

David Norris

English Writing

Any questions?

Contact number in China: +86 19516310819

My WeChat ID: wxid_mvi5mecug0q922



My Website: <https://dfdndn.info/teaching/>

The screenshot shows a web browser window with the address bar displaying <https://dfdndn.info/teaching/>. The page content is on a dark blue background with a repeating pattern of a hand holding a pen. The text on the page includes:

- ***Material for English Language Students – for Engineering Students*****
- [My TEFL certificate dated November 2021](#)
- [My current schedule - please note: this is ***READ ONLY*** to prevent misuse!](#)
- [CEFR - Common European Framework Reference levels explained](#)
- [Can I be fluent in time for my ijob interview next week?" Yeah sure! A teacher can answer this one of two ways...](#)
- [Can you learn languages on a smartphone? Ask a teacher!](#)
- [200 Common English Grammar Mistakes](#)
- [Cambridge English Grammar in Use, 5th Edition](#)
- [Complete English Grammar Rules](#)
- [Another book on English Grammar Rules](#)
- [Students often ask me this...](#)
- [Perhaps you older people who buy housing for profit, or an 'investment', and could not care less about us under 50s who are priced out of both the mortgage and private rental sectors, and whose new housing developments you do not wish to see 'in your backyards - but who you nonetheless count on to pay your pensions, ought to listen to us after all....](#)
- [Sentence Structure](#)
- [IELTS Progress Check \(paid\) on course levels 7-9](#)
- [British English for listening practice](#)

A white box with a red border and a red 'X' over it is overlaid on the page. The text in the box reads:

Phone free zone!

~~Orel joined from their phone~~
~~Students can't answer exercises from mobile.~~
~~Show your screen to show the exercises.~~

They cannot answer the questions!!!
What the hell is the point????!!!!*****

At the bottom left, there is a WhatsApp icon and the text "WhatsApp". At the bottom right, there is a chat bubble icon with the text "Are you looking for some help?" and a small red notification bubble with the number "1".

Let us Refresh and Assess

- How much do you know already?
- I will need to assess your writing skills
- We will later be looking at more advanced topics in English
- But first let us cover some basics....

English Pluralisation rules

- Plural rule 1: -s and -es suffixes
- The first rule is the simplest one and follows the same pattern as the piano – pianos example we listed above. For many nouns, to form the plural, just add the suffix ‘-s’ to the noun. For example:
 - orange – oranges
 - pen – pens
- Or, if the word ends with –ss, -x, -ch, or –sh, add the suffix ‘-es’. For example:
 - dress – dresses
 - fox – foxes
 - bench – benches
 - dish – dishes

Plural rule 2: -y and -ie suffixes

- The next plural rule is that if the noun ends with ‘-y’ and is preceded by a consonant, you add ‘-es’ suffix and change the ‘-y’ to an ‘-i’. For example:
 - cherry – cherries
 - puppy – puppies
- However, if there is a vowel before the letter ‘-y’ (ey, ay, oy), simply add ‘-s’ without changing anything else. For example:
 - monkey – monkeys
 - toy – toys
 - day – days

Plural rule 3: -o endings

- The next rule is when a noun ends with a vowel, then an ‘-o’, you only add an ‘-s’. For example:
 - pistachio – pistachios
 - stereo – stereos
- However, if there is a consonant before the ‘-o’, in general, you add ‘-es’. For example:
 - hero – heroes
 - veto – vetoes
- There are some cases where just an ‘-s’ is added, for example:
 - piano – pianos
- There are exceptions to rules in many parts of English grammar, so check in a dictionary if you’re in doubt.

Plural rule 4: -f and -fe endings

- A noun ending in ‘-f’ or ‘-fe’ has its own rule. You have to replace ‘-f’ or ‘-fe’ with ‘-v’ and add ‘-es’. For example:
 - wife – wives
 - knife – knives
 - loaf – loaves
- Be careful, though, as again there are exceptions to this rule. Not all words that end in ‘-f’ change in this way. For example:
 - chef – chefs
- For nouns that end ‘-ff’, just add ‘-s’. Nothing else changes. For example:
 - cliff – cliffs
 - puff – puffs

Plural rule 5: some '-s' and '-z' endings

- For some nouns that end in '-s' or '-z', you have to double the '-s' or '-z' and add '-es'. For example:
- fez – fezzes
- gas – gasses

Plural rule 6: No Change!

- The most straightforward nouns are those that don't change. They are the same in both the singular and plural form. Some of the most common are:
- sheep
- fish
- means
- species
- series
- ice
- deer

Plural rule 7: Irregular (Random)

- Sorry guys! As the name suggests, irregular nouns are nouns that don't follow regular rules for forming plurals. Regular plural nouns follow the rules we explained above. These are called 'irregular plurals'. Unfortunately, because they don't follow any pattern, they just need to be learned and memorised. Oh dear. Here is a list of some of the most common irregular verbs:
- child – children
- person – people
- man – men
- woman – women
- tooth – teeth
- foot – feet
- mouse – mice
- goose – geese
- ox – oxen

Non English Origion

- There are also many words in the English language that are of Latin, French or Greek origin. These also have irregular plural forms. For example:
- basis – bases
- radius – radii
- syllabus – syllabi

The correct order of adjectives in English: Rules and examples

- In English, it is normal to use more than one adjective before a noun.
-
- For example, “My parents live in a nice new house” or “In the kitchen, there is a beautiful large round wooden table.”
-
- Many people who study English find it difficult to use adjectives in the proper order, especially when there are more than two.
-
- Today I suggest that we discuss and finally memorize the correct procedure for using adjectives in the English language.

Types of Adjectives: Objective and Subjective

- Without a doubt, the English language is a language of exceptions and changes. Nevertheless, certain standards are governing the order of adjectives, so that each adjective has its proper place in relation to the noun.
- It would be good to mention that adjectives can be divided into two main groups – objective adjectives, which express facts, and subjective adjectives, which express someone's opinion.
- Words in the first group provide factual information about something. In other words, it is something you can't argue with. This can be size, colour, age, etc.
- However, words in the second group of adjectives express how someone perceives this or that object (person, thing) and what their opinion about it is.

Adjectives, as a Rule, Are Placed before the Noun in the Following Order

- Subjective (opinion) – an expensive antique table; a delicious spicy soup
- Objective (fact) – description of physical properties
- a big English sheepdog
- a handsome tall young man
- a large round table
- my beautiful new wardrobe
- a small red bag
- When the sentence has two or more adjectives that describe a colour, we must use the conjunction and:
 - a black and blue dress
 - yellow, white and green socks
- There are also some established conventions in the order of adjectival colours, such as black and white, (NOT white and black); red, white and blue.

The correct order of adjectives in English: Rules and examples

- Objective (factual): ancestry – an old Ukrainian song; the latest British film.
- Objective (factual): material – a large wooden desk; an expensive oval antique silver mirror.
- Objective (factual): identity – a beautiful old Italian touring car; several young American baseball players.
- The order of adjectives in the English language can be slightly different, but I've covered the standards that are commonly used.
-
- These categories are offered as a guide. They are not carved in stone.

Shall vs should: Using the English modal verbs shall and should

- Are you confused about using shall vs should? Don't worry, these two words are often mixed up. However, whilst both words are modal verbs, each has its own meaning and connotations.
- If you want to learn English online and improve your level, it's important to know the difference between shall and should. Not only does understanding their meaning ensure that you don't get the wrong end of the stick, but using them correctly helps to improve your English grammar skills. Using them in the right context, also makes you sound more like a native speaker.
- In this article you can learn the difference between shall vs should, why it's important, and how to use them properly. We've also provided you with examples of when to use each. So, without further ado, shall we begin?

What is the difference between shall vs should?

- Both shall and should are modal verbs. Modal verbs are a type of auxiliary verbs, or helping verbs. This means they cannot be used alone, and must work with other verbs to express different things.
- When it comes to shall vs should, both are used to express questions and obligations. What's more, should is the past form of shall. However, they both are used in different contexts and have different undertones.
- Below, you can learn more about when and why we use should and shall.

How to Use the Modal Verb Shall

- The word shall is used to express ideas related to specific rules or laws. (Be careful not to confuse it with “must.”).
- Examples:
 - You shall abide by the law.
 - Kids shall not enter this room.
- The word shall also is used in the future tense to speak about something that will happen or exist:
 - 1) Sentences
 - Examples:
 - Shall I pick your sister up from college?
 - Shall we dance?

How to Use the Modal Verb Shall

- 2) Expressions about promises or the future
- Examples:
 - We shall be here at seven tomorrow.
 - He shall be in the office on Monday at 10 a.m.
- Top tip: Shall is interchangeable with the word will, as both express certainty, If you're worried about using shall vs should, replace the word with 'will'. If the meaning of the sentence remains the same, shall is the right choice.

• How to Use the Modal Verb Should

- The verb should is used to indicate obligation, duty, or correctness, often when criticizing someone's actions.
- We can use it when expressing a personal opinion in plain language. In other words, we want to advise someone.
- Examples:
 - You should call the police.
 - She should see a doctor.
- Should is used to express a desire that something happened in the past (but it did not occur) or regret.
 - Why should I do that?
 - How should I know? I wasn't there!
- These are the primary ways that the modal verbs shall and should are used in English.

• How to Use the Modal Verb Should

- Examples:

- You should have tried it. It was unbelievable.

- They should have come to the party.

- Also, should is used to clarify someone's opinion.

- Examples:

- What should we do now?

- Where should I go now?

- Should is also used (with emotional overtones) in questions to express surprise, anger, or perplexity after the question words "why" and "how."

-

Why is it important to know when to use should vs shall?

- It's important to know when to use should and shall to avoid confusion. Whilst there may be times they can be used interchangeably (shall we go/should we go?), there are also times when each is preferred.
- For instance, shall is more formal than should. It's also used in both business English and legal English. If you are learning English for either of these reasons, using the right modal verb can make you sound more professional.
- What's more, if you find the word shall in a legal document, it means something must happen. For instance, 'the employee shall invoice the employer on the 1st of the month'. In that example, if you understood the word shall to mean something else, you could breach a contract!

Present continuous and present simple

(I am doing and I do)

present continuous (I am doing)

present simple (I do)

We use the continuous for things happening at or around the time of speaking.

The action is not complete.

We use the simple for things in general or things that happen repeatedly.

Present continuous and present simple

(I am doing and I do)

I am doing	I do
<p>The water is boiling. Be careful. Listen to those people. What language are they speaking? Let's go out. It isn't raining now. 'I'm busy.' 'What are you doing?' I'm getting hungry. Let's go and eat. Kate wants to work in Italy, so she's learning Italian. The population of the world is increasing very fast.</p>	<p>Water boils at 100 degrees Celsius. Excuse me, do you speak English? future It doesn't rain very much in summer. What do you usually do at weekends? I always get hungry in the afternoon. Most people learn to swim when they are children. Every day the population of the world increases by about 200,000 people.</p>

Present continuous and present simple

(I am doing and I do)

- We use the continuous for temporary situations

- (things that continue for a short time):

- I'm living with some friends until I find a place of my own.

- a: You're working hard today.

- b: Yes, I have a lot to do.

- We use the simple for permanent situations

- (things that continue for a long time):

- My parents live in London. They have lived there all their lives.

- Joe isn't lazy. He works hard most of the time

Present continuous and present simple

(I am doing and I do)

- We use continuous forms (I'm waiting, it's raining etc.) for actions and happenings that have started but not finished.
- Some verbs (for example, know and like) are not normally used in this way. We don't say 'I am knowing',
- 'they are liking'. We say 'I know', 'they like'.
- The following verbs are not normally used in the present continuous:
- like want need prefer know realise understand recognise believe suppose remember mean belong fit contain consist seem
- I'm hungry. I want something to eat. (not I'm wanting)
- Do you understand what I mean?
- Anna doesn't seem very happy right now.

Present continuous and present simple

(I am doing and I do)

- Think:
- When think means 'believe' or 'have an opinion', we do not use the continuous:
 - I think Mary is Canadian, but I'm not sure. (not I'm thinking)
 - What do you think of my idea? (= what is your opinion?)
- When think means 'consider', the continuous is possible:
 - I'm thinking about what happened. I often think about it.
 - Nicky is thinking of giving up her job. (= she is considering it)

Present continuous and present simple

(I am doing and I do)

- see hear smell taste look feel:
- We normally use the present simple (not continuous) with see/hear/smell/taste:
- Do you see that man over there? (not are you seeing)
- The room smells. Let's open a window.
- This soup doesn't taste very good.
- You can use the present simple or continuous to say how somebody looks or feels now:
- You look well today. or You're looking well today.
- How do you feel now? or How are you feeling now?
- But I usually feel tired in the morning. (not I'm usually feeling)

Present continuous and present simple

(I am doing and I do)

- am/is/are being
- You can say he's being ... , you're being ... etc. to say how somebody is behaving now:
- I can't understand why he's being so selfish. He isn't usually like that.
- (being selfish = behaving selfishly now)
- 'The path is icy. Don't slip.' 'Don't worry. I'm being very careful.'
- Compare:
- He never thinks about other people. He's very selfish.
- (= he is selfish generally, not only now)
- I don't like to take risks. I'm a very careful person.
- We use am/is/are being to say how a person is behaving (= doing something they can control) now.
- It is not usually possible in other situations:
- Sam is ill. (not is being ill)
- Are you tired? (not are you being tired)

Past simple

- Wolfgang Amadeus Mozart was an Austrian musician and composer. He lived from 1756 to 1791. He started composing at the age of five and wrote more than 600 pieces of music.
- He was only 35 years old when he died. lived/started/wrote/was/died are all past simple

Past simple

- Very often the past simple ends in -ed (regular verbs):
- I work in a travel agency now. Before that I worked in a department store.
- They invited us to their party, but we decided not to go.
- The police stopped me on my way home last night.
- Laura passed her exam because she studied very hard.
- For spelling (stopped, studied etc.), see Appendix 6.
- But many verbs are irregular. The past simple does not end in -ed. For example:
- write → wrote Mozart wrote more than 600 pieces of music.
- see
- go
- → saw
- → went
- shut → shut
- We saw Alice in town a few days ago.
- I went to the cinema three times last week.
- It was cold, so I shut the window.

Past simple

- In questions and negative sentences we use did/didn't + infinitive (enjoy/see/go etc.):
- I enjoyed the party a lot. Did you enjoy it?
- How many people did they invite to the wedding?
- I didn't buy anything because I didn't have any money.
- 'Did you go out?' 'No, I didn't.'
- enjoy
- see
- go
- Sometimes do is the main verb in the sentence (did you do?, I didn't do):
- What did you do at the weekend? (not What did you at the weekend?)
- I didn't do anything. (not I didn't anything)

Past simple

- The past of be (am/is/are) is was/were:
- I was annoyed because they were late.
- Was the weather good when you were on holiday?
- They weren't able to come because they were so busy.
- I wasn't hungry, so I didn't eat anything.
- Did you go out last night or were you too tired?

Past continuous (I was doing)

- Yesterday Karen and Joe played tennis. They started at
- 10 o'clock and finished at 11.30.
- So, at 10.30 they were playing tennis.
- they were playing =
- they were in the middle of playing, they had not finished
- was/were + -ing is the past continuous
- I was doing something = I was in the middle of doing it at a certain time. The action or situation started
- before this time, but had not finished:
- I started doing I was doing
- I finished doing
- past
- This time last year I was living in Hong Kong.
- What were you doing at 10 o'clock last night?
- I waved to Helen, but she wasn't looking.

Past continuous (I was doing)

I was doing (= in the middle of an action)
We were walking home when I met Dan. (in the middle of walking home) now

Kate was watching TV when we Arrived.

This is past continuous....

We walked home after the party last night. (= all the way, completely)
Kate watched TV a lot when she was ill last year.

This is past simple.

Past continuous (I was doing)

- You can say that something happened (past simple) in the middle of something else (past continuous):
 - Matt phoned while we were having dinner.
 - It was raining when I got up.
 - I saw you in the park yesterday. You were sitting on the grass and reading a book.
 - I hurt my back while I was working in the garden.
- But we use the past simple to say that one thing happened after another:
 - I was walking along the road when I saw Dan. So I stopped, and we talked for a while.

Past continuous (I was doing)

- Compare:
- When Karen arrived, we were having dinner. (= we had already started before she arrived)
- When Karen arrived, we had dinner. (= Karen arrived, and then we had Dinner)
- Some verbs (for example, know and want) are not normally used in continuous forms (is + -ing, was + -ing etc.). See Unit 4A for a list of these verbs.
- We were good friends. We knew each other well. (not we were knowing)
- I was enjoying the party, but Chris wanted to go home. (not was wanting)

Present perfect (I have done)

- Tom can't find his key.
- He's lost his key. (= He has lost ...)
- he has lost his key =
- he lost it and he doesn't have it now
- When we say 'something has happened', this is usually new information:
- Ow! I've cut my finger.
- The road is closed. There's been an accident. (= There has been ...)
- Police have arrested two men in connection with the robbery.

Present perfect (I have done)

- When we say ‘something has happened’, this is usually new information:
- Ow! I’ve cut my finger.
- The road is closed. There’s been an accident. (= There has been ...)
- Police have arrested two men in connection with the robbery.
- When we use the present perfect, there is a connection with now. The action in the past has a result now:
- Tom has lost his key. (= he doesn’t have it now)
- He told me his name, but I’ve forgotten it. (= I can’t remember it now)
- Sally is still here. She hasn’t gone out. (= she is here now)
- I can’t find my bag. Have you seen it? (= do you know where it is now?)
- Compare gone (to) and been (to):
- James is on holiday. He has gone to Italy. (= he is there now or on his way there)
- Amy is back home now. She has been to Italy. (= she has now come back)

Present perfect (I have done)

- You can use the present perfect with just, already and yet.
- Just = a short time ago:
 - ‘Are you hungry?’ ‘No, I’ve just had lunch.’
 - Hello. Have you just arrived?
- Already = sooner than expected:
 - ‘Don’t forget to pay the bill.’ ‘I’ve already paid it.’
 - ‘What time is Mark leaving?’ ‘He’s already left.’
- Yet = until now. We use yet to show that we are expecting something to happen.
- We use yet in questions and negative sentences:
 - Has it stopped raining yet?
 - I’ve written the email, but I haven’t sent it yet

Present perfect (I have done)

- You can also use the past simple (did, went, had etc.) in the examples on this page. So you can say:
- Ben isn't here. He's gone out. or He went out.
- 'Are you hungry?' 'No, I've just had lunch.' or 'No, I just had lunch.'

Present perfect (I have done)

- Have you travelled a lot, Jane?
- Yes, I've been to lots of places.
- Really? Have you ever been to China?
- Yes, I've been to China twice.
- What about India?
- Jane's life
(a period until now)
- No, I haven't been to India.
- When we talk about a period of time that continues from the past until now, we use the present perfect (have been / have travelled etc.). Here, Dave and Jane are talking about the places Jane has visited in her life, which is a period that continues until now

Present perfect (I have done)

- In the same way we say:
- Have you ever eaten caviar?
- We've never had a car.
- I don't know what the film is about. I haven't seen it.
- Susan really loves that book. She's read it three times. (She's = She has)
- It's a really boring movie. It's the most boring movie I've ever seen.
- been (to) = visited:
- I've never been to Canada. Have you been there?

Present perfect (I have done)

- In the following examples too, the speakers are talking about a period that continues until now
- (recently, in the last few days, so far, since I arrived etc.):
- Have you heard anything from Ben recently?
- I've met a lot of people in the last few days.
- Everything is going well. There haven't been any problems so far.
- The weather is bad here. It's (= It has) rained every
- day since I arrived. (= from when I arrived until now)
- It's good to see you again. We haven't seen each other for a long time.

Present perfect (I have done)

- We say 'It's the (first) time something has happened'. For example:
- Don is having a driving lesson. It's his first lesson.
- We can say:
- now
- This is the first time I've driven a car.
- or
- It's the first time he has driven a car. (not drives)
- He hasn't driven a car before.
- or He has never driven a car before.
- In the same way we say:
- Sarah has lost her passport again. This is the second time this has happened. (not happens)
- Andy is phoning his girlfriend again. It's the third time he's phoned her this evening

Present perfect (I have done)

- In the same way we use the present perfect with today, this evening, this year etc. when these
- periods are not finished at the time of speaking:
- I've drunk four cups of coffee today.
- Have you had a holiday this year?
- I haven't seen Tom this morning. Have you?

Present perfect (I have done)

- We say 'It's the (first) time something has happened'. For example:
- Don is having a driving lesson. It's his first lesson.
- We can say:
- now
- This is the first time
- I've driven a car.
- Or: It's the first time he has driven a car. (not drives)
- He hasn't driven a car before.
- or He has never driven a car before.
- In the same way we say:
- Sarah has lost her passport again. This is the second
- time this has happened. (not happens)
- Andy is phoning his girlfriend again. It's the third
- time he's phoned her this evening

Present perfect continuous (I have been doing)

- Is it raining?
- No, but the ground is wet.
- It's been raining. (= It has been ...)
- have/has been + -ing is the present perfect continuous:
- We use the present perfect continuous for an activity that has recently stopped or just stopped:
- Why are you out of breath? Have you been running?
- Paul is very tired. He's been working hard.
- Why are you so tired? What have you been doing?
- I've been talking to Amanda and she agrees with me.
- Where have you been? I've been looking for you

Present perfect continuous (I have been doing)

- It began raining two hours ago and it is still raining.
- How long has it been raining?
- It's been raining for two hours. (= It has been ...)
- We use the present perfect continuous in this way, especially
- with how long, for ... and since The activity is still
- happening (as in this example) or has just stopped.
- How long have you been learning English? (= you're still learning English)
- Ben is watching TV. He's been watching TV all day.
- Where have you been? I've been looking for you for the last half hour.
- Chris hasn't been feeling well recently.

Present perfect continuous (I have been doing)

- You can use the present perfect continuous for repeated actions:
- Silvia is a very good tennis player. She's been playing since she was eight.
- Every morning they meet in the same cafe. They've been going there for years.
- Don't disturb me now. I'm working.
- We need an umbrella. It's raining.
- Hurry up! We're waiting.
- I've been working hard. Now I'm going
- to have a break.
- The ground is wet. It's been raining.
- We've been waiting for an hour.

Present perfect continuous and simple

(I have been doing and I have done)

- There is paint on Kate's clothes.
- She has been painting her bedroom. has been painting is the present perfect continuous.
- We are thinking of the activity. It does not matter whether it has been finished or not. In this example, the activity (painting the bedroom) has not been finished.

Present perfect continuous and simple

(I have been doing and I have done)

- The bedroom was green. Now it is yellow.
- She has painted her bedroom
- has painted is the present perfect simple.
- Here, the important thing is that something has been finished. 'She has painted' is a completed action. We are thinking about the result of the activity (the painted bedroom), not the activity itself.

Present perfect continuous and simple

(I have been doing and I have done)

- Compare these examples:

- My hands are very dirty. I've been repairing my bike.
- Joe has been eating too much recently.
- He should eat less.
- It's nice to see you again. What have you been doing since we last met?
- Where have you been? Have you been playing tennis?

My bike is OK again now. I've repaired it. (= I've finished repairing it)
Somebody has eaten all the chocolates.
The box is empty.
Where's the book I gave you? What have you done with it?
Have you ever played tennis?

Present perfect continuous and simple

(I have been doing and I have done)

Compare these examples:

My hands are very dirty. I've been repairing my bike.

Joe has been eating too much recently.

He should eat less.

It's nice to see you again. What have you

been doing since we last met?

Where have you been? Have you been

playing tennis?

My bike is OK again now. I've repaired

it. (= I've finished repairing it)

Somebody has eaten all the chocolates.

The box is empty.

Where's the book I gave you? What have

you done with it?

Have you ever played tennis?

Present perfect continuous (I have been doing)

We use the continuous to say how long (for something that is still happening):

How long have you been reading that book?

Amy is writing emails. She's been writing emails all morning.

They've been playing tennis since 2 o'clock.

I'm learning Arabic, but I haven't been learning it very long.

We use the simple to say how much, how many or how many times (for completed actions):

How many pages of that book have you read?

Amy has sent lots of emails this morning. They've played tennis three times this week.

I'm learning Arabic, but I haven't learnt very much yet.

Present perfect continuous (I have been doing)

- Some verbs (for example, know) are not normally used in continuous forms (be + -ing):
- I've known about the problem for a long time. (not I've been knowing)
- How long have you had that camera? (not have you been having)
- For a list of these verbs, see Unit 4A. For have, see Unit 17.
- But note that you can use want and mean in the present perfect continuous (have/has been + -ing):
- I've been meaning to phone Anna, but I keep forgetting

Present perfect and past 1 (I have done and I did)

- Study this example situation:
- Tom is looking for his key. He can't find it.
- He has lost his key. (present perfect)
- This means that he doesn't have his key now.
- Ten minutes later:
- Now Tom has found his key. He has it now.
- Has he lost his key? No, he has found it.
- Did he lose his key? Yes, he did.
- He lost his key (past simple)
- but now he has found it. (present perfect)
-

Present perfect and past 1 (I have done and I did)

- The present perfect (something has happened) is a present tense. It tells us about the situation now.
- ‘Tom has lost his key’ = he doesn’t have his key now (see Unit 7).
- The past simple (something happened) tells us only about the past. If somebody says ‘Tom lost his key’,
 - we don’t know whether he has the key now or not. We know only that he lost it at some time in the past.
- Compare present perfect and past simple:
 - They’ve gone away. They’ll be back on Friday. (they are away now)
 - They went away, but I think they’re back at home now. (not They’ve gone away)
 - It has stopped raining now, so we don’t need the umbrella. (it isn’t raining now)
 - It stopped raining for a while, but now it’s raining again. (not It has stopped)

Present perfect and past 1 (I have done and I did)

- You can use the present perfect for new or recent happenings:
- I've repaired the washing machine. It's working OK now.
- 'Hannah has had a baby! It's a boy.' 'That's great news.'
- Usually, you can also use the past simple:
- I repaired the washing machine. It's working OK now
- Use the past simple (not the present perfect) for things that are not recent or new:
- Mozart was a composer. He wrote more than 600 pieces of music.
- (not has been ... has written)
- My mother grew up in Italy. (not has grown)
- Compare:
- Somebody has invented a new type of washing machine.
- Who invented the telephone? (not has invented)

Present perfect and past 1 (I have done and I did)

- We use the present perfect to give new information (see Unit 7). But if we continue to talk about it,
- we normally use the past simple:
 - a: Ow! I've burnt myself.
 - b: How did you do that? (not have you done)
 - a: I picked up a hot dish. (not have picked)
 - a: Look! Somebody has spilt something on the sofa.
 - b: Well, it wasn't me. I didn't do it. (not hasn't been ... haven't done)

Present perfect and past 2 (I have done and I did)

- We do not use the present perfect (I have done) when we talk about a finished time (for example, yesterday / last year / ten minutes ago etc.). We use a past tense:
- It was very cold yesterday. (not has been)
- Paul and Lucy arrived ten minutes ago. (not have arrived)
- Did you eat a lot of sweets when you were a child? (not have you eaten)
- I got home late last night. I was very tired and went straight to bed.
- Use the past to ask When ... ? or What time ... ? :
- When did your friends arrive? (not have ... arrived)
- What time did you finish work?

Present perfect and past 1 (I have done and I did)

- Compare:
- Present perfect
 - Tom has lost his key. He can't get into the house.
 - Is Carla here or has she left?
- Past simple
 - Tom lost his key yesterday.
 - He couldn't get into the house.
 - When did Carla leave?
 -

Present perfect and past 1 (I have done and I did)

- Present perfect (have done)
- I've done a lot of work today.
- We use the present perfect for a period of time that continues until now. For example:
 - today / this week / since 2010.
- Past simple (did)
- I did a lot of work yesterday.
- We use the past simple for a finished time in the past. For example:
 - yesterday / last week / from 2010 to 2014.

Present perfect and past 1 (I have done and I did)

It hasn't rained this week.
Have you seen Anna this morning?
(it is still morning now)
Have you seen Ben recently?
(in the last few days or weeks)
I've been working here since 2010.
(I still work here now)
I don't know where Lisa is. I haven't seen her. (= I haven't seen her recently)
We've been waiting for an hour.
(we are still waiting now)
Jack lives in Los Angeles. He has lived there for seven years.
I've never ridden a horse. (in my life)
It's the last day of your holiday. You say:
It's been a really good holiday. I've really enjoyed it

It didn't rain last week.
Did you see Anna this morning?
(it is now afternoon or evening)
Did you see Ben on Sunday?
I worked here from 2010 to 2014.
(I don't work here now)
a: Was Lisa at the party on Sunday?
b: I don't think so. I didn't see her.
We waited (or were waiting) for an hour. (we are no longer waiting)
Jack lived in New York for ten years.
Now he lives in Los Angeles.
I never rode a bike when I was a child.
After you come back from holiday you say:
It was a really good holiday. I really enjoyed it

Past perfect (I had done)

- Study this example situation:
- Sarah and Paul went to the same party last week, but they
- didn't see each other. Paul left the party at 10.30 and Sarah
- arrived at 11 o'clock.
- So when Sarah arrived at the party, Paul wasn't there.
- He had gone home.
- had gone is the past perfect:
- The past perfect (simple) is had + past participle (gone/seen/finished etc.)

Past perfect (I had done)

- Sometimes we talk about something that happened in the past:
- Sarah arrived at the party.
- This is the starting point of the story. Then, if we want to talk about things that happened before this time,
- we use the past perfect (had ...):
- When Sarah arrived at the party, Paul had already gone home.
- Some more examples:
- When we got home last night, we found that somebody had broken into the flat.
- Karen didn't come to the cinema with us. She'd already seen the movie.
- At first I thought I'd done the right thing, but I soon realised that I'd made a big mistake.
- The people sitting next to me on the plane were nervous. They hadn't flown before.
- or :They'd never flown before.

Past perfect (I had done)

Present Perfect	Past perfect
<p>Who is that woman? I've seen her before, but I can't remember where.</p> <p>We aren't hungry. We've just had lunch.</p> <p>The house is dirty. They haven't cleaned it for weeks.</p>	<p>I wasn't sure who she was. I'd seen her before, but I couldn't remember where.</p> <p>We weren't hungry. We'd just had lunch.</p> <p>The house was dirty. They hadn't cleaned it for weeks</p>

Past perfect (I had done)

Past Simple

a: Was Tom there when you arrived?
b: Yes, but he left soon afterwards.
Kate wasn't at home when I phoned.
She was at her mother's house.

Past Perfect

a: Was Tom there when you arrived?
b: No, he'd already left.
Kate had just got home when I phoned.
She'd been at her mother's house.

Past perfect continuous (I had been doing)

- Yesterday morning I got up and looked out of the window.
- The sun was shining, but the ground was very wet.
- It had been raining.
- It was not raining when I looked out of the window.
- The sun was shining. But it had been raining before.
- had been -ing is the past perfect continuous:

Past perfect continuous (I had been doing)

- Some more examples:
- My hands were dirty because I'd been repairing my bike.
- Tom was tired when he got home. He'd been working hard all day.
- I went to Madrid a few years ago and stayed with a friend of mine. She hadn't been living there very long, but she knew the city very well.
- You can say that something had been happening before something else happened:
- We'd been playing tennis for about half an hour when it started to rain heavily.

Past perfect continuous (I had been doing)

- Present perfect continuous:
 - I hope the bus comes soon. I've been waiting for 20 minutes. (before now)
 - James is out of breath. He's been running. (= he has been ...)
- Past perfect continuous:
 - At last the bus came. I'd been waiting for 20 minutes. (before the bus came)
 - James was out of breath. He'd been running. (= he had been ...)

Past perfect continuous (I had been doing)

- Compare was -ing (past continuous) and had been -ing:
- It wasn't raining when we went out. The sun was shining. But it had been raining, so the ground was wet.
- Katherine was lying on the sofa. She was tired because she'd been working hard.
- Some verbs (for example, know) are not normally used in continuous forms (be + -ing):
- We were good friends. We had known each other for years. (not had been knowing)
- A few years ago Lisa cut her hair really short. I was surprised because she'd always had long hair. (not she'd been having)

have and have got

- have and have got (= for possession, relationships, illnesses, appointments etc.)
- You can use have or have got. There is no difference in meaning. You can say:
- They have a new car. or They've got a new car.
- Lisa has two brothers. or Lisa has got two brothers.
- I have a headache. or I've got a headache.
- Our house has a small garden. or Our house has got a small garden.
- He has a few problems. or He's got a few problems.
- I have a driving lesson tomorrow. or I've got a driving lesson tomorrow.
- With these meanings (possession etc.), we do not use continuous forms (I'm having etc.):
- We're enjoying our holiday. We have / We've got a nice room in the hotel.
- (not We're having a nice room)
- For the past we use had (usually without got):
- Lisa had long hair when she was a child. (not Lisa had got)

have and have got

- have and have got (= for possession, relationships, illnesses, appointments etc.)
- You can use have or have got. There is no difference in meaning. You can say:
- They have a new car. or They've got a new car.
- Lisa has two brothers. or Lisa has got two brothers.
- I have a headache. or I've got a headache.
- Our house has a small garden. or Our house has got a small garden.
- He has a few problems. or He's got a few problems.
- I have a driving lesson tomorrow. or I've got a driving lesson tomorrow.
- With these meanings (possession etc.), we do not use continuous forms (I'm having etc.):
- We're enjoying our holiday. We have / We've got a nice room in the hotel.
- (not We're having a nice room)
- For the past we use had (usually without got):
- Lisa had long hair when she was a child. (not Lisa had got)

have and have got

- In questions and negative sentences there are three possible forms:
- Do you have any questions?
- or Have you got any questions?
- or Have you any questions? (less usual)
- Does she have a car?
- or Has she got a car?
- or Has she a car? (less usual)
- I don't have any questions.
- or I haven't got any questions.
- or I haven't any questions. (less usual)
- She doesn't have a car.
- or She hasn't got a car.
- or She hasn't a car. (less usual)

have and have got

- In past questions and negative sentences, we use did/didn't:
- Did you have a car when you were living in Paris?
- I didn't have my phone, so I couldn't call you.
- Lisa had long hair, didn't she?
- have breakfast / have a shower / have a good time etc.
- We also use have (but not have got) for things we do or experience. For example:
- breakfast / dinner / a cup of coffee / something to eat etc.
- a bath / a shower / a swim / a break / a rest / a party / a holiday
- an accident / an experience / a dream
- a look (at something)
- a chat / a discussion / a conversation (with somebody)
- trouble / difficulty / fun / a good time etc.
- a baby (= give birth to a baby)

have and have got

- Have got is not possible in these expressions. Compare:
- Sometimes I have (= eat) a sandwich for my lunch. (not I've got)
- but
- I've got / I have some sandwiches. Would you like one?
- You can use continuous forms (I'm having etc.) with these expressions:
- We're enjoying our holiday. We're having a great time.
- 'Where's Mark?' 'He's having a shower.'
- In questions and negative sentences we use do/does/did:
- I don't usually have a big breakfast. (not I usually haven't)
- Where does Chris usually have lunch?
- Did you have trouble finding somewhere to stay? (not Had you)

Present tenses (I am doing / I do) for the future

- Present continuous (I am doing) with a future meaning
- This is Ben's diary for next week.
- He is playing tennis on Monday afternoon.
- He is going to the dentist on Tuesday morning.
- He is meeting Kate on Friday.
- In all these examples, Ben has already decided and arranged to do these things.

Present tenses (I am doing / I do) for the future

- I'm doing something (tomorrow etc.) = I have already decided and arranged to do it:
- a: What are you doing on Saturday evening? (not What do you do)
- b: I'm going to the cinema. (not I go)
- a: What time is Katherine arriving tomorrow?
- b: Half past ten. We're meeting her at the station.
- I'm not working tomorrow, so we can go out somewhere.
- Steve isn't playing football next Saturday. He's hurt his leg.
- We do not normally use will to talk about what we have arranged to do:
- What are you doing tonight? (not What will you do)
- Alex is getting married next month. (not will get)
- We also use the present continuous for an action just before you start to do it. This happens especially with verbs of movement (go/come/leave etc.):
- I'm tired. I'm going to bed now. Goodnight. (not I go to bed now)
- 'Tina, are you ready yet?' 'Yes, I'm coming.' (not I come)

Present tenses (I am doing / I do) for the future

- Present simple (I do) with a future meaning
- We use the present simple when we talk about timetables and programmes (for example, transport or cinema times):
- I have to go. My train leaves at 11.30.
- What time does the film start tonight?
- The meeting is at nine o'clock tomorrow.
- You can use the present simple to talk about people if their plans are fixed like a timetable:
- I start my new job on Monday.
- What time do you finish work tomorrow?
- But the continuous is more usual for other personal arrangements:
- What time are you meeting Kate tomorrow? (not do you meet)

Present tenses (I am doing / I do) for the future

- Compare:
- Present continuous
- What time are you arriving?
- I'm going to the cinema this evening.
- Present simple
- What time does the train arrive?
- The film starts at 8.15.
- When you talk about appointments, lessons, exams etc., you can use I have or I've got:
- I have an exam next week. or I've got an exam next week.

Present tenses (I am doing / I do) for the future

- I'm going to (do):
- I am going to do something = I have already decided to do it, I intend to do it:
- 'Are you going to eat anything?' 'No, I'm not hungry.'
- a: I hear Sarah won the lottery. What is she going to do with the money?
- b: She's going to buy a new car.
- I'm just going to make a quick phone call. Can you wait for me?
- This cheese smells horrible. I'm not going to eat it.

Present tenses (I am doing / I do) for the future

- I am doing and I am going to do
- I am doing = it is already fixed or arranged. For example, you have arranged to go somewhere or meet somebody:
- I'm leaving next week. I've booked my flight.
- What time are you meeting Emily this evening?
- I am going to do something = I've decided to do it. Maybe I've arranged to do it, maybe not.
- a: Your shoes are dirty.
- b: Yes, I know. I'm going to clean them.
- (= I've decided to clean them, but I haven't arranged this with anybody)
- I don't want to stay here. Tomorrow I'm going to look for somewhere else to stay.
- Compare:
- I don't know what I'm doing tomorrow. (= I don't know my schedule or plans)
- I don't know what I'm going to do about the problem. (= I haven't decided what to do)
- Often the difference is small and either form is possible.

Present tenses (I am doing / I do) for the future

- You can also say that ‘something is going to happen’ in the future. For example:
- The man isn’t looking where he is going.
- He is going to walk into the wall.
- When we say that ‘something is going to happen’,
- the situation now makes this clear.
- The man is walking towards the wall now, so we
- can see that he is going to walk into it.

Present tenses (I am doing / I do) for the future

- Some more examples:
- Look at those black clouds! It's going to rain. (we can see the clouds now)
- I feel terrible. I think I'm going to be sick. (I feel terrible now)
- The economic situation is bad now and things are going to get worse.
- I was going to do something = I intended to do it, but didn't do it:
- We were going to travel by train, but then we decided to drive instead.
- I was just going to cross the road when somebody shouted 'Stop!'
- You can say that 'something was going to happen' (but didn't happen):
- I thought it was going to rain, but it didn't.

Present tenses (I am doing / I do) for the future

- Letter of Instruction
- You have just spent a week with a friend on holiday. When you got home, you realised you had left your wallet there.
- Write a letter to your friend. In your letter:
 - * thank your friend for the holiday
 - * explain that you left your wallet in their house
 - * give them instructions of how to send it back to you

Writing Test Exercise 1

- Work in pairs. Each person should read a different one of the two texts below, underlining key words as you do so. Summarise the text for your partner (using your own words as much as possible) and listen to their summary of the other text. Try to find similarities and differences between the texts, then discuss your opinions of what they say.
- Read through the other text and write down in a list the important words, then compare what you have
- listed in both texts with your partner.

Writing Test Exercise 1

- Student A
- Suspicious about science
- It doesn't take much to come across stories of scientists, evil or otherwise, who cause more harm than good. From the development of weapons to human cloning, there is plenty of support for the opinion that we should be suspicious of what people in white coats are getting up to behind closed doors. After all, they are humans like us with the same weaknesses and biases. A clear example comes from economics, where experts rarely reach conclusions that clash with their own preconceived political positions.
- Although all these caveats about scientists are clearly true, we shouldn't take that to mean that we should feel the same way about science. The systems and safeguards of scientific institutions such as academic journals mean that we can certainly have more confidence in the scientific consensus than we can in the conclusions of any other group of people.

Writing Test Exercise 1

- Student B
- Has science really made things better?
- We are now in the Anthropocene era where most things that affect our lives are produced by fellow humans, and the same is true of most of our problems. Specifically, the majority of things that cause suffering nowadays, from pesticides and global warming to allergies,
- lifestyle diseases and addictions, can be traced back to scientific developments. Living in a typical ugly, dirty town, it's hard not to look back with longing at a time when the world was green and clean and we could at least be confident that our health problems were not self-imposed. Having said all that, nobody wants to be shivering in a cave hiding from sabretooth tigers, and it's impossible to find any particular point in time after that when we can clearly say that progress should have stopped. There is therefore little point in harking back to an age of innocence, and we no choice but to put ourselves in the hands of the scientists again as the only ones capable of clearing up the mess that they have made.

Writing Test Exercise 1

- Try to think of as many other ways you can of rephrasing what the texts say, concentrating especially on the parts that you underlined. Then choose each time which language is most likely to impress the examiner (while still keeping close enough to the original meaning).
- Plan an essay summarising and commenting on the two texts.
- Decide which of the plans below is probably best for this essay, then compare them to what you discussed before if your ideas were different. The numbers refer to body paragraphs (as you don't really need to plan the introduction and final paragraph).
- Plan 1
- Intro
- 1. Similarities between the texts
- 2. Differences between the texts
- 3. Your comments on the texts
- (Brief summary)

Writing Test Exercise 1

- Plan 2
- Intro
- 1. Similarities between the texts with comments
- 2. Differences with the texts with comments
- Summary
- Plan 3
- Intro
- 1. Description and comments on text 1
- 2. Description and comments on text 2 (mentioning any connections to text 1)
- Summary

Writing Test Exercise 1

- Plan 4
- Intro
- 1. (Describing and commenting on) things you agree with in both texts
- 2. Things you disagree with in both texts
- Conclusion with how much you agree or disagree with the texts in general
- Plan 5
- Intro
- 1. Positive views of science in both texts with comments
- 2. Negative views of science in both texts with comments
- Conclusion
- **What would you put in the introductions to the answers?**

• IELTS GENERAL TRAINING (GT) Letter WRITING TASK 1

- For IELTS Writing Task 1 General Training, you will be asked to write a letter (not a report on a chart).
- Read below for an overview:
- You have one hour in total for your whole writing test (both task 1 and task 2).
- IELTS recommend you spend no more than 20 mins on your writing task 1 letter.
- You can manage your own time in the writing test. The one hour is yours to use as you wish. If you want to do task 2 first, you can.
- The instructions say: Write at least 150 words. This means you need to write over 150 words. On average, you should aim for your letter to be between 170 and 190 words. A shorter letter does not allow enough detail for a high score.
- GT letters have different aims, styles and tones, for example formal or informal. See the essential tips below for information.
- Writing Task 1 counts for about 33% of your writing marks.
- There are four marking criteria each worth 25%:
 - Task Achievement / Coherence / Cohesion / Vocabulary / Grammar
- Task Achievement is about completing the letter and fulfilling the aims of the letter.
- Coherence: Cohesion is about the structure, organisation and linking methods of information in your letter.

Example family letter

- Mr David Norris,
- 1A Belle Isle Crescent,
- Brampton, Cambridgeshire,
- PE28 8SQ

- Dear Grandma, I thought I would drop you a line as I have just returned from Shanghai.
- My friend Anita suggested that we visit China as a group as none of us has ever been to China, and we wanted to visit 'somewhere different' to Europe. We quickly found that Chinese people are very welcoming and polite, and some of the younger people speak a surprising amount of English.
- One discovery is that real Chinese food is somewhat different to the Chinese food we buy in Europe! Also, we were lucky that some of us had thought of installing a translation app on our phones – otherwise we would have little idea what food we were ordering!
- The next time I visit I want to show you my picture collection. Please let me know when would be a good time to visit? Please let me know!
- With love, David

Types of IELTS GT Letters for Practice

- Letter of Instruction
-

• You have just spent a week with a friend on holiday. When you got home, you realised you had left your wallet there.

-

• Write a letter to your friend. In your letter:

- * thank your friend for the holiday

- * explain that you left your wallet in their house

- * give them instructions of how to send it back to you

Types of IELTS GT Letters for Practice

- Asking for a Letter of Reference

-

- You are applying for a job and need a letter of reference.

-

- Write a letter to a former teacher. In your letter:

- * give details of the job

- * explain why it is important to you

- * suggest what information your teacher could put in the reference

Types of IELTS GT Letters for Practice

- Letter of Advice

-

- A friend has written to you asking for advice about a problem at work. You have had a similar problem in the past.

-

- Write a reply to your friend. In your letter:

- * tell your friend you understand the problem

- * explain what happened to you in the past

- * suggest possible solutions to the problem.

Types of IELTS GT Letters for Practice

- Letter of Complaint
- Work is being done on the street where you live. The noise is disturbing you.
- Write a letter of complaint to your local council. In your letter:
 - * introduce yourself
 - * explain what the problem is
 - * suggest solutions to the problem
-

Types of IELTS GT Letters for Practice

- Letter of Application

-

- You saw an advert in the newspaper asking for volunteers to help run a charity event.

-

- Write a letter of application to the organisers. In your letter:

- * explain why you are interested in helping
- * give details suitable past experience
- * suggest ways you might help with the event

Types of IELTS GT Letters for Practice

- Letter of Request

-

- You need to take leave from your work of over one month for personal reasons.

-

- Write a letter to your boss. In your letter:

- * explain the reason for the leave and the length of leave you need

- * explain how you will keep up-to-date while you're away

- * suggest how your work could be covered while you are away

Types of IELTS GT Letters for Practice

- Letter of Resignation

-

- You have decided to resign from your work in order to try a new field.

-

- Write a letter of resignation to your boss. In your letter:

- * tell your boss of your decision and explain why you are leaving

- * explain what you have learnt from your current job and how you feel about leaving

- * ask for a letter of reference

Types of IELTS GT Letters for Practice

- Letter of Arrangement
- You have organised to go on holiday with your friend. However, you must change your plans.
-
- Write a letter to your friend. In your letter:
 - * tell them how much you are looking forward to the holiday
 - * explain why you must change your plans
 - * suggest alternative arrangements
-

Types of IELTS GT Letters for Practice

- Letter of Complaint

-

- You recently ordered something online. When the delivery came it was not complete.

-

- Write a letter to the company. In your letter:

- * explain what you ordered and what was missing from your delivery
- * explain the importance of this delivery
- * ask for a replacement item to be sent

Types of IELTS GT Letters for Practice

- Letter of Acceptance

-

- A friend has offered you some work in his company. You are currently employed and not able to start for three months.

-

- Write a reply to your friend. In your letter:

- * give details of what you know about his company
- * explain your current situation
- * give your answer to the offer and explain why

Emailing in English needs analysis

discussion questions

- Discuss the questions below in pairs or small groups, remembering similarities between you and differences between you to share with the class after your discussion.
- ●How many emails do you receive, read and write in your own language? How long does that take you?
- ●What kinds of emails do you receive, read and write in your own language? (Who from or to? How formal? What subjects? What functions/ purposes/ actions needed? How long are they? etc)
- ●How many emails do you receive, read and write in English? How long does that take you?
- ●Will that increase in the future, do you think?
- ●What kinds of English emails do you receive, read and write? (Who from or to? How formal? What subjects? What functions/ purposes/ actions needed? How long are they? etc)
- ●How about in other languages?
- ●What are the differences between emails in your own language and emails in other languages, e.g. American business emails and Japanese business emails?

Use these topics to extend your discussion of your (past, present and future) experiences of and opinions on emailing:

Opening:

- ● Subject lines
- ● Opening greetings and name
- ● Opening lines

Main body of the email:

- ● Paragraphing/ Organisation
- ● Enquiries and requests
- ● Commands/ Instructions (in internal memos/ group emails)
- ● Making complaints/ Dealing with complaints/ Dealing with problems
- ● Negative answers

Punctuation/ Formatting:

- ● Highlighting important information
- ● Brackets

Use these topics to extend your discussion of your (past, present and future) experiences of and opinions on emailing:

Closing:

- Closing lines
- Closing greetings
- Your name at the end
- The automatic email signature

Formality:

- Formal emails/ Being polite
- Informal emails/ Being friendly
- Traditional style and modern style
- How standardised or individual business emails are/ How similar all business emails are
- Emails and letters
- Abbreviations
- Emoticons/ Emojis

Need any help?

- Ask about any topics above which you don't understand or are not sure about in English, discussing cultural differences etc as a class each time.
- Work together with your partner to write a typical English email for you (or an English email you might have to write in the future or an English version of a typical email in other languages if you don't write English emails). Then help your partner do the same.
- Compare emails with another group. Where they are different, is one more English style than the others.

Emailing needs analysis and instant personalised practice...

- Work in twos or threes. Explain one typical situation in which you have to send, have sent or will have to send English emails, using the lists below to help. If you never send English emails and can't think of a realistic future situation, explain a situation related to emails in your own language, imagining that you have to do the same thing in English. Then roleplay a whole email exchange in that situation, with you as yourself and your partner as your colleague, customer, supplier, etc. Your teacher will tell you if you should write the emails or just say what you would write, but in both cases make sure you include all parts of the emails (from opening greeting to name at the end) and continue until the natural end of the exchange. Try to use the right level of formality/ friendliness for that situation.

Possible relationships with the person you are emailing

- ● Internal email – External email
- ● First contact – Regular contact/ Someone you have emailed (many times) before
- ● (Line) manager/ (Direct) boss/ Supervisor
- ● Colleague/ Co-worker/ Workmate
- ● Counterpart in another company/ section/ branch
- ● Customer/ Client – Supplier/ Vendor/ Subcontractor
- ● Member of the same...
- ● Head office/ HQ/ Headquarters – (Foreign) branch
- ● Parent company/ Holding company – (Foreign) subsidiary – Joint venture/ Group company
- ● Top manager/ Director/ Head of a department/ Boss's boss
- ● Other business contact (e.g. someone you met at a conference/ trade show/ trade fair)
- ● Other contact (e.g. fellow graduate or ex-colleague)

Possible levels of formality

Possible levels of formality:

- Super formal/ Very formal (e.g in the legal system)
- Standard business level/ Medium formality
- Fairly informal (People you know reasonably well)
- Very casual/ Very informal/ Very friendly (Friends and family)

Possible functions of emails:

- ●Applying for something (a job, a course, etc)
- ●Asking for advice/ feedback/ recommendations – Giving advice/ feedback
- ●Asking for contact details/ Asking to put in contact with someone
- ●Asking for information/ Enquiries – Answering questions/ Giving information
- ●Asking for payment/ Demanding payment
- ●Asking for permission – Giving permission – Refusing permission
- ●Bookings/ Making reservations
- ●Changing/ Rescheduling/ Delaying/ Cancelling
- ●Checking/ Confirming/ Clarifying
- ●Correcting wrong information
- ●Discussing documents (attachments etc)/ Sending documents/ Sending links
- ●Giving bad news – Giving good news
- ●Giving directions (on how to get somewhere, e.g. reaching your office)

Possible functions of emails:

- ●Group emails (making announcements, reminder emails, etc)
- ●Instructions/ Commands/ Demanding action
- ●Invitations (for social events such as drinks, etc) – Replying to invitations
- ●Making arrangements/ Scheduling (suggesting and fixing appointments, meetings, etc)
- ●Making complaints/ Reporting problems – Apologising/ Responding to complaints
- ●Making initial contact (= first contact) with someone who you don't know
- ●Negotiating
- ●Ordering products
- ●Progress checks/ Chasing something up
- ●Requesting – Making offers (offering help etc) – Responding to requests
- ●Selling/ Advertising (new) products
- ●Socialising/ Just keeping in touch
- ●Thanking

Possible topics

- Possible topics
 - ●Admin (= administration)/ Documents/ Paperwork
 - ●Auditing/ Being audited
 - ●Compliance
 - ●Conflicts, e.g. between partner companies or different departments
 - ●Contract(s)
 - ●Cooperating/ Working together (joint ventures etc)
 - ●Costs
 - ●Customer feedback/ Market research
 - ●Customer support/ Customer service
 - ●Delivery
 - ●Finance
 - ●HR/ Personnel (staffing/ recruitment, job satisfaction, staff development, training, etc)
 - ●Launch

Possible topics

- ●(New) laws/ regulations
- ●Marketing (advertising, sponsorships, etc)
- ●Payment
- ●PR (= public relations)/ Media relations
- ●Products/ services
- ●Profit (margins)
- ●Projects (action plans, progress, etc)
- ●Property/ Premises
- ●R&D (= research and investment)/ New products/ Innovation
- ●Reorganisation/ Restructuring/ Downsizing
- ●Schedules
- ●Social media
- ●Tax and social security
- ●Technology (IT etc)

• Different kinds of emails needs analysis, presentation and practice...

- 'Interview' each other in pairs about emailing in your own language and English, finding out as much detail about your partner's needs and experiences as possible and making notes about them. You don't need to write whole sentences. When your partner gives more than one answer, circle the thing which is most common for him or her. Different kinds of emails need analysis, presentation and practice...

Different kinds of emails needs analysis, presentation and practice...

- Name of interviewee (= the person answering the questions):
- Receiving emails in their own language (number per day received and read, time spent reading, length, reasons for writing/ purpose/ function/ action needed/ action taken, sender/ from, formality, etc)
- Receiving English emails (number per day/ week/ month/ year received and read, time spent reading, length, reasons for writing/ purpose/ function/ action needed/ action taken, sender/ from, formality, etc)
- Sending emails in their own language (number per day, time spent writing, length, reasons for writing/ purpose/ function/ action needed/ action taken, addressee/ to, formality, etc)
- Sending English emails (number per day/ week/ month, time spent writing, length, reasons for writing/ purpose/ function/ action needed/ action taken, addressee/ to, formality, etc)

• **Improve your Sentences for IELTS Writing Task 2 by creating more complex sentence structures and reducing your grammar errors...**

- Below are some sentences written by a student. Your task is
- to spot the mistakes and also to improve the sentences so that they are a higher band score.

• **Creating Higher Band Score Sentences for IELTS Writing**

- There are many ways to improve sentences in your IELTS writing. Some people think the only way is to create long sentences – this is not true. To improve sentences you can:
- 1. use clauses
- 2. using linking words to connect ideas
- 3. give more precise information that improves the quality of the sentence
- 4. reduce errors
-

Improving Sentences

Example 1

- Below are three short sentences. You can increase your IELTS writing band score by connecting them and also adding more precise details:
 - Many children are obese. They eat too much junk food. They should do exercises.
- Option 1: Connect the sentences:
 - * Many children are obese because they eat too much junk food and one way to tackle this is to encourage them to do more exercises.
-

Improving Sentences

- Improving Sentences Example 2
- Facebook is a good way to connect to friends. People can keep up to date with friends. Personal information is not always secure.
- Option 1: Connect the Sentences
- * Although Facebook allows people to connect to each other and keep up to date with their news, their personal information might be at risk.
- Option 2: Add more valuable information
- * Admittedly, Facebook provides a fun, interactive way for people to stay connected and remain in each other's lives no matter the distance. However, by sharing so much personal information on a public, insecure platform, people are opening themselves up to online security problems such as identify theft, fraud and even cyber stalking.
-

Improving Sentences

- Reduce Sentence Errors to Increase your IELTS Score
-
- The more errors your sentences contain, the lower your score will be. It is better to write two sentences which are controlled in length and with no errors than one long sentence with
- errors. A long complex sentence with errors will not help your score.
- The most common errors are in:
 - * articles a/the
 - * plural nouns and countable nouns
 - * prepositions
 - * linking words
 - * clauses
 - * gerunds (verb+ing = noun)

Improving Sentences

- Spot the errors in the sentences below:
- 1. In my opinion, study history is extremely important in term of learning about culture, and science, medicine development.
- 2. On the one hand, history is a subject that is rarely used in people's lives. Thus it would be better to focus on science and technology, which is more relevant to the future.
- 3. In other word, they should use the school time effectively, because students are loosing the motivation to study subjects like history that has no importance role in day to day life.
- 4. For instance, most people memorising dates, names and facts when they studying history. This information is not useful for future.
- 5. Furthermore, Valuable information can often be found in history, how science and technology had developed over the years.
- 6. Although history has many information that is not useful in today's world, studying history can help people learn about their background.
-

Improving Sentences

ANSWERS

- 1. In my opinion, study history is extremely important in term of learning about culture, and science, medicine development.
- + Answer: In my opinion, studying history is extremely important in terms of learning about culture, the development of science and medicine.
- studying = you need a gerund (a verb that has been converted to a noun using +ing).
- in terms of = this is a linking word that you should learn by heart. It is quite common to use in writing task 1 and writing task 1.
- and = you must have the word and before the last item in a list.
- Improvement = In my opinion, studying history is important because it can help people gain a deeper insight into certain aspects of everyday life such as the evolution of culture, science and even medicine.
-

Improving Sentences

- 2. On the one hand, history is subject that is rarely used in people's lives. Thus it would be better to focus on science and technology, which is more relevant to the future.
- + Answer: On the one hand, as history is a subject that is rarely used in people's lives. Thus, it would be better to focus on science and technology, which are more relevant to the future.
- "subject" is a countable noun and requires an article = a
- Thus, = sure you use a comma after a linking word at the start of a sentence.
- science and technology are two separate subjects so the verb should be plural = are
- Improvement = On the one hand, as history is a subject that is rarely of use in people's everyday lives, it would be better to focus on subjects that are more relevant in today's modern world and to our future, such as science and technology.
-

Improving Sentences

- 3. In other word, they should use the school time effectively, because students are loosing the motivation to study subjects like history that has no importance role in day to day life.
 - + Answer: In other words, school time should be used effectively because students are losing the motivation to study subjects, such as history, that play no important role in day to day life.
- + In other words = another example of a mistake with linking words. Linking words are easy to learn and make a huge difference to your final band score for writing task 2. You shouldn't make any mistakes with this language.
- "the school time" does not require an article (no "the" needed).
- + losing = the spelling loosing is a spelling mistake
 - + such as = you cannot use like as a linking device in writing task 2 because it is too informal. Also, don't forget the commas
- + has no importance role = play no important role
- + Improvement = In other words, the time spent in schools should be used more effectively by focusing on subjects that are more relevant in today's world rather than subjects such as history, which has little meaning for most young people, so that students do not lose motivation to learn.

Improving Sentences

- 4. For instance, most people memorising dates, names and facts when they studying history. This information is not useful for future.
- + Answer: For instance, most people memorise dates, names and facts when they study history which is not considered useful information for their future. (Combine the sentences.)
- + most people memorising = most people memorise
- + when they studying = when they study
- + the future = their future
- + Combining the two sentences into one complex sentence is better and it is quite easy to do.
- + Improvement = For instance, most people are forced to memorise long lists of dates, names and facts for events that happened centuries ago when studying history, which is not particularly useful information for their future.
- Note: I've changed when they study to when studying (using a gerund is better for your band score).

Improving Sentences

- 5. Furthermore, Valuable information can often be found in history, how science and technology had developed over the years.
- + Answer: Furthermore, valuable information can often be found in history relating to how science and technology have developed over the years.
- + valuable should not have a capital letter in this sentence
- + the two clauses in the sentence should be connected using relating to
- + had = have (plural)
- + Improvement = Furthermore, there is a lot to gain from the study of history namely valuable information relating to how science and technology have developed over the decades, which can help people spot trends of how they are likely to continue developing in the future.

Improving Sentences

- 6. Although history has many information that is not useful in today's world, studying history can help people learn about their background.
- 1. Answer: Although history has a lot of information that is not useful in today's world, studying it can help people learn about their background.
- 2. much information = a lot of information (information is an uncountable noun)
- 3. studying history – studying it (don't repeat words)
- 4. Improvement = Although the study of history requires people to learn a lot of information that does not seem to directly relate to their life today, it can help people gain a sense of their own cultural identity, which can bring understanding, tolerance and even unite a country.
-

Linking Words for IELTS Writing

- The linking words list below is essential for IELTS writing task 2 for high score. The examiner needs to see a range of linking words in your essay to award you a high score for the criterion of Coherence and Cohesion which is 25% of your marks. You will be checked on your range, accuracy and your flexibility of linking words in IELTS writing task 2. These connecting words are suitable for all types of essay writing as well as IELTS writing task 2.
- Listing:
 - These words are often used to either put your paragraphs in order or used inside the paragraph to highlight and organise your supporting points. However, using “Firstly” and “Secondly” to start each body paragraph is considered “mechanical” which means it is like a machine and this isn’t good for people aiming for band 7 and above. So, being flexible using a combination of linking words is better.
 - * firstly
 - * secondly
 - * another point to consider
 - * a further consideration
 - * another issue
 - * lastly /last but not least / finally

Linking Words for IELTS Writing

- Adding Information

-

- You will need to support your main points in your IELTS essay. These linkers inform the reader that extra information is about to be presented.

- * in addition

- * additionally

- * furthermore

- * moreover

- * also

- * not only ... but also

- * as well as

- * and

Linking Words for IELTS Writing

- Giving Examples
 - It is often useful to give examples to support your ideas in IELTS writing task 2. Make sure you use this range of linking words to do so.
 - * for example
 - * one clear example is
 - * for instance
 - * such as
 - * namely
 - * to illustrate
 - * in other words

Linking Words for IELTS Writing

- Results and Consequences

These linking devices can be used for solution essays or any essay when you need to explain the consequences of something.

- * as a result
- * consequently
- * therefore
- * thus
- * hence
- * so
- * for this reason

Linking Words for IELTS Writing

- Highlighting and Stressing
- It is important to be clear about what you mean in your essay. These linking words help you stress particular points.
 - * particularly
 - * in particular
 - * specifically
 - * especially
 - * obviously
 - * of course
 - * clearly
 -

Linking Words for IELTS Writing

- Concessions and Contrasts

- You often need to give opposite ideas, particularly for discussion essays so the linking words below will help you show the reader when you want to introduce an opposite point. Also you might want to give exceptions to a rule for a concession.

- * admittedly

- * however

- * nevertheless

- * even though

- * although

- * but

- * despite

- * in spite of

- * still

- * on the other hand

- * by contrast

- * in comparison

- * alternatively

- * another option could be

Linking Words for IELTS Writing

- Reasons and Causes
- These connecting words will help you explain reasons and causes for something which is very common in IELTS writing task 2, especially for cause / solution essays.
 - * because
 - * owing to
 - * due to
 - * since
 - * as
 -

Linking Words for IELTS Writing

- Giving your Opinion
-
- * in my opinion
- * I think
- * I believe
- * I admit
- * in my view
- * I concur / agree
- * I disagree / I cannot accept
-

Linking Words for IELTS Writing

- Linking Words for Conclusion
- Which is the best?
- In a nutshell,
- To sum up,
- To conclude,
- In conclusion,
- Rounding off,
-

Pronouns

- pronoun /prō'noun"/
- noun
- The part of speech that substitutes for nouns or noun phrases and designates persons or things asked for, previously specified, or understood from the context. Any of the words within this part of speech, such as he or whom. A word used instead of a noun or name, to avoid the repetition of it. The personal pronouns in English are I, thou or you, he, she, it, we, ye, and they.

Pronouns

- Do you know how to define who or what you are talking about using relative clauses? Test what you know with interactive exercises and read the explanation to help you.
-
- Look at these examples to see how defining relative clauses are used.
-
- Are you the one who sent me the email?
- The phone which has the most features is also the most expensive.
- This is the video that I wanted to show you.
- The person they spoke to was really helpful.
-

Pronouns

- Relative clauses give us information about the person or thing mentioned.
- Defining relative clauses give us essential information – information that tells us who or what we are talking about.
 - The woman who lives next door works in a bank.
 - These are the flights that have been cancelled.
- We usually use a relative pronoun or adverb to start a defining relative clause: who, which, that, when, where or whose.
- who/that
 - We can use who or that to talk about people. that is more common and a bit more informal.
 - She's the woman who cuts my hair.
 - He's the man that I met at the conference.
- which/that
 - We can use which or that to talk about things. that is more common and a bit more informal.
 - There was a one-year guarantee which came with the TV.
 - The laptop that I bought last week has started making a strange noise!

Pronouns

- Other pronouns...
-
- when can refer to a time.
 - Summer is the season when I'm happiest.
- where can refer to a place.
 - That's the stadium where Real Madrid play.
- whose refers to the person that something belongs to.
 - He's a musician whose albums have sold millions.
-

Pronouns

- Omitting the relative pronoun
-
- Sometimes we can leave out the relative pronoun. For example, we can usually leave out who, which or that if it is followed by a subject.
 - The assistant [that] we met was really kind.
 - (we = subject, can omit that)
- We can't usually leave it out if it is followed by a verb.
 - The assistant that helped us was really kind.
 - (helped = verb, can't omit that)
-

Appositive Phrases

- When we write our sentences, we want them to be clear and informative so that everyone easily understands what we are trying to say. To that end, we can write a sentence like The tall clown, the one with the green shoes, is my little brother. This silly sentence includes an example of an especially useful bit of grammar: an appositive phrase. Appositives and appositive phrases allow us to gather and share additional details in our sentences so they are both more clear and exciting. Right now, let's return the favor by discovering some information about appositives, our fact-finding friends.

Appositive Phrases

- What are appositives and appositive phrases?
-
- An appositive is a noun or noun phrase that clarifies, identifies, describes, or otherwise renames another noun or noun phrase. For example, the sentence My cousin Rebecca is a doctor contains the appositive noun Rebecca. The appositive Rebecca identifies the noun cousin and both words refer to the same person. An appositive can also be a noun phrase as in the sentence That man, the one singing songs, is a jolly fellow.
- The term appositive phrase is often used to refer to an appositive as well as all of its modifiers—adjectives, prepositional phrases, etc. In the sentence Ignacio, the cunning king of pirates, sailed the seven seas, the appositive would be the noun king whereas the appositive phrase is the cunning king of pirates.

Appositive Phrases

- Nouns/noun phrases and their appositives are said to be in apposition to each other. The act of using appositives in sentences is also referred to as apposition. Apposition is a fantastic grammatical tool as it allows us to make our sentences more clear and, often, more exciting.
-
- Typically, an appositive phrase is placed right next to the noun/noun phrase that it modifies. In general, appositives usually come after their noun partners but it is possible to place an appositive first. The sentence A gallant knight, Sir Lancelot was beloved by all is an example of a sentence that places an appositive before a noun
- Examples
- The following sentences show examples of how we can use appositives and appositive phrases:
 - My hometown, Philadelphia, has many historical sites.
 - The Roman emperor Augustus was a devious politician.
 - Hand me the oldest book, the one with a yellow cover.
 - Our neighboring country Canada is having a harsh winter this year.
-

Appositive Phrases

- Appositives vs. subjects and objects
- One very important thing to note about appositives is that they do NOT act as subjects or objects in sentences. This is crucial to remember because the grammar of the sentence will depend on the subjects and objects, NOT appositives. For example:
 - Bears (plural noun), Stephen Colbert's biggest fear (singular appositive), were always at the top of his threat list.
- In the above sentence, the verb were correctly agrees with the main subject bears, which is plural, and not the appositive fear, which is singular. While an appositive will often match its noun partner, you must be careful of tricky sentences like this one.

Appositive Phrases

- Restrictive vs. nonrestrictive appositives
- When it comes to appositives, they can be referred to as restrictive or nonrestrictive. The difference between these two types of appositives is that a restrictive appositive provides essential information whereas a nonrestrictive appositive provides information that simply gives bonus details.
- First, let's look at an example of a nonrestrictive appositive:
 - The company president, Mary M. Portant, made great decisions.
- In this sentence, the appositive gives the name of the company president. However, the company only has one president, so we wouldn't actually need their name to know who we are talking about. The meaning of this sentence would remain the same and it would still make sense even if the appositive was removed, which is a big hint that the appositive is nonrestrictive.

Appositive Phrases

- Now, let's look at an example of a restrictive appositive:
- My friends Jeff and Emily are the only ones who are left-handed.
- In this sentence, the appositive Jeff and Emily identifies specifically which of our many friends we are talking about. Without this appositive, we couldn't express the point we are trying to make. Additionally, removing the appositive turns the sentence into My friends are the only ones who are left-handed, which is a confusing and nonsensical sentence. So, it is clear that this appositive is a restrictive appositive because we need it for our sentence to make sense.
-
-

Appositive Phrases

- So far, so good. However, things are about to get tricky. You see, it is possible that the same appositive in the same exact sentence could be either restrictive or nonrestrictive. Look at the following two sentences:
 - My cat, Pickles, likes to chase birds.
 - My cat Pickles likes to chase birds.
- You'll notice that these sentences are identical besides the use of commas—we'll get to those in just a second. However, the first sentence has a nonrestrictive appositive while the second has a restrictive one. To help figure out what is going on, let's add another sentence to each:
 - I have a funny cat. My cat, Pickles, likes to chase birds.
 - I have three cats and two dogs. My cat Pickles likes to chase birds.

Appositive Phrases

- Using this additional context, we can solve the mystery. In the first sentence, it is clear that you only own one cat and so we don't need to know her name to identify her; her name is just a bit of bonus info. In the second sentence, we need to know Pickles's name so we can figure out specifically which pet you are talking about; her name is essential to say what you want to say.
- Often, we need additional context like this to know if an appositive is restrictive or nonrestrictive. Sometimes, you will need to look outside the sentence itself to know what kind of appositive you are dealing with. Now, you might be asking why we care if an appositive is restrictive or nonrestrictive ...
- Punctuation of appositives
- As it turns out, restrictive and nonrestrictive appositives require different punctuation in sentences, which you may have noticed by the appearance of our frenemy the comma in our examples. Here is the main difference when it comes to appositive punctuation:
 - Restrictive appositives don't use any additional punctuation.
 - Nonrestrictive appositives are separated out using commas or parentheses. →

Pronouns

- For example:
- Restrictive: The famous detective Sherlock Holmes solved many cases.
- Nonrestrictive: The anteaters were looking for ants, their favorite snack.
- While nonrestrictive appositives typically use commas, especially in formal writing, we can also use parentheses to set them apart from the sentence:
- The anteaters were looking for ants (their favorite snack).
- In a manner of speaking, the commas/parentheses tell us that a nonrestrictive appositive could be removed from the sentence entirely without changing anything. Still, it is nice to have these appositives around for a little extra information.

Complex Sentences & Compound Sentences: How To Tell The Difference

- Have you ever wondered how to tell the difference between complex sentences and compound sentences? I struggled with this concept when I was learning grammar, and I know that you might be struggling with it as well.

- But first, let me describe the issue so that we're all on the same page! Take a look at these two sentences.

- 1. I washed my hands, and I ate breakfast.

- 2. I washed my hands before I ate breakfast.

- They differ by just one word (and/before), and that word changes the structure of the sentence.

- One of those sentences is compound, and one of them is complex. How can you tell the difference? First, let's review what compound and complex sentences are.

Complex Sentences & Compound Sentences: How To Tell The Difference

- Compound Sentences
 - Independent clauses are groups of words that have a subject and a verb, and can stand alone as complete thoughts. When we join two or more independent clauses together, we have a compound sentence.
 - She cooked and he cleaned. (Compound Sentence)
 - She cooked. (Independent Clause)
 - He cleaned. (Independent Clause)
 - and (Coordinating Conjunction)
 - Did you notice that the independent clauses above are connected with a coordinating conjunction (and)?

Complex Sentences & Compound Sentences: How To Tell The Difference

-
- All of the clauses in a compound sentence are equally important, and the coordinating conjunction does nothing to change the rank of the clauses. The clauses express
 - related thoughts, and neither clause is more important structurally.
-
- The only function of the coordinating conjunction is to connect the clauses and indicate a very simple relationship between them.
-
- There are only seven coordinating conjunctions, and memorizing them is a fantastic idea. They are for, and, nor, but, or, yet, so. (Think FANBOYS.)

Complex Sentences & Compound Sentences: How To Tell The Difference

- When we diagram compound sentences, we can really see the relationship between the clauses. We can see that the clauses have equal structural importance. Check it out.
- Complex Sentences
-
- These are formed from one independent clause and at least one subordinate clause. This means that the clauses in a complex sentence are not structurally equal. The clauses express related thoughts, but one clause acts as the foundation of the sentence. Here's an example.
- Complex Sentence --> My mom smiled when I made dinner.
- Independent Clause --> My mom smiled.
- Subordinate Clause --> when I made dinner
- Subordinating Conjunction --> when
-

Complex Sentences & Compound Sentences: How To Tell The Difference

- Subordinating Conjunctions
- Subordinating conjunctions connect certain types of subordinate clauses to independent clauses, and they actually subordinate - or demote - the clause that they are introducing. The function of the subordinating conjunction is to connect the clauses and indicate a dependent (complex) relationship between them. As you'll see below, the dependent clause actually modifies part of the independent clause.
- Look at the subordinate clause when I made dinner. If we take away the subordinating conjunction when, it becomes the independent clause I made dinner. It might help to think of these conjunctions as "subordinators." Not only do they connect clauses, but they also subordinate the one that they are introducing!
- There are many, many subordinating conjunctions, so memorizing them would be a giant task. Here are a few examples for you: after, because, if, since, when, while.
-

Complex Sentences & Compound Sentences: How To Tell The Difference

- Diagramming complex sentences helps us to understand the function of subordinating conjunctions. Diagrams make it easy to see that one clause is more important than the other.
- You can see that the whole dependent clause is functioning as an adverb modifying smiled. You can see that the subordinating conjunction is connected to the subordinate clause. It is connecting the clauses, and it is subordinating the dependent clause.