

Elementary English Course

by Matt Purland



Volume 1

Unit 1: Learning English

Unit 2: Transport

Elementary Level (A1 / A2)

Elementary English Course



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Introduction...

Welcome to Volume 1 of the new Elementary English Course from Purland Training! The aim of this series is to provide effective English language teaching and practice for learners from beginner to elementary level.

Each volume of this five-part series contains two units, which each have eight lessons. Volume 1 contains Units 1 and 2, which have the following lessons:

Unit 1: Learning English

- 1.0 Introduction
- 1.1 Alphabet
- 1.2 Days, Months, and Seasons
- 1.3 Basic Words and Phrases
- 1.4 Numbers
- 1.5 Personal Details
- 1.6 Clear Alphabet
- 1.7 Word Stress

Unit 2: Transport

- 2.0 Introduction
- 2.1 Word Classes
- 2.2 5 Tenses and 5 Forms of the Verb
- 2.3 Present Simple and Present Continuous
- 2.4 Adverbs of Frequency
- 2.5 Sentence Stress and the Sound Spine
- 2.6 Shapes and Colours
- 2.7 Telling the Time

The language focus of each lesson varies from **grammar** to **vocabulary** and **pronunciation**. Each lesson starts with the main language points and continues with practice activities. In some cases there are activities that need the input of a partner, small group, or teacher (for example, discussion questions and role plays), but in most cases the learner will be able to write all the answers in their book.

The language points are written in an easy-to-read and accessible style. The author's aim is to make the material really easy to understand and as demystified as possible. Each lesson is complete, so teachers do not need to follow the suggested order of lessons, but rather can feel free to dip in and out as required. The aim of this series is to provide a comprehensive English language course for beginner and elementary level learners, with every important language point covered.

This book is published in two editions – with or without answers, which means that a teacher could use it in the classroom (without answers) and a learner could use it as a self-study aid (with answers).

I would like to thank all the learners who have been trialling this material for their feedback. If you have any comments or questions about this book, please do not hesitate to email me:

info@purlandtraining.com

Wishing you every success in your English language learning journey!

Matt

Matt Purland @purlandtraining

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Unit 1.0

Learning English

Unit 1.0

Learning English

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Unit 1.0

INTRODUCTION

Learning English

Unit 1.0 Learning English

1.0.1 This unit is called Learning English. We are beginning the course with the following topics:

1. Alphabet
2. Days, Months, and Seasons
3. Basic Words and Phrases
4. Numbers
5. Personal Details
6. Clear Alphabet
7. Word Stress

Exercises

Ex. 1.0.1 **Speaking & Listening** Before you begin the course, complete the Student Self-Assessment Form on p.XX and discuss the results with your teacher.

Ex. 1.0.2 **Speaking & Listening** Discuss the following questions with a partner or small group:

1. Why are you learning English? Have you got any qualifications in English? Would you like to achieve a qualification? Which one(s)? Are you self-motivated, or do you have to study English?
2. When did you start learning English? Who was your first teacher? What did you do in your first lesson? How did you feel about it?
3. Who is your favourite English teacher, past or present? Why? How have they helped you? Describe a typical lesson.
4. Have you ever been to the UK? Tell me about it. Do you think you need to spend time in the UK or an English-speaking country to learn English well? Why? / Why not?
5. What kind of learner are you? Are you a kinetic learner, who learns by physically doing something practical; a language-orientated learner, who thinks in words and enjoys reading and listening; a visual learner, who thinks in pictures, and learns best by visualising concepts; or a logical learner, who thinks in terms of patterns and sequences, and enjoys puzzles and maths?
6. Do you use English outside the classroom? Do you... a) speak in English with friends and relatives; b) watch English-language TV shows with subtitles; c) listen to music with English lyrics; d) use the internet in English, e.g. social-networking sites, Skype, etc.? If not, why not?
7. Tell me about the other students in your English class. Who is your best friend in the class? Describe them. Who don't you get on with? Why not?
8. What do you think about your level of English? Are you happy with it? What do you need to improve? Why? How will you achieve your goal?

Ex. 1.0.3 **Speaking & Listening** Say whether you agree or disagree with these statements and give reasons. Find out what your partner or small group thinks:

1. English is the most important language in the world.
2. Learning English is boring.
3. My English is getting better all the time.
4. 'The roots of education are bitter, but the fruit is sweet.' – Aristotle
5. I don't like my English teacher.
6. I'm one of the best students in my class.
7. 'Education is the movement from darkness to light.' – Allan Bloom
8. I prefer group discussion activities to working on my own.
9. It's easier to learn English than my language.
10. I never forget to do my homework.
11. 'The foundation of every state is the education of its youth.' – Diogenes
12. I feel confident enough to speak to strangers in English.
13. Life would be easier if everybody spoke the same language.
14. I will never get beyond this level of English!
15. 'Education is what survives when what has been learned has been forgotten.' – B. F. Skinner
16. English grammar just doesn't make sense!

Ex. 1.0.4 **Speaking & Listening** Work with a partner or small group. Study the vocabulary on pp.XX-XX. Think of some real-life situations where you could use the following **functions**, then create short dialogues or role plays:

- greeting somebody
- parting from somebody
- asking how somebody is

- agreeing with somebody
- disagreeing with somebody

- interrupting somebody
- saying sorry to somebody
- thanking somebody

Ex. 1.0.5 **Spelling** Complete the Basic English Written Test on p.XX. If you need any help, have a look at 'Essential Spellings' on p.XX.

Basic English Written Test

Name: _____

Date: _____

Days of the week:

Months of the year:

Numbers 1-30:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Essential Spellings

a b c d e f g h i j k l m n o p q r s t u v w x y z
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

January, February, March, April, May, June

July, August, September, October, November, December

spring, summer, autumn, winter

0	zero	21	twenty-one
$\frac{1}{4}$	quarter	22	twenty-two
$\frac{1}{2}$	half	23	twenty-three
$\frac{3}{4}$	three quarters	24	twenty-four
1	one	25	twenty-five
2	two	26	twenty-six
3	three	27	twenty-seven
4	four	28	twenty-eight
5	five	29	twenty-nine
6	six	30	thirty
7	seven	40	forty
8	eight	50	fifty
9	nine	60	sixty
10	ten	70	seventy
11	eleven	80	eighty
12	twelve	90	ninety
13	thirteen	100	a hundred
14	fourteen	101	a hundred and one
15	fifteen	1,000	a thousand
16	sixteen	1,001	a thousand and one
17	seventeen	10,000	ten thousand
18	eighteen	100,000	a hundred thousand
19	nineteen	1,000,000	a million
20	twenty	1,000,000,000	a billion

Student Self-Assessment Form

To be completed by students at the start of a new course:

Name: _____ Date: _____

1. Why do you want to learn English?

2. What languages can you speak and write?

3. What is your *first language*?

4. Have you studied English before? (*If yes, when and where did you study?*)

5. What was the highest level you achieved?

6. Do you read English language magazines and/or books at home?
(*If yes, which ones?*)

7. Do you watch English language TV programmes and/or listen to English language radio programmes? (*If yes, which ones?*)

8. Do you prefer reading practice, writing practice or speaking and listening practice?

9. Write GOOD, OK, or BAD under each skill below to show what you think of your abilities at the moment:

Reading:

Writing:

Speaking:

Listening:

10. What do you want to gain from doing this course?

Unit 1.1

GRAMMAR

Alphabet

Unit 1.1 Alphabet

1.1.1 There are 26 letters in the English alphabet:

lower case (or small) letters: a b c d e f g h i j k l m n o p q r s t u v w x y z
 upper case (or capital) letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1.1.2 There are 21 consonant letters: b c d f g h j k l m n p q r s t v w x y z
 and 5 vowel letters: a e i o u

1.1.3 We use the letters of the alphabet to write words.

1.1.4 How to pronounce the letters of the alphabet, with Clear Alphabet* translations:

a	ei	n	en
b	bee	o	eu
c	see	p	pee
d	dee	q	kyoo
e	ee	r	ar
f	ef	s	es
g	jee	t	tee
h	eich	u	yoo
i	ai	v	vee
j	jei	w	Du bl yoo
k	kei	x	eks
l	el	y	wai
m	em	z	zed

(* see p.37)

1.1.5 Vowel sound groups within the English alphabet:

ee	e	ei	oo	ai	eu	ar
b	f	a	q	i	o	r
c	l	h	u	y		
d	m	j	w			
e	n	k				
g	s					
p	x					
t	z					
v						

Exercises

Ex. 1.1.1 **Writing** Copy the letters of the alphabet into the boxes below:

Lower case (or small) letters:

a	b	c	d	e	f	g	h	i	j	k	l	m

n	o	p	q	r	s	t	u	v	w	x	y	z

Upper case (or capital) letters:

A	B	C	D	E	F	G	H	I	J	K	L	M

N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Ex. 1.1.2 **Writing** Trace the 26 letters of the English alphabet:

AAaa BBbb CCcc DDdd EEee FFff GGgg

HHhh IiIi JJjj KKkk LLll MMmm NNnn OOoo

PPpp QQqq RRrr SSss TTtt UUuu VVvv

WWww XXxx YYyy ZZzz

Ex. 1.1.3 **Writing** Write the 26 letters of the English alphabet:

A a

Ex. 1.1.4 **Reading** Which letter is in the wrong place? Draw a circle around it and write the correct letter:

1. m u o p q r
2. k l m n u p
3. r s t c v w
4. f j k l m n
5. a p q r s t
6. c d a f g h
7. u v w x g z
8. q r s t u w
9. f g h l j k
10. a h c d e f

11. p q l s t
12. m n o p q y
13. a b o d e f
14. k l m n o q
15. u v w h y z
16. d e f p h i
17. n o y q r s
18. q r s t o v
19. c d a f g h
20. h i g k l m

Ex. 1.1.5 **Writing** Write the next five letters in each line:

1. o p q r _____
2. m n o p _____
3. a b c d _____
4. k l m n _____
5. r s t u _____

6. d e f g _____
7. n o p q _____
8. q r s t _____
9. c d e f _____
10. h i j k _____

Ex. 1.1.6 **Writing** Complete each gap with either a lower case or upper case letter:

1. j k _ m n o
2. Q R S T _ V
3. _ G H I J K
4. e f g h _ j
5. U _ W X Y Z

6. a b _ d e f
7. _ M N O P Q
8. t u v w x _
9. B C _ E F G
10. p q r s _ u

Unit 1.2

VOCABULARY

Days, Months, and Seasons

Unit 1.2 Days, Months, and Seasons

1.2.1 There are 7 days in a week:

Monday Tuesday Wednesday Thursday Friday | Saturday Sunday

Monday is the first day of the week. Monday to Friday is the typical working week. Saturday and Sunday together are known as the weekend.

1.2.2 There are 12 months in a year:

January	February	March	April	May	June
01	02	03	04	05	06
July	August	September	October	November	December
07	08	09	10	11	12

1.2.3 There are 4 seasons in a year:

season:	spring	summer	autumn	winter
<i>approx. timings in the UK:</i>	March April May	June July August	September October November	December January February

Exercises

Ex. 1.2.1 **Writing** Translate each word into your first language and learn them:

days	_____	months	_____	seasons	_____
Monday	_____	January	_____	spring	_____
Tuesday	_____	February	_____	summer	_____
Wednesday	_____	March	_____	autumn	_____
Thursday	_____	April	_____	winter	_____
Friday	_____	May	_____		
Saturday	_____	June	_____		
Sunday	_____	July	_____		
		August	_____		
		September	_____		
		October	_____		
		November	_____		
		December	_____		

Ex. 1.2.2 Writing Trace the days of the week:

Monday Monday Monday Monday Monday

Tuesday Tuesday Tuesday Tuesday Tuesday

Wednesday Wednesday Wednesday

Thursday Thursday Thursday Thursday

Friday Friday Friday Friday Friday Friday

Saturday Saturday Saturday Saturday

Sunday Sunday Sunday Sunday Sunday

Ex. 1.2.3 Writing Trace the seasons:

spring spring spring spring spring spring

summer summer summer summer summer

autumn autumn autumn autumn autumn

winter winter winter winter winter winter

Ex. 1.2.4 **Writing** Trace the months of the year:

January January January January January

February February February February

March March March March March March

April April April April April April April April

May May May May May May May May

June June June June June June June June

July July July July July July July July

August August August August August

September September September September

October October October October October

November November November November

December December December December

Ex. 1.2.5 **Spelling** Here are the days, months, and seasons with only vowel letters. Add the consonant letters:

- | | | |
|--------------------|-----------------------|-----------------------|
| 1. _ _ i _ a _ | 9. _ a _ u a _ _ | 17. _ u _ _ e _ |
| 2. O _ _ o _ e _ | 10. _ o _ e _ _ e _ | 18. _ u _ _ |
| 3. _ _ u _ _ _ a _ | 11. _ a _ _ _ | 19. _ i _ _ e _ |
| 4. A _ _ i _ | 12. _ u _ e | 20. _ a _ |
| 5. _ e _ _ u a _ _ | 13. _ u _ _ a _ | 21. _ e _ _ e _ _ e _ |
| 6. _ o _ _ a _ | 14. _ _ _ i _ _ | 22. Au _ u _ _ |
| 7. _ a _ u _ _ a _ | 15. _ e _ _ e _ _ a _ | 23. _ u e _ _ _ a _ |
| 8. a u _ u _ _ | 16. _ e _ e _ _ e _ | |

Ex. 1.2.6 **Spelling** Find the months of the year in the wordsearch:

A	J	R	E	B	M	E	C	E	D	F	E	B	R	J
J	M	A	O	C	T	O	B	E	R	D	E	C	E	A
M	A	P	R	I	L	D	E	N	C	S	E	J	U	N
A	Y	A	U	B	F	Y	L	U	J	U	N	F	J	U
I	E	A	P	R	U	L	Q	J	J	M	J	B	A	A
Y	F	T	S	U	G	U	A	M	A	A	U	L	N	R
O	C	T	O	E	R	B	F	E	B	R	U	A	R	Y
S	E	P	T	E	M	B	E	R	M	C	G	V	O	C
S	E	N	O	V	E	M	B	E	R	H	J	A	N	I

Unit 1.3

VOCABULARY

Basic Words and Phrases

Unit 1.3 Basic Words and Phrases

Exercises

Ex. 1.3.1 **Reading** On pp.19-20 there are some basic words and phrases for meeting, greeting, and leaving people. Translate them into your first language and learn them.

Ex. 1.3.2 **Writing** Here are 60 words connected with the topic of Learning English. Translate them into your first language and learn them:

- | | | | |
|-------------------|-------|-------------------|-------|
| 1. adjective | _____ | 31. intermediate | _____ |
| 2. advanced | _____ | 32. language | _____ |
| 3. adverb | _____ | 33. level | _____ |
| 4. alphabet | _____ | 34. listening | _____ |
| 5. answer | _____ | 35. mobile | _____ |
| 6. article | _____ | 36. noun | _____ |
| 7. auxiliary verb | _____ | 37. paper | _____ |
| 8. bag | _____ | 38. paragraph | _____ |
| 9. beginner | _____ | 39. partner | _____ |
| 10. board | _____ | 40. pen | _____ |
| 11. book | _____ | 41. preposition | _____ |
| 12. certificate | _____ | 42. pronunciation | _____ |
| 13. chair | _____ | 43. qualification | _____ |
| 14. class | _____ | 44. reading | _____ |
| 15. computer | _____ | 45. sentence | _____ |
| 16. conjunction | _____ | 46. skill | _____ |
| 17. consonant | _____ | 47. sound | _____ |
| 18. course | _____ | 48. speaking | _____ |
| 19. desk | _____ | 49. spelling | _____ |
| 20. determiner | _____ | 50. start | _____ |
| 21. dictionary | _____ | 51. stress | _____ |
| 22. elementary | _____ | 52. student | _____ |
| 23. English | _____ | 53. syllable | _____ |
| 24. exam | _____ | 54. teacher | _____ |
| 25. example | _____ | 55. test | _____ |
| 26. finish | _____ | 56. verb | _____ |
| 27. grammar | _____ | 57. vocabulary | _____ |
| 28. group | _____ | 58. vowel | _____ |
| 29. homework | _____ | 59. word | _____ |
| 30. improve | _____ | 60. writing | _____ |

Ex. 1.3.3 **Reading** The Dolch Basic Sight Vocabulary is a list of 220 words that appear frequently in written English. By learning this list students will gain a good foundation for developing their reading skills. Read the list on p.XX, translate them into your first language, and learn them.

Basic Words and Phrases

Hello, Goodbye, Please, Thank You, etc. – Part 1

hello / hi

good morning
afternoon
evening

- How are you?
- Fine thanks. You?
- Not bad.
- Nice to meet / see you.
- You too.

goodbye

good night

bye (for now)

see you (later / soon / then)

yes / yeah / OK

no

maybe / perhaps
please

- Thank you. / Thanks.
- No problem. / Any time.
- Sorry. - That's OK.
- Don't worry about it.

excuse me

Basic Words and Phrases

Hello, Goodbye, Please, Thank You, etc. – Part 2

<p>hello / hi</p> <p>good morning afternoon evening</p> <ul style="list-style-type: none"> - How are you? - Fine thanks. You? - Not bad. - Nice to meet / see you. - You too. 	<p>yes / yeah / OK / of course no / nah / no way! maybe / perhaps please</p> <ul style="list-style-type: none"> - Thank you. / Thanks. - No problem. / Any time. - Sorry. - That's OK. - Don't worry about it. <p>excuse me I don't know / understand</p>
<p>goodbye</p> <p>good night / 'night</p> <p>bye (for now) / bye bye</p> <p>see you (later / soon / then)</p> <p>have a good day / afternoon / evening / night, etc.</p> <p>take care</p>	<p>Thank you very / so much. I really appreciate it / your help. Thanks a lot. / Ta very much. Cheers, mate! Nice one! Many thanks.</p> <p>Sorry I haven't been in touch.</p>
<p>Are you alright? / Yorite? / Hiya! Ey up (mi duck)!</p> <p>How's it going? / How are things? How are you doing? / How y' doin'?</p> <p>Good to see you again! What's new? / What's happening? What have ('ve) you been up to? What are you up to at the moment?</p>	<p>I have to go. / I've got to go. / I'd better go. It was great to see you / seeing you. Let's get together again soon. See yer. Cheers. / Ta-ra. / All the best.</p>

Dolch Basic Sight Vocabulary – in Order of Decreasing Frequency

The Dolch Basic Sight Vocabulary is a list of 220 words that appear frequently in written English. By learning this list students will gain a good foundation for developing their reading skills. On this page the list goes in columns from left to right in order of decreasing frequency, i.e. "the" is the word that appears most frequently and "laugh" is the word that appears least frequently:

the	did	know	never	ate
to	what	right	seven	full
and	so	put	eight	those
he	see	too	cold	done
a	not	got	today	use
I	were	take	fly	fast
you	get	where	myself	say
it	them	every	round	light
of	like	pretty	tell	pick
in	one	jump	much	hurt
was	this	green	keep	pull
said	my	four	give	cut
his	would	away	work	kind
that	me	old	first	both
she	will	by	try	sit
for	yes	their	new	which
on	big	here	must	fall
they	went	saw	start	carry
but	are	call	black	small
had	come	after	white	under
at	if	well	ten	read
him	now	think	does	why
with	long	ran	bring	own
up	no	let	goes	found
all	came	help	write	wash
look	ask	make	always	slow
is	very	going	drink	hot
her	an	sleep	once	because
there	over	brown	soon	far
some	yours	yellow	made	live
out	its	five	run	draw
as	ride	six	gave	clean
be	into	walk	open	grow
have	just	two	has	best
go	blue	or	find	upon
we	red	before	only	these
am	from	eat	us	sing
then	good	again	three	together
little	any	play	our	please
down	about	who	better	thank
do	around	been	hold	wish
can	want	may	buy	many
could	don't	stop	funny	shall
when	how	off	warm	laugh

Unit 1.4

VOCABULARY

Numbers

Unit 1.4 Numbers

1.4.1 Numbers can be either cardinal or ordinal. Cardinal numbers are the normal numbers like 1 (one), 2 (two), 3 (three), and so on. We can write them in **words** (one) or **figures** (1). They tell us how many of something there are, e.g. 'There are two people in the classroom'. They are also used to tell the time, e.g. 'It was three o'clock'. (See p.XX.)

1.4.2 Ordinal numbers are numbers like 1st (first), 2nd (second), 3rd (third), and so on. They tell us the position of something, e.g. 'I was the first person in the queue.' They are also used for dates, e.g. 'It was the second of July.' We can write them in words (first) or figures (1st). Ordinal numbers always end with 'th', apart from numbers with:

- 1, which end with 'st', e.g. 1st
- 2, which end with 'nd', e.g. 2nd
- 3, which end with 'rd', e.g. 3rd

The exceptions are 11th, 12th, and 13th, which always end with 'th'.

After the word **hundred** it is necessary to add 'and', e.g. 110 = one hundred and ten.

0	zero	-	-	21	twenty-one	21 st	twenty first
¼	quarter	-	-	22	twenty-two	22 nd	twenty second
½	half	-	-	23	twenty-three	23 rd	twenty third
¾	three quarters	-	-	24	twenty-four	24 th	twenty fourth
1	one	1 st	first	25	twenty-five	25 th	twenty fifth
2	two	2 nd	second	26	twenty-six	26 th	twenty sixth
3	three	3 rd	third	27	twenty-seven	27 th	twenty seventh
4	four	4 th	fourth	28	twenty-eight	28 th	twenty eighth
5	five	5 th	fifth	29	twenty-nine	29 th	twenty ninth
6	six	6 th	sixth	30	thirty	30 th	thirtieth
7	seven	7 th	seventh	40	forty	40 th	fortieth
8	eight	8 th	eighth	50	fifty	50 th	fiftieth
9	nine	9 th	ninth	60	sixty	60 th	sixtieth
10	ten	10 th	tenth	70	seventy	70 th	seventieth
11	eleven	11 th	eleventh	80	eighty	80 th	eightieth
12	twelve	12 th	twelfth	90	ninety	90 th	ninetieth
13	thirteen	13 th	thirteenth	100	a hundred	100 th	a hundredth
14	fourteen	14 th	fourteenth	101	a hundred and one	101 st	a hundred and first
15	fifteen	15 th	fifteenth	1,000	a thousand	1,000 th	a thousandth
16	sixteen	16 th	sixteenth	1,001	a thousand and one	1,001 st	a thousand and first
17	seventeen	17 th	seventeenth	10,000	ten thousand	10,000	ten thousandth
18	eighteen	18 th	eighteenth	100,000	a hundred thousand	100,000	a hundred thousandth
19	nineteen	19 th	nineteenth	1,000,000	a million	1,000,000	a millionth
20	twenty	20 th	twentieth	1,000,000,000	a billion	1,000,000,000	a billionth

1.4.3 In mathematics we use the following words and symbols:

<u>prepositions:</u>	<u>symbols:</u>	<u>verbs:</u>
plus	+	add
minus	-	subtract <i>or</i> minus
multiplied by / times	x	multiply
divided by	÷	divide
equals	=	equal

1.4.4 When it comes to learning how to **spell** numbers there is a lot of **repetition**. For example:

eight
eighteen
 twenty **eight**
eighty...

eighty-eight
eight hundred and **eighty-eight**
eight thousand, **eight** hundred and **eighty-eight**
eight million, **eight** hundred thousand and **eighty-eight**...

and so on.

This means that you only need to learn **29** vocabulary words to be able to spell all numbers, because all possible combinations can be made from them. These are the words to learn:

one two three four five six seven eight nine ten eleven twelve thirteen fifteen	twenty thirty forty fifty sixty seventy eighty ninety	hundred thousand million billion trillion	(and a) quarter (and a) half
--	--	---	---------------------------------

Exercises

Ex. 1.4.1 **Spelling** Fill in the gaps to spell a selection of numbers between 1 and 30:

- | | |
|----------------------------|-------------------------|
| 1. e i _ _ _ e e _ | 13. _ _ i _ _ e e _ |
| 2. _ _ e _ _ _ - e i _ _ _ | 14. _ e _ e _ _ e e _ |
| 3. _ i _ e | 15. o _ e |
| 4. _ _ e _ _ _ - _ _ o | 16. _ _ o |
| 5. _ i _ e _ e e _ | 17. _ _ e _ _ _ |
| 6. e _ e _ e _ | 18. _ _ _ e e |
| 7. _ i _ | 19. _ _ e _ _ _ - o _ e |
| 8. _ e _ e _ | 20. _ o u _ |
| 9. _ _ e _ _ _ - _ _ _ e e | 21. _ e _ |
| 10. _ _ i _ _ _ | 22. _ _ e _ _ e |
| 11. _ i _ e | 23. e i _ _ _ |
| 12. _ _ e _ _ _ - _ o u _ | 24. _ o u _ _ e e _ |

Ex. 1.4.2 **Reading** Complete the sums below, writing your answers in words:

- a) five plus seven equals _____
 plus twelve _____
 minus four _____
 plus fifteen _____
 multiplied by two _____
- b) twenty nine minus nine equals _____
 divided by two _____
 plus sixteen _____
 minus twenty five _____
 multiplied by eight _____
- c) seventeen plus one equals _____
 plus thirty eight _____
 divided by four _____
 multiplied by seven _____
 plus nine _____
- d) seven minus two equals _____
 plus ten _____
 minus eight _____
 multiplied by four _____
 plus thirty seven _____
- e) nine multiplied by four equals _____
 minus seven _____
 plus eleven _____
 divided by four _____
 plus six _____
- f) eight divided by two equals _____
 minus one _____
 plus fifty eight _____
 multiplied by two _____
 plus fourteen _____

Ex. 1.4.3 **Reading** Write the answers to the following sums in words:

- | | |
|---|-------|
| 1. four plus ten equals | _____ |
| 2. twenty five plus three plus fourteen equals | _____ |
| 3. nine minus seven equals | _____ |
| 4. thirty two minus seventeen equals | _____ |
| 5. seven plus one minus five equals | _____ |
| 6. ten multiplied by eight equals | _____ |
| 7. four multiplied by fifteen equals | _____ |
| 8. thirty two divided by eight equals | _____ |
| 9. sixty divided by ten equals | _____ |
| 10. one hundred and twenty divided by four equals | _____ |
| 11. seven multiplied by three plus sixteen equals | _____ |
| 12. eighteen minus nine plus forty four equals | _____ |
| 13. five plus eleven equals | _____ |
| 14. sixteen plus nineteen plus eight equals | _____ |
| 15. forty five minus seven equals | _____ |
| 16. twenty two minus thirty one equals | _____ |
| 17. thirty seven plus four minus six equals | _____ |
| 18. twenty nine multiplied by five equals | _____ |
| 19. three multiplied by sixteen equals | _____ |
| 20. fifty five divided by five equals | _____ |
| 21. ninety divided by six equals | _____ |
| 22. one thousand one hundred divided by four equals | _____ |
| 23. forty multiplied by two plus four equals | _____ |
| 24. fifteen minus eight plus sixty equals | _____ |

Ex. 1.4.4 **Spelling** Complete the sentences by writing ordinal numbers (in words):

- | | | |
|---------------------|-------|--------------------|
| 1. October is the | _____ | month of the year. |
| 2. January is the | _____ | month of the year. |
| 3. April is the | _____ | month of the year. |
| 4. March is the | _____ | month of the year. |
| 5. September is the | _____ | month of the year. |
| 6. June is the | _____ | month of the year. |
| 7. May is the | _____ | month of the year. |
| 8. February is the | _____ | month of the year. |
| 9. December is the | _____ | month of the year. |
| 10. July is the | _____ | month of the year. |
| 11. November is the | _____ | month of the year. |
| 12. August is the | _____ | month of the year. |

Ex. 1.4.5 **Spelling** Complete each sentence using an ordinal number:

- | | | |
|--------------|-------|-------------------------|
| 1. A is the | _____ | letter of the alphabet. |
| 2. P is the | _____ | letter of the alphabet. |
| 3. E is the | _____ | letter of the alphabet. |
| 4. X is the | _____ | letter of the alphabet. |
| 5. L is the | _____ | letter of the alphabet. |
| 6. T is the | _____ | letter of the alphabet. |
| 7. O is the | _____ | letter of the alphabet. |
| 8. M is the | _____ | letter of the alphabet. |
| 9. F is the | _____ | letter of the alphabet. |
| 10. G is the | _____ | letter of the alphabet. |
| 11. K is the | _____ | letter of the alphabet. |
| 12. R is the | _____ | letter of the alphabet. |

Unit 1.5

VOCABULARY

Personal Details

Unit 1.5 Personal Details

1.5.1 We need to know how to write our personal details in English to sign up for services in an English-speaking country, for example an English course!

1.5.2 Different titles mean different things in English:

- | | |
|------|--|
| Mr | is used before a boy's or man's name |
| Mrs | is used before a married woman's name |
| Miss | is used before a girl's name |
| Ms | is used before a woman's name when she is unmarried, divorced, or does not believe that her marital status is relevant |

Exercises

Ex. 1.5.1 **Writing** Translate the following words into your first language and learn them:

- | | | | |
|--------------------|-------|------------------------|-------|
| 1. Mr | _____ | 10. mobile number | _____ |
| 2. Mrs | _____ | 11. email address | _____ |
| 3. Miss | _____ | 12. age | _____ |
| 4. Ms | _____ | 13. date of birth | _____ |
| 5. first name | _____ | 14. nationality | _____ |
| 6. surname | _____ | 15. occupation | _____ |
| 7. address | _____ | 16. marital status | _____ |
| 8. postcode | _____ | 17. number of children | _____ |
| 9. landline number | _____ | | |

Ex. 1.5.2 **Writing** Practise writing your personal details by filling in this form:

Please use capital letters

Mr/Mrs/Miss/Ms: _____

First Name: _____

Surname: _____

Address: _____

Post Code: _____

Landline Number: _____

Mobile Number: _____

Email Address: _____

Age: _____

Date of Birth: ____/____/____ (day / month / year)

Nationality: _____

Occupation: _____

Marital Status: _____

Number of Children: _____

Unit 1.6

PRONUNCIATION

Clear Alphabet

Unit 1.6 Clear Alphabet

- 1.6.1 Clear Alphabet (sometimes shortened to CA) is a new phonetic alphabet for English. We use it to write words and sentences as a collection of different sounds. It is similar to the more popular International Phonetic Alphabet (or IPA) because they both enable a reader to see all the phonemes (sounds) contained in a word or sentence.

You can read the Clear Alphabet chart on p.XX.

Unlike the IPA, which uses unfamiliar symbols to represent sounds, Clear Alphabet uses the familiar Roman alphabet letters – a, b, c, etc. This is important because it means that we can write in the Clear Alphabet on a keyboard without buying a special font. Also the words are easier to read:

Compare:

normal spelling:	Clear Alphabet spelling:	IPA spelling:
sheep	Sheep	/ʃi:p/
Tuesday	Tyoo stei	/'tju:steɪ/

- 1.6.2 In Clear Alphabet words are broken up into syllables. There is a gap between each syllable and the stressed syllable starts with a capital letter, for example:

television = te | Vi | zzn.

A capital letter always indicates a stressed syllable – not a new sentence or proper noun. Apart from that punctuation remains the same – we still use full stops, commas, question marks, and so on. For example:

ar y Wing glish? = Are you English?

- 1.6.3 Each of the 48 sounds of English has its own written ID (identifier). For example, the 'a' sound in 'cake' is always written as ei – Keik. In normal spelling this sound can be written in different ways, but with CA it always looks the same: ei. For example:

make = Meik | day = Dei | brain = Brein, etc.

- 1.6.4 While the normal written alphabet has 26 **letters** with 21 consonant letters and 5 vowel letters (see p.XX), Clear Alphabet has 48 **sounds**, with **25 consonant sounds** and **23 vowel sounds**.

- 1.6.5 The consonant sounds can be voiced (pronounced with voice) or unvoiced (pronounced without voice). We make consonant sounds when we move our tongue, lips, and mouth into different positions before releasing breath from our lungs. There are 15 voiced consonant sounds (we can feel our vocal cords moving when we make them):

Sound:	As in:	Sound:	As in:	Sound:	As in:
b	bag	m	music	v	van
d	dice	n	nurse	w	week
g	glass	ng	ring	y	yoghurt
j	jam	r	road	z	zip
l	lake	th	brother	zz	revision

and there are 10 unvoiced consonant sounds (we can't feel our vocal cords moving when we make them):

Sound:	As in:	Sound:	As in:	Sound:	As in:
ch	cheese	k	kit	t	taxi
f	frog	p	pig	tt	thousand
h	head	s	snow		
hh	loch	sh	shop		

There are a few difficult consonant sounds to pronounce, like tt (the 'th' sound in **thick**) and th (the 'th' sound in **this**). The hh sound (in '**loch**') is difficult for most English native speakers to pronounce, and occurs mainly north of the Scottish border! It is not common in British English. Having said that, most consonants sound as you would expect them to from looking at them (they are phonetic), so it is more important to spend time learning how the vowel sounds and diphthongs look and sound than worrying about consonant sounds.

1.6.6

The vowel sounds can be short, long, or diphthong, which means double vowel sounds – two vowel sounds together. The discrepancy between the large number of vowel sounds in English (twenty-three!) and the small number of vowel letters to represent them (five!), causes a lot of problems with spelling and pronunciation. (See Unit X.X.) Vowel sounds are made when we allow breath to move freely from our lungs out of our mouths, without blocking it with our tongue, lips, or mouth (as we do with consonant sounds). Learners whose first language does not contain any long vowel sounds or diphthongs will often try to use only short vowel sounds to make all of the vowel sounds in English – which leads to errors and a breakdown in communication, because we rely on the vowel sounds to carry the meaning in a word or sentence. (See Unit X.X.)

There are eight short vowel sounds:

Sound:	As in:	Sound:	As in:
a	bat	o	sock
e	leg	u	cup
i	dish	uh (schwa sound)	arrive
ii	happy	uu	pull

...five long vowel sounds:

Sound:	As in:	Sound:	As in:
ar	star	oo	shoot
ee	three	or	ball
er	shirt		

...and ten diphthongs:

Sound:	As in:	Sound:	As in:	Sound:	As in:
ai	time	ei	plane	oy	toy
aiy	hire	eir	pear	uuw	pure
au	cow	eu	home		
auw	power	iy	here		

1.6.7

When pronounced on their own, all consonant sounds (including unvoiced) are followed by a schwa sound. (See Unit X.X.) This is called an embedded schwa sound. For example, the word doctor, which has a strong first syllable and a weak second syllable – with t + schwa sound – is represented like this: Do kt.

1.6.8 We need to use a phonetic alphabet like **Clear Alphabet** in the classroom to represent sounds, because most English words are not **phonetic**. This means that they sound different to how they look. For example, we write the word 'daughter' like this, but pronounce it 'Dor t'. There are several letters that are not pronounced. We don't hear the letters 'g' or 'h' because the spelling pattern 'augh' represents the vowel sound 'or', while the letter 'r' at the end is silent. So we can use Clear Alphabet to learn about the difference between spelling and sound.

1.6.9 However, there are a few words which look like they sound, which makes Clear Alphabet rather unnecessary. They are phonetic words. For example:

<u>Normal spelling:</u>	<u>Clear Alphabet:</u>
bag	Bag
hand	Hand
tent	Tent
week	Week

Note that we still need a capital letter at the beginning of the Clear Alphabet translation to show that this is a stressed syllable. See p.XX for a fuller list of phonetic words in English.

Exercises

Ex. 1.6.1 **Reading** Match the Clear Alphabet translation of each word with the normal spelling:

Klars	Ree ding	Arn s	Heum werk	Cheir	Desk	Ing glish	Pei p	km Pyoo t	Buuk	
Gra m	Rai ting	Di kshn rii	Meu bail	b Gi n	naun	Kors	Al f bet	kwo li f	Kei shn	Stres

- | | | | |
|----------------|-------|-------------------|-------|
| 1. alphabet | _____ | 11. English | _____ |
| 2. answer | _____ | 12. grammar | _____ |
| 3. beginner | _____ | 13. homework | _____ |
| 4. book | _____ | 14. mobile | _____ |
| 5. chair | _____ | 15. noun | _____ |
| 6. class | _____ | 16. paper | _____ |
| 7. computer | _____ | 17. qualification | _____ |
| 8. course | _____ | 18. reading | _____ |
| 9. desk | _____ | 19. stress | _____ |
| 10. dictionary | _____ | 20. writing | _____ |

Ex. 1.6.2 **Writing** Write five words which contain each vowel sound. Underline the sounds:

a	e	i	o	ee	er
oo	or	ai	ei	eu	uh

Ex. 1.6.3 **Writing** Write five words which contain each consonant sound. Underline the sounds:

b	d	g	l	th	y
f	p	s	sh	t	tt

Ex. 1.6.4 **Writing** Write your first name in Clear Alphabet:

Now write the first names of four friends or family members:

Ex. 1.6.5 **Writing** Translate the following common words from Clear Alphabet:

- | | | | |
|---------------|-------|--------------|-------|
| 1. Twen tii | _____ | 11. o Kteu b | _____ |
| 2. Num b | _____ | 12. Dei | _____ |
| 3. Jan y rii | _____ | 13. Wen stei | _____ |
| 4. Wun | _____ | 14. Nain | _____ |
| 5. Se vn teen | _____ | 15. March | _____ |
| 6. Mun dei | _____ | 16. TTree | _____ |
| 7. Se vn | _____ | 17. Frai dei | _____ |
| 8. Fi ftii | _____ | 18. Su m | _____ |
| 9. Mei | _____ | 19. di Sem b | _____ |
| 10. i Le vn | _____ | 20. Win t | _____ |

Ex. 1.6.6 **Writing** Translate the following common words into Clear Alphabet:

- | | | | |
|-------------|-------|---------------|-------|
| 1. November | _____ | 11. July | _____ |
| 2. August | _____ | 12. April | _____ |
| 3. February | _____ | 13. September | _____ |
| 4. five | _____ | 14. eight | _____ |
| 5. Thursday | _____ | 15. Tuesday | _____ |
| 6. autumn | _____ | 16. forty | _____ |
| 7. two | _____ | 17. June | _____ |
| 8. eighteen | _____ | 18. season | _____ |
| 9. Saturday | _____ | 19. Sunday | _____ |
| 10. twelve | _____ | 20. month | _____ |

Clear Alphabet – 48 Phonemes (Individual Sounds)

23 vowel sounds: 8 short 5 long 10 diphthongs | 25 consonant sounds: 15 voiced 10 unvoiced
 Each phoneme always has the same written identifier (ID). Letters not used from the old alphabet: c, q, x
 When pronounced on their own, all consonant sounds (including unvoiced) are followed by a schwa sound, e.g. 7. buh. This is called an **embedded schwa sound**. Hear the sounds: <http://tinyurl.com/nea-sounds>

No.	Phonemic ID	Old IPA Symbol	Old Spelling	New Spelling	Type
1.	a	/æ/	bat	Bat	v / s
2.	ai	/aɪ/	time	Taim	d
3.	aiy	/aɪə/	hire	Haiy	d
4.	ar	/ɑː/	star	Star	v / l
5.	au	/aʊ/	cow	Kau	d
6.	auw	/aʊə/	power	Pauw	d
7.	b	/b/	bag	Bag	c / v
8.	ch	/tʃ/	cheese	Cheez	c / u
9.	d	/d/	dice	Dais	c / v
10.	e	/e/	leg	Leg	v / s
11.	ee	/iː/	three	Ttree	v / l
12.	ei	/eɪ/	plane	Plein	d
13.	eir	/eə/	pear	Peir	d
14.	er	/ɜː/	shirt	Shert	v / l
15.	eu	/əʊ/	home	Heum	d
16.	f	/f/	frog	Frog	c / u
17.	g	/g/	glass	Glars	c / v
18.	h	/h/	head	Hed	c / u
19.	hh	/x/	loch	Lohh	c / u
20.	i	/ɪ/	dish	Dish	v / s
21.	ii	/i/	happy	Ha pii	v / s
22.	iy	/ɪə/	here	Hiy	d
23.	j	/dʒ/	jam	Jam	c / v
24.	k	/k/	kit	Kit	c / u
25.	l	/l/	lake	Leik	c / v
26.	m	/m/	music	Myoo zik	c / v
27.	n	/n/	nurse	Ners	c / v
28.	ng	/ŋ/	ring	Ring	c / v
29.	o	/ɒ/	sock	Sok	v / s
30.	oo	/uː/	shoot	Shoot	v / l
31.	or	/ɔː/	ball	Borl	v / l
32.	oy	/ɔɪ/	toy	Toy	d
33.	p	/p/	pig	Pig	c / u
34.	r	/r/	road	Reud	c / v
35.	s	/s/	snow	Sneu	c / u
36.	sh	/ʃ/	shop	Shop	c / u
37.	t	/t/	taxi	Ta ksii	c / u
38.	th	/ð/	brother	Bru th	c / v
39.	tt	/θ/	thousand	Ttau znd	c / u
40.	u	/ʌ/	cup	Kup	v / s
41.	uh	/ə/	arrive	uh Raiv	v / s
42.	uu	/ʊ/	pull	Puul	v / s
43.	uuw	/ʊə/	pure	Pyuuw	d
44.	v	/v/	van	Van	c / v
45.	w	/w/	week	Week	c / v
46.	y	/j/	yoghurt	Yo gt	c / v
47.	z	/z/	zip	Zip	c / v
48.	zz	/ʒ/	revision	r Vi zzn	c / v
	_	/ʔ/	football	Fuu_ borl	

Key – v = vowel sound: s = short l = long d = diphthong | c = consonant sound: v = voiced u = unvoiced

Phonetic Words in Normal English Spelling

This is a list of words from the dictionary which are spelled the same in both the normal Roman alphabet and the Clear Alphabet. These words are easy to pronounce because they look like they sound. They are generally one-syllable words:

adverb	A dverb	fit	Fit	map	Map	soft	Soft
advert	A dvert	flat	Flat	mark	Mark	soon	Soon
am	Am	flop	Flop	meat	Meet	sort	Sort
an	An	fog	Fog	men	Men	spend	Spend
and	And	food	Food	mist	Mist	spin	Spin
ant	Ant	for	For	moon	Moon	spring	Spring
arm	Arm	form	Form	much	Much	stand	Stand
artist	Ar tist	free	Free	mum	Mum	star	Star
at	At	frog	Frog	must	Must	starfish	Star fish
bad	Bad	from	From	need	Need	start	Start
bag	Bag	get	Get	nut	Nut	step	Step
ban	Ban	get in	Ge Tin	on	On	stop	Stop
bat	Bat	get on	Ge Ton	or	Or	storm	Storm
bed	Bed	God	God	pig	Pig	street	Street
bedroom	Be droom	golf	Golf	plan	Plan	string	String
bee	Bee	got	Got	plot	Plot	strong	Strong
beef	Beef	green	Green	pop	Pop	such	Such
been	Been	greet	Greet	pop star	Po pstar	sun	Sun
beg	Beg	groom	Groom	port	Port	sunset	Sun set
belt	Belt	gun	Gun	print	Print	suntan	Sun tan
bench	Bench	had	Had	ran	Ran	swim	Swim
best	Best	hand	Hand	rash	Rash	ten	Ten
big	Big	hard	Hard	rent	Rent	tent	Tent
boy	Boy	hat	Hat	rest	Rest	test	Test
bring	Bring	help	Help	rich	Rich	than	Than
British	Bri tish	her	Her	ring	Ring	that	That
bus	Bus	him	Him	risk	Risk	their	Their
but	But	hit	Hit	room	Room	them	Them
chat	Chat	if	If	run	Run	then	Then
cheek	Cheek	in	In	sad	Sad	too	Too
chest	Chest	inch	Inch	sand	Sand	top	Top
chin	Chin	inform	in Form	see	See	transfer	Tran sfer
dad	Dad	job	Job	self	Self	up	Up
deep	Deep	jump	Jump	send	Send	van	Van
dentist	Den tist	just	Just	set	Set	verb	Verb
did	Did	keep	Keep	sheep	Sheep	vest	Vest
dog	Dog	king	King	ship	Ship	week	Week
drip	Drip	left	Left	shop	Shop	went	Went
drum	Drum	leg	Leg	short	Short	west	West
end	End	lend	Lend	shut	Shut	wet	Wet
far	Far	lift	Lift	sing	Sing	wind	Wind
farm	Farm	lip	Lip	sit	Sit	wish	Wish
fat	Fat	long	Long	skin	Skin	with	With
feet	Feet	lot	Lot	sleep	Sleep	yet	Yet
film	Film	lunch	Lunch	sleet	Sleet	York	York
finish	Fi nish	lung	Lung	slim	Slim	zip	Zip
fish	Fish	man	Man	slip	Slip		

Unit 1.7

PRONUNCIATION

Word Stress

Unit 1.7 Word Stress

- 1.7.1 Word stress is the system of stress within an individual word. Word stress is important because English is a stress-timed language, which means that we speak with rhythm, pronouncing the stress in each content word. Each content word is broken into parts called syllables. One of the syllables in a word will have a stronger stress than the others. We pronounce the stressed syllable more loudly and with more power, while the other syllables are pronounced more quietly and with less power. Every content word in English has one strong stress. (Unit X.X.) For example:

teacher has two syllables: tea cher Tee ch (Clear Alphabet)

The first syllable has strong stress, while the second syllable does not. It is weak.

- 1.7.2 Word stress is not regular in English. The positioning of word stress varies, although it is very often on the first syllable of a word, so if you need to have a guess you should choose the first syllable! This is mainly because suffixes – word endings – in English are not usually stressed. For example, a two syllable word ending with the suffix *ing* must be stressed on the first, because *ing* is never stressed:

Normal spelling: Clear Alphabet:

swimming	Swi ming
reading	Ree ding
fishing	Fi shing
sleeping	Slee ping

See p.XX for 100 of the most common suffixes in English.

- 1.7.3 **Suffixes** can also help us to find word stress because there are many suffixes which follow a rule that the stress must be on the syllable before, for example:

Suffixes: Examples (with stressed syllable underlined):

-able	un <u>be</u> lievable
-ent	in <u>de</u> pendent
-ious	del <u>ic</u> ious
-ment	ent <u>er</u> tainment

These suffixes are very common, so it's reassuring to know that the stress will always be before each one. Read and learn the full list on p.XX.

There are also a number of common suffixes which *are* stressed. (See p.XX.) They are the exception to the rule that suffixes are unstressed. For example:

Suffixes: Examples (with stressed syllable underlined):

-aise	mayonna <u>ise</u>
-ee	interview <u>ee</u>
-eer	engine <u>er</u>
-ese	Portugue <u>se</u>

1.7.4 Other rules of word stress include:

- **Compound nouns** are usually stressed on the first syllable. These are words which combine two words, such as:

airport air + port popcorn pop + corn
football foot + ball strawberry straw + berry

There is a list of 300 common compound nouns on p.XX.

- Both parts of **phrasal verbs** are stressed, for example:

wake up
go out

- **Acronyms** are usually stressed on the final syllable, for example:

BBC
DVD

- There is a small group of words called **homographs** which are pairs of words with the same spelling, but different stress depending on the type of word, (whether it is a noun or a verb), for example:

Noun:	Verb:	Noun:	Verb:
<u>contrast</u>	<u>contrast</u>	<u>invite</u>	<u>invite</u>
<u>desert</u>	<u>desert</u>	<u>permit</u>	<u>permit</u>
<u>discount</u>	<u>discount</u>	<u>progress</u>	<u>progress</u>
<u>increase</u>	<u>increase</u>	<u>update</u>	<u>update</u>

See p.XX for a longer list of noun-verb homographs.

- As we can see in the table above, it is very common for two-syllable verbs to be stressed on the second syllable.

This advice can help us to find word stress because modern English often consists mainly of:

- words of one syllable – where the word stress is obvious
- words with suffixes, which guide us because they are not stressed or follow a word stress rule
- words which are compound nouns

(See p.XX for an analysis of a newspaper article that proves this point.)

1.7.5 Apart from the helpful guidance above, the best place to start if you want to find the stressed syllable in a word is the final syllable. In general, a word is stressed on **the nearest strong syllable to the end**. We must work from right to left, beginning with the final syllable, and assess whether each syllable is strong or weak. It depends on the **vowel sound**: a strong syllable is one with a long vowel sound (e.g. ar, ee), a diphthong (e.g. ai, ei), or a short vowel sound (e.g. a, o, but not a schwa sound). If it is strong, we have found the stressed syllable. If it is weak, we must move along until we find a strong syllable. See p.XX for examples of this process.

1.7.6 If all else fails, you could find the stressed syllable of a word by looking it up in the dictionary or online, or by using a translator program or app and listening to the audio pronunciation. If the pronunciation of the word is written using IPA, the stressed

syllable will have a stress mark before it, which looks like this: /'/. For example, 'teacher' would look like this: /'ti:tʃə/ which tells us that the first syllable is stressed.

Exercises

Ex. 1.7.1 **Reading** Put the words into groups depending on how many syllables there are:

determiner	conjunction	preposition	adjective
chair	bag	exam	book
consonant	answer	improve	alphabet
desk	computer	paragraph	certificate
language	class	group	finish

<i>1 syllable:</i>	<i>2 syllables:</i>	<i>3 syllables:</i>	<i>4 syllables:</i>

Ex. 1.7.2 **Writing** Write more words on the topic of Learning English in each group:

<i>1 syllable:</i>	<i>2 syllables:</i> <i>e.g. teacher</i>	<i>3 syllables:</i>	<i>4 syllables:</i>

Ex. 1.7.3 **Reading** Underline the stressed syllable in each word:

- | | | | |
|---------------|------------------|---------------|-------------------|
| 1. adverb | 6. elementary | 11. level | 16. partner |
| 2. article | 7. English | 12. listening | 17. pen |
| 3. beginner | 8. grammar | 13. mobile | 18. pronunciation |
| 4. course | 9. homework | 14. noun | 19. qualification |
| 5. dictionary | 10. intermediate | 15. paper | 20. reading |

Ex. 1.7.4 **Reading** Underline the suffix in each word and put the words into groups:

- | | | |
|---------------|-------------------|-------------------|
| 1. dictionary | 11. speaking | 21. computer |
| 2. reading | 12. advanced | 22. article |
| 3. grammar | 13. writing | 23. teacher |
| 4. syllable | 14. tablet | 24. paragraph |
| 5. consonant | 15. mobile | 25. certificate |
| 6. determiner | 16. example | 26. intermediate |
| 7. answer | 17. beginner | 27. conjunction |
| 8. elementary | 18. qualification | 28. partner |
| 9. listening | 19. student | 29. preposition |
| 10. spelling | 20. level | 30. pronunciation |

Ex. 1.7.5 **Reading** Match the words to make 20 compound nouns:

*ball board brush book glasses day way fall man pack
work noon port care room bike chair pet table barrow*

- | | |
|-----------------|-----------------|
| 1. after _____ | 11. foot _____ |
| 2. birth _____ | 12. wheel _____ |
| 3. air _____ | 13. motor _____ |
| 4. home _____ | 14. rail _____ |
| 5. car _____ | 15. back _____ |
| 6. cup _____ | 16. child _____ |
| 7. bath _____ | 17. sun _____ |
| 8. time _____ | 18. snow _____ |
| 9. water _____ | 19. text _____ |
| 10. wheel _____ | 20. paint _____ |

Ex. 1.7.6 **Reading** Add a word to each word to make a compound noun:

- | | |
|-----------------|-----------------|
| 1. basket _____ | 11. work _____ |
| 2. green _____ | 12. play _____ |
| 3. under _____ | 13. life _____ |
| 4. super _____ | 14. ward _____ |
| 5. land _____ | 15. paper _____ |
| 6. dust _____ | 16. milk _____ |
| 7. sales _____ | 17. every _____ |
| 8. news _____ | 18. hair _____ |
| 9. tooth _____ | 19. day _____ |
| 10. wind _____ | 20. wall _____ |

Ex. 1.7.7 **Reading** Use a dictionary to help you complete the table and underline the stressed syllable(s) in each item:

5 words with suffixes:	5 compound nouns:	5 phrasal verbs:	5 acronyms:	5 homographs:

100 of the Most Common Suffixes in English

(the vowel sound on the suffix is shown in red)

Suffixes with a Schwa sound (uh)

-al	animal	-er	writer	-ple	apple
-an	human	-es	buses	-ra	zebra
-ance	appearance	-est	biggest	-ren	children
-ant	important	-ful	joyful	-sion	explosion
-ar	lunar	-ial	initial	-son	person
-ard	wizard	-in	raisin	-tain	certain
-ate	accurate	-le	little	-thon	marathon
-cian	musician	-less	pointless	-tion	position
-cious	delicious	-ment	entertainment	-ule	schedule
-dom	freedom	-ness	happiness	-um	album
-ed	added	-on	cotton	-ure	measure
-en	wooden	-or	doctor	-us	focus
-ence	licence	-our	colour	-ward	forward
-ent	student	-ous	famous		

Suffixes with an i sound:

-age	bandage	-is	tennis	-it	prohibit
-ic	basic	-ish	finish	-ive	passive
-im	maxim	-ism	racism	-ship	worship
-ing	meeting	-ist	pianist		

Suffixes with an ii sound:

-cy	fancy	-ie	cookie	-ly	quickly	-ty	party
-ey	trolley	-ies	ladies	-ry	very	-y	windy

Suffixes with two vowel sounds:

<u>uh / ii</u>			<u>i / uh</u>		
-ably	comfortably	-ogy	technology	-ible	responsible
-acy	democracy	-omy	astronomy	-ical	economical
-amy	monogamy	-raphy	geography		
-archy	monarchy				
-ary	dictionary	<u>uh / uh</u>		<u>uh / i</u>	
-ery	pottery	-able	available	-ative	talkative
-ity	purity				

Suffixes with other sounds: iy -eous, -ia, -ian, -ier, -iour, -ious, -ium eu -o, -ow, -phobe ai -fy, -ise a -gram o -logue oy -oid

Suffixes which are stressed:

-aise	mayonnaise	-esce	coalesce	-ette	cigarette
-ane	mundane	-ese	Chinese	-ique	unique
-ee	trainee	-esque	picturesque	-teen	nineteen
-eer	engineer	-ess	princess		

Suffixes and Word Stress

- Suffixes are **usually** unstressed.
- Words with the following suffixes are usually* stressed on **the syllable before the suffix** (shown in bold):

<u>Suffix</u>	<u>Example #1</u>	<u>Example #2</u>	<u>Example #3</u>	<u>Example #4</u>
-able	unbeliev-able	inconceiv-able	unforgiv-able	accept-able
-age	advant-age	discour-age	percent-age	remarri-age
-ance	assist-ance	annoy-ance	reappear-ance	import-ance
-ancy	account-ancy	expect-ancy	redund-ancy	discrep-ancy
-ed	consult-ed	inflict-ed	present-ed	unexpected-ed
-ency	depend-ency	absorb-ency	complac-ency	inconsist-ency
-ent	independ-ent	insuffici-ent	correspond-ent	incandesc-ent
-eous	outrag-eous	courag-eous	simultan-eous	advantag-eous
-ial	colon-ial	bicentenn-ial	financ-ial	artific-ial
-ian	optic-ian	amphib-ian	mathematic-ian	vegetar-ian
-ible	incred-ible	collect-ible	incomprehens-ible	undigest-ible
-ic	encycloped-ic	microscop-ic	fantast-ic	problematic-ic
-ical	illog-ical	econom-ical	philanthrop-ical	stereotyp-ical
-ify	overident-ify	demyst-ify	electr-ify	object-ify
-ious	rebell-ious	industr-ious	unostentat-ious	conscient-ious
-ity	commun-ity	believabil-ity	incomprehensibil-ity	respectabil-ity
-ment	content-ment	entertain-ment	engage-ment	underachieve-ment
-raphy	geog-raphy	biog-raphy	callig-raphy	photog-raphy
-sion	apprehen-sion	dimen-sion	incomprehen-sion	supervi-sion
-tion	infla-tion	interven-tion	informa-tion	contradic-tion
-ual	unus-ual	noncontract-ual	intellect-ual	multiling-ual

Exceptions to the rule

Words with the following suffixes are usually* stressed **on the suffix** (shown in bold):

<u>Suffix</u>	<u>Example #1</u>	<u>Example #2</u>	<u>Example #3</u>	<u>Example #4</u>
-ee	trust- ee	attend- ee	interview- ee	guarant- ee
-eer	ballad- eer	auction- eer	volunt- eer	engin- eer
-ese	journal- ese	Vietnam- ese	Portugu- ese	Canton- ese
-esque	Chaplin- esque	statu- esque	pictur- esque	Ruben- esque
-ess	steward- ess	lion- ess	poet- ess	manager- ess
-ette	laundry- ette	usher- ette	kitchen- ette	maison- ette
-phobia	claustro- phobia	arachno- phobia	techno- phobia	xeno- phobia
-phobic	claustro- phobic	arachno- phobic	techno- phobic	xeno- phobic

* Note: there will be some exceptions, as with any rule in English!

300 Common Compound Nouns – Ordered by Same First Word

Word stress falls on the **first syllable** of each word. Notice common first words, e.g. “school-”, “sun-”, and “water-”.

airforce airmail airport	footprints fortnight friendship gamekeeper gateway girlfriend granddaughter grandfather grapefruit graveyard greengrocer greenhouse guidebook guideline gunpowder hailstones	nightdress nightlife nothing oatmeal offspring	shortbread shorthand showroom shrinkage sideshow slapstick	toothpaste toothpick
anteater anybody backpack baseball basketball bathroom birthday blackmail bookshelf boyfriend breadbin breadknife bridesmaid broadcast butterfly campsite carpet carseat cavewoman checkout cheesecake chequebook childcare childhood chopsticks cliffhanger climbdown cocktail collarbone countryside cupboard darkroom dashboard daybreak daytime deadline doorbell doorway drainage drainpipe	hairbrush haircut hairdresser	outback outbreak outline paintbox paintbrush pancake paperback paperwork passport pawnbroker payday peanut penknife pickpocket pigeonhole pinball pineapple	snowball snowdrift snowfall snowman softball	tracksuit troublemaker troubleshooter turnout typewriter undertaker underwear uprising upturn videotape viewfinder viewpoint volleyball
dustbin dustman dustpan	handbag handbrake handcuffs	playground playroom playtime	somebody someone something	waistband waistcoat waistline
earrings eggcup eggshell	headlights headline heartache hedgehog homecoming homework iceberg jackpot junkyard keyboard kighthood knockout lampshade	ponytail popcorn postwoman printout pushchair quarterback quicksand racehorse racetrack railway	spaceship speedboat sportswoman spreadsheet springboard staircase stalemate starfish statesperson stepdaughter stepmother stopover stopwatch storeroom strawberry stronghold summerhouse summertime	walkway wallpaper wardrobe warehouse warthog washroom wasteland watchdog
everybody everyone everything	landmark landmine landowner landscape	rainbow raincoat rainforest	sunbathing sunblock sunglasses sunlight sunset sunshine suntan	waterfall waterfront watermelon waterworks
eyelash fingerprints fireman fireplace flatmate flatshare flowerbed	lifeboat lifestyle locksmith lunchtime marketplace mealtime milkman milkshake moonlight	rooftop roundabout runway	supermarket supermodel superstore	wavelength webcam webmaster website
footage football	motorbike motorboat motorway	salesman salesperson saleswoman	sweatshirt sweatshop sweetcorn sweetheart switchboard tabletop taxpayer teacup teammate teamwork teapot teardrop teatime textbook thunderstorm timetable tomcat	wheelbarrow wheelchair wheelclamp
	mountainside namedropper namesake necklace network	sandbox sandcastle sandpaper sandpit	windbreak windmill windowsill windscreen windshield windsurfing	whiplash whirlwind whitewash wildlife willpower
	newsagent newspaper newsreader	scarecrow schoolboy schooldays schoolgirl schoolteacher	wonderland	windbreak windmill windowsill windscreen windshield windsurfing
	nickname	scrapbook screenplay screenwriter scriptwriter	woodland woodpecker woodworm	workbench workman workshop
	nightclub	shopkeeper shoplifter shoplifting	woodworm workbench workman workshop	wristwatch yardstick
			toothache toothbrush	

List of Noun/Verb Homographs

Homographs are words which are spelled the same, but have different meanings. They often have different sounds too.

The following two-syllable words can be used as either **nouns** (with the strong stress on the 1st syllable) or as **verbs** (with the strong stress on the 2nd syllable).

For example, the noun “transport” Tran sport – stressed on the 1st syllable – means a **method** of getting somewhere, whilst the verb “transport” tran Sport – stressed on the 2nd syllable – means **to take** somebody or something somewhere.

Note: the words are grouped by order of prefix. The main groups are shown in boxes, with prefixes shown in bold.

ally	implant	suspect
accent	import	torment
combine	incense	transfer
commune	incline	transport
compost	increase	update
compound	insert	uplift
compress	insult	upset
concert	intrigue	
conduct	invite	
confine	object	<u>My suggestions</u>
conflict	permit	_____
conscript	pervert	_____
consort	present	_____
construct	process	_____
content	produce	_____
contest	progress	_____
contract	project	_____
contrast	protest	_____
convert	rebel	_____
convict	recall	_____
decrease	recap	_____
default	record	_____
defect	refill	_____
desert	refund	_____
digest	refuse	_____
discharge	reject	_____
discount	relapse	_____
dismount	remake	_____
entrance	reprint	_____
escort	research	_____
exploit	retake	_____
export	segment	_____
extract	subject	_____
impact	survey	_____

Working Out Word Stress – Analysis of a Newspaper Article #1

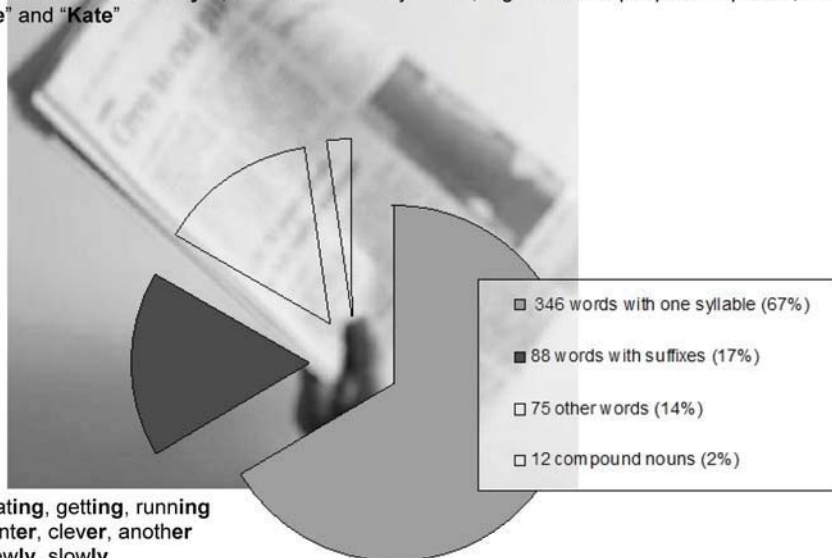
This analysis demonstrates the prevalence of one-syllable words, words with suffixes, and compound nouns in modern English. If we can identify these kinds of words, we can more easily identify word stress because:

- one-syllable words are stressed on the whole word
- suffixes are almost always unstressed
- compound nouns are almost always stressed on the first syllable

We analysed a recent article about holidays from a quality British broadsheet newspaper. 86% of the words used fell into one of the three categories above. We are unable to reprint the article here, but the results of our analysis are as follows. (Note: all examples are from the author of this book, not from the original article).

Total words in the newspaper article extract: **521**

- 67%** There are 346 one-syllable words. If it's a content word, e.g. "go" or "quick", the stress is on the whole word. If it's a function word, e.g. "the" or "at" it will (almost) always be unstressed, and if spoken aloud the weak stress form will be used, if applicable (see p.17.1 for more on weak forms)
- 17%** There are 88 words with suffixes, e.g. "wint **-er**" and "look **-ing**"
- 2%** There are 12 compound nouns, e.g. "**fortnight**" and "**grapefruit**"
- 14%** There are 75 other words, including words with prefixes, e.g. "**a-** bout" and "**com-** pete"; compound words, e.g. "**deep-frozen**" and "**school-days**"; and non-dictionary words, e.g. names of people and places, such as "**Derbyshire**" and "**Kate**"



88 words with suffixes

- ing** e.g. looking, eating, getting, running
- er** e.g. leather, winter, clever, another
- ly** e.g. quickly, newly, slowly
- y** e.g. happy, ready
- le** e.g. whistle, fizzle
- tion** e.g. examination, position
- ic** e.g. aromatic, automatic

Other suffixes found in words from the article

-able, -age, -al, -ant, -bour, -by, -ed, -en, -es, -ey, -ies, -ion, -ment, -n't, -o, -or, -ous, -rict, -try, -ture, etc.

12 compound nouns

e.g. fortnight, grapefruit, sideshow, wardrobe, guidebook, etc.

Action

Why not get your students to do a similar analysis of a short text or newspaper article? Ask them to look for:

- one-syllable words
- words with suffixes
- compound nouns

English Stress Rules

Generally, a word is stressed on the nearest strong syllable to the end. Work from right to left, beginning with the final syllable. Is it strong? If not, move along, until you find a strong syllable. Here are some typical patterns:

Compound Nouns	“Ante” Ante-Penultimate words with a 2-syllable suffix:	Ante-Penultimate words with a 2-syllable suffix:	Penultimate words with a 1-syllable suffix:	Final 1-syllable content words:
airport	escalator	accidentally	adolescence	bake
bedroom	indicator	collectable	dentist	sun
birthday	radiator	community	dependent	train
championship	manageable	geography	implanted	get
cupboard	inevitable	irresistible	prescription	throw
dashboard	noticeable	nursery	professor	2-syllable verbs:
forecast	eligible	redundancy	sentence	advise
grandma	necessary	words with a suffix in the root word + new suffix:	tractor	decide
handbag	February	acknowledgement	twenty	enjoy
handbrake	particularly	challenging	umbrella	forget
midwife	naturally	classical	wedding	remove
motorbike	other examples:	happily	2-syllable words with a suffix:	the suffix is stressed:
necklace	athleticism	recreational	centre	believe
runway	definitely	stubbornness	illness	cigarette
seatbelt	insidiousness	factory	kidney	engineer
starfish	organising	excellent	listen	mayonnaise
sunblock	rheumatism	exuberance	mammal	referee
Sunday	stupefying	principle	planning	the first syllable is a schwa:
sunglasses		musical	practice	across
toothpaste		family	singer	along
tracksuit			valley	apply
volleyball			written	arrive
wardrobe			yellow	escape
windscreen				

Exceptions:

- compound nouns are stressed on the first syllable
- both parts of phrasal verbs are stressed, e.g. wake up
- acronyms are stressed on the final syllable, e.g. UN
- homographs e.g. produce (verb) / produce (noun)

Unit 1.0

Learning English

ANSWERS

Unit 1.0 Learning English:

- Ex. 1.0.1 Answers will vary.
- Ex. 1.0.2 Answers will vary.
- Ex. 1.0.3 Answers will vary.
- Ex. 1.0.4 Answers will vary.
- Ex. 1.0.5 See p.XX.
- Ex. 1.0.6 Answers will vary.

Unit 1.1 Alphabet:

- Ex. 1.1.1 See p.XX.
- Ex. 1.1.2 Answers will vary.
- Ex. 1.1.3 See p.XX.
- Ex. 1.1.4 1. munopqr. 2. klmnuop. 3. rstuvw. 4. uijklmn. 5. aopqrst.
 6. cdaefgh. 7. uvwxyz. 8. rstuvw. 9. fghuijk. 10. ahbcdef.
 11. pqrst. 12. mnopqr. 13. abucdef. 14. klmnoqp.
 15. uvwhxyz. 16. defughi. 17. noupqrs. 18. rstuvw.
 19. cdaefgh. 20. hiuijklm.
- Ex. 1.1.5 1. stuvw. 2. qrstu. 3. efghi. 4. opqrs. 5. vwxyz. 6. hijkl. 7. rstuv.
 8. uvwxy. 9. ghijk. 10. lmnop.
- Ex. 1.1.6 1. I. 2. U. 3. F. 4. i. 5. V. 6. c. 7. L. 8. y. 9. D. 10. t.

Unit 1.2 Days, Months, and Seasons:

- Ex. 1.2.1 Answers will vary.
- Ex. 1.2.2 Answers will vary.
- Ex. 1.2.3 Answers will vary.
- Ex. 1.2.4 Answers will vary.
- Ex. 1.2.5 1. Friday. 2. October. 3. Thursday. 4. April. 5. February. 6. Monday.
 7. Saturday. 8. autumn. 9. January. 10. November. 11. March. 12. June.
 13. Sunday. 14. spring. 15. Wednesday. 16. December. 17. summer.
 18. July. 19. winter. 20. May. 21. September. 22. August. 23. Tuesday.

Ex. 1.2.6

		R	E	B	M	E	C	E	D					J
	M		O	C	T	O	B	E	R					A
	A	P	R	I	L			N						N
	Y					Y	L	U	J					U
								J		M				A
		T	S	U	G	U	A			A				R
							F	E	B	R	U	A	R	Y
S	E	P	T	E	M	B	E	R		C				
		N	O	V	E	M	B	E	R	H				

Unit 1.3 Basic Words and Phrases:

Ex. 1.3.1 Answers will vary.

Ex. 1.3.2 Answers will vary.

Ex. 1.3.3 Answers will vary.

Unit 1.4 Numbers:

Ex. 1.4.1 1. eighteen. 2. twenty-eight. 3. five or nine. 4. twenty-two. 5. nineteen. 6. eleven. 7. six. 8. seven. 9. twenty-three. 10. thirty. 11. five or nine. 12. twenty-four. 13. thirteen. 14. seventeen. 15. one. 16. two. 17. twenty. 18. three. 19. twenty-one. 20. four. 21. ten. 22. twelve. 23. eight. 24. fourteen.

Ex. 1.4.2 a) twelve, twenty-four, twenty, thirty-five, seventy.
 b) twenty, ten, twenty-six, one, eight.
 c) eighteen, fifty-six, fourteen, ninety-eight, one hundred and seven.
 d) five, fifteen, seven, twenty-eight, sixty-five.
 e) thirty-six, twenty-nine, forty, ten, sixteen.
 f) four, three, sixty-one, one hundred and twenty-two, one hundred and thirty-six.

Ex. 1.4.3 1. fourteen. 2. forty-two. 3. two. 4. fifteen. 5. three. 6. eighty. 7. sixty. 8. four. 9. six. 10. thirty. 11. thirty-seven. 12. fifty-three. 13. sixteen. 14. forty-three. 15. thirty-eight. 16. minus nine (-9). 17. thirty-five. 18. one hundred and forty-five. 19. forty-eight. 20. eleven. 21. fifteen. 22. two hundred and seventy-five. 23. eighty-four. 24. sixty-seven.

Ex. 1.4.4 1. tenth. 2. first. 3. fourth. 4. third. 5. ninth. 6. sixth. 7. fifth. 8. second. 9. twelfth. 10. seventh. 11. eleventh. 12. eighth.

Ex. 1.4.5 1. first. 2. sixteenth. 3. fifth. 4. twenty-fourth. 5. twelfth. 6. twentieth. 7. fifteenth. 8. thirteenth. 9. sixth. 10. seventh. 11. eleventh. 12. eighteenth.

Unit 1.5 Personal Details:

Ex. 1.5.1 Answers will vary.

Ex. 1.5.2 Answers will vary.

Unit 1.6 Clear Alphabet:

Ex. 1.6.1 1. Al f bet. 2. Arn s. 3. b Gi n. 4. Buuk. 5. Cheir. 6. Klars. 7. km Pyoo t. 8. Kors. 9. Desk. 10. Di kshn rii. 11. lng glish. 12. Gra m. 13. Heum werk. 14. Meu bail. 15. Naun. 16. Pei p. 17. kwo li f Kei shn. 18. Ree ding. 19. Stres. 20. Rai ting.

Ex. 1.6.2 Answers will vary. Sample answers:

a	e	i	o	ee	er
cat mat hat land map	egg bell net bread head	big hill fish pick sit	hot not bottle what yacht	please meet leave eat see	learn turn earn work first
oo	or	ai	ei	eu	uh
use new pool grew cool	form normal ball tall August	bike sign fine side child	place name waist case pastry	home told go grow mould	beginner teacher alone competition table

Ex. 1.6.3 Answers will vary. Sample answers:

b	d	g	l	th	y
big buy about bring bird	day dog don't address door	go get ago great Greece	long leg life alive bowl	this those the other rhythm	young you yet yellow Tuesday
f	p	s	sh	t	tt
for frog feel phone awful	pen people keep carpet apple	send so seem crisps assist	show push champagne ship ocean	supermarket time too at feet	think thing author thick oath

Ex. 1.6.4 Answers will vary.

Ex. 1.6.5 1. twenty. 2. number. 3. January. 4. one. 5. seventeen. 6. Monday. 7. seven. 8. fifty. 9. May. 10. eleven. 11. October. 12. day. 13. Wednesday. 14. nine. 15. March. 16. three. 17. Friday. 18. summer. 19. December. 20. winter.

Ex. 1.6.6 1. neu Vem b. 2. Or gst. 3. Fe br w rii. 4. Faiv. 5. Ther stei. 6. Or tm. 7. Too. 8. Ei teen or ei Teen. 9. Sa t dei. 10. Twelv. 11. joo Lai. 12. Ei prl. 13. se Ptem b. 14. Eit. 15. Tyoo stei. 16. For tii. 17. Joon. 18. See zn. 19. Sun dei. 20. Muntt.

Unit 1.7 Word Stress:

Ex. 1.7.1

1 syllable:	2 syllables:	3 syllables:	4 syllables:
chair desk bag class group book	language answer exam improve finish	consonant conjunction computer paragraph adjective alphabet	determiner preposition certificate

Ex. 1.7.2 Answers will vary. Sample answers:

1 syllable:	2 syllables:	3 syllables:	4 syllables:
pen tense etc.	classroom trainer etc.	lecturer article etc.	education exercises etc.

Ex. 1.7.3 1. adverb. 2. article. 3. beginner. 4. course. 5. dictionary. 6. elementary. 7. English. 8. grammar. 9. homework. 10. intermediate. 11. level. 12. listening. 13. mobile. 14. noun. 15. paper. 16. partner. 17. pen. 18. pronunciation. 19. qualification. 20. reading.

Ex. 1.7.4 determiner, answer, beginner, computer, teacher, partner; reading, listening, spelling, speaking, writing; qualification, conjunction, preposition, pronunciation; syllable, example, article; dictionary, elementary; certificate, intermediate; grammar; consonant; advanced; table; mobile; student; level; paragraph.

Ex. 1.7.5 1. afternoon. 2. birthday. 3. airport. 4. homework. 5. carpet. 6. cupboard. 7. bathroom. 8. timetable. 9. waterfall. 10. wheelbarrow. 11. football. 12. wheelchair. 13. motorbike. 14. railway. 15. backpack. 16. childcare. 17. sunglasses. 18. snowman. 19. textbook. 20. paintbrush.

Ex. 1.7.6 Answers will vary. Sample answers: 1. basketball. 2. greengrocer. 3. underwear. 4. supervisor. 5. landline. 6. dustbin. 7. salesperson. 8. newspaper. 9. toothpaste. 10. windmill. 11. workbook. 12. playground. 13. lifeguard. 14. wardrobe. 15. paperback. 16. milkshake. 17. everywhere. 18. hairdryer. 19. daytime. 20. wallpaper.

Ex. 1.7.7 Answers will vary. Sample answers:

5 words with suffixes:	5 compound nouns:	5 phrasal verbs:	5 acronyms:	5 homographs:
<u>letter</u> <u>mountain</u> <u>walking</u> <u>happy</u> <u>invention</u>	<u>girlfriend</u> <u>haircut</u> <u>software</u> <u>checkout</u> <u>volleyball</u>	<u>wake up</u> <u>get up</u> <u>put on</u> <u>go out</u> <u>get on</u> with	<u>CNN</u> <u>ITV</u> <u>BBC</u> <u>ABC</u> <u>btw</u>	<u>progress</u> (n.) / <u>progress</u> (v.) <u>transport</u> (n.) / <u>transport</u> (v.) <u>refund</u> (n.) / <u>refund</u> (v.) <u>combine</u> (n.) / <u>combine</u> (v.) <u>project</u> (n.) / <u>project</u> (v.)

Unit 2.0

Transport

Unit 2.0

Transport

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Unit 2.0

INTRODUCTION

Transport

Unit 2.0 Transport

2.0.1 This unit is called Transport. We are going to learn about the following topics:

1. Word Classes
2. 5 Tenses and 5 Forms of the Verb
3. Present Simple and Present Continuous
4. Adverbs of Frequency
5. Sentence Stress and the Sound Spine
6. Shapes and Colours
7. Telling the Time

Exercises

Ex. 2.0.1 **Speaking & Listening** Discuss the following questions with a partner or small group:

1. What is your favourite mode of transport? Why? What is your least favourite mode of transport? Why?
2. Can you drive? Tell me about learning to drive (or why you can't drive).
3. If you had the choice, where in the world would you visit that you haven't visited before? Why? Who would you take with you? How long would you go for?
4. Can you ride a bike? Tell me about learning to ride a bike (or why you can't ride a bike).
5. Tell me about a terrible journey that you've taken, e.g. you had one of these problems: cancellation / accident / lost luggage, etc.
6. What is the biggest problem with public transport in your town or city?
7. How do you think transport will be different from now in fifty years' time?
8. Would you like to fly in a space shuttle? Why? / Why not? How would you feel if you had this opportunity?

Ex. 2.0.2 **Speaking & Listening** Work with a partner or small group. Study the vocabulary on pp.XX. Think of some real-life situations where you could use the following functions, then create short dialogues or role plays:

- suggest
- offer
- give
- receive

Ex. 2.0.3 **Writing** You want to get a new bus pass for reduced travel on buses and trains. Complete the form below:

Name: _____ Date: _____

Markham City Transport Travel Pass

You can apply for the Markham City Transport Travel pass if you have lived in the city area for more than two years. This special card gives you $\frac{1}{4}$ off all fares when you use public transport in the city area. This includes buses, trains, trams, ferries, and taxis!

To apply, simply complete the form below and take it to the Markham City Council House on Bristol Street. You will also need to show proof of residence (utility bills, tenancy agreement, mortgage statement, etc.) and personal ID (passport, driving licence, etc.), and take two passport photos with you.

Title: _____

First Name: _____ Middle Name(s): _____ Surname: _____

Date of Birth: ____/____/____ (Day / Month / Year)

Address: (Street) _____

(Town / City) _____

Post Code: _____

How long have you lived in Markham? _____ / _____ (Months / Years)

Tel No. (Landline): _____

Mobile No.: _____

Email Address: _____

How would you like us to contact you? post / landline / mobile / text / email (Please circle)

Marital Status: single / married / separated / divorced / widowed / cohabiting / civil partnership /
(Please circle) civil partnership (ended)

Occupation: _____ (FT / PT) / unemployed / full-time training / part-time training
(Please circle)

How often do you use public transport in a normal month? bus: _____ (times) train: _____ (times) tram: _____ (times)
taxi: _____ (times)

Do you have a disability? (please state) _____

How did you hear about this scheme? _____

Declaration: I declare:

- I have been a permanent resident of Markham for the last two years or longer
- All information I have provided is true and correct
- I will use the Travel Pass in accordance with the City Council rules
- I understand that my information will be treated in the strictest confidence
- I understand that I will have to pay a fee of £4 to get a replacement card

Signature: _____ Date: _____

Ex. 2.0.4 **Writing** Here are X words connected with the topic of Transport. Translate them into your first language and learn them:

1. fare _____
2. petrol pump _____
3. tyre _____
4. boat _____
5. ticket _____
6. bus _____
7. take-off _____
8. motorway _____
9. fine _____
10. cruise _____
11. passenger _____
12. canoe _____
13. station _____
14. driver _____
15. train _____
16. commuter _____
17. engine _____
18. aeroplane _____
19. ferry _____
20. tractor _____

21. car _____
22. taxi _____
23. cancellation _____
24. bike _____
25. emergency exit _____
26. driving licence _____
27. car park _____
28. road _____
29. ship _____
30. road sign _____
31. reservation _____
32. motorbike _____
33. flight _____
34. service station _____
35. airport _____
36. roundabout _____
37. garage _____
38. runway _____
39. van _____
40. journey _____

Unit 2.1

GRAMMAR

Word Classes

Unit 2.1 Word Classes

2.1.1 All of the words in the English language are divided into two groups:

- content words
- function words

2.1.2 A content word is any word that has an individual meaning on its own, outside of a sentence. The following word classes (groups) are all content words:

nouns	e.g. car, biscuit, lake
main verbs	e.g. go, eat, take (but not 'be')
phrasal verbs	e.g. pick up, wake up
negative auxiliary verbs	e.g. don't, didn't, haven't
adjectives	e.g. big, small, happy
adverbs	e.g. usually, strongly, tomorrow
numbers	e.g. one, two, twenty
wh- question words	e.g. what, where, who
interjections	e.g. Hi!
proper nouns	e.g. Canada, Pepsi, John

Each content word has one strong-stressed syllable, e.g. tomorrow.

2.1.3 A function word is a short, unstressed grammar word that doesn't have an individual meaning on its own, outside of a sentence. Function words are the 'glue' or 'cement' of the sentence, which keep the content words in place. Function words are usually:

auxiliary verbs	e.g. have, do, will, can
pronouns	e.g. she, they, him
possessive adjectives	e.g. my, your, her
<i>Note: negative forms of auxiliary verbs have stress. (See above.)</i>	
prepositions	e.g. to, for, in, on, etc.
conjunctions	e.g. and, but, because
articles	a, an, the (there are only 3 articles)
determiners	e.g. some, many, a few

Verb 'be' is also a function word – even when used as a main verb.

Function words are not usually stressed, unless they come at the end of a sentence or special emphasis is required, e.g.

- at the end of a sentence: 'What did you do that for?'
- without stress = normal statement: 'John said that his sister was a dentist.'
- with stress and extra emphasis: 'John said that his sister was a dentist.' John emphasises that it is his sister, not somebody else's, who is a dentist.

2.1.4 Let's look at a few of the most common word classes in more detail:

Adjectives are describing words. We use them to describe nouns (things). For example: the *tall* building / an *interesting* novel / a *short* conversation / a *new* year, etc.

Adverbs describe the verb in a sentence – the action, how something is being done. For example, 'Maria spoke *loudly*'. In this sentence, 'spoke' is the verb/action and 'loudly' describes how the verb/action was done.

Conjunctions are words that link together clauses and phrases in a sentence. Words like: 'and', 'because', 'but', 'or', and 'so'. For example: 'I didn't enjoy watching all the rubbish on television, so I gave away my set to a local school *and* cancelled my TV licence.'

A **determiner** is a word that goes before a noun to give further information about that noun. For example, in the phrase 'some eggs', 'some' is a determiner which matches the plural noun 'eggs'. We know from the plural determiner 'some' and the plural 's' at the end of 'egg' that there is more than one 'egg'. Other common determiners include: articles ('*the* egg', '*an* egg'), possessive determiners ('*my* egg', '*her* egg'), question words ('*which* eggs?', '*whose* eggs?') and quantity words ('*many* eggs', '*more* eggs').

Nouns are things. There are lots of different kinds of nouns:

Common nouns are everyday things which we can see and touch (like 'table', 'chair', 'coat' and 'swimming pool').

Proper nouns are words which always start with a capital letter, like the names of people, places, companies, days and months (for example: 'Eric Morrison', 'Birmingham', 'The Forth Bridge', 'The Royal Shakespeare Company', 'Monday' and 'February').

Abstract nouns are things that we can't see or touch but are there all the same. They describe things like feelings ('happiness' and 'love'), qualities ('loyalty' and 'weakness') or concepts ('democracy' and 'peace').

Countable nouns (also known as 'count nouns') are things which have plural forms – i.e. they can be counted using numbers. For example: 'one bag, two bags', or 'one mobile phone, two mobile phones'.

Uncountable nouns (also known as 'noncount nouns') are things which are not separate items and cannot be counted. We don't know how many of them there are. For example: 'bread', 'A slice of bread' or 'Some bread' not 'a bread' or 'two breads'.

A **preposition** is a word that describes where something is. For example, '*in* the kitchen', '*under* the stairs', '*on* the table' and '*opposite* the bank'.

Personal subject pronouns are words which go before a verb to replace nouns (the name of somebody or something). For example, instead of saying 'Robbie said...' you could use the personal subject pronoun 'he' to make: 'He said...', or instead of saying 'The university library was closed' you could use the personal subject pronoun 'it' to make: 'It was closed'. We use these words in place of nouns when it is clear what or who you are talking about. The personal subject pronouns in English are: *I, you, he, she, it, we, and they*.

Possessive adjectives – my, your, his, her, its, our and their – are words that give us information about who owns what, for example: 'This is my banana and that's your coconut'.

Verbs are action words, or *doing words*. They tell us what somebody or something is doing in a sentence. For example, in the sentence 'John washed his car', 'washed' is the verb, or action, John is the person doing the action (the *subject*), and 'his car' is the thing that is having the action done to it (the *object*). Verbs can be regular and irregular. Most verbs are *regular*, which means that they all follow the same rules, for example when forming the past tense all regular verbs end with 'ed' ('walk' becomes 'walked' and 'play' becomes 'played', and so on). However, some very common verbs are *irregular*, which means they don't follow the same rules as regular verbs and you just have to learn their forms separately. Common irregular verbs are: 'to be', 'to do', 'to have' and 'to go'. These four verbs are also the most common auxiliary verbs.

Auxiliary verbs are helping verbs: they help a main verb to form a verb phrase. In this sentence: 'Rick and Jessica are teaching their daughter to swim', 'are' is an auxiliary verb (from verb 'to be') which helps the main verb 'teaching' (from verb 'to teach').

Exercises

Ex. 2.1.1 **Reading** Look at the 100 most common words in written English on p.XX. Check that you know all of these words. Notice how many of them are function words. See also the Dolch word list on p.XX.

Ex. 2.1.2 **Writing** Look at the exercises on p.XX. Translate the name of each word class into your first language and learn them, then write five more examples (where possible) of each word class.

Ex. 2.1.3 **Writing** a) Write the words in the correct boxes. b) Add 4 more words in each box:

ride	but	car	expensive
comfortable	so	at	often
thirty	slowly	forty	a lot
crowded	any	and	boat
can	have	in	ten
I	be	cheap	us
some	travel	drive	twenty
train	you	motorbike	go
to	many	do	he
because	tomorrow	quickly	on

nouns	main verbs	adjectives	adverbs	numbers
auxiliary verbs	pronouns	prepositions	conjunctions	determiners

Ex. 2.1.4 **Reading** Match the word classes and their position in a sentence:

adjective	before a noun or adjective
main verb	(often) after a pronoun
auxiliary verb	before a main verb or at the beginning of a sentence
pronoun	before a main verb or auxiliary verb
adverb	at the beginning of a sentence
number	before a noun or adjective
wh- question word	after a comma
possessive adjective	before a noun or adjective
preposition	(usually) before an article
conjunction	before a noun
article	after a pronoun or auxiliary verb

Ex. 2.1.5 **Reading** Using a dictionary where necessary, read the sentence and write the word class of each word:

Gemma is driving to the airport to pick up her grandmother.

Ex. 2.1.6 **Reading** Do the same for the following sentences:

- a) I flew from Heathrow to Copenhagen last night.
- b) Oliver was crossing the road by the museum.
- c) All passengers must show their boarding passes.
- d) If we cycle to work we will arrive quickly.

Ex. 2.1.7 **Writing** Using a dictionary where necessary, complete the gaps:

Write...

- | | |
|---|-----------------|
| 1. A 5-letter main verb beginning with... | e _____ |
| 2. A 2-letter preposition beginning with... | i _____ |
| 3. A 4-letter wh- question beginning with... | w _____ |
| 4. A 3-letter common noun beginning with... | j _____ |
| 5. A 4-letter adjective beginning with... | r _____ |
| 6. A 5-letter proper noun beginning with... | C _____ |
| 7. A 5-letter auxiliary verb beginning with... | d _____ |
| 8. A 9-letter ordinal number beginning with... | t _____ |
| 9. A 6-letter phrasal verb beginning with... | w _____ u _____ |
| 10. A 2-letter interjection beginning with... | h _____ |
| 11. A 4-letter pronoun beginning with... | t _____ |
| 12. A 6-letter adverb beginning with... | n _____ |
| 13. A 4-letter possessive adjective beginning with... | y _____ |
| 14. A 7-letter conjunction beginning with... | b _____ |
| 15. A 2-letter article beginning with... | a _____ |
| 16. A 4-letter determiner beginning with... | s _____ |
| 17. A 5-letter common noun beginning with... | b _____ |
| 18. A 9-letter adjective beginning with... | b _____ |
| 19. A 6-letter main verb beginning with... | s _____ |
| 20. A 2-letter preposition beginning with... | a _____ |

The 100 Most Common Words in Written English

The Oxford University list of the top 100 high-frequency words in written English is based on an analysis of the Oxford English Corpus, which is a collection of texts in English that has a combined total of over one billion words. This analysis was done by Oxford Online, in association with the Oxford English Dictionary. **Of these top 100 words, 60 are function words, including all but 2 of the top 30 words!** "the" is the most common word in written English.

From Wikipedia:

*"Note that the items listed may represent more than one actual word; they are **lemmas**. For instance the entry "be" contains within it the occurrences of "are", "is", "were", and "was". **Note also that these top 100 lemmas listed below account for 50% of all the words in the Oxford English Corpus.**" [emphasis mine]*

Source: http://en.wikipedia.org/wiki/Most_common_words_in_English, accessed on 04.04.2011

Function words are highlighted and weak forms (where possible) are shown with the Clear Alphabet:

1. the	th	36. all		71. than	thn
2. be	bi	37. would	wd	72. then	
3. to	t	38. there	th	73. now	
4. of	uhv	39. their	th	74. look	
5. and	uhn	40. what		75. only	
6. a	uh	41. so		76. come	
7. in		42. up		77. its	uh_s
8. that	th_	43. out	au_	78. over	
9. have	uhv	44. if	uhf	79. think	
10. I	uh	45. about	uh bau_	80. also	
11. it	i_	46. who		81. back	
12. for	f	47. get		82. after	
13. not		48. which		83. use	
14. on		49. go		84. two	
15. with	w	50. me	mi	85. how	
16. he	i	51. when		86. our	ar
17. as	uhz	52. make		87. work	
18. you	y	53. can	kn	88. first	
19. do	d	54. like		89. well	
20. at	uh_	55. time		90. way	
21. this		56. no		91. even	
22. but	b_	57. just		92. new	
23. his	iz	58. him	im	93. want	
24. by	b	59. know		94. because	b kz
25. from	frm	60. take		95. any	uh nii
26. they	th	61. person		96. these	
27. we	w	62. into		97. give	
28. say		63. year		98. day	
29. her	uh	64. your	y	99. most	
30. she	sh	65. good		100. us	uhz
31. or	uh	66. some	sm		
32. an	uhn	67. could	kd		
33. will	uhl	68. them	thm		
34. my	m	69. see			
35. one		70. other			

Content Words – stressed, with one strong syllable in each*

Word Class:	Translation:	Example:	More Examples:
nouns concrete abstract	_____	table happiness	_____
main verbs normal** phrasal verbs negative auxiliary verbs	_____	eat wake up didn't	_____
adjectives (describe nouns)	_____	big	_____
adverbs (describe verbs)	_____	quickly	_____
numbers	_____	ten	_____
wh- question words (interrogatives)	_____	what	_____
interjections	_____	Hi!	_____

Function Words – not stressed***

Word Class:	Translation:	Example:	More Examples:
auxiliary verbs normal modal	_____	have can	_____
pronouns normal relative	_____	they which	_____
possessive adjectives	_____	their	_____
prepositions	_____	for	_____
conjunctions	_____	because	_____
determiners articles quantifiers demonstratives	_____	the some this	_____

*apart from phrasal verbs, which are stressed on both parts, or two parts if there are three ** apart from verb 'be' which is not usually stressed as a main verb or auxiliary verb
***unless they occur at the end of a clause, e.g. 'What for?'

Unit 2.2

GRAMMAR

5 Tenses and 5 Forms of the Verb

Unit 2.2 5 Tenses and 5 Forms of the Verb

2.2.1 There are 5 tenses that it is most important to know well at this level, because they are the most common tenses:

- present simple
- present continuous
- past simple
- present perfect
- future simple

We focus on them because if you know these 5 tenses, you have a very good foundation for learning the rest of the tenses.

2.2.2 There are 5 forms of each verb:

1. infinitive		eat
2. s form		eats
3. past tense	e.g.	ate
4. past participle		eaten
5. ing form		eating

It is important to learn the different forms of the most common verbs. Not all verbs have 5 *different* forms, for example, put has only 3 different forms – put, puts, and putting:

1. infinitive	>	put
2. s form	>	puts
3. past tense	>	put
4. past participle	>	put
5. ing form	>	putting

The verbs 'eat' and 'put' are **irregular verbs**. This means that they have different past tense and past participle forms. However, if a verb is **regular**, the past tense and past participle forms will be the same: ending with -ed, e.g. walk / walks / walked / walked / walking. (See Unit.XX.)

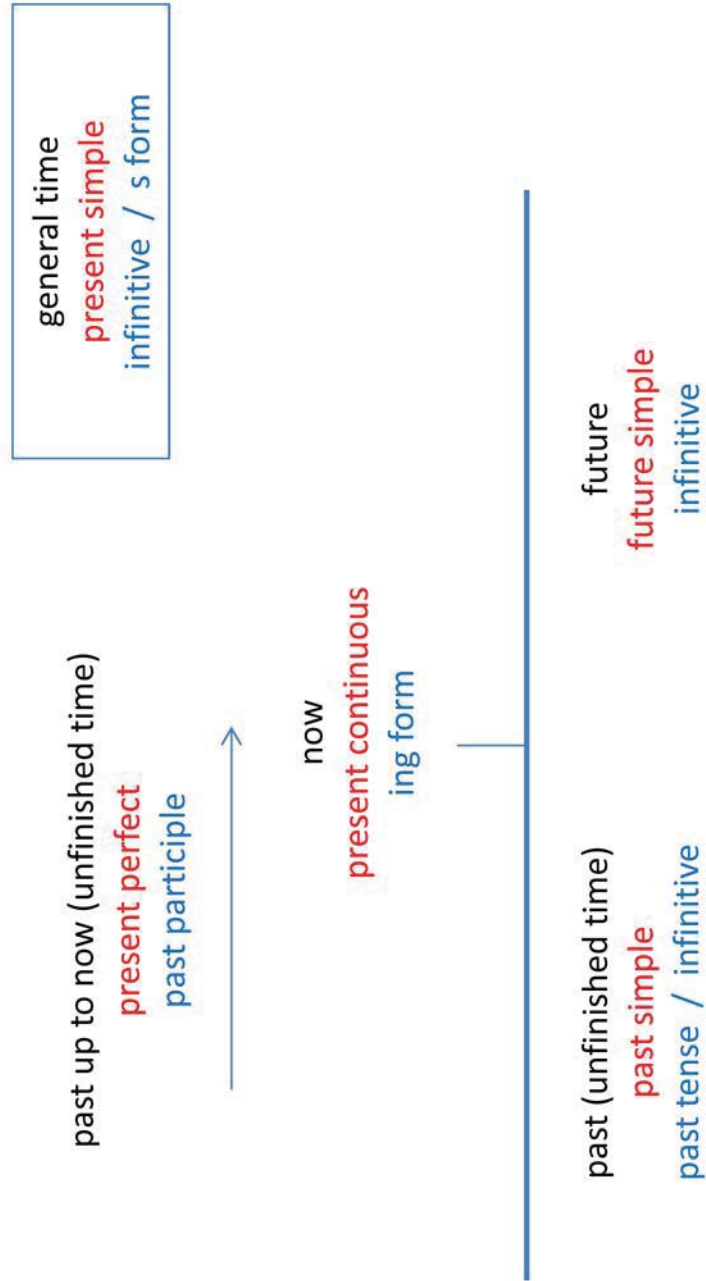
2.2.3 Each of the 5 tenses uses different forms of the verb:

1. present simple		infinitive
		s form (for he/she/it)
2. present continuous		ing form
3. past simple	uses	past tense
		infinitive (for negative and question forms)
4. present perfect		past participle
5. future simple		infinitive

If we do not match correctly we make a mistake, e.g.

- I going for a walk every day.
The sentence appears to be present simple because of the time phrase 'every day', but uses ing form, which is not used in present simple.
- I will eaten an apple later.
The sentence appears to be future simple because of the future time phrase 'later', but uses past participle form, which is not used in future simple. Rather it belongs with present perfect tense.

The Most Common Times and Tenses in English



...and so on. See p.XX for a diagram showing the 5 tenses and 5 forms of the verb.

2.2.4 Here is a table showing the most relevant information about the 5 tenses:

<i>Tense:</i>	<i>Time:</i>	<i>Forms:</i>	<i>Auxiliary Verbs:</i>	<i>Example Sentences*:</i>
present simple	regular time, (e.g. usually, often, every...) future (timetables)	infinitive s form (for he/she/it)	do / does am / are / is (if main verb is BE)	+ I like chips. - I do not like chips. / - I don't like chips*. ? Do you like chips?
present continuous	now / at the moment future (arrangements) + time phrase	ing form	am / are / is	+ I am reading a book. / + I'm reading a book. - I am not reading a book. / - I'm not reading a book. ? Are you reading a book?
past simple	finished time in the past (e.g. yesterday, last..., ...ago)	past tense infinitive (for negative and question forms)	did	+ I met my friend. - I did not meet my friend. / - I didn't meet my friend. ? Did you meet your friend?
present perfect	unfinished time (e.g. this..., up to now, just, in my life)	past participle	have / has	+ I have eaten lunch. + I've eaten lunch. - I have not eaten lunch. / - I haven't eaten lunch. ? Have you eaten lunch?
future simple	immediate future or predicted future (e.g. tomorrow, next..., later)	infinitive	will	+ I will see you later. + I'll see you later. - I will not see you later. / - I won't see you later. ? Will I see you later?

*Full form is shown first, then the contraction, where possible.

Now let's look at each tense in more detail.

2.2.5 Present simple:

<i>Tense:</i>	<i>Time:</i>	<i>Forms:</i>	<i>Auxiliary Verbs:</i>	<i>Example Sentences:</i>
present simple	regular time, (e.g. usually, often, every...) future (timetables)	infinitive s form (for he/she/it)	do / does	+ I like chips. - I do not like chips. / - I don't like chips*. ? Do you like chips?

We usually use **present simple** to talk about actions that take place in general time (also known as regular time), for example:

- I go swimming **every day**.
- Bob **usually** meets his friends at the coffee shop.

...or things that are generally true, e.g. 'I like cereal for breakfast.' General time is not connected to the past-present-future timeline. It is outside of linear time. We do not use present simple to talk about what we are doing now, but rather present continuous (see below). For example:

- ~~I sit on the sofa now.~~
- I am sitting on the sofa now.

We use **infinitive**, apart from for he/she/it when we use **s form**.

We need to use auxiliary verb **do** to make negative and question forms, but not for positive sentences.

We can also use present simple to talk about future actions connected with timetabled events, e.g. 'The bus leaves at 2pm.' or 'The play starts at 8pm.'

2.2.6 Present continuous:

<i>Tense:</i>	<i>Time:</i>	<i>Form:</i>	<i>Auxiliary Verbs:</i>	<i>Example Sentences:</i>
present continuous	now / at the moment future (arrangements) + time phrase	ing form	am / are / is	+ I am reading a book. / + I'm reading a book. - I am not reading a book. / - I'm not reading a book. ? Are you reading a book?

We usually use **present continuous** to talk about actions that are taking place at the moment, for example:

- I'm swimming **at the moment**.

We don't need to add a time phrase because by using ing form we understand that the time is now, for example:

- Bob is chatting with his friends at the coffee shop. (**now**)

We can also use present continuous to talk about future arrangements, with a time phrase, such as 'at 4pm'. For example:

- I'm meeting my friend **on Saturday at 4pm**.

We use ing form for positive, negative, and question forms.

We use auxiliary verb **be** in all forms.

2.2.7 Past simple:

<i>Tense:</i>	<i>Time:</i>	<i>Forms:</i>	<i>Auxiliary Verb:</i>	<i>Example Sentences:</i>
past simple	finished time in the past (e.g. yesterday, last..., ...ago)	past tense infinitive (for negative and question forms)	did	+ I met my friend. - I did not meet my friend. / - I didn't meet my friend. ? Did you meet your friend?

We use **past simple** to talk about finished actions that took place in the past, in finished time. The time is finished and the action is finished. For example:

- I went swimming **two days ago**.
- Billie did her homework after school **last night**.

We use **past tense**, except when making negative and question forms, when we use **infinitive** (see above). If a verb is regular, the past tense form will end in -ed and will be the same as the past participle form, e.g. I asked / I have asked.

We also need to use auxiliary verb **did** to make negative and question forms, but not for positive sentences.

Past simple is the most common tense in English, because it is the tense that we use to talk about 'what happened?' When we come home from work or school and talk about our day, or gossip about our friends, we use mainly past simple. When we read a story or novel, or a newspaper report, we find mainly past simple. When we recall our lives and the things that happened to us in the past, we use mainly past simple. Past simple is everywhere, which is why it is so important to learn the past tense forms of irregular verbs.

2.2.8 Present perfect:

<i>Tense:</i>	<i>Time:</i>	<i>Form:</i>	<i>Auxiliary Verbs:</i>	<i>Example Sentences:</i>
present perfect	unfinished time (e.g. this..., up to now, in my life)	past participle	have / has	+ I have eaten lunch. + I've eaten lunch. - I have not eaten lunch. / - I haven't eaten lunch. ? Have you eaten lunch?

Present perfect may be difficult to understand because it seems to overlap with past simple. In fact, the two tenses contrast. While we use past simple to talk about finished actions **in the past** (finished time), we use present perfect to talk about finished actions in **unfinished time**. The action is past but the time is not finished. Time is the big difference between these two tenses. For example:

- I have been for a walk **this morning**.

The action of going for a walk is in the past, but it happened in time which is not yet finished: this morning. Therefore we use present perfect rather than past simple. If the time was finished – in the past – we would use past simple:

- I went for a walk **last night**.

Present perfect is especially suitable for talking about what we have done in time close to now, e.g. today, or 'just' (a few moments ago), and for talking about life experience, e.g. 'I have never been to Rio.' (In my life, which is not yet finished.) Our lives are unfinished time – they are not yet finished! We can use past simple when our lives are nearly finished, e.g. an old man complains, 'I never went to Rio.' When we are dead, others will use past simple too: 'He never went to Rio.'

We use **past participle** form. If a verb is regular, the past participle form will end in -ed and will be the same as the past tense form, e.g. I looked / I have looked.

Present perfect is common in British English, but in other varieties of English such as American English it may be less common, with past simple being used instead.

2.2.9 Future simple:

<i>Tense:</i>	<i>Time:</i>	<i>Form:</i>	<i>Auxiliary Verb:</i>	<i>Example Sentences:</i>
future simple	immediate future or predicted future (e.g. tomorrow, next..., later)	infinitive	will	+ I will see you later. + I'll see you later. - I will not see you later. / - I won't see you later. ? Will I see you later?

We use **future simple** to talk about actions that take place in the future. We often use it for immediate future, predictions, and promises. For example:

- Immediate future: *[The doorbell rings]* I'll get it!
- Predictions: John will win the race tomorrow.
- Promises: I will be there to watch you win.

We need to use modal auxiliary verb **will** to make all forms – positive, negative, and question forms. After a modal verb we must use infinitive, which is why future simple uses **infinitive** form.

Exercises

Ex. 2.2.1 **Reading** Match time, tense and form. Correct the errors below:

Tense should be:	Incorrect Sentence:	Correction:
a) present simple	The bus is late tomorrow.	<i>Example: The bus is late every day.</i>
b) present continuous	The taxi is leaving last night.	_____
c) past simple	I got on the ferry next week.	_____
d) present perfect	She has driving her car today.	_____
e) future simple	The journey will been long.	_____
f) present simple	We fly to Spain yesterday.	_____
g) present continuous	I'm ride my bike at the moment.	_____
h) past simple	The flight has been late.	_____
i) present perfect	I will taken this train for two years.	_____
j) future simple	We will stopping to get petrol.	_____

Ex. 2.2.2 **Writing** Complete the table with five regular verbs:

<i>infinitive</i>	<i>s form</i>	<i>past tense</i>	<i>past participle</i>	<i>ing form</i>

Ex. 2.2.3 **Writing** Complete the table with five irregular verbs:

<i>infinitive</i>	<i>s form</i>	<i>past tense</i>	<i>past participle</i>	<i>ing form</i>

Ex. 2.2.4 **Writing** Choose an **infinitive** verb and a **tense** and write 3 sentence – positive, negative, and question:

a) infinitive: _____ tense: _____

+ _____

- _____

? _____

b) infinitive: _____ tense: _____

+ _____

- _____

? _____

Ex. 2.2.5 **Writing** Write each word in the correct box:

rides	fly	been	drives	go
drove	flying	ride	flew	driven
goes	going	drive	driving	rode
walk	walking	walked	riding	went
flies	flown	ridden	walks	gone

infinitive:	s form:	past tense:
past participle:	ing form:	past tense <i>and</i> past participle:

Ex. 2.2.6 **Writing** Read the story below and underline all the **main verbs**. Then write a number above each one to show whether it is:

infinitive	s form	past tense	past participle	ing form
1	2	3	4	5

Yesterday I drove to Somerset. I wanted to buy a new car. There is a garage in Somerset which sells second-hand Fords. My friend Roy works there. I have known him for many years. He showed me some really expensive models. I said, 'I'm not spending £20,000 on a second-hand car!' Then we looked at some cheaper models and I chose a green Ford Focus. After I paid, I said goodbye to Roy, who lives in Frome. I have never owned a Ford Focus before, but so far it has been really great. I'm enjoying it a lot. I hope it will be reliable!

Ex. 2.2.7 **Reading** Read each statement and say whether it is true (T) or false (F):

1. We use did to make question and negative sentences in past simple tense.
2. We use present simple to talk about regular actions and things that are always true.
3. Present simple tense is used to talk about past actions in unfinished time.
4. S form is only used with present perfect tense.
5. In present perfect the action is past and the time is finished.
6. We need infinitive form to make questions and negative sentences in past simple.
7. It is incorrect to use do and does as auxiliary verbs in present simple.
8. Present simple for third person (he, she, it) uses infinitive form of the verb.
9. After will we must use infinitive form.
10. It is correct to use have and has as auxiliary verbs in present continuous.

Ex. 2.2.8 **Reading** Complete the gaps below:

1. We use _____ tense to talk about actions in the future.
2. If an action has happened today I would use _____ tense.
3. We use _____ tense to talk about actions in the past.
4. To make present continuous tense I need to use 'be' + _____ form.
5. If an action happened yesterday I would use _____ tense.
6. We use _____ tense to talk about regular actions.
7. To make questions and negative sentences in past simple I need to use _____ form.
8. If an action has just happened I would use _____ tense.
9. We use _____ tense to talk about actions at the moment.
10. To make future simple tense I need to use 'will' + _____ form.
11. If an action happened two days ago I would use _____ tense.
12. We use _____ tense to talk about actions in the past but in unfinished time.
13. If an action happens tomorrow I use _____ tense.
14. To make present simple tense I need to use _____ form for I, you, we, they, and _____ for he, she, it.
15. If an action happened every day I would use _____ tense.
16. To make past simple tense I need to use _____ form.
17. If an action happens next week I use _____ tense.
18. To make present perfect tense I need to use 'have' or 'has' + _____ form.
19. If an action is happening now I use _____ tense.
20. _____ tense is the most common tense in English.

Ex. 2.2.9 **Writing** Complete the table from memory, then check your answers:

<i>Tense:</i>	<i>Time:</i>	<i>Forms:</i>	<i>Auxiliary Verbs:</i>	<i>Example Sentences:</i>
present simple				
present continuous				
past simple				
present perfect				
future simple				

Unit 2.3

GRAMMAR

Present Simple and Present Continuous

Unit 2.3 Present Simple and Present Continuous

2.3.1 We looked at present simple tense and present continuous tense in the previous unit, when we discussed the 5 most important tenses in English. You can go back to pp.XX to revise this information, which is summarised below:

<i>Tense:</i>	<i>Time:</i>	<i>Forms:</i>	<i>Auxiliary Verbs:</i>	<i>Example Sentences:</i>
present simple	regular time, (e.g. usually, often, every...)	infinitive s form (for he/she/it)	do / does am / are / is (if main verb is BE)	+ I like chips. - I do not like chips. / - I don't like chips*. ? Do you like chips? + She is clever. / + She's clever*. - He is not clever. / - He isn't clever.* ? Is he clever?
present continuous	now / at the moment future (arrangements) + time phrase	ing form	am / are / is	+ I am reading a book. / + I'm reading a book*. - I am not reading a book. / - I'm not reading a book*. ? Are you reading a book?

* contraction (short form) is more informal

In short, we use present simple to talk about actions that happen regularly – in general or regular time, e.g.

- He eats breakfast **at 7 o'clock every morning**.

...or things that are generally true, e.g. 'The car park is expensive.' We do not use present simple to talk about what we are doing at the moment. Instead we use present continuous:

- I'm walking to the post office. [at the moment]

2.3.2 This table can help us to understand the differences between these two common tenses:

	Present Simple	Present Continuous
Example:	I eat breakfast every morning.	I'm eating breakfast now.
Times:	regular time	now / at the moment future (+ time phrase)
Forms:	infinitive s form – he, she, it (third person) use infinitive for questions and negatives	ing form (present participle)
Auxiliary Verbs:	do / do not (don't) does / does not (doesn't) if main verb is BE, use am, are, is	am (I'm) / am not (I'm not) are ('re) / are not (aren't) is ('s) / is not (isn't)
Typical Times:	every... / once a... adverbs of frequency (e.g. often)	now at the moment / at present currently / presently
Uses:	regular actions / facts future - timetables zero conditional (regular time)	temporary continuous actions arrangements (future + time) repetition with always

The Most Important Verbs in English – Present Simple

BE

	Positive:	Negative:	Question:
I	am / 'm	am not / 'm not	Am I?
you	are / 're	are not / 're not	Are you?
he	is / 's	is not / isn't	Is he?
she	is / 's	is not / isn't	Is she?
it	is / 's	is not / isn't	Is it?
we	are / 're	are not / aren't	Are we?
they	are / 're	are not / aren't	Are they?

DO

	Positive:	Negative:	Question:
I	do	do not / don't	Do I?
you	do	do not / don't	Do you?
he	does	does not / doesn't	Does he?
she	does	does not / doesn't	Does she?
it	does	does not / doesn't	Does it?
we	do	do not / don't	Do we?
they	do	do not / don't	Do they?

HAVE

	Positive:	Negative*:	Question:
I	have / 've	have not / do not have	Have I? / Do I have?
you	have / 've	have not / do not have	Have you? / Do you have?
he	has / 's	has not / does not have	Has he? / Does he have?
she	has / 's	has not / does not have	Has she? / Does she have?
it	has / 's	has not / does not have	Has it? / Does it have?
we	have / 've	have not / do not have	Have we? / Do we have?
they	have / 've	have not / do not have	Have they? / Do they have?

GO

	Positive:	Negative:	Question:
I	go	do not go / don't go	Do I go?
you	go	do not go / don't go	Do you go?
he	goes	does not go / doesn't go	Does he go?
she	goes	does not go / doesn't go	Does she go?
it	goes	does not go / doesn't go	Does it go?
we	go	do not go / don't go	Do we go?
they	go	do not go / don't go	Do they go?

*contractions are possible, e.g. I have not = I haven't; he does not have = he doesn't have, etc.

The Most Important Verbs in English – Present Continuous

BE

	Positive:	Negative:	Question:
I	am being / 'm being	am not being / 'm not being	Am I being?
you	are being / 're being	are not being / 're not being	Are you being?
he	is being / 's being	is not being / isn't being	Is he being?
she	is being / 's being	is not being / isn't being	Is she being?
it	is being / 's being	is not being / isn't being	Is it being?
we	are being / 're being	are not being / aren't being	Are we being?
they	are being / 're being	are not being / aren't being	Are they being?

DO

	Positive:	Negative:	Question:
I	am doing / 'm doing	am not doing / 'm not doing	Am I doing?
you	are doing / 're doing	are not doing / 're not doing	Are you doing?
he	is doing / 's doing	is not doing / isn't doing	Is he doing?
she	is doing / 's doing	is not doing / isn't doing	Is she doing?
it	is doing / 's doing	is not doing / isn't doing	Is it doing?
we	are doing / 're doing	are not doing / 're not doing	Are we doing?
they	are doing / 're doing	are not doing / 're not doing	Are they doing?

HAVE

	Positive:	Negative:	Question:
I	am having / 'm having	am not having / 'm not having	Am I having?
you	are having / 're having	are not having / 're not having	Are you having?
he	is having / 's having	is not having / isn't having	Is he having?
she	is having / 's having	is not having / isn't having	Is she having?
it	is having / 's having	is not having / isn't having	Is it having?
we	are having / 're having	are not having / 're not having	Are we having?
they	are having / 're having	are not having / 're not having	Are they having?

GO

	Positive:	Negative:	Question:
I	am going / 'm going	am not going / 'm not going	Am I going?
you	are going / 're going	are not going / 're not going	Are you going?
he	is going / 's going	is not going / isn't going	Is he going?
she	is going / 's going	is not going / isn't going	Is she going?
it	is going / 's going	is not going / isn't going	Is it going?
we	are going / 're going	are not going / 're not going	Are we going?
they	are going / 're going	are not going / 're not going	Are they going?

2.3.3 On pp.XX-XX you can see how the most common verbs in English – BE, DO, HAVE, and GO – look in present simple and present continuous tenses. Try to learn these important verb tables.

Exercises

Ex. 2.3.1 **Writing** Complete the gaps with the correct form of each verb:

LAND BE X3 TAKE MAKE WAIT DRIVE OPEN GET RIDE

- a) I _____ the train to work every day.
- b) Public transport in my city _____ very expensive.
- c) 'Where's Gill?' 'She _____ her car to the garage.'
- d) What time does the service station _____?
- e) Look – the aeroplane _____.
- f) He usually _____ his motorbike to college.
- g) My car's engine _____ a lot of noise.
- h) Hurry up! The taxi _____.
- i) We _____ down the motorway at 70 mile per hour.
- j) Oh dear. The bus _____ late.

Ex. 2.3.2 **Reading** Rearrange the words in each sentence to make a sentence:

- a) passed I my test last driving week.
- b) did drive you When learn to?
- c) doesn't know to He the airport way the.
- d) is to It go by quicker ferry.
- e) was blocked Why road the?
- f) never helicopter flown have I by.
- g) ticket pence The cost pounds seventy two.
- h) where I are know my keys car don't.
- i) a is van the between difference lorry What a and?
- j) very The clear signs road aren't.

Ex. 2.3.3 **Writing** Write a sentence with present simple and present continuous for each set of keywords:

Example: Lucy read book

P.S. Lucy reads books every day.
 P.C. Lucy is reading a book at the moment.

1. He eat breakfast

P.S. _____
 P.C. _____

2. My dad drive work

P.S. _____
 P.C. _____

3.	We	draw	cartoons
P.S.	<hr/>		
P.C.	<hr/>		
4.	Marie	talk	friend
P.S.	<hr/>		
P.C.	<hr/>		
5.	Anne	prepare	presentation
P.S.	<hr/>		
P.C.	<hr/>		
6.	Tom	make	soup
P.S.	<hr/>		
P.C.	<hr/>		

Ex. 2.3.4 **Reading** Choose true or false for each of the statements below:

- | | |
|--|-------|
| 1. We need auxiliary verb did in present simple. | t / f |
| 2. Present continuous uses ing form, unless the time is future. | t / f |
| 3. We use present simple for future actions connected with timetables. | t / f |
| 4. The time in present continuous is now. | t / f |
| 5. Regular time is outside of the past-present-future timeline. | t / f |
| 6. We use present simple to describe completed actions. | t / f |
| 7. Present simple uses infinitive form. | t / f |
| 8. We use present continuous to talk about future arrangements. | t / f |
| 9. Present continuous uses ing form only. | t / f |
| 10. We need to use BE + past participle for present continuous. | t / f |
| 11. Present simple uses past tense form. | t / f |
| 12. In past simple, negative sentences need auxiliary verb do. | t / f |
| 13. Time phrases in present continuous include now and at the moment. | t / f |
| 14. Present simple uses s form. | t / f |
| 15. Past simple describes a similar time to present continuous. | t / f |
| 16. Present simple is used to talk about regular actions. | t / f |
| 17. We use present simple for actions which are happening at the moment. | t / f |
| 18. Present continuous is not used to talk about time up to now. | t / f |
| 19. We need auxiliary verb have in present continuous. | t / f |
| 20. We use ing form to talk about life experience. | t / f |

Ex. 2.3.5 **Reading** Choose either present simple (PS) or present continuous (PC) to answer the questions below:

- a) Which tense uses the time phrase every...?
- b) Which tense describes actions which are happening at the moment?
- c) In which tense do we use adverbs of frequency, like sometimes, always, and often?
- d) In which tense do we use BE as an auxiliary verb in positive, negative, and question forms?
- e) Which tense uses infinitive and s form?
- f) Which tense is often incorrectly used to describe actions which are happening now?
- g) Which tense uses ing form?
- h) Which tense doesn't need a time phrase, unless it describes a future arrangement?
- i) Which tense uses the auxiliary verbs do and does (unless the main verb is BE)?
- j) Which tense talks about regular time and future timetables?
- k) Which tense uses the time phrases now, at the moment, currently, or presently?
- l) Which tense do we use to talk about facts?

Ex. 2.3.6 **Writing** Complete the table from memory, then check your answers:

	Present Simple	Present Continuous
Example:		
Times:		
Forms:		
Auxiliary Verbs:		
Typical Times:		
Uses:		

Unit 2.4

GRAMMAR

Adverbs of Frequency

Unit 2.4 Adverbs of Frequency

2.4.1 Adverbs of frequency are words that describe **how often** we do something. They can be graded in terms of frequency as follows:

100%	always / constantly
90%	usually / normally / generally / regularly / nearly always
80%	frequently
70%	often
50%	sometimes
30%	don't usually
15%	seldom / rarely / infrequently
10%	occasionally
5%	hardly ever
0%	never

2.4.2 We usually use adverbs of frequency in **present simple** tense, because they describe time which is regular or general – outside of the past-present-future timeline. Adverbs of frequency may go with time phrases like:

- every day
- once a week
- twice a month
- three times a year
- at the weekend
- on Mondays (i.e. every Monday)

...and so on.

2.4.3 Adverbs of frequency usually occur in the middle of a sentence, rather than at either end. Like other adverbs, adverbs of frequency go **before** the main verb in a sentence, e.g.

- I **never** eat sweets.
- ~~Never I eat sweets.~~
- We **usually** go to my friend's house for lunch on Sundays.
- ~~Usually we go to my friend's house for lunch on Sundays.~~

If the main verb is BE, however, adverbs go **after** the main verb, e.g.

- He is **often** late for work.
- Lisa and Charles are **always** cheerful.

2.4.4 We can also use adverbs of frequency with other tenses. Notice that they come **after** the auxiliary verb but **before** the main verb. For example:

present continuous:	I'm always forgetting to check my email.	a regular action in regular time
past simple:	He often went swimming after work.	a regular action in finished time (the past)
present perfect	I have frequently had a meal there.	a regular action in unfinished time – time up to now, e.g. in my life
future simple	I won't usually leave work before five.	a regular action in regular time

Exercises

Ex. 2.4.1 **Writing** Complete each gap with an adverb of frequency:

1. I _____ go to bed before 10pm.
2. My friend _____ comes to class on time.
3. I _____ drive to work.
4. I _____ cook dinner for my family.
5. I _____ take taxis.
6. I _____ do my homework on time.
7. I _____ travel by public transport.
8. My teacher _____ give me feedback on my pronunciation.
9. I _____ listen to the radio.
10. I _____ eat fresh fruit every day.

Ex. 2.4.2 **Writing** Complete the sentences with information about your life, which can be true or not:

- a) I always _____
- b) I usually _____
- c) I often _____
- d) I sometimes _____
- e) I rarely _____
- f) I never _____

Ex. 2.4.3 **Writing** Complete the sentences with information about your life, which can be true or not:

1. On Monday mornings, I...

- a) always _____
- b) usually _____
- c) often _____
- d) sometimes _____
- e) rarely _____
- f) never _____

2. At the weekend, I...

- a) always _____
- b) usually _____
- c) often _____
- d) sometimes _____
- e) rarely _____
- f) never _____

3. When I'm on holiday, I...

- a) always _____
- b) usually _____
- c) often _____
- d) sometimes _____
- e) rarely _____
- f) never _____

4. When I feel unwell, I...

- a) always _____
- b) usually _____
- c) often _____
- d) sometimes _____
- e) rarely _____
- f) never _____

Ex. 2.4.4 **Writing** Write 10 things that you have never done and say why not:

Ex. I have never watched Pinocchio, because I don't like animated films.

- a) I have never _____
- b) I have never _____
- c) I have never _____
- d) I have never _____
- e) I have never _____
- f) I have never _____
- g) I have never _____
- h) I have never _____
- i) I have never _____
- j) I have never _____

Ex. 2.4.5 **Writing** Complete each sentence using present simple tense and include an adverb of frequency:

- a) _____ every day
- b) _____ every week
- c) _____ at the weekend.
- d) _____ once a week.
- e) _____ twice a month.
- f) _____ three times a year.
- g) _____ on Thursdays.
- h) _____ during the holidays.
- i) _____ at night.
- j) _____ most days.

Ex. 2.4.6 **Writing** Complete the table with adverbs of frequency and percentages:

↑	100%	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	↓	0%

Unit 2.5

PRONUNCIATION

Sentence Stress and the Sound Spine

Unit 2.5 Sentence Stress and the Sound Spine

- 2.5.1 Sentence stress is the sequence of stressed and unstressed syllables in a spoken sentence. It is a natural part of spoken English and students should be encouraged to use it when they speak English. English is a **stress-timed** language which is spoken with **rhythm**. This results from **strong** and **weak stresses** that are built into both individual words and sentences. (See Unit 1.7.)
- 2.5.2 The strong stresses in a sentence usually fall on the content words (see Unit 2.1), while the weak stresses usually fall on the function words. A syllable with a strong stress is spoken with more emphasis and volume.
- 2.5.3 Does sentence stress really matter? It's a difficult area – why not just leave it out? It can be a difficult concept for students to understand – particularly if their first language is not stress-timed, but **syllable-timed**, i.e. in their first language all of the syllables in a sentence are spoken with more or less equal stress (e.g. French or Japanese). Native speakers of English speak quite naturally with sentence stress but if you asked one why they did this they would probably be unaware that they were even doing it, and be unable to explain the rules (unless they had specifically studied the subject). Nevertheless, it is an important aspect of spoken English because when a student doesn't speak with sentence stress – or uses incorrect sentence stress – it can be hard to understand them, or difficult to listen to them – even when what they're saying is grammatically correct and really interesting. This is a situation that can be quite frustrating for students.
- 2.5.4 Understanding sentence stress can also help students to get more out of listening to spoken English, because they can learn to listen for the most important keywords – which have stress – rather than trying to catch every word.

The **long-term goal** for students is to train themselves to be able to listen to English and understand it mainly from the stressed vowel sounds and general grammatical context.

- 2.5.5 When studying sentence stress it is necessary to understand **contractions**. A contraction is when two words are joined together to make one word, e.g. **He is** becomes **He's** or **We are** becomes **We're**. When we speak these words are usually contracted because they are unstressed function words. By stressing them individually we draw attention to them, when they should be reduced, 'behind' the stressed content words. By reducing the number of function words, e.g. by using contractions, we make the content words – and their stressed vowel sounds – easier to hear.

2.5.6 The process for finding stress in a sentence is as follows. Note: at each stage students should practise saying the sentence out loud:

i) Write a sentence: We will miss the train if we don't hurry up!

ii) Underline the content words: We will miss the train if we don't hurry up!

iii) Mark each stressed syllable: We will miss the train if we don't hurry up!
(See Unit 1.7.)

In this sentence **miss** has stress because it's a main verb; **train** has stress because it's a noun; **don't** has stress because it's a negative auxiliary verb, and **hurry up** has stress because it's a phrasal verb. The other words are unstressed function words: we, will, the, if.

iv) Make any contractions: We'll miss the train if we don't hurry up!

/ / / / /
i ei eu u u
/ / / / /

v) Find the vowel sound on each strong stress and write it with Clear Alphabet (See Unit XX.)

2.5.7 This sequence of vowel sounds on the stressed syllables in a sentence is called **the sound spine**. It's called the sound spine because it is the 'backbone' of the sentence, holding everything else together. These five sounds are the most important sounds in this sentence and must be heard clearly:

i ei eu u u

They correspond to the main keywords in the sentence, which give the meaning:

i miss ei train eu don't u hurry u up!

We should always try to find and emphasise the sound spine in a sentence. Whatever other sounds are wrongly pronounced, the vowel sounds on the stressed syllables must be heard clearly and correctly. If one or more of these vowel sounds is wrongly pronounced, miscommunication can occur. The listener may say: 'Sorry, I didn't catch that. Could you repeat it, please?' Imagine the same sentence with the wrong sound spine:

ai oo i eir a
/ / / / /

We'll mice the troon if we dint hairy app!

I think you will agree with me that it is impossible to understand the original meaning of the sentence! Yet this is how some students speak, because they don't know or understand the importance of the sound spine. This example is extreme because it involves five errors, but in fact, even one incorrect vowel sound on a content word could lead to your listener asking you to repeat what you just said, especially if it is the most important word:

i oo eu u u
/ / / / /

We'll miss the troon if we don't hurry up!

'What? What's a troon?'

Exercises

Ex. 2.5.1 **Reading** Look at the words below and write them in two groups – content and function words:

drive I the platform is go her early a Tuesday
their and five our 'll train airport at late usually

content words:	function words:

Ex. 2.5.2 **Writing** Underline the stressed syllable in each word and write the stressed vowel sound using Clear Alphabet. For example:

Ex. roundabout (au)

- | | |
|--------------|-----------------|
| 1. aeroplane | 11. journey |
| 2. airport | 12. motorway |
| 3. boat | 13. passenger |
| 4. canoe | 14. petrol |
| 5. commuter | 15. reservation |
| 6. driver | 16. bike |
| 7. engine | 17. runway |
| 8. fine | 18. station |
| 9. flight | 19. ticket |
| 10. garage | 20. tractor |

Ex. 2.5.3 **Writing** Write the contraction for each phrase:

- | | | | |
|--------------|-------|-------------------|-------|
| 1. I am | _____ | 21. they have | _____ |
| 2. am not | _____ | 22. I will | _____ |
| 3. you are | _____ | 23. you will | _____ |
| 4. are not | _____ | 24. he will | _____ |
| 5. he is | _____ | 25. she will | _____ |
| 6. she is | _____ | 26. it will | _____ |
| 7. it is | _____ | 27. we will | _____ |
| 8. is not | _____ | 28. they will | _____ |
| 9. we are | _____ | 29. will not | _____ |
| 10. they are | _____ | 30. do not | _____ |
| 11. was not | _____ | 31. does not | _____ |
| 12. were not | _____ | 32. did not | _____ |
| 13. I have | _____ | 33. there is | _____ |
| 14. have not | _____ | 34. there is not | _____ |
| 15. you have | _____ | 35. there are | _____ |
| 16. he has | _____ | 36. there are not | _____ |
| 17. she has | _____ | 37. what is | _____ |
| 18. it has | _____ | 38. where is | _____ |
| 19. has not | _____ | 39. when is | _____ |
| 20. we have | _____ | 40. who is | _____ |

Ex. 2.5.4 **Writing** Read each sentence out loud and follow the process shown in 2.5.6:

- a) Underline the content words
- b) Mark each stressed syllable
- c) Make any contractions
- d) Find the vowel sound on each strong stress and write it with Clear Alphabet

Remember to read the sentences out loud at each step!

1. I usually get the train at seven twenty-eight.
2. Gemma is driving to the airport to pick up her grandmother.
3. I flew from Heathrow to Copenhagen last night.
4. Oliver was crossing the road by the museum.
5. We have cancelled our flight because our daughter is ill.
6. All passengers must show their passports and boarding passes at the gate.
7. The next train to arrive at platform eight will be the nine forty-nine to Cardiff.
8. If we cycle to work we will arrive quickly.

Ex. 2.5.5 **Speaking & Listening** Read each sentence out loud:

- a) just the stressed words
- b) just the unstressed words

Which way is easier to understand? Why?

Ex. 2.5.6 **Speaking & Listening** Read the sound spine for each sentence out loud a few times. See if your partner can identify which sentence it comes from, without telling them.

Ex. 2.5.7 **Speaking & Listening** Here are some more activities for practising sentence stress:

- The students mark words in a text that are content (stressed) and function (unstressed).
- The teacher models the sentences and students repeat afterwards individually, in pairs, or as a group.
- The students record themselves saying sentences with correct sentence stress, then listen back and check their work.
- The teacher (or a partner for pair work) says a sentence and the listeners have to write only the content words or only the function words from it in the correct order.
- The whole group (or pairs) have to recite sentences as somebody claps, with the strong stresses falling on each clap and the weak stresses falling in between.
- The students have to make a sentence when they are given only the content words, or only the function words, and a given verb form.
- The teacher writes the content words from one sentence on separate cards, and the students have to put them in order, then fill in the missing function words.
- The students listen to songs, poems, or limericks and identify the content and function words; then practise repeating the lines with a partner or within the group.
- The students have to recite all the stressed or unstressed words in a sentence from memory.
- The students compile a list of content words and function words from a text, and put the words into groups according to their use, e.g. 'noun', 'main verb', 'adjective', 'pronoun', 'conjunction', 'article', etc.
- Mumbling game: the students have to say a sentence, not omitting the function words completely, but mumbling them so that they are barely heard. This can demonstrate quite well how native speakers of English stress the content words – the words which have meaning – but glide over the function words as if they were of little or no importance. (Yet the function words are critically important, particularly in an English language examination situation, because they are the glue that holds the content words together.)










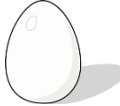

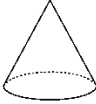








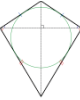






Unit 2.6

VOCABULARY

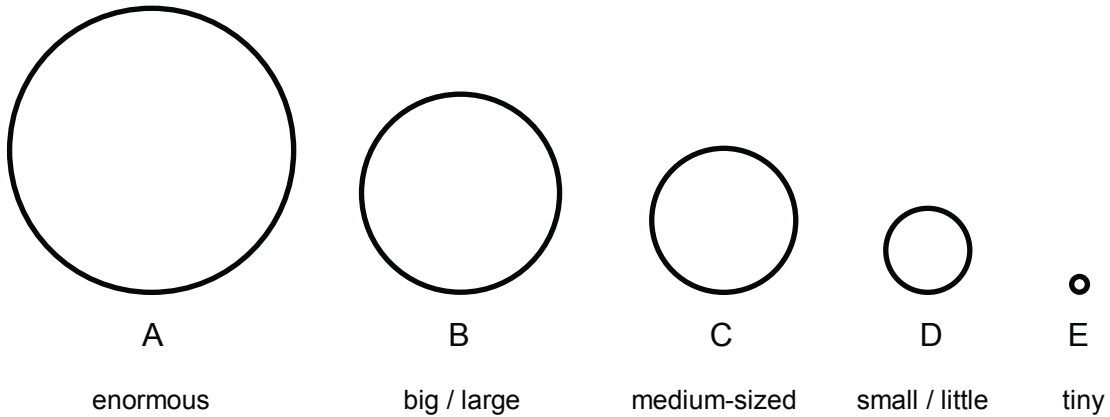
Shapes and Colours

Unit 2.6 Shapes and Colours

2.6.1 The most common **shapes**. Translate them into your first language and learn them:

noun form:	<u>2D shapes:</u>		shape:	<u>3D shapes:</u>	
	adjective form:	form:		form:	shape:
square	square			cube / cuboidal box / box-shaped	
circle	circular / round / rounded			sphere / spherical ball / ball-shaped	
rectangle / oblong	rectangular / oblong			cuboid / cuboidal box / box-shaped	
triangle	triangular			pyramid / pyramidal	
oval / ellipse	oval / elliptical			ovoid / ovoid	
line	linear			cone / conical	
curve	curved			cylinder / cylindrical	
arrow	arrow-shaped			<u>2D shapes (continued):</u>	
heart	heart-shaped			hexagon (6 sides)	hexagonal 
star	star-shaped			octagon (8 sides)	octagonal 
tick	ticked			kite / kite-shaped	
cross	cross-shaped			parallelogram / parallelogramical	
diamond	diamond-shaped			trapezoid / trapezoidal	
pentagon	pentagonal			crescent / moon (-shaped)	

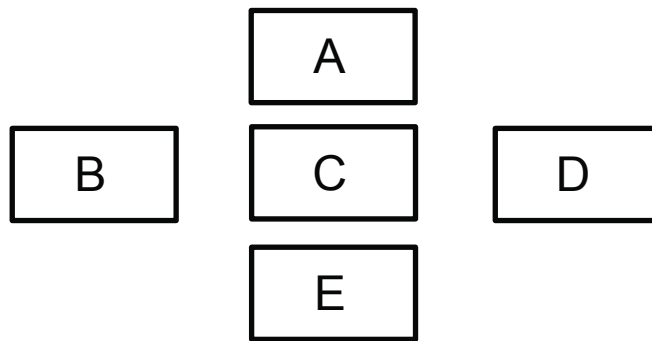
2.6.2 We can think about the **size** of shapes like this:



2.6.3 We can **compare** the shapes in the following way:

1. Circle B is **bigger / larger than** circle C.
2. Circle D is **smaller than** circle C.
3. Circle A is **the biggest / largest**.
4. Circle E is **the smallest**.

2.6.4 We can think about the **position** of shapes like this:









1. Rectangle A is **above** rectangle C.
2. Rectangle E is **below** rectangle C.
3. Rectangle B is **on the left of** rectangle C. It is **next to** rectangle C.
4. Rectangle D is **on the right of** rectangle C. It is **next to** rectangle C.
5. Rectangle C is **in the middle**.
6. Rectangle A is **at the top**.
7. Rectangle E is **at the bottom**.

2.6.5 Here are the most common **colours** with their English names:





















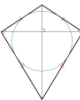






				
red	orange	yellow	green	blue
				
pink	purple	black	grey	white
				
brown	beige	cream	silver	gold
				
indigo	navy blue	emerald	lilac	crimson

2.6.6 We can use the words **light** and **dark** to make new colours. For example:

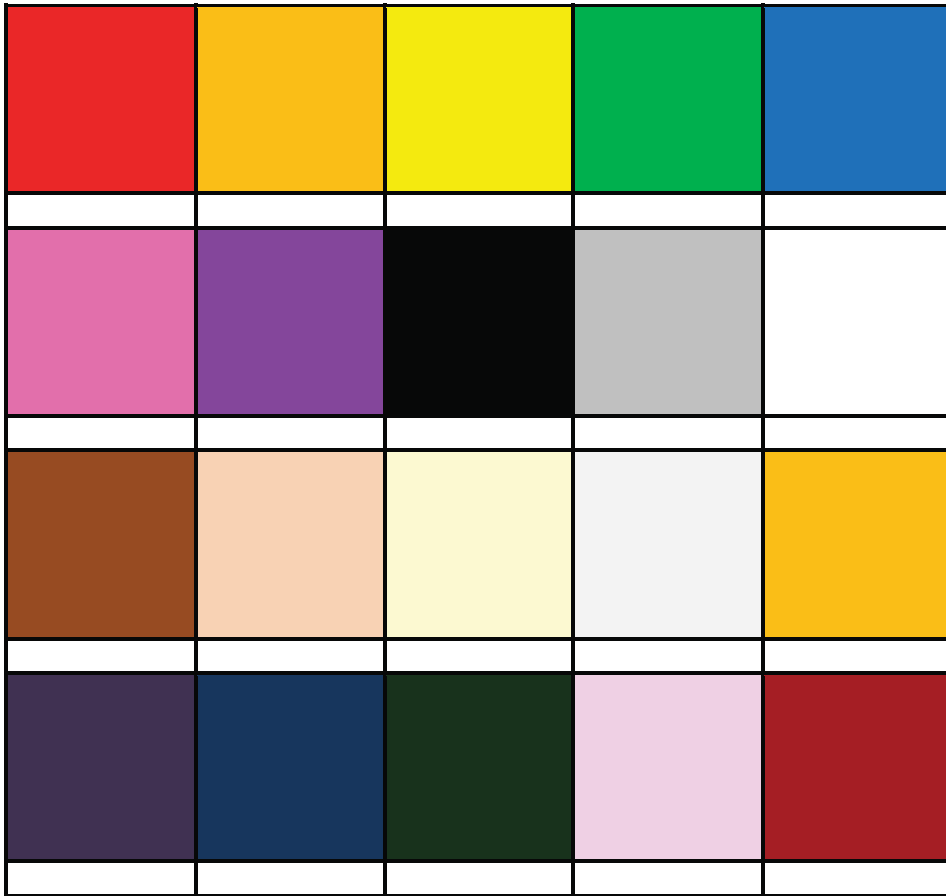
		
light green	green	dark green
		
light blue	blue	dark blue

Exercises

Ex. 2.6.1 **Writing** Write the noun and adjective form of each shape in English:

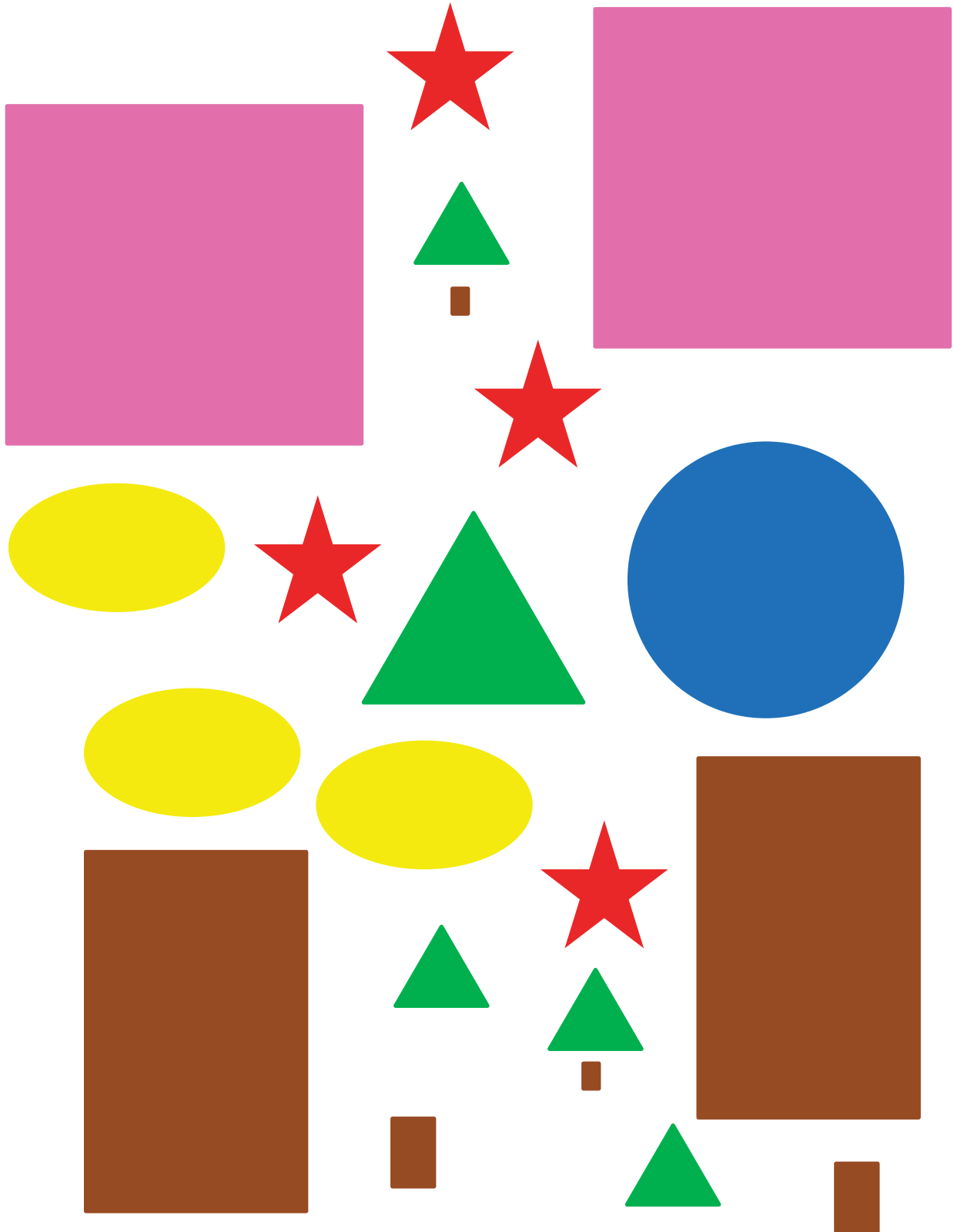
noun form:	<u>2D shapes:</u> adjective form:	shape:	form:	<u>3D shapes:</u> shape:
_____	_____		_____	
_____	_____		_____	
_____	_____		_____	
_____	_____		_____	
_____	_____		_____	
_____	_____		_____	
_____	_____		_____	
_____	_____		<u>2D shapes (continued):</u>	
_____	_____		_____	
_____	_____		_____	
_____	_____		_____	
_____	_____		_____	
_____	_____		_____	
_____	_____		_____	

Ex. 2.6.2 **Writing** Write the name of each colour below:



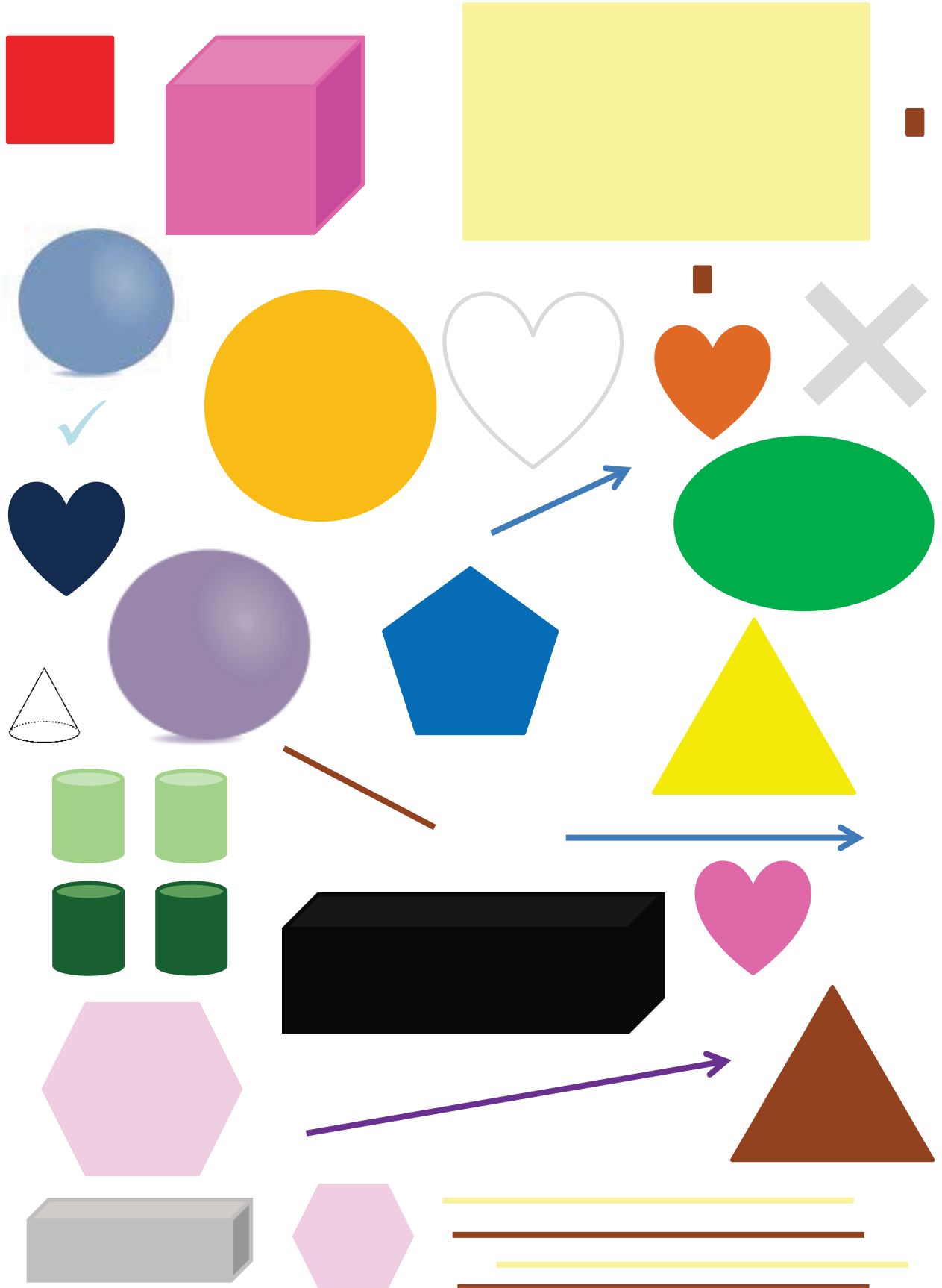
Ex. 2.6.3 **Writing** Write 10 sentences in English to describe the picture, e.g.

*There are two large pink squares.
There is a blue circle on the right.*



Ex. 2.6.4

Speaking & Listening Look at the picture for 30 seconds, memorise it, then tell your partner what you remember. Get one point for each correct item. Then change roles:



Ex. 2.6.5 **Reading** Look at the picture above and say whether each statement is true or false:

1. There is a green oval below the hexagon.
2. There is a pink cube, but there aren't any diamonds.
3. The white cone is in the middle of the picture.
4. The orange circle is next to the brown triangle.
5. There are two hexagons and one is bigger than the other.
6. There are three blue arrows.
7. The small red square is above the white cone.
8. The cross is smaller than the cube.
9. There is a light yellow rectangle above a white heart.
10. There are three brown lines.
11. There are four green cylinders
12. There is a light blue tick.
13. The purple sphere is above the cylinders.
14. There are two brown lines and two cream lines.
15. There are three violet hexagons.
16. The blue arrows are at the bottom of the picture.
17. There is a white heart between an orange circle and a dark orange heart.
18. There are two black cuboids.
19. There are three navy blue hearts.
20. There are nineteen different kinds of shape in the picture.

Ex. 2.6.6 **Writing** List all the different shapes in the picture, say what colour they are, and say where they are in the picture. For example:

*There is a light yellow rectangle at the top of the picture.
There are four green cylinders on the left of the picture.*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Ex. 2.6.7 **Writing** Write 5 things that have each **shape**:

square • • • • •	circular • • • • •	rectangular • • • • •
oval • • • • •	triangular • • • • •	spherical • • • • •
cube-shaped • • • • •	cylindrical • • • • •	cuboid • • • • •

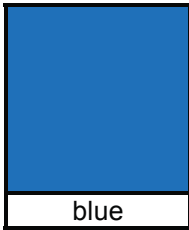
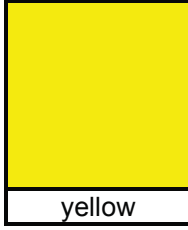

Ex. 2.6.8 **Writing** Write 5 things with each **colour**:

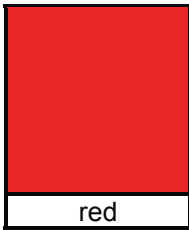
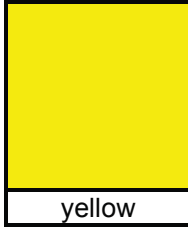
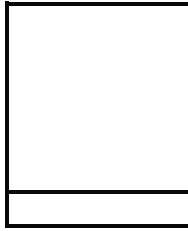
red • • • • •	orange • • • • •	yellow • • • • •
green • • • • •	blue • • • • •	pink • • • • •
purple • • • • •	black • • • • •	white • • • • •

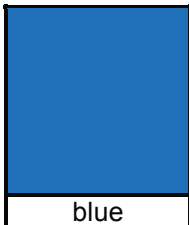
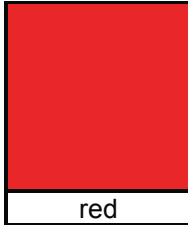
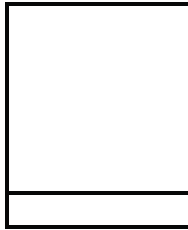
Ex. 2.6.9 **Writing** Complete the sentences with colours:

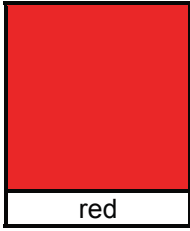
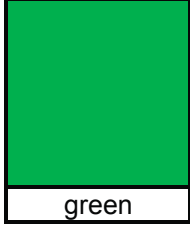
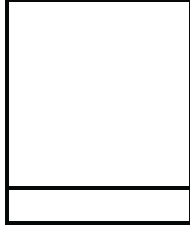
1. A plum is p_____.
2. A tomato can be r_____ or g_____.
3. A lettuce is g_____.
4. The yolk of an egg is y_____.
5. Printer paper is w_____.
6. A tiger is o_____ and b_____.
7. The leaves of most trees are g_____.
8. An orange is o_____.
9. A zebra is b_____ and w_____.
10. On a hot day the sky is b_____.
11. A banana is y_____.
12. A spider is b_____.
13. A police officer's uniform can be n_____ b_____.
14. A polar bear is w_____.
15. A daffodil is y_____ and g_____.
16. Mobile phones are usually b_____ or g_____.
17. People often paint their living room walls b_____ or c_____.
18. Jewellery is usually s_____ or g_____.
19. A fire engine is r_____.
20. People's eyes can be b_____, g_____, g_____, b_____, or b_____.

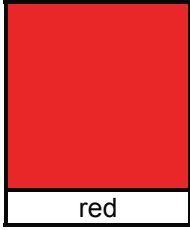
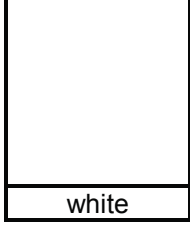
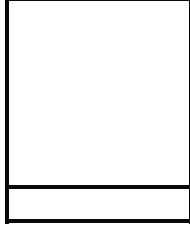
Ex. 2.6.10 **Writing** Colour blending. Write the name of each colour that results from blending two colours:

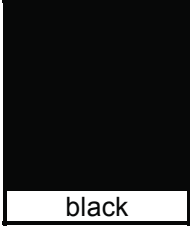
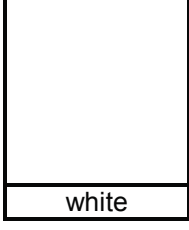
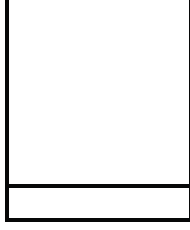
1.  +  = 

2.  +  = 

3.  +  = 

4.  +  = 

5.  +  = 

6.  +  = 

Ex. 2.6.11 **Speaking and Listening** Discuss the following questions with a partner or small group:

1. Which colour is the... a) most exciting, b) most boring, c) most relaxing, d) most positive, e) most negative, f) warmest, g) coldest.
2. What is your favourite shape? Why? What is your least favourite shape? Why?
3. What is your favourite colour? Why? What is your least favourite colour? Why?
4. What shapes and colours have a special significance for you in your life. Tell me the stories connected with them.
5. What do you associate with... a) red, b) blue, c) green, d) orange, e) yellow, f) black, g) white, ...and continue with all the colours from p.XX?
6. Are you good at mathematics? Did you learn all the different shapes at school? How many can you remember in your first language?
7. Look around you and say what different shapes and colours you can see. Go into different rooms and write down the shapes and colours that you can see. What shapes occur most frequently? Which shape dominates? Why is that? Which shapes appear very rarely? Why?
8. How many different fruits can you say that have different colours?
9. What colour clothes and shoes do you prefer? Why? What colours do you never buy? What colours do your friends and family usually buy?

10. How many colours are there in a rainbow? What are they?
11. What shapes do you see when you go food shopping. What shapes are used in packaging? Why is each shape used for each product and not a different one?
12. Do you prefer colour or black and white films and photography? Why? What are the good and bad points of each kind?

Unit 2.7

VOCABULARY

Telling the Time

Unit 2.7 Telling the Time

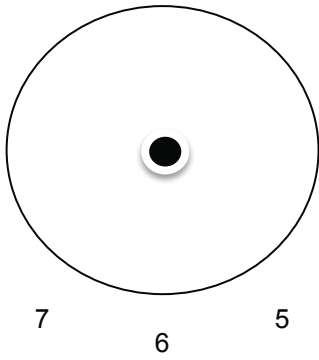
2.7.1 Telling the time is an important life skill in any language – and English is no different. We need to know what time it is so that we're not late for class or work; so we don't miss our favourite TV show or an appointment with a friend or colleague; so we don't miss the train or bus and get home on time. Read the information on the following page ('Telling the Time') and check that you understand it. You could discuss it with a partner or small group – and be sure to ask your teacher to explain anything you don't understand.

Exercises !

Ex. 2.7.1 **Writing** Complete the exercises on!p.117.

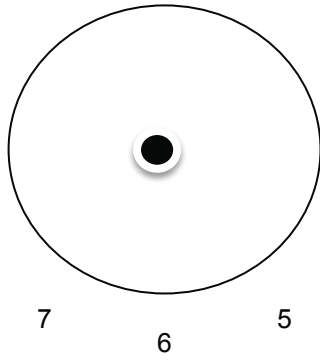
Ex. 2.7.2 **Reading** Draw hands on the clocks to show the times written below:

A)



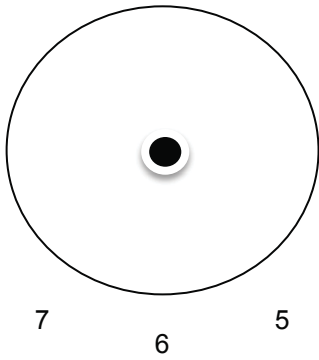
It's ten to seven.

B)



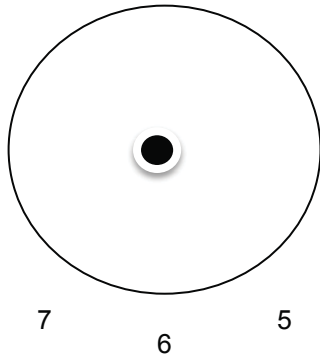
It's four thirty.

C)



It's ten past two.

D)

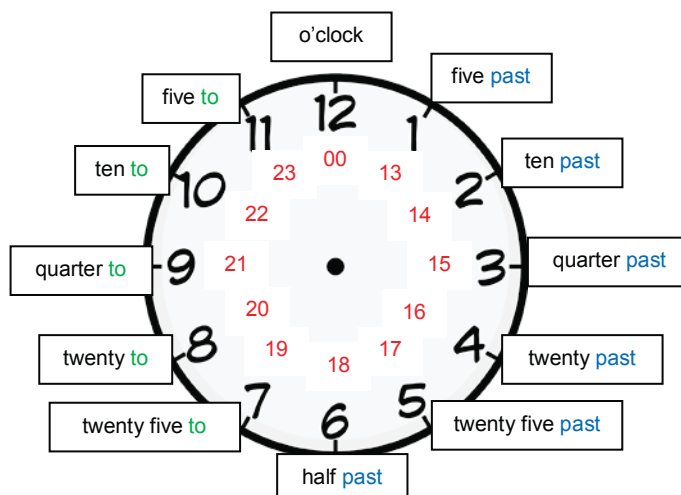


It's three twenty.

Note: there is a blank clocks template on p.122 which you can photocopy and use to make your own exercises.

Telling the Time

We **tell** the time in English, not **say** the time. How could you be on time for your English class without a **watch** (wrist) or a **clock** (wall/phone)? We can ask: **What's the time? What time is it? or Have you got the time, please?** To reply, we use **it is...** or **it's...** We can say **It's time for + noun**, e.g. It's time for lunch. Or **It's time to + verb**, e.g. It's time to begin.



There are two ways of telling the time in English: saying two numbers together (10.40 = It's ten forty), or using **past** and **to** (10.40 = It's twenty **to** eleven). The easiest method is to say two numbers. We use **past** when the time is between 01 and 30, and **to** when the time is between 31 and 59. We only use **o'clock** when the time is **on the hour**: It's ten o'clock. We count time on a clock in intervals of 5 minutes.

If the number of minutes past or to is **odd**, e.g. 6 or 19, we say **minutes**, e.g. 2:19 = It's nineteen minutes past two. If the time is between 01 and 09 minutes past, we use the word **oh**, e.g. 7.08 = seven oh eight. Or we could say: It's **about / around / nearly** ten past seven.

We don't use the 24-hour clock in everyday speech or writing, e.g. it's fourteen o'clock, but we may need to read it when we look at a bus, train, plane timetable. However, we can use **am** (night & morning: 12.00am – 11.59am) and **pm** (afternoon, evening & night: 12.00pm – 11.50pm) to state which time period we mean. Usually the **context** makes am and pm redundant, e.g. 'Your next lesson is at 3 o'clock on Tuesday.' It is very unlikely for the lesson to be at 3am! 12pm = **midday** while 12am = **midnight**.

A **second** is the smallest common unit of time. There are 60 seconds in a **minute**; 60 minutes in an **hour**; 24 hours in a **day**; 2 days (Saturday and Sunday) in a **weekend**; 7 days in a **week**; 2 weeks in a **fortnight**; 28, 29, 30, or 31 days in a **month**; 3 months in a **quarter**; 12 months or 365 days in a **year**; 366 days in a **leap year**; 10 years in a **decade**; 25 years in a **generation**; 100 years in a **century**; and 1,000 years in a **millennium**.

Time and prepositions: we say **on + day** (on Monday), **in + month or year** (in June; in 2016), and **at for specific times** (at 4 o'clock) and time periods (at the weekend).

Here are some common **idioms** connected with time: I can **be on time** for my lesson; **spend time** with a friend; **kill time** doing something trivial while waiting; **have time** for an activity; **have a whale of a time** or **have the time of my life** at an amazing party. That's because **time flies when you're having fun** – it goes quickly when you are not aware of it – but **drags** when you are **clockwatching** – counting the time until something boring ends.

Telling the Time – Exercises

1. Write the times using **It's + numbers** and **It's + past/to**:

- | | | | |
|----------|-------|----------|-------|
| a) 11.40 | _____ | e) 9.40 | _____ |
| b) 10.15 | _____ | f) 1.55 | _____ |
| c) 7.55 | _____ | g) 12.00 | _____ |
| d) 3.12 | _____ | h) 4.04 | _____ |

2. Convert these times into the **24-hour clock** using figures:

- | | | | |
|------------|-------|-------------|-------|
| a) 2.15pm | _____ | e) 6.48pm | _____ |
| b) 4.35pm | _____ | f) 10.08am | _____ |
| c) 1.10am | _____ | g) 9.30pm | _____ |
| d) 10.20pm | _____ | h) midnight | _____ |

3. Write each time correctly:

- | | | | |
|-----------------------------|-------|--------------------------------------|-------|
| a) It's fifty past twelve. | _____ | e) It's thirty before ten. | _____ |
| b) It's quarter past three. | _____ | f) It's ten oh five o'clock. | _____ |
| c) It's four past eight. | _____ | g) It's forty past second. | _____ |
| d) It's ten. | _____ | h) It's thirty two minutes to eight. | _____ |

4. Put the time periods in order of size from shortest to longest. Mark them 1-15:

- | | | | | |
|------------|---------|------------|-----------|-----------|
| week | decade | generation | year | leap year |
| millennium | weekend | month | minute | quarter |
| day | hour | second | fortnight | century |

5. Match the idioms on the left with their meanings on the right:

- | | |
|--------------------------------------|---|
| 1. to be on time | a) to have no time left |
| 2. time is money | b) to do nothing while waiting for something |
| 3. to run out of time | c) to not do something useful or worthwhile |
| 4. to kill time | d) you have got time to do something |
| 5. time flies when you're having fun | e) to be in prison |
| 6. time is dragging | f) time seems to be going slowly |
| 7. to have a whale of a time | g) to have a great time |
| 8. to waste time | h) time goes quickly when you don't pay attention to it |
| 9. to do time | i) to arrive at the agreed time |
| 10. time is on your side | j) time is valuable |

6. Complete each gap using an appropriate word or phrase from this unit:

Tina: 'Let's meet a) _____ five b) _____ c) _____ Sunday. I'll try to d) _____, but I can't guarantee it because my bus is often late. It will be great to e) _____ time with you! I will get the bus home f) _____ Tuesday morning g) _____ five h) _____ eleven. I hope we will i) _____ time to visit the leisure centre. Last time we went I had j) _____. It was fantastic! Life here is so boring. I've been k) _____ time every day, just playing on my phone. I don't like l) _____ time, so it will be good to see you next m) _____ and do something fun!'

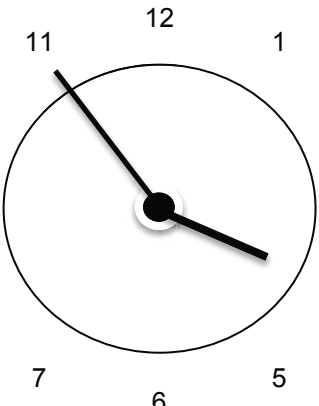
7. Complete the gaps using prepositions of time **on**, **at**, or **in**:

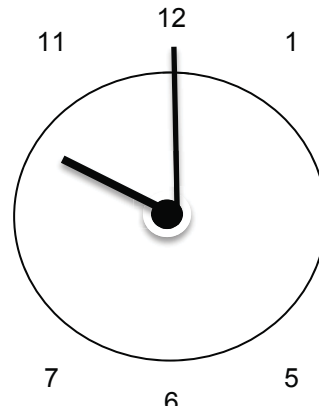
- | | | |
|------------------------|---------------------------|----------------------|
| a) _____ spring | e) _____ Christmas Day | i) _____ 10 o'clock |
| b) _____ 12th February | f) _____ Monday afternoon | j) _____ the weekend |
| c) _____ the morning | g) _____ a fortnight | k) _____ night |
| d) _____ the moment | h) _____ Monday | l) _____ July |

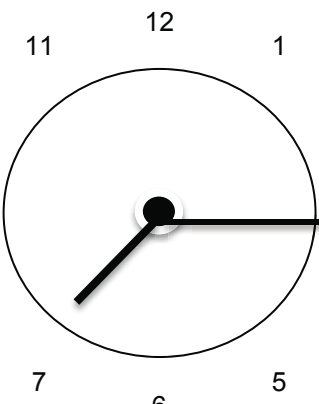
8. Write each time from its phonetic spelling:

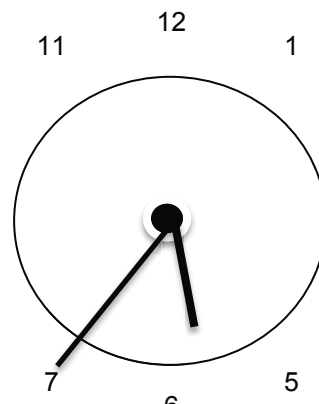
- | | | | |
|-----------------|-------|-------------------|-------|
| a) Ten t Siks | _____ | e) Kor t t Wun | _____ |
| b) Se v n Klok | _____ | f) i Le v neu For | _____ |
| c) Too Wei teen | _____ | g) Ttree yei Yem | _____ |
| d) For Fi fteen | _____ | h) Har Fpar Steit | _____ |

Ex. 2.7.3 **Writing** Write the time below each clock in words, beginning with 'It's...'

A) 

B) 

C) 

D) 

Ex. 2.7.4 **Writing** Write each time in three different ways:

Ex.	4.15pm	<i>It's four fifteen in the afternoon.</i>	<i>It's quarter past four pm.</i>	16:15
a)	9.00am			
b)	11.10am			
c)	12.50pm			
d)	2.20pm			
e)	4.40pm			
f)	5.08pm			
g)	7.30pm			
h)	10.20pm			
i)	12.05am			
j)	1.24am			

Ex. 2.7.5 Writing Convert each time from **am and pm** to the **24-hour clock**:

- | | | | |
|-------------|-------|-------------|-------|
| 1. 4.18pm | _____ | 11. 3.35am | _____ |
| 2. 3.20am | _____ | 12. 8.45pm | _____ |
| 3. 4.25.am | _____ | 13. 6.02am | _____ |
| 4. 12.05pm | _____ | 14. 1.48pm | _____ |
| 5. 5.30am | _____ | 15. midday | _____ |
| 6. 2.28am | _____ | 16. 2.15am | _____ |
| 7. midnight | _____ | 17. 10.55pm | _____ |
| 8. 6.35pm | _____ | 18. 11.00pm | _____ |
| 9. 1.09am | _____ | 19. 7.40pm | _____ |
| 10. 9.50pm | _____ | 20. 1.10am | _____ |

Ex. 2.7.6 Writing These sentences are incorrect. Write them again correctly – in words:

1. It's fifty to one. _____
2. It's thirty-five past three. _____
3. It's ten before nine. _____
4. It's eighteen to twelve. _____
5. It's quarter after nine. _____
6. It's forty to five. _____
7. It's fifteen past seven. _____
8. It's ten. _____
9. It's two past two. _____
10. It's six one five. _____
11. It's twenty-two o'clock. _____
12. It's nineteen hours. _____
13. It's thirty-five to eight. _____
14. It's eighteen past four. _____
15. It's thirteen o'clock. _____

Ex. 2.7.7 Writing How long do I need to wait, if....

- a) it's 2.30pm and the bus leaves at 3 o'clock? _____
- b) it's ten in the morning and the train arrives at 4.12pm? _____
- c) it's 4.45pm and the tram leaves in quarter of an hour? _____
- d) it's 13:15 and the boat departs at 14:02? _____
- e) it's 6.19pm and the taxi is due at 6.38pm? _____
- f) it's 4.39am and the buses start running at 6.30am? _____

Ex. 2.7.8 Writing What time is it now, if....

- a) the train departs at 10.14am and I'm five minutes early? _____
- b) there is a ferry at 5pm – in half an hour from now? _____
- c) I can get the next tram at 4.54pm, in fifteen minutes? _____
- d) my flight leaves at nine – in forty minutes? _____
- e) the 9.23 to Birmingham left three minutes late ten minutes ago? _____
- f) the subway closes at midnight – in fifteen minutes' time? _____

Ex. 2.7.9 **Reading** Put the times in order – from the earliest to the latest:

- | | |
|-------------------------------------|-------------------------------|
| a) 13:10 | k) midnight |
| b) ten past one in the morning | l) ten o'clock in the morning |
| c) 2.23am | m) 03:40 |
| d) half past three in the afternoon | n) midday |
| e) 4am | o) six in the evening |
| f) five past five in the morning | p) 19:35 |
| g) two thirty pm | q) 11pm |
| h) 23:02 | r) 06:55 |
| i) nine oh six am | s) quarter past nine at night |
| j) two minutes to seven am | t) 15:28 |

Ex. 2.7.10 **Research** Use a library or the internet to find the answers to the following questions about units of time:

1. Which is faster, a nanosecond or a millisecond?
2. Which is faster, a millisecond or a microsecond?
3. How many milliseconds are there in a second?
4. How many seconds are there in five minutes?
5. How many minutes are there in a quarter of an hour?
6. How many seconds are there in two hours?
7. How many minutes are there in a day?
8. How many hours are there in a day?
9. How many hours are there in a weekend?
10. How many hours are there in one week?
11. How many minutes are there in a fortnight?
12. How many days are there in a calendar month?
13. How many days are there in a lunar month?
14. How many days are there in a standard year?
15. How many days are there in a leap year?
16. How many hours are there in a leap year?
17. How many years are there in a generation?
18. How many years are there in four decades?
19. How many years are there in a couple of centuries?
20. How many years are there in a millennium?

Ex. 2.7.11 **Reading** Read the extract from a bus timetable and answer the questions below. Write your answers in words and use am or pm rather than the 24-hour clock:

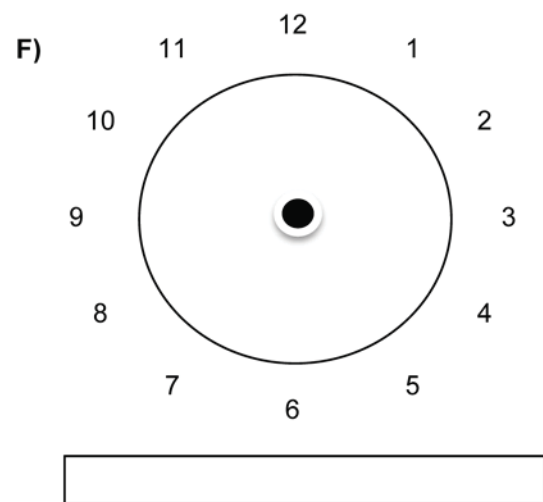
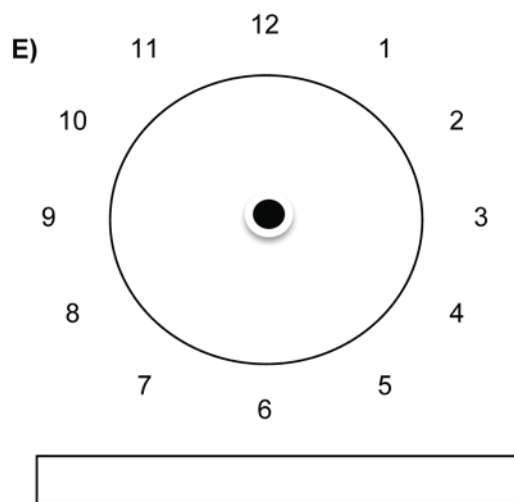
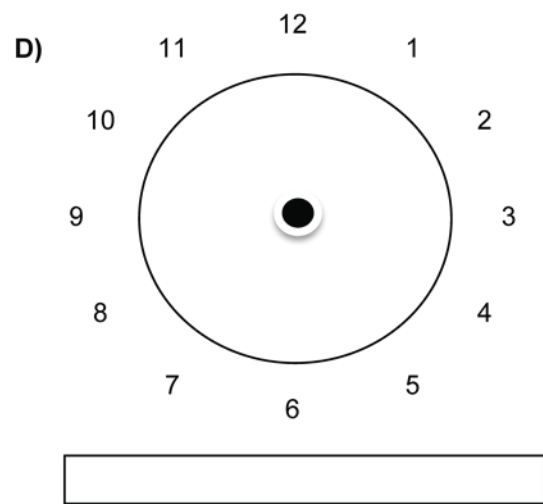
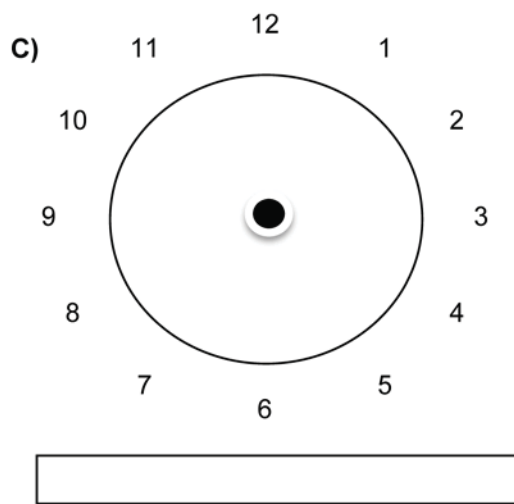
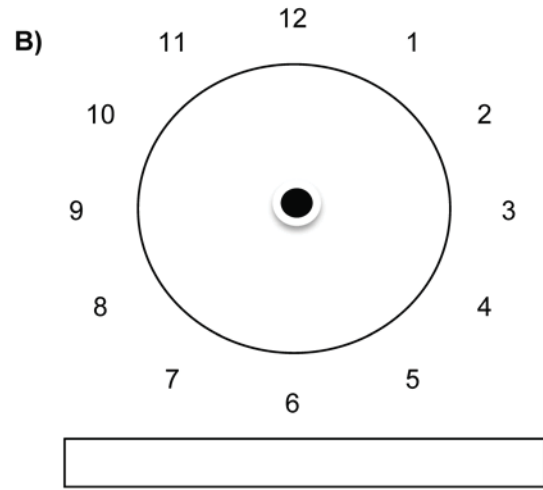
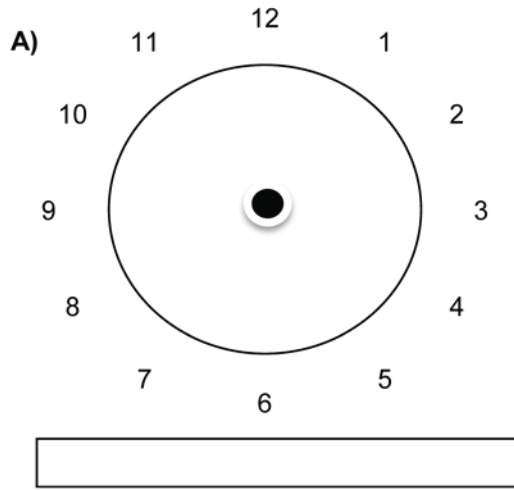
Mondays to Fridays:

Service number:	48B	49	48B	49	48B	49	49	48B	48B
Markham	06:25	07:20	08:15	09:20(2)	10:40	12:00	13:45(2)	14:10(2)	15:30
Timberley	06:46	-	08:36	-	11:01	-	-	14:31	15:51
Holden Bridge	06:50	07:45	08:40(1)	09:45	11:05	12:25	14:10	14:35(1)	15:55
Champerdon	07:04	07:55	08:54	09:55	11:19	12:35	14:20	14:49	16:09

(1) Not Mondays (2) Wednesdays only

1. What time does the 15:51 bus from Timberley arrive in Champerdon?
2. What time does the first bus in the morning leave Timberley?
3. What time does the 14:10 bus from Markham arrive in Holden Bridge?
4. What time does the 08:15 bus from Markham arrive in Timberley?
5. Which route is the longest? How many minutes does it take?
6. How long does the number 48B bus take to get from Markham to Timberley?
7. Can I get the number 49 bus from Markham at 12:00 on Wednesdays?
8. How long does the number 48B bus take to get to Holden Bridge from Timberley?
9. Can I use this timetable at the weekend? Why? / Why not?
10. Which bus is quicker if I want to get from Markham to Champerdon? By how many minutes?
11. What time does the 09:45 bus from Holden Bridge arrive in Champerdon?
12. Which bus do I need to take to get to Timberley, arriving in the morning at around eleven?
13. Can I get the number 48B bus from Holden Bridge at 08:40 on Mondays?
14. Does the number 49 bus go to Timberley?
15. How long does the number 49 bus take to get to Champerdon from Markham?
16. It's Tuesday. What time is the next bus to Timberley if I'm in Markham and I want to leave after 2pm?
17. How long does the number 48B bus take to get from Holden Bridge to Champerdon?
18. What time is the next bus to Holden Bridge if I'm in Timberley and I want to leave after 3.40pm?
19. Which route is the shortest? How many minutes does it take?
20. What is the best bus to take to Champerdon if I'm in Holden Bridge and I want to arrive at around 10am.

What's the Time? – Blank Clocks Template



Unit 2.0

Transport

ANSWERS

Unit 2.0 Transport:

- Ex. 2.0.1 Answers will vary.
- Ex. 2.0.2 Answers will vary.
- Ex. 2.0.3 Answers will vary.
- Ex. 2.0.4 Answers will vary.

Unit 2.1 Word Classes:

- Ex. 2.1.2 Answers will vary.
- Ex. 2.1.3 a)

nouns	main verbs	adjectives	adverbs	numbers
train car motorbike boat	ride have, be, do (they are also auxiliary verbs) travel drive go	comfortable crowded cheap expensive	slowly tomorrow quickly often	thirty forty twenty ten
auxiliary verbs	pronouns	prepositions	conjunctions	determiners
can	I you us he	to at in on	because but so and	some any many a lot

b) Answers will vary.

- Ex. 2.1.4

<p>adjective main verb auxiliary verb pronoun adverb number wh- question word possessive adjective preposition conjunction article</p>	<p>before a noun after a pronoun or auxiliary verb before a main verb or at the beginning of a sentence before a main verb or auxiliary verb (often) after a pronoun before a noun or adjective at the beginning of a sentence before a noun or adjective (usually) before an article after a comma before a noun or adjective</p>
---	--

Ex. 2.1.5

Gemma	is	driving	to	the	airport	to	pick up	her	grandmother.
proper noun	auxiliary verb	main verb	preposition	article	noun	preposition	phrasal verb	possessive adjective	noun

Ex. 2.1.6 a)

I	flew	from	Heathrow	to	Copenhagen	last	night.
pronoun	main verb	preposition	proper noun	preposition	proper noun	adverb	noun

b)

Oliver	was	crossing	the	road	by	the	museum.
proper noun	auxiliary verb	main verb	article	noun	preposition	article	noun

c)

All	passengers	must	show	their	boarding	passes.
determiner	noun	modal auxiliary verb	main verb	possessive adjective	noun, acting as an adjective	noun

d)

If	we	cycle	to	work	we	will	arrive	quickly.
conjunction	pronoun	main verb	preposition	noun	pronoun	auxiliary verb	main verb	adverb

Ex. 2.1.7 Answers will vary. Sample answers: 1. enjoy. 2. in. 3. what. 4. jam. 5. real. 6. Carol. 7. didn't. 8. twentieth. 9. wake up. 10. hi. 11. they. 12. nearly. 13. your. 14. because. 15. an. 16. some. 17. beach. 18. beautiful. 19. shower. 20. at.

Unit 2.2 5 Tenses and 5 Forms of the Verb:

Ex. 2.2.1 Answers will vary. Sample answers: b) The taxi is leaving (soon). c) I got on the ferry last week. d) She has driven her car today. e) The journey will be long. f) We fly to Spain twice a year. g) I'm riding my bike at the moment. h) The flight was late. i) I have taken this train for two years. j) We will stop to get petrol.

Ex. 2.2.2 Answers will vary. Sample answers:

<i>infinitive</i>	<i>s form</i>	<i>past tense</i>	<i>past participle</i>	<i>ing form</i>
walk	walks	walked	walked	walking
stop	stops	stopped	stopped	stopping
look	looks	looked	looked	looking
return	returns	returned	returned	returning
like	likes	liked	liked	liking

Ex. 2.2.3 Answers will vary. Sample answers:

<i>infinitive</i>	<i>s form</i>	<i>past tense</i>	<i>past participle</i>	<i>ing form</i>
take	takes	took	taken	taking
put	puts	put	put	putting
go	goes	went	been / gone	going
know	knows	knew	known	knowing
feel	feels	felt	felt	feeling

Ex. 2.2.4 Answers will vary. Sample answer:

- a) infinitive: eat tense: present continuous
- + Carl is eating a sandwich in the kitchen.
- Carl is not (isn't) eating a sandwich in the kitchen.
- ? Is Carl eating a sandwich in the kitchen?

Ex. 2.2.5

infinitive: walk fly ride drive go	s form: walks flies rides drives goes	past tense: flew rode drove went
past participle: flown ridden driven been / gone	ing form: walking flying riding driving going	past tense <i>and</i> past participle: walked

Ex. 2.2.6

Yesterday I ³drove to Somerset. I ³wanted to ¹buy a new car. There ²is a garage in Somerset which ²sells second-hand Fords. My friend Roy ²works there. I have ⁴known him for many years. He ³showed me some really expensive models. I ³said, "I'm not ⁵spending £20,000 on a second-hand car!" Then we ³looked at some cheaper models and I ³chose a green Ford Focus. After I ³paid, I ³said goodbye to Roy, who ²lives in Frome. I have never ⁴owned a Ford Focus before, but so far it has ⁴been really great. I'm ⁵enjoying it a lot. I ¹hope it will ¹be reliable!

Ex. 2.2.7 1. True. 2. True. 3. False. 4. False. 5. False. 6. True. 7. False. 8. False. 9. True. 10. False.

Ex. 2.2.8 1. future simple. 2. present perfect. 3. past simple. 4. ing. 5. past simple. 6. present simple. 7. infinitive. 8. present perfect. 9. present continuous. 10. infinitive. 11. past simple. 12. present perfect. 13. future simple. 14. infinitive; s form. 15. present simple. 16. past tense. 17. future simple. 18. past participle. 19. present continuous. 20. past simple.

Ex. 2.2.9 See p.XX.

Unit 2.3 Present Simple and Present Continuous:

Ex. 2.3.1 a) take / get. b) is. c) is taking / has taken. d) open. e) is taking off / landing. f) rides. g) makes. h) is waiting. i) are driving / drove. j) is / will be.

Ex. 2.3.2 a) I passed my driving test last week. b) When did you learn to drive? c) He doesn't know the way to the airport. d) It is quicker to go by ferry. e) Why was the road blocked? f) I have never flown by helicopter. g) The ticket cost two pounds seventy pence. h) I don't know where my car keys are. i) What is the difference between a van and a lorry? (Or... a lorry and a van.) j) The road signs aren't very clear.

Ex. 2.3.3 Answers will vary. Sample answers:

1. He eats breakfast at seven thirty every day. / He is eating breakfast at the moment.
2. My dad drives to work every day. / My dad is driving to work.
3. We sometimes draw cartoons at school. / We are drawing cartoons at school tomorrow morning.
4. Marie talks to her friend on the phone every evening. / Marie is talking to her friend now.
5. Anne usually prepares her presentations at work. / Anne is preparing a presentation in the office.
6. Tom makes tomato soup on Sundays. / Tom is making tomato soup for dinner.

Ex. 2.3.4 1. False. 2. False. 3. True. 4. True. 5. True. 6. False. 7. True. 8. True. 9. True. 10. False. 11. False. 12. False. 13. True. 14. True. 15. False. 16. True. 17. False. 18. True. 19. False. 20. False.

Ex. 2.3.5 a) PS. b) PC. c) PS. d) PC. e) PS. f) PS. g) PC. h) PC. i) PS. j) PS. k) PC. l) PS.

Ex. 2.3.6 See p.XX.

Unit 2.4 Adverbs of Frequency:

Ex. 2.4.1 Answers will vary.

Ex. 2.4.2 Answers will vary.

Ex. 2.4.3 Answers will vary.

Ex. 2.4.4 Answers will vary.

Ex. 2.4.5 Answers will vary.

Ex. 2.4.6 See p.XX.

Unit 2.5 Sentence Stress and the Sound Spine:

Ex. 2.5.1 Answers will vary.

content words:	function words:
drive	I
platform	the
is	her
go	a
early	their
Tuesday	and
five	our
train	'll
airport	at
late	
usually	

Ex. 2.5.2 1. aerople (eir). 2. airport (eir). 3. boat (eu). 4. canoe (oo). 5. commuter (oo). 6. driver (ai). 7. engine (e). 8. fine (ai). 9. flight (ai). 10. garage (a). 11. journey (er). 12. motorway (eu). 13. passenger (a). 14. petrol (e). 15. reservation (ei). 16. bike (ai). 17. runway (u). 18. station (ei). 19. ticket (i). 20. tractor (a).

Ex. 2.5.3 1. I'm. 2. you're. 3. he's. 4. she's. 5. it's. 6. we're. 7. they're. 8. 'm not. 9. aren't. 10. isn't. 11. don't. 12. doesn't. 13. there's. 14. none. 15. there isn't. 16. there aren't. 17. what's. 18. where's. 19. when's. 20. who's. 21. wasn't. 22. weren't. 23. didn't. 24. I've. 25. you've. 26. he's. 27. she's. 28. it's. 29. we've. 30. they've. 31. hasn't. 32. haven't. 33. I'll. 34. you'll. 35. he'll. 36. she'll. 37. it'll. 38. we'll. 39. they'll. 40. won't.

Ex. 2.5.4

- oo e ei e e ei
/ / / / / /
1. I usually get the train at seven twenty-eight.
- e ai eir i u a
/ / / / / /
2. Gemma's driving to the airport to pick up her grandmother.
- oo eu ei ar ai
/ / / / /
3. I flew from Heathrow to Copenhagen last night.
- o o eu ee
/ / / /
4. Oliver was crossing the road by the museum.
- a ai or i
/ / / /
5. We've cancelled our flight because our daughter's ill.
- or a eu or ar
/ / / / /
6. All passengers must show their boarding passes.
- e ei ai a ei ai or ai ar
/ / / / / / / / /
7. The next train to arrive at platform eight will be the nine forty-nine to Cardiff.
- ai er ai i
/ / / /
8. If we cycle to work we'll arrive quickly.

Ex. 2.5.5 Reading out loud with just the stressed words will be easier to understand, because they are generally content words which have meaning, while the unstressed function words do not.

Ex. 2.5.6 Answers will vary.

2.6 Shapes and Colours:

Ex. 2.6.1 See p.XX.

Ex. 2.6.2 See p.XX.

Ex. 2.6.3 Answers will vary.

Ex. 2.6.4 Answers will vary.

Ex. 2.6.5 1. False. 2. True. 3. False. 4. False. 5. True. 6. False. 7. False. 8. True. 9. True. 10. True. 11. True. 12. True. 13. True. 14. False. 15. False. 16. False. 17. True. 18. False. 19. False. 20. False – there are 17 different kinds of shape in the picture.

Ex. 2.6.6 Answers will vary.

Ex. 2.6.7 Answers will vary. Sample answers:

square • stamp	circular • plate	rectangular • photograph
oval • mirror	triangular • road sign	spherical • ball
cube-shaped • box	cylindrical • kitchen roll	cuboid • book

Ex. 2.6.8 Answers will vary. Sample answers:

red • tomato	orange • orange	yellow • banana
green • leaf	blue • sky	pink • dress
purple • lavender	black • trainers	white • milk

Ex. 2.6.9 1. purple. 2. red, green. 3. green. 4. yellow. 5. white. 6. orange, black. 7. green. 8. orange. 9. black, white. 10. blue. 11. yellow. 12. black. 13. navy blue. 14. white. 15. yellow, green. 16. black, grey. 17. beige, cream. 18. silver, gold. 19. red. 20. blue, green, grey, black, brown.

Ex. 2.6.10 1. green. 2. orange. 3. purple. 4. brown. 5. pink. 6. grey.

Ex. 2.6.11 Answers will vary. 10. There are 7 colours in a rainbow. They are: red, orange, yellow, green, blue, indigo, and violet.

2.7 Telling the Time:

Ex. 2.7.1 1. a) It's eleven forty. / It's twenty to twelve. b) It's ten fifteen. / It's quarter past ten. c) It's seven fifty-five. / It's five to eight. d) It's three twelve. / It's twelve minutes past three. e) It's nine forty. / It's twenty to ten. f) It's one fifty-five. / It's five to two. g) It's twelve o'clock / midday / midnight. h) It's four oh four. / It's four minutes past four.

2. a) 14:15. b) 16.35. c) 01:10. d) 22:20. e) 18:48. f) 10:08. g) 21:30. h) 00:00.

3. Answers will vary. Sample answers: a) It's ten to one. b) It's quarter past three. c) It's four minutes past eight. d) It's ten o'clock. e) It's half past nine. f) It's five past ten. g) It's two forty. h) It's twenty-eight minutes past seven.

4. 1. second. 2. minute. 3. hour. 4. day. 5. weekend. 6. week. 7. fortnight. 8. month. 9. quarter. 10. year. 11. leap year. 12. decade. 13. generation. 14. century. 15. millennium.

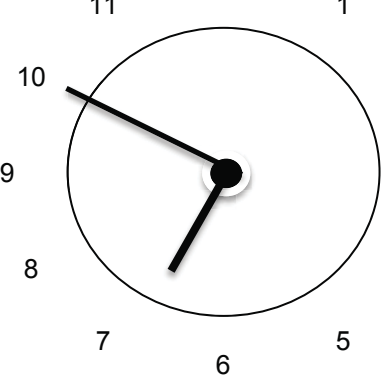
5. 1. i). 2. j). 3. a) 4. b) 5. h) 6. f). 7. g) 8. c) 9. e) 10. d).

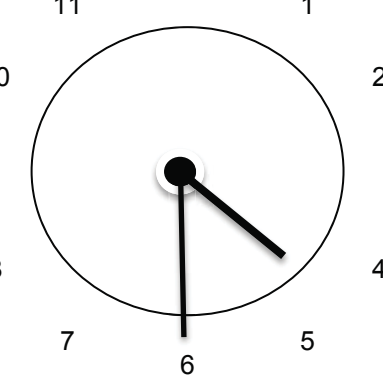
6. a) at. b) o'clock. c) on. d) be on time. e) spend. f) on. g) at. h) to / past. i) have. j) a whale of a time. k) killing. l) wasting. m) weekend / Sunday.

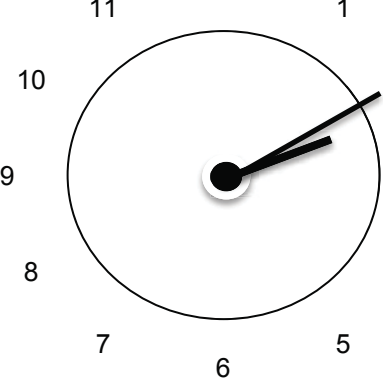
7. a) in. b) on. c) in. d) at. e) on. f) on. g) in. h) on. i) at. j) at. k) at. l) in.

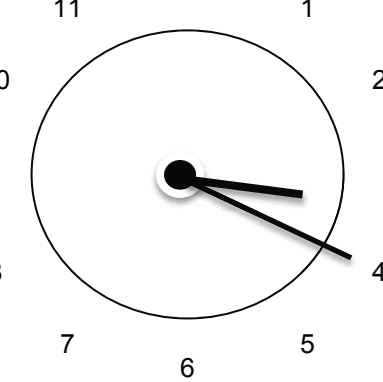
8. a) ten to six. b) seven o'clock. c) two eighteen. d) four fifteen. e) quarter to one. f) eleven oh four. g) three am. h) half past eight.

Ex. 2.7.2

A)  It's ten to seven.

B)  It's four thirty.

C)  It's ten past two.

D)  It's three twenty.

Ex. 2.7.3 A) It's five to four. / It's three fifty-five. B) It's ten o'clock. C) It's quarter past seven. / It's seven fifteen. D) It's twenty-five to six. / It's five thirty-five.

Ex. 2.7.4 *Note: it is possible to swap around the time phrases, e.g.:*

It's one twenty-four **in the morning.** or It's one twenty four **am.**

a)	9.25am	It's nine twenty-five in the morning.	It's twenty-five past nine am.	09:25
b)	11.10am	It's eleven ten in the morning.	It's ten past eleven am.	11.10
c)	12.50pm	It's twelve fifty in the afternoon.	It's ten to one pm.	12:50
d)	2.20pm	It's two twenty in the afternoon.	It's twenty past two pm.	14:20
e)	4.40pm	It's four forty in the afternoon.	It's twenty to five pm.	16:40
f)	5.08pm	It's five oh eight in the afternoon.	It's eight minutes past five pm.	17:08
g)	7.30pm	It's seven thirty in the evening.	It's half past seven pm.	19:30
h)	10.20pm	It's ten twenty at night.	It's twenty past ten pm.	22:20
i)	12.05am	It's twelve oh five in the morning.	It's five past twelve am.	00:05
j)	1.24am	It's one twenty-four in the morning.	It's twenty-four minutes past one am.	

- Ex. 2.7.5 1. 16:18. 2. 03:20. 3. 19:40. 4. 12:05. 5. 05:30. 6. 02:28. 7. 00:00. 8. 18:35. 9. 01:09. 10. 21:50. 11. 03:35. 12. 20:45. 13. 06:02. 14. 13:48. 15. 12:00. 16. 02:15. 17. 22:55. 18. 23:00. 19. 04:25. 20. 01:10.
- Ex. 2.7.6 Answers must be written in words, but can be in either format, e.g. 'It's two ten.' or 'It's ten past two.'
Sample answers:
1. It's ten past twelve. 2. It's three thirty-five. 3. It's ten to nine. 4. It's eighteen minutes to twelve. 5. It's quarter past nine. 6. It's four twenty. 7. It's quarter past seven. 8. It's ten o'clock. 9. It's two minutes past two. 10. It's six fifteen. 11. It's ten o'clock in the evening. 12. It's seven pm. 13. It's twenty-five past seven. 14. It's eighteen minutes past four. 15. It's one pm.
- Ex. 2.7.7 Answers will vary. Sample answers: a) thirty minutes. b) six hours and twelve minutes. c) quarter of an hour. d) forty-seven minutes. e) nineteen minutes. f) one hour fifty-one minutes.
- Ex. 2.7.8 a) 10.09am. b) 4.30pm. c) 4.39pm. d) 8.20. e) 9.36. f) 11.45pm.
- Ex. 2.7.9 b) ten past one in the morning. c) 2.23am. m) 03:40. e) 4am. f) five past five in the morning. r) 06:55. j) two minutes to seven am. i) nine oh six am. l) ten o'clock in the morning. n) midday. a) 13:10. g) two thirty pm. t) 15:28. d) half past three in the afternoon. o) six in the evening. p) 19:35. s) quarter past nine at night. q) 11pm. h) 23:02. k) midnight.
- Ex. 2.7.10 1. A nanosecond. There are a million nanoseconds in a millisecond. 2. A millisecond. There are a thousand microseconds in a millisecond. 3. 1,000 milliseconds. 4. 5 minutes x 60 seconds = 300 seconds. 5. 15 minutes. 6. 60 seconds x 60 minutes = 3,600 seconds in 1 hour; 3,600 x 2 = 7,200 seconds. 7. 60 minutes x 24 hours = 1,440 minutes. 8. 24 hours. 9. 2 days x 24 hours = 48 hours. 10. 24 hours x 7 days = 168 hours. 11. 1,440 minutes per day x 14 days = 20,160 minutes. 12. It varies between 28 and 31 days. 13. 29.53059 days. 14. 365 days. 15. 366 days. 16. 24 hours x 366 days = 8,784 hours. 17. 25 years. 18. 10 years (1 decade) x 4 = 40 years. 19. 100 years (1 century) x 2 (a couple) = 200 years. 20. 1,000 years.
- Ex. 2.7.11 Answers will vary. Sample answers: 1. four oh nine pm. 2. six forty-six am. 3. twenty-five to three pm. 4. eight thirty-six am. 5. The longest route is the 48B Markham to Champerdon. It takes thirty-nine minutes. 6. twenty-one minutes. 7. Yes. 8. four minutes. 9. No, because it is for Mondays to Fridays only. 10. The number 49 is quicker by four minutes. 11. five to ten am. 12. The 48B, leaving from Markham at ten forty am. 13. No. 14. No. 15. thirty-five minutes. 16. three thirty. 17. fourteen minutes. 18. nine minutes to four pm. 19. The shortest route is the 49 Markham to Champerdon. It takes thirty-five minutes. 20. the nine forty-five am.

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- 1.5 Personal Details
- 1.6 Clear Alphabet
- 1.7 Word Stress

Unit 2: Transport

- 2.0 Introduction
- 2.1 Word Classes
- 2.2 5 Tenses and 5 Forms of the Verb
- 2.3 Present Simple and Present Continuous
- 2.4 Adverbs of Frequency
- 2.5 Sentence Stress and the Sound Spine
- 2.6 Shapes and Colours
- 2.7 Telling the Time

