top of a cliff?
- 8- set fire to your house?
- 9- cheat in an exam?
- 10- paint yourself green?
- 11-..... . go to live in another country?
- 12-..... stop talking for a day?
- 13-..... eat a piece of paper?
- 14-..... dye your hair green?
- 15-..... go and live in a tree?
- 16- ride an elephant?
- 17- sleep all day?
- 18-..... visit the Prime Minister/President?
- 19- refuse to come to this class?
- 20-.....stand on your head?

IDIOMATIC EXPRESSIONS USING COLORS

Fill in the blank with the appropriate color from the list below. Note that some of the colors may be used more than once.

| | | | | | | | |
|-------|-------|-----|------|-------|------|--------|------|
| white | green | red | gray | black | pink | purple | blue |
|-------|-------|-----|------|-------|------|--------|------|

1. It takes a long time to get a passport because of all the _____ tape.
2. The airplane trip was terrible. It was a real _____-knuckle ride.
3. He's really stupid. I don't think he has much _____ matter.
4. You should have heard how he swore up a _____ streak.
5. Your plants are beautiful! You must really have a _____ thumb.
6. I've never seen you so healthy. You're really in the _____ today.
7. I was tickled _____ to find out about the new job.
8. Our business is going very well. We're still in the _____.
9. What's the matter? You look sort of _____ today.
10. Can you lend me some money? I haven't got a _____ cent.
11. You wouldn't believe all the _____ elephants she has in her house.
12. I didn't want to go to work today, so I told me boss a _____ lie.
13. When I told her the news, she was absolutely _____ with envy.
14. He can't find work because he was _____ balled.
15. Be careful with your opinions. His father is a real _____ neck.
16. They were _____ with rage when they were told the news.
17. I was so scared that I looked _____ around the gills.
18. Tonight, we're going to paint the town _____!
19. I got an invitation to the dinner out of the _____.
20. Did you see how _____ faced he was?

COMMON COMPARISONS – SIMILES

Comparisons are often used in conversations. Complete the meaning of the sentence on the right by choosing one of the comparisons on the left.

- | | |
|---|----------------------------|
| 1- You look very sick; you're | a) as stubborn as a mule. |
| 2- The baby is sleeping; be | b) as cold as ice. |
| 3- Rustam got perfect scores on all his exams; he was | c) as free as a bird. |
| 4- Look at Angela all dressed up in her party dress; she looks | d) as proud as a peacock. |
| 5- This bed is very uncomfortable; it's | e) as white as a ghost. |
| 6- Leo will never change his mind; he's | f) as hungry as a bear. |
| 7- I can't see without my glasses; I'm | g) as thin as a rail. |
| 8- Javier hadn't eaten all day; he was | h) as fat as a pig. |
| 9- Carlos was so embarrassed when he spilled ink on Tara's shirt; his face turned | i) as strong as an ox. |
| 10- Let's ask Raul to help us move this heavy trunk; he's | j) as pretty as a picture. |
| 11- Lidia went out without her gloves; her hands were | k) as old as the hills. |
| 12- Pablo needs to go on a diet; he's | l) as hard as a rock. |
| 13- I have no responsibilities today; I'm | m) as quiet as a mouse. |
| 14- I've heard that joke a hundred times; it's | n) as red as a beet. |
| 15- Nurkys, you need to eat more. You've lost so much weight that you're | o) as blind as a bat. |

MIMES

Divide the class into groups or teams. Assign each one of these actions to mime and have the opposite team choose the adverb of manner. The teams can vote on how successfully the representative from each team was in performing the action.

Variation: Assign both the mime and the adverb on a piece of paper. The opposite team must guess what the action is. If successful, a point is gained for their team.

- 1- You are opening a can.
- 2- You are making a cup of tea.
- 3- You are watching a comedy on television.
- 4- You are trying to catch a mosquito.
- 5- You are reading a very sad story.
- 6- You are crossing a very busy road.
- 7- You are acting in a Shakespeare play.
- 8- You are waiting for the dentist.
- 9- You are eating a very hot curry.
- 10- You are changing a baby's diaper.
- 11- You are catching a ball.
- 12- You are making a bed.
- 13- You are climbing a tree.
- 14- You are cleaning a window.
- 15- You are putting on a shirt.

ADVERBS OF MANNER:

- | | | |
|--------------|--------------|-------------|
| 1- Slowly | 5- Angrily | 9- Sleepily |
| 2- Happily | 6- Lovingly | 10- Tiredly |
| 3- Nervously | 7- Gently | |
| 4- Heavily | 8- Violently | |

I WISH

Complete each sentence with your own words.

1- I wish I had a million _____ . Then I would

_____ .

2- I wish I had one _____ because

_____ .

3- I wish I could be like _____ . This person is special because

_____ .

4- I wish to be a _____ in the future. Then I will

_____ .

5- I wish there was a law that said _____ . This would be a good law because _____ .

6- I wish I could forget the time I _____ because

_____ .

7- I wish trees could _____ because _____ .

8- I wish I could see _____ because _____ .

9- I wish I could learn _____ because _____ .

10- I wish I never _____ .

11- I wish I had enough money to _____ .

12- I wish there was an electric _____ .

13- I wish I could touch _____ .

14- I wish I looked like _____ because

_____ .

15- I wish I didn't have to _____ .

16- I wish I could go to _____ .

17- I wish I could hear _____ .

18- I wish I could give _____ .

19- I wish animals could _____ because _____ .

20- I wish I had one chance to _____ .

Growing Up

Where did you grow up?

Did you grow up in the same place that you were born?

Did you get along with your brothers and sisters while growing up?

Do you still stay in touch with the people you grew up with? How often do you visit them?

Were you a good kid or were you a troublemaker in school?

Did you ever get punished as a child?

Did your parents have a tough time with you as a teenager?

Did your parents ever ground you?

Did you ever have a curfew?

Did both your parents work while you were growing up?

Would you raise your children the same way your parents raised you?

Do you think it is easier for kids growing up now?

What did you want to be when you were young?

When did you consider yourself to be "grown up"?

Did you have any pets as a child?

Did you ever move when you were young?

Where did you go for vacation when you were young?

Do you remember the first vacation you didn't take with your parents?

When you were growing up, did you ever have friends spend the night?

Did you participate in any sports when you were young?

Did you collect anything while growing up?

What holiday season was the most special to you when you were growing up?

Do you still live with your parents? Would you like to live on your own?

GETTING TO KNOW YOU

Fill in these questions with the first thing that comes to your mind.

1. I don't know why _____.
2. I wish I understood why _____.
3. I would like to know how to _____.
4. More than anything I want to _____.
5. If only I could _____, I would feel great.
6. I feel like my life is meaningful when _____.
7. No matter what, I plan to _____.
8. I want my children to think of me as _____.
9. I want to be more knowledgeable about _____.
10. I want to be more skillful at _____.
11. The types of books I like to read are _____.
12. Ideas about _____ keep tunneling through my mind.
13. The person I aspire to be like is _____.
14. The qualities of the person I aspire to become include _____.
15. Who are three people you most admire? Why? What are their finest traits? _____.
16. Which of their traits do you already have, and which ones do you want to develop further _____.

FUTURE PLANS

Don't forget follow-up questions - What? Where? When? Who? Why? How?

What are you going to do after this class?

What are you going to do tonight? Who will you be with?

Do you have any plans for this weekend? What do you want to do?

Imagine your teacher just gave you one million som. What are you going to do with it?

Where are you going to go on your next vacation? Who are you going to go with?
What are you going to do there?

Where are you going to live in the future? Why?

What kind of job will you have?

When are you going to get married? What kind of person are you going to marry?

Are you going to have children? How many do you plan on having?
What are you going to do when you get old? Where will you live?

What are you going to do on your next birthday?

Where are you going to eat for lunch today (tomorrow)? What are you going to have?

Do you plan to travel to a foreign country? Which country are you going to travel to?

What do you plan to do there?

Do you plan to work for a big company or a small one? Why?

What will you do if you learn to speak perfect English?

FIND SOMEONE WHO.....

| | |
|---|---|
| 1. can name two fruits that begin with P _____ | 11. knows what you would keep in a wardrobe _____ |
| 2. can name two vegetables that begin with C C_____ | 12. can name five things you can drink _____ |
| 3. knows the opposite of rich _____ deep _____ heavy _____ | 13. can name five things you can eat _____ |
| 4. knows how many there are in a dozen _____ | 14. knows a synonym for unhappy s _____ start b _____ depart l _____ |
| 5. knows what you buy at a florist's an ironmonger's _____ | 15. can name five wild animals _____ |
| 6. Knows how many eyes you close when you blink. _____ | 16. can name four insects _____ |
| 7. knows who would use a briefcase a whistle _____ | 17. can name three things worn only by men _____ women _____ |
| 8. knows what animal lives in a kennel a nest | 18. can say which sport uses a racket _____ |
| 9. can think of at least three words that rhyme with buy _____ | 19. can name five verbs that begin with t _____ |
| 10. can name two things found in the kitchen bathroom bedroom _____ | 20. can name five adjectives that begin with s. _____ |

Find out if your partner...

- ...is an only child.
- ...likes to eat out.
- ...has a cellular phone.
- ...is a good dancer.
- ...is married.
- ...can ski.
- ...uses the Internet.
- ...takes the bus/trolley/marshrutka to school.
- ...has more than six pairs of shoes.
- ...can say "I love you" in French.
- ...is a good cook.
- ...likes to travel.
- ...is employed.
- ...can swim.
- ...knows where the teacher was born.

GESTURES AND COMMANDS – BODY LANGUAGE

| COMMAND | MEANING | COMMAND | MEANING |
|---------------------------------|---------|---|---------|
| Blow a kiss | | Clap your hands | |
| Cross your fingers | | Rub your chin | |
| Cut your eyes at someone | | Pop your eyes | |
| Do a curtsy | | Twiddle your thumbs | |
| Flutter your eyelids | | Shrug your shoulders | |
| Frown | | Pat someone in the back | |
| Kneel | | Cup your ears | |
| Make a face | | Clench your fist | |
| Make a wish | | Take an oath | |
| Place your notebook on your lap | | Slap both sides of your head | |
| Show approval | | Shush someone | |
| Show disapproval | | Indicate there's too much noise | |
| Snap your fingers | | Drop your jaw in surprise | |
| Squat on the ground | | Demonstrate you're ashamed of something | |
| Stand on your tiptoes | | Nod your head | |
| Take a bow | | Shake your head | |
| Turn around | | Silence someone | |
| Whistle your favorite song | | Tell someone to stop doing something | |
| Wink at someone | | Demonstrate you're very nervous | |
| Roll your eyes | | Wring your hands | |
| Shake your fist | | Scratch your head | |
| Stomp your feet | | rub your palms | |
| Click your tongue | | Drum your fingers | |

FAMOUS PEOPLE TO TALK ABOUT

Students select a famous person to do research about their lives and then present a short talk on it. Teachers should add the names of famous people in their local culture to the list.

| FAMOUS PERSON | FAMOUS PERSON |
|-------------------------|-----------------------|
| Golda Meir | Nelson Mandela |
| George S. Patton | Ernest Hemingway |
| Charlton Heston | Charlie Chaplin |
| Albert Einstein | Eva Peron |
| Madonna | Abraham Lincoln |
| Winston Churchill | Pele |
| Pablo Picasso | Carl Sagan |
| John F. Kennedy | John Lennon |
| Muhammad Ali | Alexander Graham Bell |
| Thomas Jefferson | Albert Hitchcock |
| Martin Luther King, Jr. | Marie Curie |
| Napoleon Bonaparte | Simone de Beauvoir |
| Haile Selassie | Michelangelo |
| Thomas Edison | Ernesto "Che" Guevara |
| Walt Disney | Hillary Clinton |
| Mahatma Gandhi | |
| Elvis Presley | |
| Charles de Gaulle | |
| Toni Morrison | |
| Jean Paul Sartre | |
| Mark Twain | |
| Leo Tolstoy | |
| Woody Allen | |
| Gabriel Garcia Marquez | |
| Oscar Wilde | |
| Fidel Castro | |
| Frank Lloyd Wright | |

FAMOUS PAIRS

Write the name of each person on a different slip of paper and have students find their partner for different activities. Select those names students are more likely to recognize in their culture. In addition, add names from their own countries to make the game more interesting.

Batman and Robin

Rodgers and Hammerstein

Ken and Barbie

Jack and Jill

Romulus and Remus

Simon and Garfunkel

Romeo and Juliet

Don Quijote and Sancho Panza

Adam and Eve

Sylvester and Tweedy Bird

Beevis and Butthead

Ernie and Bert

Cain and Abel

Ben and Jerry

Juan Carlos and Sofia

Mickey and Minnie

Popeye and Olive Oyl

King Ferdinand and Queen Isabella

Dagwood and Veronica

Jekyll and Hyde

Anthony and Cleopatra

Rocky and Bullwinkle

Laurel and Hardy

Ozzie and Harriet

Amos and Andy

Will and Grace

Tom Sawyer and Huck Finn

Mork and Mindy

Lewis and Clark

Thelma and Louise

Butch Cassidy and the Sundance Kid

Roy Rogers and Dale Evans

Lancelot and Guinevere

Bonnie and Clyde

Hansel and Gretel

Dick and Jane

Samson and Delilah

Flora and Fauna

David and Goliath

Health Consciousness

Discuss with your partner(s) the following topics concerning health.

whether or not you feel you following a healthy lifestyle

whether or not you feel you are physically fit the type of exercise you do on a regular basis

whether or not you maintain a balanced diet
how often you consider nourishment when choosing something to eat
whether or not you eat a lot of junk food

whether or not you have a sweet tooth

any diets you have ever tried any diet plans you know to be effective

whether or not you smoke or have ever smoked the ill effects caused by smoking

whether or not you regularly consume alcohol the positive and negative effects of drinking

whether or not you have ever been hospitalized
any surgery you may have had any scar you may have and the stories behind them

any causes of stress in your life methods that effectively alleviate stress

any types of illness that run in your family the average life expectancy of men and women in your family

the most common types of ailments in Ukrainian society the possible causes of these ailments

READING SURVEY

NAME: _____ DATE: _____

1. I you had to guess.....
 - a) How many books would you say you owned? _____
 - b) How many books would you say are in your house? _____
 - c) How many magazines do you or your family subscribes to? _____
 - d) How many books would say you've read in the last twelve months? _____
2. How did you learn to read?
3. Why do people read? List as many reasons as you can think of.
4. What does someone have to do in order to be a good reader?
5. What kinds of books do you like to read?
6. How do you decide which books to read?
7. Who are your favorite authors? List as many as you'd like.
8. Have you ever reread a book? If so, can you name it or them here.
9. How often do you read at home?
10. Do you subscribe to a trade magazine? Which one?
11. Do you read to a daily newspaper?
12. In general, how do feel about reading?

Hopes and Dreams

I HOPE TO...

I WISH I COULD...

MY BIG DREAM IS TO...

I REALLY HAVE NO DESIRE TO...

- ...be incredibly rich.
- ...have a better love life.
- ...have more free time.
- ...be a famous celebrity.
- ...get married next year.
- ...own a Rolls Royce.
- ...have a satisfying job.
- ...have more patience.
- ...have a lot of children.
- ...have political power.
- ...live in a different house.
- ...have more friends.
- ...be an artist.
- ...be sixteen years old again.
- ...travel around the world.
- ...sleep until noon every day.
- ...live to be 100.
- ...be a martial arts master.
- ...own a motorcycle.
- ...speak fluent English.
- ...have my own business.
- ...be physically fit.
- ...be better organized.
- ...be truly free.
- ...pass this class.

TOUR GUIDE

Imagine that you have to work out a guided tour for a foreign delegation visiting your country. You want to show them places that you feel will give them a balanced impression of your people and country. Unfortunately, the delegation will only be in your area for three days and you cannot show them everything. From the following list select ten places that the delegation should go and see and put them in order of importance. Explain the significance of each site in order to justify its inclusion on the list

a hospital

a home for mentally handicapped children

a coal mine

a nice bar

a cemetery

an art gallery

a botanical garden

some examples of modern architecture

a shopping center

a football stadium

a farm

a safari park

a poor housing area

a TV studio

a town hall

a secondary school

a historical museum

a medieval castle

a university

an airport

a water reservoir

a steel factory

a nature reserve

a library

a nursing home

Children and Parents

Young children should be taught to obey their parents without question.

It is an advantage to be an only child, especially during one's formative years.

Boys and girls should be brought up in the same way—without defined gender roles.

The best way to punish children is to take away some of their privileges.

Parents should never strike their children.

Most men would prefer to have a son as their first child.

It is an offspring's duty to look after his or her parents when they get old.

There is nothing strange or irresponsible about electing not to have children after marriage.

Parents should never quarrel in front of their children.

Adolescents under 18 should have a curfew of no later than midnight.

Mothers shouldn't work outside of the house if there are small children to be brought up.

Having children out of wedlock is both shameful and immoral.

Due to concerns about rising birth rates, couples should limit themselves to two children.

MODERN DAY WOMEN

1. How has life changed for women since the time of Jane Austin?
2. As children are growing up, in what ways are girls and boys expected to act differently?
3. What kinds of chores are girls generally expected to do and what kind of chores are boys usually expected to do?
4. Are teenage boys often given more freedom than teenage girls? If so, why do you think this is?
5. What sorts of things do women usually talk about among themselves?
6. What sorts of things do men usually talk about among themselves?
7. Do you feel that women always have the same freedoms and opportunities as men in Kyrgyz society? Be sure to consider roles in the following areas:

government
the work place
wages
the household

8. Are female students at the university ever asked to do things that male students are not?
9. Do you feel that it is acceptable for a woman to ask a man out on a date? Is this common in Kyrgyz society? Why or why not?
10. Should married men be expected to help out with domestic chores such as cooking, cleaning, and changing diapers?
11. Give your thoughts on the following:
A woman's place is in the home.
A man's home is his castle.
Most men never grow up.
Men are attracted by what they see, women more by what they hear.
12. Why do you think it is that so many foreign men come to Kyrgyzstan in search of brides? What do they think they can find here that they cannot find at home? What are your feelings about this?

EXPRESSING OUR MOODS

There many idiomatic expressions in English that are used to indicate how a person is feeling at a particular moment. Take a look at the sentences below and match them to one of the moods in the box that follows.

| | | | |
|--------------|-------------|-------------|------------------------|
| 1. Good mood | 2. Bad mood | 3. Friction | 4. Sorting things out. |
|--------------|-------------|-------------|------------------------|

1. She's all ticked off. _____
2. Chill out! It is not so bad after all. _____
3. They are at each other's throat again. _____
4. I really blew it this time. _____
5. I haven't got a care in the world. _____
6. They have kissed and made up. _____
7. I'm on my last legs. _____
8. I'm on top of the world. _____
9. The report put his nose out of joint. _____
10. We're back on speaking term. _____
11. You look like death warmed over. _____
12. He's all bent out of shape. _____
13. I feel really rough. _____
14. That's water under the bridge now. _____
15. I'm walking on air. _____
16. I've had the day from hell. _____
17. I feel like a million dollar. _____
18. The crowd went ballistic when the concert was canceled. _____
19. If he doesn't arrive in time, I'm going to freak out. _____
20. I'm on cloud nine. _____

You Can't Live With Them, You Can't Live Without Them

Discuss the following with your partners. Remember to ask follow-up questions and elaborate on your answers.

Just for fun, describe your ideal partner.

At what age (if ever) did you first fall in love?

Do you feel that people end up being 'steady' with someone because they tend to see things eye to eye and share common interests, or do you feel more that opposites attract?

What kind of things tend to make people fall out with each other?

Is marriage necessary for a happy and fulfilling life? (Consider the pros and cons of being married as opposed to being single.)

How much might your parents influence your choice of a marriage partner?

What is the best age for marriage? Is there any age when marriage becomes more unlikely?

What may be some ideal honeymoon location

What factors do you feel might contribute to a long and successful relationship?

ALL ABOUT TRAVELING

1. Name all the different ways one could travel.
2. If you could go on a holiday (vacation) anywhere in the world, where would you go and why?
3. What is your favorite way to travel?
4. Do you sunbathe? Why or why not?
5. Would you like to take a vacation lying around on the beach? Why or why not?
6. Some women take vacations to lose weight? Would you do this?
7. Have you ever taken a trip to the mountains? How did you get there? Explain what you did that day.
8. "Traveling is a pleasure in itself." Do you agree or disagree? Explain.
9. "Traveling on foot is exhausting and gets you nowhere." Do you agree or disagree? Explain.
10. Air travel is more exciting than sea travel. Do you agree or disagree? Explain.
11. Who do you like to travel with? Why?
12. Would you like to travel to see scenery or famous spots? Explain.
13. Have you traveled outside of Kyrgyzstan? Where did you go?
14. Name the ways you have not traveled.
15. What is the worst trip you've ever taken?

The Best and Worst

In your opinion...

what was the best movie ever made?

what is the worst program currently on television?

what is the most difficult part of being a student?

what is the best age at which to get married?

what is the best job a woman/a man can have?

where is the best place to go for a nice meal?

what is the most dangerous area of the city?

what is the best thing about living in Bishkek?

what is the worst thing about living in Bishkek?

what is the best way to strike it rich?

A DAY TRIP TO NEW YORK CITY

Imagine that you are traveling to Europe and your flight makes a stopover in New York City.

Your connecting flight departs twelve (12) hours later.

The airlines gives you and your partner \$200.00 each to spend as you would like while you tour the city and its major attractions.

With your partner, decide how you are going to spend the money including how much will go for transportation, food, entertainment, and sightseeing.

At the end, tell the class exactly what you did and how much you spent on each part of your tour.

Best and Worst

In your opinion, what was.....?

What do you thinkwas?

the best new song of the past year

the best movie during the last twelve months

the best new fashion of the past year

the most important event of this century

the worst song of the past ten years

the most useful invention of this century

the biggest change in Kyrgyzstan this past decade

the strangest event of the past year

the worst TV program of the past five years

the worst place to live in Kyrgyzstan

the worst natural disaster that ever happened in Kyrgyzstan

the funniest thing that ever happened in this class

the best way to get a husband or wife

the best way to get rich quick

the most serious social problem in Kyrgyzstan today

the biggest difference between today's generations

the worst experience that you have ever had

the most unusual thing that you have ever seen

the worst man-made disaster that ever happened in

Kyrgyzstan

THE BIRDS AND THE BEES

Should sex education be expanded in the schools?

Do you believe that government should be allowed to censor the sexual content of books, magazines, movies, and videos? If so, how much?

Should there be special programs on television or radio for people to talk about sexual issues?

Will you teach your children the facts of life? If so, how?

What would you do if you found sexually explicit magazines hidden away in your teenager's room?

What do you think about pre-marital sex? Should people save themselves for marriage?

Is this more difficult for young men than it is for women?

What do you think about young people's more liberated sexual attitudes? Do you feel that this new attitude could eventually wear away at the traditional morals of Kyrgyz society?

Do you think that AIDS will ever become as big of a problem in Kyrgyzstan as it is in some foreign societies? How might this be prevented?

Eating Habits (A)

How healthy do you consider your diet to be?

What do you usually have for breakfast?

What did you have for dinner last night?

What kinds of food do you try to avoid?

Do you consume much junk food?

What is your favorite type of ethnic food?

Do you consider yourself a good cook?

Do you ever indulge in late-night snacks?

What food or drink do you consider to be medicinal?

Are you big on sweets?

What is the most disgusting thing you have seen someone eat?

Eating Habits (B)

Which of the following makes up the biggest part of your diet: meat and poultry; vegetables and fruit; milk and dairy products; or carbohydrates such as bread, pasta, and potatoes?

Where do you usually eat lunch?

What do you like for a snack?

How often do you eat out?

How often do you drink beer or wine with your meal?

How concerned are you about additives in your food?

Do you often overeat?

In which ways do you think you could improve your diet?

What kind of food might be good for a hangover?

What is the hottest and spiciest food you have ever tried?

Is there any dish that you have never tried but would like to?

DOING THINGS

Love really enjoy like don't really care for can't stand and hate

- I _____ going out dancing.
- I _____ shooting pool.
- I _____ meeting new people.
- I _____ listening to classical music.
- I _____ having my picture taken.
- I _____ visiting museums.
- I _____ taking care of children.
- I _____ debating politics.
- I _____ going on blind dates.
- I _____ spending time on my own.
- I _____ reading novels.
- I _____ getting up early.
- I _____ cooking for other people.
- I _____ going to the dentist.
- I _____ making presentations.
- I _____ getting dressed up.
- I _____ being the center of attention.
- I _____ getting my hair cut.
- I _____ going to parties.
- I _____ traveling to foreign lands.

I've never

Place an **X** next to the sentence that applies to you. Next, compare and contrast your list with your partner's.

- I've Never Been Drunk
- I've Never Kissed A Member Of The Opposite Sex
- I've Never Kissed A Member Of The Same Sex
- I've Never Crashed A Friend's Car
- I've Never Gone Past "Second Base" at a movie theater
- I've Never Been In A Taxi
- I've Never Been In Love
- I've never dumped someone
- I've Never Been Dumped
- I've Never Shoplifted
- I've Never Been Fired (just laid off)
- I've Never Been In A Fist Fight
- I've Never Snuck Out Of My Parent's House
- I've Never Been Tied Up
- I've Never Regretted Having Sex With Someone
- I've Never Been Arrested
- I've Never had a one night stand

- I've Never Made Out With A Stranger
- I've Never Stolen Something From My Job.....do pens count? lol
- I've Never Celebrated New Years In Time Square
- I've Never Gone On A Blind Date
- I've Never Lied To A Friend
- I've Never Had A Crush On A Teacher
- I've Never Celebrated Mardi-Gras In New Orleans
- I've Never Been To Europe
- I've Never Skipped School
- I've Never Slept With A Co-Worker
- I've Never Been Married
- I've Never Been Divorced
- I've Never Posed Nude
- I've Never Thrown Up In A Bar
- I've Never Eaten Sushi
- I've Never Been Snowboarding

ANIMATED ANIMALS

In English the names of many animals can also be used as verbs. Match the animal verbs in Column A with their corresponding correct definitions in Column B.

| A | B |
|----------------------|---|
| 1- to badger | a. to frighten with threats, scare, or bully. He would _____ his friends. |
| 2- to bear | b. to worry as if pursued by canines, to hunt or track like a hound They will _____ the opposition until they win. |
| 3- to buck | c. to store up for future use We need to _____ away some money for a rainy day. |
| 4- to bug | d. to support the weight of; to sustain, to tolerate, to put up with I could not _____ how she cried so much. |
| 5- to cow | e. to act in a mischievous manner; to fool around, trifle, tamper with I told you not to _____ around today. Be serious! |
| 6- to crane | f. to engage in rough or boisterous play Her mother told her not _____ around any more. |
| 7- to dog | g. to bother, to annoy You're a nuisance; please don't _____ me anymore. |
| 8- to fawn over | h. to eat greedily; to gorge oneself Whenever they eat, they _____ out. No manners at all. |
| 9- to horse around | i. To harass, to annoy persistently He used to _____ the teacher to increase his score. |
| 10- to lionize | j. to report someone's bad behavior, to tattle on someone She'll sometimes _____ on her friends. Don't trust her. |
| 11- to monkey around | k. to stretch one's neck out for a better view She had to _____ her neck to see over the crowd. |
| 12- to pig out | l. to eat greedily; devour Have you ever seen the way he _____ down his food? |
| 13- to rat on | m. to move or react jerkily; to throw off as a horse might do to a rider They decided to _____ the trend and do it differently. |
| 14- to squirrel away | n. to treat as an object of great interest or importance We often _____ great heroes, speaking of their deeds. |
| 15- to wolf down | o. to show affection; to court favor by cringing or flattering manner Women often _____ over small babies, talking soothingly. |

PARENT POWER

WHEN YOU WERE A CHILD:

were you sent to bed at a certain time?

were you allowed to watch as much TV as you liked?

were you made to do your homework every night?

were you allowed to eat as many sweets as you liked?

were you bought a lot of toys?

were you ever smacked?

AS A UNIVERSITY STUDENT:

are you allowed to wear what you like?

are you given a certain time to be in every night?

are you allowed to go out as often as you like?

are you allowed to use the family car?

are you given a large allowance?

are you made to help with the housework?

ADOLESCENCE

Do you think teenagers today show more respect for adults (teachers, parents, etc.)?

Do you think behavior has changed in recent generations?

Should teens be able to dye their hair blue, green, or any other crazy color?

Describe your feelings towards tattoos.

Do you think that wearing uniforms to school is a good idea?

At what age should young adults leave home?

What would you do if your teenage son or daughter shaved his or her head?

How common is swearing among young people in Kyrgyz society?

What do you think about music videos today?

What do you think parents can do to help teenagers avoid depression?

Do you believe in anti-depression drugs?

Do you think teenagers today have it 'too easy'?

Do you have strict or lenient parents? Why do you say that?

Do teenagers in your country often problems with drugs or alcohol?

What can you do to keep your teenager away from drugs and alcohol?

Is teenage suicide a problem?

What is the most important thing a parent can do for a teenager?

At what age should a teenage girl have her first serious boyfriend?

How old were you when you had your first serious relationship?

What can society do to help teenagers who have problems at home?

Is teenage pregnancy a problem here?

Do you think that advertising plays an important role in how teenagers think?

Should teenagers work? Why or why not?

ANIMAL IDIOMS

Here are some common expressions using animals. Read each sentence and place the number of its appropriate definition on the blank line.

- a) John wasn't surprised at his surprise party, because Sue *let the cat out of the bag*. ____
- b) Jack was about to marry Jane, but at the last minute he *chickened out*. _____
- c) When I introduced myself to the new student, he hardly talked to me. *What a cold fish!*

- d) Will you stop telling me to clean up my room? I heard you the first time. *Don't bug me!* _____
- e) When Joe was in college he loved to drink a lot and stay out late at all the parties. He was really *a party animal!* _____
- f) When Beth and Ann spent the weekend together, they went off their diets and *pigged out* on pizza, coke and candy. _____
- g) Don't forget your umbrella. *It's raining cats and dogs*. _____
- h) The salesman told me that this was the best buy! But I found out I could buy the same thing at a much lower price. I *outfoxed him!* _____
- i) He recognized it immediately. He has the *memory of an elephant!* _____
- j) Holy cow! Did you see how fast that horse ran? He *won the race by a mile!* _____
- k) Paul is married and has a girlfriend. *What a rat!* _____
- l) Jason got an apartment on the thirtieth floor. He has *a bird's-eye view* of the park. ____
- m) Whenever I have to speak in front of a large crowd of people, I *get butterflies in my stomach*. _____
- n) John told me that he had found three hundred dollars in the street. *That's a fishy story!* _____
- o) Andrew and Erika were very hungry, but they had to finish a project. They *killed two birds with one stone* by working on the project at dinner. _____
- p) Sue is going to tell her boss that she's going to quit. *I'd like to be a fly on the wall* when that happens! _____

Answers:

| | | | |
|--|--|--|-------------------------------------|
| 1. Difficult to believe. | 2. A good view from high above | 3. He was sure he was smart, but I was smarter | 4. Get two things done at once |
| 5. Able to overhear something | 6. Able to remember everything. | 7. It's very wet outside, pouring | 8. Get scared and change one's mind |
| 9. a promiscuous man | 10. An unfriendly person. | 11. By a good margin | 12. Tell a secret |
| 13. Eat a lot of food at one time (usually low in nutrition) | 14. Someone who attends too many parties | 15. Stop annoying me! | 16. To get very nervous |

What would happen if. . .

With your partner decide what would happen if these events happened? Also decide whether or not you think it's a good idea or a bad idea.

What would happen if the price of gasoline was raised 300%?

What would happen if the price of cigarettes was raised 300%?

What would happen if all the insects of the world died?

What would happen if the polar ice cap melted?

What would happen if the all tests were scrapped?

What would happen if the drinking age was lowered to 14?

What would happen if there was no rain for five years?

What would happen if the speed limit was 250 km/h?

What would happen if your country had a one-child policy like China?

What would happen if college were made free for everybody?

What would happen if students elected their teachers?

What would happen if aliens landed in your country?

What would happen if a mad cow were discovered in your town?

- a) at the minimum b) all together
13. I like that TV show. I watch it **all the time**.
- a) sometimes b) very often
14. It's busy downtown. Everyone is **in a hurry**.
- a) moving slowly b) moving quickly
15. **What's the matter?** You don't look well.
- a) What's the problem? b) What do you think?
16. In winter many people **catch cold**.
- a) get colds b) are cold
17. This medicine should help you **feel better** soon.
- a) touch b) recover
18. The bus is late today. It should be here **by now**.
- a) at this time b) soon
19. When you are tired or sick, you should **take it easy**.
- a) do an easy job b) relax and rest
20. Julie has a cold. She's **under the weather** today.
- a) feeling cold b) feeling sick
21. I don't feel well. I may be **coming down** with the flu.
- a) getting b) not getting
22. When you are sick, you should go to the doctor and get a **check-up**.
- a) medicine b) examination
23. The show starts at 7:00 **sharp**. Please don't be late.
- a) exactly b) approximately
24. Tickets to the summer blockbuster movies are **selling like hotcakes**.
- a) very fast b) very slowly

CHILDREN AND GROWING UP

| | |
|---------------|-------------------|
| to be raised | to spank |
| to influence | to ground |
| co-education | to take lessons |
| to discipline | the facts of life |

CONCERNING YOUR CHILDHOOD:

Where were you raised?

What activities did you enjoy doing with your friends?

Did you ever take lessons of any kind?

What did you want to be someday?

Did you enjoy your elementary/middle/high school days?

Did any teacher leave a lasting influence on you?

CONCERNING YOUR CHILDREN:

How will you discipline your children? Do you feel that it is ever necessary for parents or teachers to physically discipline children?

Should children be allowed to play with toy guns, knives, tanks, etcetera?

Should children be permitted to watch as much television as they feel like?

Do you believe that high school students should be able to express themselves freely in dress and appearance (for example, wear make-up, get their ears pierced, or wear their hair as they please)?

Do you think you will choose to send your children to a sexually segregated high school or one that is co-educational?

Do you feel that teenagers should at some point be taught "the facts of life"? If so, by whom?

FOOD IDIOMS

For each idiom, select the phrase that has the same meaning.

- 1- The "**cream of the crop**" means it is _____.
a) the worst b) the best
- 2- To "**egg on**" means to _____.
a) encourage b) discourage
- 3- If it's "**just your cup of tea**", it is _____.
a) perfect b) wrong
- 4- If you are "**cool as cucumber**", you are _____.
a) panicked b) cool
- 5- If you have "**your finger in the pie**", you are _____ something.
a) involved b) disinterested
- 6- "**Use your noodle**" means _____.
a) act b) think
- 7- "**In a nutshell**" means _____.
a) concisely b) it is finished
- 8- "**In the soup**" means _____.
a) in serious trouble b) having a good time
- 9- "**A hot potato**" is a question which _____.
a) answers itself b) is difficult to settle
- 10- If you eat "**humble pie**" you _____.
a) accept shame b) are defensive
- 11- If something is "**a piece of cake**", it is _____.
a) easy b) difficult
- 12- If your wife says: "**We have a bun in the oven**", she is _____.
a) having buns for dinner b) going to have a baby

VICES

SMOKING

GAMBLING

PHILANDERING

SLOTHFULNESS

GLUTTONY

SUBSTANCE ABUSE

Do you have any vices?

Do you ever worry about second-hand smoke? Do you think all restaurants should have a non-smoking area? Should smoking be permitted in bathrooms? Do you feel that the government is doing enough to educate people on the dangers of smoking?

Have you ever won much money gambling? Do you feel that social gambling is a problem or just a harmless pastime? Should casinos like the one in the Hyatt Hotel be restricted to foreigners or open to Kyrgyz as well?

Do you think that public drunkenness is a problem in Kyrgyzstan? Do you feel there is more pressure to drink heavily in Kyrgyzstan than in other societies? Do you ever feel compelled to drink beyond 'your limit'?

Have you ever known anyone or seen anyone who did drugs? Do you think that drug abuse will ever be as prevalent and problematic here as it is starting to be in other countries?

What are your feelings towards womanizers? Have you ever met anyone (male or female) that you felt to be a real philanderer?

How widespread is prostitution in Kyrgyzstan? Do you think it should be eradicated or simply tolerated? How do you feel about the system in The Netherlands where it is both legalized and government controlled? Could such a system work here?

What are your thoughts about cabarets? Are they simply establishments for dance and music or are they actually for something more sinister? Should women be allowed such release or should the government crackdown harder on these places of ill-repute?

DILEMMAS

Complete the following questions by choosing one of the verbs in the boxes below.

| | | | | |
|-------------|-----------------------|------|-------|--------|
| read | follow | obey | learn | be |
| fake (show) | acquire or achieve | keep | do | accept |

Once you have answered the questions, prepare to share your preferences.

| | |
|--|--|
| 1. Which is most difficult to.....? a) to ride a bike? b) to swim? c) to drive? d) to use a computer? | 6. Which is most difficult to.....? a) to give or take? b) to listen or talk? c) to praise or criticize? d) speak in public or confide in private? |
| 2. Which is most difficult to.....? a) an instruction manual? b) a recipe? c) a road map? d) your teacher's explanation? | 7. Which is most difficult to.....? a) a newspaper? b) a novel c) poetry? d) a religious text? |
| 3. Which is most difficult to.....? a) a parent or a child? b) a teacher or a student? c) a man or a woman? | 8. Which is most difficult to.....? a) friendship or love? b) happiness or wealth? c) intelligence or d) a successful marriage or a successful career? |
| 4. Which is most difficult to.....? a) religious laws or state laws? b) your consciousness or your desires? c) your parents or your teachers? | 9. Which is most difficult to.....? a) a secret? b) a vow? c) one's health? d) youth? e) principles? |
| 5. Which is most difficult to.....? a) intelligence? b) interest? c) laughter? d) surprise? | 10. Which is most difficult to.....? a) rejection in love? b) loss of possessions through an earthquake? c) never having one's prayers answered? d) death of a close relative or friend? |

DATING

to date

to go Dutch

to be stood up

blind date

steady boyfriend/girlfriend

personality traits

1. Have you ever been on a blind date? What happened? Do you feel that this is a good way to meet someone?
2. People in the West generally start dating at a much earlier age than those in the East. At what age do you believe people should start dating?
3. Do you prefer to go Dutch? If not, who should pay?
4. Do you feel that a discotheque is a good place to go on a first date? Why or why not?
5. Men: Would you go on a date with an older woman?
Women: Would you go on a date with a younger man?
6. Would you go on a date with someone who is not as educated as you?
How about someone from the countryside?
7. Would you ever consider dating a foreigner?
8. If your date was late in arriving at your arranged meeting place, how long would you be willing to wait? What would you do if you were stood up?
9. Would you ever kiss someone on a first date?
10. Before getting married, do you feel one should "play the field", or is it better to stay with one steady boyfriend/girlfriend?
11. Describe your idea of a perfect date (give details from beginning to end).
12. Describe your ideal man/woman, both his/her physical features and personality traits.

CONTROVERSIAL STATEMENT / DEBATE TOPICS

1. Marijuana should be legal and packaged commercially.
2. Violence on television influences people to act violently.
3. Immigration to the United States should be open and unlimited.
4. Cigarette smoking should be banned from all public places.
5. Abortion is a personal decision. The law and the church should stay out of it.
6. Homosexuality is immoral. All homosexuals should go to jail.
7. No family should have more than two children.
8. All drunk drivers should be sent to jail.
9. All people of the world should speak the same language.
10. Parents should allow their teenager children to wear their hair any way they like and allow them to dress any way they like.
11. Child molesters should be banned from society.
12. People of different religions should not marry.
13. T.V. is a total waste of time. It makes people stupid.
14. All nuclear weapons in the possession of any nation should be eliminated.
15. High school cafeterias should not be allowed to sell junk food.
16. The United Nations is a productive and essential organization.
17. People should not marry until they are at least twenty-five years old.
18. National pride is ridiculous. All borders and boundaries should be abolished.
19. Capital punishment should be abolished in the United States.
20. Terminally- ill people should be free to end their lives with the help of their physicians.

PARENTAL PUNISHMENT

In this situation, I would (probably)...

let it slide.

scold him/her.

guilt trip him/her.

give him/her a good spanking.

have him/her do extra chores.

cut off his/her allowance.

express disappointment.

confine him/her to his room.

make him/her apologize.

take away some of his/her privileges.

ground him/her.

give him/her a whipping.

give him/her the silent treatment.

(other)

Vladimir (age 9) refuses to take the garbage out.

Svetlana (age 15) came home well past her curfew.

David (age 5) stole a candy bar from a grocery store.

Andrew (age 6) avoids eating anything healthy; prefers junk food.

Katya (age 10) talks back to her parents.

Oleg (age 11) doesn't do his homework.

Slava (age 8) got caught with a Playboy magazine.

Tanya (age 13) took some money from her mother's purse.

Alexander (age 14) never does his chores.

Alina (age 16) stumbled home drunk.

Alona (age 4) throws temper tantrums when she doesn't get what she wants.

Igor (age 7) punched another boy in the nose.

Nastya (age 12) was caught smoking in the bathroom.

Pierre (age 9) threw a rock through a neighbor's window.

Sergey (age 13) was seen making out with some wild-looking boy.

CONTRACTIONS

Contractions like **she's**, **isn't** or **don't** represent the pronunciation of informal speech. They are common and correct in **informal writing**, but unusual in formal writing.

| Affirmative contractions: Pronoun + 'M, 'RE, 'S, 'D, 'LL | Negative contractions: Auxiliary verb / BE + N'T |
|---|---|
| I am > I'm | are not > aren't shall not > shan't |
| we are > we're | is not > isn't would not > wouldn't |
| she is > she's | have not > haven't should not > shouldn't |
| he has > he's | has not > hasn't cannot > can't |
| I have > I've | had not > hadn't could not > couldn't |
| you had > you'd | do not > don't might not > mightn't |
| you would > you'd | does not > doesn't must not > mustn't |
| they will > they'll | did not > didn't ought not > oughtn't |
| | will not > won't need not needn't |

With be, two negative forms are common: you're not or you aren't, she's not or she isn't, etc. With other verbs, the forms with n't are more common.

Am not is only contracted to **aren't** in questions:

I'm late, **aren't** I? But **I'm not** ready.

The contraction 's (=is or has) can be written after pronouns, nouns, question words, there and here.

It's late. Your **father's** gone home. **How's** everything?

There's the phone. **Here's** your money.

The contraction 're, 've, 'd and 'll are normally only written after pronouns.

Rewrite these sentences using contractions.

1. I am tired.
2. She is French.
3. She has forgotten.
4. They have finished.
5. I thought you had left.
6. We will tell you tomorrow.
7. I wish you would stop.
8. How is your mother?
9. Nobody is perfect.
10. It is not cold today.
11. My car has broken down.
12. You need not worry.
13. I cannot swim.
14. The door will not close.
15. It does not matter.
16. I have not forgotten.
17. I am not sorry.
18. Why are not in bed?
19. Do you not like this?
20. Is not that your car?

BATTLE OF THE SEXES

Discuss the following using appropriate methods of giving your opinions, expressing agreement or disagreement, interrupting, and asking for and giving information.

- Men and women think alike.
- Women are able to express their inner feelings much easier than men.
- It is important for a woman to remain physically attractive to her husband.
- Women are seldom logical.
- After marriage, it is sometimes okay to flirt with people other than your spouse.
- Men are attracted by what they see; women are attracted by what they hear.
- Most men never grow up.
- Women talk a lot, but often have little to say.
- Because of their traditional role in society, men should always pay for women on dates.
- It is much more difficult for a man to be faithful in a marriage than it is for a woman.
- In general, men make much better drivers than women.
- Women are too emotional to be truly effective leaders.
- It is the man and not the woman who should be the primary breadwinner.

COMMON SUPERSTITIONS

Here are some common superstitions that many people in the United States still believe. Compare them to the common superstitions in your own country.

1. If you walk under a ladder, you will have bad luck.
2. If a girl catches the bride's bouquet after a wedding, she will be the next one to marry.
3. If you break a mirror, you will have seven years of bad luck.
4. If you talk of the Devil, he will appear.
5. 5. If a black cat crosses your path, you'll have bad luck.
6. If you see a small spider, you will get a lot of money.
7. If a witch points at you, you will die.
8. If you scratch your left hand, you will give money away.
9. If you touch wood, your good luck will continue.
10. If you hear an owl in the night, a friend will die.
11. If a black cat crosses your path, you will have bad luck.
12. If you find a penny and pick it up, you'll have good luck all day long.
13. If you cross your fingers as you make a wish, the wish will come true.
14. If you open an umbrella inside the house, you'll have bad luck.
15. If you find a rabbit's food, it will bring you good luck.
16. If you rock an empty rocking chair, it'll bring you bad luck.
17. If you chase someone with a broom, it'll bring you bad luck.
18. If the bottom of your feet itch, you'll make a trip.
19. If you refuse a kiss under the mistletoe, you'll have bad luck.
20. If you sleep on a table, it'll bring you bad luck.

AGE

0

1

12

20

40

65

infancy

childhood

adolescence

adulthood

middle age

old age

What do you think might be the difference between one's mental age, one's physical age, and one's chronological age?

What is your earliest memory? What did you enjoy most about your childhood?

What do you feel is the ideal age? (If you could "freeze" at one age, what age would that be?)

What do you enjoy most about being your present age?

What are the good points and bad points about being: an adolescent, middle-aged, and elderly?

Do you fear the thought of getting older?

What do you think about people who try to postpone the physical effects of aging by means of cosmetic surgery (for example, facelifts, hair transplants, breast implants, liposuction, etc.)?

Do you feel it is proper for middle-aged or elderly people to dress in modern clothing, listen to popular music, go out dancing, go on dates (if single), or other activities traditionally reserved for the young, or should they simply "act their age"?

How is the concept of age in your country different from that of the United States? (Think, for example, of how the elderly are treated, how different aged people mix socially, how different aged people dress, etc.)

What examples of ageism can you think of regarding your culture?

ABOUT ME

Share some information about yourself.

1- Something I do well _____

2- My favorite game or sport _____

3- My best feature _____

4-Something I would like to learn _____

5-What I like to collect _____

6- My favorite pet or animal _____

7-What makes me smile _____

8- Someone I admire _____

9-What I enjoy doing most _____

10-A famous person I would like to meet _____

11- My favorite food _____

12- A very special friend or relative _____

13- My best quality _____

14- Something about me you would be surprised to know _____

15. My favorite movie _____

Creating the Ideal Society

A large area of your country has been set aside by the current government for the development of a new nation. This area will include an invited international community of 20,000 men and women. Imagine that your group has to decide the laws of this new country. Discuss the following questions.

Which political system will the country have?

What will the official language(s) be?

Will there be censorship?

What industries will your country try to develop?

Will citizens be allowed to carry a gun?

Will there be the death penalty?

Will there be a state religion?

What kind of immigration policy will there be?

What will the educational system be like?

Will there be compulsory education to a certain age?

Who will be allowed to marry?

How will you keep the country from becoming over populated?

What environmental policies will be in place?

IF I COULD BE

Complete each sentence with the words that best describe you.

If I could be any animal, I'd be a(n) _____ because.....

If I could be a bird, I'd be a (an) _____ because.....

If I could be an insect, I'd be a (an) _____ because

If I could be a flower, I'd be a (an) _____ because.....

If I could be a tree, I'd be a (n) _____ because

If I could be a piece of furniture, I'd be a(n) _____ because

If I could be a musical instrument, I'd be a(n) _____ because

If I could be a building, I'd be a(n) _____ because.....

If I could be a car, I'd be a(n) _____ because.....

If I could be a state, I'd be _____ because.....

If I could be a foreign country, I'd be _____ because.....

If I could be a game, I'd be _____ because.....

If I could be a song, I'd be _____ because

If I could be a TV show, I'd be _____ because

If I could be a film, I'd be _____ because

If I could be a part of speech, I'd be a(n) _____ because.....

If I could be a kind of food, I'd be _____ because

If I could be any color, I'd be _____ because

Tongue-Twisters

A tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly. Tongue twisters have long been a popular form of wordplay, particularly for schoolchildren, but they also have a more serious side - being used in elocution teaching and in the treatment of some speech defects. Even native English speakers find the tongue-twisters on this page difficult to say quickly. Try them yourself. Try to say them as fast as possible, but correctly!

A proper copper coffee pot.

Around the rugged rocks the ragged rascals ran.

Betty better butter Brad's bread.

Long legged ladies last longer.

Mixed biscuits, mixed biscuits.

A box of biscuits, a box of mixed biscuits and a biscuit mixer!

Peter Piper picked a peck of pickled pepper.
Did Peter Piper pick a peck of pickled pepper?
If Peter Piper picked a peck of pickled pepper,
Where's the peck of pickled pepper Peter Piper picked?

Red leather, yellow leather, red leather, yellow leather.

She sells seashells on the seashore.

The crow flew over the river with a lump of raw liver.

The sixth sick Sheik's sixth sheep is sick.
[Sometimes described as the hardest tongue-twister in the English language.]

Swan swam over the pond,
Swim swan swim!
Swan swam back again -
Well swum swan!

Three gray geese in green fields grazing.

We surely shall see the sun shine soon.

OVERWORKED AND UNDERPAID

What do (or did) your parents do?

Have you ever earned an income?

What do you think you might be doing in 10 years?

What would be your dream job?

What kind of job would you most hate to do?

Is personal satisfaction or good pay more important to you in a job?

If you won \$1,000,000 in a lottery, would you still work?

Which occupations are considered most prestigious?

Which jobs would you consider to be hazardous?

What are the advantages of working for a salary? How about wages?

In your country--

Are labor unions strong?

Do people receive unemployment benefits if they lose their job?

Are people ever discriminated against because of race, age, religion, or sex when applying for work?

How many weeks of vacation time do people typically receive?

Do you feel the work ethic is as strong in your generation as that of yours parents' or grandparents' generation? Explain why you feel this way.

The Perfect Partner

Does age matter?

Some people say “opposites attract” — is that true?

What sort of appearance would your perfect partner have?

If you married your perfect partner, would you ever quarrel?

What does “romance” mean to you?

What kind of job would your perfect partner have?

What kind of personality would your perfect partner have?

Must your perfect partner be a good kisser?

If you were dating your perfect partner, would you see them every day?

Should a man be masculine (strong, confident, brave, etc.) and a woman feminine (gentle, shy, etc.)?

Does height matter?

Should you marry someone with similar social status?

What would you do if your parents didn't like your boyfriend/girlfriend?

Is it important to have similar interests?

Would your perfect partner have “traditional” values (and what does that mean)?

Where and how would you like to meet your perfect partner?

How will you know that he/she is the right one to marry?

Preferences

Student A

Take turns with your partner: You will ask the questions listed below, and he/she will ask you the questions listed on the next page. This is a listening as well as a speaking activity. If you don't understand what you are being asked, politely ask him/her to repeat it.

Ask your partner:

what kind of television shows he/she likes to watch.

what sort of activities he/she really likes and doesn't like to do.

what kind of clothes he/she prefers to wear.

what his/her favorite and least favorite subjects in school were.

what types of sports he/she likes to play.

what his/her favorite and least favorite type of drink is.

what sort of concerts he/she prefers to attend.

where he/she prefers to shop for clothes.

where he/she would most like to live.

Preferences

Student B

Take turns with your partner: You will ask the questions listed below, and he/she will ask you the questions listed on the previous page. This is a listening as well as a speaking activity. If you don't understand what you are being asked, politely ask him/her to repeat it.

Ask your partner:

what he/she prefers to do on the weekends.

what sort of books he/she likes to read.

what kind of job he/she would most like to have.

what sort of cars he/she would like to own.

what kind of vacations he/she likes to take.

which kind of sports he/she prefers to watch.

what his/her favorite and least favorite kind of pizza is.

what type of games he/she likes to play.

what kind of women/men he/she likes.

PROVERBIALLY, YOU CAN'T

- 1-.....have it both ways.
- 2-have your cake and eat it too.
- 3- get blood out of a turnip.
- 4-..... make an omelet without breaking eggs.
- 5- make a silk purse out of a sow's ear.
- 6- run with the hare and hunt with the hounds.
- 7-..... teach an old dog new tricks.
- 8- judge a book by its cover.
- 9- shake hands with a clenched fist.
- 10-..... tell which way the train went by looking at the track.
- 11-..... win arguments by interrupting speakers.
- 12- have a rainbow without rain.
- 13-..... pick up two melons with one hand.
- 14- fool all the people all the time.
- 15- sip soup with a knife.
- 16-..... see the sky through a bamboo tube.
- 17- measure the sea with a shell.
- 18- cheat an honest man.
- 19- catch a cub without going into the tiger's den.
- 20-..... please everybody.

The Ideal Job

What job would you like to do, and why?

What kind of organization would you like to work for (erg. state company, private company, foreign company, government department, small company, large company)?

Would you like to be a teacher? Why or why not?

Are you looking forward to working?

Do you think you would be a good manager?

Would you prefer to work quietly by yourself, or with other people?

Would you like a job dealing with clients/customers?

What do you think of government jobs?

Have you considered volunteering to work in poor areas of China?

If your boss asked you to work overtime, how would you feel?

Do you think it's a bad idea to date someone you work with?

Would you like to work inside or outside?

Could you handle a high-pressure job?

Would you like to find a job in your home town, or elsewhere?

How do you expect to use English in your work?

Is work enjoyable, or only a way to make money?

Family Life

Give your full name, its meaning, and how it was chosen for you.

When you were child, who lived with you?

When you were a child, who took care of you when your parents were not at home?

When you were growing up, what were the responsibilities of each child in the house?

As you were growing up, how did your parents feel about their children becoming independent? Give examples.

What was family life like in your home when you were a teenager? What was it like when you disagreed with your parents?

In your culture, where do young adults live before getting married? Why?

In your culture, what do people think of a 27-year-old person who lives at home with his or her parents? Explain.

Nowadays, when you have a problem, whom do you go to for help? Is that typical in your culture?

In your culture, where do older people live, and what money do they live on?

FOLLOW THE IDIOM

| | | | |
|--------|--------|--------|--------|
| Window | Elbow | Grow | Shadow |
| Below | Row | Slow | Blow |
| Bow | Know | Narrow | Low |
| Snow | Follow | Yellow | show |

Choose one of “-ow” words above to complete the idiomatic expressions that match the different definitions. Write the word you choose in the box. Use your dictionary as needed.

| | | |
|-----|-----------|---|
| 1- | boxing | To fight or box with yourself. |
| 2- | motion | Less than normal speed. |
| 3- | zero | Minus ten degrees, for example. |
| 4- | minded | Someone who won't accept other ideas. |
| 5- | shopping | Only looking - not buying. |
| 6- | your nose | To do what your heart tells you. |
| 7- | up | To become an adult. |
| 8- | white | A friend of the Seven Dwarfs. |
| 9- | pages | Telephone book for businesses. |
| 10- | your boat | Use oars, not a motor, to move your boat. |
| 11- | up | To inflate, put air inside. |
| 12- | and arrow | Robin Hood's weapon. |
| 13- | off | To try and impress. |
| 14- | how | Having knowledge. |
| 15- | tide | When the sea is far from the coast. |
| 16- | room | Having a lot of space. |

REDUCTIONS

Reductions are common and reflect naturally spoken language. They are **not** standard written English.

| Standard Written Form | Reduced Form |
|-----------------------|--------------|
| I don't know | I dunno |
| give | gimme |
| let me | lemme |
| get you | getcha |
| got you | gotcha |
| bet you | betcha |
| don't you | doncha |
| What are you? | Waddya |
| What do you? | Waddya |
| could have | coulda |
| should have | shoulda |
| would have | woulda |
| might have | mighta |
| must have | musta |
| kind of | kinda |
| kinds of | kindsa |
| a lot of | lotta |
| lots of | lotsa |
| got to | gotta |
| have to | hafta |
| has to | hasta |
| want to | wanna |
| going to | gonna |
| ought to | oughta |

VOWEL REDUCTION Unstressed vowel + r = vowel not pronounced

| pr, br | fr, vr | tr | |
|-------------------|-----------|-------------|-----------|
| aspirin | different | documentary | honorable |
| comfortable | every | elementary | miserable |
| opera | beverage | interested | |
| laboratory | favorable | interesting | |
| deliberate (adj.) | favorite | | |
| separate (adj.) | | | |

Food for Thought

What food is Bishkek famous for? And Osh the other Kyrgyz regions?

If you could eat only one food for the rest of your life, which food would you eat?

What restaurants do you usually go to for lunch? What food do they make best?

What is the most expensive food you've ever eaten?

Is it important for a man to know how to cook?

What is the best dressing for a vegetable salad?

Do you like raw fish/sushi/sashimi?

What foods are good for you? Why are they good?

Are there any world-famous Kyrgyz chefs?

Do you like spicy food?

What foods do people eat in other countries? In India? France? Japan? China? Russia?

Do you think expensive food is more delicious than inexpensive food?

What is the hottest food you have ever eaten? What happened?

How has Kyrgyz food changed over the past twenty years?

What food is traditionally served for Eid Khourobbon? For New Year's? Do you eat these foods at your home?

What do you think of foreign cuisine? Japanese? Chinese? Western?

Are there any McDonald's restaurants here?

What is the worst thing you have ever eaten?

If you had \$200.00 to buy a meal for two people, where would you eat and what would you order?

If you were lost in a forest, how would you hunt animals to stay alive?

Have you ever eaten gourmet food?

Why do you think most of the great chefs of the world are men?

A REVIEW OF SOME IDIOMATIC EXPRESSIONS

Fill in the blank with the appropriate sentence

- 1- Starting “on time” means beginning _____.
 - a. at the scheduled time
 - b. at the scheduled time or later
 - c. at the scheduled time or earlier

2. “You don’t have to do it” means _____.
 - a. it isn’t necessary to do it.
 - b. you mustn’t not do it.
 - c. it is not a good idea to do it.

3. If someone says “Cool it!”, he/she wants you to:
 - a. freeze something
 - b. calm down
 - c. go away
4. A “whatchamacallit” is something that you:
 - a. use for communication
 - b. think it’s not true
 - c. can’t remember / don’t know the name of

5. “To veg (vedge) out” means to:
 - a. relax
 - b. become very confused
 - c. get really angry

6. “He hardly worked” means that he worked _____.
 - a. very much
 - b. very long
 - c. very little

7. I'd better "get a move on" means I need to _____.

- a. dress
- b. hurry up
- c. decide what to do

8. Getting somewhere "in time" means arriving there _____.

- a. earlier than expected
- b. just a little bit late
- c. before it's too late

9. "I really pigged out" means that I _____.

- a. behaved very badly
- b. was not neat or organized
- c. ate too much

10. If I give you "my two cents worth," I give you _____.

- a. a very small amount of money
- b. my opinion
- c. something you can't use

11. Someone "that ticks you off" makes you feel _____

- a. confused
- b. sad and lonely
- c. angry or upset

12. If someone says "hold it", he she wants you to _____

- a. stop what you are doing
- b. pick something up
- c. work harder or move faster

How many can you think of?

- Ways to get from one place to another
- Things that crash
- Reasons not to smoke
- Names for an ice-cream shop
- Things that are soft but strong
- Titles for a TV show about your school
- Ways to save paper
- Things that close
- Uses for a pile of cardboard
- Titles for a book about magnets
- Things that sparkle
- Works that make you think of fun
- Ways to be kind to someone
- Invisible things
- Uses for a single wheel
- Excuses for not doing homework
- Words that create a mood of excitement
- Things that melt

Tell Us Something

Choose one topic below and tell your partners about your experience. You can either tell the truth, or you can *fib* by making up a false or funny story. The class will then decide whether you are telling the truth or just *pulling our leg*.

your last vacation

your first love

your last birthday

your first kiss

a time when you stole something

the worst day of your life

a time when you were sick

a time when you were frightened

the first time you drank alcohol

a time when you were hurt

a time when you were embarrassed

a time when you were caught lying

your first encounter with a foreigner

IDIOMATIC EXPRESSIONS TO INDICATE HAPPINESS OR SADNESS

Match the expressions listed below to the mental states reflected on the sentences that follow. More than one possibility exists for each sentence.

| | |
|--|--|
| a) to be in the dumps | g) to be in cloud nine |
| b) to be tickled pink | h) to be on top of the world |
| c) to look like one has the weight of the world on one's shoulders | i) to look like one lost one's best friend |
| d) to grin from ear to ear | j) to feel blue |
| e) to feel like a million bucks | k) to be in seventh heaven |
| f) to walk on air (progressive) | l) to be out of sorts |

- 1- Jan failed her math exam. She's _____.
- 2- Bob's parents gave him a trip to Europe for a graduation present. He's _____.
- 4- Mary came in first in the ten-mile race. She's _____.
- 5- Sue did not feel well today. She's _____.
- 6- John lost his dog the other day. He's _____.
- 7- Karen likes her new car very much. In fact, she's _____ with it.
- 8- Rich came back from vacation looking great. He says _____.
- 9- Sally lost her job and does not know how she is going to pay her bills. She looks like _____.
- 10- Ken got some bad news in the mail today. He looks like _____.
- 11- Gene found the travelers checks he had lost. He's _____.
- 12- Virginia has been given the promotion she dreamed about. She _____.
- 13- Leandro insulted his boss by mistake. Now he is _____.
- 14- Sarah came down with the flu and had to cancel her date. She _____.
- 15- Victor's favorite restaurant went out of business. He is _____.

THINGS I DO

Immediately after getting up in the morning, I

Whenever I am expecting guests to arrive, I

When something scares me, I

Whenever I feel bored, I

As soon as I get home in the evenings, I

Just after having a bath/shower, I

Whenever I am feeling stressed out, I

Just before I go to sleep, I

When I realize that someone is angry with me, I

Whenever I meet a beautiful woman/handsome man for the first time, I

When I finish reading a good book or watching a good film, I

Prejudice

Write:

the adjective form of prejudice the verb form of segregation

the adverb form of stereotype _____ the adjective form of racism

a person who exhibits racism is a... a person who exhibits sexism is a...

What sort of *prejudice* (or *discrimination*) might someone experience while being interviewed for a job?

Can you think of any *stereotypical* descriptions of any nationality or peoples?

What do you know about the *racial* problems that Americans have experienced as a society?

Do you know of any *racial prejudices* that are common in your part of the world?

Have you ever experienced any kind of *prejudice against* yourself?

Have you ever been anyplace where *ethnic minorities* lived *segregated from* others?

Have you ever met anyone that you considered to be a *racist*?

Have *interracial marriages* ever been considered *taboo* in your country?

Have you or anyone you know ever been a victim of *sexism*?

RATE THE APPARATUS

The following devices have become indispensable to most people. With your partner, take a look at the list and rate the inventions from 1 (most important) to 10 (least important). Be prepared to justify your answers.

Automobile

Fax / scanner

Video camera

Cell phone

Digital camera

TIVO / VCR

Microwave

Blackberry

iPod

Your choice

WHAT REALLY ANNOYS YOU?

People telling me how to drive.

Getting a busy signal when I am trying to get through to someone.

People who are always complaining.

A person unnecessarily putting his or her hands on me .

People picking at their teeth.

A person honking their horn at me.

A person continually trying to be funny.

Listening to politicians make promises.

Hearing 'loud' music.

People regularly criticizing me.

People talking loudly on their cellular phones.

Hearing racist remarks or jokes.

People interrupting me while I am speaking.

Impolite waiters or waitresses.

A person making loud sniffing and snorting noises.

Television commercials.

Finding a hair in my food.

People smoking while I am eating.

People cutting in line.

(Anything else?)

Idioms to Use in Class Situations

At Wits' End – Frustrated
Along for the Ride – Present, without taking part
Back to Square One – Return to the beginning
Bug – Annoy
Butt in – Interfere
Chew (Someone) Out – Scold harshly
Chicken Out – Too frightened to act
Cream of the Crop – The best
Do an About-Face – Change behavior abruptly
Draw the Line at – Not allow beyond a certain point
Eager Beaver – Person excited about an activity
Egg on One's Face – Appear embarrassed
Face the Music – Accept consequences of one's own actions
Fool Around – Not be serious
Get Something Down Pat – Perfect an activity
Go Overboard – Do too much
Head in the Clouds – Absent-minded
Hold One's Horses – Be patient, don't hurry
It's All Greek – Incomprehensible
Jump the Gun – Do something prematurely
Keep One's Nose to the Grindstone – Work hard, don't play around
Keep the Ball Rolling – Maintain momentum
Last, but not Least – Final item on a list, but not the least important
Letter Perfect – Exactly right
Lend an Ear – Listen to someone
Make Tracks – Leave quickly
More than One Way to Skin a Cat – Different solutions to a problem
Nitty-Gritty – Essential points
Nothing to Write Home about – Ordinary
Off the Cuff – Without much advance preparation
Off the Wall – Unusual
On the Fritz – Not working correctly
Piece of Cake – Easy
Put the Cart before the Horse – Do things backwards
Read between the Lines – Understand indirectly
See the Light – Understand clearly
Speaking of the Devil – Someone who is being talked about has just appeared
Toe the Line – Follow the rules
Up in the Air – Undecided
When Hell Freezes Over – Never
Whole Nine Yards, Go the – Go all out
Wing It – Improvise

Contributed by Willoughby Ann Walshe

THREE DISHES, BOOKS, PLACES AND HOBBIES

Three Dishes

your favorite dish

a dish you don't really like

the most unusual dish you have ever tried

Three Books

the first book you can remember reading

the name of the last book you read

the name of a book that is supposed to be good

Three Places

your favorite place to go on vacation

a place you would really like to visit

a place you want to forget

Three Hobbies

something you enjoy doing

something that you would like to take up

something you have no interest in at all

Topics

What kind of topics are you interested in? What sort of things do you think you would like to learn more about? Which might help to develop either professionally or personally? Tick those that appeal to you (or feel free to add anything not listed) so that future lessons might be designed around these preferences. These lessons, while topical in nature, will also incorporate all aspects of the language deemed necessary for acquisition: relevant vocabulary, idiomatic expressions, and the development of reading, writing, speaking, and listening skills.

Current Events

History

Social Issues

Travel

International Relations

Literature

The Arts

Women in the Workplace

Business

Family

WHEN I WAS A CHILD.....

Don't forget to use follow-up questions - Where? What? Who? When? How? Why? How long...?

When you were a child, what / who was your favorite...

...toy?

...holiday?

...candy?

...food?

...outdoor activity?

...book?

...song?

...TV program

...hobby?

...place to go?

...friend?

...relative (not a parent)?

...teacher?

...comic character?

...drink?

...movie?

...movie s

...game?

...vacation spot?

WHY DON'T WE.....

MAKING A SUGGESTION

Why don't we..

I feel that we should...

I think the best thing to do is..

POLITELY DISAGREEING

That's a good idea, but I don't really like...

That doesn't sound bad, but I don't really care for...

That sounds okay, but I'd much rather...

GIVING IN

All right, you've talked me into it.

You win. Let's do that.

Okay, as a special favor to you, let's...

Try to persuade your partner to...

A: ...have dinner at a Mexican food restaurant.

B: ...have dinner at a Chinese food restaurant.

A: ...go out for a drink.

B: ...go study at the library.

A: ...spend the day at the beach.

B: ...spend the day in the mountains.

A:...go to a movie that you have been wanting to see.

B:...go to a movie that you have been wanting to see.

A: ...spend the evening at a comedy club.

B: ...spend the evening dancing at a popular nightclub.

A: ...go on a day-trip to...

B: ...go on a day-trip to...

A:...work on our homework together after class.

B:...shoot pool/go bowling/do something else instead.

TRIBOND

Use your thinking skills to determine what the given trios have in common

Example: tent – baseball – horseshoe

Answer: They're all pitched

1. microscope-playground-trombone
2. song-heart-policeman
3. heat-dough-taxes
4. draw-sweep-trap
5. Moses-Superman-Cabbage Patch Kids
6. Julius Caesar-Robert Kennedy-John Lennon
7. Bob-Tom-Alley
8. Astro – Elroy - Rosie
9. dog-pillow-fist
10. Halloween-The World Series-End of daylight savings
11. basketball-embroidery-hula
12. Martin Luther King-Jack Lord-Patty Duke
13. a tiger-a leprechaun-a frog
14. a bull – a car – a shoe salesman
15. a basketball player – a soccer player – a baby
16. an actor – a crowded amusement park – a football field
17. turkeys – statues – initials
18. core – crust – mantle
19. a weak battery – a matador – a crime suspect
20. McDonald's – St. Louis – a foot

TRIBOND - Answer Key

Use your thinking skills to determine what the given trios have in common

Example: tent - baseball - horseshoe

Answer: They're all pitched

1. microscope-playground-trombone (they all have a slide)
2. song-heart-policeman (they all have a beat)
3. heat-dough-taxes (they all rise)
4. draw-sweep-trap (running plays)
5. Moses-Superman-Cabbage Patch Kids (they are all orphans)
6. Julius Caesar-Robert Kennedy-John Lennon (they were all assassinated)
7. Bob-Tom-Alley (cats)
8. Astro-Elroy-Rosie (all characters in the futuristic TV show The Jetsons)
9. dog-pillow-fist (fight)
10. Halloween-The World Series-End of daylight savings (they all happen in October)
11. basketball-embroidery-hula (they all use a hoop)
12. Martin Luther King-Jack Lord-Patty Duke (all have royalty titles for last names)
13. a tiger-a leprechaun-a frog (They are all breakfast mascots)
14. a bull - a car - a shoe salesman (they all have horns)
15. a basketball player - a soccer player - a baby (they all dribble)
16. an actor - a crowded amusement park - a football field (they all have lines)
17. turkeys - statues - initials (they are all carved)
18. core - crust - mantle (they are layers of the earth)
19. a weak battery - a matador - a crime suspect (they are all charged)
20. McDonald's - St. Louis - a foot (they all have arches).

Working My Life Away

Tell your partner(s)...

about your previous employment.

what your main duties are these days.

what you feel to be the most difficult aspect of your job.

what you feel the ideal working hours would be.

how long you have to commute to work and back every day.

whether or not you would prefer to work from home.

whether or not you would consider a posting abroad.

what you wanted to be as a child.

about your very first job.

what your parents do (or did).

what you consider to be the ideal occupation.

where you see yourself in five years time.

what you consider to be your favorite part of the work day.

IDIOMS ABOUT THE BODY AND THE MIND

Many idiomatic expressions in the English language refer to parts of the body. Fill in the blanks with the part of the body that best completes the meaning.

They were so poor, they were living _____ to _____.

They were so poor, they were living **hand** to **mouth**.

| | | | | |
|-------|------|------|-------|-------|
| brain | face | hair | heart | mouth |
| ear | foot | hand | leg | neck |
| eye | hair | head | mind | nose |

- I can't tell you what to do. You'll just have to play it by _____.
- The driver of the car that passed us should have his _____ examined.
- That's too difficult for me. It's way over my _____.
- I could not make up my _____ whether to write or phone.
- They were _____ over heels in love.
- She always keeps her _____ in a crisis.
- A good book can help you get your _____ off your troubles.
- He always got his _____ in the clouds. He makes all these impossible plans.
- When it comes to politics, I try to keep an open _____.
- It is quite simple. Just use your _____.
- If you admit making such a serious mistakes, you'll lose _____.
- Despite the recession, they were able to keep their _____ above water.
- She's such a snob. She looks down her _____ at everyone.
- I'm sorry I didn't call you, it slipped my _____.
- Can you keep an _____ on my bags while I make a phone call?
- When there's a problem to solve, two _____ are better than one.

17. I tried to catch the waiter's _____ but he didn't look my way.
18. When they said that they had gotten engaged, I could not believe my _____.
19. The lesson went over my _____. I didn't understand a word of it.
20. He knew the risks and went into it with his _____ open.
21. There's no difference. You're splitting _____.
22. Bear in _____ that interest rates will vary from day to day.
23. Bush and Gore were _____ to _____ in the polls.
24. Anything you say to them goes in one _____ and out the other.
25. You don't need to tell me how to get there. I'll just follow my _____.
26. He's an accountant, and has a good _____ for figures.
27. I was just going to say that. You took the word right out of my _____.
28. Off the top of my _____, I can think of two solutions to your problem.
29. I didn't mean what I said, I was only pulling your _____.
30. We have to learn the words by _____.
31. What he did was quite unjustified. He doesn't have a _____ to stand on.
33. The new manager was given a free _____ to restructure the company.
34. The decision is in your _____.
35. They refused to help us, but in the end they had a change of _____.

WOMEN AND THE PROFESSIONS

1. What is the percentage of women and men in your profession?
2. If there is an imbalance, what is it caused by?
3. Are women generally equally represented across the workforce in your country?
4. Are there any sectors of your country's economy dominated by women?
5. Are there any heavily feminized occupations?
6. Are there any jobs in your country which are barred to women?
7. What do women consider when they choose their professional careers?
8. Do women prefer the same jobs as men or different?
9. What kind of jobs would you find unsuitable for women?
10. Is it easy for women in your country to combine work and family life? Why yes or why not?

TRUE OR FALSE

Have each student answer the questions based on his or her experience. Students then must justify their answer in a logical fashion.

1. I never go to bed after 1 am.
2. I study English more than 2 hours a week.
3. I had a great time at secondary school-I loved it.
4. My ambition in life is to get a permanent job.
5. My parents started giving me pocket money when I was five.
6. I don't mind wet days, there are still plenty of things to do.
7. I really believe that motorbikes are dangerous.
8. Parents spoil their children nowadays.
9. The beach is for relaxing and doing nothing.
10. I am an adventurous person.
11. I never run for a bus-I can catch the following one.
12. In the end, most people are very nice.
13. I absolutely hate Mondays.
14. I have never stolen anything-never.
15. People who smoke are crazy.
16. Tall men/women are more interesting than small ones.
17. People who watch more than 2 hours of TV a day are wasting time.
18. Spending 160.00 dollars on a permanent is immoral.
19. Keeping animals at home is cruel.
20. I am intelligent.

What are you afraid of?

Loud and aggressive people?

The sight of blood?

Making a fool out of yourself?

Taking tests and exams?

Closed-in places?

Being a passenger in a car being driven recklessly?

Growling animals?

Thunderstorms?

Spiders and cockroaches?

Speaking in front of large groups of people?

Heights?

Airplane turbulence?

Dark alleys?

Being alone someplace with a stranger?

Job interviews?

Hypodermic needles?

Snakes?

Not living up to your parents expectations?

Having surgery?

Getting old?

Death?

Failing this class?

First Dates?

Marriage?

Anything else?

Conversation Questions: What if.....?

| | |
|--|---|
| If the whole world were listening, what would you say? | If you could ask God any question, what would it be? |
| If you could be a bird, what would you choose to be? | If you could be a plant, what would you choose to be? |
| If you could be a superhero, which one would you be? | If you could be an animal, what would you choose to be? |
| If you could be another person for a day, who would you be? | If you could be invisible for a day, what would you do and why? |
| If you could change one thing about yourself, what would that be? | If you could change one thing about the world, what would that be? |
| If you could live in different planet, which one would you choose? | If you could commit a crime and get away with it, what would you do? |
| If could date a celebrity, whom would you choose? | If you could have only one type of food for the rest of your life, which one would you choose? |
| If you could speak any other language (besides English) which one would you choose? | If you could meet any famous person, dead or alive, whom would it be and why? |
| If you could spend the day with any celebrity, who would it be and what questions would you ask that person? | If you could take a vacation anywhere in the world for any length of time, where would you go? |
| If you could travel back in time, where would you go? | If you found a suitcase full of \$1,000,000, what would you do? |
| If you found a wallet with \$1,000, what would you do? | If you only had one wish, what would it be? |
| If you had the opportunity to be different, what would you change? | If you had a time machine, where would you go and why? |
| If you had to choose, would you give up your eyesight or your hearing? | If you saw a robbery, would you report it? |
| If you were a piece of candy, what candy would you be? | If you were a monster, what monster would you be? |
| If you were a toy, what toy would you be? | If you were asked to speak to a graduating class, what would you say? |
| If you were given the chance to go to the moon, would you go? Why or why not? | If you were the President/Prime Minister, what problems or concerns would you work on first? |
| If you worked for a store and saw another employee stealing something, would you tell the manager? | If you were given a choice between been given great wisdom or great wealth, which one would you choose? |

Young Adulthood

Express your opinions on the following, elaborating on why you believe each may or may not be a good idea. Remember to agree or disagree with others in your group in an appropriate manner.

Taking a long break between high-school and college.

Immersing yourself in another country by studying abroad.

Working part-time while attending university.

Living on your own before getting married.

Dating nationalities other than your own.

Taking a long trip with your significant other *before* getting married.

Delaying marriage until your thirties.

Getting married but deciding against children.

Emigrating to another country for financial gain.

BODY PART IDIOMS

Here are some common expressions using parts of the body. Read each sentence and put the number of its appropriate definition on the blank line.

- A. You've reminded me about it six times. Now get off my back! I don't want to hear it again. _____
- B. Before a performer goes on stage, his friends often say, "Break a leg!" _____
- C. He wasn't telling me the truth. I *could feel it in my bones*. _____
- D. Gee, mom, I didn't really pay \$200.00 for this baseball card. I was just *pulling your leg*. _____
- E. You already have two fur coats! You need another one *like you need a hole in your head*. _____
- F. I'm sure you can solve this problem. You have a good head on your shoulders. _____
- G. They *don't see eye to eye* on politics. He's much more conservative than she is. _____
- H. *Have a heart!* Don't give us so much homework. It's the weekend! _____
- I. I'd like to remodel my kitchen, but *it would cost an arm and a leg!* _____
- K. My sister said she would *keep an eye on* our house while we're on vacation. She's going to pick up the mail and water the plants. _____
- L. Here comes Ram. He's really *a pain in the neck!* _____
- M. I'm angry with Mary for being so *nosy*. She opened one of my letters! _____
- N. I'm *up to my ears* in work. I don't know how I'll ever finish this by Tuesday. _____
- O. It was so frustrating. The answer was *on the tip of my tongue*, but I just couldn't say it. _____
- P. I'm not sure how much money we've made. But *off the top of my head*, I'd say about \$1500. _____
- Q. *Keep you chin up!* I'm sure you'll find a job soon. _____
- R. Tell me everything that happened. *I'm all ears*. _____
- S. *Bite your tongue!* It is not going to rain on the day of the picnic. _____

Answers:

| | |
|---------------------------------------|--|
| 1. To know by instinct. | 2. Be compassionate, show mercy. |
| 3. Be extremely expensive. | 4. To think logically. |
| 5. Have the same point of view. | 6. Have an overwhelming amount. |
| 7. Can't wait to hear the news. | 8. A first reaction without giving it much thought. |
| 9. Good luck. | 10. Can almost remember something. |
| 11. Be careful what you say. | 12. Don't get discouraged or lose hope. |
| 13. Just joking, kidding. | 14. Overly interested in someone's personal matters. |
| 15. Watch something for someone else. | 16. Leave me alone; don't bother me. |
| 17. You don't need this at all. | 18. Someone really gets on your nerves. |

Star-struck

Have you ever seen a celebrity in person? If so, what did you do? If not, what would you do if you did?

Which celebrity would you like to meet? What would you do if you could spend a day with this person?

Is there any particular celebrity that you really don't care for?

Do you think famous people have the right to have a private life? Why or why not?

What do you think of the paparazzi?

Why do you think there is such a high demand for gossip magazines and gossip TV programs?

What are the pros and cons of being a celebrity?

Do you feel that celebrities should be outspoken in their beliefs on political and social issues?

Did you have any idols when you were a younger?

Are there any celebrities nowadays that you particularly admire?

IN FOCUS – INTERVIEW QUESTIONS

Select a student to be interviewed and hand out the questions to the rest of the students on slips of paper or laminated cards. The student who is answering the question can refuse by saying “I pass”. Repeat this activity on a weekly basis with different students to get them a chance to speak extemporaneously.

- 1-What is your middle name?
- 2- Where do you like to shop?
- 3- Do you have any children?
- 4-What is your hobby?
- 5-Do you have a First Aid kit at home? Where?
- 6-What board game do you know?
- 7-Do you like your name?
- 8-Who makes dinner in your family?
- 9- What children stories do you like?
- 10- Have you ever given a speech? What was the subject?
- 11- Do you have any pets?
- 12-When is your birthday?
- 13-What toys did you play with when you were a child?
- 14- How would you describe your father?
- 15- What is your most treasured possession?
- 16- What is your zodiac sign?
- 17-What is you least favorite cleaning job?
- 18-Do you celebrate birthdays? What do you do?
- 19- How often do you eat fast food? Why?
- 20- Do you know First aid? Where did you learn it?
- 21- What kind of clothing do you wear for sleeping?
- 22- Do you like shopping malls? Why or why not?
- 23- Is there a special birthday song in your country?
- 24- What number son or daughter are you?
- 25- Do you prefer to buy books or borrow them from the library?
- 26-Which natural disasters are common in your area?
- 27- What is your favorite kind of car?
- 28- How often do you exercise?
- 29-How many brothers and sisters do you have?
- 30- Do you collect anything? What?

Find someone who

Make a question for each line below, then ask your classmate the questions you made. Write the name of your classmate next to the question he/she has answered yes to. Each name can only appear once. Your own name cannot be included.

YOUR NAME: _____

Example: who can type well?

Question:..... Can you type well?

1.who has spent a night in the hospital. _____
2.who has taken a cruise. _____
3.who has traveled to Europe. _____
4.who has ridden on an elephant. _____
5.who knows where the next Olympics games will be held. _____
6.who knows how to swim. _____
7.who has an unusual pet. _____
8.who plays a musical instrument. _____
- 9.....who has skyped with someone recently. _____
10.who likes scary movies. _____
11.who wears glasses. _____
12.who enjoys reading. _____
13. whose surname ends with an F. _____
14. who speaks three languages or more. _____
15. who has seen a ghost. _____
16. who wears glasses. _____
- 17..... who is wearing something green. _____
18. who reads two newspapers a day. _____
19. who knows the words to a song in English. _____
20. who has met someone famous. _____

WHAT A BEAUTY!

- 1) Who do you think is the most beautiful person alive today?
- 2) Who is the most attractive in your family?
- 3) Does beauty affect one's success in life?
- 4) Is beauty related to power?
 - a. Can you think of anyone who is in a position of power that is not physically attractive?
- 5) Do you feel people spend too much time and money on beauty? If so, why?
- 6) Do you think people should have cosmetic surgery to enhance their looks?
 - a. If so what is the minimum age when someone should have plastic surgery?
 - b. How popular is plastic surgery in your country?
 - c. What is the most popular feature for cosmetic alteration?
 - d. Do you think self-esteem affects beauty?
 - e. Do you think beauty affects self-esteem?
 - f. Would you ever have plastic surgery?
- 7) What do you think of the proverb *Beauty is in the eye of the beholder*?
 - a. Do you have any proverbs or idioms from your country that relate to beauty?
- 8) Do you think tattoos and piercings add to or detract from physical attractiveness?
- 9) What personality trait is the most important for inner beauty?
- 10) Would you ever date someone who was not conventionally attractive?
- 11) How do you feel about beauty pageants?
- 12) Do you think one gender or group worries more about physical attractiveness than another?
- 13) What are some of the negatives about being beautiful?
- 14) What are some examples of social pressures to improve on natural beauty? (For example, lipstick, haircutting, shaving, etc.)
- 15) Has the Brazilian wax hit Kyrgyzstan yet?

PRONUNCIATION OF FINAL -ED

1. Final **-ed** is pronounced /t/ after most voiceless sounds. Voiceless sounds are made by pushing air through your mouth; no sound comes through your throat. Examples of voiceless sounds: /p/, /k/, and /f/.

Pronunciation: stopped = stop + /t/; "talkt".

2. Final **-ed** is pronounced /d/ after most voiced sounds. Voiced sounds come from the throat and a vibration is felt when produced. Examples of voiced sounds: /b/, /v/ and /n/.

Pronunciation: lived = live + /d/; "livd".

3. Final **-ed** is pronounced /ed/ after words that end in "t" or "d." /ed/ adds a whole syllable to a word. Examples:

Pronunciation: wanted = want + /ed/ ("want-ud") ; needed = need + /ed/ ("need-ud")

In the blank at the right, write the letters /d/, /t/ or /ed/ to show the proper pronunciation for the final **-ed** in each word.

1. Pulled

2. Walked

3. Passed

4. Washed

5. Closed

6. Changed

7. Used

8. Liked

9. Picked

10. Mailed

11. Excused

12. Boiled

13. Finished

14. Burned

15. Filled

22. Crossed

23. Earned

24. Entered

25. Stopped

26. Knocked

27. Saved

28. Lived

29. Killed

30. Played

31. Showed

32. Dropped

33. Turned

34. Looked

35. Smoked

36. Wished

Wildlife

Brainstorm the names of wild animals to be found in Kyrgyzstan.

Which of these, if any, are considered to be endangered?

Which members of the animal kingdom in general are considered to be endangered?

How popular is hunting as a sport in Kyrgyzstan? Is poaching ever considered to be a problem?

Are there any animals in Kyrgyzstan that are considered to be threats to human beings?

Have you ever had a dangerous encounter with an animal?

Have you ever eaten any unusual or exotic meats?

Connected Speech

There is no one-to-one correspondence between written letters or words and their acoustic or sounds. Word boundaries are not clearly marked in actual speech therefore; there are no spaces between words. This type of fluent language, as it is actually spoken in a conversation, is called “connected speech” and it is characterized by not being slow, word by word, precise or overly correct form of speech. The following are two ways to improve your overall rhythm of English.

Delete “h” in pronouns and auxiliaries which begin with “h” and link the remaining sounds to the preceding word.

- | | |
|----------------------------|----------------------------|
| 1- Bill saw him yesterday. | 2- I wish Dan had told me. |
| 3- Did he ask her to go? | 4- Pete has been helpful. |

Note that /h/ is not deleted at the beginning of a phrase. (After a pause)

Linking Linking a final consonant to an initial vowel. When a word ends in consonant sound and the next word begins with a vowel sound, move the consonant sound to the next syllable.

- | | |
|----------------------------------|---------------------------|
| 1- Patsy drove the new Infinity. | 2- He has a bad attitude. |
| 3- I'd like some orange juice | 4- His office is small. |

Linking two vowels. When a word ends in a vowel and the next word begins with another vowel, use a short /y/ after front vowels and a short /w/ after back vowels; also use /r/ after final /ar/ and /al/.

- | | |
|----------------------------------|------------------------------|
| 1- May I ask what the answer is? | 2- Did you feel it peel off? |
| 3- She bought a yellow Audi. | 4- He's too old for that. |

Linking two consonants. When a word ends in a consonant and the next word begins with another consonant, link the first consonant to the second without releasing it.

If the two sounds are the same (or made in the same place) hold the first one and lengthen it.

- | | |
|-------------------------|-------------------------------------|
| 1- I admire black cats. | 2- We can help Paul. |
| 3- He's a bad dog. | 4- I need time to think about this. |

If the two sounds are different, try to move the tongue silently inside the mouth into the position for the second consonant, or try saying both consonants at the same time.

- | | |
|----------------------|--------------------------|
| 1- Keep talking. | 2- You laugh too much. |
| 3- That's a big dog. | 4- My back tire is flat. |

LINKING

Practice linking words together in the following short sentences:

1-Linking C + V

- b) It's an apple.
- c) Come in.
- d) It's all over.
- e) I give up.
- f) He made a mess.
- g) Cook a meal.
- h) She baked a cake.
- i) He robbed a bank.
- j) She loves him.
- k) He likes her.

2- Linking V + V

- k) May I ask?
- l) Do I know her?
- m) I'll wear it.
- n) Did you see her?
- o) They owe him money.
- p) I always tie it.
- q) His blue eyes were open.
- r) Where is the office?

3- Linking C + C

- s) Keep talking.
- t) You laugh too much.
- u) Where does the bus stop?
- v) I like black cats.
- w) What time will you eat tonight?
- x) His vacation was terrible.
- y) Don't stop driving.

Complaining

I don't like to complain, but...

I'm sorry to bother you, but...

I hate to say this, but...

A: I don't like to complain, but I need to talk to you about your dog.

B: Yeah? What's the problem?

A: Well, he chased me three times this week as I was riding my bicycle. And yesterday he actually bit me!

B: Wow! I'm really sorry about that! I had no idea that he was causing such problems.

A: He seems so aggressive lately. He's been frightening a lot of the neighbors.

B: That's terrible. I'm so sorry! I'll be sure to keep him in the house from now on.

A: Thanks. I'd really appreciate it.

Ouch! That Smarts!

Pain, Accidents, and Injuries

At one time or another, most of us have been hurt. Maybe we fell off a bike, walked into a wall, had surgery, got beat up by a bully or had a car accident.

Let's get with a partner and share some of those painful memories.

Have you ever.....

been bitten by an animal?

been stung or bitten by an insect?

fallen down a flight of stairs?

tripped while going up the stairs?

been in a car accident?

been hit by a falling object?

almost drowned?

burned yourself by accident?

had food poisoning?

gotten a paper cut?

gotten lost in the woods?

bumped into something or someone?

slammed your finger in a door?

twisted your ankle?

gotten shocked by an electrical appliance?

locked yourself in or out of something?

had surgery?

fallen off a bicycle or a motorcycle?

dropped something on your foot?

gotten stitches?

smacked your head on a door?

beat someone up?

been beaten up by a bully?

knocked a tooth out?

gotten a splinter?

fallen out of a tree or from a high place?

been mugged or attacked?

stepped on a rusty nail or a piece of glass?

cut yourself by accident?

1.) Do you have any scars? How did you get them? Was it really painful?

2.) When you were young did you roughhouse a lot? Did you ever get hurt playing? Did you ever fall off the see-saw?

3.) What kinds of plastic surgery are popular these days? Have any of your friends had plastic surgery? Do you think it's a good idea?

4.) What's the most dangerous game children like to play? Did you play this game, too?

VOCABULARY INSTRUCTIONS AND GAMES

TEACHING VOCABULARY

It is estimated that the average language learner needs a minimum of three thousands words to be able to carry on a conversation, read the newspaper and follow a TV program without much difficulty. Acquiring these many words requires a conscientious effort on the part of both teacher and learner. Listed below are some techniques that can be used to present new vocabulary in the classroom.

When presenting a new word in class, the following aspects should be covered:

- 1- Spelling
- 2- Phonetic description (in advanced classes)
- 3- Pronunciation/stress
- 4- Grammar (part of speech)
- 5- Prefixes and suffixes
- 6- Meaning
- 7- Collocation (what other words are used with it)
- 8- Connotation (as found in the dictionary)
- 9- Denotation (what other meanings exist beyond the dictionary definition)
- 10- Use
- 11- Synonyms/antonyms
- 12- Register (formal and informal)

In order to encourage the expansion of the student's vocabulary, the use of the native language must be kept to a minimum in the classroom. There are many ways to convey the meaning of new words, to make sure the students use the words frequently and correctly and make them part of their personal vocabulary.

Techniques for teaching vocabulary:

- A- Use realia (show the real object whenever possible)
- B- Present the concept in a lively way by dramatizing, miming or role playing
- C- Use flashcards, photographs, illustrations or examples
- D- Provide a definition or paraphrase
- E- Supply the category to which the word belongs
- F- Give sample sentences using the word in context
- G- Translate the word into Nepali
- H- Give synonyms and antonyms

WHO WORKS HERE?

WRITE THE NAMES OF THE JOBS CORRESPONDING TO THE PLACE.

Variation: Dictate the names of the jobs students have learned in class and have them write each one in the appropriate square.

| | | | | |
|-------------------|------------|-----------------------|---------------|-------------------|
| A library | A hospital | A department store | A restaurant | An airport |
| A hair salon | A school | A bank | A supermarket | A doctor's office |
| A post office | An office | A garage | A hotel | A police station |
| A fire department | A pet shop | A veterinarian clinic | A bookstore | A courthouse |

KINDS OF THINGS THAT...

Here is an activity particularly useful to review vocabulary with the lower level students. Pair or group students and then tell them you'll be calling out for objects belonging to a particular category. The students with the longest list at the end would win a small prize.

Note: Explain to students objects must come in that state naturally.

Example: **The sea is wet.**

Things that:

| | |
|------------------------|-----------------------------|
| A soldier uses | things that are cold |
| A teacher uses | things a baby plays with |
| A photographer uses | things that are hot |
| That are blue | things that are old |
| That are round | things that are beautiful |
| Made of paper | things that are invaluable |
| Made of wood | things a carpenter uses |
| That one can read | things found in the kitchen |
| That one can travel in | things made of metal |
| That are red | things a doctor uses |
| That are liquid | things that are dry |
| That are square | things a dancer uses |
| That you can sleep in | things you can wear |
| That you can drink | things you can eat |
| That are made of glass | things that are triangular |
| That you can open | things that are flat |
| That you can drive | things that are deep |
| Things that are wet | things that are rough |

WORDS TO INSULT THE FOLKS YOU DISLIKE

Choose the word or phrase in the right column, which most closely relates to each word in the left column. Write the appropriate letters in the left margin.

| | |
|------------------|----------------|
| 1. DIABOLIC | A. detestable |
| 2. SYCOPHANT | B. liar |
| 3. DILETTANTE | C. lush |
| 4. HYPOCHONDRIAC | D. opponent |
| 5. AGNOSTIC | E. hatred |
| 6. MENDACIOUS | F. devilish |
| 7. ENMITY | G. dabbler |
| 8. ANTAGONIST | H. disbeliever |
| 9. ABHORRENT | I. flatterer |
| 10. INEBRIATE | J. complainer |

Write one of the ten words that best describes each of the following situations or ideas:

- 1- Don't be wowed by his commendatory remarks. _____
- 2- His pitchfork is always ready and aimed. _____
- 3- If you invite her, serve only black coffee. _____
- 4- If you want to make him happy, start a fight. _____
- 5- Honesty is not her outstanding virtue. _____
- 6- His medical expenses could sustain a hospital. _____
- 7- His trifling knowledge is his only interest. _____
- 8- The hurricane must take the roof off the house before she heeds the warning. _____
- 9- His repulsive table manners make us lose our appetites. _____
- 10- When enemies meet, sparks fly. _____

Write the word suggested by each description below. Use the letter given as a clue.

- | | |
|----------------------------|-----------------------------|
| 1. doubting Thomas _A_____ | 6. tale spinner __M_____ |
| 2. sweet talker _S_____ | 7. inferno dweller _D_____ |
| 3. hot head __A_____ | 8. white heat __E_____ |
| 4. bar fly __I_____ | 9. superficial sham _D_____ |
| 5. bellyacher __H_____ | 10. repulsive rat __A_____ |

WHAT DO YOU CALL THE THING THAT

Here are some questions. Can you understand them?

1. What do you call the thing that opens cans? _____
2. What do you call the machine for calling people? _____
3. What do you call the thing that men carry their money in? _____
4. What do you call the thing that women carry their money in? _____
5. What do you call the metal things that we spend at the store? _____
6. And, if it is paper? _____
7. What do you call the thing that you read in a restaurant? _____
8. What do you call the 26 letters of English? _____
9. What do you call the white things in the sky? _____
10. What do you call the thing that you play tennis with? _____
11. What is the name of the yellow fruit that monkeys like to eat? _____
12. What is the name of the small thing that you use to open a door? _____
13. What is the name of the vegetable that can make you cry? _____
14. What is the name of a big airplane that can carry many people? _____
15. What is the name of an animal that can fly? _____
16. What's the name for the thing you sleep on? _____
17. What is the name of a sour fruit? _____
18. What do you call the hair above a man's mouth? _____
19. What do you call the thing we buy at the post office to mail letters? _____
20. What do you call the thing that we use to cut food with? _____
21. What do you call a baby dog? _____
22. What is the name for a round piece of metal money? _____
23. What do you call a machine that washes dishes? _____
24. What do you call the things you use to tie your shoes? _____
25. What do we call 365 days? _____
26. What is a word that means "on time"? _____

Which Word is Out?

The words on the right are all synonyms except for one. Underline the word that does not fit. Example: SPEAK: say talk transfer utter

| | | | | |
|----------------|-------------------|------------------|------------------|---------------------|
| a) APPLAUD: | acclaim | censure | cheer | praise |
| b) CHECK: | examine | inspect | merit | probe |
| c) DESIRE | alter | crave | fancy | wish for |
| d) DISAPPOINT: | dissatisfy | disillusion | let down | smudge |
| e) FRIGHTEN: | alarm | prosper | scare | startle |
| f) GET: | acquire | gain | lock | obtain |
| g) STEAL: | captivate | nick (informal) | rob | shoplift |
| h) THROW: | chuck(informal) | fetch | lob | toss |
| i) ARGUMENT: | dispute | hazard | quarrel | row |
| j) AWARD: | junk | medal | prize | trophy |
| k) CONFUSION: | disorder | mess | muddle | poverty |
| l) DUSK: | dawn | nightfall | sunset | twilight |
| m)HAPPINESS: | bliss | capture | delight | joy |
| n) LIE: | fabrication | fib | gutter | invention |
| o) SCENT: | aroma | fragrance | perfume | stream |
| p) WORK: | assignment | chore | crook (informal) | job |
| q) BRAVE: | courageous | fearless | heroic | unselfish |
| r) CRAZY: | deranged | insane | nuts (informal) | tedious |
| s) DELICIOUS: | appetizing | enchanting | mouthwatering | tasty |
| t) FAKE: | counterfeit | dingy | forged | phony (informal) |
| v) NASTY: | lazy | malicious | mean | spiteful |
| u) NERVOUS: | agile | anxious | jumpy | on the edge |
| w) PREJUDICED: | biased | bigoted | naïve | partisan |
| x) RICH: | loaded (informal) | skint (informal) | wealthy | well-off |
| y) CLOSE: | fasten | merge | seal | shut |
| z) DELAY: | postpone | put off | suspend | tell off (informal) |
| aa)) DISCOVER: | bring to light | burst | come across | find |
| bb) IRRITATE: | annoy | bother | pester | vanish |
| cc) BOUNDARY: | barrier | border | bounty | perimeter |
| dd) RELAX: | carry on | rest | take it easy | unwind |

WHAT DO THEY DO?

What people do for a living is one point of contact, of connection. The ritual of introduction always has to do with establishing what other people do. Sometimes those occupations are opaque and mysterious because we don't know what the words mean, what the titles or classifications indicate. Take a look at the word below and see if you know what the following people do.

1. A numismatist _____
2. A philatelist _____
3. A paleontologist _____
4. A proctologist _____
5. An arbitrager _____
6. A key grip _____
7. A cartographer _____
8. A cryptographer _____
9. A demographer _____
10. A urologist _____
11. A podiatrist _____
12. A hydrologist _____
13. An underwriter _____
14. An ICU nurse _____
15. A haberdasher _____
16. A taxonomist _____
17. A tout _____
18. A detailer _____
19. A picador _____
20. A semanticist _____
21. A diva _____
22. A graphologist _____
23. A sommelier _____
24. A lepidopterist _____
25. A docent _____
26. An epidemiologist _____
27. A soothsayer _____
28. A concierge _____
29. An ombudsman _____
30. A gerontologist _____

NAME YOUR FEAR

Most people are afraid of something. Our fears can be rational or illogical. Take a look at the following list of fears and see if you can find the matching definition for the term. Write the corresponding number next to it.

| PHOBIA | MEANING |
|-------------------|---|
| 1- acrophobia | A- fear of mice |
| 2- algophobia | B- fear of strangers or foreigners |
| 3- bibliophobia | C- fear of writing in public |
| 4- chromophobia | D- fear of society or people in general |
| 5- claustrophobia | E- fear of becoming a homosexual |
| 6- emetophobia | F- fear of light |
| 7- ergophobia | G- fear of smells |
| 8- gamophobia | H- fear of technology |
| 9- hagiophobia | I- fear of automobiles |
| 10- glossophobia | J- fear of long waits |
| 11- macrophobia | K- fear of speaking in public |
| 12- motorphobia | L- fear of saints or holy things |
| 13- olfactophobia | M- fear of marriage |
| 14- scriptophobia | N- fear of vomiting |
| 15- sociophobia | O- fear of books |
| 16- monophobia | P- fear of pain |
| 17- technophobia | Q- fear of heights |
| 18- ablutophobia | R- fear of bathing |
| 19- homophobia | S- fear of dead things |
| 20- photophobia | T- fear of men |
| 21- sophobia | V- fear of colors |
| 22- androphobia | U- fear of confined spaces |
| 23- lygophobia | W- fear of work |
| 24- necrophobia | X- fear of solitude or being alone |
| 25- suriphobia | Y- fear of darkness |
| 26- xenophobia | Z- fear of knowledge |

WEDDING ANNIVERSARIES

| YEAR | BRITISH | AMERICAN | MODERN |
|------------------|-----------------|---------------|-----------------|
| 1 st | Cotton | Paper | Clocks |
| 2 nd | Paper | Cotton | China |
| 3 rd | Leather | Leather | Crystal |
| 4 th | Fruit, Flowers | Linen, Silk | Appliances |
| 5 th | Wood | Wood | S |
| 6 th | Sugar | Iron | Wooden |
| 7 th | Wool, Copper | Wool, Copper | Desk Items |
| 8 th | Bronze, Pottery | Bronze | Linen, Lace |
| 9 th | Pottery, Willow | Pottery | Leather |
| 10 th | Tin | Tin, Aluminum | Diamond |
| 11 th | Steel | Steel | Jewelry |
| 12 th | Silk, Linen | Silk | Pearls |
| 13 th | Lace | Lace | Textile, furs |
| 14 th | Ivory | Ivory | Gold |
| 15 th | Crystal | Crystal | Watches |
| 20 th | China | China | Platinum |
| 25 th | Silver | Silver | Sterling Silver |
| 30 th | Pearl | Pearl | Diamond |
| 35 th | Coral | Coral, Jade | Jade |
| 40 th | Ruby | Ruby | Ruby |
| 45 th | Sapphire | Sapphire | Sapphire |
| 50 th | Gold | Gold | Gold |
| 55 th | Emerald | Emerald | Emerald |
| 60 th | Diamond | Diamond | Diamond |
| 70 th | Platinum | Platinum | Platinum |
| 75 th | Diamond | Diamond | Diamond |

PREFIXES

Prefixes are syllables or groups of words joined at the beginning of another word to change its meaning or to create a new word. In this exercise, we will be using prefixes to form the opposite meaning of the original adjectives, or antonyms.

| PREFIX | BASE WORDS | | |
|------------|------------|--------------|----------|
| un | stable | satisfactory | helpful |
| dis | agreeable | satisfied | count |
| in | accurate | accessible | adequate |
| im | mature | moral | patient |
| il | legal | legitimate | licit |

Choose one of the prefixes listed above to form the **opposite** meaning of the adjectives listed below.

| | | | | |
|------------|--------------|-------------|------------|-------------|
| acceptable | approachable | appropriate | bearable | compatible |
| complete | conscious | contented | convenient | credible |
| decisive | desirable | discreet | excusable | experienced |
| faithful | flexible | foreseen | frequent | grateful |
| healthy | hospitable | legible | literate | logical |
| mortal | natural | obedient | organized | passive |
| personal | perfect | polite | probable | readable |
| respectful | sane | sociable | sufficient | visible |

The following prefixes alter the meaning of the words or their function within a sentence.

| |
|--|
| miss = wrongly: "Accommodation" is a word that is frequently misspelled . |
| over = excessively: Overripe fruit doesn't taste good and might not keep well. |
| out = beyond, exceeding: The women outnumbered the men at the party. |
| re = again: I've rewritten the letter, but I'm still dissatisfied with it. |
| self = to, for oneself: The country is self-sufficient in oil. |
| un = reversal of action: This knot is tight that I can't undo it. |
| under = inadequately: The car is so underpowered that it won't go up hills. |
| ultra = extremely: I wouldn't like to live in an ultra-modern building. |

Use the prefixes listed above **to alter** the meaning of the words listed below. Some can be used more than once.

| | | | | |
|-----------|----------|---------|-----------|------------|
| assure | cook | live | read | tell |
| bid | count | load | record | think |
| build | decorate | lock | release | tie |
| button | do | open | report | understand |
| calculate | defense | pack | roll | unite |
| cautious | dress | play | run | use |
| charge | grow | print | sensitive | wind |
| consider | interest | quote | screw | wit |
| control | last | powered | staffed | write |

OCCUPATIONAL BINGO

Read the description for each occupation twice. The student who first identifies five across, diagonally or up and down shouts "Bingo". Game can continue until there is a total "blackout".

Topic: _____ Name: _____

| B | I | N | G | O |
|-------------------|--------------|-----------|----------------|------------|
| doctor | hairdresser | teacher | accountant | teller |
| driver | waiter | nurse | police officer | dentist |
| lawyer | librarian | FREE | babysitter | homemaker |
| barber | student | custodian | firefighter | cook |
| real estate agent | veterinarian | secretary | custodian | agronomist |

COMPARING WORD MEANING

Read the word in each group below. Then find the word in the **Word List** that is related to each word in the group and write it on the line. The first one is done for you.

- _____ pin 1. straight, safety, bowling, clothes, rolling
- _____ 2. pig, ball-point, bull, play
- _____ 3. wagon, steering, potter's, ship's, spinning
- _____ 4. circus, boxing, tree, bathtub, telephone
- _____ 5. sea, egg, pie, snail
- _____ 6. movie, general's, shooting, lucky
- _____ 7. false, gear, saw, rake, comb
- _____ 8. mystery, picture, short, news
- _____ 9. home, dinner, paper, license
- _____ 10. hospital, flower, water, rock
- _____ 11. spy, eye, field, drinking, window
- _____ 12. piano, musical, lock, answer, code
- _____ 13. multiplication, dining, time
- _____ 14. night, flash, sun, sky
- _____ 15. finger, toe, roofing, finishing, six-penny

WORD LIST

| | | |
|-------|-------|-------|
| wheel | story | key |
| shell | pen | ring |
| teeth | light | pin |
| plate | nail | glass |
| bed | star | table |

PLACES – BUILDINGS PEOPLE LIVE IN

Match the person to the building they live in.

| | |
|--|-----------------------------------|
| 1.an Eskimo | A) a convent or nunnery |
| 2.a nun | B)a tent or camper |
| 3.a camper / hiker | C)a nursing home |
| 4.a logger in Washington State | D)barracks or living quarters |
| 5.a soldier | E)an aircraft carrier |
| 6.the President of the U.S. | F)a shanty, shed or cardboard box |
| 7.a very wealthy family | G)an old hut |
| 8.a sailor | H)the White House |
| 9.vacationers on a limited budget | I)a monastery |
| 10.salesperson away from home | J)a log cabin |
| 11.skiers in the mountains | K) a chalet |
| 12.a monk | L)an igloo |
| 13.a successful advertising executive | M) a guest house |
| 14.a cowboy | N)a palace or castle |
| 15. a tramp or bum | O)a ranch |
| 16.a rich married couple on vacation | P)a villa |
| 17.an eighty-year-old with no living relatives | Q) a penthouse (suite) |
| 18.A homeowner who dislikes maintenance chores. | R) a wigwam or tepee |
| 19. a single person who likes living in the city | S) bed and breakfast |
| 20 a family who enjoys nature | T)a motel |
| 21.a couple who likes the outdoors | V)a condominium |
| 22.a homeowner looking to share expenses | U)a single family home |
| 23.a queen | W) an apartment |
| 24. a rich and famous person | Y)a farmhouse |
| 25. a 19 th century American Indian | X) a duplex |
| 26. a young couple with children | Z. an estate |

PLACES TO GO FOR A PURPOSE

| | | | |
|----------------|-------------------|-------------------|----------------|
| Amusement park | Concert hall | Laundromat | Post office |
| Aquarium | Convenience store | Law firm | Realtor |
| Art museum | Dry cleaners | Library | Sports stadium |
| Bank | Employment agency | Cinema or theater | Travel agency |
| Bar or pub | Funeral parlor | Plumber | Zoo |

Fill in the blanks by choosing one of the places from the list above.

1. If you want to see monkeys, lions, tigers and bears, you would go to the_____.
2. A place where famous paintings and sculptures are kept and displayed to the public is called a _____.
3. The building where you go to see the latest blockbuster movie is called a _____.
4. A place where you can go to see many different kinds of fish swimming is called an _____.
5. A place that serves drinks such as beer and whiskey and where people go to relax and meet friends is called a _____.
6. The place where rock musicians and orchestras play is called a _____.
7. If you want to watch a basketball game or a soccer match, you would go to a _____.
8. The place where you go if you want to ride on a roller coaster or drive bumper cars is called an _____.
9. A place where you can arrange loans, keep your money in an account which receives interest is called a _____.
10. A place where you can buy stamps, post letters and pay bills is called a _____.
11. A place where you go to book a vacation (trip) and buy train tickets is a _____.
12. If you need to arrange a burial, you would go to a _____.
13. Dirty clothes, which can't be washed at home, are taken to a _____.
14. If you have a burst pipe or a leaking faucet, you need to call a _____.
15. If you don't have a job, but are looking for one, you might go to a _____.
16. If you want to hire a lawyer or draw up your will, you would go to a _____.
17. If you want to sell your house, buy a new one or rent a place to live, you would go to a _____.
18. If your clothes need washing, but you don't have a washing machine, you would go to a _____.
19. If you want to borrow books, CDs or movies, you would go to a _____.
20. If you need to buy grocery items or a newspaper, you would go to a _____.

OCCUPATIONS QUIZ

| | | | |
|--|-----------------------------------|--------------------------------|--|
| a) cleans offices /schools | b) prepares meals | c) cuts men's hair | d) operates machinery |
| e) transports furniture and personal items | f) fills prescriptions | g) greets customers | h) checks out books / offers information |
| i) plants flowers /mows the lawn | j) drives a bus | k) grows food / raises animals | l) cleans hotel / hospital rooms |
| m) makes repairs to buildings | n) takes care of patients | o) attends to sick animals | p) cuts /styles / colors hair |
| q) takes care of /watches children | r) types letters / answers phones | s) opens / repairs locks | t) repairs cars / trucks |

Complete each sentence by describing exactly what each person does.

Example: An **electrician** is someone who installs or repairs electrical wiring.

- 1- A custodian is someone who _____
- 2- A barber is someone who _____
- 3- A pharmacist is someone who _____
- 4- A locksmith is someone who _____
- 5- A receptionist is someone who _____
- 6- A veterinarian is someone who _____
- 7- A hairdresser is someone who _____
- 8- A farmer is someone who _____
- 9- A housekeeper is someone who _____
- 10- A bus driver is someone who _____
- 11- A librarian is someone who _____
- 12- A machine operator is someone who _____
- 13- A cook / chef is someone who _____
- 14- A maintenance person is someone who _____
- 15- A gardener is someone who _____
- 16- A mover is someone who _____
- 17- A mechanic is someone who _____
- 18- A nurse is someone who _____
- 19- A babysitter is someone who _____
- 20- A secretary is someone who _____

Nouns for Defining

Use of relative clauses to define nouns; composing noun phrases with relative clauses; mainly reading and writing. Example: A post office: A place where you can buy stamps. Divide the class into pairs or small groups and assign one of the lists to each one. Ask them to come up with a definition for each noun. They then copy their definitions, without the original nouns. The lists of definitions are exchanged, and students work on each other's clues: what were the original nouns? And which letter began them all? Advanced students can compose the original list of nouns or add to this one.

| | | |
|---|---|--|
| List 1 A policeman A parrot A pen A pear Poland A post office A panda Pre-history | List 2 A duck A doctor Denmark A door December A dream A daughter A dollar | List 3 A book Bangladesh Bread A bedroom A baby A bottle A bus A birthday |
| List 4 Australia An apple August An airport An artist An African An alligator acid | List 5 Hollywood A helicopter A hand A hotel A holiday A hairdresser History A horse | List 6 Spaghetti A shoe Saudi Arabia A shop A snake The sun The summer A scientist |
| List 7 A Cow Canada A Chicken A Carpenter A Cigarette Coffee A Cinema Christmas | List 8 A television Thailand A tomato A tiger Tennis A taxi driver A ticket A tooth | List 9 The morning Malaysia A mother A motorcycle A map Matches Money Milk |
| List 10 Night New Zealand A newspaper A nurse A nut A neighbor A nose A name | List 11 Wine West Virginia The winter A wife A witch Water The west A wall | List 12 An egg England An elephant The evening An emperor An engine Economics An entrance |

COLLOCATIONS FOR NOUNS AND THEIR PARTITIVES

Match the partitive on the right hand column to the appropriate noun on the left.

| NOUN | PARTITIVES |
|-------------------|--------------------|
| 1. poems | A. an article of |
| 2. clothing | B. a beam of |
| 3. nerves | C. a blade of |
| 4. fresh air | D. a herd of |
| 5. grass | E. an anthology of |
| 6. keys | F. a bit of |
| 7. cows | G. a pane of |
| 8. thunder | H. a plot of |
| 9. anger | I. a bundle of |
| 10. glass | J. a bunch of |
| 11. land | K. a flock of |
| 12. luck | L. a breath of |
| 13. lightning | M. a clap of |
| 14. sand | N. a flash of |
| 15. gossip | O. a fit of |
| 16. short stories | P. a piece of |
| 17. applause | Q. a collection of |
| 18. soup | R. a tube of |
| 19. whiskey | S. a spoonful of |
| 20. sheep | T. a bowl of |
| 21. light | V. a round of |
| 22. soap | U. a grain of |
| 23. medicine | W. a slice of |
| 24. life | X. a shot of |
| 25. toothpaste | Y. a loaf of |
| 26. bread | Z. a bar of |

Bingo

Bingo is a popular game for children and senior citizens. Each player receives one game board with numbers in each square, and they listen carefully to the speaker call out the numbers. The purpose is to complete a row of five numbers horizontally, vertically, or diagonally. To use Bingo to teach English, let's replace the numbers with words.

Objective: To practice simple past tense & listening skills.

Materials: Paper, pen

Time: 15 minutes

Variations: In addition to verb tense, Bingo can be used to review vocabulary or phonetics. Instead of words, pictures can be used in the game board.

| | | | | |
|----------|----------|----------|----------|----------|
| B | I | N | G | O |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Directions: Read the list of verbs below. Write a different verb in each box. You can write the verbs in any box, but each box must have a different verb. Here is the list:

see think want eat read write study talk speak come go fly
sleep dance listen hear sit stand open visit take apply try ask
enjoy laugh have make buy pour cut put show teach learn like
love live miss shop say care give pray leave close call pass
color draw drive wear arrive fix marry sing smile wish hope share

Created by Caroline Ouyang

MY PERSONAL STRENGTHS SHEET

| | | | | | |
|-----------------------------|--------------------------------|------------------------|-------------------------|-------------------------|-----------------------------|
| able to give orders | considerate | funny | hard worker | never gives up | sensitive |
| able to take orders | cooperative | generous | healthy | observant | speaks several languages |
| able to take care of myself | courteous | gets along with others | helpful | often admired | spiritual |
| accepts advice | creative | gets things done | honest | orderly | spontaneous |
| admires others | daring | gives a lot | humorous | organized | straight forward and direct |
| affectionate | dedicated | goal setter | independent | on time | strong |
| alive | dependable | good cook | inspiring | open | team player |
| appreciative | diligent | good dancer | intelligent | patient | tolerant |
| articulate | disciplined | good friend | joyful | peaceful | trusting |
| assertive | do what needs to be done | good leader | keeps agreements | physically fit | truthful |
| athletic | don't give up | good listener | kind and reassuring | pleasant | understanding |
| attractive | eager to get along with others | good looking | leadership | positive attitude | unselfish |
| bright | eager to please | good manners | likes responsibility | quick learner | useful |
| brave | effective | good neighbor | lots of friends | religious | visionary |
| businesslike | efficient | good parent | lovable | resilient | warm |
| calm | elegant | good singer | loving | respectful of authority | well-dressed |
| can be firm if necessary | encourage others | good with details | loyal | respected by others | wise |
| caring | enjoys taking care of others | good with words | makes a difference | responsible | witty |
| clean | fair | good with your hands | makes a good impression | risk taker | |
| committed | feeling | graceful | mathematical | self-reliant | |
| common sense | forceful | grateful | mechanical | self-respecting | |
| communicates well | frank and honest | happy | motivates others | sense of humor | |
| compassionate | friendly | hard worker | musical | sensible | |

IN OTHER WORDS: SYNONYMS

| WORD | SYNONYMS |
|-------------|--|
| ability | power, skill, talent, aptitude |
| able | adept, adroit, skillful, talented |
| about | almost, nearly, near, approximately |
| accident | disaster, mishap, incident, calamity |
| achievement | feat, accomplishment, attainment, fulfillment |
| add | amplify, calculate, combine, figure, |
| agree | consent, assent, concede, concur |
| anger | ire, displeasure, animosity, rage |
| answer | respond, reply, retort, rejoin |
| ask | beg, request, implore, beseech |
| background | backdrop, credentials, history, experience, past |
| bad | awful, terrible, defective, dreadful, spoiled |
| bizarre | odd, weird, strange, exotic, peculiar |
| bother | annoy, vex, irritate, disturb |
| brave | bold, daring, adventurous, courageous, fearless, valiant |
| cheap | low-cost, inexpensive, economical, reasonable |
| correct | true, right, accurate, exact, faultless, precise |
| crazy | mad, insane, lunatic, demented, cuckoo, goofy |
| do | act, perform, execute, accomplish |
| empty | vacant, void, unoccupied, unfilled |
| enemy | adversary, foe, rival, antagonist |
| excitement | gusto, zest, flavor, pleasure |
| fair | just, fitting, proper, equitable |
| fat | obese, fleshly, corpulent, plump |
| fight | disagree, brawl, feud, quarrel |
| fix | mend, repair, amend, restore |
| friend | pal, companion, classmate, acquaintance |
| game | sport, recreation, pastime, amusement |
| good | virtuous, honorable, pious, upright |
| happy | cheerful, merry, joyous, ecstatic |
| hard | difficult, perplexing, arduous, troublesome |
| hate | dislike, detest, abhor, despise, loathe |
| help | assist, aid, foster, support |
| hit | beat, strike, pound, thrash |

| | |
|-----------|---|
| holy | religious, pious, saintly, devout |
| honest | open, candid, frank, truthful |
| hurt | injure, abuse, mistreat, damage |
| idea | notion, concept, principle, thought |
| important | significant, relevant, leading, essential |
| invent | design, devise, construct, create |
| job | employment, occupation, profession, work |
| large | great, huge, immense, gigantic |
| law | rule, edict, regulation, principle |
| love | affection, attachment, passion, devotion |
| near | adjoining, neighboring, adjacent, bordering |
| price | cost, value, worth, expense |
| quick | fleet, nimble, agile, swift |
| quiet | still, hushed, silent, tranquil |
| religion | faith, belief, creed, doctrine |
| report | announce, proclaim, declare, notify |
| same | uniform, unvarying, homogenous, equivalent |
| see | view, perceive, apprehend, notice |
| shape | form, mold, design, fashion |
| show | present, display, exhibit, demonstrate |
| sly | sneaky, cunning, crafty, artful |
| spirit | life, vitality, energy, enthusiasm |
| stay | remain, wait, rest, dwell |
| story | account, report, narration, description |
| strange | abnormal, unusual, irregular, atypical |
| strict | stern, severe, rigid, harsh |
| strong | powerful, robust, hearty, brawny |
| stupid | dull, incompetent, senseless, obtuse |
| sure | certain, assured, confident, positive |
| surprise | amazement, awe, astonishment |
| swift | speedy, fast, lively, rapid |
| take | grab, seize, grasp, snatch |
| teach | educate, instruct, train, develop |
| travel | trip, expedition, voyage, journey |
| try | attempt, endeavor, strive, undertake |
| wide | vast, spacious, boundless, prodigious |
| wise | sage, sensible, intelligent, learned |

ANALOGIES

Find the relationship between the words in the first pair, and then write the word that makes the same relationship in the second pair.

Example: big / little: old / **new**
(large , **new** , cheap, antique)

1. teacher / school : doctor/ _____ (sick, hospital, nurse, patient)
2. puppy / dog : calf/ _____ (cow, kitten, duck, horse)
3. eat / ate: drink/ _____ (glass, coffee, drunk, drank)
4. dime / ten: nickel/ _____ (five, money, penny, cent)
5. arm / elbow: leg/ _____ (toes, knee, body, boot)
6. boring / interesting : cheap/ _____ (costly, sale, buy, inexpensive)
7. "pre" / before: "post"/ _____ (after, often, again, late)
8. strong / weak: dark/ _____ (black, heavy, easy, light)
9. watch / wrist: ring/ _____ (neck, arm, jewelry, finger)
10. yellow / lemon: purple/ _____ (color, grape, fruit, dark)
11. vegetable / corn: flower/ _____ (beautiful, fruit, bouquet, tulip)
12. foot / sock: hand/ _____ (glove, shake, arm, thumb)
13. cold / freeze: hot/ _____ (danger, melt, fire, warm)
14. two / pair: twelve/ _____ (dozen, eggs, quartet, shoes)
15. tea / cup: soup/ _____ (liquid, chicken, bowl, plate)
16. wide / long: width/ _____ (height, length, tall, depth)
17. one / won: two/ _____ (three, too, game, lost)
18. laugh / cry: smile/ _____ (whisper, cough, frown, happy)
19. pen / paper: chalk/ _____ (eraser, notebook, pencil, blackboard)
20. newspaper / read: television/ _____ (radio, watch, study, talk)
21. man / men: tooth/ _____ (teeth, dentist, face, mouth)
22. on / off: top/ _____ (under, over, bottom, inside)
23. hours / days: years/ _____ (seconds, weeks, decades, months)
24. kite / fly: ball/ _____ (pull, throw, grab, cut)
25. raw /cooked: green/ _____ (pretty, sad, ripe, white)

SYNONYMS

Circle the word that come closest in meaning to the one on the left.

| | | | |
|------------------------------|-----------|------------|-----------|
| a) Alive is the same as: | Animated | Busy | Exciting |
| b) Bleak is the same as: | Cold | Gloomy | Hard |
| c) Create is the same as: | Make | Excite | Grow |
| d) Drudge is the same as: | Dull | Toil | Brown |
| e) Eager is the same as | Keen | Excited | Quick |
| f) Fraternal is the same as: | Kindly | Wise | Brotherly |
| g) Grotesque is the same as: | Funny | Bizarre | Obvious |
| h) Liberal is the same as: | Free | Generous | Socialist |
| i) Keepsake is the same as: | Memento | Gift | Bribe |
| j) Ideal is the same as: | Cheap | Flawless | Useful |
| k) Grapple is the same as: | Handle | Wrestle | Frame |
| l) To leave is the same as: | Depart | Escape | Engross |
| m) Begrudge is the same as: | Envy | Dislike | Greed |
| n) Harken is the same as: | Listen | Wait | Entertain |
| o) Earn is the same as: | Behave | Obtain | Have |
| p) Dangle is the same as: | Decorate | Hang | Destroy |
| q) Yearn is the same as: | Long | Swipe | Deflate |
| r) Perpetual is the same as: | Infinite | Occasional | Continual |
| s) Organize is the same as: | Arrange | Support | Lead |
| t) Satisfied is the same as: | Pleased | Contented | Proud |
| v) Trapped is the same as: | Killed | Caught | Closed |
| u) Valor is the same is as: | Sincerity | Virtue | Bravery |
| w) Alter is the same as: | Enlarge | Change | Sustain |
| x) Caress if the same as: | Whisper | Sing | Stroke |
| y) Demand is the same as: | Leave | Ask | Endanger |
| z) Refined is the same as: | Delicate | Snobbish | Precious |

ANTONYMS

Circle the word that has the opposite meaning to the one on the left.

| | | | |
|----------------------------------|------------|-------------|---------------|
| a) The opposite of eager is: | Slovenly | Lethargic | Disinterested |
| b) The opposite of grateful is: | euphoric | thankless | ingratiating |
| c) The opposite of generous is: | mean | rich | spiteful |
| d) The opposite of profound is: | abysmal | superficial | recondite |
| e) The opposite of lazy is: | busy | keen | industrious |
| f) The opposite of real is: | imaginary | dreamy | strange |
| g) The opposite of tense is: | happy | relaxed | jaded |
| h) The opposite of defunct is: | extant | extinct | bygone |
| i) The opposite of frivolous is: | flighty | jejune | earnest |
| j) The opposite of grief is: | parsimony | delectation | rectitude |
| k) The opposite of crowded is: | replete | vacuous | sordid |
| l) The opposite of jejune is: | mediocre | insipid | fascinating |
| m) The opposite of energetic is: | drowsy | listless | sleepy |
| n) The opposite of retreat is: | flee | advance | fight |
| o) The opposite of sharp is: | dull | cloudy | witty |
| p) The opposite of quiescent is: | frolicsome | noisy | gradual |
| q) The opposite of ordinary is: | unusual | strange | normal |
| r) The opposite of glum is: | morose | cheerful | dreadful |
| s) The opposite of gravid is: | barren | light | hilarious |
| t) The opposite of barbarous is: | kind | civilized | polite |
| v) The opposite of contempt is: | esteem | perdition | contumely |
| u) The opposite of tactful is: | blunt | lying | rude |
| w) The opposite of chaos is: | conformity | order | universe |
| x) The opposite of arid is: | wet | marshy | fertile |
| y) The opposite of bizarre is: | outlandish | traditional | grotesque |
| z) The opposite of thrilled is: | sad | delighted | scared |

WHICH ONE IS THE ODD ONE OUT?

For each sentence below, select the one that is not part of the group. Indicate the reason(s) for your decision by deciding into what category your selections belong.

1- Which bird is the odd one out?

- a) eagle b) vulture c) crow d) falcon

2- Which language is the odd one out?

- a) Chinese b) English c) French d) Spanish

3- Which fruit is the odd one out?

- a) raisin b) currant c) fig d) sultan

4- Which country is the odd one out?

- a) Taiwan b) Russia c) China d) Hong Kong

5- Which bird is the odd one out?

- a) cuckoo b) penguin c) emu d) ostrich

6- Which piece of clothing is the odd one out?

- a) clog b) sarong c) pump d) moccasin

7- Which animal is the odd one out?

- a) marmoset b) orangutan c) gorilla d) gibbon

8- Which product is the odd one out?

- a) leather b) fur c) cotton d) wool

9- Which musical instrument is the odd one out?

- a) trumpet b) oboe c) clarinet d) flute

10- Which dish is the odd one out?

- a) pilaf b) risotto c) paella d) cannelloni

11- Which drink is the odd one out?

- a) milk b) tea c) coffee d) cocoa

12- Which performance is the odd one out?

- a) opera b) concerto c) musical d) operetta

WHAT DO I DO? OR WHAT IS MY JOB?

Print a variety of jobs on sticky notes or pieces of paper and pin them to the back of the students. The students then walk around asking other students questions to determine what's printed on their backs. To help students identify what their jobs are, the following questions can be written on newsprint or on the blackboard to guide them during the activity.

- Do I work in an office?
- Do people like me?
- Do I work inside? Do I work outside?
- Do I get elected?
- Do I work with people/animals/children/plants/the elderly?
- Does a man or a woman do my job?
- Do I work with food?
- Do I wear a uniform?
- Do I need special tools?
- Do I carry a weapon?
- Do I give orders?
- Do I have to travel a lot?
- Do I work alone?
- Do I treat sick people?
- Who benefits from my work?
- Is my work dangerous?
- Do I get a large salary?
- Do I use a computer?
- Do I meet a lot of people?
- Do I work in a safe/clean/dirty/noisy/quiet place?
- Is my job fun?
- Do I make something/
- Am I athletic?
- Do I need a special license to do my work?
- Do I handle money?
- Am I well known?

GIVE AN EXAMPLE

Try to give an example when you are talking to others. It helps them to understand what you mean. Practice that skill. Give an example for each thing listed below.

1- A bad habit _____

2- Something with fur _____

3- A form of transportation _____

4- An irritating sound _____

5- Something triangular _____

6- A place to shop _____

7- A snack food _____

8- A good quality in a friend _____

9- Somewhere you would find a crowd _____

10- Something round _____

11- A bad quality in a friend _____

12- A good idea _____

13- A place to swim _____

14- Something sharp _____

15- A sour fruit _____

16- A helpful thing to do _____

17- A flying insect _____

18- Something cold _____

19- Something difficult to do _____

20. Something hot _____

FIND SOMETHING.....

1. round _____
2. found on a birthday cake _____
3. that makes noise _____
4. a bird would like _____
5. you take on a picnic _____
6. square _____
7. made of plastic _____
8. that feels rough _____
9. made of rubber _____
10. that grows on a tree _____
11. with a pointed end _____
12. with a diameter less than 2 inches (5cm) _____
13. used for measuring _____
14. used for sewing _____
15. used for stirring _____
16. that turns _____
17. that operates with batteries _____
18. found in a desk _____
19. used in construction _____
20. with a pleasant smell _____
21. made of wood _____
22. that is bright color _____
23. with holes in it _____
24. that will hold liquid _____
25. longer than 4 inches (10 cm) _____
26. used to set a table _____
27. used for decorating _____
28. for a baby _____
29. made of glass _____
30. that is wet _____

FAMILY RELATIONS

| NAME | PRONUNCIATION | TRANSLATION |
|-----------------------|---------------|-------------|
| aunt | | |
| baby | | |
| boyfriend (romantic) | | |
| brother | | |
| brother-in-law | | |
| cousin | | |
| daughter | | |
| daughter-in-law | | |
| ex-husband | | |
| ex-wife | | |
| Father/dad | | |
| father-in-law | | |
| fiancé | | |
| fiancee | | |
| girlfriend (romantic) | | |
| goddaughter | | |
| godfather | | |
| godmother | | |
| godson | | |
| grandchild | | |
| grandchildren | | |
| grandfather | | |
| grandmother | | |
| grandparents | | |
| half brother | | |
| half sister | | |
| husband | | |
| Mother/mom | | |
| mother-in-law | | |

| | | |
|----------------|--|--|
| nephew | | |
| niece | | |
| parents-in-law | | |
| sister | | |
| sister-in-law | | |
| son | | |
| son-in-law | | |
| stepbrother | | |
| stepchild | | |
| stepchildren | | |
| stepdaughter | | |
| stepfather | | |
| stepmother | | |
| stepsister | | |
| stepson | | |
| uncle | | |
| wife | | |

FAMILY RELATIONSHIP QUIZ

Read the sentences carefully. Write the correct family relationship on the line.

Variation: Write the family terms on individual cards and distribute to your students. Dictate each sentence twice and have students read the corresponding answer.

1. I am his son. He is my _____.
2. I am his grandchild. He is my _____.
3. We are their children. They are our _____.
4. I am his nephew. He is my _____.
5. She is my cousin. I'm her _____.
6. She is his mother. He is her _____.
7. I'm her brother. She is my _____.
8. She is my grandmother. I'm her _____.
9. He is my uncle. I'm his _____.
10. I am her daughter. She is my _____.
11. He is my husband. I'm his _____.
12. They are our parents. We are their _____.
13. He is my brother. I am his _____.
14. She is my wife. I'm her _____.
15. He is her brother. She is his _____.
16. I'm her cousin. She is my _____.
17. I'm his cousin. He is my _____.
18. He is married to my sister. He is my _____.
19. She is my wife's mother. She is my _____.
20. He is my brother's son. He is my _____.
21. She is my sister's daughter. I'm her _____.
22. My husband's parents are my _____.
23. My mother's mother is my _____.
24. My grandson's son is my _____.
25. My uncle's children are my _____.
26. She is my godchild. I'm her _____.
27. He's my stepson. I'm his _____.
28. I used to be married to her. She is my _____.
29. I baptized him. He's my _____.
30. My grandmother's sister is my _____.

EUPHEMISMS

A **euphemism** (from the Greek words eu – *well* and pHEME – *speak*) is a word or expression that is used when people want to find a polite or less direct of talking about difficult or embarrassing topics like death or bodily functions. Most people, for example, would find it very difficult to say in plain language that they have arranged for their sick old dog to be killed. They would soften the pain by saying: **We had Fido put down** or **We had Fido put to sleep**.

| EUPHEMISM: | MEANING: |
|-------------------------------------|---------------------------------------|
| 1- senior citizen | a) to die |
| 2- law enforcement officer | b) meat from the chicken's breast |
| 3- undertaker | c) a liar |
| 4- personal watercraft | d) a person who doesn't attend church |
| 5- pro-choice | e) pornography |
| 6- white meat | f) gravedigger |
| 7- adult video / entertainment | g) loafers |
| 8- economical with the truth | h) maid |
| 9- to pass away | i) uniforms |
| 10- person with a visual impairment | j) jet ski |
| 11- substance abuser | k) a blind person |
| 12- downsizing | l) cardboard house |
| 13- Where can I wash my hands? | m) seasickness |
| 14- miscarriage | n) one who supports abortion |
| 15- nonbelievers | o) involuntary pregnancy termination |
| 16- career apparel | p) the library |
| 17- adult entertainer | q) meat from the chicken's thigh |
| 18- make-shift home | r) a mole |
| 19- direct marketing | s) police officer |
| 20- guest worker | t) reducing the number of employees |
| 21- dark meat | u) Where's the toilet? |
| 22- learning resource center | v) old person |
| 23- slip-ons | w) a drug addict |
| 24- beauty mark | x) porn star |
| 25- motion discomfort | y) junk mail |
| 26- room attendant | z) an illegal immigrant |

EPONYMS

Eponyms are words that have been formed based on the name of a person (real or fictitious) or brand. Match the name or brand on the left column with the real product on the right.

Example: **Jell-O** has become identified as the name for fruit-flavored gelatin.

Barbie doll has become identified with a slim, shapely woman, especially one with blond hair, blue eyes and fair skin.

| NAME OR BRAND | PROPER NAME |
|----------------------|---|
| 1- Ziploc | A- a nasal decongestant cream |
| 2- Band-aid | B- pencil-style highlighting marker |
| 3-Brillo-pads | C- portable cassette or CD player |
| 4- Gatorade | D- cotton swab applicator |
| 5- Chap Stick | E- compact utility station wagon |
| 6- Cuisinart | F- thermal insulated bottle or box |
| 7-Scotch Tape | G- plastic adhesive bandage strip |
| 8-Dixie cup | H- colored ice candy on a stick |
| 9-Fig Newton | I-soft facial tissue |
| 10- Frigidaire | J- hook and loop fastener |
| 11-Frisbee | K- a flavored lip balm stick |
| 12-Hi-liter | L- anti-septic mouthwash |
| 13- Jeep | M- cellophane adhesive tape |
| 14- Kleenex | N-disposable diapers |
| 15- Levi's | O- toaster pastry |
| 16-Lifesavers | P- disposable cups |
| 17-Liquid Paper | Q-instant coffee |
| 18- Magic Marker | R- pure petroleum jelly |
| 19- Polaroid | S- round hard candy |
| 20- Sanka | T- self-stick removable reminder note |
| 21- Popsicle | V- a soft pastry bar filled with fig |
| 22- Q-tips | U- a brand of food processor |
| 23- Vaseline | W- a scouring pad impregnated with soap |
| 24-Walkman | X- instant film camera |
| 25-Ferris wheel | Y- pants made of denim fabric |
| 26-Pampers / Huggies | Z-a flying disk |
| 27- Velcro | AA- a brand of plastic storage bags |
| 28-Post-it-note | BB- nutrition supplement drink for athletes |
| 29- Thermos | CC- a marker with its own source of ink |
| 30- Listerine | DD- a brand name for opaque correction fluid |
| 31- Vick's | EE- a brand of electric refrigerator |
| 32- Pop Tart | FF- an amusement ride consisting of a rotating wheel. |

ELIMINATION GAME

One of the words in each group below does not belong. Cross out the one that does not belong. You must provide a reasonable rationale for your choice as multiple answers are possible. An example has been completed for you.

| | | | |
|-----------------|-----------|-----------|-----------------|
| a) car | train | airplane | <u>computer</u> |
| b) cookies | cake | ice | pie |
| c) clouds | grass | stars | moon |
| d) book | telephone | newspaper | magazine |
| e) scissors | knife | fork | spoon |
| f) horse | cow | cat | flower |
| g) skirt | shirt | umbrella | sock |
| h) water | banana | milk | juice |
| i) man | house | tree | fish |
| j) television | radio | money | computer |
| k) snake | frog | bird | rock |
| l) owl | desk | student | chair |
| m) pencil | paper | crayon | pen |
| n) shell | water | ruler | sand |
| o) foot | mouth | nose | ear |
| p) window | porch | door | bread |
| r) compact disk | record | book | cassette |
| s) apple | vinegar | peach | strawberry |
| t) river | lake | road | mountain |
| v) floor | pot | dish | bowl |
| u) refrigerator | stove | dryer | lawnmower |

DOUBLESPEAK

Doublespeak refers to language use mainly by government bureaucrats to confuse the average citizen. In doublespeak, government officials use a five-letter word such as “at this point in time” for the more practical word “now”. Doublespeak refers to the use of two, three or ten words in the place of one. Doublespeak is the language that separates the bureaucrats from the human beings. Translate doublespeak by selecting the clear, plain English meaning from the words on the right from the words on the left.

| DOUBLESPEAK | PLAIN MEANING |
|-------------------------------------|----------------------|
| 1- Sex industry worker | A- tax increase |
| 2-Auto dismantler and recycler | B-dry cleaner |
| 3- Classified | C- poor |
| 4- Revenue enhancement | D- death penalty |
| 5- Detainee | E-manicurist |
| 6- User’s fee | F-constipation |
| 7- Fiscal underachiever | G- toilet paper |
| 8- Dentures | H-greeting cards |
| 9- Nail technician | I- civilian deaths |
| 10- Occasional irregularity | J-death house |
| 11- Collateral casualty | K- slum, ghetto |
| 12- Equity retreat | L- peace |
| 13- Capital sentences unit | M- fake |
| 14- Previously owned | N- riot |
| 15-Facial-quality tissue | O-prison |
| 16- Social expression products | P-used |
| 17-Clothing refresher | Q-junk dealer |
| 18- Interrogation techniques | R- false teeth |
| 19-Genuine imitation | S- gravedigger |
| 20- Civil disorder | T- tax |
| 21- Urban transportation specialist | V- loss |
| 22- Correctional facility | U- cab or bus driver |
| 23- Permanent pre-hostility | W- prostitute |
| 24-Inner city | Y- torture |
| 25- Internment excavation expert | X- secret |
| 26- Capital punishment | Z-prisoner of war |

COLLECTIVE NOUNS

A **collective noun** is a noun that defines a collection of persons, animals or things that are considered as a group and not as individuals. The verb that follows the collective noun is always used in the singular.

Example: The choir **is** rehearsing tonight.
 Our team **has** won the tournament.

| | |
|-------------------------|----------------------|
| anthology | flock |
| archipelago | gang |
| army | government |
| audience | group |
| band | grove |
| batch | herd |
| belt (of asteroids) | horde |
| board | jury |
| brood | league |
| bunch | litter |
| cabinet | majority |
| cache (of jewels, arms) | minority |
| cast (of actors) | mob |
| choir | nation |
| clan | navy |
| class | nest (of vipers) |
| clutch (of eggs) | network |
| colony | orchestra |
| committee | pack |
| company | pride (of lions) |
| congregation | pod |
| corporation | public |
| council | range (of mountains) |
| crew | regiment |
| crowd | school |
| crush (of hippopotamus) | senate |
| deck (of cards) | squad |
| department | society |
| enemy | staff |
| faculty | swarm |
| family | team |
| firm | troop |
| fleet | troupe |

CLIPPED WORDS

Clipped words are the shortened forms of longer words.

| | |
|------------------------|----------------------------|
| ad (advertisement) | mike (microphone) |
| auto (automobile) | movie (moving picture) |
| bike (bicycle) | pants (pantaloons) |
| bra (brassiere) | Pen (penitentiary) |
| burger (hamburger) | perk (perquisite) |
| bus (omnibus) | phone (telephone) |
| champ (champion) | photo (photograph) |
| Co-ed (co-educational) | Pike (turnpike) |
| con (convict) | plane (airplane) |
| deli (delicatessen) | pro (professional) |
| dorm (dormitory) | prom (promenade) |
| exam (examination) | props (properties) |
| fan (fanatic) | stereo (stereophonic) |
| fax (facsimile) | sub (submarine) |
| flu (influenza) | taxi (taxicab) |
| fridge (refrigerator) | teen (teenager) |
| gas (gasoline) | tie (necktie) |
| gym (gymnasium) | tux (tuxedo) |
| lab (laboratory) | typo (typographical error) |
| limo (limousine) | van (caravan) |
| Lube (lubrication) | vet (veterinarian) |
| lunch (luncheon) | vet (veteran) |
| math (mathematics) | zines (magazines) |
| memo (memorandum) | zoo (zoological park) |

PORTMANTEAU WORDS

A **Portmanteau word** is a word created by combining the sound and meaning two different words to give it a new meaning.

| | |
|--------------------------------|-------------------------------------|
| bit (binary + digit) | motel (motor + hotel) |
| brunch (breakfast + lunch) | pixel (picture + element) |
| chortle (chuckle + snort) | scifi (science + fiction) |
| conman (confidence + man) | sitcom (situation + comedy) |
| dumfound(dumb + confound) | skylab (sky + laboratory) |
| email (electronic + mail) | smash (smack + mash) |
| fanzine (fan + magazine) | smog (smoke + fog) |
| Frenemy (friend + enemy) | Skype (sky + peer to peer) |
| flurry (flutter + hurry) | squiggle (squirm + wiggle) |
| fortnight (fourteen + nights) | paratroopers (parachute + troopers) |
| frizzle (fry + sizzle) | telecast (television + broadcast) |
| glimmer (gleam + shimmer) | telethon (television + marathon) |
| malware (malicious + software) | twirl (twist + whirl) |
| moped (motor + pedal) | webinar (Worldwide web + seminar) |
| emoticon (emotion + icon) | Wi-Fi (wireless + fidelity) |

ANIMALS AND THEIR MEAT

| ANIMAL | MEAT |
|---------|----------------------------------|
| Buffalo | buffalo |
| Calf | veal |
| Chicken | chicken |
| Cow | Beef |
| Deer | venison |
| Goat | Goat meat |
| Pig | pork |
| Sheep | Lamb/mutton (young or old sheep) |

A QUIZ OF COLLECTIVE NOUNS

Match the animal with its appropriate collective noun.

| | | | | |
|---------|---------|------------|--------------|--------|
| bale | brace | kettle | cete | charm |
| clowder | clutter | colony | congregation | covey |
| crash | drift | exaltation | gang | hive |
| husk | knot | leap | murder | muster |
| siege | skein | sleuth | volery | watch |

- 1- _____ of ants
- 2- _____ of badgers
- 3- _____ of bears
- 4- _____ of bees
- 5- _____ of birds
- 6- _____ of cats
- 7- _____ of cranes
- 8- _____ of crows
- 9- _____ of ducks
- 10- _____ of elks
- 11- _____ of geese
- 12- _____ of gnats
- 13- _____ of goldfinches
- 14- _____ of hares
- 15- _____ of hawks
- 16- _____ of larks
- 17- _____ of leopards
- 18- _____ of nightingales
- 19- _____ of peacocks
- 20- _____ of plovers
- 21- _____ of quails
- 22- _____ of rhinoceros
- 23- _____ of swine
- 24- _____ of toads
- 25- _____ of turtles

ORIGINS

ANIMAL, VEGETABLE OR MINERAL

Divide these words into the three categories listed above.

| | | |
|------------------------|------------------|-------------------|
| Cork | cotton | curtains cherries |
| wool hat | seaweed | cactus |
| marshmallow | man's beard | chocolate |
| penny | chewing gum | nylon |
| paper clip | rubber band | hair |
| glass | milk | newspaper |
| envelope | leather shoes | water |
| gold earrings | orange juice | sand |
| automobile tire | balloon | crayons |
| plastic drinking straw | wooden toothpick | coffee |
| silk scarf | bacon | pearls |
| peach pit | marbles | candles |
| ostrich feather | aluminum foil | egg |
| magazine | fur coat | pencil lead |
| grass | key | candy cane |
| lettuce | velvet | duck |

DIFFICULT WORDS

Circle the word that best completes the sentence.

- 1-David had chocolate mousse for **dessert / desert**.
- 2- We could not **hear / here** the teacher speaking.
- 3-I really need to **lose / loose** some weight.
- 4-The **capital / capitol** of China is Beijing.
- 5-You need to begin every sentence with a **capitol / capital** letter.
- 6-The Sahara **dessert / desert** is located in Africa.
- 7- All of my students are **hear / here**.
- 8- Why does Jose always **loose / lose** his socks?
- 9-You'll go to jail if you commit a **capital / capitol** offense.
- 10- I think **your / you're** the best students around.
- 11-**Who's / whose** dictionary is this?
- 12- **Your / you're** wife is beautiful.
- 13- I like English **too / two**.
- 14- Albie the dog knows **its / it's** name.
- 15-The students took **their / there** test at home.
- 16- I'm not sure **weather / whether** I can attend your class.
- 17- The **principle / principal** is the head of the school.
- 18- I wrote a letter on perfumed **stationary / stationery**.
- 19- I hope the storm did not **affect / effect** your plans.
- 20-Ellen **complimented / complemented** Frank's tennis game.
- 21- I admire the town's **principal / principles**.
- 22- There was an interesting **collage / college** hanging on the wall.
- 23- The ordinance was approved by the **council / counsel**.
- 24- The experience had a profound **affect / effect** on her.
- 25- Listen to the **counsel / council** of your elders.
- 26- The doctor's **advise / advice** was for me to take a complete rest.
- 27- This is really **exciting/exiting!**
28. The band is **exiting/exciting** the stadium now.
29. He is better at grammar **than/then** I am.
30. This is a side **effect/affect** of the medication.

AT HOME – PARTS OF THE HOUSE

What are these rooms used for? Match each part of the house with what usually happens in it.

| ROOM | ACTIVITY |
|----------------------|--|
| 1. the kitchen | a) a place to wash |
| 2. the dining room | b) a veranda or roofed patio to relax |
| 3. the bedroom | c) a place to hang coats |
| 4. the garage | d) a place to relax and talk |
| 5. the garden | e) a place to cook |
| 6. the bathroom | f) a place to grow flowers and vegetables |
| 7. the living room | g) a place to keep the car |
| 8. the hall | h) a place to eat |
| 9. the rec room | i) a place equipped for informal entertainment. |
| 10. the family room | j) a place with a floor and no roof attached to the house. |
| 11. nursery room | k) a place directly below the roof of a house. |
| 12. the laundry room | l) a place where wet or muddy clothes can be removed. |
| 13. the attic | m) a place below ground level. |
| 14. the basement | n) a recreation room especially for the use of family members. |
| 15. the deck | o) a place intended for husband and wife to rest. |
| 16. the driveway | p) a place where clothes are washed and ironed. |
| 17. mudroom | q) a place that connects a house or garage to the street. |
| 18. master bedroom | r) a place where a baby sleeps |
| 19. lanai | s) a place to sleep. |
| 20. the porch | t) an open or enclosed gallery to sit outside. |

WRITING ACTIVITIES

WRITING SURVEY

NAME: _____ DATE: _____

1. Are you a writer? _____

(If your answer is YES, answer question 3. If your answer is NO, answer 4.)

2. How did you learn to write?

3. How do people learn to write?

4. Why do people write? List as many reasons as you can think of.

5. What does someone have to do or know in order to write well?

6. What kinds of writing do you like to do?

7. How do you decide what you'll write about? Where do your ideas come from?

8. What kinds of response help you most as a writer?

9. How often do you write at home?

10. In general, how do you feel about what you write?

AUTOBIOGRAPHY

What is your name?

How old are you?

How many siblings do you have?

What is your birth order? (First, middle, youngest)

Do you live with your parents?

What is your favorite book and why?

What do you like to do in your spare time?

Who is your favorite singer?

How do you feel about the environment?

What is one city you would like to visit someday?

What is your favorite song and why?

What is your favorite childhood memory

INTEREST INVENTORY

Student's Name _____ Date: _____

When I have to read, I _____

To be grown up _____

My idea of a good time is _____

School is _____

I can't understand why _____

I wish teachers _____

Going to college _____

To me, books _____

People think I _____

I like to read about _____

Id' rather read than _____

To me, homework _____

I wish people wouldn't _____

When I finish high school _____

I'm afraid _____

When I take my report card home _____

I feel proud when _____

The future looks _____

I like to read when _____

For me, studying _____

I wish I could _____

I look forward to _____

I'd read more if _____

When I read aloud _____

I would like to be _____

AT THE ZOO

| | | | |
|---------|-----------|-----------|----------|
| floor | footsteps | cartoon | too |
| door | afternoon | kangaroos | school |
| bedroom | zoo | poodle | goodbye |
| baboons | food | look | football |

Fill in the blanks by choosing one of the words from the table above that completes the meaning of each sentence.

It is three o'clock in the (1) _____. I am sitting in my (2) _____, watching my favorite (3) _____ on the TV. Suddenly, I hear some (4) _____ outside. It's Jack, my friend from (5) _____ . With him is his dog, Pocka.

Pocka is a (6) _____. I invite them in and we all sit on the (7) _____. "Pocka and I want to see the animals in the (8) _____. Do you want to come, (9) _____?" asks Jack.

"I don't know." I answer. "I want to play (10) _____."

"Please come. We can (11) _____ at the monkeys, the _____ (12) _____ and the (13) _____ as well. Maybe we can give them some (14) _____ to eat. It will be fun!"

"OK. Let's go to the zoo. Wait a minute. I have to tell my mother. I'll call her.

(15) _____, mom!!" Then, Jack , Pocka and I go out the front (16) _____. In ten minutes we are there. You can't believe what happens next

YOU CAN HAVE

.....things to eat (breakfast, a meal, a snack, a sandwich, a steak).

.....things to drink (a cup of tea/coffee, a glass of wine/beer)

.....a cigarette

.....a rest, a break, some sleep

.....a talk, a discussion, a quarrel

.....a shower, a bath, a swim

.....a game, a run, some exercise

.....an outing, a treat, some fun

.....a good/bad/exciting/dull/happy day or time

.....a dream, an idea

.....a lesson, a session, a lecture

.....a celebration, a party, a picnic

.....an operation, an injection, some treatment

.....a baby

MY FAVORITE SANDWICH

Take a look at the list of ingredients below and put together your favorite sandwich. Read your description to your partner.

Types of bread: (toasted or untoasted)

White rye whole wheat baguette

Condiments:

Ketchup mayonnaise mustard olive oil vinegar salt pepper (ground)

Types of Cheese:

American Cheddar Swiss feta Munster

Types of Meat:

Ham pastrami turkey chicken breast corned beef roast beef bacon tuna

Vegetables:

Lettuce tomatoes sauerkraut peppers onions olives pickles mushrooms

relish

Anything else?

MAD LIBS

Mad libs are a great way to practice parts of speech. Students first select a part of speech for each line and insert their answers into the paragraph. Students share their piece with the rest of the class.

A Day in the Life ...

Adjective _____

Month _____

Man's name _____

Verb _____

Noun _____

Noun _____

Verb _____

Adjective _____

Verb ending in - ing _____

Adverb _____

Verb Weather _____

Verb Transportation _____

Verb Transportation - ing _____

Verb _____

Adverb of frequency _____

A Day in the Life ...

It was a _____ (Adjective) day in _____ (Month) and _____ (Man's name) decided to _____ (Verb). As soon as he got to the _____ (Noun), he sat down and took out his _____ (Noun). He certainly hadn't expected to be able to _____ (Verb), but was _____ (Adjective) for the chance to do so. _____ (Verb ending in -ing), the time passed _____ (Adverb) and before he knew it, it was time to go home. He gathered his things and began to walk home. Unfortunately, it began to _____ (Verb concerning the weather) so he decided to _____ (Verb of transportation i.e. take a taxi, run, skip, etc.). While he was _____ (Verb of transportation i.e. take a taxi, run, skip, etc. in the -ing form), he noticed that he had forgotten to _____ (Verb). He _____ (Adverb of frequency) forgot such things!

MY BEDROOM

You are about to write a composition describing your bedroom. To help you in writing this composition, answer the following questions.

How big is your room?

Where is it located within the house or apartment?

How many windows does it have?

Does it have access to a patio or balcony?

What kind of floor covering does it have? (linoleum, carpet, tile or hardwood)

What kind of window treatment does it have? (curtains, drapes, vertical blinds, shades)

What type of ceiling does it have? (tiles, poured concrete, popcorn, mirrored)

What color is it painted?

Does it have an attached bathroom?

What kind of closet do you have? (small, large, walk-in)

Does it have a lot of light?

Is it well ventilated (lots of fresh air circulating in the room)?

Does it have a fan, an air conditioner unit or central air?

What kind of furniture do you have in the room (bed, dresser, night table, TV/VCR, rug, DVD player, lamp, alarm clock)?

PUT-TOGETHERS

Put together a sentence by selecting a phrase from column A and another phrase from column B. Add as many other words as you want. Change the phrases a little if you need to. How many sentences can you make?

Examples: A woman was crying because her window was broken.

I met a friend to play soccer and then we ate a hot dog.

| COLUMN A | COLUMN B |
|-------------------------------|----------------------------------|
| car ran out of gas | a woman was crying |
| forgot my homework | met a new friend |
| house is for sale | lost the key |
| window was broken | got caught in the rain |
| met a friend to play | ate a hot dog |
| ran across the street | drove to the store |
| talked to the teacher | went on a trip |
| wanted to forget it | had dinner late |
| shared her lunch | went outside to meet her |
| walked my dog | cooked a big dinner |
| saw an interesting film | my relatives came for a visit |
| got a call from my friend | went to the supermarket for milk |
| sold my computer | want an ice cream sundae |
| when the sandwiches are ready | is ordering coffee |
| she wants to work | getting a new job |
| behind the counter | the doorbell ring |
| at the bank downtown | in line at the bus stop |
| the new restaurant | while singing in the shower |
| took a picture | shopping for a new dress |
| a quiet neighborhood | was very angry |

ANIMAL HABITS

Select an animal, bird or fish you identified with. Complete the following sentences as the animal in the first person. Read it to your classmates and have them guess what animal you are.

1- I normally eat _____.

2- At night I _____.

3- I am afraid of _____.

4- When I have to move, I usually _____.

5- If I want to find a mate, I normally _____.

6- I don't eat _____.

7- _____ is / are afraid of me.

8- During the day, I _____.

9- I live in _____.

10- My mother taught me _____.

11- My babies usually live in / under _____.

12- I normally live for _____.

A FAMOUS HOLIDAY IN YOUR COUNTRY

Write a paragraph about a famous holiday in your country. Answer some of the questions that are listed below.

1. What is the name of the holiday?
2. When is it?
3. Is it a religious holiday?
4. Is it a political holiday?
5. How do people celebrate the holiday?
6. What traditions are celebrated?
7. What is special about the celebration?
8. Do people wear costumes?
9. Do people prepared/eat special foods?
10. Do people have special parties?
11. What customs are celebrated?
12. How long does it last?

DESCRIBING PEOPLE

You are about to write a detailed description of the person that appears on the photo. To help you with that description, select the appropriate adjectives under the following categories. Use your imagination for those items not obvious from the photo.

Physical Characteristics:

| Height | Build | Skin complexion | Length of Hair |
|--------|-----------|-----------------|------------------------|
| Tall | big | white | long |
| Medium | medium | black | medium |
| Short | slender | brown | short |
| | petite | mulatto | cropped |
| | stocky | olive | bald (absence of hair) |
| | thin/slim | yellow | |
| | gangly | tanned | |

| Color of eyes | Color of hair | Shape of the face | Hair texture |
|---------------|-----------------|-------------------|--------------|
| Blue | black | round | straight |
| Green/hazel | blonde/blond | oval | curly |
| Black | red | long | wavy |
| Brown | brown/brunette | | kinky |
| Gray | gray | | dreads |
| | Salt and pepper | | |

| Facial Hair | Marital status | Occupation | Education |
|--------------|----------------|---------------------|----------------------|
| Moustache | Single | Your choice | Elementary school |
| Beard | Married | retired | High school graduate |
| Goatee | Divorced | (no longer working) | College graduate |
| Clean-shaven | Widower | | Doctorate |
| | Widow | | |

| Hobbies | Family Composition | Age |
|-------------|--------------------|-------------------------|
| Your choice | Your choice | According to photograph |

Personality:

Review the “Adjectives that Describe Personality” handout to come up with the characteristics that describe his/her personality.

THE HARDEST WORKING WORDS

| | | | | |
|-----|------|------|------|--------|
| I | it | at | very | do |
| the | that | this | my | been |
| and | is | with | had | letter |
| to | your | but | our | can |
| a | have | on | from | would |
| you | will | if | am | she |
| of | be | all | one | when |
| in | are | so | time | about |
| we | not | me | he | they |
| for | as | was | get | an |

Here is a list of the 100 words most often used in reading and talking.

| | | | |
|-----------|----------|----------|-----------|
| ache | done | making | they |
| again | don't | many | though |
| always | early | meant | through |
| among | easy | minute | tired |
| answer | enough | much | tonight |
| any | every | none | too |
| been | February | often | trouble |
| beginning | forty | once | truly |
| believe | friend | piece | Tuesday |
| blue | grammar | raise | two |
| break | guess | read | used |
| built | half | ready | very |
| business | having | said | wear |
| busy | hear | says | Wednesday |
| buy | heard | seems | week |
| can't | here | separate | where |
| choose | hoarse | shoes | whether |
| color | hour | since | which |
| coming | instead | some | whole |
| cough | just | straight | women |
| could | knew | sugar | won't |
| country | know | sure | would |
| dear | laid | tear | write |

WRITING TOPICS

- 1- Describe yourself as your best friend would describe you.
- 2- Explain three of the nicest things others would have said about you.
- 3- Make a list of the people that matter to you. Describe them one by one.
- 4- Explain the things that make you unique.
- 5- Explain how you have stood up to a challenge.
- 6- Tell about a job experience where you made a friend.
- 7- Are there sounds or smells that you associate with home? Write about them.
- 8- Describe three of your simple pleasures.
- 9- Describe a hero you have had in the past.
- 10- Tell about a person you admire today.
- 11- Write about the qualities you most admire in adults.
- 12- Write about the qualities you least admire in adults.
- 13- Did you have some favorite childhood toys? Write about them.
- 14- Describe the best thing you liked about your neighborhood when you were growing up.
- 15- Describe a vacation you enjoyed.
- 16- Are you happy with your first name? Why? If not, what name would you choose for yourself? Why?
- 17- Describe how you used to tease your brother, sister, or friend.
- 18- What is the hardest challenge at college?
- 19- Write about a wish that you have right now?
- 20- Write about some things you hate to do. Why the hate? Try to get some insight into this aspect of your personality.
- 21- What is there about you that makes your friends like you? Explain your answer with examples.
- 22- Write about the greatest disappointment you ever had.
- 23- If you were in a fire, name five things that you would save. (exclude people) Explain the significance of these items to you.
- 24- Write an inscription for your father's, mother's and your own tombstone.
- 25- Write about the qualities you would like in a mate.

MY IDEAL SCHOOL

A fabulously wealthy NGO has selected your neighborhood to build a model school in your country. Since money is no object, the committee has solicited input from the future students as to what facilities they would like to see in their new school. Write a composition describing the way your new school would look. Here are a few things to keep in mind as you write.

Where would you situate the school?

How many hours a day would the school be open?

How many students would it accommodate?

How many stories will it have?

How many classrooms?

How many bathrooms will there be and where would they be located?

Will there be a science lab?

How big will the auditorium be?

How many volumes will the library hold?

Will it feature a swimming pool?

What about a gym?

What kind of technology do you envision, i.e., Smart board, flat screen TV, DVD players, a listening lab?

Will it have sports fields for football, baseball or other sports?

Would you consider space for an organic vegetable garden?

What would the cafeteria look like?

What kind of food will be offered to the students?

Where would you place the teachers' lounge?

Will you allow for a clinic and nurse's station?

How many offices will be available for support personnel such as the principal, secretary, psychologist, nurse, cooks and so on?

What kind of transportation system will be in place?

SKELETON STORIES

Provide students with the bones they need to start writing a short story and then have them read their stories to the rest of the class.

Story #1

Ask the students to provide the details of a story after you write on the board:

“Once upon a time.....”

A man/woman:

Name:

Description: (color of hair/eyes, height/weight/, clothing/colors)

Family:

Location/place:

Age:

Job:

Hobbies:

Food: (likes and dislikes)

A plot:

After completing the story on the board, supply students with pictures and have them create an individual story based on the character on the picture.

Story #2:

Divide the class into groups. Each group fills in the blanks for the following list:

Name of a person:

A job:

Name of a town:

A sport:

A place:

Name of another person:

Job:

A verb:

A kind of food:

A TV show:

A particular time:

Then ask the students from each group to fill in the blanks in the following script using the information already compiled:

There was once a _____ named _____ who was a/an _____. He (She) lived in _____. He (She) liked to play _____. Everyday _____ would go to _____. There _____ would meet _____ a friend who was a/an _____. They would _____. After eating, they would watch _____ on TV. Then they would go to bed at _____.

At the end, each group reads their story aloud. If time allows, the stories could be printed on newsprint and then displayed around the classroom for review.

Story #3

I know a/an _____ man/woman/girl/boy/child whose name is _____
adjective
_____. He/she lives in _____. He/she is a/an _____
name place
_____. He/she likes _____ing. He/she eats _____
job action verb
_____ and drinks _____. He/she has a/an _____
food beverage
_____.
animal

SENTENCE STARTERS

Write a sentence

- 1-.....with three colors in it.
- 2- with nine words that tell about an animal.
- 3-..... that would make your friend laugh aloud.
- 4- that a three-year old might say.
- 5-..... that tells someone to do something.
- 6- that describes your worst habit.
- 7-..... describing your best friend.
- 8- telling what a pilot might say to the control tower.
- 9- that tells what a giraffe would say if it could talk.
- 10-..... convincing your boss to give you a raise.
- 11-..... with three animal sounds in it.
- 12-about your worst fear.
- 13- mentioning your last vacation.
- 14- that tells something great about yourself.
- 15- describing the perfect ice cream sundae.
- 16- with your name in it.
- 17- beginning with first and ending with last.
- 18-..... talking about your car.
- 19- describing your favorite pizza.
- 20- when borrowing something from your neighbor.

NOUN AND ADJECTIVE FORMS

Write the noun form that corresponds to each adjective.

| | |
|-----------------------------|-----------------|
| 1. curious <i>curiosity</i> | 26. ignorant |
| 2. innocent | 27. honest |
| 3. proud | 28. strange |
| 4. sick | 29. happy |
| 5. different | 30. free |
| 6. simple | 31. weak |
| 7. foolish | 32. ill |
| 8. young | 33. sympathetic |
| 9. sad | 34. dangerous |
| 10. important | 35. dignified |
| 11. difficult | 36. absent |
| 12. angry | 37. kind |
| 13. deep | 38. religious |
| 14. strong | 39. true |
| 15. high | 40. silent |
| 16. nervous | 41. intelligent |
| 17. dead | 42. generous |
| 18. beautiful | 43. jealous |
| 19. convenient | 44. cruel |
| 20. ugly | 45. confident |
| 21. gentle | 46. wealthy |
| 22. bitter | 47. anxious |
| 23. possible | 48. mysterious |
| 24. wide | 49. noisy |
| 25. sarcastic | 50. healthy |

SENTENCE STARTERS TWO

Complete each sentence with your own words.

1. I hate _____.
2. Saying no is _____.
3. Behind my back people say _____.
4. I'm happy about _____.
5. Some things I want to buy are _____.
6. My friends think that I _____.
7. I'm looking forward to _____.
8. My favorite thing to wear is _____.
9. I'm tired of _____.
10. Teachers should _____.
11. I'm most relaxed when _____.
12. It is harder to be a man than a woman because _____.
13. It is hard to be a teenager because _____.
14. I'm worried about _____.
15. I like the United States because _____.
16. I dislike the United States because _____.
17. The most useful thing I own is _____.
18. I'm planning on _____.
19. A good gift for a friend is a _____.
20. Some good foods to serve at a party are _____.
21. The thing I am most afraid of is _____.
22. I'm interested in _____.
23. I can't stand _____.
24. It's irritating when _____.
25. The best thing about the United States is _____.

MAKING ADJECTIVES

Each of the words in the following list can be used to form “-ic” adjectives. Find at least ten adjectives. A dictionary will be useful here to check spelling. After you finish finding the “-ic” adjectives, add a noun of your choice to each, for example, “fantastic experience”.

In pairs, explain to your partner why you have chosen this particular noun.

| NOUN | “-IC” ADJECTIVE | NOUN PHRASE |
|-----------------|-----------------|-------------|
| 1-fantasy | | |
| 2-gymnasium | | |
| 3- science | | |
| 4- gene | | |
| 5- central | | |
| 6- Satan | | |
| 7- German | | |
| 8-state | | |
| 9- graph | | |
| 10- barbarian | | |
| 11-metal | | |
| 12- analysis | | |
| 13- problem | | |
| 14- scene | | |
| 15- symphony | | |
| 16- comedy | | |
| 17- electricity | | |
| 18- emblem | | |
| 19- automaton | | |
| 20-capital | | |

SENTENCE ENDS

Complete each sentence with your own words. Try to be as creative as possible.

1. When I woke up yesterday, I was amazed to see

.....

2. While I was studying yesterday, I remembered

.....

3. When I looked at the front page of the newspaper last night, I saw

.....

4. When the phone rang yesterday, I was surprised to hear from

.....

5. While waiting for the bus yesterday, I noticed

.....

6. When I arrived in class this morning, I realized

.....

7. While reading the novel, I was puzzled by

.....

8. When I opened my schoolbag in class, I found

.....

9. While I was eating supper yesterday, I

.....

10. While I was watching TV yesterday, I learned

.....

11. When the doorbell rang yesterday, I was astonished to see

.....

12. While looking in my purse last night, I was dismayed to find out

.....

13. When I got to my job, I was dumbfounded by

.....

14. While searching for a parking space, I

.....

15. When my sister started to cry, I

SENTENCE BEGINNINGS

Complete each sentence with your own words.

1. My earliest memory is
2. At school I.....
3. Growing up, my mother said.....
4. My first relationship was....
5. It's embarrassing, but....
6. I talk too much about....
7. I don't like talking about....
8. The best book I ever read was....
9. My favorite film is....
10. My most prized possession is.....
11. The most interesting thing about me is....
12. I wish I had never....
13. I should try.....
14. You should try.....
15. People always tell me....
16. It annoys me when.....
17. My last meal would be....
18. When I'm gone, I people will say.....
19. When I'm 65, I'll

MY LAST VACATION

Use the **Simple Past** to describe your last vacation. Choose those questions from the list below that apply to your personal experience. Pay close attention to the irregular verbs.

- 1- Where did you go for your last vacation?
- 2- When did you go there? How did you get there?
- 3- Who did you go with?
- 4- How long did you stay?
- 5- Why did you choose that place?
- 6- Did you stay in a hotel, with friends or relatives?
- 7- What other places did you visit?
- 8- Did you go to the beach?
- 9- Did you try any of the local food?
- 10- How were the restaurants?
- 11- Did you fly or drive?
- 12- How long was your flight / drive/train ride?
- 13- Did you take a cruise?
- 14- Did you fly economy or first class?
- 15- Did you take many photographs?
- 16- Did you rent a car or use local transportation?
- 17- Did you visit the museums, art galleries and famous landmarks?
- 18- Did you attend any performances (plays, musicals, concerts)?
- 19- Did you attend any sporting events?
- 20- Did you buy any souvenirs?
- 21- Did you go shopping?
- 22- Did you write any postcards?
- 23- Did you visit the zoo, botanical gardens, or aquarium?
- 24- How was the nightlife (nightclub, cinema, theater)?
- 25- Did you like your visit?

OXYMORONS

Oxymoron means pointedly foolish and refers to a combination of contradictory or incongruous words such as **cruel kindness**. Take a look at the list of words below and decide why they are considered oxymorons.

| | |
|--------------------------|-----------------------|
| Act naturally | Mild interest |
| Acute dullness | Military intelligence |
| Almost perfect | Minor miracle |
| Almost exactly | Modern history |
| Artificial grass | New classic |
| Bad health | Nonalcoholic beer |
| Bittersweet | Nondairy creamer |
| Blameless culprit | Normal deviation |
| Cardinal sin | Old news |
| Civil war | Only choice |
| Clearly confused | Open secret |
| Conservative liberal | Original copies |
| Constant variable | Plastic glasses |
| Deafening silence | Passively aggressive |
| Definite maybe | Peace force |
| Deliberately thoughtless | Player coach |
| Even odds | Pretty ugly |
| Exact estimate | Qualified success |
| Express mail | Randomly organized |
| Extensive briefing | Real potential |
| Fish farm | Religious tolerance |
| Found missing | Rock opera |
| Freezer burn | Rolling stop |
| Friendly takeover | Same difference |
| Genuine imitation | Silent scream |
| Good grief! | Simply superb |
| Government efficiency | Small crowd |
| Holy war | Sweet sorrow |
| Home office | Taped live |
| Idiot savant | Terribly enjoyable |
| Instant classic | Tight slacks |
| Intense apathy | Tragic comedy |
| Jumbo shrimp | Unbiased opinion |

UNFINISHED SENTENCES

Complete the following sentences:

1. The funniest thing I ever saw was
2. If I had 24 hours to live
3. On Saturdays I usually
4. I feel best when people
5. I'd like to spend a long vacation in
6. I wish politicians would
7. Parents should always
8. My children will
9. This world would be a better place if
10. I would be much happier if
11. The thing that worries me the most is
12. Some day I'm going to
13. I always feel good when
14. I get very angry if
15. I'm not interested in
16. Studying is
17. I never worry about
18. I find it difficult to
19. The best time of the day is
20. Most people I know seem to be
21. The most useful thing I own is
22. The thing I am most afraid of is.....
23. A good gift for a friend is.....
24. Something that I want to buy is
25. My favorite thing to wear is

MY IDEAL HOME

Your final exam will consist of a composition in which you will be required to describe your ideal home. Think about the kind of house you would like to buy if price is not a concern. To help you in your task, try to answer the following questions.

Where do you want your house to be located?

In the city center

In a 55+ community

In the suburbs

In a gated community

In the countryside

In a small town

What do you want your house to face (look into)?

A lake

An ocean

A river

Pastures

A canal

Mountains or hill

Would you prefer to own:

A single story house

A condo/flat

A multi-story house

A farmhouse

A townhouse

What amenities would you like to have nearby?

Parks/walking or bicycle trails

Nightlife (cinemas, bars, nightclubs)

Mountains

Shopping centers

Culture centers

Restaurants/shops

Sports centers

Public transportation nearby

What is most important to you in a home?

A large kitchen / living room

A formal dining room

A combination kitchen and family room

A balcony or patio to sit outdoors

Two or more bathrooms

A library/home office

A media room/entertainment center

How the house is distributed (the layout)

Do you need a lot of privacy?

Do you like to be surrounded by people?

Are neighbors important to you?

What kind of neighbors do you like?

Do you mind having small children or teenagers around?

Do you keep pets?

Are pet restrictions a concern for you?

Is a garden (flower or vegetable) important to you?

MY HOMETOWN

What is the name of your city or town?

Where is it located? Near the sea / ocean, the hills, a valley or mountains?

How big is it? How is its population?

What is the name of its patron saint?

What are its major industries?

What are its major attractions?

Are there any international businesses located there?

Does it have any educational facilities?

Swimming pools?

Discos/bars/restaurants

Are there any modern health facilities?

Is there a main street where people walk / stroll / jog?

Are there any significant historical sites?

Is there a museum?

What natural attractions are there? Beaches, mountains, valleys?

What outdoor activities does it offer?

What are some things children can do while there?

What can visitors shop for?

Is there an art community? Theater, dance, concerts, opera?

Is there a cinema? Any art galleries?

What arts and crafts are produced in the area?

Are there any parks? Golf courses?

How easy is it to get to your hometown? Major highways, train station, airport?

Is there a botanical garden / zoo / sports arena?

MAIN CHARACTER QUESTIONNAIRE

Consider the questions below on your own, or ask a partner to interview as if you were the character, to help you begin to create your main character and flesh out the details.

- 1- What is your name?
- 2- How old are you?
- 3- What do you look like?
- 4- Where do you live?
- 5- What is your family background?
- 6- What do you like to do?
- 7- What is different about you?
- 8- What do you care about?
- 9- What do you fear?
- 10-What are your dreams?
- 11-How would your friends describe you? As the kind of person who
- 12-Who are the most important people in your life?
- 13-What are the most important things in your life?
- 14-What is the problem you are facing?
- 15- How will you change? Possibilities:
- 16- What will you understand about yourself and the your world at the end of the story? Possibilities:

ELABORATIONS

The mind is a wonderful place for picturing details. Read each one of these statements and provide as many colorful details as possible to make them more vivid.

- 1- His costume was scary.
- 2- That dinner was delicious.
- 3- The football game was exciting.
- 4- I had way too much to eat.
- 5- It was an eventful trip.
- 6- Her new hairstyle made me chuckle.
- 7- The kitchen was really a mess.
- 8- The inside of the restaurant was really unique.
- 9- The tie he had on was very colorful.
- 10- I couldn't believe what my dog dragged home.
- 11- The ice cream sundae was an unusual combination of flavors.
- 12- The gift was wrapped in the prettiest paper!
- 13- The bouquet of flowers was lovely.
- 14- Her silly hat was the center of attention.
- 15- The closet was extremely organized.

EDITING TIPS

To improve sentence structure:

1. Divide your sentences with slashes.
2. Read each sentence aloud.
3. If a sentence does not seem clear, put an X at the beginning.
4. Rewrite all sentences that you have marked with an X.
5. Notice the really short sentences; try to combine them with the sentence before or after it by using a conjunction such as and, yet, but, or so.
6. Read your paper aloud again, slowly.
7. Change any sentences or words that seem confusing.

Check for:

1. Missing words
2. Missing -eds or -ings
3. Missing s or 's
4. Missing letters

Double check use of:

1. There, their, there's
2. It, its
3. You, your, you're
4. Is, are, was, were, has, have, do, does
5. A lot, always
6. where, cause, because
7. To, too, two
8. Weather, whether

Have you

Left out important words such as is, are, was, were?

Used our instead of are; it instead of if; were instead of where?

Have you used their or there instead of there are or there is?

Used commas when a period is needed?

Left incomplete ideas stand?

A TIMELINE

A timeline is a good device to get students to practice the simple past. Provide the class with a piece of scrap paper in which they can draw a line that begins with their date of birth and ends with today's date. The following is a list of milestones the students can select from to write in their timeline.

- 1- Date of birth
- 2- Birth of a sibling (brother or sister)
- 3- Starting kindergarten
- 4- Starting elementary school
- 5- Graduating from high school
- 6- Getting your first job
- 7- Going away to college
- 8- Graduating from college
- 9- Falling in love for the first time
- 10- Learning to drive / obtaining your driver's license
- 11- Renting your first apartment
- 12- Moving away or to another country
- 13- Getting married
- 14- Having your first child
- 15- Getting a divorce
- 16- Death of a parent, child or other relative
- 17- Buying your first house
- 18- Traveling abroad for the first time
- 19- Joining the army
- 20- Becoming a widow / widower
- 21- Remarrying for the second / third time
- 22- Becoming a U.S. citizen
- 23- Having your first grandchild
- 24- Opening a business
- 25- Retiring from your job

BE MORE DESCRIPTIVE

| | | |
|--|--|--|
| <p>Instead of said, use:</p> <p>called shouted cried whispered responded remarked demanded questioned asked replied stated exclaimed</p> | <p>Instead of laughed, use:</p> <p>snickered guffawed giggled cackled roared howled chuckled tittered chortled heehawed crowed bellowed</p> | <p>Instead of ran, use:</p> <p>hurried bolted raced darted scurried sped dashed jogged galloped sprinted trotted rushed</p> |
| <p>Instead of walked, use:</p> <p>staggered shuffled traveled sauntered trudged lumbered strutted paraded marched ambled hiked strolled</p> | <p>Instead of saw, use:</p> <p>glimpsed glanced at noticed eyed observed gazed at sighted spied spotted examined stared at watched</p> | <p>Instead of like, use:</p> <p>love prefer admire cherish appreciate care for fancy favor adore enjoy idolize treasure</p> |
| <p>Instead of sad, use:</p> <p>downcast unhappy depressed dejected woeful forlorn gloomy melancholy miserable crestfallen sorrowful mournful</p> | <p>Instead of pretty, use:</p> <p>beautiful exquisite lovely gorgeous glamorous stunning attractive handsome elegant striking cute fair</p> | <p>Instead of good, use:</p> <p>great splendid pleasant superb marvelous grand delightful terrific superior amazing wonderful excellent</p> |
| <p>Instead of little, use:</p> <p>teeny small diminutive miniscule compact tiny microscopic miniature petite slight wee minute</p> | <p>Instead nice, use:</p> <p>kind congenial benevolent agreeable thoughtful courteous gracious warm considerate cordial decent humane</p> | <p>Instead of funny, use:</p> <p>farcical hysterical jocular sidesplitting amusing hilarious humorous laughable witty silly comical nonsensical</p> |
| <p>Instead of big, use:</p> <p>towering enormous huge tremendous large massive great giant gigantic colossal mammoth immense</p> | <p>Instead of happy, use:</p> <p>glad merry jovial contented jubilant pleased joyful delighted thrilled jolly cheerful elated</p> | <p>Instead of smart, use:</p> <p>witty ingenious bright sharp quick-witted brainy knowledgeable brilliant intelligent gifted clever wise</p> |

WRITING QUIZ

1. What is a sentence?
2. What is a paragraph?
3. What are the three basic part of a paragraph?
4. What is the purpose of the first part?
5. What is the purpose of the second part?
6. What is the purpose of the third part?
7. What is the purpose of transition words?
8. What is the purpose of an outline?
9. What does an indentation indicate?
10. What is an irrelevant sentence?
11. What is chronological order?
12. What is a main clause?
13. What is a dependent clause?
14. What form of the verb give instructions?
15. What is the other form that can be used to give instructions?
16. What is the only transition word that does not have a comma after it?
17. What does the transition word “when” indicate?
18. What is a topic?
19. What is a main idea?
20. Two independent clauses that are related may be combined with “and”. What punctuation comes before “and”?

HOW TO WRITE GOOD

Avoid alliteration. Always.

Prepositions are not words to end sentences with.

Avoid clichés like the plague. (They're old hat.)

Eschew ampersands and abbreviations, etc.

One should never generalize.

Be more or less specific.

Comparisons are as bad as clichés.

No sentence fragments.

Exaggeration is a billion times worse than understatement.

Parenthetical remarks (no matter how relevant) are unnecessary.

Never, ever use absolutes.

And always be sure to finish what

From: www.grammarly.com

VOCABULARY:
A GLOSSARY

300 USEFUL ADJECTIVES

| | | | | | |
|---------------|--------------|-------------|--------------|-------------|--------------|
| abrupt | considerate | fragile | ironic | plausible | stressing |
| absorbing | content | frank | irritating | playful | stunning |
| accurate | contrite | frantic | joyful | pleasing | sublime |
| adoring | conventional | frivolous | kind | pliant | subtle |
| adrift | coy | furious | lacking | possible | supercilious |
| affectionate | cozy | gaudy | lawful | profound | superficial |
| aggressive | cunning | genuine | lean | prominent | surly |
| aghast | cynical | giving | legible | prompt | suspicious |
| agile | deadly | glaring | livid | proper | tactful |
| amazing | deceitful | golden | logical | prosaic | talented |
| ambiguous | decisive | gorgeous | loving | punctual | tame |
| ambitious | delicate | gracious | luxurious | puzzling | tasteless |
| ample | demanding | grandiose | magnificent | questioning | tearful |
| amusing | dependent | greedy | marvelous | quirky | tempting |
| annoyed | deprecating | grueling | mean | rapid | tenacious |
| argumentative | destitute | guilty | messy | rational | tendentious |
| arrogant | devastating | gutsy | miserable | real | terrific |
| articulate | devious | gusty | modern | reflective | terrifying |
| astonishing | devout | harassing | modest | regretful | thwarting |
| backward | diligent | harried | mordant | relaxed | tidy |
| baffling | diplomatic | harrowing | morose | resonant | timely |
| barren | distant | hasty | motivating | risky | touching |
| bemusing | distressing | hateful | muddy | ritzy | tranquil |
| berserk | dizzy | hearty | mysterious | rude | troubling |
| bewildering | dominant | hefty | mystical | salty | tumultuous |
| biting | dreary | heinous | nasty | sarcastic | unanimous |
| bitter | dreary | hideous | native | satisfied | uncouth |
| bossy | ecstatic | hostile | nonchalant | selfish | uneasy |
| bountiful | embarrassing | humble | nonplussed | sensuous | unique |
| brittle | enchancing | humid | normal | serene | uphill |
| brusque | engrossing | humiliating | obnoxious | shallow | uppity |
| brutal | envious | hurried | opinionated | shapeless | useful |
| caring | exasperating | impassioned | optimistic | shocking | useless |
| casual | exhausting | impassive | overwhelming | shy | usual |
| cautious | expressive | implacable | pained | significant | vain |
| chagrined | exquisite | impulsive | painful | skeptical | vapid |
| charitable | extrinsic | indifferent | palatable | snobbish | venomous |

| | | | | | |
|------------|------------|--------------|-------------|-----------|-----------|
| cheery | fancy | industrious | pathetic | sociable | versatile |
| childish | fatiguing | inquisitive | patient | solemn | virile |
| complacent | fearful | insidious | peaceful | solvent | virtuous |
| conceited | fearless | insipid | pedantic | somber | visible |
| confident | feasible | insolent | pensive | sorrowful | volatile |
| confident | feminine | insulting | perplexing | spicy | weird |
| confused | fierce | interesting | picturesque | splendid | wise |
| confusing | forceful | intimidating | piquant | stale | witty |
| congenial | formidable | intrinsic | pitiful | stingy | Wretched |

ADJECTIVES AND THEIR OPPOSITES

| Adjective | Opposite | Adjective | Opposite | Adjective | Opposite |
|------------|--------------|-------------|--------------|--------------|--------------|
| absent | present | free | captive | profound | superficial |
| active | inactive | fresh | stale | radical | conservative |
| afraid | fearless | friendly | unfriendly | rare | common |
| alive | dead | frivolous | earnest | real | imaginary |
| asleep | awake | generous | stingy | rebellious | submissive |
| bad | good | glad | upset | relaxed | uptight |
| bald | hairy | grateful | ungrateful | right | left |
| barbarous | civilized | handsome | ugly | rigid | soft |
| big | small | happy | sad | rough | smooth |
| boring | entertaining | hard | soft / easy | rude | polite |
| brave | cowardly | hateful | loving | sensible | insensible |
| careful | careless | healthy | sick / ill | serious | trivial |
| caring | thoughtless | heavy | light | severe | gentle |
| cheap | expensive | high | low | shrew | idiot |
| clean | dirty | hostile | friendly | shy | outgoing |
| cold | hot | humble | proud | skillful | clumsy |
| common | unique | impolite | tactful | slow | fast |
| competent | inept | important | irrelevant | sorrowful | joyful |
| confusing | clear | intelligent | stupid | spontaneous | planned |
| convenient | awkward | just | unjust | strange | familiar |
| cool | warm | kind | unkind | strong | weak |
| crazy | sane | large | small | stupid | clever |
| curious | indifferent | lazy | hard-working | sweet | sour |
| curly | straight | legal | illegal | tall | short |
| dangerous | safe | local | global | tasty | bland |
| dark | light | logical | illogical | thick | thin |
| deep | shallow | long | short | tight-fisted | spend-thrift |
| delicious | tasteless | lucky | unlucky | timely | unexpected |
| different | same | messy | neat | transparent | opaque |
| dry | wet | modern | traditional | ugly | beautiful |
| dull | sharp | modest | immodest | uphill | downhill |
| eager | apathetic | narrow | wide | useful | useless |
| early | late | natural | artificial | usual | unusual |
| east | west | near | far | vacant | occupied |
| easy | difficult | neat | unkempt | vain | demure |
| empty | full | nervous | calm | valuable | worthless |
| energetic | drowsy | noisy | quiet | violent | peaceful |
| fair | unfair | north | south | visible | invisible |
| faithful | unfaithful | old | new | wary | unwary |

ADJECTIVES THAT DESCRIBE PERSONALITY

| Qualities generally considered positive: | Write meaning or notes here: | Qualities generally considered negative: | Write meaning or notes here: |
|--|------------------------------|--|------------------------------|
| affectionate | | aggressive | |
| ambitious | | angry | |
| bold | | annoying | |
| brave | | anxious | |
| carefree | | apathetic | |
| careful | | argumentative | |
| caring | | bad | |
| cautious | | bad-tempered | |
| charming | | big-headed | |
| cheerful | | boring | |
| clever | | cantankerous | |
| conservative | | careless | |
| conventional | | close-minded | |
| dependable | | cold-hearted | |
| diligent | | conceited | |
| earnest | | cowardly | |
| enjoyable | | crass | |
| entertaining | | cruel | |
| extroverted | | dishonest | |
| free-spirited | | disloyal | |
| friendly | | dull | |
| fun | | dull-witted | |
| fun-loving | | dumb | |
| generous | | envious | |
| giving | | exasperating | |
| good | | flirtatious | |
| good-natured | | full of oneself | |
| happy | | ill-tempered | |
| hard-working | | insane | |
| honest | | introverted | |
| inspiring | | jealous | |
| kind | | jumpy | |
| knowledgeable | | lazy | |
| laid-back | | loud | |

lively
lovely
loving
loyal
modest
motivated
naïve
open-minded
optimistic
patient
polite
proud
realistic
reliable
resourceful
self-confident
sensible
sensitive
sympathetic
talkative
trustworthy
understanding
warm
witty

mealy-mouth
mean
miserly
moody
narrow-minded
nasty
nervous
obnoxious
overbearing
overwhelming
pessimistic
petty
quarrelsome
rude
selfish
shallow
small-minded
strict
stubborn
suspicious
two-faced
unfriendly
unreliable
weird

ANIMALS: AN ALPHABETICAL LIST

| | | | | |
|-----------------|-------------|--------------|----------------|---------------|
| aardvark | cow | hawk | okapi | shrimp |
| albatross | coyote | hedgehog | opossum | skunk |
| alligator | crab | hen | orangutan | sloth |
| ant | crane | heron | ostrich | snail |
| anteater | cricket | hippopotamus | otter | snake |
| antelope | crocodile | horse | owl | sparrow |
| armadillo | crow | hummingbird | ox | spider |
| baboon | deer | hyena | oyster | sponge |
| badger | dinosaur | iguana | panda | squid |
| bat | dog | impala | panther | squirrel |
| bear | donkey | jaguar | parakeet | starfish |
| beaver | dove | jelly fish | parrot | stingray |
| bee | dragon | kangaroo | peacock | stork |
| beetle | dragonfly | kite | pelican | swallow |
| bison | duck | koala | penguin | swan |
| blackbird | eagle | ladybird | pheasant | tadpoles |
| bluejay | eel | lamb | pig | tarantula |
| boa constrictor | egret | leopard | pigeon | termite |
| bobcat | elephant | lion | polar bear | tiger |
| buffalo | elk | lizard | porcupine | toad |
| bull | emu | llama | praying mantis | tortoise |
| burro | falcon | lobster | puma | toucan |
| butterfly | flamingo | lynx | quail | turkey |
| cockroach | fox | mandrill | rabbit | turtle |
| calf | frog | manta ray | raccoon | walrus |
| camel | gazelle | millipede | raven | warbler |
| cat | gerbil | minnows | rhinoceros | wasp |
| caterpillar | giraffe | monkey | robin | water buffalo |
| centipede | gnu | moose | sambar deer | warthog |
| cheetah | goat | mosquito | sand fly | weasel |
| chicken | goose | moth | scorpion | whale |
| cicada | gorilla | mouse | sea horse | woodpecker |
| civet | grasshopper | mule | seagull | wren |
| cobra | guinea pig | mussels | seal lion | yak |
| condor | gull | ocelot | shark | zebra |
| cougar | hamster | octopus | sheep | |

ANIMALS AND THEIR BABIES

| ANIMAL | BABY | ANIMAL | BABY |
|---------------|--------------------|--------------|---|
| antelope | calf | hen | pullet |
| bear | cub | hippopotamus | calf |
| beast of prey | whelp | horse | foal, yearling or colt (m) filly (f) |
| beaver | kit | kangaroo | joey |
| birds | fledging, nestling | lion | cub |
| cat | kitten | owl | owlet |
| codfish | codling, sprat | partridge | cheeper |
| cow | calf | pig | piglet, shoat, farrow, suckling |
| deer | fawn, yearling | pigeon | squab, squeaker |
| dog | pup, puppy | quail | cheeper |
| duck | duckling | rabbit | bunny, kit |
| eagle | eaglet | rat | pup |
| eel | elver | rhino | calf |
| elephant | calf | swan | cygnet |
| fish | fry | tiger | cub, whelp |
| fowl | chick, chicken | turkey | poult |
| fox | cub pup | rooster | cockerel |
| frog | polliwog, tadpole | salmon | parr, smolt, grilse |
| goat | kid | seal | pup |
| goose | gosling | shark | cub |
| grouse | cheeper | sheep | lamb, lambskins |
| guinea fowl | keet | whale | calf |
| hawk | eyas | zebra | foal |

BABY ITEMS

activity center

baby bottle

baby lotion

baby monitor

baby oil

baby photo album

baby wipes

bassinet

bath towel

bib

blanket

blocks

bodysuit

booster seat

booties

bottle warmer

bouncer seat

brush and comb set

bumper pad

changing pad

changing table

chest of drawers

cradle

crib bumper

diaper bag

diaper pail

footsies

hamper

high chair

infant car seat

infant carrier

layette set

learning blocks

mobile

monitor

night light

pacifier

playpen

rattle

rocker

romper

rubber ducky

safety gate

safety pin

stroller

swing

talcum powder

teddy bear

teething toy

thermometer

toy chest

walker

BODY PARTS

| English | Notes | English | Notes | English | Notes |
|--------------|-------|-------------|-------|----------|-------|
| abdomen | | eyelid | | neurons | |
| ankle | | face | | nipple | |
| anus | | femur | | nose | |
| appendix | | finger | | nostril | |
| arm | | fingernail | | ovary | |
| armpit | | fist | | palm | |
| artery | | foot / feet | | pancreas | |
| auricle | | forehead | | patella | |
| back | | freckle | | pelvis | |
| belly | | gallbladder | | penis | |
| bladder | | gland | | pores | |
| blood | | gums | | pupil | |
| body | | hair | | rectum | |
| bone | | hamstring | | retina | |
| bone marrow | | hand | | scapula | |
| bowels | | head | | sclera | |
| brain | | heart | | shoulder | |
| breast | | heel | | skeleton | |
| buttock | | hip | | skin | |
| calf | | ileum | | skull | |
| canine tooth | | incisors | | sole | |
| cartilage | | instep | | spine | |
| cheek | | intestines | | spleen | |
| cheekbone | | iris | | sternum | |
| chest | | jaw | | stomach | |
| chin | | jejunum | | temple | |
| clavicle | | joint | | tendon | |
| coccyx | | keratin | | testes | |
| colon | | kidney | | thigh | |
| cranium | | knee | | throat | |
| cuticle | | knuckle | | thumb | |
| dentin | | larynx | | thyroid | |
| diaphragm | | leg | | tissue | |
| dimple | | lenses | | toenail | |
| ear | | ligament | | tongue | |
| eardrum | | lip | | tonsil | |

earlobe
elbow
esophagus
eye
eyeball
eyebrow
eyelash
mouth
muscle

liver
lung
melanin
molar
mole
nape
navel
neck
nerve

tooth / teeth
trachea
vagina
vein
ventricle
vertebra
waist
wisdom tooth
wrist

CHRISTMAS VOCABULARY

A Christmas Carol: Charles Dickens' classic story about greed at Christmas. The most famous character, Scrooge, is now a synonym for a stingy person. You may hear people say: "Don't be a Scrooge."

Chestnuts: Are commonly eaten at Christmas. There is a famous Christmas song, "Chestnuts roasting by an open fire."

Christmas carols: Songs that are sung at Christmas.

Christmas carolers: Are groups of people that walk down a street going from house to house singing Christmas carols. Traditionally, the house owners give the carolers a small treat such a chocolate or eggnog.

Christmas dinner: A big dinner on Christmas day. Usually families gather together for Christmas dinner.

Christmas Eve: The evening of December 24, also called "The night before Christmas."

Christmas greeting: Most people greet each other at this time with such expressions as "Merry Christmas", "Season's Greetings" or "Happy New Year's" which is a shortened form of "Happy New Year's Eve."

Christmas lights: Strings of light used to decorate the Christmas tree and around the exterior of the house.

Christmas ornaments: Are ornaments used to decorate the tree and are placed around the house.

Christmas shopping: There is a lot of shopping at this time. You might hear people ask each other: "Have you finished your Christmas shopping?"

Christmas tree: This is a decorated tree. Presents are placed under the tree. On Christmas morning, families and friends open their presents together.

Christmas wish List: All the things a person wants for Christmas.

Carving the bird: Cutting the turkey and handing it out to people.

Eggnog: Is a drink commonly served at Christmas parties.

First Christmas: It refers to the birth of Jesus over 2000 years ago.

Gift-wrapped: When you're shopping, you can ask the salesperson if they have a gift-wrapping service.

Holiday Season: The time running from just before Christmas until New Year's.

Holly: A common Christmas ornament, which has bright red berries.

Lawn ornaments: Decorations placed on people's lawns. Popular lawn ornaments are Santa Claus, reindeers, sleighs, mangers, and elves.

Manger: Historically, a small wooden trough that animals ate hay from. Jesus was put in a manger after he was born, so some people set up a manger with a plastic baby in it and animals around.

Mistletoe: Is a plant usually hung from a doorway between two rooms. It is a tradition for a member of the opposite to kiss a person standing under the mistletoe as a surprise.

Nativity Scene: A scene depicting the birth of Jesus.

Poinsettia: A plant commonly used to decorate at Christmas.

Reindeer: Santa rides in a sleigh that is pulled by reindeers. The most famous is Rudolph the red-nose reindeer.

Santa: A large, plump man dressed in a big red suit, big black belt and carrying a sack full of gifts which he distributes to children all around the world.

Santa's Helpers: These are the elves, usually dressed in red or green.

Sit on Santa's Knees: It is a common tradition to go to a person dressed up as Santa Claus and tell him what you want to get for Christmas.

Sleigh: A carriage that rides on snow.

Snowman: A figure of a person, made of snow, by stacking large snowballs on top of each other.

Stockings: Literally it means "socks." People hang stockings in front of the fireplace. Small presents are placed in the stockings and usually opened on Christmas morning.

Trimming the tree: Decorating the tree with ornaments is called "trimming the tree".

White Christmas: A Christmas with snow.

Write a letter to Santa: Many children write letters to Santa Claus telling him what they would like to get for Christmas.

CLOTHING VOCABULARY

| | | | |
|------------------|----------------------|--------------------|--------------------|
| apron | earmuffs | nightgown | stole |
| bandanna | fleece jacket | overalls | Suit (2 / 3 piece) |
| baseball cap | flip flops | pajamas | sundress |
| bathing trunks | full slip | panties | suspenders |
| bathrobe | galoshes | pants / slacks | sweater |
| belt | garter / garter belt | pantyhose (nylons) | sweatshirt |
| beret | girdle | parka | sweatpants |
| Bermuda shorts | gloves | petticoat | swimsuit |
| bike shorts | half-slip | pinafore | T-shirt |
| bikini | handkerchief | polo shirt | tank top |
| blouse | harem pants | poncho | tennis shoes |
| bolero | hat | pullover | thermal wear |
| bonnet | headband | raincoat | thong |
| boots | jacket | ribbon | tie |
| bow tie | jeans | sandals | tights |
| boxers | jersey | sari | toga |
| brassiere (bra) | jockstrap | sarong / pareo | trench coat |
| breeches | jogging suit | sash | trousers |
| briefs | jumper | scarf | tunic |
| camisole | jumpsuit | shawl | turban |
| cape | caftan | shirt | turtleneck |
| Capri pants | kimono | shirtdress | tuxedo |
| cardigan sweater | knit cap | shoes | vest |
| coat | leggings | shorts | undershirt |
| cravat | leotard | skirt | uniform |
| culottes | loafers | skorts | waistcoat |
| cummerbund | mantilla | slippers | windbreaker |
| drawers | mittens | smock | yarmulke |
| dress | moccasins | socks | |
| espadrilles | muffler | sports coat | |

Jewelry – Vocabulary

| | | |
|------------------|----------------|-------------------|
| ankle bracelet | earrings | signet ring |
| bangle | hoop earrings | stud earrings |
| bracelet | locket | tiara |
| brooch | medallion | tie pin/tack |
| chain | necklace | toe ring |
| clasp | nose ring | wedding ring/band |
| clip-on earrings | pearl necklace | wristwatch |
| crown | pendant | |
| cufflinks | pin | |
| diadem | ring | |

COCKTAILS AND MIXED DRINKS

| | | |
|----------------------|----------------------|----------------------|
| a day at the beach | bullshot | greyhound |
| Adam and Eve | buttered rum | highball |
| Alabama slammer | Cape Codder | hot buttered rum |
| Alaska cocktail | caudle | hot toddy |
| Alexander | cement mixer | hurricane |
| Allegheny | champagne cocktail | Iris coffee |
| Americana | champagne cooler | Kamikaze |
| Angel's kiss | Chapel Hill | Kir royale |
| B & B | cherry blossom | Long Island iced tea |
| B-52 | chi-chi | mai tai |
| Bacardi cocktail | clamato cocktail | Manhattan |
| Bahamas mama | classic cocktail | Margarita |
| banshee | cobbler | Martini |
| Basin Street | coffee grasshopper | merry widow |
| bay breeze | coffee old-fashioned | mimosa |
| beachcomber | cooler | mint julep |
| bee stinger | Cooperstown | New York cocktail |
| Bellini | Cuba libre | old-fashioned |
| Bermuda Rose | daiquiri | piña colada |
| Betsy Ross | Daisy Dueller | pink lady |
| between the sheets | dingo | planter's punch |
| bijou cocktail | dirty-banana | punch |
| black Maria | Dixie julep | rum and coke |
| black Russian | dream cocktail | rum cooler |
| black velvet | dry martini | rusty nail |
| bloody Caesar | eggnog | sangria |
| bloody Mary | English highball | scotch and soda |
| blue Hawaiian | Fifth Avenue | scotch on the rocks |
| blue lagoon | firefly | screwdriver |
| blue margarita | fizz | seven and seven |
| blue whale | flip | sex on the beach |
| bocce ball | foxy lady | Singapore sling |
| Bombay cocktail | frappe | spritz |
| Boston cocktail | French connection | stinger |
| bourbon and water | frozen daiquiri | tequila sunrise |
| bourbon on the rocks | frozen Margarita | toddy |
| brandy Alexander | fuzzy navel | Tom Collins |
| brandy fizz | Georgia peach | velvet hammer |
| brandy smash | Gibson | vodka and tonic |
| Bronx cocktail | gimlet | whiskey sour |
| buck's fizz | gin and tonic | white Russian |

COMMON COLLOCATES

| | | |
|----------------------|----------------------|-------------------------|
| aches and pains | forgive and forget | prim and proper |
| aid and abet | from pillar to post | prince and princess |
| arms and legs | give and take | pros and cons |
| ask and answer | hand in glove | pure and simple |
| assault and battery | hard and fast | rain or shine |
| aunts and uncles | hat and coat | rest and relaxation |
| back to front | heads or tails | rum and coke |
| bait and switch | heart and soul | safe and sound |
| beck and call | heel and toe | salt and pepper |
| before and after | hemming and hawing | shipping and handling |
| believe it or not | here and now | shoes and socks |
| black and blue | here and there | short and sweet |
| black and white | heroes and villains | sick and tired |
| bows and arrows | hit and run | soap and water |
| boys and girls | hugs and kisses | sons and daughters |
| bread and butter | husband and wife | sooner or later |
| bride and groom | in and out | stop and go |
| brothers and sisters | inside out | straight and narrow |
| buy and sell | ladies and gentlemen | struts and frets |
| by and large | left and right | suit and tie |
| cap and gown | length and breath | supply and demand |
| cards and letters | life and death | swim or sink |
| cat and mouse | lock and key | tables and chairs |
| cats and dogs | mom and dad | thick and thin |
| come and go | more or less | this and that |
| cops and robbers | mother and father | this or that |
| crime and punishment | needle and thread | thunder and lightning |
| day after day | nephews and nieces | tooth and nail |
| day and night | now or never | top and bottom |
| day in and day out | odds and ends | trial and error |
| divide and conquer | off and on | trials and tribulations |
| do or die | oil and vinegar | tried and true |
| do's and don'ts | once and for all | up and about |
| down and out | open and close | up and coming |
| dribs and drabs | open and shut | up and down |
| far and wide | paper and pencil | upside down |
| fast and loose | peace and quiet | without rhyme or reason |
| fish and chips | pins and needles | |
| flora and fauna | room and board | |

COLLECTIVE NOUNS – ANIMALS

a bale of turtles
a barren of mules
a bevy of quails
a bevy of roebuck
a bouquet of pheasants
a brood of hens
a building of rooks
a business of ferrets
a cast of falcons
a cast of hawks
a cete of badgers
a charm of finches
a clowder of cats
a cluck of hens
a clutch of eggs
a colony of ants
a colony of penguins
a company of parrots
a congregation of plover
a cover of coots
a covey of partridges
a covey of quail
a crash of rhinoceroses
a deceit of lapwings
a descent of woodpeckers
a dissimulation of birds
a dole of doves
a drift of hogs
a drove of cattle
a dule of doves
a fall of woodcocks
a flight of swallows
a flock of sheep
a gaggle of geese
a gam of whales
a gang of elk
a harass of horses
a herd of elephants
a host of sparrows
a hover of trout
a husk of hare
a leap of leopards
a litter of pups
a murmuration of starlings
a muster of storks
a mustering of storks
a nest of rabbits
a nye of pheasants
a pace of asses
a paddling of ducks
a parliament of owls
a party of jays
a peep of chickens
a pitying of turtledoves
a plague of locusts
a pod of seals
a pride of lions
a raft of ducks
a rafter of turkeys
a rag of colts
a richness of martens
a route of wolves
a school of fish
a shoal of bass
a shrewdness of apes
a siege of herons
a singular of boars
a skein of geese (in flight)
a skulk of foxes
a sloth of bears
a smack of jellyfish
a sord of mallards
a sounder of swine
a spring of teal
a string of ponies
a tiding of magpies
a trip of dotterel
a trip of goats
a troop of kangaroos
a walk of snipe
a watch of nightingales
a wisp of a snipe

COMPOUND WORD BASES

| | | | | | |
|---------|----------|---------|------------|---------|---------|
| ache | check | high | mower | saw | storm |
| action | child | hill | nail | screen | string |
| after | cloth | hold | needle | sea | strip |
| anti | clothes | hole | new | section | stroke |
| arm | cook | home | note | seed | sun |
| attack | copier | hood | out | seeing | surf |
| back | counter | house | over | seller | sweet |
| bag | country | hunt | pace | septic | table |
| balance | court | jack | pack | set | tan |
| ball | crack | joy | packed | shave | tax |
| band | cross | keeper | paint | shine | team |
| basket | cuffs | key | paper | ship | text |
| battle | daughter | kitchen | paste | shoe | thought |
| beach | desk | knob | paw | shooter | tight |
| bed | door | lace | pawn | shop | time |
| bench | down | ladder | payer | short | tip |
| bill | dream | land | person | show | tooth |
| bird | drive | lash | phone | sick | top |
| birth | drop | law | photo | side | touch |
| biting | dry | lawn | pick | sided | tower |
| black | dust | left | pike | sight | town |
| blade | express | lid | pillow | sign | track |
| blind | eye | light | pin | silver | trouble |
| blow | fall | lighter | pipe | skin | turn |
| board | field | line | place | sleep | under |
| boat | finger | line | place | smoke | up |
| body | fire | list | play | snow | waist |
| book | flower | load | plough | social | walk |
| born | fly | locked | post | soft | wall |
| bound | fold | lode | print | soil | wander |
| box | fool | loose | productive | son | ward |
| brain | foot | loud | proof | sore | ware |
| breaker | force | low | push | sound | wash |
| bridge | front | lust | race | south | watch |
| broker | glass | made | razor | speaker | water |
| brow | grand | maid | read | speed | way |
| brush | grind | mail | ride | spot | wind |
| cage | guard | maker | right | spread | wine |
| car | gun | man | road | stage | winter |

COUNTRIES AND CAPITALS

| Country | Capital | Country | Capital |
|--------------------|----------------|----------------------|----------------|
| Afghanistan | Kabul | Lebanon | Beirut |
| Algeria | Algiers | Liberia | Monrovia |
| Angola | Luanda | Libya | Tripoli |
| Argentina | Buenos Aires | Malaysia | Kuala Lumpur |
| Australia | Sydney | Mauritania | Noaukchott |
| Austria | Vienna | Mauritius | Port Louis |
| Bahrain | Manama | Mexico | Mexico City |
| Bangladesh | Dhaka | Mongolia | Ulaan Baatar |
| Belize | Belmopan | Morocco | Rabat |
| Bhutan | Thimphu | Mozambique | Maputo |
| Bolivia | La Paz | Namibia | Windhoek |
| Brazil | Brasilia | Nepal | Kathmandu |
| Canada | Ottawa | New Zealand | Wellington |
| Cape Verde | Praia | Nicaragua | Managua |
| Chile | Santiago | Nigeria | Abuja |
| China | Beijing | North Korea | Pyongyang |
| Colombia | Bogota | Norway | Oslo |
| Congo | Brazzaville | Pakistan | Islamabad |
| Cuba | Havana | Panama | Panama City |
| Cyprus | Nicosia | Poland | Warsaw |
| Denmark | Copenhagen | Portugal | Lisbon |
| Dominican Republic | Santo Domingo | Romania | Bucharest |
| Eritrea | Asmara | Russia | Moscow |
| Fiji | Suva | Rwanda | Kigali |
| Finland | Helsinki | Seychelles | Victoria |
| France | Paris | Shri Lanka | Colombo |
| Germany | Berlin | Singapore | Singapore |
| Greece | Athens | Somalia | Mogadishu |
| Haiti | Port-au-Prince | South Africa | Pretoria |
| Honduras | Tegucigalpa | South Korea | Seoul |
| India | New Delhi | Spain | Madrid |
| Indonesia | Jakarta | Sweden | Stockholm |
| Iran | Tehran | Switzerland | Berne |
| Iraq | Baghdad | Taiwan | Taipei |
| Ireland | Dublin | Thailand | Bangkok |
| Israel | Jerusalem | Maldives | Male |
| Italy | Rome | Philippines | Manila |
| Jamaica | Kingston | Turkey | Ankara |
| Japan | Tokyo | United Arab Emirates | Abu Dhabi |
| Jordan | Amman | United Kingdom | London |

COUNTRIES, LANGUAGES AND NATIONALITIES

| Country | Nationality | Language |
|--------------------|--------------------|----------------------|
| Afghanistan | Afghanistani | Pashto/others |
| Argentina | Argentinean | Spanish |
| Australia | Australian | English |
| Bangladesh | Bangladeshi | Bengali |
| Belgium | Belgian | French/Dutch/German |
| Belize | Belizean | English/Carib/Maya |
| Bhutan | Bhutanese | Dzongkha |
| Bolivia | Bolivian | Spanish/Aymara |
| Brazil | Brazilian | Portuguese |
| Cambodia | Cambodian | Khmer |
| Canada | Canadian | English/French |
| Cape Verde | Cape Verdian | Portuguese |
| Chile | Chilean | Spanish |
| China | Chinese | Mandarin/Cantonese |
| Colombia | Colombian | Spanish |
| Cuba | Cuban | Spanish |
| Denmark | Dane | Danish |
| Dominican Republic | Dominican | Spanish |
| Ecuador | Ecuadorian | Spanish/Quechua |
| El Salvador | Salvadorian | Spanish |
| Ethiopia | Ethiopian | Amharic |
| Finland | Finnish | Finnish |
| France | French | French |
| Germany | German | German |
| Greece | Greek | Greek |
| Guyana | Guyanese | English/Hindi/others |
| Haiti | Haitian | French/Creole |
| Holland | Dutch | Dutch |
| India | Indian | Hindi/Urdu/English |
| Indonesia | Indonesian | Bahasa |
| Iran | Iranian | Persian |
| Iraq | Iraqi/Kurdish | Persian |
| Ireland | Irish | English/Irish |
| Israel | Israeli | Hebrew |
| Italy | Italian | Italian |
| Jamaica | Jamaican | English/Patois |
| Country | Nationality | Language |
| Japan | Japanese | Japanese |
| Kenya | Kenyan | Swahili |
| Laos | Laotian | Mom-Khmer |
| Lebanon | Lebanese | Arabic |
| Libya | Libyan | Arabic |
| Malaysia | Malaysian | Bahasa |
| Maldives, the | Maldivian | Divehi |

| | | |
|------------------|---------------|-----------------------|
| Mexico | Mexican | Spanish |
| Mongolia | Mongolian | Mongolian |
| Namibia | Namibian | Nama/Nairon |
| Nepal | Nepalese | Nepalese |
| Netherlands, the | Netherlandic | Dutch |
| North Korea | North Korean | Korean |
| Norway | Norwegian | Norwegian |
| Pakistan | Pakistani | Urdu |
| Panama | Panamanian | Spanish |
| Paraguay | Paraguayan | Spanish/Guarani |
| Peru | Peruvian | Spanish |
| Philippines, the | Phillipino | Filipino |
| Poland | Polish | Polish |
| Portugal | Portuguese | Portuguese |
| Russia | Russian | Russian |
| Saudi Arabia | Saudi Arabian | Arabic/English |
| Shri Lanka | Shri Lankan | Sinhalese/Tamil |
| Singapore | Singaporean | Chinese/English/Tamil |
| South Africa | South African | Afrikaans/English |
| Spain | Spaniard | Spanish |
| Sweden | Swedish | Swedish |
| Switzerland | Swiss | German/French/Italian |
| Taiwan | Taiwanese | Mandarin |
| Tajikistan | Tajik | Tajik |
| Thailand | Thai | Thai |
| Turkey | Turkish | Turkish |
| Venezuela | Venezuelan | Spanish |
| Vietnam | Vietnamese | Vietnamese |
| Zimbabwe | Zimbabwean | English/Shona |

FEELINGS – VOCABULARY

| | | | |
|---------------|----------------|-------------|-------------|
| abandoned | disturbed | irritable | sad |
| accepted | dreary | jaded | scared |
| afraid | eager | jazzed | selfish |
| agile | ecstatic | jealous | sensual |
| angry | edgy | joyful | sentimental |
| annoyed | elated | lazy | sexy |
| anxious | elegant | limited | shaky |
| ashamed | embarrassed | lonely | showy |
| bad | enthusiastic | loose | shy |
| balanced | envious | loving | silly |
| believable | excited | lucky | strong |
| bewildered | exhilarated | macho | stubborn |
| bitter | fearful | mad | tender |
| bold | flexible | mean | tense |
| bored | foolish | miserable | terrific |
| brave | free | mistreated | terrified |
| brilliant | frustrated | morose | tired |
| calculating | fulfilled | needed | tough |
| calloused | funny | needy | trapped |
| calm | furious | neglected | ugly |
| clever | gentle | nervous | uneasy |
| cold | glad | optimistic | unwanted |
| concerned | glum | overloaded | uptight |
| confident | good | passionate | used |
| confused | grateful | passive | useless |
| cunning | guilty | peaceful | vibrant |
| curious | happy | pessimistic | victorious |
| daring | hated | phony | vulnerable |
| dazed | high | playful | wanted |
| defeated | hopeful | pleased | warm |
| defensive | hostile | pressured | wary |
| delighted | humiliated | productive | weak |
| depressed | hurt | protective | weary |
| desperate | impatient | proud | wild |
| detached | inadequate | puzzled | wise |
| disappointed | inconvenienced | rejected | wonderful |
| disgusted | inhibited | relieved | worried |
| distant | intense | resentful | youthful |
| distinguished | intimidated | restless | zany |

FLOWERS AND VINES

| | | | |
|------------------|------------------|-------------------|------------------|
| African lily | Coralbells | Jade vine | Rose |
| African violet | Coreopsis | Kalamona | Rudbeckia |
| Ageratum | Cornflower | Lady of the night | Sage |
| Allamanda | Cosmos | Larkspur | Salvia |
| Aloe | Crown of thorns | Lasiandra | Sandpaper vine |
| Amaryllis | Cup of gold | Ligularia | Shrimp plant |
| Amazon lily | Daffodil | Lilac | Singapore Holly |
| Amethyst flower | Dahlia | Lipstick plant | Slipper flower |
| Anthurium | Daisy | Lisianthus | Snapdragon |
| Aster | Daylily | Lobelia | Spathiphyllum |
| Baby's breath | Delphinium | Magnolia | Spider flower |
| Beaumontia | Desert rose | Mandevilla | Statice |
| Begonia | Dianthus | Marigold | Stephanotis |
| Bells of Ireland | Dombeya | Mexican creeper | Sunflower |
| Bird-of-paradise | Dusty miller | Mickey Mouse bush | Sweet Alysum |
| Black-eye Susan | Dwarf Poinciana | Molten fire | Sweet pea |
| Blanket flower | Elephant ears | Moonflower | Thunbergia |
| Bleeding heart | Forget-me-not | Morning glory | Tibouchina |
| Bougainvilleas | Four O'clock | Moss rose | Trailing Lantana |
| Brunfelsia | Foxglove | Myosotis | Trumpet flower |
| Butterfly pea | Freesia | Narcissus | Tulip |
| Caladium | Fuchsia | Nasturtium | Verbena |
| Calla lily | Gaillardia | Nicotiana | Vinca |
| Calliandria | Gardenia | Oleander | Vireya |
| Camellia | Gayfeather | Orchid | Wallflower |
| Candle bush | Gazania | Pandorea | Wisteria |
| Candytuft | Geranium | Pansy | Zinnia |
| Canna lily | Ginger (various) | Penstemon | |
| Cape honeysuckle | Gladiolus | Periwinkle | |
| Cardinal climber | Globe Amaranth | Petunias | |
| Carnation | Godetia | Phlox | |
| Cat's claw | Golden dewdrops | Pineapple lily | |
| Cereus | Goldenrod | Pink honeysuckle | |
| Chenille plant | Heliconia | Plumbago | |
| Clematis | Hibiscus | Poinsettia | |
| Clerodendron | Hollyhock | Poppy | |
| Climbing lily | Hyacinth | Prince's vine | |
| Clivia | Hydrangea | Purple Bignonia | |
| Cockscomb | Impatients | Rain of gold | |
| Coleus | Iris | Red justicia | |
| Columbine | Ixora | Rhododendron | |

FOOD

| | | | | |
|-----------------|--------------|---------------|--------------|---------------|
| cardamom | fenugreek | mayonnaise | pie | |
| cheese | fettuccine | meatball | pineapple | shallot |
| cheeseburger | fig | meatloaf | pita bread | shrimp |
| cheesecake | fish | melon | pizza | soup |
| cherry | flan | meringue | plantain | sour cream |
| chicken | French fries | milk | plum | soursop |
| chickpea | fruit juice | milkshake | polenta | soy bean |
| chili | fruit salad | millet | pomegranate | spaghetti |
| chili con carne | fudge | mint | poppy seed | spinach |
| chocolate | garlic | molasses | pork chop | squash |
| chocolate milk | ginger | moussaka | potato | steak |
| chowder | ginger beer | muesli | prawn | stew |
| cider | goulash | muffin | prune | strawberry |
| cilantro | grapefruit | mulberry | pudding | sultana |
| cinnamon | grapes | mushroom | pumpkin | sushi |
| clove | gravy | mustard | punch | Sweet potato |
| cocoa | guava | nectarine | quail | syrup |
| coconut | gumbo | noodle | quesadilla | taco |
| coffee | ham | nut | rabbit | tamarind |
| coleslaw | hamburger | nutmeg | radish | tangerine |
| cookie | hazelnut | oatmeal | raisin | tarragon |
| corn (maize) | herring | oil | raspberry | thyme |
| cornbread | honey | okra | ratatouille | toast |
| Cornflakes | hot dog | olive | ravioli | tofu |
| cottage cheese | hummus | omelet | ribs | tomato |
| crab | hush puppies | onion | rice | tort |
| cracker | ice cream | onion ring | rice pilaf | tortellini |
| cranberry | ice tea | orange | rice pudding | tortilla |
| cream | jackfruit | oregano | risotto | trout |
| cream cheese | jam | oysters | roast beef | tuna |
| crepe | jambalaya | paella | rolls | turkey |
| cucumber | kiwi | pancake | root beer | turmeric |
| cumin | lamb | papaya | rosemary | turnip |
| currant | leek | parsley | rum | vanilla |
| custard | lemon | passion fruit | saffron | veal |
| dates | lemon grass | pasta | salami | vinegar |
| dill | lemonade | pastries | salmon | waffle |
| doughnut | lentil | pea | salt | walnut |
| duck | lettuce | peach | samosa | watercress |
| dumpling | lime | peanut butter | sandwich | watermelon |
| egg | liver | peanuts | sapodilla | whipped cream |

Fruit – Vocabulary

| | | | |
|---------------|-----------------|---------------|-------------|
| ackee | date | mangosteen | rambutan |
| apple | dragon fruit | melon | rose apple |
| apple custard | durian | mulberry | sapodilla |
| apricot | fig | muskmelon | sloe |
| avocado | granadilla | nectarine | soursop |
| banana | grapes | orange | star fruit |
| blackberry | grapefruit | papaya | strawberry |
| blueberry | guava | passion fruit | sultana |
| breadfruit | jackfruit | peach | sweet lemon |
| canistel | kiwi | pear | tamarind |
| cantaloupe | lemon | persimmon | tangerine |
| caper | lime | pineapple | tomato |
| cashew fruit | lulo | plum | watermelon |
| cherry | lychee | pomegranate | |
| coconut | mamey | pomelo | |
| cranberry | mandarin orange | quince | |
| currant | mango | raisins | |

Vegetables – Vocabulary

| | | | |
|-----------------|--------------------|----------|-----------------|
| artichoke | chayote | okra | sweet potato |
| arugula | chickpeas | onion | tarragon |
| asparagus | chives | oregano | thyme |
| bamboo shoots | cilantro | parsley | turmeric |
| basil | corn/maize | peanut | turnip |
| beans | cucumber | peas | watercress |
| beet | eggplant/aubergine | pepper | yam |
| bitter gourd | fennel | plantain | yucca / cassava |
| bok choy | garlic | potato | zucchini |
| broccoli | ginger | pumpkin | |
| Brussels sprout | green onions | radish | |
| cabbage | jicama | rutabaga | |
| carrot | lettuce | shallot | |
| cauliflower | mushroom | spinach | |
| celery | mustard greens | squash | |

HAVE YOU EVER....

attend a play?
be on TV?
be seasick?
be skiing?
be stung by a bee?
break a bone?
buy a new car?
change a baby's diaper/nappy?
cheat on an exam?
climb a mountain?
cry during a movie?
cut your own hair?
drive a tractor?
eat frog legs?
eat pizza?
eat shrimp (prawn)?
fail an exam?
fall in love?
fly a kite?
fly in an airplane
fly in a helicopter?
give a dinner party?
give a speech?
go bungee jumping?
go diving?
go ice skating
go in-line skating
go river rafting?
go rock climbing?
go scuba diving?
go sky diving?
go surfing?
go to a classical concert?
go to a shopping center?
go to costume party?
go to the circus?
have a traffic accident?
have a pet?
have surgery?
have to stay in a hospital?
kiss a foreigner?

lend someone money?
live in apartment building?
lose the key to your house?
lose your wallet?
make a birthday cake?
make a snowman?
make a video?
make an international call?
Meet the President?
meet the Prime Minister?
perform in a stage play?
play billiards?
play chess?
play golf?
read (title of a popular book)?
receive and send email?
ride in a boat?
ride on an elephant?
ride on a horse?
see an English-language film?
see snow?
sleep in a hammock?
sleep in a tent?
sleep in class?
stay in a five-star hotel?
steal anything?
swim in the ocean?
talk to a famous person?
tell a white lie?
travel overseas?
trek in the mountains?
visit a fortune teller?
visit a museum?
visit Disney World/Disneyland?
visit the zoo?
wear a costume?
wear mismatched socks?
win a competition?
write a letter to a newspaper?
write a love letter?
write a poem?

HERBS AND SPICES

| | | | |
|---------------------|------------------|--------------------|-----------------|
| Agrimony | Cinnamon | Jasmine | Redroot |
| Alfalfa | Citrus | Juniper | Rose |
| Alkanet | Cloves | Kava-Kava | Rosemary |
| Allspice | Coffee | Kelp | Safflower |
| Aloe vera | Cola nut | Lady's Mantle | Saffron |
| Angelica | Coltsfoot | Lavender | Sage |
| Anise | Comfrey | Lemon balm | Sandalwood |
| Annatto | Coriander | Lemon grass | Sarsaparilla |
| Arrowroot | Cornflower | Lemon verbena | Sassafras |
| Asparagus | Cubeb | Licorice | Savory |
| Barberry | Cumin | Lily-of-the-valley | Sesame |
| Basil | Curry powder | Linden | Shallot |
| Bay | Damiana | Lotus | Soapwort |
| Bayberry | Dandelion | Lovage | Southernwood |
| Bergamot wild | Desert tea | Mace | Speedwell |
| Birch | Dill | Madder | St. John's Wort |
| Blackberry | Dittany of Crete | Malva | Star anise |
| Bloodroot | Dyer's broom | Marjoram | Sumac |
| Boneset | Elder | Marsh mallow | Sunflower |
| Borage | Elecampane | Mint | Sweet flag |
| Burdock | Eucalyptus | Mustard | Tabasco |
| Calendula | Fennel | Myrrh | Tansy |
| Capers | Fenugreek | Myrtle | Tarragon |
| Caraway | File | Nettle | Tea |
| Cardamom | Frankincense | Nutmeg | Thyme |
| Carob | Fumitory | Oat straw | Turmeric |
| Catnip | Garam Masala | Onion | Valerian |
| Cayenne | Garlic | Oregano | Vanilla |
| Cedar, red | Germander | Orris | Vervain |
| Celery | Ginger | Papaya | Violet |
| Chamomile | Ginseng | Paprika | Wasabi |
| Chervil | Goldenrod | Parsley | Water chestnut |
| Chia | Goldenseal | Passionflower | Watercress |
| Chicory | Great mullein | Patchouli | Wintergreen |
| Chili pepper | Henna | Pennyroyal | Witch hazel |
| Chili powder | Hibiscus | Pepper | Wood betony |
| Chinese cinnamon | Hops | Pimento | Woodruff |
| Chinese five spices | Horehound | Plantain | Wormwood |
| Chives | Horseradish | Pomegranate | Yarrow |
| Chocolate | Hyssop | Poppy | Yellow dock |
| Chrysanthemum | Indigo | Red clover | Yerba de mate |

HOMOPHONES

| | | | |
|--------|-----------|------------|---------------|
| air | heir | pane | pain |
| aloud | allowed | past | passed |
| ate | eight | peddle | pedal |
| be | bee | peek | peak |
| bear | bare | peel | peal |
| beech | beach | piece | peace |
| been | bean | plane | plain |
| blew | blue | poor | pour |
| bored | board | principle | principal |
| break | brake | prints | prince |
| bridle | bridal | rain | rein/reign |
| brooch | broach | read | red |
| course | coarse | reed | read |
| deer | dear | reel | real |
| fare | fair | road | rode/rowed |
| fine | finned | route | root |
| flee | flea | sale | sail |
| flower | flour | saw | sore |
| for | four/fore | see | sea |
| fur | fir | seen | scene |
| great | grate | sent | scent |
| groan | grown | sheer | shear |
| hare | hair | shoot | shute |
| heel | heal | sleigh | slay |
| here | hear | son | sun |
| hoarse | horse | stair | stare |
| hole | whole | stationary | stationery |
| idle | idol | stayed | staid |
| isle | aisle | steak | stake |
| leek | leak | steel | steal |
| made | maid | sure | shore |
| male | mail | tale | tail |
| mane | main | tee | tea |
| meddle | medal | tents | tense |
| meet | meat | their | they're/there |
| mind | mined | too | two/to |
| more | moor | veil | vale |
| neigh | nay | waist | waste |
| new | knew | war | wore |
| night | knight | weather | whether |
| nit | knit | week | weak |
| no | know | weigh | way |
| none | nun | weight | wait |

KIM'S GAME

English

a bar of soap
a bottle of lotion/perfume
a bottle opener
a box of matches
a bracelet
a bungee cord
a can opener
a candle
a cassette tape
a CD/CD ROM
a cleaver (chopping knife)
a clipboard
a coffee mug
a corkscrew
a correction pen
a cutting board
a deck of cards
a diskette (floppy)
a fork/spoon/knife
a funnel
a hairband
a hair clip
a hammer
a highlighter pen
a key holder/ring
a ladle
a letter opener
a magnifying glass
a nail clippers
a nail file
a nutcracker
a pair of binoculars
a pair of cufflinks
a pair of earrings
a pair of goggles
a pair of pliers
a pair of scissors
a pair of tweezers

Notes:

English

a cuticle pusher
a paper clip
a paperweight/holder
a potato masher
a potholder
a pumice stone
a razor blade
a roll of film
a roll of tape
a ruler
a safety pin
a screwdriver
a scrunchy
a set of bangles
a set of measuring cups
a set of measuring spoons
a sipping straw
a spatula
a spool of thread
a staple remover
a strainer
a stuffed animal
a tape measure
a thimble
a toothbrush
a torch/flashlight
a travel/alarm clock
a trivet
a tube of cream/lipstick
a tube of lip balm
a tube of toothpaste
a vegetable peeler
a Walkman
a wristwatch
a whiteboard marker
a wire whisk
an apron
an egg beater

Notes:

LEISURE ACTIVITIES

ENGLISH

Write meaning or notes:

acting
alpinism
biking
bird watching
boating
bowling
boxing
bungee jumping
calligraphy
camping
canoeing
composing music
cooking
dancing
diving
dog racing
dog sledding
doing yoga
fencing
fishing
flower arrangement
flying kites
gardening
going out to eat
going to the beach
going to the cinema
going to the theater
golfing
gymnastics
hiking
horse racing
horse riding
hot air ballooning
hunting
ice boating
ice hockey
ice skating
jai alai
javelin throwing

ENGLISH

Write meaning or notes:

making pottery
painting
parasailing
playing basketball
playing cards
playing checkers
playing chess
playing cricket
playing football
playing carom board
playing mah jong
playing racquetball
playing soccer
playing squash
playing table tennis
playing tennis
quilting
reading
river rafting
rock climbing
running
sailing
scuba diving
sewing
singing
skateboarding
skating
skiing
skydiving
snorkeling
snowmobiling
stamp collecting
sumo wrestling
sunbathing
surfing
surfing the Internet
swimming
tae kwen do
tai chi

MUSICAL INSTRUMENTS

accordion
acoustic guitar
alpenhorn
auto harp
bagpipes
balalaika
bamboo pipe
bandoneon
bandurria
banjo
barrel organ
bass
bass guitar
bassoon
bells
bongo
bouzouki
bow
bugle
calliope
castanets
cello
chime
Chinese wood blocks
clarinet
claves
clavichord
concertina
conga
conga drums
cornet
coronet
cowbell
cymbals
double reed
drone
drum
drum kit
drumstick
dulcimer
electric guitar

euphonium
fiddle
flugelhorn
flute
French horn
gamelan
guiro
harmonica
harmonium
harp
harpsichord
horn
keyboard
komuz
lute
lyre
mandolin
maracas
marimba
oboe
oliphant
organ
oud
pandora
pedal organ
piano
piccolo
pick
rattle
recorder
samisen
saxophone
shakuhachi
sitar
soundboard
sousaphone
steel drum
synthesizer
tabla
tambora
tambourine

timpani
triangle
trombone
trumpet
tuba
ukulele
vibraphone
viola
violin
whistle
xylophone

NATURE

| | | | |
|--------------|-------------|------------|-------------|
| aquifer | fjord | moraine | slope |
| archipelago | flash flood | mountain | smog |
| arroyo | flood | mud | smoke |
| ash | floodplain | mudslide | snow |
| atmosphere | fog | nitrogen | snowdrift |
| atoll | foliage | oasis | snowfall |
| avalanche | foothill | ocean | snowflake |
| basin | forest | oxygen | snowline |
| bay | fossil fuel | pass | soil |
| beach | geyser | pebble | solstice |
| biodiversity | glacier | peninsula | spur |
| blizzard | glade | permafrost | stalactite |
| bluff | gorge | plain | stalagmite |
| bough | grass | plateau | star |
| boulder | gravel | pollution | steppe |
| canyon | hail | pond | stone |
| cave | hailstone | prairie | stream |
| cay | haze | precipice | sun |
| clay | hill | quicksand | sunrise |
| cliff | hillock | radiation | sunset |
| cloud | hilltop | rainbow | surf |
| coast | hurricane | raindrops | swamp |
| coastline | iceberg | rainfall | thunder |
| coral reef | icicle | rapids | thunderclap |
| cove | inlet | ravine | tidal wave |
| crag | island | reef | tide |
| crater | islet | ridge | tornado |
| crevasse | isthmus | rift | trail |
| cyclone | jungle | river | tree |
| dawn | lagoon | riverbed | tree line |
| delta | lake | runoff | tributary |
| desert | landslide | sand | tsunami |
| dew | lava | savanna | tundra |
| doldrums | leaf | scree | typhoon |
| drizzle | ledge | sea | valley |
| drought | lightning | seabed | volcano |
| dune | magma | shale | waterfall |
| dusk | marsh | shore | wave |
| earthquake | meadow | shoreline | weed |
| eclipse | mesa | shrub | wetland |
| equinox | mineral | silt | wind |

NOUN – MASTER LIST

| | | | | | |
|-----------|------------|-------------|-----------|--------------|------------|
| accident | desk | glove | jeans | mother | picture |
| account | dictionary | government | job | mountain | place |
| act | dinner | grain | juice | mouth | problem |
| action | direction | grandfather | judge | movement | quality |
| address | director | grandmother | justice | movie | question |
| afternoon | dish | grape | key | music | race |
| age | distance | ground | king | mystery | radio |
| air | district | grief | kiss | name | rain |
| airplane | doctor | guest | kitchen | nation | reason |
| animal | dog | guide | knee | nature | restaurant |
| apartment | doll | gun | knife | neck | result |
| arm | dollar | hair | knowledge | neighbor | river |
| aunt | door | half | labor | newspaper | school |
| baby | dot | hand | lady | night | shoe |
| back | doubt | hat | lake | noise | side |
| bank | dozen | head | lamp | noon | sister |
| bed | dream | heat | land | nose | sky |
| beginning | dress | heaven | language | notebook | smile |
| bicycle | ear | hell | leg | notice | sound |
| bird | earth | holiday | lesson | novel | street |
| birthday | edge | home | letter | nurse | student |
| boat | effort | homework | liberty | object | sun |
| body | egg | hospital | library | occasion | table |
| book | elbow | hotel | life | occupation | teacher |
| box | election | hour | light | ocean | test |
| boy | end | house | line | office | thing |
| bread | evening | human being | luck | oil | time |
| breakfast | eye | humor | lunch | opinion | town |
| brother | face | husband | machine | opportunity | tree |
| building | fact | ice | magazine | order | trouble |
| bus | factory | idea | magic | organization | uncle |
| car | family | imagination | mail | pack | university |
| chair | father | importance | male | package | vegetable |
| child | finger | impression | man | page | vocabulary |
| circle | fire | inch | meat | pain | voice |
| city | fish | individual | mile | paint | wall |
| class | floor | industry | milk | pair | water |
| clothes | food | influence | minute | paper | way |
| coat | friend | information | mill | pardon | weather |
| color | front | insect | mind | parent | week |
| corner | fruit | intention | mistake | park | wife |

OCCUPATIONS / PROFESSIONS

| | | | |
|------------------------|---------------------|--------------------|--------------------|
| Accountant | dentist | mail carrier | radio/TV announcer |
| acrobat | dermatologist | makeup artist | rancher |
| Actor / actress | designer | mason / bricklayer | realtor |
| Air hostess | dietitian | master of ceremony | receptionist |
| Air traffic controller | doctor | messenger | referee |
| archaeologist | dog catcher | migrant worker | reporter |
| architect | editor | miner | rickshaw driver |
| artist | electrician | minister | sailor |
| assembly worker | elephant driver | model | salesperson |
| astronaut | engineer | monk | sanitation worker |
| athlete | factory worker | movie director | school principal |
| auctioneer | fare collector | movie star | scientist |
| auto mechanic | farmer | musician | sculptor |
| baby sitter | file clerk | nanny | secretary |
| baker | firefighter | naturalist | security guard |
| bank teller | fisherman | newscaster | senator |
| barber | flight attendant | nun | showgirl |
| baseball player | florist | nurse | social worker |
| beggar | football player | oceanographer | software engineer |
| bouncer | forest ranger | office clerk | soldier |
| bus driver | gardener | opera singer | sound engineer |
| butcher | geologist | operator | steeplejack |
| cable installer | grocer | optician | store clerk |
| carpenter | gynecologist | optometrist | stuntman / woman |
| cashier | hairdresser | orchestra director | sumo wrestler |
| caterer | homemaker | orthodontist | super model |
| chef | housekeeper | painter | supervisor |
| circus performer | hypnotist | paper carrier | surgeon |
| clerk | interpreter | paralegal | tailor |
| comedian | ironworker | paramedic | taxi / cab driver |
| composer | janitor | park guide | teacher |
| computer programmer | journalist | pediatrician | telemarketer |
| construction worker | king | personal trainer | tour guide |
| consultant | laborer | pharmacist | train conductor |
| contractor | landlord / landlady | photographer | translator |
| cook | landscape designer | pilot | travel agent |
| counselor | lawyer / attorney | plumber | truck driver |
| cowboy/cowgirl | lecturer | podiatrist | urologist |
| cricket player | legal secretary | police officer | usher |
| crossing guard | legislator | politician | ventriloquist |
| custodian / janitor | librarian | pop singer | veterinarian |

SILENT LETTERS

| | | | |
|-------------|------------|-------------|-----------|
| aisle | doubt | limb | surprise |
| align | dumb | listen | sword |
| alignment | eight | marriage | talk |
| almond | epilogue | mortgage | teacher |
| answer | exhibit | neighbor | Thailand |
| apostle | fasten | night | Thames |
| ascend | fatigue | northeaster | thing |
| asthma | faux | numb | through |
| autumn | folk | often | thyme |
| ballet | foreign | opossum | tie |
| beret | glimpse | palm | tomb |
| bomb | gnash | parliament | trestle |
| breakfast | gnat | patios | two |
| bridge | gnaw | plaque | walk |
| building | gnome | plumber | watch |
| business | gnu | pneumonia | Wednesday |
| bustle | government | prologue | weigh |
| calf | gristle | psalm | where |
| calm | half | psychology | whisk |
| catalogue | handsome | raspberry | whisper |
| Chevrolet | hasten | receipt | whistle |
| clothes | head | rendezvous | who |
| coat | herb | rhyme | who |
| colleague | hole | rhythm | whom |
| column | honest | right | whose |
| comb | honor | salmon | womb |
| condemn | hour | scene | would |
| Connecticut | indict | scent | wrestle |
| consign | intrigue | science | wring |
| corps | iron | sign | wrist |
| corpse | island | sing | write |
| could | isle | solemn | writer |
| coup | isthmus | sophomore | wrong |
| crumb | jostling | subpoena | wrought |
| cupboard | kitchen | subtle | yacht |
| damn | knack | suit | yolk |
| debt | knack pack | knowledge | |
| depot | knee | knuckle | |
| descend | knife | lamb | |
| design | knob | league | |
| dialogue | knot | light | |

SIMILES OF COMPARISON

as bald as a billiard ball
as bald as a coot
as bald as an eagle

as big as a whale

as black as coal
As black as sin
as black as thunder

as blind as a bat
as blue as the sky

as bold as brass
as brave as a lion.

as bright as a button.

as brittle as glass.

as brown as a berry

as busy as a beaver

as busy as a bee

as clean as a whistle.

as clear as mud

as cold as ice

as cool as a cucumber

as cunning as a fox

as dark as night

as dead as a doorknob

as deaf as a post.

as deep as a well

as deep as the ocean

as deep as the sea

as dull as dishwater.

as eager as a beaver

as easy as pie

as fast as lightening

as fat as a pig

as fit as fiddle

as free as a bird

as fresh as a daisy

as full as tick.

as generous as the day is long

as gentle as a lamb

as good as gold

as greedy as a glutton.

as hairy as an ape

as happy as a grin

as happy as a lark

as happy as Larry

as hard as nails

as heavy as lead.

as hot as an oven.

as hot as hell

as hungry as a bear.

as hungry as a wolf

as large as a whale

as light as a feather

as loud as thunder

as mad as a hatter

as neat as a pin.

as old as the hills

as pale as a ghost

as playful as a kitten

as pleased as punch

as poor as a church mouse

as pretty as a picture

as proud as a peacock

as quiet as a mouse

as regular as clockwork

as rich as Croesus.

as right as rain

as rough as a corn cob

as sharp as a tack

as sick as a dog

as silly as a goose

as slippery as an eel

as slow as a snail

as slow as a tortoise

as slow as molasses

as sly as a fox

as soft as silk

as solid as a brick.

as sound as a bell

as sour as a lemon

as steady as a rock

as stiff as a poker

as strong as a lion

as strong as an ox

as stubborn as a mule

as sweet as honey

as swift as an arrow

as taut as a drum

as thick as two planks

as thin as a reed

as tight as a barrel

as tough as gristle.

as ugly as sin

as uncertain as the
weather.

as warm as toast.

as weak as a kitten.

as white as snow

as wide as the ocean

as wise as an owl

SOUNDS ANIMALS MAKE

| ANIMAL | SOUND | ANIMAL | SOUND |
|--------------|----------------------------|-------------|-----------------------------|
| bear | growl | guinea pigs | squeak, whistle |
| bees | hum, buzz, murmur | gulls | squawk |
| beetles | drone | hares | squeak |
| birds | sing | hawks | scram |
| bitterns | boom | horses | neigh, whinny |
| blackbirds | whistle | hyenas | laugh |
| bulls | bellow | kittens | mew |
| calves | bleat | lions | roar |
| cats | meow, mew, purr, caterwaul | loons | howl |
| chickens | peep, cackle | magpies | chatter |
| cocks | crow | mice | squeak, squeal |
| cows | moo, low | monkeys | chatter, gibber |
| crows | caw | owl | hoot |
| cuckoos | cuckoo | oxen | low, bellow |
| deer | bell | parrots | talk |
| dogs | bark, woof, arf | peacock | scream |
| dolphins | click | pig | oink, grunt, squeal, squeak |
| donkeys | bray | pigeons | coo |
| doves | coo, moan | ravens | croak |
| ducks | quack | rhinos | snort |
| eagles | scream, screech | sheep | bleat, baa |
| elephants | trumpet | swallows | titter |
| falcons | chant | swans | crey, hiss, grunt |
| flies | buzz | tiger | roar, growl |
| foxes | bark, yelp | tortoises | grunt |
| frogs | croak | turkeys | gobble |
| geese | cackle, hiss, honk | wolves | howl |
| giraffes | bleat, grunt | | |
| goat | bleat | | |
| goose | honk | | |
| grasshoppers | chirp, pitter | | |
| grouse | drum | | |
| guinea fowl | cry | | |

THE 100 WORDS MOST COMMONLY MISPELLED

1. accommodate
2. achievement
3. acquire
4. all right
5. among
6. apparent
7. argument
8. arguing
9. belief
10. believe
11. beneficial
12. benefited
13. category
14. coming
15. comparative
16. conscious
17. controversy
18. controversial
19. definitely
20. definition
21. define
22. describe
23. description
24. disastrous
25. effect
26. embarrass
27. environment
28. exaggerate
29. existence
30. existent
31. experience
32. explanation
33. fascinate
34. height
35. interest
36. its, it's
37. led
38. lose
39. losing
40. marriage
41. mere
42. necessary
43. occasion
44. occurred
45. occurring
46. occurrence
47. opinion
48. opportunity
49. paid
50. particular
51. performance
52. personal
53. personnel
54. possession
55. possible
56. practical
57. precede
58. prejudice
59. prepare
60. prevalent
61. principal
62. principle
63. privilege
64. probable
65. proceed
66. procedure
67. professor
68. profession
69. prominent
70. pursue
71. quiet
72. receive
73. receiving
74. recommend
75. referring
76. repetition
77. rhythm
78. sense
79. separate
80. separation
81. shining
82. similar
84. succeed
85. succession
86. surprise
87. technique
88. than
89. then
90. their
91. there
92. they're
93. through
94. to, too, two
95. transferred
96. unnecessary
97. villain
98. woman
99. write
100. writing

300 USEFUL ADJECTIVES – INTERMEDIATE

| | | | | | |
|-------------|------------|---------------|-------------|--------------|------------|
| absent | dangerous | generous | lonely | potential | steady |
| afraid | dark | gentle | long | practical | successful |
| alive | dead | glad | loose | present | sure |
| alone | deaf | good | loud | pretty | terrible |
| angry | dear | gradual | lovely | principal | thick |
| ashamed | deep | grand | low | private | thin |
| asleep | definite | grateful | lucky | probable | thirsty |
| attractive | delicious | gray/grey | mad | professional | through |
| available | different | great | main | proud | tight |
| aware | difficult | green | major | public | tiny |
| awful | direct | handsome | male | pure | tired |
| bad | dirty | happy | married | queer | total |
| basic | double | hard | marvelous | quick | tough |
| beautiful | dry | healthy | maximum | quiet | tragic |
| big | dull | heavy | mere | rare | tropical |
| black | early | high | merry | raw | trusty |
| blank | easy | honest | narrow | ready | typical |
| blind | electric | hot | natural | recent | ugly |
| blue | elementary | huge | neat | red | universal |
| brief | empty | human | necessary | regular | unusual |
| bright | entire | hungry | negative | reliable | urban |
| broad | equal | ideal | neutral | responsible | urgent |
| brown | essential | ill | new | rich | usual |
| busy | exact | imaginary | nice | right | vacant |
| calm | excellent | important | noisy | ripe | valuable |
| careful | extra | impossible | nosy | rough | various |
| careless | fair | individual | obvious | round | vast |
| charming | false | innocent | odd | rural | vicious |
| cheap | familiar | insane | official | sad | violent |
| cheerful | famous | instant | old | safe | vital |
| chemical | far | intelligent | open | scientific | wary |
| clean | fast | interested | opposite | secret | weak |
| clear | favorite | international | original | separate | weary |
| clever | female | irregular | outstanding | serious | welcome |
| cloudy | final | jealous | pale | sharp | wet |
| comfortable | fine | juicy | particular | short | white |
| common | flat | junior | past | sick | whole |
| complete | foolish | just | perfect | silent | wicked |
| complex | foreign | large | permanent | similar | wide |

TREES

| | | | |
|-------------------|------------------------|----------------------|--------------------|
| Acerola | Cottonwood | Jackfruit | |
| Ailanthus | Crabapple | Kumquat | Plum |
| Akee apple | Crape Myrtle | Lantana | Queensland nut |
| Albizzia | Crepe Myrtle | Larch | Quince |
| Alder | Croton | Laurel | Rain tree |
| Almond | Custard apple | Lebanon cedar | Rainbow shower |
| American beech | Cypress | Lemon | Red horse chestnut |
| Apple | Date palm | Lignum vitae | Redwood |
| Apricot | Dogwood | Lime | Rose apple |
| Araucaria | Douglas fir | Linden | Royal Poinciana |
| Ash | Dove tree | Litchi | Sapodilla |
| Aspen | Elm | Longan | Sassafras |
| Avocado | English holly | Loquat | Sausage tree |
| Banana | Erythrina (Coral tree) | Magnolia | Sea grape |
| Barbados's pride | Eucalyptus | Mahogany | Silk oak |
| Bauhinia | Ficus tree | Maidenhair tree | Soapbark tree |
| Bauhinia purpurea | Fig | Malay apple | Sorcerer's wand |
| Be still tree | Fig | Mamey sapote | Sorrel tree |
| Birch | Fir | Mango | Soursop |
| Blackberry | Firethorn | Mangosteen | Spiracea |
| Bombax | Flame tree | Manzanita | Spruce |
| Bottle tree | Floss silk tree | Maple | Star apple |
| Bottlebrush | Flowering quince | Mesquite | Sugar apple |
| Breadfruit tree | Frangipani | Mimosa | Sumac |
| Buttercup tree | Fuchsia | Moreton Bay chestnut | Sweet gum |
| Butterfly bush | Geiger orange tree | Mountain ash | Sweet lemon |
| Cacao | Giant sequoia | Mulberry | sweet mock orange |
| Calamondin | Gingko | Nectarine | Sycamore |
| California holly | Gold tree | Oak | Tamarind |
| Callistemon | Granadilla | Oleander | Tangelo |
| Camellia | Grapefruit | Olive | Tangerine |
| Canistel | Guava | Orange | Tea tree |
| Cannonball tree | Hackberry | Palm | Tecoma tree |
| Carambola | Hawthorn | Papaya | Tropical almond |
| Cashew tree | Hemlock | Paradise tree | Tulip tree |
| Cassia | Hibiscus | Peach | Umbrella pine |
| Casuarina | Ilex | Pear | Umbrella tree |
| Catalpa | Ink wood | Pecan | Washington thorn |
| Cedar | Jaboticaba | Persimmon | Wattle |
| Cherry | Jacaranda | Pigeon plum | Weeping willow |
| Cinquefoil | Japanese barberry | Pine | Willow |
| Coconut | Juniper | Pistachio | Yellowwood |
| Colvillea | Kaffir plum | Ponytail tree | Yew pine |
| Cotoneaster | Kapok tree | Poplar | Yucca |

TROUBLESOME WORDS

| | |
|-------------|---|
| access | means availability, to use enter or use something |
| excess | means too much, more than necessary |
| accept | means to take when offered |
| except | means excluding |
| actually | to emphasize that something is true |
| presently | at this time |
| adapt | means to adjust to change, make suitable |
| adopt | means to take as one's own |
| adverse | means unfavorable, opposing |
| averse | means disliking, disinclined to |
| affect | means to influence |
| effect | means an influence or result |
| all ready | means completely ready |
| already | means prior to some specific time |
| alone | without any other people |
| lonely | unhappy because there are no friends to talk to |
| bazaar | area of town with many small shops |
| bizarre | very strange or unusual |
| between | referring to two people or things |
| among | referring to more than two people or things |
| borrow | to take something to return it later |
| lend | to allow someone to use something for a while |
| breath | means an intake of air |
| breathe | means to draw air in and out |
| bring | means to carry toward the person who is speaking |
| take | means to carry away from the speaker |
| beside | means next to or by the side of |
| besides | means in addition to |
| capital | means the seat of a government |
| capitol | a building where the legislature meets |
| complement | means to complete, to make whole |
| compliment | is an expression of admiration |
| connotation | what a word suggest, positive or negative, beyond its meaning |
| denotation | the meaning of a word according to the dictionary |
| counsel | advice given |
| council | a decision-making group |
| deduction | reasoning from the general to the particular |
| induction | reasoning from the particular to the general |
| desert | means a place with little or no water |
| dessert | a sweet dish usually served after a meal |
| discover | to find something already in existence |
| invent | to create a new product |
| dual | means relating to two parts or aspects |
| duel | means a contest between two persons |
| emigrate | means to leave one's country of origin |

| | |
|--------------|---|
| immigrate | means to enter another country |
| famous | celebrated, well or widely known |
| notorious | known widely and usually unfavorably |
| farther | refers to physical distance |
| further | refers to degree or extent |
| fewer | refers to individual units (count nouns) |
| less | refers to bulk items (noncount counts) |
| formally | means in a formal way |
| formerly | means at an earlier time. |
| hard | solid, firm, stiff |
| hardly | almost not, almost no |
| hanged | refers to a person being killed by |
| hung | to suspend an item from a wall |
| imply | to hint or suggest |
| infer | to take a hint or suggestion |
| its | is the possessive form of it. |
| it's | is the contraction of it is. |
| learn | means to acquire knowledge |
| teach | means to impart knowledge |
| laborious | taking a lot of time and effort to make something |
| hard working | to put a lot of effort into a job |
| lay | means to put down an object |
| lie | for a person to recline or repose |
| lose | unable to find |
| loose | not firmly affixed |
| persons | are individuals that are separated and unrelated |
| people | comprise a united or collective group of individuals |
| persecute | means to make life miserable for someone |
| prosecute | means to conduct a criminal investigation. |
| precede | means to come before |
| proceed | means to go ahead. |
| principal | means chief or main |
| principle | means a fundamental truth or belief |
| sensitive | aware of other people's feelings |
| sensible | able to make good judgments |
| stationary | means standing still, fixed |
| stationery | means writing materials, especially paper |
| than | used to introduce the second part of a comparison |
| then | refers to a particular time in the past or future |
| your | is the possessive form of you. |
| you're | is the contraction of you are |
| wary | cautious, careful |
| weary | tired, without interest or enthusiasm for doing something |

VERBS – MASTER LIST

| | | | | | |
|----------|-----------|-----------|----------|----------|----------|
| accept | decide | hear | miss | respect | supply |
| act | declare | help | mix | ride | support |
| admire | defeat | hesitate | move | ring | suppose |
| advise | defend | hide | need | rise | surprise |
| agree | deliver | hit | notice | rub | swim |
| allow | destroy | hold | obey | ruin | take |
| answer | die | hope | observe | run | talk |
| argue | dig | hunt | occur | sail | taste |
| arrange | discuss | hurt | offer | save | teach |
| arrive | disappear | imagine | open | say | tear |
| ask | do | improve | operate | scream | tell |
| avoid | dream | increase | order | see | think |
| be | drink | influence | organize | seek | threaten |
| become | drive | inquire | owe | seem | throw |
| beg | earn | join | pack | sell | touch |
| begin | eat | joke | paint | send | try |
| believe | educate | jump | pause | sense | urge |
| bend | encourage | keep | pay | separate | use |
| bite | enjoy | kick | perform | serve | view |
| blame | escape | kill | pick | sew | visit |
| bless | expect | kiss | plan | shake | vote |
| boil | explain | knock | play | share | wait |
| blow | express | know | plow | shine | wake |
| break | fail | laugh | pour | show | walk |
| breathe | fall | lay | praise | shut | wander |
| bring | feel | learn | pray | sign | wane |
| build | fill | leave | prepare | sink | want |
| buy | fight | let | prevent | sit | warn |
| call | find | lie | print | sleep | wash |
| can | finish | like | produce | slip | waste |
| care | fix | lift | protest | smell | watch |
| carry | fly | listen | prove | smile | wave |
| catch | force | live | put | speak | wear |
| change | forgive | lock | puzzle | stand | weep |
| choose | gather | look | race | stare | whisper |
| claim | get | lose | rain | stay | whistle |
| close | glance | love | raise | steal | wilt |
| come | give | mail | reach | stick | win |
| continue | go | make | read | stop | wind |
| cost | grow | manage | realize | strike | wipe |
| count | guess | march | recover | string | wish |
| cry | guide | marry | remain | struggle | wonder |
| cure | hang | mean | remember | stuck | work |
| cut | happen | meet | remind | study | worry |
| dance | hate | melt | remove | succeed | wrap |

WHAT DOES IT TASTE LIKE?

| Description | Translation | Description | Translation |
|-------------|-------------|--------------|-------------|
| acidic | | mellow | |
| appetizing | | moldy | |
| biting | | mushy | |
| bitter | | nauseating | |
| bittersweet | | nutty | |
| bland | | oily | |
| burned | | overripe | |
| buttery | | palatable | |
| cheesy | | peppery | |
| chewy | | piquant | |
| cloying | | rancid | |
| creamy | | raw | |
| crisp | | rich | |
| crunchy | | ripe | |
| curdled | | rotten | |
| delicate | | salty | |
| delicious | | savory | |
| disgusting | | sharp | |
| fermented | | smoky | |
| fishy | | sour | |
| floral | | spicy | |
| fluffy | | spoiled | |
| foul | | stale | |
| fruity | | strong | |
| gingery | | sugary | |
| greasy | | sweet | |
| heartly | | tainted | |
| heavy | | tangy | |
| herbaceous | | tart | |
| honeyed | | tasteless | |
| hot | | tasty | |
| insipid | | unappetizing | |
| juicy | | unpalatable | |
| light | | unripe | |
| luscious | | vile | |
| mealy | | vinegary | |
| medicinal | | zesty | |

WORDS AND THEIR OPPOSITES

| WORD | OPPOSITE | WORD | OPPOSITE | WORD | OPPOSITE |
|-------------|--------------|---------------|-------------|------------|------------------|
| accelerator | brake | finish | begin | outer | inner |
| after | before | fire | water / ice | part | whole |
| against | for | floor | ceiling | passenger | driver |
| always | never | forget | remember | patient | impatient |
| amateur | professional | forward | backward | pen | pencil |
| ancestor | descendant | friend | stranger | poverty | wealth |
| antagonist | protagonist | girl | boy | preview | review |
| apathy | empathy | give | take | push | pull |
| arrival | departure | go | stay | question | answer |
| autumn | spring | graceful | clumsy | rain | snow |
| basement | attic | guilty | innocent | reward | punishment |
| before | after | hand | foot | salt | pepper |
| beneath | above | heaven | hell | sea | land |
| best | worst | hero | villain | send | receive |
| birth | death | hunter | prey | simple | complex |
| borrow | lend | husband | wife | single | double / married |
| brave | scared | increase | decrease | sink | float |
| bride | groom | inflation | deflation | son | father |
| brother | sister | insult | compliment | son | daughter |
| buy | sell | introvert | extrovert | soon | later |
| cat | dog | jungle | desert | sorrow | joy / happiness |
| cause | effect | junior | senior | stepfather | stepmother |
| cheerful | sad | key | lock | success | failure |
| child | adult | kitten | puppy | sun | moon |
| circle | square | knife | fork | sunny | cloudy |
| citizen | alien | landlord | tenant | sunrise | sunset |
| city | country | laugh / smile | cry / frown | table | chair |
| come | go | lead | follow | take | bring |
| cops | robbers | least | most | teacher | student |
| cowardice | bravery | length | width | top | bottom |
| crooked | straight | lock | unlock | truth | lie |
| dawn | dusk | longitude | latitude | uncle | aunt |
| day | night | love | hate | under | over |
| death | life | lower | raise | up | down |
| defense | offense | male | female | vegetarian | carnivore |
| employer | employee | man | woman | victory | defeat |
| enemy | friend | mom | dad | wake | sleep |
| exciting | dull | morning | night | war | peace |
| exit | entrance | mother | daughter | weekday | weekend |
| fancy | plain | mother | father | welcome | reject |

Literary Devices

Allusion: When an author refers to something previous in literature or history. Often used as a symbol or a connection.

Antagonist: The person, thing or force that works against the hero of the story; can be considered "the bad guy".

Apostrophe: The direct address of a dead person or of something that is not present. Similar to a monologue.

Character: A fictional personality created by the author.

Static Character: stays the same, is unchanged by events

Developing (dynamic) Character: changes over the course of events.

Stock character/archetype: a common character type that reoccurs throughout literature. Example: witty servant, trusty sidekick, etc.

Concept: One of the "big ideas" an author presents in a text (ex: family, love, independence, etc.).

Conflict: The struggle between opposing forces in a text. See Universal Theme.

Dialogue: Conversation between 2 or more characters. Although dialogue is signaled by the use of quotation marks, it is different than a quote (see writing definitions).

Dialect: The imitation of regional speech in print, using altered or phonetic spelling. Used to create character or tone/mood.

Falling Action/Denouement: Typically, the last part of a text after the climax or epiphany.

Flashback: An interruption in a narrative to show an episode that happened before the story opened (prior to chapter 1).

Foreshadowing: When the author suggests of hints at events to come later in the text. Often a place of symbolism, etc.

Epiphany: Moment of main realization, turning point, deeper understanding of life, and/or the moment of choice for a character. Often, but not always occurs at the climax.

Hero: when the protagonist is admirable

Antihero: when the protagonist is not admirable

Hyperbole: An excessive overstatement or exaggeration of fact. Ex.: I've told you about a million times today..."

Idiom: a common expression that has acquired a meaning that differs from its literal meaning. Ex.: It's raining cats and dogs.

Irony: when the author draws attention to the difference of what is and what seems to be—often only the audience knows the truth. Ex: the ending of Romeo & Juliet.

Lesson Learned: What the character learns or realizes as a result of the epiphany.

Main Idea: A brief and literal summary of the text which may refer to the primary concept(s).

Metaphor: A comparison between two unlike ideas not using "like" or "as"; Life is a box of chocolates. Metaphors can be several lines long (extended).

Metonymy: the substitution of one term for another that is generally associated with it: Ex. "suits" for businessmen.

Mood: The feeling a piece of literature creates in a reader (reader side).

Narrator: A person who tells a story, often using character, see point of view.

Paradox: When a contradiction reveals a deeper truth: You only hurt those you love.

Parody: A literary work/text in which the style of another author or literary work is closely imitated for comic effect.

Personification: When an author gives human qualities to a non-human thing/ object: Example:
The rain tickled my nose.

Plot: The sequence of events in a text.

Point of view: How the text is presented; the relation between the narrator, the characters, and the reader:

Third person: Narrator is outside the story and refers to characters as s/he.

Omniscient: Narrators know all the characters, all their motives and thoughts (all knowing)

First person: Narrator tells the story from his/her own point of view. Narrator is one of the characters and refers to self as "I"

Protagonist: The main character or hero of the story.

Resolution: How the character deals with the information gained during the epiphany. When all or most questions are answered.

Rising Action: Typically, the first part of a text during which the tension between or within characters builds to the climax or epiphany.

Satire: A literary work that ridicules or scorns human vices, follies, or weaknesses. Often used to make a political or social commentary.

Setting: The time, place of a story. Used to create mood.

Simile: A comparison between two unlike ideas using “like” or “as”; her eyes were like chocolate.

Symbol: An object, character, figure, or color used to represent an idea or abstract quality. Different authors may use the same “items” as different symbols.

Example: A bird, because it can fly, is often used to represent freedom.

Example: Fire, because it can destroy, is often used to represent violence.

Example: Fire, because it is difficult to extinguish, is often used to represent strength

Emblem: *A fixed symbol—one that doesn’t change: The Star of David is a symbol of Judaism.*

Theme: The central conflict in a text. Young Adult literature typically draws from the following five Universal Themes: Protagonist vs. Self, Protagonist vs. Society, Protagonist vs. Another, Protagonist vs. Religion, and Protagonist vs. Nature. (occasionally seen Protagonist vs. Fate)

Tone: The writer’s attitude towards his or her subject. (serious, sarcastic, humorous, etc.).

Vehicle: An overarching idea or thread that permeates and ties together the entire story. Connected to, but not identical to the plot.

EFL RESOURCE BOOKLET – ANSWER KEYS

GRAMMAR SECTION

| Comparative/Superlative Adjective Quiz | | | |
|---|-------------------------|------------------------|-----------------|
| 1. most | 6. better | a) less expensive than | g) lighter |
| 2. the nicest | 7. the same as | b) more expensive than | h) as light as |
| 3. easier | 8. different from | c) as expensive as | i) heavier |
| 4. more patient | 9. warmer and warmer | d) more expensive than | j) the heaviest |
| 5. hotter | 10. worse | f) the most expensive | k) the lightest |
| Adjectives/Adverbs/Linking Verbs Exercise | | | |
| 1. confidently | 6. hot | 11. patient | 16. tragically |
| 2. good | 7. uncomfortable | 12. amazingly | 17. quickly |
| 3. quickly | 8. extremely | 13. dark | 18. gradually |
| 4. important | 9. prestigious | 14. silently | 19. quiet |
| 5. fluently | 10. complete | 15. softly | 20. tired |
| Distinguishing between Adjectives that End in –ed and –ing | | | |
| 1. interesting | 6. embarrassed | 11. shocking | |
| 2. boring | 7. fascinating | 12. embarrassed | |
| 3. exciting | 8. surprising | 13. moved | |
| 4. confused | 9. interesting | 14. boring | |
| 5. bored | 10. exciting | 15. distracted | |
| Comparative Adjectives – An Exercise | | | |
| 1. less expensive than | 6. as qualified as | 11. thicker than | |
| 2. less intelligent than | 7. as good as | 12. as smart as | |
| 3. as clean as | 8. less meaningful than | 13. the tallest | |
| 4. the most creative | 9. more dangerous than | 14. as cold as | |
| 5. worse than | 10. faster than | 15. as strong as | |
| Non-Progressive (linking) Verbs Exercise | | | |
| 1. gets | 6. appears | 11. believe | 16. are having |
| 2. become | 7. don't hear | 12. hate | 17. have |
| 3. looking | 8. feels | 13. feel/don't want | 18. have |

| | | | |
|------------|------------------|-----------|----------------|
| 4. appears | 9. doesn't taste | 14. need | 19. have |
| 5. acts | 10. I'm seeing | 15. sound | 20. I'm having |

Using definite article "The"

| | | | | |
|--------|--------|--------|--------|--------|
| 1. O | 3. O | 5. the | 7. the | 9. The |
| 2. the | 4. The | 6. The | 8. the | 10. O |

Articles Usage – An Exercise

| | | | | |
|----------|--------|---------|-------------|-------------|
| 1. a | 6. a | 11. The | 16. The/the | 21. a/the |
| 2. a/the | 7. the | 12. a | 17. a | 22. a/the |
| 3. a | 8. the | 13. the | 18. the | 23. a |
| 4. a | 9. the | 14. the | 19. the/a | 24. the |
| 5. a | 10. a | 15. a | 20. the/the | 25. the/the |

Capitalization – An Exercise

| | |
|---------------------------------------|--|
| 1. We/Tuesday | 11. I / New Delhi |
| 2. I / French / July | 12. The |
| 3. Do / Dr. Panday / He | 13. We / Nepali / Mr. Sing |
| 4. Perhaps / Rita / Anup / Pokhara | 14. Canada / United States |
| 5. The Nile River / Mediterranean Sea | 15. We / Saturdays |
| 6. John / Catholic Ali / Moslem | 16. I / Vietnamese |
| 7. Othello / Venice / Shakespeare | 17. Venezuela / Spanish |
| 8. Ram / Singapore / RNAC / Dashain | 18. I'm / Modern European History 101 |
| 9. I'm | 19. I / Professor Panday / University of Arizona |
| 10. Russians | 20. The Mississippi River |

Causative Verbs – An Exercise

| | |
|--------------|------------------|
| 1. made | 6. got |
| 2. had / got | 7. to get / have |
| 3. made | 8. got / had |
| 4. made | 9. got / had |
| 5. got | 10. made |

Conjunctions: And, but, so, or

| | | | | |
|--------|--------|---------|---------|---------|
| 1. and | 6. or | 11. or | 16. and | 21. so |
| 2. so | 7. but | 12. and | 17. but | 22. but |
| 3. and | 8. and | 13. and | 18. so | 23. or |
| 4. or | 9. but | 14. but | 19. and | 24. so |
| 5. and | 10. so | 15. and | 20. or | 25. or |

Conjunctions: An Exercise

1. After they got married, they had to learn to manage their own home.
2. He went crazy when his wife burnt his breakfast.
3. You can hear what I'm saying if you keep quiet.
4. I won't invite my classmates to a party until I know them well.
5. By the time he arrived home, I had already done the dishes.
6. The first quiz was easy whereas this one is extremely difficult.
7. She's snobbish, yet people like her.
8. Since we're broke, we can't buy anything.
9. Even though he failed, he won't give up on his ideals.
10. He fell asleep while he was watching the film.
11. The Harrisons were having a party because their daughter was getting engaged.
12. The car broke down, so George went to find help.
13. Benjamin passed the exam the first time whereas I had to take it three times.
14. Paula got the job even though she had no experience.
15. As soon as Alex has finished his homework, he can visit his friends.

Since and For

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

Gerunds versus Infinitives

| | | |
|------------|-------------|-------------|
| 1. liking | 6. studying | 11. seeing |
| 2. to stay | 7. smoking | 12. to be |
| 3. to hear | 8. being | 13. seeing |
| 4. going | 9. to find | 14. talking |
| 5. cooking | 10. passing | 15. to see |

"I" and "Me"

1. David and I love Mexican food.
2. Anthony invited George and me to his party.
3. Mrs. Simpson gave an award to Tina and me.
4. The policeman warned Robert and me about fireworks.
5. Gary and his brother invited me to their house.
6. My brother will go and I will stay.
7. Alex handed the fishing pole to me.
8. I usually score well on tests.
9. She and I delivered newspaper when we were in school.
10. Ivan and I like to fish.

Irregular Verbs – An Exercise

| | | | | |
|-----------|------------|------------|------------|---------------|
| 1. been | 6. broke | 11. chosen | 16. drawn | 21. fed |
| 2. become | 7. brought | 12. come | 17. drunk | 22. felt |
| 3. begun | 8. built | 13. cost | 18. driven | 23. found |
| 4. bitten | 9. bought | 14. cut | 19. eaten | 24. flown |
| 5. blown | 10. caught | 15. done | 20. fallen | 25. forgotten |

Modals – An Exercise

| | |
|---------------------------|--------------------------|
| 1. may/should/can/ must | 11. must |
| 2. should have/could have | 12. should |
| 3. should have | 13. would have |
| 4. would | 14. should/must/ought to |
| 5. could/can/would | 15. will/can |
| 6. should/must/ought to | 16. would/will |
| 7. can | 17. will |
| 8. can't | 18. can |
| 9. would | 19. should/can |
| 10. can/would | 20. couldn't have |

Countable/Uncountable Noun Quantifiers

| | | |
|---------|----------|-----------|
| 1. None | 5. b/a | 9. b |
| 2. b | 6. b/c/c | 10. c |
| 3. a | 7. b | 11. b/a/a |
| 4. c | 8. b/a/a | |

Two-Word Verb Quiz

| | | |
|-----------------|-------------------------|-----------------|
| 1. use it up | 6. filled out/turned in | 11. turn it in |
| 2. try it on | 7. put it out | 12. turn it on |
| 3. hand back | 8. turn it down | 13. jotted down |
| 4. hung up | 9. heard from | 14. call on |
| 5. take it back | 10. figure out | 15. clean up |

Phrasal Verb Practice

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

Preposition Quiz: In, On, At

| | | | | | |
|-------|--------|--------|--------|--------|--------|
| 1. in | 6. in | 11. at | 16. at | 21. at | 26. on |
| 2. at | 7. in | 12. at | 17. in | 22. on | 27. as |
| 3. at | 8. at | 13. on | 18. in | 23. on | 28. on |
| 4. in | 9. in | 14. on | 19. on | 24. at | 29. at |
| 5. on | 10. in | 15. in | 20. on | 25. in | 30. on |

Preposition Practice

| | | | | |
|--------|---------|----------|--------|-------------|
| 1. on | 6. for | 11. for | 16. to | 21. between |
| 2. for | 7. on | 12. into | 17. at | 22. to |
| 3. on | 8. from | 13. in | 18. of | 23. over |
| 4. on | 9. on | 14. in | 19. in | 24. of |
| 5. in | 10. at | 15. in | 20. by | 25. to |

Proverb Practice with Prepositions

| | | | | |
|---------|-------------|----------|-------------|------------|
| 1. in | 6. in | 11. into | 16. in | 21. from |
| 2. by | 7. out/out | 12. at | 17. in | 22. at |
| 3. of | 8. to | 13. of | 18. for | 23. of |
| 4. to | 9. of/of | 14. for | 19. without | 24. before |
| 5. with | 10. up/down | 15. with | 20. on | 25. of |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Pronoun Exercise

| | | |
|--------------------|---------------------|---------------------|
| 1. reflexive 5 | 10. indefinite 3 | 19. interrogative 6 |
| 2. relative 2 | 11. interrogative 6 | 20. personal 1 |
| 3. relative 2 | 12. demonstrative 4 | 21. relative 2 |
| 4. personal 1 | 13. reflexive 5 | 22. reflexive 1 |
| 5. relative 2 | 14. relative 2 | 23. personal 1 |
| 6. indefinite 3 | 15. indefinite 3 | 24. interrogative 6 |
| 7. demonstrative 4 | 16. demonstrative 4 | 25. interrogative 6 |
| 8. personal 1 | 17. relative 2 | |
| 9. indefinite 3 | 18. personal 1 | |

Object Pronouns Practice

| | | |
|---------|---------|----------|
| 1. him | 6. it | 11. them |
| 2. her | 7. him | 12. her |
| 3. it | 8. them | 13. them |
| 4. them | 9. it | 14. it |
| 5. them | 10. her | 15. him |

Any and Some – An Exercise

| | | | | |
|---------|--------|---------|---------|----------|
| 1. some | 3. any | 5. some | 7. any | 9. any |
| 2. any | 4. any | 6. some | 8. some | 10. some |

Redundancy – An Exercise

| | | |
|----------------------|---------------------------|-----------------------|
| 1. made bigger | 6. drinking a lot of wine | 11. no changes needed |
| 2. timid | 7. no changes needed | 12. guard |
| 3. needed | 8. enchanting | 13. grew |
| 4. contents | 9. ancient | 14. |
| 5. no changes needed | 10. injured | 15. together |

Related Words Practice

| | | | |
|-------------------|----------------|----------------|---------------|
| 1. dependable | 6. destruction | 11. kindness | 16. carefully |
| 2. satisfactorily | 7. gratitude | 12. fair | 17. enjoyable |
| 3. beauty | 8. scientific | 13. happily | 18. sadness |
| 4. collect | 9. explanation | 14. pleased | 19. dangerous |
| 5. artistic | 10. repetition | 15. successful | 20. dirty |

Tag Question Practice

| | | | |
|------|-------|----------------|----------------|
| 1. c | 7. b | 1. did she? | 7. is she? |
| 2. d | 8. j | 2. isn't it? | 8. has he? |
| 3. a | 9. g | 3. doesn't he? | 9. were you? |
| 4. h | 10. l | 4. aren't you? | 10. hasn't it? |
| 5. f | 11. i | 5. didn't you? | 11. would you? |
| 6. k | 12. e | 6. do you? | 12. will she? |

Present Perfect versus Present Perfect Progressive

| | | |
|----------------------|-----------------------|-----------------------|
| 1. has been shopping | 11. have been walking | 20. have been sitting |
| 2. have had | 12. has studied | 21. has been watching |
| 3. has been raining | 13. has played | 22. have been talking |
| 4. has been studying | 14. have been | 23. has been working |
| 5. has been playing | 15. haven't felt | 24. have been reading |
| 6. have worked | 16. has been working | 25. haven't played |
| 7. has lived | 17. have had | |
| 8. has been working | 18. have been | |
| 10. has been | 19. has been waiting | |

Simple Past versus Present Perfect

| | | |
|---------------------|---------------------|-------------------|
| 1. haven't achieved | 6. have been voting | 11. has walked |
| 2. hasn't been | 7. haven't left | 12. picked |
| 3. have worked | 8. have eaten | 13. hasn't cooked |
| 4. hasn't seen | 9. has been | 14. built |
| 5. failed | 10. went | 15. has read |

Expressions of Purpose

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

Subject – Verb Agreement

| | | | | |
|---------|----------|--------------|-----------|-----------|
| 1. are | 5. wants | 9. were | 13. are | 17. are |
| 2. has | 6. have | 10. concerns | 14. are | 18. is |
| 3. is | 7. have | 11. is | 15. makes | 19. makes |
| 4. runs | 8. has | 12. are | 16. has | 20. are |

Subject –Verb Agreement: More Practice

| | | | | |
|---------|---------|----------|-----------|--------------|
| 1. were | 7. is | 13. has | 19. is | 25. are |
| 2. is | 8. do | 14. are | 20. is | 26. is |
| 3. gets | 9. are | 15. are | 21. have | 27. works |
| 4. are | 10. are | 16. is | 22. were | 28. is |
| 5. is | 11. has | 17. like | 23. is | 29. astounds |
| 6. is | 12. was | 18. is | 24. speak | 30. agree |

Adverbs that Show Time Relationship

| | |
|---|------------------------------------|
| 1. as soon as/after/just after/whenever | 11. three times |
| 2. just after/whenever/after | 12.as soon as/just after |
| 3. whenever/as long as/every time | 13. by the time |
| 4. while/when/just as | 14. when |
| 5. while/just as | 15. as long as |
| 6. as soon as/just as | 16. before / until |
| 7. until | 17. just as |
| 8. after/as soon as | 18. as soon as / just as |
| 9. just as/as soon as | 19. as soon as/when/just as |
| 10. just before /as soon as | 20. every time/after/when/whenever |

Using “Used To”

| | | | |
|------------------|-----------------|-------------------|----------------|
| 1. used to smoke | 4. used to eat | 7. used to be | 10. used to go |
| 2. used to own | 5. used to be | 8. used to go | |
| 3. used to live | 6. used to take | 9. used to travel | |

If: Special Tense Use

1. The kitchen would look better if we had red curtains.
2. I'll be sorry if we don't see her again.
3. It would be a pity if Andy doesn't get the job.
4. If I knew his address, I would go around and find him.
5. What would you do if you won the lottery?
6. It would be quicker if you use a computer.

7. If you aren't busy, I will show how to play.
8. If we have some eggs, I will make a cake.
9. If you really loved me, you would buy me those diamonds.
10. I'm sure Carmen would help you if you ask her.
11. If it weren't so cold, I would tidy up the garden.
12. If I had the key, I would show you the cellar.
13. If I had children like hers, I would send them to boarding school.
14. Where would you if you needed to buy a picture frame?
15. Do you mind if I go first?

Active or Passive Voice

| | |
|-----------------------------|-------------------------|
| 1. was shocked | 11. is read |
| 2. has been teaching | 12. is delivered |
| 3. has been said | 13. happened |
| 4. will be published | 14. wrote / was written |
| 5. remembers | 15. attended |
| 6. was introduced | 16. was hit |
| 7. is being considered | 17. happened |
| 8. was held | 18. was interrupted |
| 9. will be given | 19. heard |
| 10. had already been solved | 20. won't be collected |

There is / There are

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

Using So and Such

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

Using Yet, Still and Anymore

| | | | | |
|------------|------------|------------|-------------|---------------|
| 1. yet | 4. still | 7. yet | 10. still | 13. yet/still |
| 2. still | 5. already | 8. already | 11. anymore | 14. already |
| 3. anymore | 6. yet | 9. still | 12. already | 15. still |

Troublesome Verbs

| | | | |
|-----------|----------|------------|----------|
| 1. raised | 5. lay | 9. lies | 13. lay |
| 2. rises | 6. lying | 10. raises | 14. set |
| 3. sat | 7. lay | 11. rose | 15. sat |
| 4. set | 8. lie | 12. lays | 16. lies |

Say and Tell

| | | | | |
|---------|----------|---------|----------|----------|
| 1. told | 4. tells | 7. said | 10. said | 13. tell |
| 2. said | 5. told | 8. told | 11. told | 14. said |
| 3. said | 6. said | 9. said | 12. told | 15. told |

Same as, Similar to, Different from

| | | |
|----------------------------|------------------------------|--------------------|
| 1. different from | 6. similar to/different from | 11. the same as |
| 2. similar to | 7. different from | 12. similar to |
| 3. different to/similar to | 8. the same as | 13. the same as |
| 4. different from | 9. different from | 14. different from |
| 5. the same as | 10. the same as | 15. similar to |

Using "When" and "While"

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

Collocations with "Make" and "Do"

| | | |
|------------------------|---------------|-------------------|
| 1. do/make | 6. does/make | 11. making/making |
| 2. making/doing did/do | 7. make/do | 12. made |
| 3. Do/making | 8. make/makes | 13. made/make |
| 4. made/made | 9. made/do | 14. made/make |
| 5. made | 10. make | 15. made |

Connectives – An exercise

| | | | | |
|------|------|------|-------|-------|
| 1. b | 4. c | 7. c | 10. a | 13. c |
| 2. c | 5. a | 8. a | 11. b | 14. b |
| 3. a | 6. a | 9. c | 12. a | 15. a |

SPEAKING ACTIVITIES AND IDIOMATIC EXPRESSIONS

| Wise Words | | | | | |
|---|----------|-----------------|-------------------------------|-------------------|-------|
| 1. It takes two.... | | | 11. Seeing... | | |
| 2. Curiosity... | | | 12. It doesn't rain... | | |
| 3. An apple a day keeps... | | | 13. Like father... | | |
| 4. One man's loss... | | | 14. Cleanliness is next to... | | |
| 5. Actions speak... | | | 15. Home is where... | | |
| 6. Finder's keeper... | | | 16. In for penny,... | | |
| 7. Silence... | | | 17. Nothing succeeds... | | |
| 8. To err... | | | 18. When the cat is away... | | |
| 9. God helps those... | | | 19. Misery... | | |
| 10. A stitch in time... | | | 20. What goes up... | | |
| Situation and their Responses | | | | | |
| 1. H | 4. C | 7. E/S | 10. L | 13. I | |
| 2. F | 5. K | 8. D | 11. T | 14. R | |
| 3. J | 6. B | 9. N | 12. P | 15. G | |
| Idioms about the body and the Mind | | | | | |
| 1. head | 5. heart | 9. tongue/check | 13. thumbs | 17. nose | |
| 2. mouth | 6. leg | 10. hand | 14. hands | 18. heart/stomach | |
| 3. head | 7. hand | 11. foot/mouth | 15. hands | 19. throat | |
| 4. leg | 8. mouth | 12. tongue | 16. neck | 20. neck/neck | |
| Phrases and Places | | | | | |
| 1. n | 6. f | 11. b | 16. t | 21. w | 26. u |
| 2. m | 7. i | 12. k | 17. l | 22. y | |
| 3. j | 8. q | 13. o | 18. d | 23. z | |
| 4. g | 9. h | 14. c | 19. r | 24. v | |
| 5. a | 10. e | 15. p | 20. s | 25. x | |
| Riddles for Children | | | | | |
| 1. E | 6. G | 11. V | 16. D | 21. Z | 26. C |
| 2. O | 7. S | 12. T | 17. J | 22. R | |
| 3. X | 8. F | 13. B | 18. A | 23. N | |
| 4. H | 9. M | 14. W | 19. I | 24. Q | |
| 5. U | 10. Y | 15. P | 20. L | 25. K | |

Idiomatic Expressions Using Colors

| | | | | |
|----------|----------|-----------|------------|-----------|
| 1. red | 5. green | 9. blue | 13. green | 17. green |
| 2. white | 6. pink | 10. red | 14. black | 18. red |
| 3. gray | 7. pink | 11. white | 15. red | 19. blue |
| 4. blue | 8. black | 12. white | 16. purple | 20. red |

Common Comparisons – Similes

| | | | | |
|------|------|------|-------|-------|
| 1. e | 4. j | 7. o | 10. i | 13. c |
| 2. m | 5. l | 8. f | 11. b | 14. k |
| 3. d | 6. a | 9. n | 12. h | 15. g |

Expressing our Moods

| | | | |
|-------------------|--------------------|--------------------|---------------|
| 1. bad mood | 6. sorting things | 11. bad mood | 16. bad mood |
| 2. sorting things | 7. bad mood | 12. friction | 17. good mood |
| 3. friction | 8. good mood | 13. bad mood | 18. friction |
| 4. bad mood | 9. bad mood | 14. sorting things | 19. friction |
| 5. good mood | 10. sorting things | 15. good mood | 20. good mood |

Animated Animals

| | | | | |
|-------|-------|-------|-------|-------|
| a) 5 | d) 2 | g) 1 | j) 13 | m) 3 |
| b) 7 | e) 11 | h) 12 | k) 6 | n) 10 |
| c) 14 | f) 9 | l) 4 | l) 15 | o) 8 |

Animal Idioms

| | | | |
|-------|-------|-------|-------|
| a) 12 | e) 14 | i) 6 | m) 16 |
| b) 8 | f) 13 | j) 11 | n) 1 |
| c) 10 | g) 7 | k) 9 | o) 4 |
| d) 15 | h) 3 | l) 2 | p) 5 |

Using Idioms

| | | | | | | | |
|------|------|------|-------|-------|-------|-------|-------|
| 1. b | 4. a | 7. b | 10. b | 13. b | 16. a | 19. a | 22. b |
| 2. a | 5. a | 8. b | 11. b | 14. b | 17. b | 20. b | 23. a |
| 3. b | 6. b | 9. b | 12. a | 15. a | 18. a | 21. a | 24. a |

| Food Idioms | | | | |
|---|-----------|-----------|---------------|------------|
| 1. b | 4. b | 7. a | 10. a | |
| 2. a | 5. a | 8. a | 11. a | |
| 3. a | 6. b | 9. b | 12. b | |
| Dilemmas | | | | |
| 1. learn | 3. be | 5. fake | 7. read | 9. keep |
| 2. follow | 4. obey | 6. do | 8. achieve | 10. accept |
| Follow the Idiom | | | | |
| 1. shadow | 5. window | 9. yellow | 13. show | |
| 2. slow | 6. follow | 10. row | 14. know | |
| 3. below | 7. grow | 11. blow | 15. low | |
| 4. narrow | 8. snow | 12. bow | 16. elbow | |
| A Review of Some Idiomatic Expressions | | | | |
| 1. a | 4. c | 7. b | 10. b | |
| 2. a | 5. a | 8. c | 11. c | |
| 3. b | 6. c | 9. c | 12. a | |
| Idioms of the Body and the Mind II | | | | |
| 1. ears | 8. head | 15. eye | 22. mind | 29. leg |
| 2. head | 9. mind | 16. heads | 23. neck/neck | 30. heart |
| 3. head | 10. mind | 17. eye | 24. ear | 31. leg |
| 4. mind | 11. face | 18. ears | 25. nose | 32. hand |
| 5. head | 12. head | 19. head | 26. head | 33. hand |
| 6. head | 13. nose | 20. eyes | 27. mouth | 34. hands |
| 7. mind | 14. mind | 21. hairs | 28. head | 35. heart |
| Body Parts – Idioms | | | | |
| 1. C | 5. G | 9. B | 13. D | |
| 2. H | 6. N | 10. O | 14. M | |
| 3. I | 7. R | 11. S | 15. K | |
| 4. F | 8. P | 12. Q | 16. A | |

Words to Insult Folks you Don't Like

| | | |
|-------|------------------|------------------|
| 1. F | 1. sycophant | 1. agnostic |
| 2. I | 2. diabolic | 2. sycophant |
| 3. G | 3. inebriate | 3. antagonist |
| 4. J | 4. opponent | 4. inebriate |
| 5. H | 5. mendacious | 5. hypochondriac |
| 6. B | 6. hypochondriac | 6. mendacious |
| 7. E | 7. dilettante | 7. diabolical |
| 8. D | 8. agnostic | 8. mendacity |
| 9. A | 9. abhorrent | 9. dilettante |
| 10. C | 10. enmity | 10. abhorrent |

What do you Call the Thing That....?

| | | |
|---------------|----------------|----------------|
| 1. can opener | 10. racket | 19. stamps |
| 2. telephone | 11. bananas | 20. knife |
| 3. wallet | 12. key | 21. puppy |
| 4. purse | 13. onion | 22. coin |
| 5. coins | 14. jet | 23. dishwasher |
| 6. bills | 15. bird | 24. shoelaces |
| 7. menu | 16. mattress | 25. a year |
| 8. alphabet | 17. lemon/lime | 26. punctual |
| 9. clouds | 18. moustache | |

Which one does not Belong?

| | | | | |
|------------|--------------|--------------|---------------|--------------|
| a) censure | g) captivate | m) capture | s) enchanting | y) merge |
| b) merit | h) fetch | n) gutter | t) dingy | z) tell off |
| c) alter | i) hazard | o) stream | v) lazy | aa) burst |
| d) smudge | j) junk | p) crook | u) agile | cc) vanish |
| e) prosper | k) poverty | q) unselfish | w) partisan | dd) bounty |
| f) lock | l) dawn | r) tedious | x) skint | ee) carry on |

What do They Do?

| | | |
|--|--|---|
| 1. one who collects money such as coins and bills and medals | 11. a specialist in diseases of the feet | 21. a glamorous and successful female performer |
| 2. one who collects stamps | 12. one who studies water | 22. a specialist in handwriting |
| 3. one who studies fossil | 13. one underwrites an | 23. a waiter who specializes |

| | | |
|---|--|---|
| remains | insurance policy | in wine |
| 4. a specialist in diseases of the rectum | 14. a nurse who looks after patients in critical state | 24. a specialist in butterflies |
| 5. one who practices arbitrage | 15. a dealer in men's clothes and accessories | 25. a college or university teacher |
| 6. one who manages the camera for a film | 16. one who studies the classification of animals and plants | 26. one who specializes in the study of diseases |
| 7. one who makes maps | 17. a peddler of unsolicited advice | 27. someone able to predict the future |
| 8. one who studies cryptographic systems | 18. one who offers extensive treatment | 28. an employee who runs errands |
| 9. one who studies human population | 19. an examiner | 29. one who helps settle disputes |
| 10. a specialist in urinary diseases | 20. an expert in semantics | 30. one who specializes in the problems of the aged |

Name your Fear

| | | | | | | | | |
|------|------|------|-------|-------|-------|-------|-------|-------|
| 1. Q | 4. V | 7. W | 10. K | 13. G | 16. X | 19. E | 22. T | 25. A |
| 2. P | 5. U | 8. M | 11. J | 14. C | 17. H | 20. F | 23. Y | 26. B |
| 3. O | 6. N | 9. L | 12. I | 15. D | 18. R | 21. Z | 24. S | |

Comparing Word Meaning

| | | | |
|----------|----------|-----------|-----------|
| 1. pin | 5. shell | 9. plate | 13. table |
| 2. pen | 6. star | 10. bed | 14. light |
| 3. wheel | 7. teeth | 11. glass | 15. nail |
| 4. ring | 8. story | 12. key | |

Places People Live In

| | | | | | | | | |
|------|------|------|-------|-------|-------|-------|-------|-------|
| 1. L | 4. J | 7. Z | 10. T | 13. S | 16. P | 19. W | 22. X | 25. R |
| 2. A | 5. D | 8. E | 11. K | 14. O | 17. C | 20. G | 23. N | 26. U |
| 3. B | 6. H | 9. M | 12. I | 15. F | 18. V | 21. Y | 24. Q | |

Places to Go for a Purpose

| | | | |
|-------------|-------------------|-----------------------|-----------------------|
| 1. zoo | 6. concert hall | 11. travel agency | 16. law firm |
| 2. museum | 7. sports stadium | 12. funeral parlor | 17. realtor |
| 3. cinema | 8. amusement park | 13. dry cleaners' | 18. Laundromat |
| 4. aquarium | 9. bank | 14. plumber | 19. library |
| 5. bar/pub | 10. post office | 15. employment agency | 20. convenience store |

Occupation Quiz

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

Collocations for Nouns and their Partitives

| | | | | | | | | |
|------|------|------|-------|-------|-------|-------|-------|-------|
| 1. E | 4. L | 7. D | 10. G | 13. N | 16. Q | 19. X | 22. Z | 25. R |
| 2. A | 5. C | 8. M | 11. H | 14. U | 17. V | 20. K | 23. S | 26. Y |
| 3. I | 6. J | 9. O | 12. F | 15. P | 18. T | 21. B | 24. W | |

Analogies

| | | | | |
|-------------|----------------|-----------|----------------|-------------|
| 1. hospital | 6. inexpensive | 11. tulip | 16. length | 21. teeth |
| 2. cow | 7. after | 12. glove | 17. too | 22. bottom |
| 3. drank | 8. light | 13. melt | 18. frown | 23. decades |
| 4. five | 9. finger | 14. dozen | 19. blackboard | 24. throw |
| 5. knee | 10. grape | 15. bowl | 20. watch | 25. ripe |

Synonyms

| | | |
|--------------|-------------|--------------|
| A. animated | J. flawless | S. continual |
| B. gloomy | K. wrestle | T. arrange |
| C. make | L. depart | V. pleased |
| D. dull | M. listen | U. caught |
| E. keen | N. envy | W. bravery |
| F. brotherly | O. listen | X. change |
| G. bizarre | P. obtain | Y. stroke |
| H. generous | Q. hang | Z. ask |
| I. memento | R. long | |

Antonyms

| | | |
|----------------|----------------|--------------|
| a) lethargic | j) delectation | s) barren |
| b) thankless | k) vacuous | t) civilized |
| c) mean | l) fascinating | v) esteem |
| d) superficial | m) listless | u) blunt |
| e) industrious | n) advance | w) order |

| | | |
|--------------|-------------|----------------|
| f) imaginary | o) dull | x) wet |
| g) relaxed | p) noisy | y) traditional |
| h) extant | q) normal | z) sad |
| i) jejune | r) cheerful | |

Family Relationship Quiz

| | | |
|----------------|--------------------|-----------------------|
| 1. father | 11. wife | 21. niece |
| 2. grandfather | 12. children | 22. parents-in-law |
| 3. parents | 13. brother/sister | 23. grandmother |
| 4. uncle | 14. husband | 24. great-grandson |
| 5. cousin | 15. sister | 25. cousins |
| 6. son | 16. cousin | 26. godmother |
| 7. sister | 17. cousin | 27. stepfather/mother |
| 8. grandson | 18. brother-in-law | 28. ex-wife |
| 9. nephew | 19. mother-in-law | 29. godchild |
| 10. mother | 20. nephew | 30. great-aunt |

Functional Knowledge

| | | | | |
|-------------|------------|------------|--------------|--------------|
| 1. wear it | 4. read it | 7. wear it | 10. eat it | 13. read it |
| 2. drink it | 5. eat it | 8. read it | 11. drive it | 14. drink it |
| 3. wear it | 6. eat it | 9. wear it | 12. wear it | 15. drive it |

Euphemisms

| | | | | | | | | |
|------|------|------|-------|-------|-------|-------|-------|-------|
| 1. V | 4. J | 7. E | 10. K | 13. U | 16. I | 19. Y | 22. P | 25. R |
| 2. S | 5. N | 8. C | 11. W | 14. O | 17. X | 20. Z | 23. G | 26. H |
| 3. F | 6. B | 9. A | 12. T | 15. D | 18. L | 21. Q | 24. M | |

Eponyms

| | | | | | | | |
|-------|------|--------|-------|--------|-------|--------|-------|
| 1. AA | 5. K | 9. V | 13. E | 17. DD | 21. H | 25. FF | 29. F |
| 2. G | 6. U | 10. EE | 14. I | 18. CC | 22. D | 26. N | 30. L |
| 3. W | 7. M | 11. Z | 15. Y | 19. X | 23. R | 27. J | 31. A |
| 4. BB | 8. P | 12. B | 16. S | 20. Q | 24. C | 28. T | 32. O |

Doublespeak

| | | | | | | | | |
|------|------|------|-------|-------|-------|-------|-------|-------|
| 1. W | 4. A | 7. C | 10. F | 13. J | 16. H | 19. M | 22. O | 25. S |
| 2. Q | 5. Z | 8. R | 11. I | 14. P | 17. B | 20. N | 23. L | 26. D |
| 3. X | 6. T | 9. E | 12. V | 15. G | 18. Y | 21. V | 24. K | |

Difficult Words

| | | |
|------------|------------------|---------------|
| 1. dessert | 11. whose | 21. principle |
| 2. hear | 12. your | 22. collage |
| 3. lose | 13. too | 23. council |
| 4. capital | 14. its | 24. effect |
| 5. break | 15. their | 25. counsel |
| 6. desert | 16. whether | 26. advice |
| 7. here | 17. principal | 27. exciting |
| 8. lose | 18. stationery | 28. exiting |
| 9. capital | 19. affect | 29. than |
| 10. you're | 20. complimented | 30. effect |

At Home – Parts of a House

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

A Quiz of Collective Nouns - Animals

| | | | | |
|-----------|------------|------------|------------------|-----------|
| 1. army | 6. clowder | 11. skein | 16. exaltation | 21. covey |
| 2. cete | 7. siege | 12. horde | 17. leap | 22. crash |
| 3. sleuth | 8. murder | 13. charm | 18. watch | 23. drift |
| 4. hive | 9. brace | 14. husk | 19. muster | 24. knot |
| 5. volery | 10. gang | 15. kettle | 20. congregation | 25. bale |

At the Zoo

| | | | |
|--------------|-----------|---------------|-------------|
| 1. afternoon | 5. school | 9. too | 13. baboons |
| 2. bedroom | 6. poodle | 10. football | 14. food |
| 3. cartoon | 7. floor | 11. look | 15. goodbye |
| 4. footsteps | 8. zoo | 12. kangaroos | 16. door |