

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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LANGUAGE AWARENESS

WORKBOOK

*Навчально-методичний посібник
для студентів факультету іноземних мов*

Івано-Франківськ
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Навчально-методичний посібник призначений для використання на практичних заняттях з англійської мови впродовж перших двох тижнів навчання на факультеті іноземних мов (спеціальність 014 Середня освіта, спеціалізація 014.02 «Середня освіта. Мова та література (англійська)»). Завдання посібника спрямовані на формування мовної компетентності студентів першого курсу, зокрема набуття ними базових знань про систему англійської мови, вивчення основної термінології англійською мовою.

INTRODUCTION

“...English is simpler, more logical and systematic, and in that intellectually satisfying sense, more beautiful than may have been apparent to you...” writes Michael Lewis in his introduction to the revised edition of “A Teacher’s Grammar” by R. A. Close (published by L.T.P.) from which “Has English A Grammar?” comes.

HAS ENGLISH A GRAMMAR?

“It has often been said that English has no grammar, or that, if it has, there are no rules in it. English has indeed very few of the kind of inflections, on the end of nouns and verbs, that play such an important part in the grammar of many other languages. English adjectives have no inflections at all, apart from the *-er* and *-est* of short words like longer and longest. We can accurately predict the whole ‘conjugation’ of every verb in modern English from a small set of rules and a fixed list of irregularities. Nor has English separate words, grammar a place for gender in nouns. **Cow** is not ‘feminine gender’ as opposed to the masculine ‘bull’. Cow and bull are two separate words, one referring to the female of a species of an animal, the other to the male. Both words can be preceded by a set of determiners, such as a, any, each, either, every, my, the, this, that, each of which has one form only.

“English grammar is chiefly a system of syntax that decides the order and patterns in which words are arranged in sentences. The system works largely with the help of what are called grammatical or structural words – auxiliary verbs, determiners, pronouns, prepositions and conjunctions. These words form a ‘closed set’, i.e. there is a fixed number of them and new members are not admitted.

“It is also true that English grammar has no rules established for it by any authority. Individual grammarians have stated their own opinions and preferences and have made up their own body of rules. according to present-day thinking, there are rules in English grammar that can be accurately formulated from the observation and analysis of a large number of examples of widely accepted educated usage. the rules so formulated can account for the way in which competent users of the language produce or original acceptable utterances, sentences, speeches, and written texts.”

Enjoy getting to grips with the structure of language!

QUIZ

1. Which language is spoken by the largest number of people?
2. How many millions of people speak English as a first or second language?
3. List 6 occupations where English is very important for non-native speakers.
4. True (✓) or False (✗)
English is an easy language to learn because of the following features:
 - a) *The fact that there is comparatively little grammar.*
 - b) *Its flexible grammar.*
 - c) *Its exceedingly rich vocabulary.*
 - d) *The fact that English spelling often bears little relationship to pronunciation.*
5. English is an international language. Can you account for its widespread nature?

What is language awareness?

Look at the cartoon below and consider what it is saying about communication.



PARTS OF SPEECH

Three little words we often see,
Are ARTICLES – *a, an* and *the*.
A NOUN'S the name of anything –
As *house, or garden, hoop* or *swing*.
In place of nouns the PRONOUN fits,
I, you, she, it, this, that, ours, its
ADJECTIVES tell the kind of noun;
As *great, small, pretty, white* or *brown*.
CONJUNCTIONS join the nouns together,
As men *and* children, wind *or* weather.
A PREPOSITION stands before
A noun; as *in* or *through* a door.
VERBS tell of something done,
To *read, write, listen, jump* or *run*.
How things are done ADVERBS tell;
As slowly, quickly, ill or *well*.
An INTERJECTION shows surprise;
As – *ah!* how witty! – *oh!* how wise!
The whole we call nine parts of speech
Which reading, writing, speaking teach.

WORD CLASSES 1

How many words can you put in the following statements and questions?

1. a) There is something _____ the book.
b) Would you prefer to live _____ a town?
_____ a city?
_____ the country?
_____ the first floor?
_____ a penthouse?
_____ the sea?
_____ a boat?
c) What are the above-nominated words?
2. a) She's a(n) _____ woman.
Is it a(n) _____ book?
They don't like _____ places.
b) What kind of words have you used?
c) Where do they usually come in the sentence?
3. a) She sang _____. How did she sing?
b) She's very nice. How nice is she?
c) What kind of words have you used?
4. a) Have you got _____ paper?

b) What kind of words have you used?
5. a) He did it _____ had fun.
_____ didn't have fun.
_____ he's to blame.
_____ he didn't want to.
b) What are the above nominated words?
6. a) _____ can damage your health.
b) She's interested in _____.
c) What do the two words have in common?

WORD CLASSES 2

Match the definitions with the words on the left.

<ol style="list-style-type: none">1. Preposition2. Adjective3. Adverb4. Verb5. Noun6. Gerund7. Conjunction8. pronoun9. Determiner	<ol style="list-style-type: none">a) A word used to describe or modify a noun.b) A word used as the name of a person, place or thing.c) A word used to indicate an action or state.d) A verbal noun ending in -ing.e) A word used instead of a noun.f) It could be an article or quantifier.g) A word indicating manner, degree, circumstance, time, used to modify an adjective, verb or adverb.h) A word used to connect clauses or sentences. source,i) A word placed before a noun or pronoun to indicate place, direction, source, method, etc.
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IDENTIFYING PARTS OF SPEECH

TASK 1

Divide these words into groups according to which parts of speech they are (adjectives, nouns, verbs, adverbs, etc.). Use a dictionary if necessary.

1. sadness	6. your	11. lonely
2. blue	7. on	12. healthy
3. mirror	8. fairly	13. loiter
4. unless	9. be	14. murder
5. mine	10. despite	15. friendly

TASK 2

A transitive verb must have an object or phrase acting like an object. Break is intransitive in the sentence, 'the cup fell and broke' but transitive in 'I broke the cup'. Underline the direct object in each of the sentences below:

1. He took his girlfriend to the cinema last night.
2. Afterwards, he took her out for a meal.
3. He bought her champagne.
4. After the meal he drove her home.
5. He kissed her on the doorstep.
6. She asked him in for a nightcap.
7. She closed the curtain and made the coffee.
8. He made an excuse, got up and went home.

TASK 3

Can you say why these utterances are wrong?

1. He got up early because his work.
2. They ate a quickly breakfast before going out.
3. There's something blocking the road. "OK, we'll avoid."
4. He learns very slow.
5. People gives her a lot of help.

(Adapted from Botito and Tomlinson, 'Discover English')

CAN YOU COUNT IT?
COUNTABLE AND UNCOUNTABLE NOUNS

BEDS <i>HOTELS</i> ADVERT RESEARCH Wool DOLLARS	grass music bread scenery people ACCOMMODATION	<i>hours</i> LUGGAGE ADVICE CHAIRS <i>CAT</i>	ORANGES Furniture agency health trip	happiness club weather <i>FACTS</i> MONEY
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1. English nouns are either countable [C] or uncountable [U]. For example, water and travel are uncountable and books and fingers are countable. Put the above nouns into one of these categories:

[C] [U]

2. Some nouns can be countable or uncountable depending on meaning. Work out the difference for the nouns given below:

e.g. exercise [C] We did 3 exercises for homework.

[U] Doctors say that exercise is good for you.

glass; paper; time; hair

3. Complete the chart to show the difference between the 2 types of noun. are the following used with [C] or [U], or with both?

a/an _____ the _____ many _____	a few _____ a little _____ much _____	have a plural form _____ always have a singular verb _____ some _____
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4. One of these is a typical student mistake. Which is wrong and why?

- a) John has got much money.
- b) Has John got much money?
- c) John hasn't got much money.

5. Why might the following nouns be problematic for students?

jeans / scissors / glasses (i.e. specs) / measles / groceries / clothes / police

VERB FORMS AND (UN)COUNTABLE NOUNS

Using the abbreviations below, complete the blanks.

C = countable or U = uncountable

S = singular or P = plural (i.e. takes a singular or plural verb)

- a) She broke a glass [_____/_____]]
- b) She has broken her glasses [_____/_____]]
- c) She would like to buy [_____/_____] a pane of glass
[_____/_____]]
- d) How many panes [_____/_____] of glass do you need?
- e) Great news! [_____/_____]]
- f) People [_____/_____] never learn!

Why might e) and f) be difficult concepts for language learners?

VERB FORMS

1. What do the following two words mean?

- a) lexis
- b) auxiliary

2. The lexical verb in the main ‘information’ verb.

Look at the following sentences. What is the lexical verb in each example?

- a) He is changing his shoes.
- b) He was changing his shoes.
- c) She has changed her shoes.
- d) She had changed her shoes.

An auxiliary verb is a ‘helping verb’ which is used to form the complete tense. identify the auxiliary verbs that distinguish both the form and function of the above pairs of sentences.

3. ‘Changing’, a form of the lexical verb ‘change’, is the present participle in the above examples, a) and b).

In c) and d), ‘changed is the past participle.

Compare He has changed it. (past participle)
 She changed it (past tense)

4. Infinitive “to study”

TENSES	SIMPLE	CONTINUOUS (OR PROGRESSIVE)
Present	I study	I am studying
Past	I studied	I was studying
Future	I will study	I will be studying
Present Perfect	I have studied	I have been studying
Past Perfect	I had studied	I had been studying
Future Perfect	I will have studied	I will have been studying

- a) What do the progressive tenses have in common?
- b) What do the perfect tenses have in common?

VERB FORMS

5. Name the tenses used in these sentences.

- a) When I got up the sun was shining.
- b) I ll have finished this by three o'clock.
- c) I lived in Canada for two years.
- d) I'm exhausted! I ve been working since 5 this morning.
- e) They ll be here soon.
- f) "What are you thinking about?"
- g) Will you be using the car tomorrow?
- h) When she arrived, I d been waiting for three hours.
- i) I thought I d sent the cheque the week before.
- j) What were you doing when I rang?
- k) I go jogging three times a week.
- l) She ll have been working here for 24 years this August.
- m) Have you finished yet?
- n) I don't really like salmon.

6. Complete this chart using the verb 'to live'.

	simple	progressive	perfect	perfect continuous
present				
past				
future				

Note: It is essential to know the names of the tenses and how to form them.

PRESENT SIMPLE

The Simple Present and the Present Simple tenses are one and the same. FORM:

Affirmative	He pays They pay	rent to the landlord every month.
Negative	He doesn't pay They don't pay	
Interrogative	Does he pay Do they pay	rent to the landlord every month?

FUNCTION:

1. To express habitual actions

Mr. Brown generally leaves the house at eight o'clock in the morning.
adverbs of frequency and adverbial phrases such as *always, usually, every day, etc.* are often used.

2. To express natural and scientific laws, and simple facts

The sun rises in the east and sets in the west.
Gas expands on heating.

Mr. Brown owns three houses in this street.

He lives in one of them (note that 'He is living in one of them implies a temporary situation')

3. For planned future action often associated with travel

Mr. Brown's plane leaves at 8.30 tomorrow morning.

4. In place of the present continuous form of certain verbs which are not used in the Continuous, i.e. verbs of opinion, e.g. believe, like, doubt, etc., and verbs of perception, e.g., see, hear, know, etc.

I think there's a ghost upstairs. (now)

I don't understand what he's saying. (now)

I see what you mean. (now) (not I am seeing what you're meaning)

5. Sometimes for dramatic narrative, particularly when the action of a play or a sport is being described:

The batsman hits the ball hard and it goes straight through the window.

YOU WILL SEE FROM ALL THE ABOVE THAT THE PRESENT SIMPLE TENSE IS NEITHER SIMPLE NOR REFERS TO THE PRESENT

TEACHING IDEAS

Introducing yourself and asking others their names.

Describing your marital status.

Simple directions and locations of things.

Getting and giving information about people, (home town, appearance, job, likes and dislikes, daily habits and routines....)

Describing things/people.

Asking and telling the time.

PRESENT CONTINUOUS

FORM: Present tense of the verb 'to be' plus the present participle (-ing form)

MAIN FUNCTIONS:

1. The present moment
George is going to the shops. (He is on his way)
While I'm cooking this omelette, Mary is making a salad.
The procession is entering the hall. (radio commentary).
2. Temporary situation
Susan is getting up at 5 am every day this week to prepare for her exam.
We're sitting on deck chairs until the new suite arrives.
3. Future arrangements
I am meeting John at 6 tonight.
- Compare with a timetabled future action, often associated with travel, e.g. My plane leaves at 7 tomorrow.
4. Future time in temporal or conditional clauses
I'll telephone you this afternoon while I'm waiting.
The police won't take your car away if you are sitting in it.
5. To express irritation (with 'always' or 'forever')
She is always taking my things without asking.
He's forever complaining about the weather.

TEACHING IDEAS:

Mime 'What are you doing?'

Grammar exercises to contrast with the present simple.

Describing what people are wearing.

Listening to a recording of sound effects.

Timelines.

Arranging a time to meet.

Role-play complaining about annoying flatmates.

PRESENT SIMPLE VS. CONTINUOUS

TASK 1

Read the following letter of application written by a French girl and underline all the verbs in the present simple and present continuous.

Dear Mr. and Mrs. Roger,

I am writing in response to your advertisement in The Guardian for an au pair for your summer holiday in the 'Barrier Reef'.

I am 19 years old and intend to take a year off before starting university where I am studying anthropology with special reference to Aboriginal culture. I have been teaching English to French children of primary school age and I enjoy it very much. I have a 5 year old brother and often baby-sit for my neighbours' children. I am a strong swimmer and I have an 'open-water diving licence so I would be able to accompany the children in the water on holidays. At the moment, I am taking a short cookery course which hopefully will be of use should you need any assistance in the kitchen.

I thank you for considering my application and look forward to hearing from you.

Yours sincerely,

Monique Tallineau

TASK 2

Now place the verbs under the correct heading according to their meaning in the context of the letter.

Temporary situation	Habit or repeated action	General truth or fact	Action happening now	Future arrangement

THE PAST TENSE

- Regular verbs form their Past Simple by adding –ed or –d to the infinitive of the verb.
eg *walk* → *walked*
visit → *visited*
live → *lived*
decide → *decided*
- Irregular verbs form their Past simple in different ways which have to be learned
eg *break* → *broke*
take → *took*
eat → *ate*
- Questions are formed using DID + INFINITIVE
eg *Did they pass their exams?*
Where did you find it?
N.B. The verb to be is different.
eg *She wasn't in the kitchen*
- Negatives are formed using DID + NOT (DIDN'T) + INFINITIVE
eg *He did not accept the job*

MAIN FUNCTIONS

REAL PAST TIME

1. completed action in the past
I closed the door and went home.
The children ran down the lane.
2. a definite time in the past
The parcel arrived last week.
In the nineteenth century, children worked in coal mines.

SUBJUNCTIVE USE

I would buy a big house if I were rich (but I'm not rich referring to the present).

NB Irregular use of were here.

He wishes he lived in a hot country (but he doesn't live in a hot country, referring to the present)

PAST SIMPLE

TASK 1

Fill in the second column with the past simple form of these verbs:

ask		fall	
drink		be	
feel		can	
get		choose	
have		dream	
pay		speak	
lie (on the floor)		wear	
lie (opposite of truth)		write	
stop		cost	
complain		do	
go		fly	
		draw	

TASK 2

Turn these sentences into questions.

1. She went to Barbados for her holidays.
2. They flew with British Airways.
3. The weather was fantastic.
4. There were many people they knew in the hotel.

TASK 3

Now write negatives.

TASK 4

Say whether the verbs in the past simple refer to the past or present.

1. We had a great time.
2. If only I had a black one.
3. I wish I knew where she lived.
4. She loved it at the time.
5. If I were you, I'd give up.

THE PRESENT PERFECT SIMPLE

The Present Perfect tense is formed from the auxiliary verb HAVE ('has' in the 3rd person singular) and a PAST PARTICIPLE.

eg. She has been here for ages.

I have asked him already.

- Regular verbs form their Past Participle by adding '-ed' (or -d if the verb ends in 'e') to the infinitive of the verb.

eg rain → rained

start → started

Note that the Past participle of regular verbs is thus the same as Past Simple of the regular verbs.

- Irregular verbs form their Past Participle in different ways which have to be learned

eg do → done

give → given

see → seen

Note that sometimes the Past Participle is the same as the Past Simple as in buy-bought-bought but often it is different, as in give-gave-given.

- Questions are formed by inverting the subject and the auxiliary

John has written three books. Has John written three books?

- Negatives are formed by placing NOT after the auxiliary

The police have not caught the murderer.

Task 1. Write the past participles:

drive →	go →	have →
eat →	ride →	know →
believe →	fall →	want →

Task 2. Write the questions and negatives for these two statements:

1. She has had an interesting life.
2. They have arrived.

PAST SIMPLE VS. PRESENT PERFECT SIMPLE

1. Look at these sentences:

- a. John left university in 1990.
- b. He got married immediately after that.
- c. He has been married since then....
- d. but they haven't had any children yet.
- e. He was a member of the Conservative Party at university but
- f. he's been a Labour Party member for several years now.
- g. His wife didn't vote in the last election...
- h. ... but he himself has always voted.
- i. he has written several articles on politics...
- j. ... and has just been interviewed on T.V.

2. Now match the sentences above to the explanations/uses below and tick which tense we use for each type of sentence.

	Sentence / Number(s)	Present Perfect	Past Simple
1. A finished action in the past at a specific time.			
2. A finished action in the past which happened at an unspecified time.			
3. A finished action in the past where the time period is still continuing (i.e. this week, your life, etc.)			
4. An action that began in the past and continues in the present (can refer to a negative action)			
5. An action in the past which finished very recently.			

THE PRESENT PERFECT SIMPLE

Look at how the present perfect is used in the following examples and match them to the definitions

1. Why is the present perfect used in these examples?
 - a. – Have you been to Brighton?
 - Yes, I have.
 - Oh, when did you go there?
 - A couple of months ago.
 - b. – Oh, you've had your haircut!
 - Yes, do you like it?
 - Mm , where did you have it done?
 - c. – How many films have you seen this month?
 - Oh, two or three.
 - And what about last month? Did you see any then?
 - No, I didn't actually.
 - d. Two youths have been stabbed in Central London. They were walking home from a party at midnight last night when....
 - e. – When did you come to England?
 - In January.
 - Oh! So you've been here for six months now.
 - f. – Where's Jane?
 - She's just gone to the shops.
 - Oh! How long ago did she leave?
 - About two minutes ago.
 - g. This is the second time I've been. I first came here about a year ago.

Definitions

- i. Finished action within an unfinished time frame
- ii. Life experiences
- iii. Very recent event
- iv. An action that began in the past and continues to now.
- v. Recent event with present evidence

2. Here are some typical student mistakes. Why have they made them?
 - a) There has been an explosion at Waterloo last night.
 - b) I can't come with you because I broke my arm.
 - c) The First World War has lasted for four years.
 - d) I study English since 1987.
 - e) Oh my goodness! I just saw a ghost.

CONTINUOUS FORMS - PAST CONTINUOUS

Look at the examples of past continuous and complete the rules as to how it is formed.

eg. She was living in Paris at the time.

Were you listening?

RULE: The past continuous is formed using the _____ verb or _____ + _____.

TASK 1

Now look how the past continuous is used in the following sentences and match them to their meanings.

1. It was raining relentlessly and Miranda was sitting on the sofa curled up with a good book. Suddenly there was a crash.
2. I was just thinking about what to get my mother for Mother's Day when she rang.
3. As I was watching the film I was planning my dinner party.

MEANINGS

- a) Background information to a narrative.
- b) A longer action which is interrupted by a shorter one.
- c) Two actions taking place at the same time.

CONTINUOUS FORMS
PRESENT PERFECT CONTINUOUS VS. PRESENT PERFECT SIMPLE

Look at the example of present perfect continuous and complete the rules as how it is formed.

eg. I have been working all morning.

He has been running.

RULE 1: The present perfect continuous is formed using the _____
verb _____ or _____ + _____ + _____

TASK 1

Decide which of these sentences are present Perfect Simple and which are Continuous and complete the rule as to when they are used.

1. My eyes are stinging. I've been chopping onions!
2. a) How is Celia doing?
b) She's done three boxes already.
3. a) Are they upset?
b) Yes, they've been waiting for an hour.
4. I'm French, but I've been living in London for six months.
5. I have lived here since I was born.
6. I'm glad you've finished the report.

TASK 2

Now complete the rule to show when we use these two forms.

RULE 2: We use the _____ when we are interested in the completed action/amount.

RULE 3: We use the _____ when the action is viewed as a temporary situation.

RULE 4: both the present perfect simple and continuous can be used to talk about the present results of past activities but the _____ emphasizes the completed activity and the _____ focuses on the activity or situation itself.

RULE 5: We use the _____ when the action is viewed as a permanent state/situation.

RULE 6: We usually use the _____ when we are interested in how long the activity took.

WAYS OF TALKING ABOUT THE FUTURE

Many European languages have a future tense and students expect English to have a future tense also. The form WILL + INFINITIVE (eg He will go) is often identified as the English future tenses. It is true that WILL can be used to refer to the future, but not in all circumstances; in fact, there are several ways to use verbs to talk about the future in English.

Match examples on the left with the use on the right.

	EXAMPLE		FUNCTION
1.	Term finishes on August 30 th next year.	a)	future intention
2.	I'm meeting her for lunch next Friday.	b)	spontaneous decision at the moment of speaking
3.	(I can't find John's address) Oh never mind. I'll phone then.	c)	scheduled or timetabled event
4.	Look at those clouds. It's going to rain.	d)	pre-arranged, organized event
5.	I'm going to do my shopping tomorrow.	e)	prediction based on guesswork, opinion etc.
6.	I don't think she'll pass the exam.	f)	prediction based on present evidence

Complete the chart with the name of the tense used for each function.

FUNCTION	TENSE
future intentions	
prediction based on present evidence	
spontaneous unpremeditated decision	
prediction based on guesswork, opinion	
pre-arranged organized planned events	
timetable, calendar, schedule events	

Here are some common student errors. Say why the student has made each one.

1. The kettle's boiling. Oh...OK. I'm switching it off in a moment.
2. What are you doing tomorrow? I'll go to the dentist at 3 pm.
3. Why are you carrying that bucket? I will wash the car.
4. Did you hear the weather forecast? Yes. It's raining tomorrow.
5. Have you phoned Peter? Oh no! I forgot. I'm doing it now.
6. (Teacher) yes, Jose? I'm sorry. I won't come to class tomorrow.
7. Oh no! I'm going to be late. Don't worry. I'm going to give you a lift.
8. Sandra's got very fat. No, she hasn't. She'll have another baby.

WAYS OF TALKING ABOUT THE FUTURE

PREDICTIONS WITH 'WILL' OR 'GOING TO'

We generally use 'going to' when we have outside evidence for what we are going to say. We use 'will' when there is no such obvious evidence and we are talking about what we know, believe, have guessed, or have calculated. Look at the following examples and indicate exactly what kind of evidence there might be:

Those repairs are going to cost \$3,000. (I've had the builder's estimate)

Those repairs will cost \$3,000. (In my opinion from what I know of similar work).

1. Look out! We're going to crash!
2. Don't lend him your car. He'll crash it.
3. Sally is going to have a baby.
4. I think Sally will have a baby before she's thirty.
5. Tomorrow will be warm and sunny.
6. It's going to be warm and sunny tomorrow.
7. He's going to ring the doorbell when he gets here.
8. He'll ring the doorbell when he gets here.

Which future use might the following situations be useful for practicing?
Give an example of the kind of language you would expect.

1. Travel itineraries.
2. Arranging a date for a meeting/party.
3. Looking at pictures where something is about to happen.
4. The world 50 years from now.
5. Planning a holiday.

Put the verb in the correct future form and say why.

1. Sorry, I can't come. I _____ (have) dinner with friends.
2. I don't think they _____ (find) the real murderer.
3. I feel awful. I think I _____ (faint).
4. Well, I don't like the idea, but I _____ (give) him the keys if you insist.
5. (Man on a roof) It's no good; you can't stop me. I _____ (jump).
6. Hurry up! The train _____ (leave) in 15 minutes.
7. I didn't know she was in hospital. I _____ (send) her some flowers.
8. Are you leaving Mary? I am too. I _____ (give) you a lift.

MODALS

There are three types of verbs: 1. Full verbs
2. Auxiliaries
3. Modals*

* - these are in fact a sub-category of auxiliaries – ‘modal auxiliaries’

DEFINITIONS:

1. FULL VERBS, a.k.a. lexical verbs

- have a definite meaning
- can be formed in all tenses

2. AUXILIARIES

- support the main full verb
- are used to form tenses, negatives, and questions
- have no intrinsic meaning of their own

e.g. “Have you seen him?” “I don’t know.” “Did he go?”

3. MODALS

- also support the main verb but have an intrinsic meaning
 - change the meaning/function/mood of the sentence
- e.g. You should go now. (The function is ‘advice’).

can	could	must
may	might	ought to
will	would	have to
shall	should	used to
		need
		dare

Think about:

- Can you use it in all persons, (e.g., I, you, he/she/it, we you, they), without changing the meaning?
- Can you use it in negative/positive/interrogative?
- Can you use it in all tenses? (past/present/future)

Potential Pitfalls:

- a. They all have their own little set of rules; you can’t always use all forms for the same function. (see chart on Page ... for example)
- b. The same form may be used in different functions; the intonation is very important.
- c. One function can use several different modal forms.

Strategy:

- a. Don’t teach too much in one go; contrast where it helps.
- b. Check out function / acceptable forms carefully first.
- c. Check the intonation.
- d. Make the situation/intonation very clear and check the concept thoroughly.

MODAL AUXILIARIES

Some Common Functions

obligation	prohibition	lack of necessity	advice
must have to	can't mustn't	don't have to needn't	should shouldn't ought to
permission	possibility/probability	deduction in present	deduction in past
can may could might	could may might	must might could may can't	must have might have could have can't have
prediction	present ability	offer	past ability
could might 'll won't should	can can't	can 'll shall	*could couldn't *NB

Now match the example on the left with function on the right.

<ol style="list-style-type: none"> 1. You should stop smoking. 2. You don't have to wait. I'll be fine. 3. It must be raining. Everyone coming in is wet. 4. We must check the oil before we go. 5. You can leave if you're feeling bad. 6. You can ski quite well, can't you? 7. Dictionaries can't be used in the exam. 8. That can't have been John. He's away. 9. He may come. But he's got a lot of work. 10. May we go now? 11. He could be rich; he's got a Merc. 12. He could swim when he was four. 13. It could well rain. Look at the sky. 14. Can I help you with that? 15. It should be a good party. They've got live music. 	<ol style="list-style-type: none"> a. deduction in the past b. permission c. prohibition d. possibility/probability e. prediction f. offer g. deduction in the present h. deduction in the present i. advice j. ability in the past k. internal obligation l. present ability m. prediction n. lack of necessity o. permission
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CONDITIONAL CLAUSES

I. Look at the chart showing the forms of the five ‘standard’ conditionals.

	Conditional clause	Result clause
Zero Conditional	If + present simple	present simple
First Conditional	If + present simple	will + base form
Second Conditional	If + past simple	would + base form
Third Conditional	If + past perfect	would + have + past participle
Mixed Conditional	If + past perfect	would + base form

II. Arrange these 12 sentences into five groups of three with similar structures. Then match them with the conditionals in the chart above.

1. I wouldn't feel so sick now if I hadn't drunk so much last night.
2. If you heat water, it boils.
3. If it rains, we won't go.
4. If I had stayed at school and got more A-levels, I would have got a better job.
5. You would enjoy yourself more if you made an effort to meet some new people.
6. Plants die if you don't water them.
7. The teacher would be a bit happier if we had done our homework.
8. If you get here by 6 am, we will catch the early train.
9. If I didn't have enough money, I wouldn't offer to pay.
10. I wouldn't have failed my exams if I hadn't been so lazy at school.
11. He would be good-looking if he wore clean clothes and washed his hair.
12. If she'd run a bit faster at the beginning, she would have won the race.

III. What do you notice about the use of commas in all the above sentences? What simple rule can you give to students?

IV. Look at these sentences and the chart and match the uses.

1. unreal past events
2. unlikely/improbable future or imaginary/untrue present or future situations
3. general or universal truths
4. unreal past events with unreal present consequences
5. possible future situations / conditions which must happen so that something else can

CONDITIONALS

In English there is no one-to-one correlation between tense and time. Time is a real world phenomenon whereas tense is a grammatical name for a structure.

Example 1: a) *I wasn't looking where I was going and fell over.*
b) *I was wondering if you could help me.*

Tense – past continuous in both.
Time – past in a), present in b).

Example 2: a) *She lives in Fulham.*
b) *Her plane leaves at 10 next Friday.*

Tense – simple present in both
Time – present in a), future in b)

Now look at the conditionals below and identify the tense or structure and the real world time reference.

e.g. *If you don't water plants, they usually die.*

Structure: present simple, present simple

Time ref. (universal) present, (universal) present

1. If you hurry, we'll catch that train.

Structure _____

Time ref. _____

2. If you worked harder, you'd be quite a good student.

Structure _____

Time ref. _____

3. If you had remembered his name, she wouldn't have offended him.

Structure _____

Time ref. _____

4. If you hadn't told him, the situation would be worse.

Structure _____

Time ref. _____

PASSIVE VOICE

Look at the example below. In the active sentences the subject (They) ‘does’ the verb (are painting) and comes before it. The verb is followed by the object (the house) which has the verb ‘done to it’. In the passive sentence this has been turned around so that the object of the active sentence (the house) is the subject of the passive sentence (the house). There is no object in the passive sentence.

Compare:

	subject	verb	object
Active	They	are painting	the house.
Passive	The house	is being painted.	

1. What auxiliary and verb form do we use to make the passive?
2. Complete the following chart on the verb forms of active and passive voice. Do not change the tense only the voice.

Tense	Active	Passive
present simple	paints	
past simple		was painted
present continuous	is painting	
past continuous	was painting	
present perfect	has painted	
past perfect		had been painted
modals	can paint will paint should paint must paint might paint	

3. Make these sentences passive.
 - a) We will send the letter tomorrow.
 - b) Someone cleans this room every morning.
 - c) Someone has stolen my car.
 - d) The garage is servicing my car today.

PASSIVE VOICE

Look at these sentences in the passive.

1. English is spoken here.
2. Drinks will be served in the lounge.
3. A man has been arrested in connection with last night's bombing.
4. My car has been stolen.
5. Smoking is not permitted in this office.
6. 'That's a lovely picture.' 'Yes, it is. It was painted by my sister.'

TASK 1

Now look at this list of reasons why the passive is used and decide which ones apply to the above.

- a. the cause is not known.
- b. the action is more important/interesting than who or what does it.
- c. it's not necessary to mention who or what (e.g. the person responsible).
- d. we want to put the emphasis on the information we think is 'news' (which often comes at the end of sentence in English) so we put the known at the beginning.

TASK 2

Look at the sentences below and decide whether they would sound better expressed in the passive. Also, decide whether the agent, (who did it), should be included.

The staff in this shop accept all major credit cards.

All major credit cards are accepted by the staff.

- a. People who buy this shirt must wash it in cold water.
- b. We apologize that the station manager has cancelled the 8.17 to Kings Cross due to a lack of drivers.
- c. Dissatisfied customers can lodge complaints at reception.
- d. A cameraman recorded this interview in front of a studio audience.
- e. Buyers should refrigerate this product after opening it.

Note the form of the passive voice in the above examples. It always contains some form of the auxiliary verb 'to be' plus the past participle of the main verbs.

E.g. It		is		recorded
		was		
		will be		
		has been		
		is being		

QUESTION TAGS

Question tags are small questions that often come at the end of sentences, usually in spoken English. Look at the examples below

1. That was a really good film, wasn't it?
2. The weather wasn't very good, was it?
3. She is the new secretary, isn't she?
4. She's been here before, hasn't she?
5. These books look interesting, don't they?
6. He worked for IBM, didn't he?
7. Your mother doesn't speak French, does she?

Look at these 'rules' for forming question tags and verify them by referring to the above examples.

1. If the sentence is affirmative, the tag is negative.
2. If the sentence is negative, the tag is positive.
3. If the subject is a pronoun, it is used in the tag.
4. If the subject is a noun, the appropriate pronoun is used in the tag.
5. The tense remains the same in the sentence and in the tag.
6. If there is an auxiliary in the sentence, use it in the tag.
7. If there is no auxiliary, (e.g. simple present and simple past affirmative) then choose 'do', 'does', or 'did' as appropriate.

There are some exceptions to the above.

1. Let's go for a meal, shall we?
2. I'm late, aren't I?
3. No one phoned, did they?
4. Lend me \$10, will you (would you?)

Intonation (the movement of your voice up and down) is very important in tag questions. If your voice goes up (rising intonation) on the question tag, you are asking a real question and are not sure of the answer. If your voice goes down (falling intonation) you are not asking a question, just seeking confirmation or agreement.

Try saying these:

It's a lovely day, isn't it? (Mmm beautiful)

The meeting's at three, isn't it? (No, 4.30)

PRONUNCIATION: WORD STRESS

When an English word has two syllables or more, one of them is pronounced more strongly than the other(s), for example:

Intelligent is pronounced inTELLigent

regret reGRET

automatic automatic

festival FESTival

This feature of English is called word stress. When a foreign student learns a new word, she/he must learn to pronounce it with the correct stress or a listener may not recognize it. Students need help with identifying where the stress falls because some languages do not have word stress at all (e.g. Japanese) or may usually place the stress on a certain syllable (e.g. the penultimate syllable is usually stressed in Italian). Stress in English may be on any syllable.

A teacher of English, therefore, needs to be able to identify word stress. It is customarily marked by a box over the vowel of the stressed vowel.

□

e.g. expensive

Mark the stress on the following words. The first two have been done for you.

□

strawberry technology domineering republic

□

avoid family February armchair

various reality radiator introduce

detective understand unique camera

/n/	n ight	/ʌ/	c ome
/ŋ/	r ing	/ə/	l iver
/l/	l ong	/ə:/	h ear d
/f/	f amiliar		
/v/	v et		
/θ/	th in		
/ð/	th en	Diphthongs	as in
/ʃ/	sh ould	/eɪ/	b ay
/ʒ/	l eisure	/əʊ/	g o
/r/	r ight	/aɪ/	h igh
/h/	h ang	/aʊ/	n ow
/w/	w et	/ɔɪ/	b oy
/j/	y es	/ɪə/	l eer
/s/	s o	/eə/	th ere
/z/	z inc	/ʊə/	t our

A LIST OF ENGLISH WORDS FOR TRANSCRIPTION

Comb Choose Last Month Feel Year Rose Quick Bug Sword Pack Hear Gloves Laugh Short Large Long Five Chair Write Want Back One	
---	--

<p>Hold Three Rude Six Young Town Use Watch Joke Age Front Worm How Warm Air Walk Fire News Wife Phone Teeth Next Voice Quite File Thanks Foot Long Five Chair Write Want Back One Hold Three Rude Six Young Town Use Watch Joke</p>	
---	--

Age Front Worm How Warm Air Walk Fire News Wife Phone Teeth Next Voice Quite File Thanks Foot	
--	--

PRONUNCIATION: SOUNDS

Suggestion: Perhaps you could make some cards with the phonemic symbol on one side and the word containing the sound on the side And begin to familiarize yourself with the symbols.

Which phoneme represents the vowel or diphthong sound common to each of these groups of words?

e.g. word bird turn / /

1. door taught sore / /
2. true scoop chew / /
3. should foot put / /
4. why flight tied / /
5. weight great late / /
6. meat see niece / /
7. go know though / /
8. hair there wear / /

PRONUNCIATION: INTONATION

The movement of the voice as it rises and falls when speaking is called intonation. (See page 23 for intonation of question tags) Intonation is used to convey an enormous amount of information. For example, the difference between: happy (oh really), bored or irritated (oh really), sarcastic (oh really), and so on.

the rules about intonation are very complex and there are differences among native speakers. However, some general guidelines can be very useful for students. see if you can say these sentences naturally with the suggested pattern.

1. Where are you from? (Wh- questions go down)
2. Have you got a car? (Yes–No questions go up)
3. I don't really like modern art. (statements go down)

These are very basic patterns at the end of the sentence. Of course the voice does many other things in the rest of the sentence.

SPELLING AND PUNCTUATION

If you are going to teach English, it is very important that your own spelling and punctuation be accurate and correct.

All the following sentences contain very common native speaker errors either of spelling and / or punctuation.

Find the errors and correct them.

1. It's important that students get enough practise.
2. You need an auxilliary to form questions in english.
3. Paris and it's art galleries ar famous worl wide.
4. He studied Maths and Geography and school.
5. His French is good but his pronunciation is awful.
6. The course is extremely intensive however it's interesting and satisfying.
7. She's a Nurse and really likes all her patient's.
8. Grammer isn't taught very well in many schools.
9. I was very nervous going into this class, it was my first exposure to foreign students.
10. She only likes people who's opinions are similar to her own.
11. Be carefull or you'll lose your keys.