

## Most Common Prefixes

Prefix	Meaning	Key Word
<b>anti-</b>	against	antifreeze
<b>de-</b>	opposite	defrost
<b>dis-*</b>	not, opposite of	disagree
<b>en-, em-</b>	cause to	encode, embrace
<b>fore-</b>	before	forecast
<b>in-, im-</b>	in	infield
<b>in-, im-, il-, ir-*</b>	not	injustice, impossible
<b>inter-</b>	between	interact
<b>mid-</b>	middle	midway
<b>mis-</b>	wrongly	misfire
<b>non-</b>	not	nonsense
<b>over-</b>	over	overlook
<b>pre-</b>	before	prefix
<b>re-*</b>	again	return
<b>semi-</b>	half	semicircle
<b>sub-</b>	under	submarine
<b>super-</b>	above	superstar
<b>trans-</b>	across	transport
<b>un-*</b>	not	unfriendly
<b>under-</b>	under	undersea

\*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.

## Most Common Suffixes

Suffix	Meaning	Key Word
<b>-able, -ible</b>	can be done	comfortable
<b>-al, -ial</b>	having characteristics of	personal
<b>-ed*</b>	past-tense verbs	hopped
<b>-en</b>	made of	wooden
<b>-er</b>	comparative	higher
<b>-er,</b>	one who	worker, actor
<b>-est</b>	comparative	biggest
<b>-ful</b>	full of	careful
<b>-ic</b>	having characteristics of	linguistic
<b>-ing*</b>	verb form/ present participle	running
<b>-ion, -tion, -ation, ition</b>	act, process	occasion, attraction
<b>-ity, -ty</b>	state of	infinity
<b>-ive, -ative, -itive</b>	adjective form of a noun	plaintive
<b>-less</b>	without	fearless
<b>-ly*</b>	characteristic of	quickly
<b>-ment</b>	action or process	enjoyment
<b>-ness</b>	state of, condition of	kindness
<b>-ous, -eous, -ious</b>	possessing the qualities of	joyous
<b>-s, -es*</b>	more than one	books, boxes
<b>-y</b>	characterized by	happy

\*Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.

## Small Talk in English

In most English-speaking countries, it is **normal** and **necessary** to make "small talk" in certain situations. Small talk is a casual form of conversation that "**breaks the ice**" or **fills an awkward silence** between people. Even though you may feel shy using your second language, it is sometimes considered rude to say nothing. Just as there are certain times when small talk is appropriate, there are also certain topics that people often discuss during these moments. Remember, in an English-speaking environment it is often better to make a few mistakes than to say nothing at all!

### WHO makes small talk?

People with many different relationships use small talk. The most common type of people to use small talk are those who do not know each other at all. Though we often teach **children not to talk to strangers**, adults are expected to say at least a few words in certain situations (see where). It is also common for people who are only **acquaintances**, often called a "**friend of a friend**", to use small talk. Other people who have short casual conversations are office employees who may not be good friends but work in the same department. Customer service **representatives**, waitresses, hairdressers and receptionists often make small talk with customers. If you happen to be outside when the mailman comes to your door you might make small talk with him too.

### WHAT do people make small talk about?

There are certain "safe" topics that people usually make small talk about. The weather is probably the number one thing that people who do not know each other well discuss. Sometimes even friends and family members discuss the weather when they meet or start a conversation. Another topic that is generally safe is **current events**. As long as you are **not discussing a controversial issue**, such as a recent law concerning equal rights, it is usually safe to discuss the **news**. Sports news is a very common topic, especially if a local team or player is in a **tournament** or **play-off** or doing **extremely** well or badly. Entertainment news, such as a celebrity who is in town, is another good topic. If there is something that you and the other speaker has in common, that may also be **acceptable** to talk about. For example, if the bus is extremely full and there are no seats available you might talk about reasons why. **Similarly**, people in an office might **casually** discuss the new paint or furniture.

There are also some subjects that are not considered acceptable when making small talk. Discussing personal information such as **salaries** or a **recent divorce** is not done between people who do not know each other well. Compliments on clothing or hair are acceptable; however, you should never say something (good or bad) about a person's body. Negative comments about another person not involved in the conversation are also not acceptable: when you do not know a person well you cannot be sure who their friends are. You do not talk about private issues either, because you do not know if you can trust the other person with your secrets or personal information. Also, it is not safe to **discuss religion or politics.** Lastly, it is not wise to continue talking about an issue that the other person does not seem comfortable with or interested in.

### **WHERE do people make small talk?**

People make small talk just about anywhere, but there are certain places where it is very common. Most often, small talk occurs in places where people are waiting for something. For example, you might chat with another person who is waiting for the bus to arrive, or to the person beside you waiting to get on an aeroplane. People also make small talk in a doctor's or dentist's waiting room, or in **queues at the grocery store.** Some social events (such as a party) require small talk among guests who do not know each other very well. For example, you might talk to someone you do not know at the **punch bowl**, or at the poolside. It is called "**mingling**" when people walk around in a social setting and talk to a variety of people.

### **WHEN do people make small talk?**

The most common time for small talk to occur is the first time you see or meet someone on a given day. For example, if you see a co-worker in the **lounge** you might say hello and discuss the sports or weather. However, the next time you see each other you might just smile and say nothing. Do not interrupt two people in order to discuss something unimportant such as the weather. If someone is reading a book or writing a letter at the bus stop it is not **appropriate to initiate** a conversation either. Another good time to make small talk is during a break in a meeting or presentation when there is nothing important going on. Finally, it is important to recognize the cue when the other person wants the conversation to stop.



## WHY do people make small talk?

There are a few different reasons why people use small talk. The first, and most obvious, is to **break an uncomfortable silence**. Another reason, however, is simply to **fill time**. That is why it is so common to make small talk when you are waiting for something. Some people make small talk in order to **be polite**. You may not feel like chatting with anyone at a party, but **it is rude to just sit in a corner by yourself**.

### Small Talk Practice 1: At a Bus Stop

W: We **could ask** for a better day, could we? — **couldn't ask** — good day

M: I know. There isn't a cloud in the sky. I love this time of year.

W: Me too. The cherry blossoms are beautiful, **you think?** -**aren't they**

M: They sure are. But I heard **he is** calling for rain all weekend. -**they are**

W: Really? Oh well. I have to work all weekend anyway. **I'm a doctor**.

(During Small talk with a stranger, it is not common to discuss personal information relating to work)

M: Wow. I'm sure you make good money with that diamond watch you have on.

(It is not acceptable to discuss salaries while making small talk)

W: Ah, this bus seems to be running late. **How long of a wait is it already?** —**How long have you been waiting**

M: I've been here for at least fifteen minutes now.

W: **Where are you heading today?** — **Too personal**

M: Actually, I'm going to the City Hall to cast my vote for mayor.

W: Oh, what a coincidence. So am I! **Who are you voting for?**

- **politics is not a safe subject to discuss.**

M: Um, well...I'm still thinking about it.

W: Here comes a bus now.

M: Oh good. Wait, that's not the bus we want. That bus goes downtown.

W: Well, it looks like we'll be waiting a little longer. I guess, I'll use this time to catch up on my reading. - this is signal to stop your small talk.

M: I love reading. Right now I'm reading a Stephen King book. Do you like Stephen King? — so the man did not take the hint, yet we have to end with small talk.

W: Not really.

M: Oh, here's our bus.

W: Oh great. I thought it would never come. Well, have a nice day.

M: Say, did you catch the news today? Nice to meet you, thank you!

Oh great. I thought it would never come. Well, have a nice day.

## Small Talk Practice 2: At the Office

W: Hi there.

M: Hi. I haven't seen you around here before. Have you been working long?  
have you worked here long?

W: No, I've only been here a few months. I work in the Human Resources Department.

M: Oh, you must make more money than I do then. I'm in Sales.

Oh, That must be why I haven't seen you around. I'm in Sales

It is inappropriate to discuss how much people make in an office during small talk

W: Sales sounds like an interesting job.

M: It's okay. Hey, you look like you could really have a coffee. —use

W: Yes, it's been a really hectic week.

M: Tell me about it! At least it's supposing to be a nice weekend. —supposed

W: Yes, I've listened that they are calling for blue skies. -heard

M: Say, did you happen to catch the game last night?

W: No, I was working late.

M: It was a great game. We won in overtime.

W: Actually, I don't even know who was playing. **I don't really follow sports. - is not interested**

M: The Chiefs! Do you think they're going to make it to the finals this year?

— **You can't continue with this subject because the lead is obviously not interested in it.**

W: I'm not sure. Well, I better get back to my desk. — **cue with ending this conversation**

M: Speaking of desks, what do you think of the new office furniture?

— **but the man didn't get this hint, so .....**

W: It's nice, but I would rather get paid for my overtime hours than have new furniture.—**Giving your opinion about a controversial subject is not appropriate when making small talk with someone you don't know or trust**

M: Oh. Well, I think I'll be heading home early today. It might be snow.

It looks like it might be snow

W: I know. I can't believe all of this cold weather. Hopefully Spring will come soon.

M: I can't wait until Spring.

W: Me neither! My divorce will finally come through by then!

—**Private information about one's personal life is not acceptable**

### Small Talk Practice 3: At a Party

W: 1: (Standing in a corner drinking a glass of wine by herself)

M: Hi there. Why aren't you dancing?

W: 1: (Smiles. No response.)

—**It is rude not to say anything or answer someone, even if you are shy or don't know the person.**

M: Hello. Have you tried Felicia's punch yet?

W: 2: No, but I was just about to.

M: Don't. It's terrible.

—Keep negative comments out of your small talk. You don't know if the person you are talking about is a close friend of the person you are talking to.

W: 2: Oh. Okay.

M: So, how are you knowing Rick?

— How do you know Rick?

W: 2: Oh, Rick and I go way back. We studied nursing together.

M: Nursing. Hmm. I heard on the radio today that all of you nurses are on strike. Are they not paying you enough?

— During small talk it is not appropriate to discuss salaries.

W: 2: Actually it's about working conditions.

M: I see. So, have you had a chance to take a dip in the pool yet?

W: 2: No, not yet. How about you?

M: No, I need to lose some weight before I put on a bathing suit. But you have a great figure.

— Even though this is a compliment, it may make someone feel uncomfortable. Complimenting clothing is acceptable for small talk, but bodies are not a "safe" topic.

W: 2: Uh, thanks. Well, I better go and jingle. There are a few people I haven't said hello to yet. — mingle

M: Wait! Did you hear that the Pope is coming to town?

— The man did not take the cue that the woman wants to end the conversation. "Wait" is a very direct word that should never be used in small talk. You could say, "Oh, before you go..." or "I don't want to keep you, but..." if you have something very important to add or ask.

W: 2: Ya. I heard that on the news today. I bet it'll be really tough to get to see him.

M: I know. But I'm not Catholic anyway. Are you?

— Religion is not a "safe" subject to discuss during small talk.

W: 2: Yes, I am actually. Well, it looks the sun is finally coming out. I think I'll go take that swim.

M: You better hurry. I hear they are asking for thunderstorms this afternoon.

— they are calling

## **Small Talk: Conversation Starters**

This page covers the language of small talk when starting a conversation in English. However, English speakers **don't always say "hello", "how are you?" and "hi "** because in passing, not appropriate for strangers.

### **Greetings,**

Hey, Leon. How's it going/ how are you /How are you doing?  
Doing well/ Doing all right. And yourself?

What's up, What's going on?  
Not much, you/ What's up with you?

what's new?  
So, how have you been?  
What have you been up to?  
How was your weekend?  
do you have any plans for the weekend?  
So, how's it going with (a project, initiative, etc.)...?  
So, what do you think about (current event or something new at work)...?  
So, did you hear that...?  
So, I heard that you are/you're...?

### **Changing the Topic**

Anyway... (followed by a pause — an all-purpose expression for changing the subject)  
So, you mentioned earlier that...  
Earlier you said that...  
Getting back to... (returning to a previous topic)

### **Continuing a Conversation after an Interruption**

Where were we?  
Anyway, you were saying...  
So as I was saying...

It's been forever! / Long time no see / It's been a while

yes . it has! how have you been?\  
what have you been up to?  
What is new with you?  
meh! not much  
I haven't see you in ages! / I haven't seen you for so long!  
How long has it been since I last saw you?  
When was the last time we saw each other.

How are the kids?  
Please say 'hi' to him for me.

### **Talking about the weather**

Beautiful day, isn't it?  
**Can you believe** all of this rain we've been having?  
**It looks like** it's going to snow.  
**It sure would be nice to be in Hawaii** right about now.  
**I hear they're calling** for thunderstorms all weekend. —weather forecast  
**We couldn't ask** for a nicer day, could we?  
**How about** this weather?  
**Did you order** this sunshine?

### **Talking about current events**

**Did you catch** the news today?  
**Did you hear** about that fire on Fourth St?  
**What do you think about** this transit strike?  
**I read in the paper today** that the Sears Mall is closing.  
**I heard on the radio today** that they are finally going to start building the new bridge.  
**How about those Jets? Do you think they're going to win tonight?**

### **At the office**

**Looking forward to** the weekend?

**Have you worked here long?**

**I can't believe how busy/quiet we are today, can you?**

**Has it been a long week?**

**You look like** you could use a cup of coffee.

— because you're very sleepy and need some coffee,

— but there's no coffee nearby.

**What do you think** of the new computers?

### **At a social event**

**So, how do you know** Justin? — host

**Have you tried** the cabbage rolls that someone made? — host

**Are you enjoying yourself?**

**It looks like** you could use another drink.

drink — alcohol if you want say tea or coffee,

and you need complete information such as a drink coffee.

**Pretty nice place, huh? eh (Canadian)**

I love your dress. **Can I ask** where you got it?

### **Out for a walk**

**How old's** your baby? - break the ice == ice breaker.

**What's** your puppy's name?

The tulips **are sure beautiful at this time of year**, aren't they.

**How do you like** the new park?

**Nice day to be outside, isn't it?**

### **Waiting somewhere**

**I didn't think it would be** so busy today.

**You look like** you've got your hands full (with children or goods).

**The bus must be** running late today.

**It looks like** we are going to be here a while, huh? eh( Canadian)

I'll have to remember not to come here on Mondays.  
How long have you been waiting?



## Small talk Techniques:

### 1. Echo questions

to make echo questions, repeat the verb to be, auxiliary verb, or use 'do' in the correct tense if there isn't an auxiliary verb.

For examples:

- A. I can speak three languages. / They went to japan last week.  
B. Can you? / Did they? — pitch rise and down  
—more interest want to get more.  
— surprise, awesome, unbelievable.
- A. It was an awful party. / I've got a headache.  
B. Was it? / Have you, Dear? I'll get you an aspirin.
- A. He doesn't do tis homework. B: Doesn't he \ he doesn't - pitch down  
— unhappy, let it go quickly. don't feel well.

### 2. Echo words

Repetition of key words back to the speaker also helps to show interest in what the speaker is saying. Echo words can also be used to direct the conversation, depending on which echo word is used.

For examples:

- A. I have just brought a new sports car. It cost \$100,000. B: \$100,000.  
A. I'm going to Italy next week. B: Italy.  
A. It took me two hours to get there. B: Two hours

### 3. Showing attention and agreement.

When making small talk, it's a good idea to show agreement and sound curious about what the speaker is saying, what other words can you think of to show attention and agreement?

Normal response: Stronger response:

oh, I see.	Really?	Yeah.	Uh-huh.	yes.	Right.
Sure.	How interesting.		all right.	I know,	if you like,
of course.	I know what you mean.		I don't blame you.		pretty cool,
cool,	fair enough,		I take your point.		It's a deal,
how come,	oh, yeah,		wow, that's amazing!		No way!
that' incredible!		tell me about it.		absolutely!	I agree.
definitely.		I also think that.		That's interesting.	
hmm,	actually,	basically,	seriously,		you see,
You know what I mean?		At the end of the day.			Believe me.
me too,	same here,	likewise.			you too.
for sure.	That's great,	That's wonderful!	congratulations!	awesome ,	
	fantastic,	I'm really sorry to hear that.	that's terrible,	that 's awful	
	well I hope everything will be alright.			I just can't believe it.	

#### 4. 'Wh' follow- up questions

To keep a conversation going and to help show interest ask "Wh' follow-up questions (Open question). Remember to use the other techniques along with asking 'Wh' questions, otherwise it may sound like you are 'grilling ' the other person.

For example:

A: I went to the hospital yesterday.

B: Really? Why was that, then? / I see. what did the doctor say?

A: He teaches English. B: English. Really? Where does he teach?

A She worked there for 10 years. B: Did she? How interesting, How come?

## How To Agree In English.

For example :

1. I love strawberry ice cream. Me too! (to agree with a positive statement)
2. I don't can't draw very well. Me neither.(to agree with a negative statement)

A: I always sleep late on the weekends.

B: So do I. — me too,

B: Sorry /oh, I don't always sleep late.

A: I don't think that's a good idea.

B: neither do I.

B: Sorry/oh, I think that's a good idea.

So am I / Neither am I

So did I / Neither did I

So was I / Neither was I

So have I / Neither have I

So can I / Neither can I

So will I / neither will I

So Would I / neither would I

## Making Invitations

1. **I would like to invite you to** a reception next Sunday at my home.
2. **I would like to invite you to** dinner at the new French restaurant(Formal)
3. **Would you care / like to** join us for dessert and coffee?
4. **Would you care /like to** got o Washington with me next month?
5. **I was wondering if you'd like to** go to the pool on Saturdays.
6. **I was wondering if you'd like to** come to dinner on Tuesday evening.
  
7. **How/ What about** a movie tonight?
8. **How / What about** a quick game of pool before we go home?
9. **How / What about** canoeing at the lake tomorrow afternoon?
10. **How / What about** camping out at mount Mitchell next weekend?
11. **Why not /don't you** jog with me this afternoon?
12. **Why not / don't you** stop by for a visit on your way home?

## Accepting invitations

1. Thank you very much.(Formal)
2. Thanks for your invitation. I'd be delighted to / love to!
3. **Thanks. I'd like to** have dinner with you on Monday.
4. **Thanks. I'd like to** visit you next weekend at the beach.
5. Suer. That would be fun / wonderful.
6. **What a nice /terrific idea!** I'd really like that. / I 'd love to!
7. Sounds great! / Sounds like fun! (informal)
8. Sure (thing)!( informal)

## Declining Invitations

1. **Thank you, but I'm afraid I have** other plans for that night.
2. **Thank you, but I'm afraid I have** an appointment that day.
3. **I'm sorry. I can't** go to the movie with you.
4. **I'm sorry. I can't** join you in New York that weekend.
5. I wish I could, But I'm busy. Maybe another time. thought.
6. I hate to turn you down, but I must .....( offer excuse).
7. I would love /like to any other time .but I've already made plans.
8. Thanks for asking, but ..... offer excuse)
9. I appreciate the invitation. but I'm afraid I can't
10. I'm afraid I can't but thanks anyway.
11. I'm tied up that day /night. what about the 14th? / a rain check?

## Hesitation strategies:

1. I'm not sure what my plans are at this moment. Could I let you known on Friday?
2. I may be busy that day. Do you mind if I tell you in a few days?
3. My plans for that day are still up in the air. I'll let you know by Tuesday, if that's okay with you.
4. I appreciate the invitation, but I might have an appointment at that time. Could I let you know later this week?
5. Thanks a lot for the invitation, But I'll have to check my calendar, could I get back to you tonight.

## Small Talk Farewells

### 1. Pleasantries

1. It was a pleasure meeting you.
2. It enjoyed meeting you.( first time)
3. It enjoyed talking to you.
4. it's been good seeing you again. (no see sb a few time)
5. It's glad, I ran into you./ It's been nice talking to you.

### 2. Time - related expressions

1. I had better be going.( I 'd better be going)
2. It's getting late, I've got to go (to run/ to hurry)
3. Look at the time! I should go.
4. Where has the time gone. I guess, I d better be running along.
5. it's getting late, I had better run. (advice)
6. Well, I have to run. It was nice talking to you.
7. Well, I know you're busy. I won't take up any more of your time.
8. I should let you go, You get back to work.

### 3. Wishes to keep in touch

1. Let's get together soon.
2. give me a call sometime. (Not s)
3. keep in touch.
4. Let's have dinner soon.
5. Stop by and see me sometime.

### 4. Good byes

1. take care. / have a good one./ have a good day.
2. take it easy / be safe/
3. see you around.
4. catch you later / later.

# 50 Common Grammar Mistakes

Below are some of the most common English mistakes made by ESL students, in speech and in writing.

1.	Wrong	I have visited Niagara Falls last weekend.
	<b>Right</b>	I visited Niagara Falls last weekend.
2.	Wrong	The woman which works here is from Japan.
	<b>Right</b>	The woman who works here is from Japan.
3.	Wrong	She's married with a dentist.
	<b>Right</b>	She's married to a dentist.
4.	Wrong	She was boring in the class.
	<b>Right</b>	She was bored in the class.
5.	Wrong	I must to call him immediately.
	<b>Right</b>	I must call him immediately.
6.	Wrong	Every students like the teacher.
	<b>Right</b>	Every student likes the teacher.
7.	Wrong	Although it was raining, but we had the picnic.
	<b>Right</b>	Although it was raining, we had the picnic.
8.	Wrong	I enjoyed from the movie.
	<b>Right</b>	I enjoyed the movie.
9.	Wrong	I look forward to meet you.
	<b>Right</b>	I look forward to meeting you.
10.	Wrong	I like very much ice cream.
	<b>Right</b>	I like ice cream very much.

11.	Wrong	She can to drive.
	<b>Right</b>	She can drive.
12.	Wrong	Where I can find a bank?
	<b>Right</b>	Where can I find a bank?
13.	Wrong	I live in United States.
	<b>Right</b>	I live in the United States.
14.	Wrong	When I will arrive, I will call you.
	<b>Right</b>	When I arrive, I will call you.
15.	Wrong	I've been here since three months.
	<b>Right</b>	I've been here for three months.
16.	Wrong	My boyfriend has got a new work.
	<b>Right</b>	My boyfriend has got a new job. (or just "has a new job")
17.	Wrong	She doesn't listen me.
	<b>Right</b>	She doesn't listen to me.
18.	Wrong	You speak English good.
	<b>Right</b>	You speak English well.
19.	Wrong	The police is coming.
	<b>Right</b>	The police are coming.
20.	Wrong	The house isn't enough big.
	<b>Right</b>	The house isn't big enough.
21.	Wrong	You should not to smoke.
	<b>Right</b>	You should not smoke.



22.	Wrong	Do you like a glass of wine?
	<b>Right</b>	Would you like a glass of wine?
23.	Wrong	There is seven girls in the class.
	<b>Right</b>	There are seven girls in the class
24.	Wrong	I didn't meet nobody.
	<b>Right</b>	I didn't meet anybody.
25.	Wrong	My flight departs in 5:00 am.
	<b>Right</b>	My flight departs at 5:00 am.
26.	Wrong	I promise I call you next week.
	<b>Right</b>	I promise I'll call you next week.
27.	Wrong	Where is post office?
	<b>Right</b>	Where is the post office?
28.	Wrong	Please explain me how improve my English.
	<b>Right</b>	Please explain to me how to improve my English.
29.	Wrong	We studied during four hours.
	<b>Right</b>	We studied for four hours.
30.	Wrong	Is ready my passport?
	<b>Right</b>	Is my passport ready?
31.	Wrong	You cannot buy all what you like!
	<b>Right</b>	You cannot buy all that you like!
32.	Wrong	She is success.
	<b>Right</b>	She is successful.

33.	Wrong	My mother wanted that I be doctor.
	<b>Right</b>	My mother wanted me to be a doctor.
34.	Wrong	The life is hard!
	<b>Right</b>	Life is hard.
35.	Wrong	How many childrens you have?
	<b>Right</b>	How many children do you have?
36.	Wrong	My brother has 10 years.
	<b>Right</b>	My brother is 10 (years old).
37.	Wrong	I want eat now.
	<b>Right</b>	I want to eat now.
38.	Wrong	You are very nice, as your mother.
	<b>Right</b>	You are very nice, like your mother.
39.	Wrong	She said me that she liked you.
	<b>Right</b>	She told me that she liked you.
40.	Wrong	My husband engineer.
	<b>Right</b>	My husband is an engineer.
41.	Wrong	I came Australia to study English.
	<b>Right</b>	I came to Australia to study English.
42.	Wrong	It is more hot now.
	<b>Right</b>	It's hotter now.
43.	Wrong	You can give me an information?
	<b>Right</b>	Can you give me some information?

44.	Wrong	They cooked the dinner themself.
	<b>Right</b>	They cooked the dinner themselves.
45.	Wrong	Me and Johnny live here.
	<b>Right</b>	Johnny and I live here.
46.	Wrong	I closed very quietly the door.
	<b>Right</b>	I closed the door very quietly.
47.	Wrong	You like dance with me?
	<b>Right</b>	Would you like to dance with me?
48.	Wrong	I go always to school by subway.
	<b>Right</b>	I always go to school by subway.
49.	Wrong	If I will be in London, I will contact to you.
	<b>Right</b>	If I am in London, I will contact you.
50.	Wrong	We drive usually to home.
	<b>Right</b>	We usually drive home.

## المبني للمجهول Passive voice

### النموذج الاول: (المضارع Present)

لتغيير جملة من المبني للمعلوم الى المبني للمجهول:

- ١- نضع المفعول به في بداية جملة المبني للمجهول ويصبح نائب فاعل وقد يتكون المفعول به اما من كلمة واحدة او عدة كلمات
- ٢- اذا كان الفعل المبني للمعلوم مضارعا يستعمل am , is , are بحيث يطابق نائب الفاعل ثم يحول الفعل المضارع الى اسم المفعول (التصريف الثالث للفعل).
- ٣- في بعض الحالات يذكر الفاعل بعد حرف الجر by او قد لا يذكر. وفي حالة وجود تكملة تذكر في المبني للمجهول.

المبني للمعلوم (active voice) They sell eggs at this shop  
المبني للمجهول (passive voice) Eggs are sold at yhis shop  
المبني للمعلوم (active voice) He asks me to be there at six  
المبني للمجهول (passive voice) lam asked to be there at six

### النموذج الثاني: (الماضي past)

- ١- اذا كان الفعل المبني للمعلوم ماضيا نستعمل were , was (بحيث يطابق نائب الفاعل) ثم يحول الفعل الماضي الى اسم المفعول.

The hunter killed two lions.

Two lions were killed by the hunter.

### النموذج الثالث: (المستقبل Future)

اذا احتوت الجملة على احد الافعال الناقصة التالية will, would, shall, should, can, could, may, might, must, ففي حالة المبني للمجهول يستعمل نفس الفعل الناقص واضف be ثم حول المصدر الى اسم مفعول.

We shall find the ring somewhere in the room.

The ring will be found somewhere in the room.

## Direct and Indirect speech

### الكلام المباشر وغير المباشر

#### الجملة الخبرية Statement

إذا بدأت الجملة داخل علامتي الاقتباس بضمير أو اسم فهي جملة خبرية.

لتحويل جملة خبرية من الكلام المباشر إلى الكلام غير المباشر:

1- إذا كان فعل القول ليس ماضيا (مضارع بكافة أزمنته أو مستقبلي..... فلا

تتغير أزمنة الأفعال

2- إذا كان فعل القول بدون to كما في has said, have said, saying,

says, say فلا يتغير في الكلام غير المباشر.

3- أما في حالة وجود to فيتم التغيير التالي

Direct	Indirect
Say to	Tell
Says to	Tells
Saying to	Telling
Have said to	Have told
Has said to	Has told

4- تحذف الفارزة وعلامة الاقتباس

5- تستعمل أداة الربط that

6- الانتباه إلى المتكلم والمخاطب وتحويل الضمائر وصفات التملك بموجب ذلك.

1- They say, "we shall finish our work tomorrow"

They say that they will finish their work tomorrow.

2-he says, "I am going to visit my uncle today"

he says that he is going to visit his uncle today.

3-Huda has said, "I help my mother every day"

Huda has said that she helps her mother every day.

4-Ali has said to me, "I have done my homework"

Ali has told me that he has done his homework.

إذا كان فعل القول ماضياً فإن الفعل said يبقى كما هو و said to تصبغ  
told ثم تحدث التغييرات التالية:

Direct	Indirect
Go	Went
Want	Wanted
Work	Worked
Am, is, are	Was, were
Have, has	Had
Do, does	Did
Don't go	Didn't go
Doesn't go	
Will do	Would do
Can do	Could do
May have	Might do
Am going	Was going
Has seen, have seen	Had seen
Has Or have been working	had been working
Shall buy	Should buy
Will do	Would do
Can do	Could do
May have	Might have
Went	Had gone
Worked	Had worked
Was, were	Had been
Had	Had had
Did	Had done
Did not eat	Had not eaten
Was Or were sleeping	Had been sleeping

- 1- نغير الزمن المضارع الى الماضي
- 2- نغير الزمن الماضي الى الماضي التام
- 3- عدم تغيير كل من would, could, might, must, ought to في الكلام غير المباشر

He said , "I would do it if I could"

He said that he would do it if he could.

Direct	Indirect
This	That
These	Those
Here	There
Now	then
Today	That day
Tonight	That night
Tomorrow	The next day
Yesterday	The day before
Ago	Before
Tomorrow morning	The following morning
Yesterday evening	The evening before
Next week	The following week
Next month	The following month
Last week	The week before
Last night	The night before

1-he said ,"I went to the cinema yesterday"

He said that he had gone to the cinema the day before.

2-she said,"I want to buy this dress now"

She said that she wanted to buy that dress then.

3-Selma said to me,"you look tired today"

Selma told me that I looked tired that day.

# 50 Common Grammar Mistakes

Below are some of the most common English mistakes made by ESL students, in speech and in writing.

1.	Wrong	I have visited Niagara Falls last weekend.
	<b>Right</b>	I visited Niagara Falls last weekend.
2.	Wrong	The woman which works here is from Japan.
	<b>Right</b>	The woman who works here is from Japan.
3.	Wrong	She's married with a dentist.
	<b>Right</b>	She's married to a dentist.
4.	Wrong	She was boring in the class.
	<b>Right</b>	She was bored in the class.
5.	Wrong	I must to call him immediately.
	<b>Right</b>	I must call him immediately.
6.	Wrong	Every students like the teacher.
	<b>Right</b>	Every student likes the teacher.
7.	Wrong	Although it was raining, but we had the picnic.
	<b>Right</b>	Although it was raining, we had the picnic.
8.	Wrong	I enjoyed from the movie.
	<b>Right</b>	I enjoyed the movie.
9.	Wrong	I look forward to meet you.
	<b>Right</b>	I look forward to meeting you.
10.	Wrong	I like very much ice cream.
	<b>Right</b>	I like ice cream very much.



11.	Wrong	She can to drive.
	<b>Right</b>	She can drive.
12.	Wrong	Where I can find a bank?
	<b>Right</b>	Where can I find a bank?
13.	Wrong	I live in United States.
	<b>Right</b>	I live in the United States.
14.	Wrong	When I will arrive, I will call you.
	<b>Right</b>	When I arrive, I will call you.
15.	Wrong	I've been here since three months.
	<b>Right</b>	I've been here for three months.
16.	Wrong	My boyfriend has got a new work.
	<b>Right</b>	My boyfriend has got a new job. (or just "has a new job")
17.	Wrong	She doesn't listen me.
	<b>Right</b>	She doesn't listen to me.
18.	Wrong	You speak English good.
	<b>Right</b>	You speak English well.
19.	Wrong	The police is coming.
	<b>Right</b>	The police are coming.
20.	Wrong	The house isn't enough big.
	<b>Right</b>	The house isn't big enough.
21.	Wrong	You should not to smoke.
	<b>Right</b>	You should not smoke.

22.	Wrong	Do you like a glass of wine?
	<b>Right</b>	Would you like a glass of wine?
23.	Wrong	There is seven girls in the class.
	<b>Right</b>	There are seven girls in the class
24.	Wrong	I didn't meet nobody.
	<b>Right</b>	I didn't meet anybody.
25.	Wrong	My flight departs in 5:00 am.
	<b>Right</b>	My flight departs at 5:00 am.
26.	Wrong	I promise I call you next week.
	<b>Right</b>	I promise I'll call you next week.
27.	Wrong	Where is post office?
	<b>Right</b>	Where is the post office?
28.	Wrong	Please explain me how improve my English.
	<b>Right</b>	Please explain to me how to improve my English.
29.	Wrong	We studied during four hours.
	<b>Right</b>	We studied for four hours.
30.	Wrong	Is ready my passport?
	<b>Right</b>	Is my passport ready?
31.	Wrong	You cannot buy all what you like!
	<b>Right</b>	You cannot buy all that you like!
32.	Wrong	She is success.
	<b>Right</b>	She is successful.

33.	Wrong	My mother wanted that I be doctor.
	<b>Right</b>	My mother wanted me to be a doctor.
34.	Wrong	The life is hard!
	<b>Right</b>	Life is hard.
35.	Wrong	How many childrens you have?
	<b>Right</b>	How many children do you have?
36.	Wrong	My brother has 10 years.
	<b>Right</b>	My brother is 10 (years old).
37.	Wrong	I want eat now.
	<b>Right</b>	I want to eat now.
38.	Wrong	You are very nice, as your mother.
	<b>Right</b>	You are very nice, like your mother.
39.	Wrong	She said me that she liked you.
	<b>Right</b>	She told me that she liked you.
40.	Wrong	My husband engineer.
	<b>Right</b>	My husband is an engineer.
41.	Wrong	I came Australia to study English.
	<b>Right</b>	I came to Australia to study English.
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43.	Wrong	You can give me an information?
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	<b>Right</b>	I always go to school by subway.
49.	Wrong	If I will be in London, I will contact to you.
	<b>Right</b>	If I am in London, I will contact you.
50.	Wrong	We drive usually to home.
	<b>Right</b>	We usually drive home.

# Adjectives

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

Example: Tom bought a **used** car. (*used* describes what kind of car Tom bought.)  
Sally baked **ten** pies for the school bake sale. (*ten* tells how many pies Sally baked.)  
Bob climbed **that** tree in the backyard. (*that* specifies which tree Bob climbed.)

## Types of Adjectives

### *Descriptive Adjectives*

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

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

### *Proper Adjectives*

A proper adjective is derived from a proper noun.

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

### *Limiting Adjectives*

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

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

### *Interrogative Adjectives*

An interrogative adjective is used to ask a question.

Example: **Whose** book is this?

### *Coordinate Adjectives*

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

Example: a **cold, rainy** day

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

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

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

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

### Compound Adjectives

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

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

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

### Determiners as Adjectives

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

Articles (*a, an, the*)

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

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

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

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

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

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

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

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

## Placement and Order of Adjectives

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

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

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

## Using Adjectives

### *Adjectives as Subject Complements*

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

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

### *Adjectives as Object Complements*

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

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

### *Adjectives with Past and Present Participle Verbs*

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

Example: The group of children scared the **sleeping** dog. (*Sleeping* describes the baby.)  
The students refused to eat the **dried** fruit. (*Dried* describes the cookies.)

# INTEGRATING A QUOTATION INTO AN ESSAY

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Once you find a quotation that you think can add to your argument, you must begin to think about how to best fit the quotation within the essay. Think of a quotation as a miniscule essay in itself—it provides an argument and needs an introduction and conclusion to give it clarity. The following general steps address how to properly integrate a quotation into an essay.

## Step 1: Introduce the Author of the Quotation

Because you are using someone else's words, make sure you let your reader know this. The first time you use a quotation from a source in an essay, introduce the author and the work that the quotation is attributed to before you use the actual quotation in the essay. Later in the essay, you simply need to address the author's last name before using the quotation.

Try not to get stuck saying “he says/she says” throughout the whole essay. Use a variety of verbs including: state, declare, believe, contend, recall, write, note, critique, propose, etc.

*Example* (for a first-time quotation): Karl Marx, writer of the pamphlet *The Communist Manifesto*, proclaims, “Communism abolishes all eternal truths, it abolishes all religion, and all morality, instead of constituting them on a new basis” (81).

*Example* (for a later quotation): Marx also contends, “Communism abolishes all eternal truths, it abolishes all religion, and all morality, instead of constituting them on a new basis” (81).

## Step 2: State the Quotation

The quotation should add to your argument and flow logically and grammatically with the rest of the paper. To ensure this, make sure that you use a quotation of the proper length. A quotation that is too short or too long will disrupt the flow of the essay. When choosing a quotation, keep in mind that you want it to contribute to your argument, not veer your paper in a different direction.

If you want to quote some parts of a longer sentence, use an ellipsis (...) between each part. Only use a quotation that is more than three sentences if you think that it would be impossible to eliminate a part of it and still retain the quality of your argument. When you quote a long passage (also known as a block quotation), begin the quotation on the next line of text, indent the entire quotation, and do not use quotations marks around it.

Also, remember to properly cite the quotation at the end of the sentence!

*Example:* He proclaims, “Communism abolishes all eternal truths...instead of constituting them on a new basis” (Marx 81).

## Step 3: Summarize the Quotation

This step may not be necessary if the quotation is relatively easy to understand. Use your own judgment regarding this step. It is important, though,

### How long is a “long quotation”?

Whether to use a block quotation depends on which formatting style you're following.

MLA: A quotation longer than 4 lines of prose or 3 lines of poetry.

APA: A quotation 40 words or longer

Chicago: A quotation 100 words or longer.



for the reader to understand the quotation and know that you have a similar understanding. To do the summary, rephrase the quotation in your own words. You can begin this sentence by using a phrase such as “In other words...” or “This refers to...”

*Example:* In other words, communism throws out all beliefs, not only ones that counter communism.

#### **Step 4: Analyze the Quotation**

Analyzing a quotation is much different from summarizing a quotation. The goal of summarizing is to simply retell the quotation in different words. Analysis, on the other hand, requires you to break down the quotation and examine its parts carefully in order to reach its meaning.

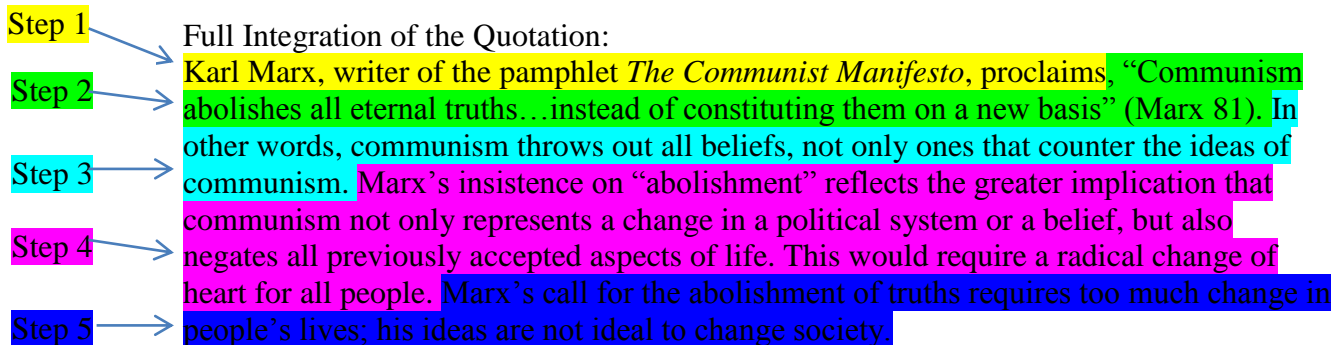
To do this, identify key words or phrases that help to explain the significance of the quotation. Use these key words to help uncover its meaning and implications. You can italicize or quote these words into your analytical sentence. Use this step to think about the implications of the ideas in the quotation and provide your own commentary on its meaning.

*Example:* Marx’s insistence on “abolishment” reflects the greater implication that communism not only represents a change in a political system or belief, but also negates all previously accepted aspects of life. This would require a radical change of heart for all people.

#### **Step 5: State the Quotation’s Relevance to Your Argument**

This step is the most important; it ties your quotation back into the rest of your paper. This can be done in a variety of ways, but all include drawing a parallel between the quotation and your argument. Stating the quotation’s relevance completes the argument and shows the reader that you have completed your thought. You should never end a paragraph with a quotation without explaining its significance to your argument.

*Example:* Marx’s call for the abolishment of all truths requires too much change in people’s lives; his ideas are not ideal to change society.





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## PREPOSITIONS

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

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

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

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

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

# Prepositions for Time, Place, and Introducing Objects

## Time

- **On** is used with days.

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

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

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

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

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

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

She has been gone **since** yesterday. (She left yesterday and has not returned.)  
I'm going to Paris **for** two weeks. (I will spend two weeks there.)  
The movie showed **from** August **to/until** October. (Beginning in August, ending in October.)  
I watch TV **during** the evening. (For some period of time in the evening.)  
We must finish the project **within** a year. (No longer than a year.)

## Place

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

There is a wasp **in** the room.

- **Inside** – expresses something contained.

Put the present **inside** the box.

- **On** – talks about the surface.

I left your keys **on** the table.

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

She was waiting **at** the corner.

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

He threw the ball **over** the roof.

Hang that picture **above** the couch.

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

The rabbit burrowed **under** the ground.

The child hid **underneath** the blanket.

We relaxed in the shade **beneath** the branches.

The valley is **below** sea-level.

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

She lives **near** the school.

There is an ice cream shop **by** the store.

An oak tree grows **next to** my house

The house is **between** Elm Street and Maple Street.

I found my pen lying **among** the books.

The bathroom is **opposite** the kitchen.

## Introduce objects of verbs

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

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

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

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

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

We **rejoiced at** his safe rescue.

That pretty girl **smiled at** you.

Stop **staring at** me.

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

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

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

He came home **smelling of** alcohol.

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

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

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

I am **thinking about** this problem.

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

Did someone **call for** a taxi?

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

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

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

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

### Frequently Misused Prepositions

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

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

The comb is beside the brush.

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

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

Between you and me, he is among friends.

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

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

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

Stay inside the house.

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



## Set 1

Common Idioms	Definitions
It cost me <b>an arm and a leg</b> to take my trip to Australia.	<i>Very expensive</i>
I was <b>over the moon</b> when he asked me to marry him.	<i>Extremely pleased or happy</i>
You are taking your IELTS test next week?? Aren't you <b>jumping the gun</b> . You've only just started studying.	<i>Doing or starting something too early</i>
He comes round to see me <b>once in a blue moon</b> .	<i>Happening very rarely</i>
He's got a <b>chip on his shoulder</b> .	<i>Feeling inferior or having a grievance about something</i>
I reckon getting a band 7 in IELTS will be a <b>piece of cake</b> ! I'm very good at English.	<i>Very easy</i>
The money sent by comic relief to help poverty in Africa is just <b>a drop in the ocean</b> . They need far more than this.	<i>A very small part of something much bigger</i>
Getting a low score the first time I took IELTS was <b>a blessing in disguise</b> . It forced me to study extremely hard so I got a much better score the next time.	<i>Something positive that isn't recognized until later</i>
We have to actually do something about global warming. <b>Actions speak louder than words</b> .	<i>It's better to actually do something rather than just talking about it</i>
I bumped into Jenny in town the other day. <b>It's a small world</b> .	<i>Meeting someone you would not have expected to</i>



## Set 2

Common Idioms	Definitions
Oh well, I got 5.5 in IELTS again. <b>Back to the drawing board!</b>	<i>When an attempt to do something fails and it's time to start all over again using different methods</i>
I hate my job so much I can't bare going to work, but if I quit I don't think I can get another job. I'm really <b>stuck / caught between a rock and a hard place.</b>	<i>Having two very bad choices. (note: stuck/caught can be omitted)</i>
I have to <b>bite my tongue</b> so I don't say what I really think of him!	<i>Wanting to say something but stopping yourself.</i>
Come on, <b>cut to the chase.</b> We haven't got all day!	<i>Leave out all the unnecessary details and just get to the point</i>
Are you putting all of your savings into that company? Don't <b>put all your eggs in one basket.</b>	<i>Putting all of ones resources into one possibility</i>
Try not to worry about it. <b>Every cloud has a silver lining.</b>	<i>Believing that every bad situation has a positive side / eventually leads to something good</i>
It was difficult when I moved to another country but I eventually <b>found my feet.</b>	<i>To become comfortable in what you are doing</i>
My parents are very <b>fixed in their ways.</b> They won't start using the internet.	<i>Not wanting to change from the normal ways of doing things</i>
I think he <b>got up on the wrong side of the bed this morning.</b> He is in a terrible mood.	<i>To refer to someone who is having a bad day</i>
My mother will always <b>go the extra mile</b> to help people.	<i>Doing much more than is required when doing something</i>

## Set 3

Common Idioms	Definitions
I think you've <b>hit the nail on the head</b> . That's the reason he didn't get the job.	<i>Say exactly the right thing</i>
Today's going so badly. <b>If it's not one thing, it's the other</b> .	<i>When everything seems to be going wrong</i>
I just said it in <b>the heat of the moment</b> . I was angry. I know I shouldn't have.	<i>Saying or doing something suddenly without thinking about it</i>
<b>Keep an eye on him</b> . I think he may cheat in the exam.	<i>Watch someone or something carefully</i>
Have you heard? John down the road has <b>kicked the bucket</b> .	<i>Died</i>
I don't want to argue with him again. It's better to <b>let sleeping dogs lie</b> .	<i>Avoid a conflict</i>
I told him what gift you have bought him for his birthday. Sorry, I didn't mean to <b>let the cat out of the bag</b> .	<i>Tell someone something that you were not supposed to</i>
Don't tell her what you really think of her if she's helping you with your English! Don't <b>bite the hand that feeds you</b> .	<i>Hurt or upset someone who is helping you</i>
I'm not sure which party he is going to vote for. He's <b>sitting on the fence</b> .	<i>Not making a firm decision between different choices</i>
Everything she does is very <b>over the top</b> . She can't just have a few drinks – she has to get really drunk.	<i>Excessive</i>



## Set 4

Common Idioms	Definitions
Let's keep studying for IELTS. <b>Practice makes perfect.</b>	<i>Continuously doing something to improve</i>
Don't get upset about what he said. He's just <b>pulling your leg.</b>	<i>Joking around</i>
Sorry but I think I'll <b>take a rain check</b> on that.	<i>To decline an offer that you will take up later</i>
As a <b>rule of thumb</b> , I don't study at weekends. I spend the time with my family.	<i>Principal that is strictly adhered / kept to</i>
I can <b>smell a rat</b> . He said he has a PhD but he can't even remember which university he studied at.	<i>To sense that something is not right</i>
She's <b>the spitting image</b> of her mother.	<i>To look exactly like someone else</i>
<b>The ball's in your court</b> now. What are you going to do?	<i>Telling someone it's now their turn to make a decision</i>
Unfortunately I think he'll be studying for IELTS <b>until the cows come home</b> . His English is very poor.	<i>For a very long time</i>
It was all <b>tongue-in-cheek</b> . He didn't really mean what he said.	<i>Something said in humour rather than seriously</i>
She's feeling <b>under the weather</b> today so she won't be going to work.	<i>Unwell</i>

## Set 5

Common Idioms	Definitions
We've had some big disagreements over the years, but it's all <b>water under the bridge</b> now. We get on fine.	<i>Things from the past that are not important anymore</i>
<b>You are what you eat</b> so it's better to have a healthy diet.	<i>If you eat bad food, you'll be unhealthy, if you eat good food, you'll be healthy</i>
<b>You can't judge a book by its cover.</b> I need to get to know him before I decide what he is like.	<i>The belief that outside appearances do not reveal what someone or something is really like</i>
We're really <b>working against the clock</b> now. We must hurry.	<i>Not having enough time to do something</i>
Why are we bothering? We're <b>flogging a dead horse</b> . Our online business is making no money, so we should move on and do something else.	<i>Attempting to continue with something that is finished / over</i>
I <b>bent over backwards</b> to help him. I hope he appreciates it.	<i>Doing all you can to help someone</i>
So you have the IELTS test today?? <b>Break a leg</b> .	<i>Good luck</i>
Ok, I'm <b>playing devil's advocate</b> here, but if marijuana is legalized, isn't it more likely young people will smoke it?	<i>To put forward a side in an argument that may not be your own in order to show the counter-argument / ensure all sides are discussed</i>
<b>Hold your horses!</b> We haven't won anything yet.	<i>Telling someone who is getting ahead of themselves to wait / be patient</i>
She is <b>driving me up the wall</b> . She won't stop talking.	<i>Annoying or irritating somebody</i>



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# Introduction

An assignment is something you'll be asked to produce as part of your course, and is usually assessed. There are many different types of assignment, so make sure you understand which kind you have been told to do. This guide will give you some tips to help you get started.

Depending on the kind of assignment you have to produce, you may also find our guides around writing business reports, scientific reports and reflective writing useful.

## Don't leave it to the last minute

You don't have to start the assignment as soon as you're given the brief by your tutor, but it's useful to have a look at the instructions so that you have an idea of what you have to do (and how long it might take you). Remember that the library only has a certain number of copies of each book, so don't leave it too late to find key texts.

## Make sure you understand the instructions

Do you have to write an essay (a continuous piece of writing) or a report (which might have headings for each section, diagrams, graphs and so on)?

How many words does the essay / report have to be? (Check with your tutors about rules regarding word limits.)

When do you have to hand it in?

Do you have a choice of questions to answer? If so, pick one which interests you and about which you think you will be able to find lots of good information.



## What is the question actually asking for?

You have to make sure to answer the question or complete the assignment correctly – you could write a fantastic essay, but if you haven't done what you were asked to do, you won't get a good mark.

Look for clues such as the 'process words' or 'action words' – are you being asked to **compare** two theories? Are you being asked to **evaluate** something (in effect, this means you are looking into how good something is)? There's a list of common 'process words' at the end of this leaflet.

If the question is particularly long or complicated, it will help if you break it into sections and look at each section individually at first.

A good way of checking whether you have completely understood the instructions is to try explaining them out loud, either just to yourself or to someone else – checking with others on your course can help you to be sure that you have all interpreted the instructions in the same way.

## Do a quick plan before you start

Think about what you already know, and what you need to find out. What sort of things might you need to include? Do you need to look for a definition of a term before you can do anything else? By doing this, you will know what you are looking for before you start your research, and you'll be able to direct your reading towards relevant material.

## Collect your information

Make sure to use a good range of sources – your tutors usually want to see a mixture of books, journal articles, good quality websites and other sources relevant to the topic. There will be some useful sources on your reading list, but you also need to find additional information elsewhere. If you're not sure where to start, have a look at the reference list in a good source on the topic that you already have and see what books / articles that author used. You might find that there's a particular journal which keeps cropping up in other people's reference lists, so you could start by searching for that.

Online databases are very useful, and you might find that you can print off many of the journal articles you need from your home computer. However, you need to have an idea of what you are searching for before you start, as typing in a keyword might give you thousands of results!

Every time you make notes from a source, keep the reference details with the notes so that you know exactly where each piece of information came from (see our referencing guidance for further support). That way, you won't need to hunt around at the last minute, trying to remember which book you used.

## Write a more detailed plan

Now you've got lots of information, you need to work out which bits to use in your assignment and in what order you need to mention them. A plan is a way of organising your thoughts and information, so it doesn't matter what it looks like. You might write a list, draw a flow diagram or spider diagram, record yourself speaking, or even use a notice board to arrange the information into a suitable order. There are also a variety of apps, online tools and planning software you can use, such as Inspiration, which can help you to order your thoughts. Doing this before you start writing will save you a lot of time in the long run, and your essay will flow rather than jumping around between different topics. Think about the order in which you need to explain your points, which references need to go where and so on. One of the most common negative feedback comments from tutors is that a student's assignment is badly structured, and by planning beforehand you will be structuring your assignment before you even begin writing it. Tutors can tell very easily whether a student has planned the structure of their work or not!

## Getting started

If you're finding it hard to start writing, break your tasks down into small chunks. Look at your plan and see what you need to do – do you need a paragraph which explains a theory, or a section which discusses a particular author's work? Start with something small like this, and write something – it doesn't need to make sense, in fact it could just be a list of points or things you've found out about that author or theory. You can put it together as a proper paragraph later. Once you start writing and have something on the page or screen, you should find that it becomes gradually easier to carry on.

## Don't forget your introduction

Always start your essay or report properly by including an introduction. Your introduction lets the reader know where the assignment is heading, so you might choose to start with something like "The purpose of this report is to...", or you could start by defining a key term from the title of the assignment.

Some people find it easiest to write the introduction first, whereas others leave it until the end. Neither approach is right or wrong, so write the assignment in whichever order feels best for you. The introduction might be up to around 10% of the word count (e.g. up to 200 words for a 2000 word assignment).

## Don't forget your conclusion

At the end of the assignment, you need to summarise the key points you've made. You won't be introducing any new material here, but you might be effectively answering the original question and stating why the evidence has led to that answer. You may need to refer back to some of the most important sources you have discussed in the assignment, so there will probably be a few references. Your conclusion could be up to 10% of the word count for the assignment (200 words for a 2000 word assignment).

## Use other authors' work

You are rarely asked to write about your own opinions in your assignments. The most common exception to this

is in reflective writing, which is covered in another Study Basics guide. In most cases, you are expected to research other authors' work and to present their arguments, studies and theories in your essay or report. You will therefore need to look for themes, similarities and differences – do some authors agree with each other? Do others disagree? Why? Have two authors carried out the same experiment but claim to have found different results?

Remember to look at your sources critically – have a look at the Skills for Learning guidance around Critical Analysis.

Don't forget to tell the person reading your assignment where each piece of information originally came from – see our Referencing guidance for more details on how to do this correctly.

## Academic writing style

There are a number of things to be aware of when writing academic assignments. The most common issues are shown here.

1. Don't use shortened versions or contractions such as "don't" and "won't" in academic

writing. Always write the full version, “do not” or “will not”.

2. Don't use slang. To get used to the kinds of language you need to use, try reading some journal articles and looking at the way the authors write.
3. Don't use “I”, “we”, “you” and so on – unless you have been specifically told you can. (You are allowed to use these words in reflective essays, and in some subject areas you may be told that you can use “I” when specifically asked for your opinion, but in the majority of academic writing you will **not** be permitted to use the first person). You can still get your opinion across in your essay or report, by discussing the strengths and weaknesses of the studies you are discussing.



## Edit your work

Don't feel that once you have written a paragraph you can't change it – read it through and edit if you need to. You might choose to do this as you go along, or you could leave it until later. Make sure that your points are clear and that your sentences make sense.

## Get your draft assignment written

Once you've written a draft or first version of your essay / report, it's best to stop working on it for a while. Hopefully you haven't left your assignment to the last minute and have time to ignore it overnight or even for a couple of days. Then come back to it and read it through.

## Proofread your draft

Some people find it easy to write their assignment directly onto the computer, whereas others write everything out longhand and then type the finished work up afterwards. Whichever way you work, you'll find it easiest to proofread your draft if you print it out or use a handwritten version. It is very difficult for most people to proofread accurately whilst using a computer screen.

Tips for proofreading:

1. Read your assignment out loud, either to someone else or just to yourself. Your ear will pick up on things which your eye might not notice, so you'll hear when sentences aren't clear or when you haven't explained something very well.
2. Ask someone else to read it through for you. It's best not to ask another student from your course to do this – ask a friend or family member who isn't an expert on the subject. That way, they will be able to tell you whether you have explained things clearly as they won't have too much prior knowledge of the topic.
3. If you've managed to leave enough time between finishing writing the draft and

proofreading it, you might find that extra points have occurred to you which you now want to add. The intervening time gives your brain the opportunity to process what you have written, and possibly to identify any gaps in your information.

4. Don't ignore this stage of the assignment-writing process! You **must** read through your work before you hand it in to make sure that it answers the question and makes sense.

## The final edit

After proofreading, you might want to make a few additions or changes, move sections around or even completely re-write parts of the assignment. Before you hand it in, have one final look through it and make sure to check the following:

1. Your grammar
2. Your spelling (try the F7 key if using Microsoft Word – make sure it is set to UK English and don't rely on it to pick everything up correctly as it is not a substitute for proofreading, but it is a useful tool).

3. Have you answered the question or done what you were asked to do?
4. Is the assignment the right length?
5. Have you used the correct font size and style, line spacing and so on (check whether you have been given instructions about this – not all Schools have the same rules).
6. When you've checked all this, the assignment is finished. Don't worry about it any more and hand it in – it'll probably never be absolutely perfect, so don't keep adding and changing unnecessarily.

## Don't ignore your feedback

Your feedback is there to help you. It will show you what you have done well, and what you need to work on for next time. It can be tempting to ignore your feedback when you have passed an assignment – you might breathe a sigh of relief and put the feedback in a folder, never to be looked at again. However, it's important to read it and to learn from it, to ensure you're doing the right things in future assignments.

You may find other guides in our Skills for Learning range useful when writing your assignments. For example, have a look at our Referencing and Critical Analysis leaflets and e-learning packages.

## Some 'process words' or 'action words' you might encounter

Compare	Look for similarities and differences between two given themes. You could reach a conclusion about which is preferable and justify this clearly.
Contrast	Set two things in opposition to bring out the differences.
Criticise	Judge the merits of a theory or opinion on a given subject. Always back this up with evidence or reasoning.
Describe	Give a detailed account of something.
Discuss	Explain an issue and then give both sides and consider any implications.
Explain	Give details about why and how something is.
Evaluate	Make an appraisal of the value or effectiveness of something. Has it proved useful to the discussion or argument?

- Justify** Show grounds for decisions or conclusions you have made and answer any objections likely to be made about them.
- Outline** Give the main features or general principles of a subject, omitting minor details and emphasizing structure and arrangement.
- Summarise** Give a concise, clear explanation of something, presenting the chief factors and leaving out minor details.





# IMPORTANCE OF PRONUNCIATION

- ▶ **What is Phonetics?**
- ▶ **What is Pronunciation?**
- ▶ **English Letters[(26)Alphabet]**
- ▶ **English Sounds ( 44 )**

# IMPORTANCE OF LANGUAGE

- ▶ What is “Language”?
- ▶ “Intelligibility” of Language?

## Examples:

- **Mr. Amithabachhan**(Indian Film Actor)
- **Mr. Chidambaram** ( Indian Political Leader)
- **Mr. Harsha Bogle** ( Cricket Commentator)
- **Mr. Arnab Goswamy** (News Reader)

# Standard Model for English

- ▶ **RP** (Received Pronunciation)
- ▶ **BBC English** (British Broad Casting)
- ▶ **NIE**(Neutralization of Indian English)

# PRONUNCIATION RULES

- ❑ **Rule of Aspiration (h)**
- ❑ **Plural Markers (s, es)**
- ❑ **Past Tense Markers (ed)**

# Rule of Aspiration

- ▶ **Aspiration:** “*greater breath force*”.
- ▶ When /p, t, k/ occur in the **initial position of a stressed syllable** (and are not accompanied by any one consonant like ‘s’, ‘r’ and ‘l’), they are aspirated.

# Rule of Aspiration-(h)

## Wrong Pronunciation/ Indian English:

- ❑ Paper
- ❑ Table
- ❑ Content
- ❑ Apartment
- ❑ Historical
- ❑ Appointment
- ❑ Testify
- ❑ Purpose
- ❑ Temptation
- ❑ Participate

# Rule of Aspiration-(h)

## Correct Pronunciation/ RP/ BBC English:

- ' paper
- ' table
- ' content
- a ' partment
- His ' torical
- ap ' pointment
- ' testify
- ' purpose
- temp ' tation
- ' participate

# Plural Marker (-s) Rule

- There are **three ways** of pronouncing the plural suffix ‘**s**’.

## Rule:1

If the word ends in one of the voiceless sounds-(/p/, /t/, /k/, /θ/, /f/ then the plural marker ‘**s**’ attached to it is pronounced /**s**/.



# Rule-2: Plural Marker (-s)

□ **Caps** /s/

□ **Bats** /s/

□ **Laughs** /s/

□ **Books** /s/

□ **Maths** /s/

□ **Tips** /s/

# Rule-2: Plural Marker (-s)

## Rule:2

If the word ends in one of the voiced sounds-(**/b/**, **/d/**, **/g/**, **/ð/**, **/v/**, **/n/**, **/m/**, **/l/**, **/r/**) or any vowel sounds (which are also voiced ) then the plural marker ‘**s**’ attached to it is pronounced **/z/**.

# Rule-2: Plural Marker (-s)

□ **Tubs**      */z/*

□ **Rooms**    */z/*

□ **Bags**      */z/*

□ **Wells**     */z/*

□ **Swords**    */z/*

□ **Dogs**      */z/*

# Rule-3 : Plural Marker (-es)

## Rule:3

If the word ends with a sibilant, (voiceless /s/, /ʃ/, /tʃ/ and their voiced counterparts /z/, /ʒ/, /dʒ/ then the plural marker 's' attached to it pronounced **/IZ/**.

# Rule-3 : Plural Marker (-es)

□ Badges            /IZ/

□ Boxes            /IZ/

□ Wishes            /IZ/

□ Faces            /IZ/

□ Buses            /IZ/

□ Watches            /IZ/

The same rules apply to the pronunciation of **present tense, third person singular verb-s(es) and the possessive ('s).**

Drinks      /S/

Shares      /Z/

Bill's      /Z/

Cat's      /S/

Jame's      /Z/

# Past Tense Marker (-ed) Rule

If a verb ends in a voiceless sound expect **/t/** i.e., if it ends in (/p/, /k/, /f/, /s/, /θ/, /ʃ/ or /tʃ/) –ed is pronounced **/t/**.

- Picked                    /t/
- Coughed                 /t/
- Washed                   /t/
- Latched                   /t/
- Briefed                   /t/

# Past Tense Marker (-ed) Rule

If a verb ends in a voiced sound i.e. (/b/, /g/, /v/, /z/, /ð/, /r/, /l/, /m/, /z/ or /dʒ/) expect **/d/** –ed is pronounced **/d/**.

Dined      /d/

Boiled      /d/

Mobbed      /d/

Bathed      /d/

Coilned      /d/



# Past Tense Marker (-Id) Rule

If a verb ends in either **/t/** or **/d/** then **–ed** is pronounced

**/Id/**.

Fundded      / Id /

Fittded      / Id /

Repeatded      / Id /

Guardded      / Id /

# Some More Rules of Pronunciation

- ▶ The sounds /**v**/ and /**w**/ are pronounced in the by many people.

But they are not the same. Look at these **Minimal Pairs**

**Examples:**

**Vie/Why**

**Vent/Went**

**Vest/West**

**Vile/While**

**Veal/Weal, Wheel**

# Continued.....

- ▶ When the word ends with **–age**, the ending is pronounced /ɪdʒ/ and not /eɪdʒ/.

## Examples:

Courage

Messageage

Village

Marriage

Vintage

Wastage

Luggage

Bondage

Cottage

Baggage

Advantage

Manage

# Rule of Pronunciation /r/

- ▶ When **/r/** occurs before a **consonant**, it is not pronounced.

## Examples:

Cartr

Martr

Parkr

Artr

Shortr

Markr

Partr

Skirtr

Chartr

# Rule of Pronunciation /r/

- ▶ When /r/ occurs before a **Vowel**, it is pronounced.

## Examples:

Curage

Cherry

Nurse

Carry

Curry

Curse

Berry

Purse

Merry

Serch

# Rule of Pronunciation /r/

- ▶ When **/r/** occurs at the end of the word, it is not pronounced.

## Examples:

Carr

Tigerr

Barr

Silverr

Chairr

Flowerr

Clearr

Teacherr

# Rule of Pronunciation /r/

- ▶ But if a word ends in /r/ and the next word begins with a vowel sound /r/ is pronounced.

## Examples:

A car and bike

Note: This is applicable to **British English**. In **American English** /r/ is pronounced in all the contexts.

**Present Simple : we use the present simple to talk about things in general , to talk about habits , facts and daily routine .**

يستخدم المضارع البسيط للتحدث عن الاشياء بشكل عام عن ، العادات ، الحقائق و العادات اليومية اي الاشياء الثابتة .

هناك بعض الظروف نستخدمها للتعرف على هذا الزمن

( always , usually , often , sometimes , every day or daily)

هناك ثلاث حالات لزمان المضارع البسيط هي الاثبات و النفي و السؤال

**Affirmative** حالة الاثبات

He , She , it + verb ( S ) + complement .

They , we , you , I + base verb + C .

I usually go away at weekends .

Nurses look after patients in hospitals .

The earth goes around the sun .

**Negative** حالة النفي

He, she , it + doesn't + base verb .

They , We , you , I + don't + base verb .

She doesn't drink tea very often .

I don't like pathology .

Rice doesn't grow in cold climates .

**Question** السؤال

Does + he , she , it + base verb ?

Do , they , we , you , I + base verb ?

Does he graduate this year ?



**Do you play tennis ?**

**Present continuous : we use the present continuous to talk about action that are happening at the moment you are speaking and to talk about things that are happening in the current period of time .**

نستخدم المضارع المستمر للتحدث حول الاحداث التي تحدث في لحظة الكلام و للتحدث حول الاشياء التي تحدث في الفترة الزمنية الحالية .

هناك ثلاث حالات في هذا الزمن هي الاثبات و النفي و السؤال .

هناك بعض الظروف التي تستخدم للدلالة عن هذا الزمن

**( Now ,today , at the moment , at the present time )**

**Affirmative حالة الاثبات**

**He , she , it + is + v ( ing ) .**

**They , we , you + are + v ( ing) .**

**I + am + v ( ing) .**

**He is looking after his brother every day .**

**They are studying pedodontics now .**

**Negative النفي**

**He , she , it + isn't + v ( ing) .**

**They , we , you + aren't + v ( ing) .**

**I + am + v (ing) .**

**She isn't sewing the dress today .**

**We aren't travelling by train .**

**Question حالة السؤال**

**Is + he , she, It + V ( ing) ?**

**Are + they , we , you + v ( ing) ?**

**Am + I + v (ing) ?**

**Is he building his own house ?**

**Are you training for the competition today ?**

**Am I writing my poem ?**

## Present perfect Simple

We use the present perfect simple to talk about an action that started in the past and have a result in the present . المضارع التام البسيط يستخدم للتحدث عن نشاط حدث في الماضي و ترك نتائج يمكن التماسها في الحاضر . او نشاط حدث في الماضي و لم يكتمل في الماضي اي انه استمر للحاضر .

( just , already , ever , never , yet ) هناك بعض الدلائل تستخدم مع هذا الزمن

He has broken his leg .

I have lost my jacket.

### Affirmative

He , she, it + has + p.p .

They , we, you , I +have + p.p .

I have lost my weight .

Ali has finished his work .

### Negative

He ,she, it +has+ not+ p.p.

They, we, you, I +have+ not + p.p.

She hasn't studied for the exam .

They haven't decided to travel yet .

### Question

Has + He, she ,it + p.p ?

Have + they , we , you ,I + p.p ?

Have you ever seen a festival?

Has the kitten drunk the milk ?

هنالك بعض الافعال لا يجب ان نضيف لها ing و تسمى state verbs – و بالتالي يكون استخدامها للمضارع التام البسيط فقط

Believe , think , understand, agree, like , love , want , have , look, hear , state, smell , feel , know ...etc

## Present perfect continuous

### Affirmative

He, she, it + has + been + v.ing + c .

They, we, you , I + have + been + v.ing +c .

He has been playing video games since I was a kid.

We have been lived in this house for twenty years.

### Negative

S + hasn't, haven't +been + v.ing + c.

They haven't been working since you left the company .

### Question

Has + he , she , it + been + v .ing + ?

Have + they , we , you . I + been + v.ing ?

Has she been doing this for a long time ?



# English grammar: Past simple and continuous tense

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## Past simple

### Form - regular verbs

Positive statement: *I watched, He watched*

Negative statement: *I did not watch (I didn't watch), He did not watch (He didn't watch)*

Question: *Did you watch?*

Neg. question: *Did you not watch? (Didn't you watch?)*

It is formed by -ed ending. It is the same for all persons, singular and plural.

### Spelling

We add -d (not -ed) to the verbs that end with -e: *like - liked*

If the verb ends with a consonant and -y, we change -y into -i: *carry - carried, try - tried*.

But: *play - played*, because this verb ends with a vowel and -y.

If the verb has only one syllable and ends with a vowel and a consonant, we double the consonant to keep the same pronunciation: *stop - stopped*. The same rule applies to the verbs that end with -l: *travel - travelled*.

### Form - irregular verbs

All the irregular verbs have different forms: *go - went, buy - bought, cut - cut* etc.

The question and negative are made in the same way: *I went - Did you go? No, I did not go*.

### Notes

We do not use the auxiliary verb *did* with the verb *to be* and modal verbs.

*Were you a student? Was he in London? I was not at home. He was not happy.*

*Could you sing? Could he come? I could not swim. He could not stay.*

The auxiliary verb *did* is not used in questions beginning with *wh-* pronouns (*who, which*) in case that the pronoun is the subject of the question.

*Who met you? (who is the subject)*

*Which train arrived on time? (which train is the subject)*

But: *Who did you meet? Which train did you miss? (who and which train are the objects)*

The negative question normally shows a surprise.

*Didn't you know it?*

### Use

1. We use the past simple for activities or situations that were completed in the past at a definite time.

a) The time can be given in the sentence:

*I came home at 6 o'clock.*

*When he was a child, he didn't live in a house.*

b) The time is asked about:

*When did they get married?*

c) The time is not given in the sentence, but it is clear from a context that the action or situation finished in the past.

*He is 20 years old. He was born in Canada.*

I've been to Iceland. (present perfect) - Did you enjoy it? (past simple)

2. We use it for repeated actions in the past.

We walked to school every day. - And did you ever go by bus?

3. It is used in stories to describe events that follow each other.

Charles entered the hall and looked around. He took off his coat and put it on a chair. He was at home.

## Past continuous

### Form

Positive statement: *I was watching, You were watching*

Negative statement: *I was not watching (I wasn't watching), You were not watching (You weren't watching)*

Question: *Were you watching? Was he watching?*

Neg. question: *Were you not watching? (Weren't you watching?)* | *he watching?*

The past continuous tense is formed with the past tense of the verb *to be* and the present participle (-ing form).

### Use

We use the continuous tense for actions or situations in the past that were not completed.

From 10 to 12 I was washing my car. I was in the garage.

(I did not finish my work. It was in progress. I started before 10 and finished after 12.)

The sun was setting. The beach was changing its colours.

(The sun was still in the sky when I was watching it.)

Compare this sentence with the past simple, which is used for completed activities:

From 10 to 12 I washed my car.

(I finished my work. I started at 10 and finished at 12.)

Finally, the sun set. It was dark and we did not see the beach anymore.

(The sun completely disappeared.)

We use it for continuous, uninterrupted activities. If the action is interrupted (something is done in more intervals or we did more things one after another), we must use the past simple.

Tom was watching TV on Sunday.

Tom watched TV in the morning and in the evening.

Yesterday I was working in the garden.

Yesterday I worked in the garden and on my house.

The past continuous tense is typically used:

1. Combined with the past simple tense to describe the idea that the action in the past continuous started before the action in the past simple and continued after it.

When she saw me, I was looking at the trees.

(These two activities happened at the same time. I was looking at the trees for some time and she saw me in the middle of it.)

Compare with the past simple:

When she saw me, I looked at the trees.

(These two activities happened one after another. First she saw me and then I looked at the trees.)



2. With a point in time to express an action that started before that time and continued after it.

At 8 o'clock Jane was having a bath.

(At 8 o'clock she was in the middle of the activity. She did not finish it.)

Compare with the simple tense:

At 8 o'clock Jane had a bath.

(She started the activity at 8 o'clock and finished it.)

3. To describe a situation, while the past simple is used to tell a story.

The sun was shining. Jack and Jill were lying on the beach. Jack was reading a book and Jill was sleeping.

All of a sudden, Jack raised his head. Jill woke up. Something happened.

4. For incomplete activities in contrast with the past simple, which is used for completed activities.

I was reading a book yesterday. And today I am going to continue.

I read the book yesterday. I can lend it to you now.

5. The past continuous can be used instead of the simple to show a more casual action:

I was talking to my neighbour yesterday. We had a nice chat.

(I did not do it on purpose. We just met in the street.)

I talked to my neighbour yesterday. And he promised to help me.

(I did it on purpose. I needed to ask him for help.)

## زمن الماضي التام (Past Perfect Tense)

كما نعلم ان هناك أكثر من زمن واحد للتعبير عن الماضي. واحد هم هو زمن الماضي التام (Past Perfect Tense) الذي سنتحدث عنه اليوم.

يستخدم زمن الماضي التام (Past Perfect Tense) للتعبير عن حدثين أو فعلين وقعا في الماضي بحيث حدث وقع قبل الآخر.

**صيغة الجملة لزمن الماضي التام (Past Perfect Tense) هي:**

الفاعل + Had + الفعل في التصريف الثالث + المفعول به  
Subject + Had + Verb in past participle + object

### استخدامات زمن الماضي التام (Past Perfect Tense)

- يتم استخدام الماضي التام (Past Perfect Tense) لوصف إجراء منتهي قبل نقطة ثانية في الماضي. أمثلة:

1. When we arrived, the film had started. بدأ الفيلم عند وصولنا.
2. It had snowed in the night, so the bus didn't arrive. لقد تساقطت الثلوج مساءً، لذا لم تصل الحافلة.
3. The film had started before we arrived. بدأ الفيلم قبل وصولنا.
4. They had eaten breakfast before they went to work. تناولوا الفطور قبل الذهاب الى العمل.

- يستخدم الماضي التام (Past Perfect Tense) لوصف التحدث عن أشياء غير واقعية أو خيالية في الماضي. بنفس الطريقة التي نستخدم بها الماضي البسيط (Simple Past Tense) للحديث عن أشياء غير واقعية أو خيالية في الحاضر، نستخدم الماضي التام (Past Perfect Tense) للتحدث عن أشياء غير واقعية في الماضي. هذا شائع في الجمل الشرطية وتكون صياغة الجملة بإضافة الفعل المساعد (would) وايضاً في بعد (wish)، كما في الأمثلة:

1. If I had known you were ill, I would have visited you. لو كنت أعرف أنك مريض، لكنت لزيارتك.
2. She would have passed the exam if she had studied harder. كانت ستجتاز الامتحان لو أنها درست بجدية أكبر.
3. I wish I had not gone to bed so late! أتمنى لو لم أذهب إلى الفراش متأخراً.

## جدول يبين الصيغة التصريفية للزمن الماضي التام (Past Perfect Tense)

جمل مثبتة Positive Sentences	جمل منفية Negative Sentences	أسئلة Questions
I had played	I had not played	Had I played?
You had played	You had not played	Had you played?
He/She/It had played	He/She/It had not played	Had He/She/It played?
We had played	We had not played	Had we played?
They had played	They had not played	Had they played?

### كيف نفرق بين زمن الماضي التام (Past Perfect Tense) وزمن الماضي البسيط (Simple Past Tense) من ناحية صياغة الجملة نحويًا؟

لقد قمنا بشرح كل ما يخص زمن الماضي التام (Past Perfect Tense) في الفقرات السابقة. أما فيما يخص زمن الماضي البسيط (Simple Past Tense) فإن الصيغة التصريفية لزمن الماضي البسيط (Simple Past Tense) هي:

الفاعل + الفعل في التصريف الثاني + المفعول به

# THE FUTURE TENSE

## A. THE SIMPLE FUTURE TENSE (“WILL”)

- The simple future refers to a time later than now, and expresses facts or certainty.

**The simple future is used:**

- To **predict** a future event that **we don't know for sure**, but we think that it will happen:  
e.g. It **will rain** tomorrow.
- With I or We, to express a **spontaneous decision**:  
**e.g. I'll pay** for the tickets by credit card.
- To express **willingness**:  
**e.g. He'll carry** your bag for you.      **I'll do** the washing-up.
- In the negative form, to express **unwillingness**:  
e.g. The baby **won't eat** his soup.  
e.g. I **won't leave** until I've seen the manager!

## FORMS OF THE SIMPLE FUTURE TENSE

- **In affirmative**, the structure of the Future Simple Tense is:

**S + auxiliary WILL + Vb1**

SUBJECT	AUXILIARY	VERB	COMPLEMENT
I	shall/will	study	at Yale University <b>next year</b> .
You	will	go	to the cinema <b>next Tuesday</b> .
He/She/It	will	play	outside during the summer.
We	shall/will	order	some food.
You	will	leave	<b>tomorrow</b> .
They	will	go	to Italy <b>next spring</b> .

---

- For negative sentences in the Simple Future tense, we insert **not** between the auxiliary verb and main verb.

SUBJECT	AUXILIARY	NOT	VERB	COMPLEMENT
I	shall/will	not	study	at Yale University <b>next year</b> .
You	will	not	go	to the cinema <b>next Tuesday</b> .
He/She/It	will	not	play	outside during the summer.
We	shall/will	not	order	some food.
You	will	not	leave	<b>tomorrow</b> .
They	will	not	go	to Italy <b>next spring</b> .

- In the interrogative form, we exchange the subject and auxiliary verb.

AUXILIARY	SUBJECT	VERB	COMPLEMENT
Shall/Will	I	study	at Yale University <b>next year?</b>
Will	you	go	to the cinema <b>next Tuesday?</b>
Will	he/she/it	play	outside during the summer?
Shall/Will	we	order	some food?
Will	you	leave	<b>tomorrow?</b>
Will	they	go	to Italy <b>next spring?</b>

- **Contracted forms:**

I will	I'll		I will not	I won't
You will	you'll		You will not	You won't
He will She will It will	he'll she'll it'll		He will not She will not It will not	He won't She won't It won't
We will	we'll		We will not	We won't
They will	they'll		They will not	They won't

## **B. 'BE GOING TO' FUTURE**

It is used for:

- **planned** actions in the future

e.g. We ***are going to*** Tim's party.

- To express an action that you are **certain** that is going to happen in the future

e.g. Look at that car! It ***is going to*** crash into the yellow one.

Look at the clouds! It ***is going to*** rain soon.

### **FORMS OF THE 'BE GOING TO' FUTURE**

**to be (am, are, is) + going to + infinitive**

#### **1. Affirmative sentences in the 'be going to' future**

<b>Long forms</b>	<b>Contracted forms</b>
<b>I am <i>going to</i> play handball.</b>	<b>I'm <i>going to</i> play handball.</b>
<b>You are <i>going to</i> play handball.</b>	<b>You're <i>going to</i> play handball.</b>

#### **2. Negative sentences in the 'be going to' future**

<b>Long forms</b>	<b>Contracted forms</b>
<b>I am not <i>going to</i> play handball.</b>	<b>I'm not <i>going to</i> play handball.</b>
<b>You are not <i>going to</i> play handball.</b>	<b>You're not <i>going to</i> play handball.</b>
	<b>You aren't <i>going to</i> play handball.</b>



### 3. Questions in the 'be going to' future

Long forms	Contracted forms
Am I <i>going to</i> play handball?	not possible
Are you <i>going to</i> play handball?	

#### ATTENTION!!

Do not mix up with the Present Progressive!

'be going to' future	Present Progressive
He's <i>going to</i> read the book.	He's reading the book.

## Practice

/20

### A. Fill in the gaps with the correct form of Simple Future Tense.

EXAMPLE:

..... they \_\_\_\_\_ the match? (*to win*)

ANSWER:

**Will they win the match?**

1. They \_\_\_\_\_ back by 6:30 pm. (*to be*)
2. \_\_\_\_\_ you \_\_\_\_\_ me? (*to help*)
3. When \_\_\_\_\_ I \_\_\_\_\_ you again? (*to see*)
4. His parents \_\_\_\_\_ him for being late. (*not/to punish*)
5. \_\_\_\_\_ they \_\_\_\_\_ the contract tonight? (*to sign*)
6. It \_\_\_\_\_ us three hours to get there. (*to take*)
7. \_\_\_\_\_ this concert \_\_\_\_\_ money for our school club? (*to raise*)
8. This van \_\_\_\_\_ with 8 people in it. (*not/to break down*)

9. The meeting \_\_\_\_\_ before tomorrow morning. (**not/to close**)

10. When \_\_\_\_\_ she \_\_\_\_\_ me a copy of her essay? (**to send**)

**B. Please fill in the gaps with the right form of "going-to-future"**

**Example:** I \_\_\_\_\_ (buy) some milk this afternoon.

**Answer:** I **am going to buy** some milk this afternoon.

1) This is taking ages. How much longer \_\_\_\_\_ (**it / take**)?

2) We \_\_\_\_\_ (**visit**) my parents at the weekend.

3) The naughty children \_\_\_\_\_ (**not / ring**) up any more, because I asked them not to.

4) Look at those clouds! It certainly looks as if it \_\_\_\_\_ (**rain**).

5) \_\_\_\_\_ (**you / spend**) your holidays in England?

6) No, I \_\_\_\_\_ (**travel**) to Australia this year.

7) I don't want to go to the party. Peter \_\_\_\_\_ (**invite**) my old boyfriend!

8) Whatever shall I do? Peter \_\_\_\_\_ (**play**) football, although he is still injured.

9) I \_\_\_\_\_ (**take**) this bus into town today.

10) Do you know whether anybody \_\_\_\_\_ (**pick up**) Sarah this afternoon?



# 1- Vocabulary and pronunciation

## Synonyms and Antonyms

### Synonyms

We often use synonyms in conversations because we don't want to repeat words.

It is a **lovely** day today! Yes it is really **beautiful**.

- Complete the conversations ,using an adjective of similar meaning from the box.

Fed up - generous - brilliant - messy - modern - wealthy
----------------------------------------------------------

1- Mary's family is very rich.

Well ,I know her uncle was very ----wealthy----- .

2- Look at all these new buildings!

Yes .Paris is much more ---modern----- than I expected.

3-Wasn't that film wonderful!

Yes it was --brilliant----- .

4-George doesn't earn much money ,but he is so kind.

He is, isn't he? He is one of the most ----generous----- people I Know.

5- Ann's bedroom's really untidy again.

Is it? I told her it was --messy----- yesterday ,and she promised to clean it.

6-I'm bored with this lesson!

I know ,I'm really ----fed up----- with it, too!

## Antonyms

We can also use antonyms in conversation to avoid repeating words.

What an awful meal! Yes ,it wasn't very nice, was it?

Match the following adjectives with their two opposites in exercise.

- |               |                 |                |
|---------------|-----------------|----------------|
| 1- interested | <u>bored</u>    | <u>fed up</u>  |
| 2- horrible   | <u>pretty</u>   | <u>nice</u>    |
| 3-mean        | <u>generous</u> | <u>handed</u>  |
| 4-old         | <u>modern</u>   | <u>new</u>     |
| 5-poor        | <u>rich</u>     | <u>wealthy</u> |

-Some times it is more polite to use not very and an opposite adjective.

Tom's so short.            Well ,he is not very tall.

He always wears such dirty clothes.        They certainly aren't very clean.

Replay to these sentences .Be more polite

1- London 's such an expensive city. Well, is it not very cheap.

2-Paul and Sue are so mean. Well ,they are not very gentle

3- Their house is always so messy .Well, it is not very clean.

4-Their children are so noisy. Well, they are not very quiet.

5- His sister's so stupid. Well, she is not very clever.

6- John looks so miserable. Well, he is not very pretty.

## 2-Everyday English

### Directions

A farm   a wood   a pond   a path   a hill   a river   a bridge   a gate
--------------------------------------------------------------------------

-Where is the library? It's on the corner of station Road and Green street opposite the flower shop.

1- The hotel is **opposite** the station car park.

2- The bank is **on the corner** of Lower Road and Hill Road .It is **next to** the baker's.

3- The supermarket is **between** the pharmacy and greengrocer's.

4- There is a bus stop **in front of** the flower shop in Station Road.

5- The museum is in Station Road, **opposite** the flower shop near the railway bridge.

6-The bookshop is in silver Street, **behind** the school.

## How to Paraphrase Effectively

Paraphrasing means using the ideas of other writers but putting them into your own words. As a general rule, you should paraphrase other people's ideas far more frequently than you quote their actual words.

### Quoting

Quoting is commonly done when giving a definition of a key word or phrase. You always need to use quotation marks when quoting, and where possible you should also include the page number in your citation. For example:

*Smith (2019, p.187) defines globalisation as "a process of global interconnectedness through trade, migration and cultural exchange."*

### Paraphrasing

Paraphrasing is important because it shows the reader that you have understood what you've read, as well as ensuring that your whole text is written in a cohesive style.

For example, look at this original text:

***The use of strategies and prior planning in the production of an academic essay is generally considered a crucial step in the composition of any academic text.***

**Source:** Munoz-Luna R (2015) Main Ingredients for Success in L2 Academic Writing: Outlining, Drafting and Proofreading. PLoS ONE 10(6). doi:10.1371/journal.pone.0128309

The following paraphrase changes the sentence structure and keeps only the key words, which have been bolded to help you see which words were considered important in this paraphrase. Some of the keywords have also been paraphrased by using a synonym.

***Munoz-Luna (2015) suggests that a key part of the assignment writing process is planning what to write and how to structure it appropriately.***

Importantly, the paraphrase keeps the essential meaning of the original text, while also telling the reader where this information came from.

## Steps for effective paraphrasing

### **1. Read the original sentence(s) several times**

Make sure that you fully understand what you have read. Underline the key words that you must keep to ensure that the same meaning stays the same.

### **2. Write it in your own words without looking at the original text.**

Ensure that you are changing the sentence structure as well as most of the words.

### **3. Compare your paraphrase with the original text.**

You should check that the essential meaning is still the same, but the words and sentence structure are significantly different.

### **4. Ensure you have appropriately cited and referenced the original text.**

You need both an in-text citation and a reference list entry to show the reader where this information originally came from.

## Components of a Good Essay

An essay is a piece of writing that is written to convince someone of something or to simply inform the reader about a particular topic. In order for the reader to be convinced or adequately informed, the essay must include several important components to make it flow in a logical way. The main parts (or sections) to an essay are the intro, body, and conclusion. In a standard short essay, five paragraphs can provide the reader with enough information in a short amount of space. For a research paper or dissertation, however, it is essential that more than five paragraphs are present in order not to overwhelm the reader with too much information in one paragraph.

### Intro:

- Must contain an attention grabber for the reader or at least make the essay sound interesting, may begin with a quote about the particular topic
- Ensure that the intro moves from the general to the specific in regards to the topic
- Provides the reader with a “road map” of the essay in a logical order
- At the end there should be what is called a **thesis statement**, arguably the most important component of the intro
- The thesis statement states the aim of the paper and may give insight into the author’s examples and evidence

### Body:

- Includes the evidence and support of the paper in addition to the author’s ideas
- Paragraphs must include a topic sentence which relates the discussion back to the thesis statement
- Logical ordering of ideas: 3 types of order
  1. Chronological order---order of time, good for narratives
  2. Spatial order-good for descriptions of locations; top to bottom, e.g.
  3. Emphatic order-least important to most important; most common for college writing
- Ensure that transition sentences are present to create a good flow to the essay
- Include substantial examples and evidence to support your argument and remember to cite, cite, cite!
- Make sure each example is relevant to your particular topic

### Conclusion:

- This section should wrap all of your arguments and points
- Should restate the main arguments in a simplified manner
- Ensure that the reader is left with something to think about, particularly if it is an argumentative essay

Always remember to allow time to *rewrite* the first draft of your essay and, then, to proofread it before turning it in. For help, visit the Writing Center!