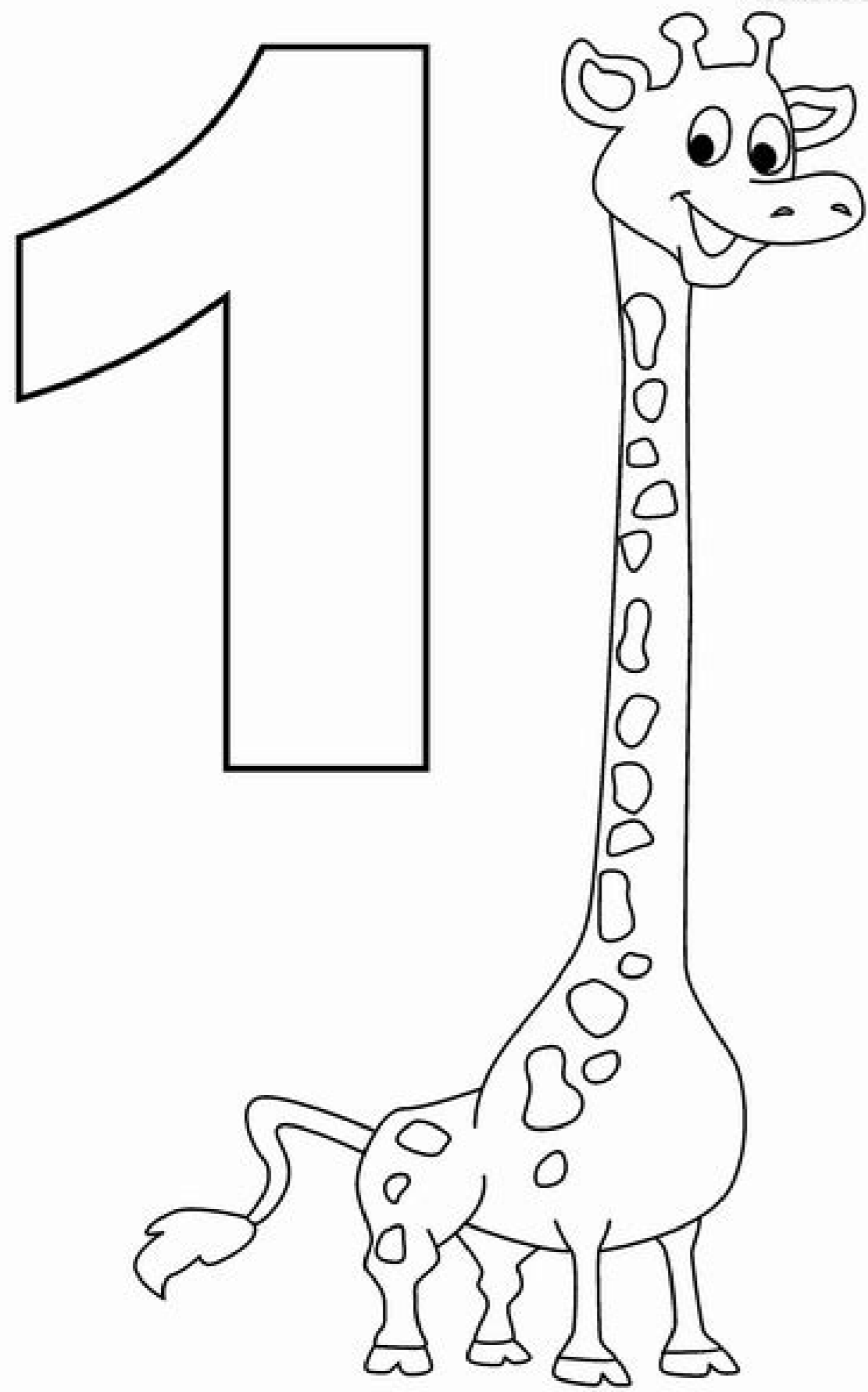


I'm not robot!



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Giving Directions



Match the questions with the answers.
Join with arrows!

- Excuse me! Could you tell me the way to the hotel?
- Excuse me! Is there a post office near here?
- Hi! Could you help me? I need to go to the supermarket.
- Hi! Good morning. Could you tell me how to get to the school?
- Excuse me. Do you know where the stadium is?
- Excuse me. Could you tell me where the cinema is?
- Of course. Go straight ahead and take the second turning on the left. It is on your right, opposite the church.
- Yes! Take the first turning on the left into Hill Street. You'll find it on your right, opposite the bus station.
- Of course! Take the first turning on the right, go past the cinema and the pharmacy and onto River Street. You'll see it on your left, opposite the cafe.
- Yes, of course. Go straight ahead and cross the street. Continue straight ahead and you'll see it on your right, opposite the hospital.
- Yes. Go along Central Avenue and take the second turning on the right. It's on your left, next to the theatre.
- Of course! Go straight ahead and take the first turning on the right. Go past the park and take the first turning on the left. It's on your left, next to the park.

THIRD CONDITIONAL - NO POSSIBILITY

IF	CONDITION	RESULT
	PAST PERFECT	WOULD HAVE + PAST PARTICIPLE
11	I had won the Christmas lottery	I would have bought a big house

RESULT	IF	CONDITION
WOULD HAVE + PAST PARTICIPLE	IF	PAST PERFECT
I would have bought a new house	if	I had won the Christmas lottery

We use the third conditional to talk about the past. It's a dream that will never come true.



Exercise Write the verbs in brackets. Use the third conditional.

- If I _____ (not lose) my wallet, I _____ (bring) it to the shops on time.
- Sally _____ (not be) so upset if she _____ (pass) the driving test.
- If Mary _____ (not hang) the _____ (buy) something to eat.
- My parents _____ (not buy) the house if they _____ (not have) the money.
- Peter _____ (forget) his mother's birthday if I _____ (not remind) him.
- I _____ (phone) you if I _____ (know) your telephone number.
- She _____ (get) a taxi if she _____ (not forget) his wallet at home.
- If the weather _____ (be) nice, we _____ (go) to the beach.
- I _____ (sell) my golden ring if I _____ (not give) it to my niece.
- If Lisa _____ (not be) so tired, she _____ (go) to the concert last night.
- I _____ (win) the contest if I _____ (know) all the answers.
- You _____ (see) that wonderful film if you _____ (come) to the cinema with us.
- If he _____ (have) more free time, he _____ (do) his homework yesterday.
- If Mary _____ (not miss) the train, she _____ (see) Tom. How he's gone!
- My sister _____ (not forget) if she _____ (know) his first name.
- If Tony _____ (have) more money, he _____ (travel) to Paris last summer.
- You _____ (become) Chinese if you _____ (stay) longer in China.
- If I _____ (find) my pen, I _____ (still) have the notes.

Quiz (1)

- Choose the correct answer from a, b, c or d.
- When is the song competition ?
a. taking place b. taking part c. taking d. taking away
 - Did you the new jacket?
a. try on b. try out c. try at d. try
 - I don't why would she do a thing like that?
a. help it b. know it c. get it d. get it
 - I couldn't come. I could only of the beauty of the place.
a. take part b. think c. travel d. go
 - Go down Adler Street and take the second on your right.
a. sign b. corner c. crossing d. building
 - Michael has a bad of seeing his hair of becoming everyday.
a. custom b. habit c. habit d. used
 - A: What do you mean by 'skinny'?
B: I mean
a. slimmer b. slimmer c. slimmer d. gain
 - I cannot figure what you are trying to say.
a. in b. off c. at d. out
 - The bank here has more than half of last. I don't my deposit.
a. wait b. expect c. see d. believe
 - Learning English will allow you to communicate with
that that your country
a. changes b. changes c. change d. single

Connotations and Denotations

SPLISH SPLASH

The **denotation** of a word is its exact meaning as in a dictionary. Example: The **denotation** of 'skinny' is 'very thin'.

The **connotation** of a word is an added meaning that suggests something positive or negative.

Examples:
Negative: Skinny suggests 'too thin'. Skinny has a **negative** connotation.
Positive: Slender suggests 'attractively thin'. Slender has a **positive** connotation.

Underline the word in parentheses that has the more positive connotation.

- Our trip to the amusement park was (fine, wonderful)
- (Brave, foolish) people rode on the roller coaster.
- We saw a (fascinating, weird) animal in the animal house.
- Some of the monkeys made (hilarious, amusing) faces.
- Everyone had a (smile, smirk) on his or her face on the way home.

Underline the word in parentheses that has the more negative connotation.

- We bought (cheap, inexpensive) furniture.
- I ate a (soggy, moist) sandwich.
- Mike (reminded, nagged) us to go to the farm.
- The fun house was (comical, silly).
- I didn't like the (smirk, grin) on the clown's face.
- It made me feel (uneasy, frightened).

Answer the following questions. 12. Which is worth more, something old or something antique?

- Is it better to be slender or skinny?
- Would a vain people be more likely to stroll or parade?
- Which is more serious, a problem or a disaster?
- Is it more polite to sip or gulp a drink?
- If you haven't eaten for days, would you be hungry or starving?
- After walking in mud, would your shoes be dirty or filthy?

Select the description that has a more negative connotation.

- The detective was able to solve the crime.
crafty clever
- It was hard to ignore the baby's screams.
loud piercing
- She wore a / an dress to the party.
ancient vintage
- Mark swept the floor clean.
dusty dirty
- Fanny was an but friendly cow.
 obese overweight

Complete the text using the correct verb form: It _____ (rain) very hard when the bus _____ (leave) the school. When we _____ (get) home, my aunt and uncle _____ (wait) for us. They _____ (tell) us to run into their basement. When I _____ (look) up the road, I _____ (see) that a tornado _____ (come) towards our house. We all _____ (run) towards the shelter. But it was too late. The tornado _____ (pass) over us while we _____ (try) to get down the stairs. We _____ (close) the door when the wind suddenly _____ (pull) it off. The noise was as loud as a train, and it was very dark. My uncle _____ (hold) me down when suddenly the tornado _____ (lift) him and threw him against a wall. Everybody _____ (scream) for help while the tornado _____ (throw) things on top of us. Suddenly the wind _____ (stop). It _____ (become) very quiet. My uncle and sister were hurt, but we all _____ (survive). Each learner has different objectives and, therefore, different approaches to learning English. But some tips and tools are likely to help most English learners. Let's begin with the three most important rules: The most important rule to remember is that learning English is a process. It takes time, and it takes lots of patience! If you are patient, you will improve your English. The most important thing to do is to create a plan and follow that plan. Start with your English learning goals, and then make a specific plan to succeed. Patience is key to improving your English, so go slowly and focus on your goals. You'll speak English well soon if you keep to the plan. It's absolutely necessary that learning English becomes a habit. In other words, you should work on your English every day. It's not necessary to study grammar every day. However, you should listen, watch, read or speak English every day - even if it's for a short period of time. It's much better to learn 20 minutes a day than to study for two hours twice a week. Have patience: Remember that learning a language is a gradual process—it does not happen overnight. Define your learning objectives early: What do you want to learn and why? Make learning a habit: Try to learn something every day. It is much better to study (or read, or listen to English news, etc.) 10 minutes each day than to study for 2 hours once a week. Choose your materials well: You will need reading, grammar, writing, speaking and listening materials. Vary your learning routine: It is best to do different things each day to help keep the various relationships between each area active. In other words, don't just study grammar. Find friends: Finding friends to study and speak with is invaluable and learning English together can be very encouraging. Keep it interesting: Choose listening and reading materials that relate to what you are interested in. Being interested in the subject will make learning more enjoyable - thus more effective. Relate grammar to practical usage: Grammar by itself does not help you USE the language. You should practice what you are learning by employing it actively. Use reading to help with other English skills: Reading can be used to help with vocabulary, grammar, pronunciation and much more. Flex your mouth muscles: Understanding something doesn't mean the muscles of your mouth can produce the sounds. Practice speaking what you are learning aloud. It may seem strange, but it is very effective. Exercises like tongue twisters can help improve your flexibility. Communicate: Grammar exercises are great, but having your friend on the other side of the world understand your email is fantastic! Use the Internet: The Internet is the most exciting, unlimited English resource that anyone could imagine and it is right at your fingertips.

Share the publicationSave the publication to a stackLike to get better recommendationsIThe publisher can enable the license to enable Author(s): Fiona Beddall, Judy Boyle, Izabella Hearn, and Jayne Wildman The journey begins... Discover English provides a solid grammar and lexical syllabus with the perfect mix of variety and challenge to motivate young learners. Your students' learning journey begins here, as they explore foreign countries and learn about different cultures, design computer games, break codes and learn more about themselves. It provides you with great teacher resources and in-class presentations on the Active Teach software for whiteboards. Key features Photo stories in each level tied to project work, which provides the context for the learners to discover the subject area. Text driven lesson shows the articles created by the course characters or are used to discover more about the topic-texts and topics on these pages as global as possible. Cartoon stories in each unit develop themes in a humorous and enjoyable way allowing further exploration of the topic. Culture pages or Skills page expose students to more real-world treatments of the topic and a chance to practice newly acquired language in a freer context. CYLETS style activities provide covert practice of exam for YL – TB references these so the teacher is always fully aware of which activity type is which. Multiple Intelligence/brain DVD – Interactive DVD component has an interactive element where questions are answered on screen by remote control or by using your mouse on a computer. ActiveTeach - interactive software component. Discover English - Active Teach The digital version of the Students' Book with everything you need to prepare and teach your classes in one place, on your computer. exact reproductions of Students' Book pages, Class Audio, Interactive Activities, Students' CD-ROM, Phonetic Chart, DVD Flashcards. Meet the author Students' Book Workbook with CD-ROM • Teacher's Book • Class CDs • Flash Cards (for levels Starter and 1) • Test Book • Active Teach Full PDF PackageDownload Full PDF PackageThis PaperA short summary of this paper11 Full PDFs related to this paperDownloadPDF Pack English type: British English Levels: 4 CEFR: A1-A2 Authors: Carol Barrett, Fiona Beddall, Judy Boyle, Catherine Bright, Izabella Hearn, Sheryl Odlum, Kate Wakeman, Jayne Wildman Open your students' minds with the course that delivers on all levels. Amphiboly is a fallacy of relevance that relies on an ambiguous word or grammatical structure to confuse or mislead an audience. Adjective: amphibolous. Also known as amphibology. More broadly, amphiboly may refer to a fallacy that results from a faulty sentence structure of any kind. From the Greek, "irregular speech." Pronunciation: am-FIB-ə-lee "T]he 2003 election reform law demanded that politicians acknowledge in their own voices their responsibility for advertisements they run on public airwaves. But five years later, the 'I approved' has become a pivotal device in commercials for Congress and the White House, a place for candidates to make a declaration of intent, summarize the message or take a parting shot. . . .A University of New Hampshire rhetoric professor, James Farrell, was irked as far back as the 2004 Democratic primary campaign, the first time the disclaimers were required. Then, as now, he said, advertisement writers were coming up with awkward non-sequiturs just to slip in something extra."Mr. Farrell noted a current commercial for Representative Don Cazayoux, Democrat of Louisiana, in which the candidate said, 'I'm Don Cazayoux and I approved this message because that's who I'm fighting for.' That, Mr. Farrell said, is 'an amphiboly, a logical confusion created by a grammatical ambiguity.'""Of course, if asked, the candidate will say he means he's fighting for the middle class,' said Mr. Farrell, of the spot's theme. 'However, one could easily conclude that the disclaimer addition refers to the candidate himself, as in, 'I'm Don and that's who I'm fighting for.'""(Steve Friess, "Candidates 'Approve' Ads and Get a Bit Creative." The New York Times, Sep. 30, 2008) "Amphiboly is usually so recognizable that it is rarely used in real-life situations to make a claim seem stronger than it is. Instead, it more often leads to humorous misunderstandings and confusions. Newspaper headlines are one common source of amphiboly. Here are a few examples: 'Prostitutes Appeal to Pope' -- 'Farmer Bill Dies in House' -- 'Dr. Ruth to Talk About Sex With Newspaper Editors' -- 'Burglar Gets Nine Months in Violin Case' -- 'Juvenile Court to Try Shooting Defendant' -- 'Red Tape Holds Up New Bridge' -- 'Marijuana Issues Sent to a Joint Committee' -- 'Two Convicts Evade Noose: Jury Hung'. . . . Most of these cases of amphiboly are the result of a poorly constructed sentence: 'I like chocolate cake better than you.' Although we normally try to avoid them, intentional amphiboly may prove useful when we feel obligated to say something we would rather not have to say, yet want to avoid saying something that is patently not true. Here are lines from letters of recommendation: 'In my opinion, you will be very fortunate to get this person to work for you.' 'I am pleased to say that this candidate is a former colleague of mine.' From a professor on receiving a late paper from a student: 'I shall waste no time in reading this.'" (John Capps and Donald Capps, You've Got To Be Kidding!: How Jokes Can Help You Think, Wiley-Blackwell, 2009) "Sometimes the amphiboly is more subtle. Take this newspaper classified ad that appears under Furnished Apartments for Rent: 3 rooms, river view, private phone, bath, kitchen, utilities included Your interest is aroused. But when you visit the apartment, there is neither a bathroom nor a kitchen. You challenge the landlord. He remarks that there are common bathroom and kitchen facilities at the end of the hall. 'But what about the private bath and kitchen that the ad mentioned?' you query. 'What are you talking about?' the landlord replies. 'The ad didn't say anything about a private bath or a private kitchen. All the ad said was private phone.' The advertisement was amphibolous. One cannot tell from the printed words whether private modifies only phone or whether it also modifies bath and kitchen." (Robert J. Gula, Nonsense: Red Herrings, Straw Men and Sacred Cows: How We Abuse Logic in Our Everyday Language. Axios, 2007) "To become a skilled perpetrator of amphibolies you must acquire a certain nonchalance toward punctuation, especially commas. You must learn to toss off lines such as 'I heard cathedral bells tripping through the alleyways,' as if it mattered not a whit whether you or the bells were doing the tripping. You should acquire a vocabulary of nouns which can be verbs and a grammatical style which easily accommodates misplaced pronouns and prepositions over subject and predicate. The astrology columns in popular newspapers provide excellent source material." (Madsen Pirie, How to Win Every Argument: The Use and Abuse of Logic. Continuum, 2006) "Some amphibolous sentences are not without their humorous aspects, as in posters urging us to 'Save Soap and Waste Paper,' or when anthropology is defined as 'The science of man embracing woman.' We should be mistaken if we inferred immodest dress on the woman described in a story: ' . . . loosely wrapped in a newspaper, she carried three dresses.' Amphiboly is often exhibited by newspaper headings and brief items, as in 'The farmer blew out his brains after taking affectionate farewell of his family with a shotgun.'" (Richard E. Young, Alton L. Becker, and Kenneth L. Pike, Rhetoric: Discovery and Change. Harcourt, 1970)

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