

Reading Comprehension/ Chocolate <

I- Think about the kinds of food you consume every day.

1. How can you classify them taking into account the energetic supply they provide you with?
2. Which kinds of food are mostly energetic and mostly delicious?
3. How are such kinds made?

II- Solve this crossword puzzle; the missing word constitutes the theme of this lesson

**Crossword Puzzle!**

B U T T E R C

T H C A C A O

M R S W E E T

O I E S E E D

C O L E F A T

L A T K B E E

Butter- Cacao- Tree- Sweet- Milk- Seed- Be- Fat.

The **Missing Word** is ????

## CHOCOLATE

Most of us know chocolate as a delicious sweet that we eat in cookies, cakes, candy bars, and other desserts. However, chocolate isn't simply a snack or key ingredient in cooking.

Many cultures consider chocolate as a sacred symbol in religious ceremonies or as a source for providing certain health benefits! Until now, many cultures have regarded it as an icon of love, compassion, and devotion. Moreover, many experiments show that chocolate instills strength, health, passion, and faith in those who eat it.

How is chocolate made? Do you know that your favorite candy bar comes from a plant? It's true—chocolate is made from the seeds of the cocoa tree. Chocolate-making companies buy these seeds and then these seeds are crushed, are mixed, are rolled, and are molded in machines to make candy bars. These bars combine cocoa solids, fats (like cocoa butter) and sugar. This requires time, effort, and artistry.

The Mayans and the Aztecs are supposed to be the first tribes who discovered chocolate ...<sup>[1]</sup>



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<sup>1</sup> "Cocoa," Microsoft® Encarta® Online Encyclopedia 2000. <http://encarta.msn.com> © 1997-2000 Microsoft Corporation

**Reading Comprehension:**

- 1- What does chocolate instill in people who eat it?
- 2- Where does chocolate come from?
- 3- What does making chocolate require?
- 4- Describe the steps to be followed when making chocolate.

### Vocabulary

Sacred	Holy and deserving respect, especially because of a connection with God; Connected with religion.
Ceremony	A set of formal acts performed on important social or religious occasions, ex. a wedding or graduation.
Instill	To put a feeling, an idea or principle into someone's mind.
Faith	A strong belief in God or a particular religion.
Molded	Given a particular shape.
Dessert	Sweet food eaten at the end of a meal.
Compassion	A strong feeling of sympathy and sadness for the suffering and bad luck of others and a desire to help them.
Devotion	Loyalty and care for someone or something, religious worship.
Crush	To press something very hard so that it is broken.
Artistry	Great skill in creating or performing something such as in writing, sport, etc.

Exercise: Using words in context

Fill in the blanks with the above words:

1. Her ..... was strengthened when her baby died.
2. It is a part of a teacher's job to ..... confidence in students.
3. During the hospital inauguration ....., there was a speech by the minister of health.
4. This area is ..... to the Apaches.
5. He knelt in humble .....
6. You have to admire the ..... of Shakespeare's drama.
7. The plastic is going to be ..... into plates.
8. For ....., there's apple pie, cheesecake or fruit.
9. Add to the meat three cloves of ..... garlic.
10. Everybody was hoping that Arabic countries might feel a little ..... towards the people of Gaza.

Transitive or Intransitive?

Introduction:

My sister broke the window.

My father cried.

Can you figure out the grammatical difference between the verbs (broke, cried) in the above sentences?

We should notice that the first verb, broke, has another word after it. The second verb, cried, does not have another word after it. Generally speaking, we can say that all verbs in English can be divided into two groups--those that have a word (or words) after them and words that do not have any word after them.

Let's look at the two different kinds of verbs.

Transitive Verbs:

My sister broke the window.

In the first sentence, the word that comes after the verb, window, is the object of the verb. We say that window is the object because it receives the action of the verb. All objects of verbs receive the action of the verb.

Here are some more examples of transitive verbs with their objects:

I sold some books.

I took the bus.

I bought a radio.

I understood her question.

I wrote a letter.

When a verb has an object that receives the action of the verb, we say that the verb is transitive. Let's look at the other kind of verb now.

### Intransitive Verbs:

My father cried.

We can see in this sentence that there is no word after cried. In other words, there is no object for the word--there is no noun to receive the action of the word. Think about it--what could we say? My father cried something. Is there a noun that we could use after cried? We could probably think of one or two nouns, like tears, or even, good-bye, but normally, we do not use the verb cry with an object.

In this case we say that this verb is intransitive because it does not have an object after it.

Here are some more examples of intransitive verbs:

I slept.

I coughed.

The glass fell.

My cat ran.

The sun rose.

We should notice that in each case, the subject is doing the action of the verb and nothing receives the action.

For many verbs in class, if the verb is hard to understand, we will ask something like this:

T: Do we cry or do we cry something?

Answer: Just cry.

In this case, we would say that cry is intransitive.

### BE CAREFUL!!

One reason that understanding this point is so important is that it is very easy to become confused about whether a verb is transitive or intransitive.

Consider the following example:

I went to the store yesterday.

Is went transitive or intransitive?

Many people, including native speakers, will tell you that “went” is transitive since we have many words after went.

What are all those other words after “went”? First of all, to the store is a prepositional phrase. Second, yesterday is an adverb. These are not objects. To be transitive, a verb must have an object.

### Practice:

This exercise is relatively simple--just decide whether the verb is transitive or intransitive.

1. run
2. live
3. throw
4. sell

5. eat
6. buy
7. evolve
8. develop
9. happen
10. feed
11. exist
12. occur
13. follow
14. feed on
15. take place

2. These are verbs from the text:

<u>Active verbs</u>	<u>Passive verbs</u>
know	is made
eat	is made
isn't	are crushed
consider	are mixed
have regarded	are rolled
show	are molded
instills	are supposed
comes	
is	
buy	
make	
combine	
requires	
discovered	

The verbs in the first column are active verbs.

The verbs in the second column are passive verbs.

Look at these two sentences:

Sentence 1: **Most of us know chocolate.**

Sentence 2: **Chocolate is known by most of us.**

The first sentence has an active verb because the subject (us) are the performers of the verb (know)

The second sentence has a passive verb because the subject (us) is the recipient (object) of the verb (is known).

Change the following sentence into the passive as shown in the above example:

Your Favorite chocolate comes from a plant.

You can never change this sentence because the verb is intransitive. Only sentences in the active voice with transitive verbs can be changed into the passive.

Rules for forming the passive:

<p><u>ACTIVE:</u> (a) Most of us(<b>S</b>) <b>know</b>(<b>V</b>) chocolate(<b>O</b>).</p> <p><u>PASSIVE:</u> (b) Chocolate(<b>S</b>) <b>is known</b>(<b>V</b>) by most of us.</p>	<p><u>FORM OF THE PASSIVE:</u></p> <p><b>Be</b> (in the same tense of the verb) + past participle</p> <p>In the passive, the object of an active verb becomes the subject of the passive verb: "chocolate" in (a) becomes the subject in (b). Notice that (a) and (b) have the same meaning.</p>
<p><u>ACTIVE:</u> (c) Your favorite candy(<b>S</b>) <b>comes</b>(<b>V</b>) from a plant.</p> <p><u>PASSIVE:</u> (d) (none)</p>	<p>Only <u>transitive verbs</u> (verbs that are followed by an object) <u>are used</u> in the passive form. It is <u>not possible to use</u> verbs such as <b>come, happen, seem...</b> (<u>intransitive verbs</u>) in the passive.</p>

Tense	Active	Passive
<i>Simple present</i>	Most of us <b>eat</b> chocolate.	Chocolate <b>is eaten</b> by most of us.
<i>Present progressive</i>	Most of us <b>are eating</b> chocolate.	Chocolate <b>is being eaten</b> by most of us.
<i>Present perfect</i>	Most of us <b>have eaten</b> chocolate.	Chocolate <b>has been eaten</b> by most of us.
<i>Simple past</i>	Most of us <b>ate</b> chocolate.	Chocolate <b>was eaten</b> by most of us.
<i>Past progressive</i>	Most of us <b>were eating</b> chocolate.	Chocolate <b>was being eaten</b> by most of us.
<i>Past perfect</i>	Most of us <b>had eaten</b> chocolate.	Chocolate <b>had been eaten</b> by most of us.
<i>Simple future</i>	Most of us <b>will eat</b> chocolate.	Chocolate <b>will be eaten</b> by most of us.
<i>Be going to</i>	Most of us <b>are going to eat</b> chocolate.	Chocolate <b>is going to be eaten</b> by most of us.

<i>Future perfect</i>	Most of us <b>will have eaten</b> chocolate.	Chocolate <b>will have been eaten</b> by most of us.

**Exercise:** Change the active to the passive by supplying the correct form of **be**.

1- Chocolate enhances our memory.

→ Our memory ..... enhanced by chocolate.

2- Chocolate will increase your concentration.

→ Your concentration ..... increased by chocolate.

3- Chocolate is going to strengthen your immune system.

→ Your immune system ..... strengthened by chocolate.

4- I ate a piece of chocolate

→ A piece of chocolate ..... eaten by me

5- Elvis had eaten the delicious chocolate

→ The delicious chocolate ..... eaten by Elvis.

Listening and Writing/ Chocolate <

Listening

In order to improve your listening skills, remember the following points:

- Stop talking and listen
- Stop thinking and just listen to what you are hearing
- Do not let your mind wander
- Be patient
- Put yourself in the speakers place so that you would understand what is being said
- Understand and take notes of what you are listening to

## The Chocolate Poem

When your feet feel like they're made of stone,  
And your legs are full of lead;  
And your muscles feel like they're galvanized,  
'Cause there's concrete in your head.

When your blood feels like molasses,  
And you can't add two and two;  
When the top looks like the bottom,  
And orange looks like blue.

You need some chocolate,  
Soft creamy chocolate;  
Some chocolate ice cream,  
And chocolate mousse...  
Some chocolate cheesecake,  
Bavarian chocolate;  
Bring on the chocolate,  
We need a boost!

Now, they say it gives us pimples, it's addictive and it stains,  
It makes us fat and hyper, and clogs up all our veins;  
It puts migraines in our noggins, and it's worse than cigarettes,

But all those things are easier than having chocolate fits.  
Now there's lots of medical evidence to support our point of view,  
It's not all psychological, good news for me and you;  
It affects our serotonin, which reduces aches and pains,  
And does all kinds of cool things to the chemistry of our brains.

Good ol' chocolate,  
Dark chewy chocolate;  
Nanaimo snack bars,  
Chocolate eclairs...  
Hot chocolate sundaes,  
Sweet chocolate milkshakes;  
Bring on the chocolate,  
We need a boost!

Now, they say we're chocoholics, and we have a legitimate beef,  
And we should lobby government to give funding for relief;  
Now if you can keep a secret, just leave it up to me,  
I'll take the funds and build us a chocolate factory.  
And if life should get too heavy, and we decide to end it all,  
We won't do it with a pistol, drugs or alcohol;  
We'll just take a thousand dollars, to a nice dessert cafe,  
Eat a dump truck-load of chocolate, and do ourselves away!

'Cause we love chocolate,  
Mouthwatering chocolate;  
Black forest cheesecake,  
And chocolate torte...  
Some chocolate rum balls,  
Sweet chocolate windfalls;  
Bring on the chocolate,  
We need a boost!

....Wayne Chaulk of Buddy Wasiname And The Other Fellers (D'Lard  
Liftin', 1998; I'm Looney, 2002) ....

Listening exercises:

A-Fill in the blanks with the suitable missing word:

When your blood feels like molasses  
And you can't add two and two  
When the top looks like the .....  
And orange looks like .....  
You need some .....

B-Arrange these lines in their correct order:

- a- Some chocolate ice cream,
- b- You need some chocolate,
- c- Bavarian chocolate;
- d- Soft creamy chocolate;
- e- Bring on the chocolate
- f- And chocolate mousse...
- g-Some chocolate cheesecake,
- h-We need a boost!

## Writing

Brief articles are generally 300-500 words in length and take a very short time to read.

Rules for writing a brief article:

- Before writing one must brainstorm ideas about the topic they are going to write about
- Researching and jotting down points about the topic would help in creating a rich article
- Don't forget to write a title for your piece or writing
- Introduce the topic in your introduction and state your main idea (thesis statement)
- Elaborate on the main idea in the body by giving supporting ideas and examples
- Conclude the essay by restating your thesis statement
- Avoid grammatical errors
- Review your article before submitting it

### Writing Task

Write a brief article entitled '**Healthy Eating**' for your college newsletter.

In your article explain:

- What a healthy diet is and how much energy we need.
- How people can lose weight sensibly.

Make sure that every paragraph has a thesis statement representing the main idea, supporting details that enrich your essay with examples and illustrations (pictures), and a concluding statement.

## Sample Writing

### **Healthy Eating**

A healthy diet is one that is arrived at with the intent of improving or maintaining optimal health. This usually involves consuming nutrients by eating the appropriate amounts from all of the food groups, including an adequate amount of water. Since human nutrition is complex, a healthy diet may vary widely, and is subject to an individual's genetic makeup, environment, and health, but the question that always comes to mind is: Is there a perfect diet?

If we are what we eat, it makes sense to put fresh, natural food into our bodies. The right diet can mean higher energy levels and vitality, plus help us maintain a healthy body weight, improve sleep patterns and gain greater concentration levels.

Our body also needs a certain amount of energy to breathe, make our hearts beat and drive all those chemical reactions which keep us alive. This is called the 'resting metabolic rate'. For these activities, most people need about 900 calories a day but this varies according to sex (boys need more than girls), age (adults need more than children) and occupation (manual workers need much more than office workers).

However, if people eat more than is needed to give us enough energy, what is left over is turned into fat and our body weight increases. If this is a problem for anyone, then weight can be lost in two ways:

1. Taking more exercise
2. Eating less energy-containing food.

The first method, on its own, is not always very effective. If a man plays tennis for half an hour, he uses about 700 calories. If he feels thirsty and has a glass of lemonade, he puts back all the energy he has used.

The second method can be effective if carried out sensibly. Someone on a well-planned diet could lose two pounds or more a week. Such diets contain little high-energy food and much low-energy food.

What is most important in following a low-calorie diet, is to ensure that it is balanced. You must get plenty of variety in your food. You should cut down on saturated fat (butter, fried food and processed food) and sugary food (chocolate, sweets, cakes and biscuits). Drink plenty of fluids, such as tea, coffee or water. You could get the calcium you need from skimmed milk or low fat yoghurt. If you eat plenty of fruit and vegetables, rice, pasta, potatoes, fish, chicken, eggs and non-sugary breakfast cereals, you will have a balanced diet, which is low in fat and packed with vitamins and minerals.

Reading Comprehension/ Computer Virus <

Think about the uses of computers, and the presence of viruses in them.

1. Why do people use computers?
2. What is a computer virus?
3. What can viruses do?

### Computer Virus

A computer is a machine. It handles a lot of information. Many places use computers to help them work better. Someone sent a computer virus to a lot of computers. A computer virus is a set of bad instructions written just to hurt computers.

Someone made the virus and sent it to other computers. It was set to turn on by itself. When it did, many computers around the world began to have problems.

When the virus is turned on, it makes the computer do things it is not supposed to do. Many computers started filling up with a lot of useless information. Several computer projects were in trouble. One project that will have to be stopped has already spent millions of dollars.

People started turning off their computers. Others stopped their computers from being hooked up to other computers. The virus was spread by having computers share information with each other. Once in the computer, it takes over and tells the computer to do harmful things.

The FBI will try to find who or what has caused this virus to be spread.

## Vocabulary

1. Information: a group of facts or data.
2. Hooked up: connected to something.
3. Useless: cannot be used.
4. FBI: federal bureau of investigation.
5. Machine: a device with moving parts.
6. Problem: something wrong that needs to be fixed.

### 1. Fill in the blank with the appropriate vocabulary word:

1. The \_\_\_\_\_ helped us to discover the criminal.
2. Our \_\_\_\_\_ cannot be solved.
3. The flash memory \_\_\_\_\_ to the computer.
4. We can find a lot of \_\_\_\_\_ in encyclopedias.
5. The microwave is an electric \_\_\_\_\_ that generates heat within the food.
6. My old PC became \_\_\_\_\_, I need a new one.

2. Comprehension questions: Pick an answer:

1. A ..... is a machine that handles a lot of information.  
a. toaster      b. computer      c. printer      d. bike
2. Many computers around the world began to have .....  
a. problems      b. less speed      c. black outs      d. information
3. When the virus ....., some companies had to stop their computers.  
a. turned off      b. began to spread      c. left
4. The FBI will try to find out what caused the .....  
a. information      b. virus      c. computer
5. When a virus gets into a computer, it can destroy the ..... inside.  
a. wires      b. information      c. screws
6. Many places use computers to help them .....  
a. sing      b. work      c. sleep
7. People started ..... their computers.  
a. turning off      b. turning on      c. returning      d. breaking
8. Many computers started filling up with ..... Information.  
a. good      b. short      c. useless      d. easy
9. A ..... can ruin a good computer.  
a. virus      b. germ      c. disease
10. One ..... That will have to be stopped has already spent millions of dollars.  
a. project      b. cord      c. telephone      d. computer

### 3-What did you learn?

1. Why do people use computers?

- a. everyone has to buy one
- b. computers help people work better
- c. computers are slower than using paper and pencil.

2. Once inside, what can a virus do?

- a. it can fill the computer with useless information
- b. it can fix a project
- c. it turns the computer on and off.

3. What is a computer virus?

- a. a sickness a person gets when using a computer
- b. a problem that gets into a computer and wrecks it
- c. a bad computer disk that is mailed to people

4. What happened to one project?

- a. The project was done faster
- b. It had to be stopped
- c. a new name had to be picked

## USES OF THE SIMPLE PAST TENSE

### 1. Completed actions

We normally use the Simple Past Tense to talk about events, actions or situations which occurred in the past and are now finished.

-They may have happened recently:

- Sam phoned a moment ago.

-Or in the distant past:

- The Goths invaded Rome in A.D. 410.

-A time reference must be given:

- I had a word with Julian this morning.

-Or must be understood from the context:

- I saw Fred in town. (i.e. when I was there this morning)
- I never met my grandfather. (i.e. he is dead)

When we use the simple past, we are usually concerned with when an action occurred, not with its duration (how long it lasted).

2. The immediate past We can sometimes use the Simple Past without a time reference to describe something that happened a very short time ago:

- Jimmy punched me in the stomach.
- Did the telephone ring?
- Who left the door open?

3. Polite inquiries, etc.

The Simple Past does not always refer to past time. It can also be used for polite inquiries (particularly asking for favors), often with verbs like *hope, think or wonder*. Compare:

- I *wonder* if you could give me a lift.
- I *wondered* if you could give me a lift. (more tentative/polite)

### **ADVERBIALS WITH THE SIMPLE PAST TENSE**

The association of the Past Tense with adverbials that tell us when something happened is very important. Adverbials used with the past tense must refer to past (not present) time. This means that adverbials which link the present (*before now, so far, till now, yet*) are not used with past tenses.

Some adverbials like *yesterday, last summer* and combinations with *ago* are used only with past tenses:

- I saw Jane yesterday/last summer.

*Ago*, meaning 'back from now', can combine with a variety of expressions to refer to the past: e.g. two years ago; six months ago; ten minutes ago; a long time ago:

- I met Robert Parr many years ago in Czechoslovakia.

The Simple Past is often used with when to ask and answer questions:

- When did you learn about it? - When I saw it in the papers.

When, often points to a definite contrast with the present:

- I played football every day when I was a boy.

Other adverbials can be used with past tenses when they refer to past time,  
but can be used with other tenses as well:

Adverbs: I always liked Gloria.

- I often saw her in Rome.
- Did you ever meet Sonia?
- I never met Sonia.

Adverbial/prepositional phrases: We left at 4 o'clock/on Tuesday.

- We had our holiday in July.

Adverbial clauses: I waited till he arrived.

- I met him when I was at college.

As + adverb + as:

- I saw him as recently as last week.

**An alphabetical list of irregular verbs:**

<b>Past Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come

cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone

grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant

meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk

shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung

take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrown	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

1-Fill in the blank with the simple past tense form:

1. I (call) \_\_\_\_\_ Roger at nine last night.
2. My brother and sister (argue) \_\_\_\_\_ about something.
3. I really (enjoy) \_\_\_\_\_ my vacation last January.
4. My teacher (have) \_\_\_\_\_ a car accident yesterday.
5. Ten years ago, the government (decide) \_\_\_\_\_ to begin a food program.

2-Use the correct tense:

1. Al (goes, went) \_\_\_\_\_ to a party at Sally's apartment last night.
2. Bill (arrived, is arriving) \_\_\_\_\_ here three days ago.
3. Last Saturday, I (see, saw) \_\_\_\_\_ snow for the first time.
4. So far this week, I (had, is having) \_\_\_\_\_ two tests and a quiz.
5. My daughter (is finishing, finished) \_\_\_\_\_ her homework few minutes ago.

3-Put the verbs in brackets into the blanks. Watch the punctuation and form sentences or questions:

Example: The children \_\_\_\_\_ their sandwiches. (*to forget*)

Answer: The children *forgot* their sandwiches on Monday.

1. When \_\_\_\_\_ you in London? (to be)
2. We \_\_\_\_\_ in a flat when we were in Paris. (not/to live)
3. What \_\_\_\_\_ you \_\_\_\_\_ yesterday. (to lose)
4. He \_\_\_\_\_ magic tricks the party. (not/ to do)
5. Mandy \_\_\_\_\_ her room on Thursday. (not/to tidy up)

4-Using the given ideas and the past form of the verbs in brackets, make sentences:

0. The teacher said to me, "You may leave early". (Permit)

*The teacher permitted me to leave early.*

1. The secretary said to me, "Please give note to Sue". (ask)

\_\_\_\_\_

2. My advisor said to me , "You should take Biology 109." (advise)

\_\_\_\_\_

3. When I went to traffic court, the judge said to me, "You must pas a thirty-dollar fine." (order)

\_\_\_\_\_

4. During the test, the teacher said to Greg, "Keep your eyes on your own paper." (warn)

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5. The hijacker said to the pilot, "You must land the plane." (force)

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### Learning English

I. Listening: Listen to the following conversation then answer questions that follow:

My name is Pedro, I'm from Brazil, I work as an English teacher. What I used to do when I was younger to learn English was to use films and television programs - one of my favorite programs was Prime Suspect, a British series.

The reason I used films to learn English is that films are very cultural and they help you to learn lots of things that are a part of the cultural aspect of the language. So, I think it is very difficult to separate language and culture because they go together and it's very difficult for second language speakers to understand the cultural side of the English language used by native speakers, English speakers from countries like Australia, New Zealand and Britain or America.

I think that one of the reasons why I really enjoyed watching films was because I wanted to focus on the way that they said things; the intonation and the way that they pronounced certain words and also expressions that they used. I used to observe their body language as well, their facial expressions and the way that they looked. For example the Americans use lots of gestures when they're talking and I like watching films because they help me to learn new words, new expressions, new idiomatic expressions, new colloquialisms and lots of things that are very cultural.

I think because that helped me a lot when I first started learning English, I thought that I could do something similar with my students. As a teacher, I thought that using films would be a very good idea because I would

bring the cultural aspect to their learning process.

And what I have recently was to design a course for higher level students at the university that I work for - they have to watch television programs, documentaries and films from English speaking countries like America, England, New Zealand and Australia and we do discuss lots of things that are said. We also compare things that are said on this particular movie and it's difference on another movie. Students need to see that the culture influences people so when they watch American programs they say .. oh but they use that word and why don't they use that other word .. and I say oh well because they are not English.

We look at the levels of formality. Students also need to be able to understand that, because they don't want to sound rude if they are, for example, talking to an English speaker and then if they use the wrong intonation they may not get the message across or they might just sound inappropriate. So, by focusing on the films, they learn how to communicate better with English speakers.

So, when you're learning a second language like English for example, you need to learn the culture because that will help you to learn a lot of what is behind what people are saying. Language and culture can not be separated, they go together. Language is culture and culture is language, so it's very important to highlight that they can not be separated.

## II. Reading comprehension:

### Comprehension questions:

1. the speaker is from:

A. Brazil.      B. Brussels.      C. Bahrain.      D. Bulgaria.

2. To help him when he was learning English, he said he used to use:

A. news programs and newspapers.      B. films and books.

C. television programs and films.      D. films and videos.

3. the speaker believes that:

A. language and culture are separate.

B. language and culture should not be taught together.

C. learning cultural aspects of a language is too difficult for second language speakers.

D. Language and culture go together.

4. The speaker liked watching films because they helped him to:

A. understand things like the correct distance to stand from people when speaking.

B. learn new words and phrases.

C. use the correct gestures when speaking.

D. practice his listening without having to travel overseas.

5. As a teacher, he now:

A. uses British documentaries and television series with his classes.

B. uses films and television programs with all the different levels of classes he teaches.

C. asks his students to watch, compare and discuss films, documentaries and television programs.

D. uses films, documentaries and television programs from North American countries.

**6.** In the speaker's classes, students are also asked to focus on:

A. learning different levels of formality.

B. the difference in regional accents.

C. the difference in accent between English speaking countries in general.

D. when not to use "inappropriate" or swear words.

### III. Listening- dictation:

**From the entire presentation, only four parts of the recording have been written down. Read the 4 sections and write in what is missing.**

**Write the phrases in each box**

#### Section 1:

The reason I used films to learn English is because .....(1) and they help you to learn lots of things that are a part of the cultural aspect of the language. So, I think it is very difficult to separate language and culture because (2) .....

#### Section 2:

I think that one of the reasons why I really (3) ..... is because I wanted to focus on the way that they said things; (4) ..... the way that they pronounced certain words and also expressions that they used. I used to observe their (5) ..... ; their facial expressions and the way that they looked.

#### Section 3:

I think because that (6) ..... when I first started learning English, I thought that I could do something similar with my students. As a teacher, I thought that using films would (7) ..... because I would bring the cultural aspect to their learning process.

#### Section 4:

We look at the levels of formality. Students also need to be able to understand that, because they don't want to sound rude if they are, for example, talking to an English speaker and then if they use the wrong intonation they may not (8) ..... or they might just sound inappropriate. So, by focusing on the films, they learn how to communicate better with English speakers. So, when

you're learning a second language like English for example, you need to learn the culture because that will help you to learn a lot of what is (9) .....

#### **IV. Vocabulary - multi-word verbs**

Multi-word verbs are a combination of words that are made up of relatively easy words and function like single verbs. These verbs that combine to make up multi-word verbs cannot be separated. Their meanings are usually different than when each word is separated.

##### **Multi-word verbs:**

connect with: After only seeing you once, I feel that I connect with you.

farm out: I had a lot of projects to do, so I farmed out one to my friend.

get over: The doctor said that I will get over my flu in one weeks time.

grill someone on: I saw this kid grilling someone on the idea of aliens for hours.

listen in: When I was young I used to listen in on my sisters conversation.

pick up: By watching a lot of English movies I picked up the language.

straight out of: She is so beautiful that it looks like she came straight out of a movie.

spring up: Factories sprang up in the suburbs.

Complete the sentences by choosing the correct phrases: connect with, farm out, get over, grill someone on, listen in, pick up, straight out of, spring up. All the multi-word forms come from the article in the following exercises.

1. To learn something new or useful through practice or from someone is to ..... a skill rather than to be taught it.
2. To be new or go somewhere from another place without interruption is to have come ..... somewhere.
3. If you feel you are related to or understand someone, you ..... them.
4. To ask someone a lot of questions for a long time is to ..... a subject.
5. To secretly listen to a conversation or hear others' conversations is to ..... on them.
6. To give work to other people instead of doing it yourself is to ..... work.
7. If things suddenly appear in large numbers or quickly, they .....
8. To feel better after being unwell is to ..... something, to be cured.

### Gerunds and infinitives:

Introduction:

Here is a brief review of the differences between gerunds and infinitives.

Gerunds are formed with “ing”: walking, talking, thinking, listening

Infinitives are formed with “to”: to walk, to talk, to think, to listen

Gerunds and infinitives can do several jobs:

Both gerunds and infinitives can be the subject of a sentence:

Writing in English is easy

To write in English is easy

Both gerunds and infinitives can be the object of a verb

I like writing in English

I like to write in English

But ....

Only gerunds can be the object of a preposition:

We are talking about writing in English.

It is often difficult to know when to use a gerund and when to use an infinitive. These guidelines may help you:

Gerunds are often used when actions are real, concrete and completed:

**I stopped smoking** (the smoking was real and happened until I stopped)

Infinitives are often used when actions are unreal, abstract, or future:

I stopped to smoke (I was doing something else and I stopped; the smoking hasn't happened yet).

Exercises:

### **I. Cloze Exercise: Gerunds and Infinitives**

In each gap, fill with either the gerund or the infinitive form of the verb in parentheses:

- 1- He tended to avoid (work) ..... whenever he could.
- 2- Rami intended (do) ..... the assignment, but he postponed writing it for a week.

Yuri was in his first year at university, studying History. He was rather a lazy student, and he tended to avoid (work) ..... whenever he could. In the middle of the semester, his history professor gave out an assignment, due in two weeks. Yuri intended (do) ..... the assignment, but he postponed (write) ..... it for a week. The following week, he forgot (do) ..... it. The night before the assignment was due, he suddenly remembered it, and rushed to the library. He tried (read) ..... as much as possible on the topic, but there wasn't enough time. Yuri considered (ask) ..... for more time to do his paper, but the History professor was known to be very tough on students, so finally he decided (cheat) ..... and copy his paper from somewhere else. He found an old article on the same topic, and quickly typed it out. The next day, he submitted ..... the ..... paper. The following week, he was alarmed (see) ..... the professor approaching ..... him, ..... looking ..... angry. "Is this your own work, or did you copy it?" asked the professor. Yuri denied ..... (copy) ..... the ..... paper. "If you expect me (believe) ..... that, you must be very stupid," said the professor. "Every word is taken from an article I wrote myself five years ago. Did you really think I would forget (write) ..... it?"

**II.** Use the cues to make simple past tense sentences, using the correct form of the second verb (gerund or infinitive). For example,

"Mary / stop / smoke" becomes "Mary stopped smoking."

1. Yoko / want / go / abroad
2. Her mother / suggest / go / to Canada
3. She / decide / visit / BC
4. She / consider / study / in Vancouver
5. However, she / hate / live / in big cities
6. Finally, she / choose / go / to Victoria

**III.** There are four tests in this sequence, covering 40 of the most common verbs and phrases which are followed by *gerunds*, *infinitives* or *both*. Decide which form each verb is followed by.

1. Want
2. need
3. begin
4. enjoy
5. finish
6. would like (or would love)
7. hope
8. start
9. expect
10. quit
11. plan
12. continue
13. intend
14. mind
15. mean
16. like
17. decide
18. promise
19. postpone

- 20.offer
- 21.agree
- 22.put off
- 23.refuse
- 24.love
- 25.seem
- 26.keep (or keep on)
- 27.appear
- 28.pretend
- 29.hate
- 30.consider
- 31.learn (or learn how)
- 32.can't wait
- 33.can't stand
- 34.think about
- 35.can't afford
- 36.discuss
- 37.try
- 38.stop
- 39.forget
- 40.talk about

### **Guide to write a basic essay**

An essay can have many purposes, but the basic structure is the same no matter what. You may be writing an essay to argue for a particular point of view or to explain the steps necessary to complete a task.

Either way, your essay will have the same basic format.

If you follow a few simple steps, you will find that the essay almost writes itself. You will be responsible only for supplying ideas, which are the important part of the essay anyway.

Get started:

These simple steps will guide you through the essay writing process:

- Decide on your topic.
- Prepare an outline or diagram of your ideas.
- Write your thesis statement.
- Write the body.
  - Write the main points.
  - Write the subpoints.
  - Elaborate on the subpoints.
- Write the introduction.
- Write the conclusion.
- Add the finishing touches.

### Choose a topic for your essay:

Think about the type of paper you are expected to produce. Should it be a general overview, or a specific analysis of the topic? If it should be an overview, then you are probably ready to move to the next step. If it should be a specific analysis, make sure your topic is fairly specific. If it is too general, you must choose a narrower subtopic to discuss.

### Define Your Purpose:

The first thing you must do is think about the purpose of the essay you must write. Is your purpose to persuade people to believe as you do, to explain to people how to complete a particular task, to educate people about some person, place, thing or idea, or something else entirely? Whatever topic you choose must fit that purpose.

### Organize Your Ideas:

The purpose of an outline or diagram is to put your ideas about the topic on paper, in a moderately organized format. The structure you create here may still change before the essay is complete, so don't agonize over this.

1. Write the main ideas that you have about your topic, or the main points that you want to make.
  - If you are trying to persuade, you want to write your best arguments.
  - If you are trying to explain a process, you want to write the steps that should be followed.  
You will probably need to group these into categories.  
If you have trouble grouping the steps into categories, try using Beginning, Middle, and End.
  - If you are trying to inform, you want to write the major categories into which your information can be divided.
  - write the facts or information that support that main idea.

### Outline:

1. Begin your outline by writing your topic at the top of the page.
2. Next, write the Roman numerals I, II, and III, spread apart down the left side of the page.
3. Next to each Roman numeral, write the main ideas that you have about your topic, or the main points that you want to make.
4. Under each Roman numeral, write A, B, and C down the left side of the page.
5. Next to each letter, write the facts or information that support that main idea.

### Compose a Thesis Statement:

The thesis statement tells the reader what the essay will be about, and what point you, the author, will be making. You know what the essay will be about. That was your topic.

Your thesis statement will have two parts:

- The first part states the topic.
- The second part states the points of the essay.

### Write the Body Paragraphs:

In the body of the essay, all the preparation up to this point comes to fruition. The topic you have chosen must now be explained, described, or argued.

Each main idea that you wrote down in your diagram or outline will become one of the body paragraphs. If you had three or four main ideas, you will have three or four body paragraphs.

Each body paragraph will have the same basic structure.

1. Start by writing down one of your main ideas, in sentence form. If your main idea is "reduces freeway congestion," you might say this: Public transportation reduces freeway congestion.
2. Next, write down each of your supporting points for that main idea, but leave four or five lines in between each point.

3. In the space under each point, write down some elaboration for that point.

*Elaboration* can be further description or explanation or discussion.

#### Supporting Point

Commuters appreciate the cost savings of taking public transportation rather than driving.

#### Elaboration

Less driving time means less maintenance expense, such as oil changes.

Of course, less driving time means savings on gasoline as well.

In many cases, these savings amount to more than the cost of riding public transportation.

4. If you wish, include a summary sentence for each paragraph. This is not generally needed, however, and such sentences have a tendency to sound stilted, so be cautious about using them.

### Write the Introduction and Conclusion

Your essay lacks only two paragraphs now: the introduction and the conclusion. These paragraphs will give the reader a point of entry to and a point of exit from your essay.

#### *Introduction*

The introduction should be designed to attract the reader's attention and give an idea of the essay's focus.

1. Begin with an attention grabber.

The attention grabber you use is up to you, but here are some ideas:

- o Startling information  
This information must be true and verifiable, and it doesn't need to be totally new to your readers. It could simply be a pertinent

fact that explicitly illustrates the point you wish to make. If you use a piece of startling information, follow it with a sentence or two of elaboration.

### Anecdote

An *anecdote* is a story that illustrates a point.

Be sure your anecdote is short, to the point, and relevant to your topic. This can be a very effective opener for your essay, but use it carefully.

### Dialogue

An appropriate dialogue does not have to identify the speakers, but the reader must understand the point you are trying to convey. Use only two or three exchanges between speakers to make your point.

Follow dialogue with a sentence or two of elaboration.

### Summary Information

A few sentences explaining your topic in general terms can lead the reader gently to your thesis. Each sentence should become gradually more specific, until you reach your thesis.

2. If the attention grabber was only a sentence or two, add one or two more sentences that will lead the reader from your opening to your thesis statement.
3. Finish the paragraph with your thesis statement.

### *Conclusion*

The conclusion brings closure to the reader, summing up your points or providing a final perspective on your topic.

All the conclusion needs is three or four strong sentences which do not need to follow any set formula. Simply review the main points (being careful not to restate them exactly) or briefly describe your feelings about the topic.

### Add the Finishing Touches:

You have now completed all of the paragraphs of your essay. Before you can consider this a finished product, however, you must give some thought to the formatting of your paper.

Check the order of your paragraphs:

Look at your paragraphs. Which one is the strongest? You might want to start with the strongest paragraph, end with the second strongest, and put the weakest in the middle. Whatever order you decide on, be sure it makes sense. If your paper is describing a process, you will probably need to stick to the order in which the steps must be completed.

Check the instructions for the assignment:

When you prepare a final draft, you must be sure to follow all of the instructions you have been given.

- Are your margins correct?
- Have you titled it as directed?
- What other information (name, date, etc.) must you include?
- Did you double-space your lines?

Check your writing:

Nothing can substitute for revision of your work. By reviewing what you have done, you can improve weak points that otherwise would be missed. Read and reread your paper.

- Does it make logical sense?  
Leave it for a few hours and then read it again. Does it still make logical sense?
- Do the sentences flow smoothly from one another?  
If not, try to add some words and phrases to help connect them. Transition words, such as "therefore" or "however," sometimes help. Also, you might refer in one sentence to a thought in the previous sentence. This is especially useful when you move from one paragraph to another.

- Have you run a spell checker or a grammar checker?  
These aids cannot catch every error, but they might catch errors that you have missed.

### Sample essay:

Use this Sample Basic Essay as a Model

The essay below demonstrates the principles of writing a basic essay. The different parts of the essay have been labeled. The thesis statement is in bold, the topic sentences are in italics, and each main point is underlined. When you write your own essay, of course, you will not need to mark these parts of the essay unless your teacher has asked you to do so. They are marked here just so that you can more easily identify them.

"A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. **Despite what dog lovers may believe, cats make excellent house pets as they are good companions, they are civilized members of the household, and they are easy to care for.**

*In the first place, people enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch!*

*In the second place, cats are civilized members of the household. Unlike dogs, cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this. A tall scratching post in a*

favorite cat area of the house will often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed.

*Lastly, one of the most attractive features of cats as house pets is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.*

Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pet.

**Read the following text and answer the questions that follow:**

### **Social Networks**

Do the names MySpace, Facebook, Orkut, etc. ring a bell? They probably do because they are some of the most popular sites on the internet today. These sites are all called 'social networking' sites because they help people meet and discuss things online. Each of these social networking sites has its own strengths: MySpace is especially popular among teenagers, Facebook is popular with college age people, Orkut is especially loved in Brazil, and CyWorld is the site to visit in South Korea. The common thread between all of these social networks is that they provide a place for people to interact, rather than a place to go to read or listen to 'content'.

### **Web 2.0**

Social networks are considered to be web 2.0. What does this mean? To understand this, it's important to understand what the original web did (often called web 1.0). Back in the nineties, the internet - or web - was a place to go to read articles, listen to music, get information, etc. Most people didn't contribute to the sites. They just 'browsed' the sites and took advantage of the information or resources provided. Of course, some people did create their own sites. However, creating a site was difficult. You needed to know basic HTML coding (the original language the internet uses to 'code' pages). It certainly wasn't something most people wanted to do as it could take hours to get a basic page just right. Things began to get easier when blogs (from web log) were introduced. With blogs, many more people began writing 'posts', as well as commenting on other people's blogs.

## **MySpace Surprises Everybody**

In 2003, a site named MySpace took the internet by storm. It was trying to mimic the most popular features of Friendster, the first social networking site. It quickly became popular among young users and the rest was history. Soon everyone was trying to develop a social networking site. The sites didn't provide 'content' to people, they helped people create, communicate and share what they loved including music, images and videos. The key to the success of these sites is that they provide a platform on which users create the content. This is very different from the beginning of the internet which focused on providing 'content' for people to enjoy.

### **Key to Success**

Relying on users to create content is the key to the success of web 2.0 companies. Besides the social networking sites discussed here, other huge success stories include: Wikipedia, Digg.com and the latest success - Twitter. All of these companies rely on the desire of users to communicate with each other, thereby creating the 'content' that others want to consume.

## **II. Key Vocabulary**

**Social network:** a system consisting of many parts that are connected together to allow social communication between or along the parts.

**To ring a bell:** to produce a sound from a hollow metal object shaped like a cup.

**Site:** a place where something is built, or where something is happening.

**Strength – weakness:** a good characteristic – not good enough especially in ability, skill or quality.

**Thread:** the connecting line.

**To interact:** to communicate with or to react to.

**Content:** the ideas contained in a piece of writing for example.

**Nineties:** between 90 and 99.

**Internet – web:** the large system of connected computers around the world which allows people to share information and communicate with each other using email – area of information on the internet.

**To contribute:** to give something in order to provide or achieve something together with other people.

**To browse a site:** to look at information on the Internet.

**To create:** to make something new, especially to invent something.

**Code / coding:** a system of words, letters or signs which is used to represent a message in secret form, or a system of numbers, letters or signals which is used to represent something in a shorter or more convenient form/ representing a message in code so that it can only be understood by the person who is meant to receive it.

Post: the letters and parcels which are transported and delivered by post, or the postal system itself, to send a letter or parcel or email something.

To comment on: to say or write what expresses your opinion.

To take by storm: to be suddenly extremely successful in a place or with a group of people.

To mimic: to copy the way in which a particular person usually speaks and moves, usually in order to amuse people.

Platform: describes the type of computer system you are using, in connection with the type of software (= computer programs) you can use on it.

**Vocabulary in context:**

Fill in the blanks with words from the above list:

1. She's well aware of her ..... and ..... as an artist. Her greatest ..... are her determination and resilience.
2. *The Bible says that God ..... the world.*
3. *Unfortunately my attention wandered for a moment and I lost the ..... of (= forgot) what I was saying.*
4. *It's interesting at parties to see how people ..... socially.*
5. *She managed to decipher/break/crack (= succeed in understanding) the .....*
6. *We've discussed the unusual form of the book - now, what about the ..... ?*
7. *She was well into her ..... when she died.*

8. *This new personal banking software can be used with any Windows .....*

9. *I found out about the bombings from/on the .....*

10. *Come to the meeting if you feel you have something to .....*

11. .... *The world wide web to find out the information you need.*

**Comprehension questions:**

1. Which social networking site was not mentioned in the reading?

- A. MySpace                      B. LinkedIn                      C. Facebook

2. What is Facebook?

- A. A blog                      B. A content site                      C. A social networking site

3. Where is Orkut especially popular?

- A. In Japan                      B. In South Korea                      C. In Brazil

4. Which phrase best describes what people do at social networking sites?

- A. They interact with other people.                      B. They browse articles and other content.  
C. They code pages in HTML.

5. Social networks are considered:

- A. Web 1.0 sites                      B. Web 2.0 sites                      C. Web blogs

6. What was the original web mainly used for?

A. Interacting with other people B. Browsing content C. Creating pages in HTML

7. Why didn't many people create web pages in the beginning?

- A. They didn't like communicating with others.
- B. They didn't feel comfortable coding HTML pages.
- C. They didn't know they could create web pages.

8. Which is the best description of web 2.0 sites?

- A. They are content driven sites. B. They are platforms for interaction.
- C. They are like blogs, but better.

9. What do web 2.0 sites rely on?

- A. Articles written by professional journalists B. Users creating content
- C. Fast internet connections

10. What is most important for these new sites?

- A. Users' desire to communicate with each other
- B. Users' desire to learn coding
- C. Users' desire to read interesting content written by professionals

### Tag Questions:

**You speak English, *don't* you?**

A tag question is a special construction in English. It is a statement followed by a mini-question. The whole sentence is a "tag question", and the mini-question at the end is called a "question tag".

A "tag" is something small that we add to something larger. For example, the little piece of cloth added to a shirt showing size or washing instructions is a tag.

We use tag questions at the end of statements to ask for confirmation. They mean something like: "Am I right?" or "Do you agree?" They are very common in English.

The basic structure is:

+	-
Positive statement,	negative tag?
Snow is white,	isn't it?
-	+
Negative statement,	positive tag?
You don't like me,	do you?

Look at these examples with positive statements:

positive statement [+]				negative tag [-]			notes:
subject	auxiliary	main verb		auxiliary	not	personal pronoun (same as subject)	
You	are	coming,		are	n't	you?	
We	have	finished		have	n't	we?	
You	do	like	coffee,	do	n't	you?	
You		like	coffee,	do	n't	you?	You (do) like...
They	will	help,		wo	n't	they?	won't = will not
I	can	come,		can	't	I?	
We	must	go,		must	n't	we?	
He	should	try	harder,	should	n't	he?	
You		are	English	are	n't	you?	no

			,				auxiliar y for main verb <b>be</b> present & past
John		was	there,	was	n't	he?	

Look at these examples with negative statements:

negative statement [-]						positive tag [+]	
subject	auxiliary		main verb			auxiliary	personal pronoun (same as subject)
It	is	n't	raining,			is	it?
We	have	never	seen		that,	have	we?
You	do	n't	like		coffee,	do	you?
They	will	not	help,			will	they?
They	wo	n't	report		us,	will	they?
I	can	never	do		it right,	can	I?
We	must	n't	tell		her,	must	we?
He	should	n't	drive		so fast,	should	he?
You			are	n't	English,	are	you?
John			was	not	there,	was	he?

Some special cases:

I <b>am</b> right, <b>aren't</b> I?	aren't I ( <i>not amn't</i> I)
You <b>have</b> to go, <b>don't</b> you?	you (do) have to go...
I <b>have been</b> answering, <b>haven't</b> I?	use first auxiliary
<b>Nothing</b> came in the post, <b>did</b> it?	treat statements with nothing, nobody etc like negative statements
<b>Let's</b> go, shall we?	let's = let us
He' <b>d</b> better do it, <b>hadn't</b> he?	he had better (no auxiliary)

Here are some mixed examples:

- But you don't really love her, do you?
- This will work, won't it?
- Well, I couldn't help it, could I?
- But you'll tell me if she calls, won't you?
- We'd never have known, would we?
- The weather's bad, isn't it?
- You won't be late, will you?
- Nobody knows, do they?

Notice that we often use tag questions to ask for information or help, starting with a negative statement. This is quite a friendly/polite way of making a request. For example, instead of saying "Where is the police station?" (not very polite), or "Do you know where the police station is?" (slightly more polite), we could say: "You wouldn't know where the police station is, would you?" Here are some more examples:

- You don't know of any good jobs, do you?
- You couldn't help me with my homework, could you?
- You haven't got \$10 to lend me, have you?

### **Intonation**

We can change the meaning of a tag question with the musical pitch of our voice. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer:

	intonation		
You don't know where my wallet is,	do you?	/ rising	real question
It's a beautiful view,	isn't it?	\ falling	not a real question

### **Answers to tag questions:**

A question tag is the "mini-question" at the end. A tag question is the whole sentence.

How do we answer a tag question? Often, we just say Yes or No. Sometimes we may repeat the tag and reverse it (... do they? Yes, they do). Be very careful about answering tag questions. In some languages, an opposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion!

Answer a tag question according to the truth of the situation. Your answer reflects only the real fact (not necessarily) the question.

For example, everyone knows that snow is white. Look at these questions, and the correct answers:

tag question	correct answer		
Snow is white, isn't it?	Yes (it is).	the answer is the same in both cases - because snow <b>IS WHITE!</b>	but notice the change of stress when the answerer does not agree with the questioner
Snow isn't white, is it?	<b>Yes it is!</b>		
Snow is black, isn't it?	<b>No it isn't!</b>	the answer is the same in both cases - because snow <b>IS NOT BLACK!</b>	
Snow isn't black, is it?	No (it isn't).		

In some languages, people answer a question like "Snow isn't black, is it?" with "Yes" (meaning "Yes, I agree with you"). This is the **wrong answer** in English!

Here are some more examples, with correct answers:

- The moon goes round the earth, doesn't it? Yes, it does.
- The earth is bigger than the moon, isn't it? Yes, it is.
- The earth is bigger than the sun, isn't it? **No, it isn't!**
- Asian people don't like rice, do they? **Yes, they do!**
- Elephants live in Europe, don't they? **No, they don't!**
- Men don't have babies, do they? No, they don't.
- The English alphabet doesn't have 40 letters, does it? **No, it doesn't.**

## Question tags with imperatives

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use *won't* for invitations. We use *can, can't, will, would* for orders.

	imperative + question tag	<i>notes:</i>
invitation	Take a seat, won't you?	polite
order	Help me, can you?	quite friendly
	Close the door, would you?	quite polite
	Do it now, will you?	less polite
	Don't forget, will you?	with negative imperatives only <i>will</i> is possible

### **Same-way question tags**

Although the basic structure of tag questions is positive-negative or negative-positive, it is sometime possible to use a positive-positive or negative-negative structure. We use same-way question tags to express interest, surprise, anger etc, and not to make real questions.

- So you're having a baby, are you? That's wonderful!
- She wants to marry him, does she? Some chance!
- So you think that's amusing, do you? Think again.

Negative-negative tag questions usually sound rather hostile:

- So you don't like my looks, don't you?

Exercises:

I. Add tag questions to the following:

1. He's still sleeping, .....
2. You do go to school, .....
3. Let's go for a walk, .....
4. We won't be late, .....
5. Nobody called, .....
6. They will wash the car, .....
7. We must lock the door, .....
8. I'm correct, .....
9. So you bought a car, .....,  
congratulations!
10. You wouldn't want to invite my dad,  
.....?

II. Choose the correct tag to finish the sentence.

1. Teresa is an accountant, .....  
a. aren't she?    B. doesn't she?    C. Isn't she?    D. She isn't?
2. I am a good worker, .....  
a. I am?    B. do I?    C. amn't I?    D. aren't I?
3. Pierre is a grandfather, .....  
a. Isn't he?    B. he is?    C. doesn't she?    D. he isn't?
4. Kate is a doctor, .....  
a. she is?    B. is she?    C. Isn't she?    D. doesn't she?
5. Jacques and Alicia are students, .....  
a. aren't they?    B. are they?    C. we aren't?    D. aren't you?
6. Mario is at work right now, .....  
a. aren't they?    B. isn't he?    C. Is he?    D. isn't she?
7. I'm here, .....  
a. am I not?    B. am not I?    C. amn't I?    D. aren't you?
8. You and I are busy right now, .....  
a. aren't I?    B. aren't we?    C. we aren't?    D. aren't you?
9. It's windy today, .....  
a. am I?    B. aren't they?    C. Isn't it?    D. isn't he?

10. I am ready for the next exercise, .....

- a. isn't it?    B. don't I?    C. aren't you?    D. aren't I?

## Writing skills: Thesis Statement

Five Paragraph Essay Writing:

- Organization
- Narrowing a topic
- Writing supporting details
- Writing a thesis statement
- Writing supporting details
- Introductions & Conclusions

### Organization:

Most English essays have three main sections:

- Introduction(Intro)
- Body
- Conclusion

### Introduction:

As the name implies, the introduction is the section of your essay which comes first.(this does not mean you have to write it first)Your introduction should:

1. give readers some idea as to what your essay is about.(your topic)
2. get your reader's attention...make them interested enough to want to read your essay.

Very often your introduction will also have a *Thesis Statement* at its end.

**Body:**

The body is the main part of your essay and is also the longest section of your essay. Within the body is where you place the *Supporting Details* of your essay.

**Conclusion:**

Finally, the conclusion is the section of your essay which comes last. In your conclusion you can:

1. summarize the main points of your essay. or
2. make comments about your topic.(for ex, suggest future research, possibilities, etc... or
3. restate what you wrote in the introduction (using different words).

**Choosing and narrowing a topic:**

When choosing a topic for your essay you should be sure to a subject about which you can write a lot.

for example:

you might choose Sports as your broad topic. Sports covers a wide area of information so you now will want to narrow this topic a little. Perhaps you could narrow the topic to a specific type of sport: Soccer. Soccer is still a broad topic and would require an essay many pages long to cover it completely. Therefore we need to narrow our topic still more. Maybe we can talk about: The last World Cup Soccer Championship. This is much narrower than 'Sports' but still would require a long essay to discuss every aspect of the last World Cup championship. So, let's narrow the topic further and write about: The most valuable player on the French Team during the last World Cup championship... Now we have a suitably well narrowed topic about which we can probably write a five paragraph essay. In fact, we can even use this narrowed topic as our **Topic Sentence**.

The most valuable player on the French Team during the last World Cup championship was Mr. X.

**Creating supporting details:**

Now that you have a good narrowed topic sentence, it's time to think of some reasons/facts that support or explain your topic sentence.

for example:

In our narrowed topic sentence we said:

*The most valuable player on the French Team during the last World Cup championship was Mr. X.*

Q) What are some reasons why Mr. X was the most valuable player on the French team during the last World Cup?

1. He was a team leader.
2. He demonstrated great athletic ability.
3. He played even though he was injured.

Each of the three statements above support the opinion that Mr.X was the most valuable player. These are called supporting details. Furthermore, each of these statements can be used to make a thesis statement. They also can be expanded into 3 paragraphs that support your topic sentence. For a five paragraph essay you should have at least three supporting detail paragraphs.

### **Writing a thesis statement:**

The supporting details we wrote above can also be combined with the narrowed topic sentence to make a *thesis statement*. A thesis statement is simply your narrowed topic sentence + your supporting details. It states your opinion and then gives some short reasons why your opinion is correct.

for example:

*The most valuable player on the French Team during the last World Cup championship was Mr. X because he was a team leader, demonstrated great athletic ability, and played even though he was injured.*

### **Creating supporting detail paragraphs:**

To make the body of our essay we need to expand the supporting details we wrote earlier into three separate paragraphs.

Q) How do we do this?

Take each of the supporting detail sentences and think of some information that explains them more completely.

for example:

1. He was a team leader. (motivated his teammates, gave a lot of good advice, acted responsibly)
2. He demonstrated great athletic ability. (scored 3 goals, practiced hard between games, when everyone else was tired and slowing down, he continued to give his best effort and work hard,)
3. He played even though he was injured. (played with an injured knee, doctors told him it was risky, Mr. X stated that he played because his team needed him.)

We can now make three paragraphs out of the information above.

for example:

Mr.X was the most valuable player because he was a team leader. He motivated his teammates to play their best and not give up. Furthermore, he also gave them good advice to improve their performance. Finally, he also acted responsibly and advised the fans to act peacefully.

In addition to being a team leader, Mr. X demonstrated great athletic ability. He scored three goals in the last game and always practiced hard between games. Additionally, when everyone else was tired and slowing down, he continued to give his best effort and work hard. This resulted in his team's victory.

Not only did Mr. X demonstrate great athletic ability; he also played even though he was injured. He played the last two games with an injured knee. The doctors told him it was risky to continue to play and that he could permanently damage his knee. However, Mr. X stated that he played because his team needed him.

\*Notice that the first sentence in each supporting detail paragraph was a transition sentence. A transition sentence connects paragraphs together and makes your essay sound smoother.

### **Writing a conclusion:**

The most important thing to remember is that people should know that your essay is finished after they read the conclusion. There is no one best way to write a conclusion though. However, there are some forms that are commonly found in conclusions.

for example:

- Restate your thesis and main supports in a brief way.
- Add an additional support point to your argument that did not fit very well into the essay body.
- If you are writing an opinion essay, you can briefly show the opposite point-of-view from the opinion you argued.
- If you propose a problem in your essay, you could then propose a possible solution in the conclusion.

Here is a sample essay about the world's most popular sport: Soccer

### Introduction

Soccer is the world's most popular sport. It is the national sport of most European and Latin-American countries, and of many other nations. Millions of people in more than 140 countries play soccer. The World Cup is held every four years. Soccer is one of the most famous international sports. Soccer is known world wide and is played in the Olympics. In a soccer game there are two teams of 11 players who try to score a point by kicking a ball into the opponents net. Soccer is played on a rectangular field with a net on each short side of the field. All players must hit the ball with their feet or body and only the goalie is allowed to touch the ball with his/her hands. There are many things you can do to condition yourself to play. The way we play soccer came from England in the 1800's. Soccer was not that popular until the mid-1900's. Today, soccer is very popular and it is one of the nations fastest-growing sports. There are many exercises and drills you can do to improve how you play soccer. There is also many physical conditioning that players can do. Soccer can help you stay fit and healthy. Many people can play soccer and benefit from it. Soccer is very fun and a great recreational sport.

### History of the Activity:

Games similar to soccer were played in China as early as 400 BC. In about 200 AD, the Romans played a game in which two teams tried to score by advancing a ball across a line on the field. The Romans passed the ball to one another but they never kicked it. London children in about 1100 played a form of soccer in the streets. During the 1800's, the people of England played a game similar to soccer. Many rules changed and each person interpreted the rules differently. In 1848, a group of school representatives met at Trinity College in Cambridge and drew up the first of soccer rules. In 1863, English soccer clubs founded the Football Association. By the late 1800's, soccer began to spread to the rest of the world. The Canadian Soccer Association was established in 1912 while the United States Soccer Federation was set up in 1913. The first World Cup Championship was in Montevideo, Uruguay. Since then, it has been played every four years except during WWII. During the 1970's soccer grew to be a very popular spectator sport as well as participant sport.

### Nature of the Activity:

A soccer game begins with a kickoff in the center of the field. A coin is flipped to decide which team will kickoff. The other team kicks off at the start of the second half when the teams switch sides or nets. After a team scores, the other team gets to kickoff to begin again. The kickoff takes place in the middle of the field. When the ball is kicked it must travel the circumference of the ball and touch another player before the kicker can touch the ball again.

After the ball is in play, it remains in play unless it crosses a goal line or a touch line. All players attempt to stop the ball from coming in their zone while at the same time trying to score a goal. A player may kick the ball into the net with any part of the body except the hands and arms. If the ball goes out of bounds, the play is restarted with a corner kick, a goal kick, or a throw-in. The referee decides what type to use. If the ball crosses the goal line and the defensive team touched it last then there is a corner kick by the offense. If the offense touches the ball last and crosses the goal line then it is a goal kick. A throw in happens when the ball crosses the touch line. When it crosses the touch line the team that did not touch it last throws the ball in bounds. The ball is thrown over their head with two hands. Fouls are called when a player does not obey the rules and acts unsportsmanlike. When a foul is called, the opposite team receives a either a penalty kick, a direct free kick or an indirect free kick.

### Physical Conditioning:

There are many exercises that people can do to improve in soccer. Exercises that strengthen your legs and improve flexibility are ideal. Physical conditioning is important if you plan on being good at soccer. Here are five exercises that are ideal for soccer: 1. Running: running helps to improve cardiovascular fitness. In soccer, there is a lot of running for the ball so endurance and a speed are a must. 2. Leg Extension: using weights can help strengthen the legs. Using weights makes you kick harder and makes the ball travel farther, as a result you become a better player. 3. Leg Machines: exercising all muscles in the leg makes you kick harder and prevents injury when you are diving all over for the ball. The strong muscles help prevent injuries. 4. Stretching: stretching allows you to be more flexible. Sometimes soccer players need to kick the ball in the most awkward positions.

Flexibility helps the player to kick the ball in those positions more effectively. 5. Weight Training: all around weight training makes a soccer player even better. A stronger body helps prevent injury and improve all around performance.

#### Practice Drills:

Practice Drills help the soccer player be more skillful and a better player. There are many drills that can be done. Drills like dribbling to head butting are often used. Some of these drills include: 1. Practicing kicking the ball is a very important and often done drill. To practice, the player will kick the ball into the net. Often there is a goalie that they try to score on. Kicking is the most important skill in soccer. Practicing will make your kick stronger and more controllable. 2. Passing is also a very important skill. One drill that can be done is to run side by side with another player and pass the ball back and forth. This skill will improve your passing and receiving skills. Passing is also vital in the game of soccer. 3. Heading is one of the only ways to legally hit the ball when it is high in the air. With another player, heading can be practiced. One player throws the ball high over top of the other player. The player then will jump up and hit the ball with his forehead and try to control the ball. Heading is very hard and often lots of practice is required. 4. Control of the ball is also very important. By setting up pylons in any order and distance and weaving through them in a pattern like formation can improve your control of the ball. Trying to go quickly can also improve your speed of running while dribbling a ball. 5. One on one practices improve both your dribbling and tackling. With two players, one is given the ball and must keep the ball away from the other player. While one player is improving his faking and dribbling, the other is practicing his defense and tackling. When this drill is done often it can improve your offense as well as defense.

#### Conclusion:

Soccer can be done in many age groups. Children often play the sport in school as early as elementary school. Many adults also play the sport. Seniors rarely play soccer because of the easiness it is for them to get injured. Soccer is often very demanding. Soccer for many kids can be very fun. Most children don't think of soccer as work and often enjoy playing soccer. Adults also sometimes find soccer fun and even some adults have careers in the area as a professional soccer player.

Soccer is very valuable in obtaining "life long" fitness. Soccer can be a very demanding sport. Soccer can improve your cardiovascular fitness as well as strength and flexibility. All the physical conditioning and practice drills are very important in keeping fit. Soccer players are able to be healthy and strong because of the physical involvement.

Ask yourself this question: *Do I read every word when I am reading a schedule, summary, or another outlining document?*

The answer is most definitely: No! Reading in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in both your native language and English are basically the same.

Here is a quick overview of the four types of reading skills used in every language:

Skimming - used to understand the "gist" or main idea

Scanning - used to find a particular piece of information

Extensive reading - used for pleasure and general understanding

Intensive reading - accurate reading for detailed understanding

### **Skimming**

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

*Examples of Skimming:*

- The Newspaper (quickly to get the general news of the day)

- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)

## **Scanning**

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

### *Examples of Scanning*

- The "What's on TV" section of your newspaper.
- A train / airplane schedule
- A conference guide

## **Extensive reading**

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures.

### *Examples of Extensive Reading*

- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

## **Intensive reading**

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

*Examples of Intensive Reading*

- A bookkeeping report
- An insurance claim
- A contract

## **I- Reading and scanning skills**

### **Reading Comprehension - Applying for a Job**

Read the following job advertisements:

1. Needed: Full time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street

2. Are you looking for a part time job? We require 3 part time shop assistants to work during the evening. No experience required, applicants should be between 18 and 26. Call 366 - 76564 for more information.

3. Computer trained secretaries: Do you have experience working with computers? Would you like a full time position working in an exciting new company? If your answer is yes, give us a call at 465- 45861

4. Teacher Needed: Tommy's Kindergarten needs 2 teacher/trainers to help with classes from 9 a.m. to 3 p.m. Applicants should have appropriate licenses. For more information visit Tommy's Kindergarten in Leicester Square No. 56

5. Part Time work available: We are looking for retired adults who would like to work part time at the weekend. Responsibilities include answering the telephone and giving customer's information. For more information contact us by calling 235-56751

6. University positions open: The University of Cumberland is looking for 4 teaching assistants to help with homework correction. Applicants should have a degree in one of the following: Political Science, Religion, Economics or History. Please contact the University of Cumberland for more information.

## Comprehension Questions

Which position is best for these people? Choose ONLY ONE position for each person.

1. Jane Madison. Jane recently retired and is looking for a part time position. She would like to work with people and enjoys public relation work.

The best job for Jane is: .....

2. Jack Anderson. Jack graduated from the University of Trent with a degree in Economics two years ago. He would like an academic position.

The best job for Jack is: .....

3. Margaret Lillian. Margaret is 21 years old and would like a part time position to help her pay her university expenses. She can only work in the evenings.

The best job for Margaret is .....

4. Alice Fingelhamm. Alice was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. She is looking for a full time position.

The best job for Alice is .....

5. Peter Florian. Peter went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.

The best job for Peter is .....

6. Vincent san George. Vincent loves working with children and has an education license from the city of Birmingham. He would like to work with young children.

The best job for Vincent is .....

## **II. Vocabulary:**

1. Applicants: a person who formally requests something, especially a job, or a place at college or university
2. Required: needed or made necessary
3. Assistant: someone who helps someone else to do a job
4. Kindergarten: the first year of school, for children aged 5
5. Appropriate: suitable or right for a particular situation or occasion
6. Licensed: a person who holds an official document which gives permission to own, do or use something, usually after having paid money and/or taken a test.
7. Retire: to leave your job or stop working because of old age or ill health.
8. Include: to contain something as a part of something else, or to make something part of something else.
9. Customer: a person who buys goods or a service
10. Full time: (of work or education) done for the whole of a working week.
11. Part time: If you work part-time or do part-time work, you work for only some of the day or the week

**Vocabulary in context:**

Fill in the blanks with an appropriate vocabulary word from the list above:

1. He was looking for a ..... job because he didn't have enough time.
2. Mrs. Wilson is one of our **regular** ..... in this company.
3. I didn't think his comments were very ..... at the time.
4. You are ..... by law to stop your car after an accident.
5. I don't like to teach ..... students because they are emotionally attached to their parents.
6. Several companies have been ..... **to** sell these products.
7. How many ..... did you have **for** the job?
8. A sales ..... sells goods to customers and gives advice about the goods sold in the shop.
9. She went back to work ..... when her youngest child went to school.
10. The bill ..... tax and service.
11. Following the merger, he was ..... with a generous pension.

## Conditionals

There are two kinds of conditional sentences: real and unreal. Real Conditional describes real-life situations. Unreal Conditional describes unreal, imaginary situations. Although the various conditional forms might seem quite abstract at first, they are actually some of the most useful structures in English and are commonly included in daily conversations.

### Present Conditionals

Present Real Conditional or Zero Conditional: certainty

#### FORM

[If / When ... Simple Present ..., ... Simple Present ...]

[... Simple Present ... if / when ... Simple Present ...]

#### USE

The Present Real Conditional is used to talk about what you normally do in real-life situations.

Examples:

- If I **go** to a friend's house for dinner, I usually **take** a bottle of water or some flowers.
- When I **have** a day off from work, I often **go** to the beach.
- If the weather **is** nice, she **walks** to work.
- Jerry **helps** me with my homework when he **has** time.
- I **read** if there **is** nothing on TV.

- A: What **do you do** when it **rains**?  
B: I **stay** at home.
- A: Where **do you stay** if you **go** to Sydney?  
B: I **stay** with my friends near the harbor.

We use the so-called **zero conditional** when the result of the condition is always true, like a scientific fact.

Take some ice. Put it in a saucepan. Heat the saucepan. What happens? The ice melts (it becomes water). You would be surprised if it did not.

<b>IF</b>	<b>condition</b>	<b>result</b>
	<b>present simple</b>	<b>present simple</b>
If	you heat ice	it melts.

Notice that we are thinking about a result that is always true for this condition. The result of the condition is an absolute **certainty**. We are not thinking about the future or the past, or even the present. We are thinking about a simple fact. We use the present simple tense to talk about the condition. We also use the present simple tense to talk about the result. The important thing about the zero conditional is that **the condition always has the same result**.

Look at some more examples in the tables below:

<b>IF</b>	<b>condition</b>	<b>result</b>
	<b>present simple</b>	<b>present simple</b>
If	I miss the 8 o'clock bus	I am late for work.

If	I am late for work	my boss gets angry.
If	people don't eat	they get hungry.
If	you heat ice	does it melt?

result	IF	condition
<b>present simple</b>		<b>present simple</b>
I am late for work	if	I miss the 8 o'clock bus.
My boss gets angry	if	I am late for work.
People get hungry	if	they don't eat.
Does ice melt	if	you heat it?

### **IMPORTANT If / When**

Both "if" and "when" are used in the Present Real Conditional. Using "if" suggests that something happens less frequently. Using "when" suggests that something happens regularly.

Examples:

- **When** I have a day off from work, I usually go to the beach.  
*I REGULARLY HAVE DAYS OFF FROM WORK.*
- **If** I have a day off from work, I usually go to the beach.  
*I RARELY HAVE DAYS OFF FROM WORK.*

### First Conditional: real possibility

We are talking about the future. We are thinking about a particular condition or situation in the future, and the result of this condition. There is a real possibility that this condition will happen. For example, it is morning. You are at home. You plan to play tennis this afternoon. But there are some clouds in the sky. Imagine that it rains. What will you do?

<b>IF</b>	<b>condition</b>	<b>result</b>
	<b>present simple</b>	<b>WILL + base verb</b>
If	it rains	I will stay at home.

Notice that we are thinking about a future condition. It is not raining yet. But the sky is cloudy and you think that it could rain. We use the present simple tense to talk about the possible future condition. We use WILL + base verb to talk about the possible future result. The important thing about the first conditional is that **there is a real possibility that the condition will happen**. Here are some more examples (do you remember the two basic structures: [IF condition result] and [result IF condition]?):

<b>IF</b>	<b>condition</b>	<b>result</b>
	<b>present simple</b>	<b>WILL + base verb</b>
If	I see Mary	I will tell her.
If	Tara is free tomorrow	he will invite her.
If	they do not pass their exam	their teacher will be sad.

If	it rains tomorrow	will you stay at home?
If	it rains tomorrow	what will you do?

result	IF	condition
<b>WILL + base verb</b>		<b>present simple</b>
I will tell Mary	if	I see her.
He will invite Tara	if	she is free tomorrow.
Their teacher will be sad	if	they do not pass their exam.
Will you stay at home	if	it rains tomorrow?
What will you do	if	it rains tomorrow?

Sometimes, we use shall, can, or may instead of will, for example: If you are good today, you can watch TV tonight.

### **Present Unreal Conditional: Second Conditional expressing unreal possibility or dream**

The **second conditional** is like the first conditional. We are still thinking about the future. We are thinking about a particular condition in the future, and the result of this condition. But there is **not** a real possibility that this condition will happen. For example, you do **not** have a lottery ticket. Is it possible to win? No! No lottery ticket, no win! But maybe you will buy a lottery ticket in the future. So you can think about winning in the future, like a dream. It's not very real, but it's still possible.

<b>IF</b>	<b>condition</b>	<b>result</b>
	<b>past simple</b>	<b>WOULD + base verb</b>
If	I won the lottery	I would buy a car.

Notice that we are thinking about a future condition. We use the past simple tense to talk about the future condition. We use **WOULD + base verb** to talk about the future result. The important thing about the second conditional is that **there is an unreal possibility that the condition will happen.**

Here are some more examples:

<b>IF</b>	<b>condition</b>	<b>result</b>
	<b>past simple</b>	<b>WOULD + base verb</b>
If	I married Mary	I would be happy.
If	Ram became rich	she would marry him.
If	it snowed next July	would you be surprised?
If	it snowed next July	what would you do?

<b>result</b>	<b>IF</b>	<b>condition</b>
<b>WOULD + base verb</b>		<b>past simple</b>
I would be happy	if	I married Mary.

She would marry Ram	if	he became rich.
Would you be surprised	if	it snowed next July?
What would you do	if	it snowed next July?

## FORM

[If ... Simple Past ..., ... would + verb ...]

[... would + verb ... if ... Simple Past ...]

## USE

The Present Unreal Conditional is used to talk about what you would generally do in imaginary situations.

Examples:

- If I **owned** a car, I **would drive** to work. But I don't own a car.
- She **would travel** around the world if she **had** more money. But she doesn't have much money.
- I **would read** more if I **didn't watch** so much TV.
- Mary **would move** to Japan if she **spoke** Japanese.
- If they **worked** harder, they **would earn** more money.
- A: What **would** you **do** if you **won** the lottery?  
B: I **would buy** a house.
- A: Where **would** you **live** if you **moved** to the U.S.?  
B: I **would live** in Seattle.

Sometimes, we use **should, could or might** instead of **would**, for example:  
if I won a million dollars, I could stop working.

### **EXCEPTION If I were...**

In the Present Unreal Conditional, the form "was" is not considered grammatically correct. In written English or in testing situations, you should always use "were."

Examples:

- If he **were** French, he would live in Paris.
- If she **were** rich, she would buy a yacht.
- I would play basketball if I **were** taller.
- I would buy that computer if it **were** cheaper.

### **IMPORTANT Only use "If"**

Only the word "if" is used with the Present Unreal Conditional because you are discussing imaginary situations. "When" cannot be used.

Examples:

- I would buy that computer **when** it were cheaper. *Not Correct*
- I would buy that computer **if** it were cheaper. *Correct*

### **EXCEPTION Conditional with Modal Verbs**

There are some special conditional forms for modal verbs in English:

**could**

**should**

**might**

The words "can," "shall" and "may" cannot be used with "would." Instead, they must be used in these special forms.

Examples:

- If I went to Egypt, I **could** learn Arabic.

- If she had time, she **might** go to the party.

The words "could," "should," "might" and "ought to" include conditional, so you cannot combine them with "would."

Examples:

- If I had more time, I **could** exercise after work.
- If he invited you, you really **should** go.

### **Third Conditional: no possibility**

The first conditional and second conditionals talk about the future. With the **third conditional**, we talk about the **past**. We talk about a condition in the past that did **not** happen. That is why there is no possibility for this condition. The third conditional is also like a dream, but with **no possibility** of the dream coming true.

Last week you bought a lottery ticket. But you did not win. :

	<b>condition</b>	<b>result</b>
	<b>Past Perfect</b>	<b>WOULD HAVE + Past Participle</b>
If	I had won the lottery	I would have bought a car.

Notice that we are thinking about an impossible past condition. You did not win the lottery. So the condition was not true, and that particular condition can never be true because it is finished. We use the past perfect tense to talk about the impossible past condition. We use **WOULD HAVE + past participle** to talk about the impossible past result. The important thing about the third conditional is that both the condition and result are **impossible** now.

Sometimes, we use **should have, could have, might have** instead of **would have**, for example: if you **had bought** a lottery ticket, you **might have** won.

Look at some more examples in the tables below:

<b>IF</b>	<b>condition</b>	<b>result</b>
	<b>past perfect</b>	<b>WOULD HAVE + past participle</b>
If	I had seen Mary	I would have told her.
If	Tara had been free yesterday	I would have invited her.
If	they had not passed their exam	their teacher would have been sad.
If	it had rained yesterday	would you have stayed at home?
If	it had rained yesterday	what would you have done?

<b>result</b>	<b>IF</b>	<b>condition</b>
<b>WOULD HAVE + past participle</b>		<b>past perfect</b>
I would have told Mary	if	I had seen her.
I would have invited Tara	if	she had been free yesterday.
Their teacher would have been sad	if	they had not passed their exam.
Would you have stayed at home	if	it had rained yesterday?

What would you have done	if	it had rained yesterday?
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***Exercises:***

**If / When**

I. Fill in the blanks with either if or when:

1. .... I am late to work, my boss gets very angry. That is why I am always on time.
2. .... I leave work, I usually go to the fitness center to work out.
3. .... he eats, he tries to choose healthy foods.
4. His car is very reliable, and he rarely has any trouble with it. But he has had a couple of difficulties in the past ..... his car breaks down or he has any problems, he calls the auto club.
5. His car is terrible! It always breaks down ..... his car breaks down or he has any problems, he calls the auto club.
6. Mary gets six weeks paid vacation a year. She loves to travel. .... she goes on vacation, she always goes somewhere exotic.
7. Diane works harder than anyone I know. I don't think she has taken a day off in three years. But she does really love to travel. .... she goes on vacation, she goes somewhere exotic.
8. He loves going to the movies. .... he goes to the movies, he always gets a large popcorn with tons of butter.

9. She hates TV. She thinks television is a waste of time. .... she watches any television at all, it is usually a documentary or a news program.

10. My friend always keeps in touch by mail. .... I get a letter, I usually write back immediately.

## **II. Present Unreal Conditional:**

Using the words in parentheses, complete the text below with the appropriate conditional form.

Did you hear about that guy who won 180 million dollars in the lottery? If I (win) ..... that much money, I (quit) ..... my job the next day. I (travel) ..... around the world and (stay) ..... in the most luxurious hotels. If I (want) ..... anything, I (buy) ..... it. If I (see) ..... a beautiful Mercedes that I wanted, I (buy) ..... . If I wanted to stay in a beautiful hotel and the hotel (be) ..... full, I (buy) ..... the hotel and make them give me a room. I (can) ..... do anything in the world if I had 180 million dollars ... Oh, I am starting to sound a little materialistic... Well... I (do) ..... good things with the money as well. If anybody (need) ..... help, I (give) ..... them some money to help them out. I (donate) ..... money to charities. I (give) ..... money to help support the arts. If I (win) ..... that much money, I wouldn't keep it all for myself. I (help) ..... as many people as possible.

### III. Present Real Conditional / Present Unreal Conditional

Using the words in parentheses, complete the text below with the appropriate conditional form.

**Michael:** Samer, I am having some problems at work, and I was wondering if you might be able to give me some advice.

Samer: Sure, what's the problem?

**Michael:** The computer sales business is more difficult than I thought. When customers (come) ..... in to look at the new computer models, they often (ask) ..... me to suggest a model, I (be) ..... usually quite honest with them. Most computer users don't need a very advanced computer; they just need a basic model which they can use for word-processing, bookkeeping and Internet access. If I am honest and I (recommend) ..... one of the cheaper models, my boss (get) ..... angry at me. He always says that a good salesperson can convince a customer to buy one of the more expensive advanced models. I don't really feel comfortable doing that. What would you do in my situation? Isn't it wrong to make them buy something which they don't need?

Samer: I think you should help your customers make an intelligent decision. If I (be) ..... you, I (educate) ..... the customers. I (teach) ..... them how to make a good decision by themselves. I (make, not) ..... the decision for them. When a customer (ask) ..... a question, answer it honestly. You don't need to lie to the customer, and you don't need to make the decision for them.

**Michael:** When I (sell) ..... an inexpensive computer to a customer, my boss (complain) ..... that I am not trying hard enough. What would you tell him?

Samer: If I (be) ..... in your situation, I (tell) ..... him that I wasn't comfortable forcing customers to buy products which they don't need. Tell him that you don't want to lie to honest people, and that you want to provide them with good service. Remind him that when customers (get) ..... good service, they (return) ..... to a store and spend more money.

**Michael:** I think that's a great idea. He (might) ..... change his mind if I said that to him. Maybe he (realize) ..... that good service is the most important thing to consumers. And, of course, I (feel) ..... much more comfortable if I (be) ..... able to be honest with the customers. Thanks for your advice.

#### IV. Mixed Conditionals:

Fill in the blanks with the correct conditional form of the verb.

1. What would you do if it ..... on your wedding day? (rain)
2. If she comes, I ..... you. (call)
3. If I eat peanut butter, I ..... Sick. (get)
4. What will you do if you ..... the history exam? (fail)
5. If they ..... the car, I would have driven you.  
(take)
6. If it snows, ..... still ..... to the coast?  
(drive)
7. He ..... with you if you ..... him  
(ask)
8. If I won a million dollars, I ..... my own airplane (buy)
9. If I forget her birthday, Andrea (get) ..... upset.
10. Jacob will pick you up at school if it (rain) .....

### Writing skills: Thesis statement and essay writing

#### *Introduction*

Writing in college often takes the form of persuasion—convincing others that you have an interesting, logical point of view on the subject you are studying. Persuasion is a skill you practice regularly in your daily life. You persuade your roommate to clean up, your parents to let you borrow the car, your friend to vote for your favorite candidate or policy. In college, course assignments often ask you to make a persuasive case in writing. You are asked to convince your reader of your point of view. This form of persuasion, often called academic argument, follows a predictable pattern in writing. After a brief introduction of your topic, you state your point of view on the topic directly and often in one sentence. This sentence is the thesis statement, and it serves as a summary of the argument you'll make in the rest of your paper.

#### *What is a thesis statement?*

If your assignment asks you to take a position or develop a claim about a subject, you may need to convey that position or claim in a thesis statement near the beginning of your draft. The assignment may not explicitly state that you need a thesis statement because your instructor may assume you will include one. When in doubt, ask your instructor if the assignment requires a thesis statement. When an assignment asks you to analyze, to interpret, to compare and contrast, to demonstrate cause and effect, or to take a stand on an issue, it is likely that you are being asked to develop a thesis and to support it persuasively.

### ***How do I get a thesis?***

A thesis is the result of a lengthy thinking process. Formulating a thesis is not the first thing you do after reading an essay assignment. Before you develop an argument on any topic, you have to collect and organize evidence, look for possible relationships between known facts (such as surprising contrasts or similarities), and think about the significance of these relationships. Once you do this thinking, you will probably have a "working thesis," a basic or main idea, an argument that you think you can support with evidence but that may need adjustment along the way.

Writers use all kinds of techniques to stimulate their thinking and to help them clarify relationships or comprehend the broader significance of a topic and arrive at a thesis statement.

### ***How do I know if my thesis is strong?***

If there's time, run it by your instructor or make an appointment at the Writing Center to get some feedback. Even if you do not have time to get advice elsewhere, you can do some thesis evaluation of your own. When reviewing your first draft and its working thesis, ask yourself the following:

- *Do I answer the question?* Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- *Have I taken a position that others might challenge or oppose?* If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- *Is my thesis statement specific enough?* Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: *why* is something "good"; *what specifically* makes something "successful"?
- *Does my thesis pass the "So what?" test?* If a reader's first response is, "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.
- *Does my essay support my thesis specifically and without wandering?* If your thesis and the body of your essay do not seem to go together,

one of them has to change. It's o.k. to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.

- *Does my thesis pass the "how and why?" test?* If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

### ***Examples***

Suppose you are taking a course on 19th-century America, and the instructor hands out the following essay assignment: Compare and contrast the reasons why the North and South fought the Civil War. take the following:

*The North and South fought the Civil War for many reasons, some of which were the same and some different.*

This weak thesis restates the question without providing any additional information. You will expand on this new information in the body of the essay, but it is important that the reader know where you are heading. A reader of this weak thesis might think, "What reasons? How are they the same? How are they different?" Ask yourself these same questions and begin to compare Northern and Southern attitudes (perhaps you first think, "The South believed slavery was right, and the North thought slavery was wrong"). Now, push your comparison toward an interpretation—why did one side think slavery was right and why did the other side think it was wrong? You look again at the evidence, and you decide that you are going to argue that the North believed slavery was immoral while the South believed it upheld the Southern way of life. You write:

*While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.*

Now you have a working thesis. Included in this working thesis is a reason for the war and some idea of how the two sides disagreed over this reason. As you write the essay, you will probably begin to characterize these differences more precisely, and your working thesis may start to seem too

vague. Maybe you decide that both sides fought for moral reasons, and that they just focused on different moral issues. You end up revising the working thesis into a final thesis that really captures the argument in your paper:

*While both Northerners and Southerners believed they fought against tyranny and oppression, Northerners focused on the oppression of slaves while Southerners defended their own right to self-government.*

Compare this to the original weak thesis. This final thesis presents a way of *interpreting* evidence that illuminates the significance of the question. *Keep in mind that this is one of many possible interpretations of the Civil War—it is not the one and only right answer to the question.* There isn't one right answer; there are only strong and weak thesis statements and strong and weak uses of evidence.

Write a sample essay about the potential of online communication and show how it is a frightening prospect of education's online future and how the teacher is threatened to gradually become a faceless teacher. Do not forget to include a thesis statement in each part of your thesis.

### Sample Essay

The Internet is here to stay. Whether one lives in a backwoods shack or Silicon Valley, the potential of online communication cannot be ignored. In facing the twenty-first century, a fearless inventory of the role that the World Wide Web will play in global culture must be taken. This “phantom resource,” where web sites can shift and vanish like ghosts, should not lend itself to widespread application without careful examination of the specific functions it will be utilized to perform. The Internet is an entity without a master, and censure and discretion on the Web are left to the responsibility of the individual publisher. This means a student searching the vast fields of information that have flowered on-line may find pay dirt or fertilizer. Overzealous use of computers, even in innocence, to ease the burden of solid research in favor of convenience or for the sinister purpose of cutting costs, will reduce learning from a creative process to a point-and-click procedure, effectively diminishing students from social-learners to a cyber-tribe of hunters-and-gatherers relying on the ability of machines and the rote memorization of monitors’ displays.

The blank countenance of the computer screen, the faceless teacher, is a frightening prospect of education’s on-line future. Information is present as print, yet the medium of transference is missing. The student may be

receptive and the information relevant; however, learning takes place not by passive observation but in a dynamic whirlwind of uncertainty and intent. A student enters the classroom to learn, and another human being must provide the nuance, the animation, and the conscious feedback--in short, the simple bioactivity--to stimulate a student's mind. The professor provides another lifetime of experience to contrast with the student's own personal reality. This interaction alone breaks the constraints of personal bias and helps to form a skill vital to critical thinking: objectivity. In a formal classroom, the informality of the social scene is left outside the door and a new discipline of rhetoric and discussion is acquired. The human teacher, while not infallible, can explain different solutions to a single problem, demonstrate objectivity and understanding, and illustrate alternate approaches to obstacles. The computer can calculate and display, but a teacher can calculate and devise.

Innovation is the ability to employ creative methods to solve a problem. How does one get it? Confronting problems directly and working through them is the only way. Education supplies not just raw data but also the strategies for dealing with that raw data, the template for forming this information into ideas by shaping it with innovation, and eventually the arena to use these weapons in challenging specific problems. Typing a

command into a search engine or deleting an errant pornographic advertisement from a screen does not teach or even require critical thinking or innovation on the part of the student. Lessons hide in the process of learning--the cross-referencing, the questioning that is the lifeblood of the dialogue, and the discipline so important in the search for knowledge--not in the simple instant gratification in the click of a mouse. The ease of information acquisition provides the student with plenty of sources but hinders the development of a critical and flexible frame of reference to interpret this wealth of material. The computer can show but cannot teach. The student is left alone in a sea of information without a means of propulsion.

If the student seems the scapegoat, portrayed as dull-witted or lazy, this is unintentional. Though “virtual education” is only a keystroke away, and these are possibilities, not inevitabilities, the Internet is powerful, and with power comes the potential for abuse, by the teachers themselves as well as the students. As the Web gives pupils the option to decrease human involvement in their education, institutions may choose to use the Web as the primary classroom forum in the quest to save money. The equation  $E=mc^2$  can also be employed when examining a College or University’s financial strategy. Substitute “\$” for “E,” manpower for “m,” and leave “c”

as it is to represent “time” squared. The amount of time faculty members work multiplied by the size of the university’s staff equals money exiting from that institutions’ bank account. Time equals money, but money saved does not equal comparable education. It is vital that quality face-to-face education wins out over cost-cutting measures.

Machines work well with machines and people work best with other people. The human race is composed of a web of social animals. Human contact is essential for the development of quality minds. However, there are prospective students who, due to uncontrollable forces, find that a Web course is their only means of education. In this unfortunate circumstance, the concession must be given that any education at all is preferable to ignorance. But these on-line courses must be offered with caution and should not become the norm.

The web can be an aid to education in the way that a calculator is an aid to mathematics. With all of the speed and number crunching ability of a calculator, it would be highly difficult to learn algebra directly from this device. In the same respect, the World Wide Web is not a means to an end. It is not the magnificent force that is the human intellect. The mind is humanity’s greatest asset and its refinement is humanity’s greatest achievement. The evolution of such a device should not be left to anything

less than its equal. The intangibles involved in the shaping and growth of human consciousness--the excitement of sharing knowledge, the drive to communicate in the most effective way, the value of having a person take a personal stake in the education of an individual-- are without parallel. In the complex chemistry of education, the computer is just a tool. The true energy and force is in the experiment itself; the teacher is the catalyst; and the student is the reaction.