

English Language Speaking Skills

7th Class

- Remember Giving advice. - Using Modals. -Understanding more reductions. -Participles.

Remember! Giving Advice

Should
Shouldn't
Ought to

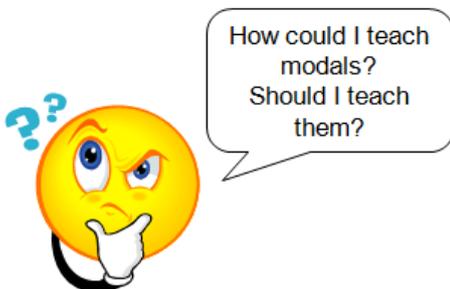
} + Simple form of the verb

These expressions are used to give advice and make suggestions. Other expressions to make suggestions are:

- It might be nice (good) if you...
- Why don't you ...
- If I were you I would ...

- It's more polite to use expressions for making suggestion than to use an imperative. Notice this contrast:
- Get out and take an art class. (less polite)
- You should get out and take an art class. (more polite)
- Let's see more about Using of Modals... → → → → →

What are modals?



- Auxiliary verbs
 - Can
 - Could
 - Had better
 - a
 - Might
 - Must
 - Ought to
 - Shall
 - Should
 - Will
 - Would

Why do we use modals?

We use modals to talk about obligations, suggestions, advise and expectations!

There are two kinds of modals:

1. Simple modals : for the present and future
2. Perfect modals: to show necessity in the past tense.

Simple modals: Present and future

Modal + base form

Examples:

We **should** invite your friend to my party.

We **could** buy some soda if you have money.

You **might** want to call your mom and tell her you are at a friend's house.

Perfect modals: past

Modal + have + past participle

Examples:

You **should have called** me last night.

Mary **should have done** her homework this week.

We **should not have made** a big mess here.

Showing strong necessity:

Must.....I must go to sleep!

Have to.....I have to go to sleep!

Have got to...I have got to go to sleep!

Had better...for a warning!

Use "**had better**" to give a warning that something bad will happen if the advise is not followed.

You **had better** study tonight or you might fail the test.

He **had better** go home now or he will be in trouble!

Use Should to offer advise

Should means...it would be a good idea.

You **should** eat something you are hungry.

You **should** read a book and turn off the television.

They **should** stop being so loud.

We **should** have a party at the beach

Could or might are more gentle than *should....*

You **could** read a book.

They **might** like the movie.

We **could** buy some candy.

I **might** play basketball.

He **could** win your blue marble.

Practicing modals:

Do class surveys:

Who might want to play basketball at recess?

Who should be the student of the week?

When should we go to doctor?

Don't forget to model the appropriate responses!

Sentence pairs:

He must be here	because I see his jacket on his chair.
I should buy a present	because it is Julie's birthday.
You could call me tonight	since you will be at home.
They should come to my house	to play Nintendo.
He could win a prize	if he turns in his lottery ticket.

Conversation cards: Small group discussions

Why should the school day be shorter?	Name three things you should not do in class.	What could you do to be a good friend?
What would you do if you won a million dollars?	If you could meet one famous person, who would it be?	What might happen if pigs could fly?

The Sound of It: Understanding Reductions

<u>LONG FORM</u>	<u>REDUCTION</u>	<u>SHORT FORM</u>
She made a lot of friends.	lot of → lotta	She made a lotta friends.
He had lots of problems.	lots of → lotsa	He had lotsa problems.
He wasn't able to relax.	to → ta	He wasn't able ta relax.
Could you help me with this?	could you → cudja	Cudja help me with this?
I'll see you later.	you → ya	I'll see ya later.
Do you know her?	her → er	Do you know er?
Do you know him?	him → im	Do you know im?
I was hurt and angry.	and → n	I was hurt n angry.

What are participles?

A participle is a form of a verb that functions as an adjective.

ing Participles + -ed Participles

Infinitive	past	Present Participle	Past Participle
bore	bored	boring	bored
interest	interested	interesting	interested

Participles used as adjectives

Examples :

Present participles are usually active

1a. The **boring** teacher talked for hours.

1b. The **bored** students fell asleep.

Past participles are usually passive

2a. I read an **interesting** magazine yesterday.

2b. The magazine receives a lot of support from **interested** readers.

More examples:

3a. It was an **exciting** concert.

3b. The **excited** fans screamed during the concert.

4a. Many young people experience **troubling** situations.

4b. The Samaritan Befrienders Hong Kong receives calls from **troubled** young people.

DON'T CONFUSE PARTICIPLES AND VERBS!

Participles **AREN'T** preceded by helping verbs.

E.g.

The **sputtering** sedan wrenched down the boulevard. (**participle**)

The sedan was sputtering down the boulevard. (**verb**)

With my best regards
~Mrs. ENGLISH~

8th Class

- Review 1-5

نفس الشرايح ونفس الكلام فقلت أروح لتسعه أفضل ويامكانكم العودة لنفس المحتوى والمحاضرة

9th Class

- Important Warming Up Activities - Culture Notes -Vocabulary Building -Getting Meaning from Context .



In all cultures, there are questions that are common to ask a new acquaintance and other questions that people consider impolite.

People in the U.S. usually *don't* ask:

- How old are you?
- Are you married?
- How much money do you make?

People in the U.S. frequently ask:

- What do you do?
(What kind of work?)
- Where are you from?

Culture Note:



It's fairly common for many people to make small talk with strangers. They see it as a small moment of human contact. However, these short conversations with strangers seem to be more common in

small towns than in big cities. And people everywhere are careful to speak with strangers only in a "safe" situation—in a public place with other people nearby.



In American English, you'll sometimes hear the expression "Two's company; three's a crowd." This refers to a situation in which there are three people together—maybe two close friends and a much younger

brother or sister. The close friends would prefer to be alone with each other. Do you have an expression for this in your language?

unique notion data version slang
shortcuts competitive database trio look down on

1. Researchers are collecting _____ for their study of changing language in Singapore.
2. There are some words that are _____ to Singapore. You can't find these words in any other country.
3. In some societies, people _____ those who don't use the language well.
4. It's usually fine to use _____ when you're talking with friends, but it's not usually a good idea to use such language in a formal situation.
5. An unhappy _____ sat at the table next to ours in the restaurant: a young man, a young woman, and a very noisy little boy.
6. That's an interesting _____. Let's discuss this idea at our meeting next week.
7. An American might say, "We started the project together, but then John left me holding the bag." (This means that I had to take responsibility for finishing the project.) The British _____ of the same idiom is "holding the *baby*."
8. A group of friends sometimes uses _____ to communication. They can express some big ideas in just a few words.
9. They added their information to the large _____ in the university computer.



It's not very polite to call a woman *lady*.
Miss is much more polite. *Ma'am* is for
older women. You can call a man *sir*, but

it's not polite to call a man *mister* without
his last name.

_____ adventure _____ mobile _____ residence
_____ census _____ population _____ suburbs

Find the word above that matches each synonym or definition below.

1. group of people _____
2. area surrounding a city _____
3. moving or able to move _____
4. the place or house where one lives _____
5. trip or experience, usually exciting _____
6. official count of how many people there are in a certain region _____



The "average" person in the United States:

- has at least one pet (30 percent have a dog and 22 percent have a cat)
- lives in a household of three people
- spends one-third of his or her money on housing
- lives within 50 miles of a coastline

Vocabulary Match

For each expression on the left, find the expression on the right with the same meaning. Write its letter on the line.

- | | |
|------------------------------|----------------------------|
| _____ <u>b</u> 1. Excuse me. | a. paper money |
| _____ 2. to transfer | b. Pardon me. |
| _____ 3. dollar bills | c. correct amount of coins |
| _____ 4. exact change | d. to change |



In most restaurants in the Middle East customers leave a 10% tip for the waiter—a little more if the service was excellent and a little less for poor service. You can ask for separate checks if you and a friend are paying separately. That way it's easier to know how much each person should pay. If you are in a large group, the waiter may not want to do separate checks, however.

Guessing Meaning from Context Guess the meaning of the underlined words in the sentences that follow.

1. One study of the diet of Chinese people living in rural areas showed that they eat much more fruit, vegetables, and grains (such as rice and wheat) than most people in industrialized countries like *the United States or Canada*.
2. They also consume three times as much fiber (the bulky or “tough” part of plants).
3. Researchers are studying the beneficial effects of eating a lot of fresh fruit and vegetables to find out why these foods are good for you.
4. Exercise helps control weight and relieve tension, or stress.

Getting Meaning from Context

1. Definition

A definition gives the meaning of words. The writer may use words, phrases, or statements to define something. The writer will use key words, or signal words to identify a definition so you need to look for them. See examples of key words below.

Key words	is/are	means/mean
	is/are called	what this means is
	is/are known as	consist of
	is/are defined as	refer to
	is/are described as	may be seen as

e.g.

Someone who explores and studies caves is known as a spelunker.

an unfamiliar word = *spelunker*

signal words = *is known as*

definition = *someone who explores and studies caves*

2. Restatement

The writer may use other words, phrases, or sentences to provide the meaning of difficult words. We call this restatement; the writer describes it again or in a different way. Signal words for restatement are in the “Key words box” below.

or
that is to say
in other words
i.e. or that is

e.g.
The surface of Africa consists mainly of plateaus, or large flat areas, although these occur at different levels.
an unfamiliar word = *plateaus*
signal word = *or*
meaning = *large flat areas*



In some restaurants, no one brings you your food because the restaurant is self-service or buffet style. This means that you get your own plate and serve yourself. In

these restaurants, you don't have to leave a 10 percent tip. You can leave a smaller tip if you like.

ACADEMIC POWER STRATEGY



Avoid making stereotypes. Keeping your mind open will help you learn more about other cultures. A stereotype is a generalization about a group of people. The idea may be wrong, but many people believe it. It's common to form stereotypes of a new culture, but it's important to remain open to the possibility that your first

impression might not be accurate. In the academic world, you will probably meet people from many cultures, and your experiences will be more positive if you have an open mind.

These are some words that you'll hear in the lecture. Match each word on the left with its meaning on the right. Write the letter on the line. Use a dictionary if necessary.

- | | |
|------------------------|---|
| _____ 1. misconception | a. not different; almost the same |
| _____ 2. homesickness | b. change |
| _____ 3. transition | c. very sad |
| _____ 4. stage | d. feeling of sadness, of missing a place |
| _____ 5. expert | e. step; period of time |
| _____ 6. similar | f. mistaken idea |
| _____ 7. depressed | g. person who knows a lot about a subject |

Guessing Meaning from Context Guess the meaning of the underlined words in the sentences below:

1. This will sound sort of weird, and I guess maybe it *is* kind of strange, but it's true.
2. He put the car in reverse and slowly backed up.
3. I went into such a very severe culture shock that my parents were worried about me.
4. She associated only with people from her own country. She didn't have any friends from anyplace else.
5. *I guess I'm going to live here for good. I'm not happy about it, but my husband and children were all born here, so I guess we'll be here permanently.*
6. I took a class in Indian weaving—you know, making baskets, rugs, cloth, things like that.
7. We went to the Navajo Indian reservation, where we studied with Navajo weavers who lived there.

• **3. Punctuation marks**

Punctuation is used to describe the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, phrases, or sentences to explain the meaning of the new words. Such punctuation is in the “Key words box” below.

, commas
, , appositive
() parentheses
? ? dashes
; semicolon
: colon

e.g. Full-color pictures are printed using only black and three colors: yellow, cyan (a light blue) and magenta (a light purple).

- **an unfamiliar word** = cyan and magenta
- **signal punctuation** = ()
- **meaning** : cyan = a light blue and magenta = a light purple

- The use of computers to handle text, or word processing, was foreseen in the 1950s.

an unfamiliar word = *handle text*

signal punctuation = , ,

meaning : handle text = *word processing*

4. Examples

help us to understand the meaning of new words. See key words or signal words used for showing examples in the “Key words box”.

such as
like
for example, ...
for instance
is / are

e.g. Use navigation buttons, such as, the “Next” button, the “Previous” button, the “Menu” button, and the “Exit” button, to go back and forth or jump to other topics while you are using your English software.

unfamiliar words = *navigation buttons*

signal word = *such as*

meaning = *buttons on computer program that are used for turn on pages*



Talk shows are very popular in the United States. Oprah Winfrey is one example of an American talk-show host. On her pro-

gram, people often talk about very personal subjects and frequently express emotions freely.

Here are some other common participles that you can use as adjectives:

depressing	depressed	irritating	irritated
exciting	excited	shocking	shocked
interesting	interested	tiring	tired

Complete the paragraph with words from the participle list above. In some sentences, there is more than one possible answer.

When I first arrived in this country, I was really happy. I was _____ (1) to be here. Everything was new and _____ (2). But then I started to have some problems. I had trouble with the language. A lot of the customs were strange and _____ (3). Some new customs bothered me a little bit; they were just _____ (4). But others seemed really terrible. I was _____ (5) by some of them. I worked hard to learn the language. I spent five hours in English class every day and two hours on homework. This was very _____ (6), so I didn't have much energy for other things. Mostly, I was homesick. I missed my friends and family. I stayed in my apartment all weekend and was _____ (7).

Slowly, things got better. I began to make friends and to go places. My English got better. I began to understand the customs. Now I'm _____ (8) in life again, and I'm much happier.

<u> </u> Cry	1. weep	a. to relax, be natural, show emotions
<u>Change</u>	2. mutating	b. equal
<u> </u> D	3. reserved	c. doing something in a "bigger" way than other people do it
<u> </u> a	4. to loosen up	d. not showing emotions
<u> </u> c	5. outdoing	e. cry
<u> </u> b	6. egalitarian	f. changing
<u> </u> j	7. quivering	g. famous
<u> </u> k	8. climate	h. to tell someone what to do or how to do it
<u> </u> g	9. renowned	i. shaking
<u> </u> J	10. extraordinary	j. not ordinary, amazing
<u> </u> l	11. grieving	k. atmosphere
<u> </u> h	12. to dictate	l. suffering sadness

Quick Quiz: Some Customs In the United States

1. Someone tells you, "That's a nice sweater." You say:
 - a. Thank you.
 - b. Oh, not really. It's very old.
 - c. Would you like it?
2. Your teacher sometimes sits on her desk. You think:
 - a. She's not polite.
 - b. She's not very serious about teaching.
 - c. It's not strange.
3. Someone has invited you to a party at 8:00. It's probably best to arrive:

- a. a few minutes before 8:00
 - b. at 8:00 exactly
 - c. a few minutes after 8:00
4. You have a business appointment for 10:30. It's probably best to arrive:
- a. at 10:25 to 10:30.
 - b. at 10:35 to 10:45.
 - c. at 11:00.
5. You go out to lunch with an American friend. Who pays?
- a. Your friend pays because lunch was his suggestion.
 - b. You both pay.
 - c. You pay because you're a little older than your friend.
6. Your American friend comes to your house for dinner. She has already eaten one serving of food. You say, "Would you like some more?" She says, "No, thank you. It was really delicious, but I'm so full!" What do you do?
- a. Ask her two or three more times.
 - b. Say, "Are you sure? Well, if you change your mind, please help yourself."
 - c. Put some more food on her plate.
7. Last week, you had a short conversation with your American friend. He said, "Let's get together sometime for a movie or dinner or something. I'll give you a call." But he hasn't called. What do you think?
- a. Nothing is strange.
 - b. He isn't polite.
 - c. He hasn't called because he has a problem.
8. Your American neighbors are rich, but their two children (who are in high school) work part time. One of them does baby-sitting on weekends. The other helps neighbors with the gardening on Saturdays. Your neighbors probably:
- a. are bad parents.
 - b. care more about money than they care about their children.
 - c. love their children and are teaching them to be independent.

With my best regards
~Mrs. ENGLISH~

10th Class

Quick Quiz: Some Customs In the United States

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Elements of the Class

Vocabulary Previewing

- Academic Power Academy: Stereotypes –Reductions - Expressing Emotions
- People's Intonation: happy or unhappy -Making an appointment

Which definition on the right matches the word on the left? Put its letter on the line.

- | | |
|-------------------------|-------------------------------------|
| _____ 1. anthropologist | a. fight with words |
| _____ 2. research | b. person who studies human culture |
| _____ 3. tend to | c. chance to do something |
| _____ 4. argue | d. studies (noun) |
| _____ 5. turn | e. be likely (probable) to |

Love Is Never Enough

Like Deborah Tannen (page 113), Dr. Aaron T. Beck has made use of studies by anthropologists Daniel Maltz and Ruth Borker. In his book *Love Is Never Enough*, Beck summarizes some of the differences that they have found in the communication styles of men and women:

- In a conversation between a man and a woman, the woman asks most of the questions because she wants to keep the conversation going.
- Women see conversation as a way to get closer to another person.
- Men see conversation as a way to exchange information.
- Women think, "If I don't ask, he'll think I don't care."
- Men think, "If she wants to tell me something, she'll tell me. I don't need to ask."
- Women use the pronouns *you* and *we* more than men do.
- Men state more facts and opinions than women do.
- If there are problems in a marriage, women feel the need to discuss these problems with their husbands. They think, "Everything will be OK if we can just keep talking."
- In a marriage, many men don't like to discuss problems. They prefer to find a quick solution. They think, "We're in serious trouble if we have to keep talking about it."

COMPREHENSION CHECK

Male–Female Conversation

In general . . .	Men	Women
Who asks most of the questions?		
Who uses the words <i>you</i> and <i>we</i> a lot?		
Who thinks “Questions keep a conversation going”?		
Who asks questions mostly to get information?		
Who makes more statements of fact or opinion?		
Who thinks it’s important to talk over problems?		
Who thinks it’s important <i>not</i> to talk over problems?		

ACADEMIC POWER STRATEGY



Become aware of your stereotypes and be open-minded about changing them. This is extremely important in the academic world. As you saw in Chapter 5, a stereotype is an oversimplified idea about a group of people. In other words, it is too general to be correct. A stereotype might have some basis in reality, but it is mostly wrong. A stereotype often begins with the word *all*. Many people have certain stereotypes about gender: “*All* women . . .” or “*All* men. . .” Before we can break our own gender stereotypes and begin to see people clearly, we need to identify what stereotypes we actually have.

Apply the Strategy

For a few minutes, write about your own gender stereotypes. Have you been surprised by anything so far in this chapter? If so, what? Have your gender stereotypes changed? If so, how?

The Sound of It: Understanding Reductions



CD 2,
TR 12-14

In normal or fast speech, you will hear reductions of some words. Listen to these examples. Can you hear the difference between the long forms and the short forms? (Note: The short forms are not correct in writing.)

Long Form	Reduction	Short Form
Get out of here.	out of → outta	Get outta here.
Give me that book.	give me → gimme	Gimme that book.
Let me ask you something.	let me → lemme	Lemme ask you something.
I don't know.	don't know → dunno	I dunno.
You like it, don't you?	don't you → doncha	You like it, doncha?
You liked it, didn't you?	didn't you → didncha?	You liked it, didncha?

Expressing Emotion

Ready to Listen

Here are some sentences that men say in the listening passage. Are these emotional situations or not? What do you think?

Examples: Beautiful sunrise, dear.

That's a nice dress.

This is the happiest day of my life.

Tickets for the Olympics?

Pay attention to people's intonation, not just their words. In English, people show emotion with intonation. When they are enthusiastic (excited) or very happy, their voices go up on stressed words. There are more "mountains" and "valleys" in their speech:

It's really wonderful.



When people are *not* very enthusiastic or happy, their voices usually don't go up. In the example below, the person says "It's really wonderful," but probably doesn't truly think so:

It's really wonderful.



(continued on next page)

When a person likes another person and wants to be friendly, the voice usually goes up:

Oh, hi. How are you?



When a person does not feel very friendly toward another person, the voice does not usually go up:

Oh, hi. How are you?



B. When a person shows quiet sincerity (honest, true feelings), the voice might not go up much, but there is probably a small pause between words or word groups.

Example: He . . . is a great . . . friend.

When the person is not very sincere, there is usually no pause.

Example: He'sagreatfriend.

B. When a person shows quiet sincerity (honest, true feelings), the voice might not go up much, but there is probably a small pause between words or word groups.

Example: He . . . is a great . . . friend.

When the person is not very sincere, there is usually no pause.

Example: He'sagreatfriend.

LANGUAGE YOU CAN USE: MAKING AN APPOINTMENT

When you make an appointment, both speakers need to agree on the time. What can you say if the other person suggests a time that is not possible for you? You can say several different things. Here's an example from the previous section.

A: Could I make an appointment for an interview?

B: Yes, of course. How's Tuesday morning at 10:00?

A: I'm afraid I have a class at that time. Could we make it in the afternoon?

B: Sure. How about 3:00?

A: Great.

Don't be shy about asking for a different time or day!

Creating a Conversation Work with a partner. Look at the conversation below. One student is A, and one student is B. Take roles and have a conversation. Choose words from the lists. Then change roles and have another conversation. Choose different words from the lists.

A: Could I make an appointment { for an interview?
with a counselor?
with the doctor?

B: Yes, of course. { How about
How's
We have an opening on } { Tuesday at 10:00?
Friday at 3:00?
the 14th at 9:00.

A: I'm afraid
Oh, I'm sorry, but } { I have a class at that time.
I can't make it that day.

Could we make it { another time?
a little later?
a different day?

B: Oh, sure. { How about Thursday?
How's that same day at 4:00?
We can fit you in on Friday afternoon.

A: Great. See you then.

Learn how to respond to a negative question—or, more specifically, a negative statement with intonation that goes up at the end. People often use statement word order to ask a negative question if they think the answer will be “no.” Their intonation goes up. Here’s an example from Conversation 1:

Example: Question: You don’t have one?

In many languages, people answer “yes” because they’re thinking, “Yes, that’s right. I don’t have one.” But in English the answer is “no.”

Example: Question: You don’t have one?

Answer: No (I don’t).

A. With a partner, take turns asking and answering these questions. In each case, answer “no” and give the correct answer. Then listen and check your answers.

Example: a: The main language of Quebec isn’t English?

b: No, it’s French. (French)

1. a: It’s not strange to experience culture shock?

b: _____ (normal)

2. a: Osaka isn’t the capital of Japan?

b: _____ (Tokyo)

3. a: Men don’t usually talk much at home?

b: _____ (in public)

4. a: Women don’t usually talk much in public?

b: _____ (at home)

5. a: English isn’t easy?

b: _____ (hard)

B. You show surprise in a negative question if your intonation goes down low and then up high at the end.

Example: Question: You don't have one?
Answer: No, I don't.

With a partner, take turns asking and answering these questions. Person A will show surprise in the question. Person B will answer "no" and add a short negative answer. Then listen and check your answers.

Example: a: The main language of Quebec isn't English?

b: No, it isn't.

1. a: We don't have class tomorrow?

b: _____

2. a: You didn't see it?

b: _____

3. a: He doesn't like it?

b: _____

4. a: They won't even try it?

b: _____

C. Sometimes a person thinks that the answer to a question will be "no," but that person isn't right. How do you answer?

Example: Question: You don't have one?
Answer: Yes, I *do*.

It's very important to stress the affirmative verb in the answer (*do* in the example). Ask and answer Questions 1–10 from the previous exercise. This time, Person B will answer "yes" and correct Person A.

If necessary, use a dictionary to help you match the following words or expressions with their definitions. Write the letters on the lines.

- | | | |
|------------------|---------------------|--|
| ___ f ___ | 1. upper management | a. not trying to be polite or nice |
| ___ d ___ | 2. firm (noun) | b. class to study a specific subject |
| ___ h ___ | 3. issue | c. to make something less shocking or unkind |
| ___ b ___ | 4. seminar | d. corporation |
| ___ g ___ | 5. blunt | e. very confident about one's own opinions |
| ___ C ___ | 6. to buffer | f. higher-ups; bosses |
| ___ i ___ | 7. to jibe | g. pushy; ready to attack |
| ___ e ___ | 8. assertive | h. a point to consider |
| ___ a ___ | 9. aggressive | i. to match, agree with |

With my best regards
~Mrs.ENGLISH~

11th Class`

Most Frequent Prefixes and Suffixes

Word Beginnings and Endings You Can Really Use

What Are Prefixes?

Prefixes are first syllables like “non-” and “re-” that have their own meaning.

Prefixes combine with words to create new meanings.

1. Pre + View = Preview (first look)
2. Super + Star = Superstar (top player)

Why Learn Prefixes?

- Prefixes add meaning to thousands of words.
- Learn a few prefixes, and you open up the meaning of thousands of words.
- The four most frequent prefixes are 97% of prefixed words!

Most Common Prefixes

1. **Anti** = against : anti-war
2. **De** = opposite : destroy
3. **Dis*** = not, opposite of : disagree
4. **En(m)** = cause to : encode, embrace
5. **Fore** = before : forecast
6. **In(m)** = in : intake, implant
7. **Inter** = between : interact

Do you know common prefixes?

- | | |
|-----------------|--------------------|
| 1. Anti | A. between |
| 2. De | B. cause to |
| 3. <u>Dis*</u> | C. against |
| 4. En(m) | D. in |
| 5. Fore | E. before |
| 6. In(m) | F. not |
| 7. Inter | G. opposite |

Most Common Prefixes

8. **Mid** = Middle : Midway
9. **Mis** = Wrongly : Mistake
10. **Non** = Not : Nonsense
11. **Over** = Over : Overlook
12. **Pre** = Before : Preview
13. **Re*** = Again : Return
14. **Semi** = Half : Semicircle

Do you know common prefixes?

- | | |
|-----------------|------------------|
| 8. Mid | A. Wrong |
| 9. <u>Mis</u> | B. Center |
| 10. Non | C. Not |
| 11. Over | D. Half |
| 12. Pre | E. Again |
| 13. Re | F. Above |
| 14. Semi | G. Before |

Most Common Prefixes

15. Sub = Under : Submarine
16. Super = Above: Superstar
17. Trans = Across : Transport
18. Un* = Not : Unfriendly
19. Under = Under : Undersea
20. In, Im, Il, Ir * = Not : Injustice, Impossible, Illiterate, Irreligious.

Do you know common prefixes?

- | | |
|----------------|-----------|
| 15. Sub | A. Across |
| 16. Super | B. Not |
| 17. Trans | C. Below |
| 18. Un | D. Not |
| 19. Under | E. Above |
| 20. In, Il, Ir | F. Below |

What Are Suffixes?

Suffixes are last syllables like “ed” and “ly” that have their own meaning. Suffixes combine with words to create new meanings.

1. Turn + ed = Turned (in the past)
2. Quick + ly = Quickly (how it turned)

Why Learn Suffixes?

Suffixes add meaning to thousands of words.

Learn a few Suffixes, and you open up the meaning of thousands of words. The four most frequent suffixes are 97% of suffixed words!

Most Common Suffixes

1. -able, ible = can be done : doable
2. -al, ial = has property of : personal
3. -ed* = past verb : turned
4. -en = made of : golden
5. -er = comparative : higher
6. -er = one who : doer, actor
7. -est = superlative : best, biggest

Do you know common suffixes?

- | | |
|----------|----------------|
| 1. -able | a. Past |
| 2. -al | b. Made of |
| 3. -ed | c. Having |
| 4. -en | d. One who |
| 5. -er | e. Comparative |
| 6. -er | f. Can |
| 7. -est | g. Superlative |

Most Common Suffixes

8. -ful = full of : careful, joyful
9. -ic = having property of : linguistic
10. -ing* = present participle : running
11. -(t)ion = act, process : action
12. -(i)ty = state of : infinity, sanity
13. -(t)ive = adjective : motive, votive
14. -less = without : fearless, careless

Do you know common suffixes?

- | | |
|-------------|-----------------------|
| 8. -ful | a. Present participle |
| 9. -ic | b. State of |
| 10. -ing* | c. Without |
| 11. -(t)ion | d. Having property of |
| 12. -(i)ty | e. Full of |
| 13. -(t)ive | f. Act |
| 14. -less | g. Adjective |
| | h. Without |

Most Common Suffixes

15. -ly* = having : quickly, quietly
16. -ment = action, process : enjoyment
17. -ness = state of : kindness
18. -ous = having : joyous, religious
19. -s* = more than one : books
20. -y = having : happy, windy

Use these suffixes correctly, and you look and sound pretty smart.

Do you know common suffixes?

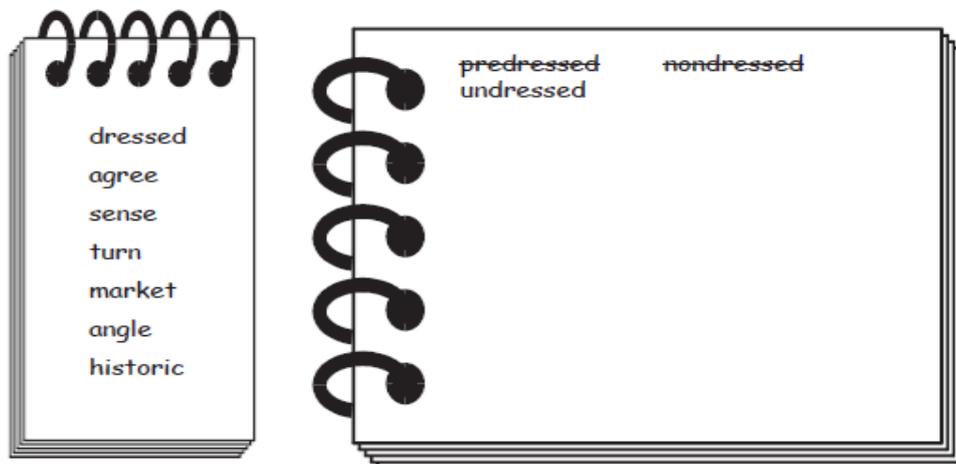
- | | |
|------------------|-------------|
| 15. <u>-ly</u> * | a. Action |
| 16. <u>-ment</u> | b. Having |
| 17. <u>-ness</u> | c. Having |
| 18. <u>-ous</u> | d. Plural |
| 19. <u>-s</u> * | e. State of |
| 20. <u>-y</u> | f. Having |

Can you use common affixes?

1. I have a different idea; I __agree.
2. That can't be; it's just __possible.
3. Say that again; please __peat it.
4. Aliens look bad; they are __friendly.
5. Tina took the car since she want__ it.
6. Now the car is run__ down the road.
7. Tina is in a hurry; she's driving quick__.
8. Do you think that she has any ticket__?



Read the prefixes on the clouds. Decide which one goes with each of the root words below. Root words are ones you can form new words from.



Prefixes and suffixes 2: Creating opposites

A prefix often gives the opposite meaning to a word. Underline the prefix in each of the words below. Use your dictionary to find the meaning of the prefix. Then write down another word with the same prefix.

Word	Meaning of the prefix	Word with the same prefix
<u>un</u> clear	not, the opposite of	untidy
misbehave		
impossible		
inedible		
disagree		
decode		
illegal		
international		

Prefixes and suffixes 3: Using suffixes

See the handout on **Suffixes** if you need help to complete these exercises.

Say it with nouns

Nouns often have the suffixes or word endings 'er' and 'or'. Use the speech bubble clue to complete the sentences below.

I decorate houses.

I am a _____.

I conduct an orchestra.

I am a conductor.

I look after the garden.

I am the _____.

I edit books.

I am an _____.

I run a farm.

I am a _____.

I play golf.

I am a _____.

Fixing words in different ways

Read the words on the notice board. For each one, decide whether it has a prefix or suffix, or is a root word, and then write it into the correct column of the chart. Fill in the other columns beside it with your own suggestions.

clearly	active	deforest	behaviour
boyish	invisible	appearance	work
unkind	honest	balancing	clock

Word with a prefix	Root word	Word with a suffix
unclear	clear	clearly

1. A programm designs, writes, and tests programmes for perform various tasks on a comput
2. A systems anal..... studies organization systems and decides what act needs to be taken to maxim..... efficien.....
3. Laser print..... are prefer to other types of print devices because of their speed and quite.....
4. The microcomput we have purchased does not have a FORTRAN compil It is programm in BASIC only.
5. We have found that operat s who have the freedom to take short breaks during the day great improve their perform.....
6. The number of ship..... s will increase over the commonths.
8. We decided to computer..... the entire planet to give each divis more independ.....

B. Now decide for each word that has a suffix what part of speech the word is (eg. noun (n), verb (v) , adverb (adv), adjective (adj)). Insert the correct form - n, v, adv or adj into the spaces.

programmer (for) performing a computer
 analyst organizational action
 maximize efficiency printer preferable printing (device)
 quiteness microcomputer compiler programmable
 greatly shipment computerize division independence (a
 way of...)storing Spooling turning (...your office....) (big...)
 savings developer (...are) producing increasingly
 sophisticated application
 a growing global ...(market)

C. Insert the right prefixes into the spaces:

1. Floppy disks are expensive and useable.
2. If a printer functions, you should check the..... face cable.
3. The..... plexor was not working because someone had..... connected it by mistake.
4. proper installation of the..... glare shield will make it possible to read what is on the screen.
5. After you fer text using the 'cut and paste' feature, you may have to format the text you have inserted.

12th Class

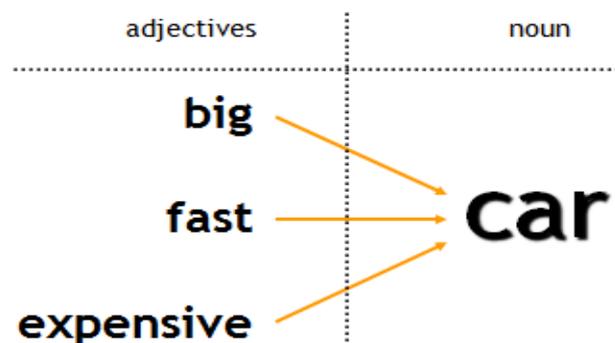
Comparatives & Superlatives

What is a noun?

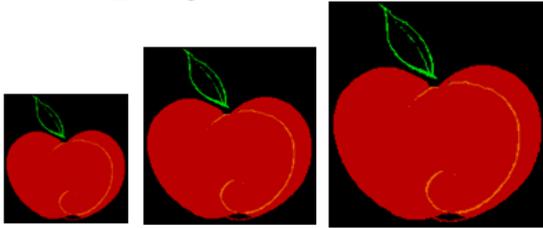
Noun is a word which refers to a thing, person, activity, place etc.

What is an adjective?

Adjective is a word which describes a noun



Examples - Adjectives



large

larger

largest

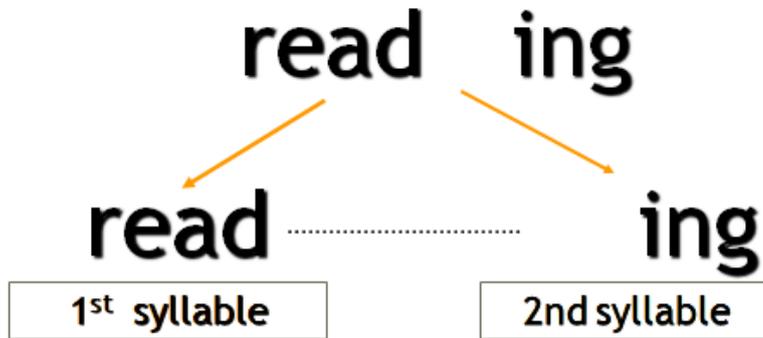
The first apple is large.

The second apple is larger than the first.

The third apple is the largest of the three.

What is a syllable?

Syllable is a part of a word containing vowel sound



Syllables – examples

1. One-syllable adjectives

→ fast big cheap long

2. Two-syllable adjectives

→ hap py cra zy dir ty

3. Three-syllable adjectives

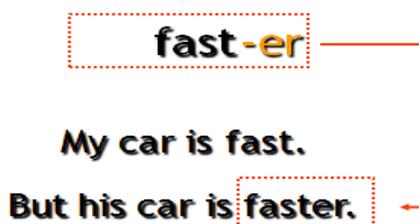
→ impor tant won der ful

LET'S START 😊

Adjectives and adverbs are words that modify other words. The comparative form of an adjective or adverb compares two things. The superlative form of an adjective or adverb compares three or more things.

What is a “comparative form”?

Comparative form expresses the idea of ‘more’



“Comparative form”?

How is a ‘comparative’ form built?

one syllable adjectives long er

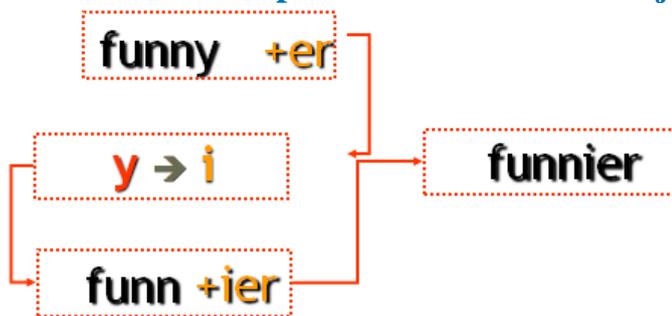
two syllable adjectives
ending in -ly funny ier

other two and three syllable
adjectives modern more modern

irregular adjectives
for example ‘good’ good better

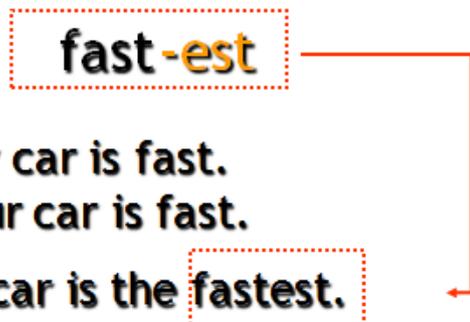
Change of ‘y’ into ‘i’

We want the comparative form of the adjective ‘funny’



What is a “superlative form”?

Comparative form expresses the idea of ‘most’



“Superlative form”?

How is a ‘superlative’ form built?

one syllable adjectives long est

two syllable adjectives
ending in -ly funny iest

other two and three syllable
adjectives most modern

irregular adjectives
for example ‘good’ best

Summary comparison

	comparative	superlative
long	longer	longest
funny	funnier	funniest
modern	more modern	most modern
good	better	best

To make comparative and superlative forms of adjectives some rules must be followed.

Rule 1

To form the comparative or superlative of one syllable words with more than one vowel OR ending with more than one consonant at the add -er OR -est.

tall	taller	tallest
neat	neater	neatest
deep	deeper	deepest

Rule 2

To form the comparative or superlative of a one syllable word ending in e add -r OR -st.

wide	wider	widest
fine	finer	finest
cute	cuter	cutest

Rule 3

To form the comparative or superlative of a one syllable word with one vowel and one consonant at the end double the consonant, and add -er OR -est.

sad	sadder	saddest
big	bigger	biggest
fat	fatter	fattest

Rule 4

To form the comparative or superlative of a two syllable word ending in y, change the y to i, then add -er OR -est.

happy	happier	happiest
jolly	jollier	jolliest
lazy	lazier	laziest

Rule 5

To form the comparative or superlative of a two syllable word ending a vowel-sound that is not stressed then add -er OR -est.

Adjectives ending in -le, -ow, er frequently take -er and -est.

yellow	yellower	yellowest
gentle	gentler	gentlest
simple	simpler	simplest

Rules at a Glance

Adjective form	Comparative	Superlative
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast, tall, neat, deep</i>	Add -er: <i>lighter, neater, faster, taller, neater, deeper</i>	Add -est: <i>lightest, neatest, fastest, tallest, neatest, deepest</i>
Only one syllable, ending in E. Examples: <i>wide, fine, cute</i>	Add -r: <i>wider, finer, cuter</i>	Add -st: <i>widest, finest, cutest</i>
Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat, sad</i>	Double the consonant, and add -er: <i>hotter, bigger, fatter, sadder</i>	Double the consonant, and add -est: <i>hottest, biggest, fattest, saddest</i>
Two syllables, ending in	Change y to i, then add -er:	Change y to i, then add -

Y. Examples: <i>happy, silly, lonely, jolly</i>	<i>happier, sillier, lonelier, jollier</i>	est: <i>happiest, silliest, loneliest, jolliest</i>
two syllable word ending a vowel-sound that is not stressed <i>yellow, simple</i>	Add -er: <i>yellower, simpler</i>	Add -est: <i>yellower, simpler</i>
Two syllables or more, not ending in Y. Examples: <i>modern, interesting, beautiful,</i>	Use more before the adjective: <i>more modern, more interesting, more beautiful</i>	Use most before the adjective: <i>most modern, most interesting, most beautiful</i>

NOTE: Like adjectives some adverbs can take comparative and superlative forms, with **-er** and **-est**:

- Sally works **hard**.
- Steve works **harder** than Sally
- Kathy and Sue work the **hardest** of all.
- The bird sings **loudly**.
- The moose sang **louder** than the bird.
- Pete sang the **loudest** of them all.

List of Adverbs in Which **-er** and **-est** May Be Added

Adverb	Comparative	Superlative
fast	faster	fastest
slow	slower	slowest
quick	quicker	quickest
early	earlier	earliest
bright	brighter	brightest
high	higher	highest

However, the majority of adverbs do not take these endings. Instead, they form the comparative using *more* and the superlative using *most*:

Adverb	Comparative	Superlative
<i>recently</i>	<i>more recently</i>	<i>most recently</i>
<i>effectively</i>	<i>more effectively</i>	<i>most effectively</i>
<i>frequently</i>	<i>more frequently</i>	<i>most frequently</i>

Irregular Comparative and Superlative Adjectives and Adverbs

Some comparative and superlative forms are irregular and do not follow any rules or patterns. These must be memorized.

USE OF COMPARATIVES

Comparatives are very commonly followed by **than** and a pronoun or noun group, in order to describe who the other person or thing involved in the comparison is, e.g.:

John is taller than me.

I think that she's more intelligent than her sister

OTHER USES OF COMPARATIVES

- Comparatives are often qualified by using words and phrases such as **much, a lot, far, a bit/little, slightly** etc., e.g.:
 - You should go by train, it would be much cheaper.**
 - Could you be a bit quieter?**
 - I'm feeling a lot better.**
 - Do you have one that's slightly bigger?**
- Two comparatives can be contrasted by placing **the** before them, indicating that a change in one quality is linked to a change in another, e.g.:
 - The smaller the gift, the easier it is to send.**
 - The more stressed you are, the worse it is for your health.**
- Two comparatives can also be linked with **and to** show a continuing increase in a particular quality, e.g.:
 - **The sea was getting rougher and rougher.**
 - **Her illness was becoming worse and worse.**
 - **He became more and more tired as the weeks went by**

USE OF SUPERLATIVES

- Like comparatives, superlatives can be placed before nouns in the attributive position, or occur after **be** and other link verbs, e.g.:
 - the most delicious chocolate cake I've ever eaten**
 - Annabel was the youngest**
 - This restaurant is the best**
- As shown in the second two examples, superlatives are often used on their own if it is clear what or who is being compared. If you want to be specific about what you are comparing, you can do this with a noun, or a phrase beginning with **in** or **of**, e.g.:
 - Annabel was the youngest child**
 - Annabel was the youngest of the children**
 - This restaurant is the best in town.**

THE OPPOSITES OF COMPARATIVE AND SUPERLATIVES

We use the forms **less** (the opposite of comparative **more**), **and the least** (the opposite of superlative **the most**).

Less is used to indicate that something or someone does not have as much of a particular quality as someone or something else, e.g.:

This sofa is less comfortable.

I've always been less patient than my sister.

The least is used to indicate that something or someone has less of a quality than any other person or thing of its kind, e.g.:

It's the least expensive way to travel.

She was the least intelligent of the three sisters.

Irregular Adverbs

Word	Comparative	Superlative
badly	worse	worst
much	more	most
little	less	least
much	more	most
well	better	best

Irregular Adjectives

Word	Comparative	Superlative
good	better	best
bad	worse	worst
much	more	most
little	less	least
far	farther	farthest
old	older elder	oldest eldest

Example:

Nathan made good stew.

Molly's stew was better than Nathan's.

Ezra made the best stew of all.

Let's Start Exercising

1. The weather in winter is _____ than it is in summer.
A. colder
B. cold
C. coldest
D. the coldest
2. I have _____ money than you do.
A. much
B. more
C. most
D. least
3. Abdullah is _____ of all boys.
A. the fastest
B. the most fastest
C. fast
D. faster

Do More Exercises

1. What is the comparative of "sad"?
 1. sader
 2. sadder
 3. sadier
 4. saddier
2. What is the comparative of "destructive"?
 1. destructiver
 2. more destructive
 3. destructivier
 4. more destructiver
3. What is the superlative of "soft"?
 1. softest
 2. softiest
 3. softtest
 4. most soft
4. What is the comparative of "hot"?
 1. hoter
 2. hotter
 3. hottest
 4. hottest
5. What is the comparative of "heat"?
 1. heater
 2. heatter
 3. heatier
 4. hetter
 5. none of these
6. What is the superlative of "ugly"?
 1. uglier
 2. uggliest
 3. uglyest
 4. Ugliest

7. What is the superlative of "unpleasant"?

1. unpleasant
2. most unpleasant
3. more unpleasant
4. unpleasantest

10. To fall from a motorcycle is _____ to fall from a bicycle.

- a) more painful b) more painful than c) painfuller than d) the painfullest

11. If you suffer asthma, don't go to Mexico City. It is one of the _____ cities in the world

- a) pollutest b) more polluted c) polluter than d) most polluted

12. The _____ place from Chile is Australia. It's on the other side of the world.

- a) farther b) farthest c) farther than d) farthest than

13. I don't think your bike is _____ mine.

- a) fastest than b) faster c) fastest d) faster than

14. Michael was _____ basketball player in the world

- a) taller b) tallest c) the taller d) the tallest

15. Speaking Japanese is _____ writing it.

- a) the easiest b) easy c) easier than d) easier than

Write the following sentences using the correct form of the adjective (comparative or superlative)

- Clare is _____ Mike. (old)
- Jane is _____ of the four. She eats very well and does a lot of sports, (healthy)
- The coach thinks that Peter is the _____ player of the team, (fast)
- The Sahara desert is one of the _____ deserts in the world. (hot)
- The climate in the North of Chile is _____ in the South, (dry)
- Asia is _____ Europe. (big)
- A Rolls-Royce is one of _____ cars in the world. (expensive)
- _____ hurricanes are developed over México, (violent)
- Diamonds are _____ jewels in the world. (precious)
- History classes are _____ chemistry classes. (interesting)

With my best regards

~Mrs.ENGLISH~

