

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).

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 Low 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
Two-syllable adjectives	famous More famous wise wiser	The most famous the wisest
	Busy busier pretty prettier	the busiest the prettiest
	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
Adjectives with three or more syllables	important more important fascinating more fascinating fascinating	the most important the most fascinating
Irregular adjectives	Good better bad worse	the best the worst
-Ly adverbs	Carefully more carefully the most carefully	
One-syllable adverbs	fast faster	the fastest
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>
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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>
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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.
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* 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 from 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? b) Fred can't come, can 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.
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 ? These/those are yours, aren't they ?	The tag pronoun for this/that = it . 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 ? f) Everyone took the test, didn't they ?	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.
g) Nothing is wrong, is it ? h) Nobody called on the phone, did they ? i) You've never been there, have you?	Sentences with negative words take affirmative tags.
j) I am supposed to be here, am I not ? k) I am supposed to be here, aren't I ?	In j): am I not? is formal English. 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 go, 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.

- Some women argue that they (achieve, not) _____ political or economic equality with men.
- Equal rights (be) _____ a political issue in American politics for at least 134 years.
- Other women (work) _____ for many years for women's rights.
- The U.S. (see, not) _____ the end of the battle against drugs and crime.
- The Equal Rights Amendment (fail) _____ to be approved by three votes.
- Women in Norway (vote) _____ since 1920.
- They (leave, not) _____ for the airport yet.
- The kids (eat) _____ pancakes three times this week.
- Mr. Aviles (be) _____ my doctor for several years.
- The students (go) _____ to class a little while ago.
- Lenny (walk) _____ four miles so far.
- Rosa (pick) _____ some flowers from her garden.
- Esther (cook, not) _____ dinner yet.
- We (build) _____ our house last year.
- 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).</p> <p>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)
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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 collocate 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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Talk to your partner about similarities you might have until you something you both share for each category.

We love _____

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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.

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- 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.

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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

<p>BLACK charcoal ebony off black</p>	<p>BLUE aquamarine cobalt blue lapis navy blue royal blue sapphire blue turquoise</p>
<p>COFFEE ash camel cream Carmelite chestnut ecru khaki sandstone tan taupe</p>	<p>GREEN apple green green hazel hunter green emerald green lime green jade olive green mint moss green teal</p>
<p>ORANGE coral peach</p>	<p>PINK cerise raspberry rose</p>
<p>PURPLE amethyst burgundy fuchsia lavender lilac magenta mauve plum wine</p>	<p>RED cranberry cherry garnet red ruby red russet</p>
<p>WHITE ivory oyster</p>	<p>YELLOW gold lemon yellow yellow</p>
<p>METALLIC COLORS</p>	<p>brass bronze gold pewter silver</p>

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 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 _____	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?

USING IDIOMS

Find the correct meaning for each idiom.

1. I live **right** on the corner of Yates and Pine.
a) approximately b) exactly
2. This job is not very interesting, but it's **all right**.
a) acceptable b) unacceptable
3. This apartment is small, but I'll stay here **for the time being**.
a) for a long time b) for now
4. I live **close** to the bus stop.
a) near b) far
5. Are you planning to live in this house **for good**, or will you move next year?
a) permanently b) temporarily
6. It's very busy downtown today. **Keep your eyes open** for a parking space.
a) stay awake b) look for
7. I need a larger apartment. I hope something **opens up** soon.
a) gets bigger b) becomes available
8. If you see a nice shirt on sale you should **grab it**.
a) try it on b) buy it
9. I moved to a new country. I really **miss** my old friends.
a) don't have b) want to see
10. Learning a new language is difficult **at first**, but later it is easier.
a) all the time b) in the beginning
11. Do your homework **right away** when you get home. Then you can watch TV.
a) soon b) immediately
12. I didn't understand the movie all the way, but **at least** I understood part of it.

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

blind date

to go Dutch

steady boyfriend/girlfriend

to be stood up

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

1. I can't tell you what to do. You'll just have to play it by _____.
2. The driver of the car that passed us should have his _____ examined.
3. That's too difficult for me. It's way over my _____.
4. I could not make up my _____ whether to write or phone.
5. They were _____ over heels in love.
6. She always keeps her _____ in a crisis.
7. A good book can help you get your _____ off your troubles.
8. He always got his _____ in the clouds. He makes all these impossible plans.
9. When it comes to politics, I try to keep an open _____.
10. It is quite simple. Just use your _____.
11. If you admit making such a serious mistakes, you'll lose _____.
12. Despite the recession, they were able to keep their _____ above water.
13. She's such a snob. She looks down her _____ at everyone.
14. I'm sorry I didn't call you, it slipped my _____.
15. Can you keep an _____ on my bags while I make a phone call?
16. 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 your 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

Instead of said , use: called shouted cried whispered responded remarked demanded questioned asked replied stated exclaimed	Instead of laughed , use: snickered guffawed giggled cackled roared howled chuckled tittered chortled heehawed crowed bellowed	Instead of ran , use: hurried bolted raced darted scurried sped dashed jogged galloped sprinted trotted rushed
Instead of walked , use: staggered shuffled traveled sauntered trudged lumbered strutted paraded marched ambled hiked strolled	Instead of saw , use: glimpsed glanced at noticed eyed observed gazed at sighted spied spotted examined stared at watched	Instead of like , use: love prefer admire cherish appreciate care for fancy favor adore enjoy idolize treasure
Instead of sad , use: downcast unhappy depressed dejected woeful forlorn gloomy melancholy miserable crestfallen sorrowful mournful	Instead of pretty , use: beautiful exquisite lovely gorgeous glamorous stunning attractive handsome elegant striking cute fair	Instead of good , use: great splendid pleasant superb marvelous grand delightful terrific superior amazing wonderful excellent
Instead of little , use: teeny small diminutive miniscule compact tiny microscopic miniature petite slight wee minute	Instead nice , use: kind congenial benevolent agreeable thoughtful courteous gracious warm considerate cordial decent humane	Instead of funny , use: farcical hysterical jocular sidesplitting amusing hilarious humorous laughable witty silly comical nonsensical
Instead of big , use: towering enormous huge tremendous large massive great giant gigantic colossal mammoth immense	Instead of happy , use: glad merry jovial contented jubilant pleased joyful delighted thrilled jolly cheerful elated	Instead of smart , use: witty ingenious bright sharp quick-witted brainy knowledgeable brilliant intelligent gifted clever wise

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	enchanted	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	fined	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 corncob
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 | 35. interest | 69. prominent |
| 2. achievement | 36. its, it's | 70. pursue |
| 3. acquire | 37. led | 71. quiet |
| 4. all right | 38. lose | 72. receive |
| 5. among | 39. losing | 73. receiving |
| 6. apparent | 40. marriage | 74. recommend |
| 7. argument | 41. mere | 75. referring |
| 8. arguing | 42. necessary | 76. repetition |
| 9. belief | 43. occasion | 77. rhythm |
| 10. believe | 44. occurred | 78. sense |
| 11. beneficial | 45. occurring | 79. separate |
| 12. benefited | 46. occurrence | 80. separation |
| 13. category | 47. opinion | 81. shining |
| 14. coming | 48. opportunity | 82. similar |
| 15. comparative | 49. paid | 84. succeed |
| 16. conscious | 50. particular | 85. succession |
| 17. controversy | 51. performance | 86. surprise |
| 18. controversial | 52. personal | 87. technique |
| 19. definitely | 53. personnel | 88. than |
| 20. definition | 54. possession | 89. then |
| 21. define | 55. possible | 90. their |
| 22. describe | 56. practical | 91. there |
| 23. description | 57. precede | 92. they're |
| 24. disastrous | 58. prejudice | 93. through |
| 25. effect | 59. prepare | 94. to, too, two |
| 26. embarrass | 60. prevalent | 95. transferred |
| 27. environment | 61. principal | 96. unnecessary |
| 28. exaggerate | 62. principle | 97. villain |
| 29. existence | 63. privilege | 98. woman |
| 30. existent | 64. probable | 99. write |
| 31. experience | 65. proceed | 100. writing |
| 32. explanation | 66. procedure | |
| 33. fascinate | 67. professor | |
| 34. height | 68. profession | |

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

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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

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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