

Skills for Life
English Entry 3

ENTRY 3

These supplementary materials are a series of reference sheets designed to support and clarify some of the language and skills objectives addressed in the Skills for Life Entry 3 learner materials.

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Organisational features of text

Different **features of text** help readers to gain information quickly and easily. A page of text may contain all or some of the following features:

<p>A heading or title</p>	<p>Headings and titles tell you what the text is about in a word or short sentence.</p> <p>The title is often at the top of a page and stands out from the rest of the text.</p> <p>A heading.</p>
<p>Colour</p>	<p>Colour catches your eye more than black and white.</p> <p>Colour can be used to draw attention to important words or pictures.</p>
<p>Bold print</p>	<p>Bold print draws the reader's attention to a particular word or words.</p>
<p>Images</p>	<p>Images are pictures. Images add to words in order to give information. Sometimes an image is used instead of words.</p> <p>Images help people who are skimming or scanning a text to find the information they need.</p>
<p>A logo</p>	<p>A logo is an image which is like the badge of an organisation. When you see a logo on the page, you know who has written or sent you the text.</p>

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Speech bubbles	Speech bubbles report what someone says. You often see speech bubbles with pictures. They show the words coming out of a person's mouth.
A list	A list separates different pieces of information so that they are easier to read. Each new item in a list may be shown by a bullet point, a dash or a number.
A map	A map shows you where a place is located, as if you were looking down from an aeroplane. It can provide important information as you find your way around.

You can find information in a book by using one of the following features:

Contents page	A contents page lists information under headings. It gives the page number for each section listed
Index	A book index lists words or subjects you can find in a book. The words are given in alphabetical order. The index gives the page numbers on which you can find each key word or subject in the book.

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You can find information on a computer website by using the following feature:

The menu	A menu is a list of commands or facilities displayed on a computer screen. A menu lists information under headings. It gives links to other web pages where you can find more information on the same topic.
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Reading for information

Skimming

Skimming is when you read through a passage quickly to find out what it is about. Organisational **features of the text** will help you to gain information without reading every word.

Scanning

Scanning is for when you want to find information or answers to specific questions. You look for **key words** or **images** to find the parts of the text you need to read in detail.

Detailed Reading

*Detailed reading is for when you want detailed information from a text.
For detailed reading you need to read every word.*

Reading checklist

When you read:

1. Read information at least **twice**.
2. Think carefully about **the meaning**.
3. Make sure you **understand** all the words.
4. **Use a dictionary** to check any words you are not sure of.
5. Highlight or underline **key words** and **sentences**.

Uses of skimming and scanning

Skimming

You may skim when you are:

- choosing a book or a magazine to see what it is about before buying or borrowing.
- looking through a catalogue to see if anything catches your eye.

Scanning

You may scan when you are:

- reading a bus timetable to find where the number 6 bus will take you.
- looking through a college prospectus to find what time the plumbing class starts.

Detailed Reading

You may read in detail when you are:

- *reading a magazine story for enjoyment.*
- reading the details of a job you are about to apply for.

Unfamiliar words

When you see an unfamiliar word, don't panic! You may be able to work out its meaning.

- Underline any familiar parts of the word. For instance, you may know the word **firm** in the word **unconfirmed**.
- Link the part you have underlined to a word you know. For instance, you can link the word part **firm**, which you may know means **solid** or **fixed**.
 - Underline the other parts of the word and work out their meaning. **Un-** at the beginning of the word means **not**. **Con-** means **together with** and is often used to show **agreement or discussion together with other people**, as in the words **contract** and **conversation**. The ending **-ed** shows what form of the verb **confirm** is being used.
 - Look at the whole word again: **un-con-firm-ed**.
 - Now look at the word in context:

The story about the dangers of **unconfirmed** by the council. the Wishton landfill site was

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- From the word parts and the context, work out the meaning of the word. In this context the word tells you that:

The council would **not agree** that the story about the Wishton landfill site was a **firm fact**.

In other words:

The council would **not agree** that the story about the Wishton landfill site was **true**.

Planning your writing

To produce a written text, remember the process of:

1. Planning
2. Drafting
3. Proof-reading

1. Planning

You may plan in a number of ways.

Think of the **main points** you want to make.

Note down your **key words**.

Arrange your key words in the best way for you, for instance as:

- notes
- a spider diagram
- a mind map
- a list
- in **columns** (if you are presenting an argument, these could be headed **for** and **against**)
- **Decide how many paragraphs you will need.**
- **Write down a heading for each paragraph.**

Rewrite your key words in **groups under your paragraph heading**.

Prepare a **paragraph plan** for each paragraph.

2. Drafting

From your paragraph plan, **write a first draft** of your text.

Read your draft aloud and **check** that you have said everything you needed to say.

Add any words or **sentences** you have missed out.

Check the order of **sentences** and **paragraphs** and show how you will change it if you need to.

Check your **spellings**.

Check that your sentences make **sense**.

When you are satisfied, **rewrite your text** with all the corrections in place.

3. Proof-reading

After you have written each new draft and your final copy, **proof-read**.

Read it through several times. **Check** each time **for** one of the following:

- **sense**
- **the order of information**
- **complete sentences**
- **paragraphs**
- **spelling**
- **punctuation**

Correct your work.

Planning a paragraph

Paragraphs are made up from **groups of sentences** which are linked by one general topic or theme.

Paragraphs help to **break up a longer text** into smaller bits so that it can be read and understood more easily.

Paragraphs often start with a **topic sentence**.

This is a way of **planning** a **paragraph**:



1	main point	People say the lottery brings hope.
2	explanation	It gives people who are poor the chance to become rich.
3	examples	A mother living with young children in one small room can move to a proper house if she wins the lottery. People can do things they've always dreamed of, like sailing round the world or owning a restaurant.

Fact and Opinion

When you are reading or listening to someone's point of view, it is important to understand the difference between what is **a fact** and what is the writer's **opinion**.

Facts often contain precise details, such as:

The population of England and Wales is fifty-five million.

Gita is taller than I am.

The planets move round the sun.

Opinions give a person's views, such as:

Priory Park Manor is the best school in the area.

Marilyn Monroe was the most beautiful woman in the world.

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Formal letters

Here is a template for writing a **formal letter**. Remember to leave a line between each block of information. If you are writing a letter with a word processor, don't forget to run the spell check when you have finished.

<p>The address of the recipient to whom the letter is directed.</p>	<p>16 Lydgate Lane Arnold Nottingham NG8 1TU</p> <p>Tel 0115 4960009</p>	<p>Put your address at the top.</p>
<p>Or 'Dear Mr Johns' if you know the name.</p>	<p>The Manager Jeff's Car Hire 176 North Atherton Road Nottingham NG2 8JU</p>	<p>Date</p>
<p>1st line states main point. 1st para explains main point.</p>	<p>28th August 2003</p> <p>Dear Sir/Madam,</p> <p>I wish to complain about the car I hired last week on 20.08.02. It broke down and I had to be rescued by the RAC. I refused to pay for the car and the assistant told me to complain to you, the manager, in writing.</p> <p>Please contact me on the phone number above.</p>	
<p>'Yours sincerely' if you know the person's name.</p>	<p>Yours faithfully, Tony Wilkinson T.Wilkinson (Mr.)</p>	<p>Sign your name. Type your name.</p>

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CV writing a common template

You can use this template as a model for your own CV.

[Address and post code]

[E-mail address]

Personal Profile

[Describe your soft skills]

[Describe your career goal or ideal job.]

List in order starting with most recent

[Job Title]

[Dates of employment] [Company Name], [City/Town]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job Title]

[Dates of employment] [Company Name], [City/Town]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job Title]

[Dates of employment] [Company Name], [City/Town]

[Job responsibility/achievement]

[Job responsibility/achievement]

[Job responsibility/achievement]

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Education	[School Name], [City/Town] <i>[Dates of attendance]</i> [Qualifications] [Qualifications]
Interests	[List interests relevant to your job.]
References	References are available on request.

Presentation tips

The way you **present** your CV and application form says a lot about you. You can present a letter of application and a CV well by writing it on a word-processor. You may want to write a letter of application by hand. If you have access to word-processing facilities, use them. A CV should be **clear**, **concise** and **easy to read**.

- Write out your CV/letters in draft.
- Use **active** words on CVs to give details of your experience and responsibilities.
- For example:
 - **Designed new filing system for a work experience assignment**
- Compile a basic CV which you can keep (on the computer if possible).
- Rearrange the contents and pick out relevant points of your basic CV according to the job for which you are applying.
- Use your covering letter to draw attention to the relevant parts of the CV.
- Do not write anything negative in your letter or CV.
- Do not give explanations, such as:
 - **The reason I did not complete my work experience was...**
- If there is anything to discuss, leave it for the interview.
- Make sure there are no spelling mistakes or grammatical errors.
- If you find mistakes, rewrite the whole CV/letter.
- Don't make any crossings-out, or use correction fluid.
- Keep a CV to one A4 page. Two is the maximum length.
- Ask someone to check your CV for content, spelling and grammar before you send it.

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Remember **Presentation** is important. Untidy or tatty CVs (the ones with poor handwriting, crossings-out or correction fluid) will probably be thrown out.

Verbs

Verbs are words which show what we do, feel and experience. They change their form when the **tense** changes.

The **verb** must also agree with the **subject**.

The main **tenses** are:

- the **present** tense
- the **past** tense
- the **future** tense

I **take** the bus to college every day. The verb **take** is in the **present tense**.

I **took** the bus home last night. The verb **took** is in the **past tense**.

I **shall take** the bus home tonight. The verb **shall take** is in the **future tense**

The **subject** often **does** the action of the verb. Examples are:

I take the bus home. **I** is the subject; **take** is the verb.

Sarah takes the bus home **Sarah** is the subject; **takes** is the verb.

See the added **-s** when the subject is **he, she, it** or the name of one person, place or thing. For example:

A child plays with toys. **London grows** busier by the day. **The chair falls** over. **It rains** more in summer than in winter.

Past tense

The **past tense** is recognised in most cases by the **-ed** ending:

walk + **ed** = walked play + **ed** = played

stamp + **ed** = stamped work + **ed** = worked

I / you / he / she / it / we / they worked

*However, some verbs in the past do not end in **-ed**. These are called*

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irregular verbs. Below is a list of common *irregular verbs*:

Verb	Past form
be	was/were
become	became
break	broke
buy	bought
can	could
come	came
do	did
read	read
take	took
sit	sat

Verb	Past form
have	had
hold	held
know	knew
leave	left
pay	paid
put	put
make	made
lead	led
say	said
speak	spoke

Verb	Past form	Verb	Past form
Be = is/am/are	was / were	have	had
become	became	hold	held
break	broke	know	knew
buy	bought	leave	left
can	could	pay	paid
come	came	put	put
do	did	make	made
read	read	lead	led

Adverbs

Adverbs give more information about the verb, by saying when, where or how the action happens. Look at the examples below:

Prepare **well** for the course.

Work **hard**.

Eat **properly**.

Call **anytime**.

Join **today**.

Verb	Adverb
prepare	well
work	hard
eat	properly
call	anytime
join	today

A lot of adverbs end in **-ly**:

I chose my course **carefully**.

I passed the exam **easily**.

I **nearly** failed.

We registered **immediately**.

The adverbs **well** **hard** **fast** are some exceptions to this rule.

These words are examples of **adverbs** that tell you how something happens:

Angrily	quietly	quickly			
Happily	slowly	sensibly			
Loudly	tightly	lightly	heavily	carefully	tidily

She marched **angrily** into the room.

He read **quietly** to himself.

He filled the form in **quickly**.

Adverbs also tell you when or where something happens.

I went to the shops **yesterday**.

I put the book **down**.

Sometimes **the adverb is a phrase** rather than a single word. These phrases also tell the reader how, when or where things happen.

Last night, she walked home.

He put the box **on the table**.

Word banks

Some of the vocabulary at this level is specialist. It is useful to group words under headings when learning new vocabulary. Have a look at an example of a word bank below and try to use word banks in your future studies.

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Renting a house	Wage slip	Bank vocabulary
Tenant	National insurance	Mortgage
Calendar month	Pension	Debt
Council tax	Gross wage	Credit
Flat/apartment	Net wage	Outstanding
Shared accommodation	Deductions	Cheque
Secure loan	Overtime	Guarantee
Unsecured loan	Basic wage	Interest
Detached house	Insurance	Current account
Semi-detached house		Savings account
Town house		Deposit

You can look up these words in a dictionary and write down their meanings.

Using a dictionary

Using a dictionary

Remember that dictionaries are organised in alphabetical order.

Begin by looking up the first letter of the word. The following words will come in this order in the dictionary:

account **c**heque **m**ortgage **p**ension **s**tatement

When all the words you want to look up begin with the same letter, you use the second letter to find each word in the dictionary. The following words will come in this order:

centre **c**heque **c**ircuit **c**ouncil **c**urriculum

There is not always an entry for the exact word you are looking for. Dictionaries often only have entries for root words. Root words are the main parts of the words before different endings are added.

The entry for the root word **strong** also explains **stronger**, **strongest** and **strongly**. To find **strongly** in the dictionary you need to find the entry for **strong**. **Strong** is known as the headword.

Spellings

Spelling silent letters

Silent letters are letters that you see in a written word but do not hear in a spoken word. When you spell a word, you need to remember if it has a silent letter.

For example these words sound as if they start with an **n**. The **k** is silent.

knee knight know knew knife knock knit

Spelling words with silent letters can be difficult. There are no rules about silent letters. You just have to remember which words have them.

Sometimes words with silent letters are part of families of words. For example:

- **debt** and **debit** are from the same family. This helps you to remember that there is a silent **b** in debt.

Sometimes silent letters are part of compound words:

- knowing that **cupboard** is made up of **cup** and **board** helps you to remember the silent **p**.

There are other groups of words with similar spelling patterns which have silent letters. For example:

kneel know knit **k** is silent

write wrong wreck **w** is silent

comb tomb lamb **b** is silent

when where which whistle **h** is silent, though not in all dialects

light night sight fight **gh** is silent

Note also the spelling of:

listen **t** is silent

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Tips for telephone enquiries

When you make requests, on the telephone or face-to-face, it is important to prepare yourself as follows:

- write down the questions you want to ask.
- introduce yourself by giving your name.
- check that the other person is able and willing to give the necessary information.
- speak clearly and politely.
- make notes of any information you need to remember.

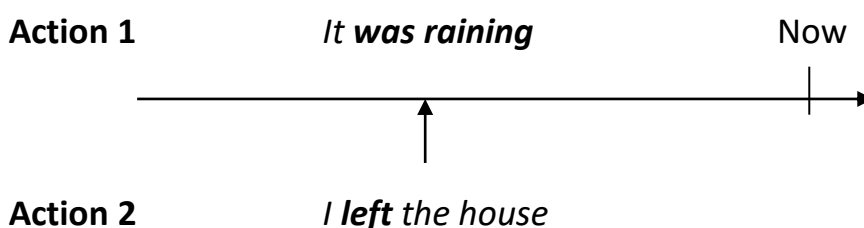
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The past continuous

General meaning

You often use the past continuous for actions or events which are interrupted or incomplete when the speaker talks about them.

*It **was raining** when I left the house.*



Was raining (Action 1) is a longer event and can continue after Action 2 is finished.

Left the house (Action 2) is a shorter event than Action 1.

Some uses of the past continuous

You can use the past continuous to:

- describe an interrupted action –
*He **was climbing** through a window when the police **arrived**.*
- express an action happening for a period of time –
*Sonya and Edouard **were living** with their grandparents between 1990 and 1992.*
- express two actions happening at the same time in the past –
*While Asma **was waiting** for the bus, Waheed **was phoning** for a taxi.*

Form

You make the past continuous using *was* or *were* and the verb + *ing*.

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<p>Positive statement</p>	<p><i>Leila was living in Bristol when I met her.</i></p> <p><i>I was having a party as it was my birthday.</i></p>
<p>Negative statement</p>	<p><i>He wasn't (was not) doing very well on his course so he left.</i></p> <p><i>We weren't (were not) playing music all night.</i></p>
<p>Question</p>	<p><i>Was Ali doing his coursework when you left the flat?</i></p> <p><i>Were the others getting ready to leave when you phoned home?</i></p>

Reporting what someone said



Use

- You use reported speech to tell other people what someone has said, to pass on messages, and so on. You often use *tell* or *say* to introduce reported statements.

Form

- When you use reported speech you usually put the verbs one step back into the past and change the pronouns.

Direct speech → Reported speech

I'm from China.

*Li said **he was** from China.*

We're waiting outside.

*They said **they were** waiting outside.*

I can type that for you.

*Josh told me **he could** type it.*

My brother's got a new job.

*Amina told me **her brother had got** a new job.*

- When you report sentences in the past, the past simple can stay the same:

Direct speech → Reported speech

*I **slept** all night.*

*He said he **slept** all night.*

- You can put the word *that* in reported statements in written English, but you usually miss out *that* in spoken English.

Reported speech (written) → Reported speech

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(spoken)

*They told the police **that** the driver was a woman*

They told the police the driver was a woman.

Asking indirect questions 1

Can you tell me where the station is please?

Have you any idea what time Jyoti left?

Use

- You use indirect *wh*- questions when you want to be polite, particularly in more formal situations, or if you are not sure that the person can answer your question.

Form

- You do not use the auxiliaries *do*, *does* or *did* in indirect questions.
- You don't invert the subject of the sentence and the auxiliary or modal verbs (e.g. *is*, *are*, *was*, *will*, *have*, *can*) in indirect questions. You often do this to form direct questions.
- You use an introductory phrase (*Do you know...? Have you any idea ...? Please tell me ...?*) and then add the question word, the subject and verb to make an indirect question.

Direct question	Indirect question
<i>Where's the bank?</i>	Please can you tell me where <i>the bank is</i> ?
<i>When does the bus leave?</i>	Do you know when <i>the bus leaves</i> ?
<i>Who did you see last night?</i>	Can you tell me who <i>you saw</i> last night?
<i>What present will you buy?</i>	Have you decided what present <i>you will buy</i> ?
<i>Why was the train late?</i>	Do you know why <i>the train was</i> late?
<i>How much are the cakes?</i>	Can you tell me how much <i>the cakes are</i> ?
<i>How fast can you type?</i>	Please tell me how fast <i>you can type</i> ?

Common mistakes

- Using 'direct question' order in indirect questions:
Can you tell me where is the station? ✗
Can you tell me where the station is? ✓
- Forgetting to miss out **do**, **does** or **did**:
*Do you know when **does** the match begin? ✗*
Do you know when the match begins? ✓

Giving advice: *should*

I'm not registered with a dentist and I've got really bad toothache. What should I do?

Oh you should try my dentist. He's really good. You should ring now and see if he can fit you in.

Use

- You give advice when you suggest actions to other people. Using the word *should* is a common way of asking for and offering advice in both formal and informal situations.

Form

- Should* is a modal verb. It is followed by the infinitive of the main verb without *to*.

Sentence	<i>You should take more exercise.</i> <i>You should ask for some time off work.</i>
Negative	<i>Mumtaz shouldn't eat a lot of sweet things.</i> <i>You shouldn't work so hard .</i>
Question	<i>Should I take the tablets before or after meals?</i> <i>Should I see him now ?</i>

- Should* is a modal verb which does not change form

	First person	Second person	Third person
Singular	<i>I should go.</i>	<i>You should go.</i>	<i>He/She should go.</i>
Plural	<i>We should go.</i>	<i>You should go.</i>	<i>They should go.</i>

Common errors

- Using *to* before the main verb or adding *-ing* to the main verb:

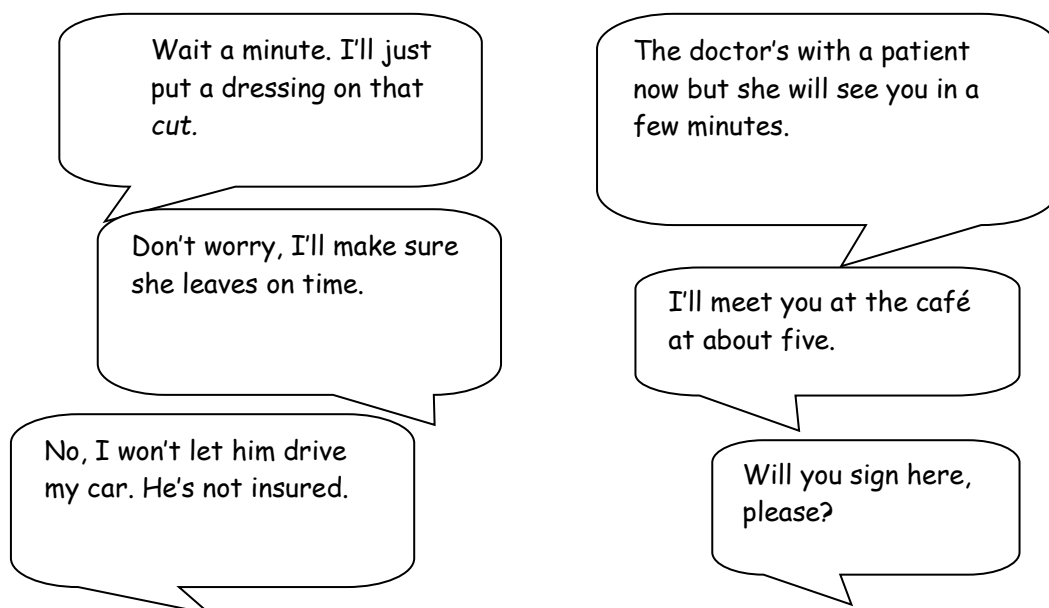
She should to get it from the chemist. ✗
She should get it from the chemist ✓

He should going home early. ✗

She should get it from the chemist ✓

He should go home early. ✓

Using *will* for future arrangements



- Use *will* to talk about an arrangement which is about to happen or is in the very near future.
- Use *will* to make a promise or to offer to do something for someone.
- Use *will* when asking someone to do something.
- Use *won't* (*will not*) when refusing to do something.

Form

- *Will* is a modal verb. It is followed by the infinitive of the main verb without *to*.
- *will* does not change its form according to person or singular and plural.

	First person	Second person	Third person
Singular	<i>I'll (will) go.</i>	<i>You'll (will) go.</i>	<i>He/She'll (will) go.</i>
Plural	<i>We'll (will) go.</i>	<i>You'll (will) go.</i>	<i>They'll (will) go.</i>

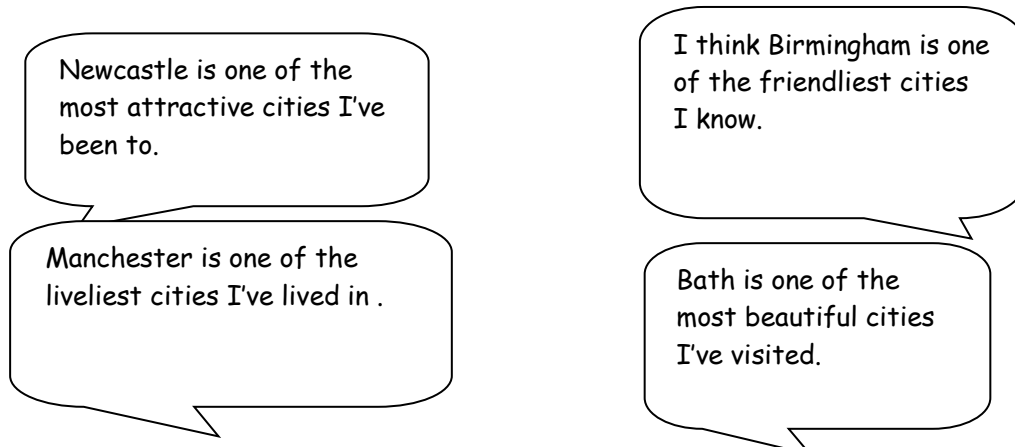
- The negative of *will* is *won't*.
*The nurse **won't** arrive till five. There **won't** be anyone there now.*
- In speech we usually use the contracted form *'ll* or *won't* in sentences.
*I'll be with you in a minute. We **won't** forget to contact you.*

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Sentence	<i>Rekha's just got back from Manchester. I've visited Bath twice. We've already received our tickets, thank you.</i>
Negative	<i>You haven't done very well on that deal. Ali hasn't met Younis yet. They've never been to Ireland.</i>
Question	<i>Has Peter ever been to Blackpool Pleasure Beach? Have Samia and Feroza arrived yet? You have reserved the hotel, haven't you?</i>

- In speech you usually use the contracted forms of *have* and *has* in sentences.
They've booked the tickets. It's stopped raining. I've forgotten my money!
- The participles are generally the same for past tense and past perfect. A few are different, e.g. *go, went, gone ; do, did, done*. It is a good idea to use your verb list and learn them by heart.

Adjectives: superlatives



Use

- You use superlative adjectives to compare three or more people, places or things. e.g.
*This is **the most** expensive hotel in Bradford and it's one of **the oldest**.*

Form

- You use *the* with superlative adjectives, e.g.
*Chester is one of **the best** places for a tourist to visit.*
- You form the superlative adjectives as follows.

Most adjectives with one syllable Some with two syllables	All adjectives with three or more syllables Some adjectives with two syllables	Irregular adjectives
Add – est to the end of the adjective: <i>new newest</i> <i>lively liveliest</i>	Use <i>most</i> in front of the adjective: <i>interesting most</i> <i>interesting</i> <i>common most</i> <i>common</i>	Learn by heart: <i>good better</i> <i> best</i> <i>bad worse worst</i> <i>little less least</i>

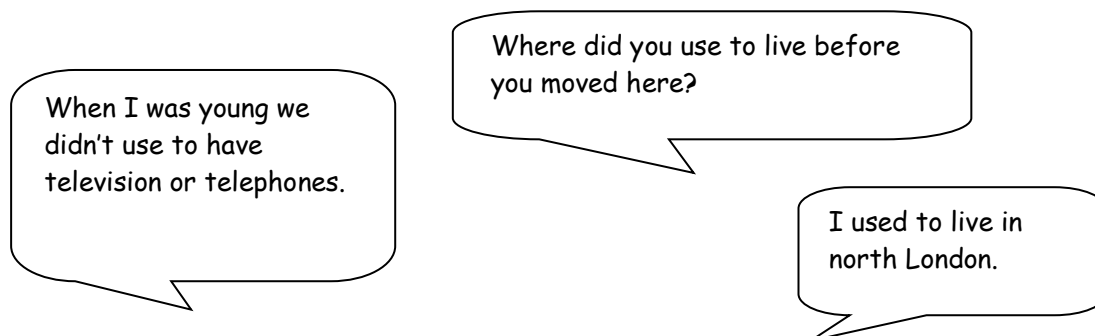
Spelling

When adding –est to one syllable adjectives which end with a vowel and a consonant, double the consonant, e.g. *big, biggest*.

When adding –est to one syllable adjectives which end with e, miss out one e, e.g. *nice, nicest* (not *niceest*).

When adding –est to two syllable adjectives which end with y, change y to iest e.g. *busy, busiest*.

Past habits – *used to do*



Meaning and use

- This is used to describe habits, situations or a series of events in the past which no longer happen.

Past	Present
Telephones used to be very rare.	Telephones aren't rare now.

Form

- used to* is followed by a base verb e.g. *She used to ride a bike.*
- used to* does not change its form according to person or singular and plural.
- used to* follows the grammar of past tense verbs:

Sentence	<i>Hassan used to have a bicycle but it was stolen.</i>
Negative	<i>When I lived in London, I didn't use to have a car.</i>
Question	<i>Did he use to have a car? How did you use to get about?</i>

ENTRY 3

Common errors

- Missing out the *-d*
*She **use** to type on a type writer. She **used** to type on a typewriter.*
- Adding *-ing* to the main verb after *used to*:
*He used to **typing** his own letters. He used to **type** his own letters.*
- Adding *-ed* to the main verb after *used to*.
*They didn't use to **owned** a computer. They didn't use to **own** a computer.*

Degrees of future possibility: modals and adverbs

Those mobiles might be cheaper in the sales next week.

They will probably reduce the prices of all of these things. It may be better to wait until then.

Use

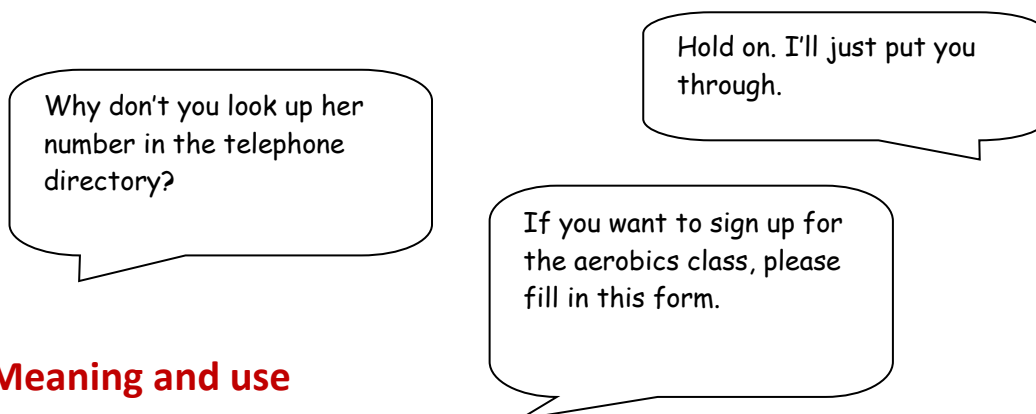
Form

- *May* and *might* are modal verbs. They are followed by the infinitive of the main verb without *to*.
- *May* and *might* do not change their form according to person or singular and plural.

	First person	Second person	Third person
Singular	I may go. might	You may go. might	He/She may go might .
Plural	We may go. might	You may go. might	They may go. might

- The negative of *may* is *may not*. The negative of *might* is *might not*, e.g *I may not come tomorrow. He might not pass his driving test.*

Phrasal verbs



Meaning and use

- Phrasal verbs are common, especially in spoken English and in informal writing. They are often used to replace a more formal verb.
e.g. Please complete this form. → Please fill in this form.

Form

- Prepositions (*e.g., at, up, in*) are added to verbs (*e.g., go, get*) to make phrasal verb (*e.g., go away, get at*) which has a meaning of its own. This meaning is often very different to the meaning of the original verb.
- Phrasal verbs can take the same range of tenses as other verbs.
e.g., They're putting up the aerial. She'll put on goggles later. Ali put off the job until later.
- There are three groups of phrasal verbs.

1. Phrasal verbs with no object	2. Phrasal verbs with objects in end-position	3. Phrasal verbs with objects in mid or end-position
<p><i>They sat down. (on a chair)</i></p> <p><i>Look out! (There's a car.)</i></p> <p><i>They dropped in. (for a chat)</i></p>	<p><i>He looked after the video.</i></p> <p><i>She searched for the radio.</i></p> <p><i>I looked forward to a break.</i></p>	<p><i>She put down the phone.</i></p> <p><i>She put the phone down.</i></p> <p><i>He tidied up the mess.</i></p> <p><i>He tidied the mess up.</i></p>

- Pronouns (*e.g. it, us, her, them*) used as the object of the verb can only be used in mid-position with phrasal verbs in group 3.

With object

*Faiza wrote down **the words**.* ✓

*Faiza wrote **the words** down.* ✓

With pronoun as object

*Faiza wrote **them** down.* ✓

*Faiza wrote down **them**.* ✗

Zero conditional sentences

If you do a search
look on the internet
you find information
about all sorts of
things.

You'll type much more
quickly if you learn to
touch-type.

*Water freezes if the
temperature falls below zero.*

Use

- Zero conditional sentences are used to give advice, instructions or to describe true facts about the world.

Form

- Zero conditional sentences have two clauses. The *if*-clause begins with *if*. The second clause is the *result clause*.

If-clause Result clause
↓ ↓
If you want a good picture, use an aerial.

- Insert a comma after the *if*-clause:
If you want to install an aerial, contact an aerial fitter.
- The result clause can go in front of the *if*-clause. In this case, no comma is necessary.

Result clause *If*-clause
↓ ↓
Contact an aerial fitter if you want to install an aerial.

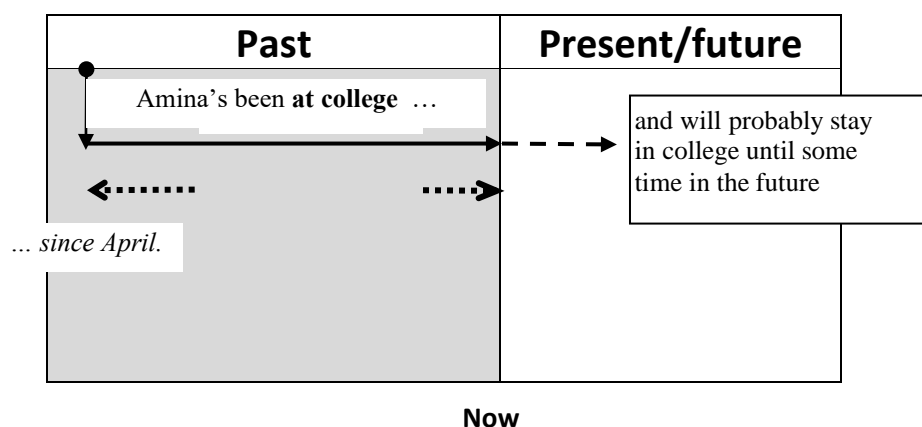
- Zero conditional sentences use verbs in present tenses. Verbs in the result clause are often in the imperative.

If you don't get a clear picture, check the aerial.
If your hands are wet, don't touch electrical equipment.

The present perfect with *for* and *since*

Use

- The present perfect is often used with *for* and *since* and a time expression to express actions or situations which started in the past and continue to the present. They may or may not continue in the future.



Form

Common errors

- Using past simple tense instead of present perfect changes the meaning, e.g.

I've lived here for two years. (Meaning - until now)

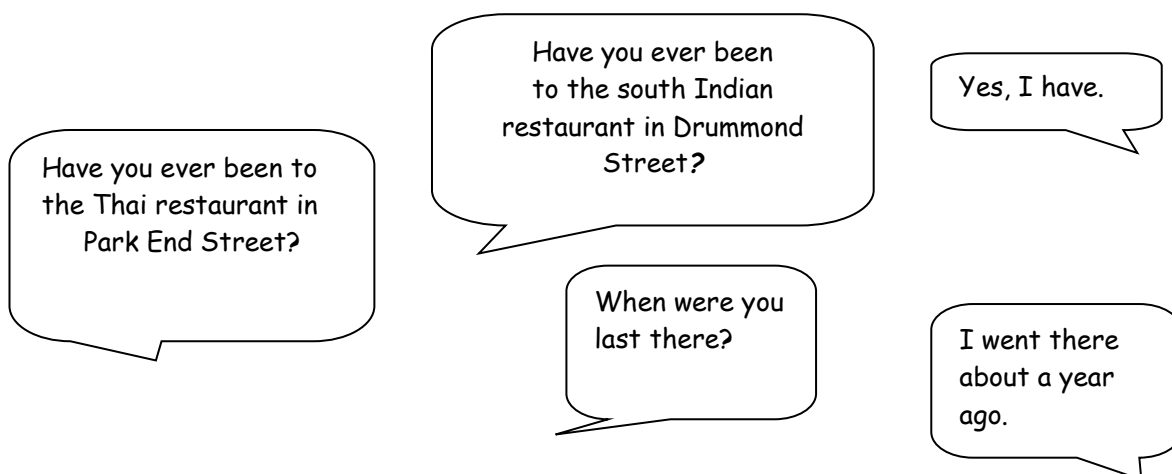
I lived here for two years. (Meaning - That was some time ago. I moved to another place.)

- Confusing *for* (for a period of time) and *since* (from a point in the past) e.g.

I haven't seen her since two days. ✗ *I haven't seen her for two days.*

✓

Using the present perfect and the past simple



Use

- The present perfect and the past simple express different aspects of past time. You use the present perfect for past experiences, news, actions and events which happened in the past but you don't say when they happened. You use the past simple for completed actions in the past when you say the time (or when the time is clear from the situation).

Past	Present		Past	Present
Azra hasn't cancelled the papers yet.			Azra telephoned the milkman at ten.	
↓				
Now			Now	
<i>present perfect</i> <u>no time is given</u>			<i>past simple</i> <u>we say when the event happened</u>	

- You often begin a conversation in the present perfect when we are not sure if an event has taken place. Once you know when the event happened, then you change to the past simple.
- Some time phrases are generally used with the past simple while others are generally used with the present perfect:

Expressions with past simple	Expressions with present perfect
yesterday	ever
at 11.30 (any times)	never
in June 2002 (months and years)	yet and already
on Monday (other days of week)	just
last week (month, year etc.)	for three hours (day, weeks etc.)
two days (weeks, months	etc. ago since yesterday (Friday, etc

Asking indirect questions (2)

Excuse me. Do you know if this seat is taken?

Have you thought about whether you are leaving with us at noon?

Can you tell me if this is the right adapter for this socket?

Use

- You use indirect questions when you want to be polite, particularly in more formal situations, or if you are not sure the person can answer your question. See Asking Indirect Questions (1)

Form

- You use an introductory phrase (*Do you know...? Have you any idea ...? Please tell me ..?*) to make an indirect question.
- When you ask indirect *yes/no* questions, this phrase is followed by *if* or *whether*.
- You don't invert the subject of the sentence and the auxiliary or modal verbs (e.g. *is, are, was, will, have, can*) in indirect questions. You often do this to form direct questions.

Direct *yes/no* question

Can you come for an interview?

Indirect *yes/no* question

*Can you confirm **whether** you can come for an interview.*

- If you use *whether* instead of *if* , it shows you think that there are two or more different options *If* is often used in more informal spoken situations, e.g. *The waiter asked **whether** I would like coffee. (or not)*
- You do not use the auxiliaries *do, does* or *did* in indirect questions

ENTRY 3

Direct question	Indirect question
Is there a bank near here?	Please can you tell me whether there's a bank near here?
Is this the right bus for Rose Hill?	Do you know if this is the right bus for Rose Hill?
Is he coming with us?	Can you tell me whether he's coming with us?
Are you leaving soon?	Have you decided whether you are leaving soon?
Was the train late?	Do you know if the train was late?

Listening skills

Prediction

Prediction helps you to understand what you are going to listen to.

Prediction means: **before** you listen, thinking about:

- why you are listening
- what the situation is
- who is speaking
- what people are going to say

Listening for gist

Listening for gist means:

- listening for a **general** idea of what someone is saying
- not listening to every word
- listening for stressed words
- listening for intonation

When do you listen for gist?

- face to face conversations
- telephone conversations
- radio and TV programmes
- the first time you listen to a tape in class

Listening for detail

Listening for detail means:

- listening **carefully** for important information
- listening for stressed words
- listening for repeated words
- listening for the past, present or future tenses
- checking you understand in a conversation

When do you listen for detail?

- instructions
- directions
- explanations
- announcements
- the second time you listen to a tape in class

Remember!

The most important thing about listening: relax! – Don't try to understand everything.

Speaking

How to stress the right word in a sentence.

Stress means... making a word: a little bit longer a little bit louder

Which words are stressed?

In English we stress the important word or words in a sentence to add meaning. e.g.

***Tickets** please?* (I want to see your **ticket**)

We can change the stress to change the meaning a little bit e.g

*Can I **see** your ticket please?* (I want to **see** your ticket not to hear about it)

ENTRY 3

Can I see your ticket please? (Show your ticket to **me** not my colleague)

Why is stress important?

- Listening for stressed words helps you understand someone without understanding every word.
- Stressing important words helps people to understand what you are saying.

How to use intonation in questions

Intonation means:

Making your voice go up or down near the end of a question.

Wh- questions

Your voice usually goes down at the end of wh questions.

[[Insert downwards arrows through name and live]]

What's your name? *Where do you live?*

Questions with can/could

Your voice usually goes up near the end of can/could questions

Can I help you? *Could you tell me where the station is please?*

19 Spelling

E3 – skills ◀◀

Learning to spell well in English needs lots of practice. Here are a few ideas to help.

- Look at errors in your writing, or new words which come up in lesson. Decide which new spellings would be most useful to learn. Choose only a few to begin with.
- Look at each new word. Decide which bit is difficult and try to think of a way of remembering it. Here are a few ideas
 - Underline the difficult bit in the word e.g. building, rember.
 - Find words you know with the same pattern e.g. fright, light, sight.
 - Look for words inside words e.g. **cap-a-city**.
 - Remember a trick for remembering e.g. to **separate** = to **part**.
 - Change the way the word sounds e.g. Wed-nes-day.
- Keep a list of these new spellings. It is useful to make a table in your file with space to practise each new word in a systematic way.

New word	1st practice	2nd practice	3rd practice	Meaning/ translation
environment	enviroment	environment		

Then as you practise each word, try the 'Look, Say, Cover, Write, Check' method.

- Look at the word carefully.
- Say it aloud.
- Cover it up.
- Write it again.
- Check that it is correct.

Repeat this the next day and again after a few more days. This will help to get the spelling of the word into your long-term memory.

It is also useful to get someone to test you on your spellings.

Vocabulary: learning new words

First, think about how you learn and remember new words. What kind of words do you remember? What kind do you forget? Do you remember best by hearing and/or by seeing words written down? Is it useful to play with words?

Keeping a vocabulary notebook

Remembering new words involves more than just writing a translation. Explore different ways of making a record of new words. Think about which way suits you.

- Group words for situations or topics in word webs, in lists, as opposites and synonyms.
- Pictures help you remember words by thinking about what they look like.
- Practice words by listening to the radio and TV, eavesdropping , reading
- Experiment with new words as much as you can
- Note the grammar with V (verb) A (adjective) or N (noun) to help you remember where and how to use the word in a sentence.
- Mark the stress by underlining or putting a large dot above the stressed syllable so that you remember how to say a word.
- New words set in sample sentences helps you to remember when and how to use them.
- Use a good English –English dictionary, a Thesaurus and English language textbooks for expanding vocabulary

economise V *I must economise. I'm spending too much money.*

economy N *The Government is trying to improve the economy.*

economical A *Mobile phones are not very economical.*

Remember

The best way to remember a new word is to use it.