

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
Deanship of Academic Research

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College of Languages and Translation Research Center

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AN ADVANCED **ORAL EXPRESSION** COURSE:

TECHNIQUES AND EXERCISES IN

**SPEAKING** AND **CONVERSATION**

Noureddine Guella

Saad H. Al-Hashash

A refereed study  
1428 / 2007

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## Introduction:

### PRELIMINARIES AND DIRECTIONS

The purpose of this Oral Expression course synopsis of ten units is twofold. 1) It embodies a pragmatic approach, in which the foundations lay in the use of **drama techniques and games in the teaching of language**. The drama techniques used here are very simple ones, the most elementary and yet the most efficient (it is believed) in helping intermediate and advanced learners acquire day to day language. Among these techniques, only a few are mentioned and briefly described below. Most of these allow for a great deal of variation and variety, thus making them quite an ideal element for conversational and expressive skill improvement. 2) The second element is a more technical and structural presentation of some conversational structures and **stress-patterns**. These patterns are injected throughout the course and will constitute a **basic requirement of oral expression activity in the form of drills and sentence reading**. This structural part will be enriched with **the introduction of reading texts** describing a particular area, setting or event and aimed at practicing and expanding expressive vocabulary and expressions. This activity will be referred to as **textual description**.

#### 1. PICTURE DESCRIPTION

This technique aims at sharpening the learner's descriptive ability or perception when analyzing a setting or situation. One learner describes a picture to another learner: the latter, **unaware of the contents of the picture**, listens to the details of the description as carefully as possible. He is later **required to repeat with as much precision and detail as possible the description of the picture given earlier by the first learner-describer**.

The exercise is also aimed at **sharpening the listener's capacity of assimilation, memorization and faithful rendering of the situation described to him or her**. At the end of the exercise, the person listening to the description is shown the contents of the picture: he can then start telling about his **expectations** about the details of the picture, the **details that he missed** in his rendering, the details that he unduly overemphasized, the elements that he unduly added, etc. This part provides a further opportunity for exercising oral expression and comprehension. The pictures and illustrations, featured in **Appendix I**, are only examples than can make the learning process a pleasurable experience. They may be enriched by more varied and cross-cultural materials as well as materials with a direct link to everyday life and the community in which the learners live.

#### 2. IDEA MAP/ IDEA GUIDE

The 'idea map' or 'idea guide' technique is **an excellent method for making the whole class participate in speaking, helping gather information and elaborating a 'map' or 'guide' of all the propositions on the board**. When all the suggestions and propositions have been organized on the board into **heading and sub-headings** and examples, then a student will be asked to **'retrace the course'** of the proposals and elaborate a lecture in paragraph or essay form.



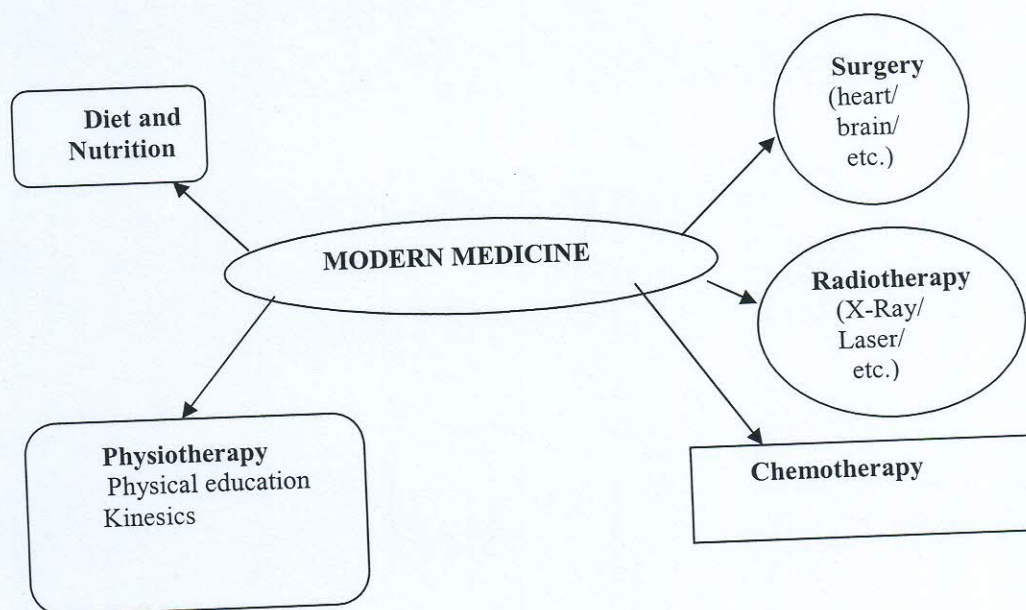
**Example:** Topic to be chosen (modern medicine)

The heading '*modern medicine*' is inscribed in the centre of the board. Then the class is asked to speak and participate by saying what this title or topic means to them.

Possible answers will be: drugs, pills, injections, surgery, laser, etc.

The teacher guides the conversation and proposes that some order be put into the 'map'. For example, we start by mentioning the sub-headings that go with modern medicine, and then propose details for each sub-heading.

The sub-headings proposed are in the figure below.



After all the subheadings have been placed on the board and exemplified, we will end up with a more or less complete picture or map concerning modern medicine. The next step is to ask one student (or more if time allows) to give a 'lecture' on modern medicine, helping himself with the idea map or guide on the board. Full and complete sentences should be used, with the required transitional words. This exercise should be repeated as often as possible, choosing a different topic for each session. This is a group/individual and individual/group exercise, in the sense that the whole group participates in the achievement of an individual who in turns lectures the group using their own ideas.



### 3. STRESS PATTERNS

In each unit, the students will be introduced to a **stress pattern**. Some of the further applications of the same pattern will cover more than one unit. **Stress patterns** should be introduced to students early in the course for them to appreciate their importance, to make them aware of their wrong accentual habits, and to **help them build a strong foundation for verbal language activity**. Exercises such as the **creation of words and sentences** with **appropriate stress** and poetry lines incorporating the patterns studied will certainly prove rewarding and fulfilling. They will also help the students internalize these stress patterns more easily.

### 4. TEXTUAL DESCRIPTION

The **texts** offered in **APPENDIX II** will be used as a **basis for enriching vocabulary and as an exercise in the ways of understanding and using the appropriate key words and expressions**. The main themes of the texts revolve around specific events, particular descriptions of ceremonies and other general happenings, likes and dislikes, aspects of globalization, etc.

### 5. OPPOSITES

This exercise consists, very simply, in:

- One learner proposing (creating or reading) sentences.
- Another learner saying the (grammatical) **negative** of these sentences as quickly as possible.

Generally, this exercise takes the form of a “dialogue” and **aims at sharpening the learner’s sense of grammatical order and correctness in relation to day to day situations**, real situations to be created or taken from books or magazines. The exercise also **aims at increasing the learner’s sense of “spontaneity” and fluency** and at facilitating his internalization of grammatical rules and patterns.

### 6. WORD-AFTER-WORD CREATION

This exercise consists in **building or constructing a paragraph-like (or bigger) unit** through the creation of individual words: one learner proposing a word and the other members of the group proceeding and trying to complete (each member adding one word only) the “idea” to be contained in the paragraph-like unit. This exercise aims at developing **imagination, power of creation and alertness in day to day conversation**.

### 7. SENTENCE-AFTER-SENTENCE CREATION

A variation of the word-after-word creation exercise is the **sentence-after-sentence creation** leading also to paragraph and text-making. In addition to creating a feeling of belonging to a group through participation, there is a lot of fun involved in this type of exercise: the fun that is the end-product is never what the learners originally think or imagine.



## 8. ROLE-PLAYING

This is a well-known and much-used technique in language teaching. **The purpose of such an exercise is to engage the learners in a conversation (or dialogue) using day to day realistic themes:** some of the situations to be exploited in this context will:

- Job application (interview for a job)
- Missing people bureau
- At the dentist's
- At the doctor's
- Other themes will be chosen by the students themselves.

## 9. INNER-SELF GAMES

In this drama technique exercise, the learner is **"accompanied" by his/her "inner-self"** (or alter-ego, or inner-thought) **whose role is also played by another learner.** The first learner **sits on a chair** and his **"inner-self" stands behind him.** The inner-self character plays a moderating (or exaggerating) influence on what the self says. The game can be extended to include two 'selves' and two 'alter-egos'. The game is an interesting one in the sense **it puts constraints on the speaker: the second speaker or self will not be able to respond to the first until after the first alter-ego has commented (agreed, disagreed, extended, altered, denied, etc.) the statement of his 'self'.**

## 10. READY-MADE CONVERSATIONS

These conversations or dialogues will prove a fruitful exercise. They will allow the students (a) to learn to speak, to repeat conversations without any improvisation or waste of time, and (b) acquire command of the functional grammar of English without conscious effort. Also, they will be used by the teacher as **an efficient tool to assist students in their pronunciation and intonation.**

## 11. IDIOMATIC EXPRESSIONS

In addition to the above –described games and techniques, the oral expression course may include **other types of exercise and expression aimed at enriching the learners' oral discourse strategies.** For example, there can be a random selection of topics or themes to be exploited for the purpose of free conversation in the classroom. More importantly, **a regular session of study and practice of the most current idiomatic expressions should be scheduled,** as these expressions are wide ranging and enjoy a high frequency of occurrence in all fields of spoken discourse.



## 12. CUED CONVERSATIONS

**APPENDIX III** outlines a series of cued conversations where the students are guided through a number of steps to be followed by him to start and complete his conversation successfully. Because they 'liberate' the speakers from the daunting task of what to say next, **they constitute excellent practice in the art of making conversation purposeful and meaningful.**

## 13. USEFUL EXPRESSIONS

**APPENDIX IV** contains some of the most useful expressions in speaking and conversation. These expressions are classified in a linguistically pragmatic manner by occasion and meaning, giving the student an easy reference as to 'when', 'how' and 'where' to use these expressions.

## UNIT ONE: WARMING-UP

### ACTIVITY ONE: WARMING-UP EXERCISES

These warming-up exercises are good techniques to make the students ready for a speaking session. They aim at bringing the class to life, as it were, especially with students of no or little speaking experience in English. The exercises are also good testers of students' attention and ability to imagine a follow-up to a situation.

#### A. WORD-AFTER-WORD CREATION

Each student will be asked to contribute one suitable word (determiner, noun, adjective, adverb, preposition, etc.). The first student will start with a determiner or a pronoun in the case of a declarative speech act. The next student will have to provide a suitable word that would fit in a potentially grammatical sentence, followed by the other participants who will each contribute a word, the whole leading to grammatically formed sentences as the game goes on, under the strict supervision of an instructor.

**Example:** The first student may start with one of the proposed words, followed by other students' alternative contributions.

**Student 1:** the, a, I, they, some, etc.

**Student 2:** man, university, weather, etc.

(Student 2 may also choose an adjective, leaving the noun for student 3, or he may pick a modal (can, should, etc.) or a verb (is, are, am, etc.) giving the possibility to student 3 to continue as he pleases, following a specific structural pattern).

**Student 3:** am, are, play(s), etc.

**Student 4:** reading, playing, etc., or a preposition.

**Student 5:** a, the, some, etc.

**Student 6:** book, house, garden, classroom, etc.

**Student X:** etc.

In the end, the whole class will be participating in speaking and joining efforts in making sentences. One possible result of this may be:

The / boy / is / reading / a / book / in / the / classroom / and / the / teacher / is / asking / him / questions / but / the / student / does / not / understand / etc.

The instructor may provide **specific structural patterns to be followed** and **specific words to be avoided** to make the task more rewarding. Some of the structures that may be used at the beginning will be:

**Determiner + Adjective + Noun + Be + Verb + ING + determiner. + adj. + noun**

**Example 1:** The good student is reading an interesting book.

**Example 2:** The tall man is eating a red apple.

A prepositional phrase can be added to the pattern, making it possible for the students to add phrases like 'in the garden', 'near the library', etc.



## B. SENTENCE-AFTER-SENTENCE CREATION

The same procedure as with word-after-word creation above will be followed, except that instead of words, sentences are created one after another by the students, the whole tending towards the elaboration of a 'paragraph-like' text about a more or less unified topic.

### **Example:**

- Student 1:** The weather is nice today  
**Student 2:** The birds are singing  
**Student 3:** The children are playing in the garden  
**Student 4:** My mother is cooking the dinner  
**Student 5:** My father is reading a newspaper  
**Student 6:** Etc.

The topics should obviously be determined in advance, to avoid having a series of unconnected sentences. However, it must be remembered that it is possible to change topic and start a new one when it is felt that the first one has been 'exhausted'.

## ACTIVITY TWO: IDEA MAP/ IDEA GUIDE

- Subdivision of a general topic into headings (personal, social, political, etc. events).
- Individual choice of a heading and elaboration of a short paragraph to be spoken to the class group.
- Before the oral production of the paragraph or text, the whole group participates in the vocabulary and structure accumulation on the blackboard.
- Each learner goes through the same process, although the theme chosen by each is different.
- For learners who need help with a more detailed and 'directed' heading or topic, the following may serve to illustrate the point:

**Topic 1:** You have been asked to make a speech welcoming a group of Level One students to COLT and telling them something about what COLT is and how its academic, pedagogic and scientific activities work. What would you say?

**Topic 2:** Describe family celebrations in your country (at important festivals)

**Topic 3:** Do you think television has too many programmes which show violent scenes? How would you categorize these programmes? Do you think they should be banned? What would you replace them with?

### ACTIVITY THREE: IDIOMATIC EXPRESSIONS

Each unit will be a good occasion for inserting a little dose of idiomatic expressions, preferably organized by theme. For this unit, the study of some expressions will be organized around the central verb "to work":

- **to work against time** (= to work fast because time is short)
- **to work for oneself** (= to work on one's own ).
- **to work for nothing**. (=to work for no pay; to work with no result or success).
- Etc.

The participants are asked to create situations to explain these expressions. Many situations are required to test the learner's comprehension.

**Example 1:** I studied very hard for my exams, but when I got my results I saw that I **had worked for nothing**. I really need to learn to study in a better way.

**Example 2:** I have a lot of work to do. I have to have my car repaired before my exams. Also, I must go through all my major subjects to get good marks. In addition, I have to write a report and submit it next week. I really have **to work against time**.

### ACTIVITY FOUR: STRESS PATTERNS

**Rule One:** Words ending in **-ic** or **-ics** have their main stress on the first syllable before the last ( or penultimate syllable ).

**Examples:**

scien'tific- fan'tastic - demo'cratic - diplo'matic- mathe'matics -  
pho'netics - sta'tistics.

**Exceptions:** The most common are:

'Arabic – 'lunatic – 'heretic - 'catholic - 'rhetoric – 'arsenic.

Students may be encouraged to make sentences (even nonsensical ones) using as many words ending in **-ic** or **-ics** as possible, and mixing the exceptions to make the exercise more challenging. For example:

- Mathe'matics and 'Arabic pho'netics are more fan'tastic than spe'cific and idio'matic expressions.
- People with pessi'mistic sta'tistics like to live in an au'thentic and demo'cratic re'public.
- Etc.



### ACTIVITY FIVE: READY-MADE CONVERSATION.

Practicing and even learning these quick dialogues will prove a fruitful exercise. Through this exercise, the students will (a) learn to speak, to repeat conversations without any improvisation or waste of time, (b) acquire command of the functional grammar of English without conscious effort, and (c) form habits of correct expression.

**Grammar structures:** To be (Present Tense), interrogative and declarative, personal pronouns.

**Examples:** Student A: Naif is in Riyadh.  
Student B: In Riyadh?  
Student A: Yes, he is in Riyadh.

Student A: Is Naif in Riyadh now?  
Student B: No, he isn't.  
Student A: Where is he?  
Student B: In Dammam.

Student A: Naif and Majed are in Riyadh now.  
Student B: In Riyadh?  
Student A: Yes, they are in Riyadh.

Student A: Are Naif and Majed in Riyadh now?  
Student B: No, they aren't.  
Student A: Where are they?  
Student B: In Dammam.

Repeat the set dialogues around the class by varying the names and the places. The students are given a limited freedom: they can have a choice of meaning, but without choice of construction.

## UNIT TWO: GETTING READY

### ACTIVITY ONE: IDEA MAP/ IDEA GUIDE

The same procedures as for **Unit One** are used. The themes chosen and later subdivided into headings will include:

- General. (This may include topics about various areas of 'globalization').
- Holidays.
- Social events, celebrations, festivals, etc.
- Kinds of food.

### ACTIVITY TWO: READY-MADE CONVERSATION

Practicing and even learning this dialogue will prove a fruitful exercise. Through this exercise, the students will (a) learn to speak, to repeat conversations without any improvisation or waste of time, and (b) acquire command of the functional grammar of English without conscious effort.

**Example:** YOU WANT TO RENT a house for your holidays in England. You phone a Tourist Bureau (TB) in London.

**Grammar structures:** Present Simple interrogative and declarative.

- TB: Hello, London Tourist Bureau, may I help you?  
You: Good morning. Yes, I want to rent a house for my holidays in England.  
TB: When do you plan to travel, sir?  
You: I need the place from early June to early July.  
TB: And how long do you need it for?  
You: Four weeks.  
TB: Yes, we have houses and apartments in various parts of London at this time of the year. How big a place are you looking for?  
You: We are a family of six people.  
TB: Well, we have a nice house near the British Museum, or a big flat near some big parks.  
You: How much is the rent?  
TB: The house will cost £300 a week. The flat is cheaper. It's only £220 a week.  
You: I think I'll settle for the house. It's more convenient. One more question. Are there any shops near the house?  
TB: Yes. There's a small supermarket just around the corner. The supermarket also operates a laundry service.  
You: Thank you very much, and see you soon.



### ACTIVITY THREE: STRESS-PATTERNS

**Rule Two: Words ending in *-ical* have their main stress on the second syllable before the last.**

**Examples :**

e'lectrical - me'chanical - eco'nomical - psycho'logical

Both **rules One** (Unit One) **and Two** (Unit Two) above can be merged and taught together in one or two sessions so that their related drills (reading and repeating words) are mixed, including the exceptions.

### ACTIVITY FOUR: IDIOMATIC EXPRESSIONS

- Study of idiomatic expressions centering around 'COLOURS'

**BLUE:**

- **Out of the blue** (=completely unexpected; coming as a big surprise).
- **To be blue with cold** (= to be so cold that the skin turns blue)
- **Once in a blue moon** (=very rarely)
- **To have the blues** (=to feel unhappy and miserable)

**Example 1:** I don't often go to the cinema, just **once in a blue moon**.

**Example 2:** I didn't expect to be offered that job. The offer came **out of the blue**.

### ACTIVITY FIVE: OPPOSITES

In this exercise, the students will review simple and short adjectives and try to match them with their opposites. In a first attempt, they can start with the ten simple oppositions listed below and create sentences in a quick way.

1	soft	hard
2	narrow	wide
3	early	late
4	high	low
5	heavy	light
6	long	short
7	hot	cold
8	slow	fast
9	safe	dangerous
10	big	small

**Example 1:**

Student A: I get up **late** on Sundays.

Student B: My brother gets up **early** on Fridays.

**Example 2:**

Student A: My parents live in a very **dangerous** area.

Student B: My parents plan to buy a house in a **safe** area.

The students should be encouraged to create as many sentences as possible to cover all the oppositions listed above.



## UNIT THREE: GOING SLOWLY

### ACTIVITY ONE: IDEA MAP/ IDEA GUIDE

The themes chosen and later subdivided into headings may include some of the following:

- Maintenance. (maintenance in general, and in particular fields).
- Computer literacy and computing.
- Education.

These oral expression activities should be carefully monitored by the instructor, who should guide the students in the elaboration of the idea map for the topic selected.

### ACTIVITY TWO: IDIOMATIC EXPRESSIONS

In this activity, a study of other idiomatic expressions centering around '**to work**' (see also the expressions in Unit Two) will be presented.

- **To work one's way round** (=to move cautiously or with difficulty)
- **To work one's way up** (=to start from a low position and rise to a higher position by working hard)
- **To work one's way through** (=to finish a job of work, like marking papers or checking accounts)
- **To work under good/ bad conditions** (= to work comfortably or uncomfortably)

**Example 1:** The students in King Saud University **work under good conditions**: the classrooms are always clean and ventilated, the library is one of the best in the country, there are good recreational facilities and the canteens are first class

**Example 2:** Our teacher is a university professor now. He has **worked his way up** from assistant teacher in a primary school.

### ACTIVITY THREE: STRESS PATTERNS

**Rule Three:** When a word in **-ic** generates a word in **-icist**, **-icize** or **-icism**, then the main stress remains on the same syllable. This means that these words behave accentually like words in **-ical**.

**Examples:**

'critic → 'criticism; 'classic → 'classicist; fa'natic → fa'naticize ;  
ro'mantic → ro'manticism

**Exceptions:**

'catholic → ca'tholicism ; 'politic → po'liticize

#### ACTIVITY FOUR: READY-MADE CONVERSATION.

Practicing and even learning these quick dialogues will prove a fruitful exercise. Through this exercise, the students will (a) learn to speak, to repeat conversations without any improvisation or waste of time, (b) acquire command of the functional grammar of English without conscious effort, and (c) form habits of correct expression.

##### **Grammar structures:** Present Continuous

##### **Examples:**

Student A: Is Naif very busy just now?  
Student B: Yes, he is. He's doing his homework.  
Student A: And Majed? Is he doing his homework, too?  
Student B: No, he isn't. He's taking a shower.

Student A: What's Naif doing just now?  
Student B: He's talking with his teacher.  
Student A: And Majed?  
Student B: Oh, he's dreaming.

Student A: What's Naif doing just now?  
Student B: He's reading.  
Student A: And Majed?  
Student B: Oh, he's reading too.

#### ACTIVITY FIVE: OPPOSITES

In this exercise, as in the one in Unit Two, the students will review simple and short adjectives and try to match them with their opposites. Ten simple oppositions are listed below. The students are advised to learn them. They should use them to create sentences in a quick manner.

1	weak	strong
2	dirty	clean
3	cheap	expensive
4	easy	difficult
5	pleasant	unpleasant
6	positive	negative
7	boring	interesting
8	honest	dishonest
9	efficient	inefficient
10	modern	old-fashioned



**Example 1:**

Student A: My roommate does a lot of work, and he works so fast! He's very **efficient**

Student B: My brother never finishes his homework, and he never revises his lessons. He's simply **inefficient**.

**Example 2:**

Student A: When I make a mistake, I always admit it. I'm very **honest**.

Student B: Lying to friends is a **dishonest** thing to do.

The students should be encouraged to create as many sentences as possible to cover all the oppositions listed above.

## UNIT FOUR: MOVING FASTER

### ACTIVITY ONE: PICTURE DESCRIPTION

(Refer to **Appendix I** for a selection of pictures to be described)

The drama techniques described in the **Preliminaries and Directions** (PICTURE DESCRIPTION) should be carefully read and followed in this activity.

- Working on some techniques of picture description.
- One student describes a selected picture to the class. Without taking any notes, the rest of the students will try to concentrate and remember the details of the description.
- At the end of the description, each student will be asked to repeat what the description given consists of, providing as many details as can be remembered.

The pictures presented to the participants at this stage will be simple and straightforward pictures featuring one or more of the following:

- **People:** (old/young; boys/girls; men/women; tall/short; fat/thin; etc.)
- **Landscapes:** (mountains/ hills/ valleys/ etc.)
- **Animals and birds:** (large/small; wild/domestic/aquatic/amphibian forest/bushes/land/air/ etc.)
- **Buildings:** (tall/square/round/etc.)
- **Streets and bridges:** (high/low; long/short; wide/narrow; etc.)
- **Etc.**

The pictures will be a good occasion for the students to create sentences, to memorize scenes and details, and to practice the use of adjectives in a natural and appropriate way. Some of the descriptive details and examples will be:

- This picture shows a large city with wide streets and tall buildings.
- In this picture, I can see many people. On the left, there is an old and fat woman holding a small and thin baby. On the right, I can see two children playing football. One of the children is tall and wears a green cap; the other one is short and has big and dirty boots.
- This picture shows three animals. One animal is an elephant. It is big and has huge ears. Next to it, there is a small animal. It is a mouse. It has a long tail. The third animal is a dog. It is black and has frightening teeth.
- Etc.



## ACTIVITY TWO: OPPOSITES

The sentences to be transformed into the negative will be simple and straightforward statements devoid of any complicated stylistic devices. This will **facilitate drilling and drilling-like responses with an aim of acquiring 'automatisms' and fluency**. Present, past and future tenses may be used, involving at first the basic and most frequently used verbs.

1	Be (am/ is/ are)	Be not (am not/ isn't/ aren't
2	Do/ does	Don't/ doesn't
3	Have/ has	Haven't/ hasn't ; don't have/ doesn't have
4	Will	Will not (=won't)
5	There is / there are	There isn't / there aren't

The sentences in this exercise will be **either created or taken from recent magazines or books**. The exercise may be used at various stages of the course, as a warming-up game or whenever extra oral practice is needed. **The OPPOSITES presented in Units Two and Three can also be inserted here as additional material for a better overall practice.**

### Examples:

A **is** my friend / B **isn't** my friend

**Do** you have many friends? / **Don't** you have many friends?

There **will be** an exam next week / There **won't be** an exam next week

**Are** you happy? / **Aren't** you happy?

**There is** a good film on TV / **There isn't** a good film on TV.

## ACTIVITY THREE: IDIOMATIC EXPRESSIONS

More idiomatic expressions centering on 'COLOURS' are presented and exemplified in this section.

### BLACK

- **To be in the black** (= to have money in one's bank account)
- **To black out** (also: **to have a blackout**) (= to lose consciousness suddenly; to faint)
- **To give a person a black look** (= to look angrily at a person)
- **To have a black eye** (=to have a swollen or discoloured eye)
- **To be black and blue** (= to be badly bruised on one's body)
- **A black leg** (= a person who continues to work when his fellow workers are on strike)

Once again, the participants are asked to create situations to explain and clarify the meaning of these expressions. Ideally, they are taught to act them out in a **dramatic way using facial and body movement**. This exercise may also be used to encourage the creation of conversations and dialogues that will facilitate the internalization of the idiomatic expressions under study.

**Example 1:**

- A: I know that he doesn't like me.  
 B: What makes you think that?  
 A: Well, because he always **gives me a black look** when he sees me.

**Example 2:**

- A: What happened to him? Why does he **have a black eye**?  
 B: He had a fight with his brother yesterday. He was badly hit. He nearly **blackened out!**

**Example 3:** Naif was badly injured in an accident yesterday. His arm is all **black and blue**.

**ACTIVITY FOUR: STRESS PATTERNS**

**Rule Four :** Words ending in **-ion** are stressed on the syllable before **-ion**.

**Examples :**

sus'picion - 'tension - 'caption - vari'ation - exploi'tation -  
 excla'mation - consti'tution - compen'sation - di'mension -  
 trans'lation - satis'faction - suppo'sition - me'dallion -  
 pre'caution

**Note 1:**

The same stress pattern in **Rule Four** applies to the following derived final ending words :

- Final **-ional** : sen'sational ; tra'ditional ; 'fractional
- Final **-ionist** : abo'litionist ; edu'cationist ;
- Final **-ionism** : im'pressionism ; per'fectionism
- Final **-ionize** : revo'lutionize ; 'unionize

**Note 2:**

The same **Rule Four** stress pattern also applies to words ending in the following:

- **-ious** : sus'picious, har'monious, pre'cocious, no'torious, a'trocious, te'nacious.
- **-uous** : con'temptuous, con'tiguous, con'tinuous, discon'tinuous, 'strenuous, 'virtuous.
- **-eous** : spon'taneous, homo'geneous, advan'tageous, cou'rageous, er'roneous, dis'courteous.



## PRACTISING STRESSED WORDS AND SENTENCES

The above words can be practiced in class or outside the classroom. **Frequent repetition helps form habits of correct expression.** Also, the students may be encouraged to produce sentences or even paragraphs. The use of nonsensical sentences is not to be totally discouraged; the most important thing is that the stress pattern should be correct. More than one stress pattern may be mixed for more efficient practice. The following is an illustrative **nonsensical** paragraph.

( 'Arabic is a fan'tastic and har'monious language. It is a scien'tific, tra'ditional and sen'sational medium of communi'cation. It is spon'taneous and homo'geneous and should not be used by the con'temptuous and the dis'courteous. Its di'mension lies in its po'etic trans'lation of works about sus'picious exploi'tation and er'roneous suppo'sition. It brings satis'faction to pre'cocious edu'cationists and 'virtuous ro'manticists. It can 'unionize people around me'chanical per'fection and con'temptuous exploi'tation. )

## ACTIVITY FIVE: READY-MADE CONVERSATION

Practicing and even learning these quick dialogues will prove a fruitful exercise. Through this exercise, the students will (a) learn to speak, to repeat conversations without any improvisation or waste of time, (b) acquire command of the functional grammar of English without conscious effort, and (c) form habits of correct expression.

**Grammar structures:** Compound qualitative adjectives for describing people.

### Example:

- Lina: Let's practice this **ready-made** conversation using compound adjectives.  
Noura: You mean compound adjectives joined by a hyphen, like **ready-made**.  
Lina: That's right. It's difficult, but it's fun.  
Noura: OK. I'll start, if you don't mind. I'm **absent-minded** and **slow-witted**, but I'll try to be good at this exercise.  
Lina: Very good! You have already scored two points. I think you're rather **strong-minded**. What's more, you're really **nice-looking**.  
Noura: Thank you, my dear friend. I think you're right. Most people say that I'm **good-tempered** and **easy-going**. How about you?  
Lina: Well, people think that I'm **soft-hearted** and **smooth-talking**. They haven't noticed that I can also be **big-headed** and **off-putting**.  
Noura: Don't tell anybody that! They might think you're **two-faced**.  
Lina: They may think what they want. At least, I'm not **old-fashioned** and **tongue-tied**.  
Noura: I myself think you're the best person on earth. You're my best friend. I like you because you're **warm-hearted** and **well-behaved**.  
Lina: Thanks a million. You're really **kind-hearted**!



## UNIT FIVE: KEEPING PACE

### ACTIVITY ONE: PICTURE DESCRIPTION

The pictures presented to the students will feature some of the following (see selection of pictures in **Appendix I**):

- Indeterminate objects or things
- Hazy appearances of people, animals, etc.
- Contrasted levels or backgrounds with unclear features
- Etc.

The purpose here is to present **conflicting situations and descriptions allowing for more than one interpretation**. This will encourage the participants to **guess**, to use probability patterns and conditional structures. Expressions and structures involving “**it seems that...**”, “**as if...**”, “**it may well be that...**”, “**it is probable that...**”, “**it looks like...**”, “**it appears that...**” etc. will be useful tools in attempting the descriptive analysis of these **hazy and indeterminate pictures**.

### ACTIVITY TWO: ROLE PLAY

Students will be provided with some **situational backgrounds leading to an ‘act’**: they will have to play the role of particular characters and develop a dramatic scene.

#### Example 1: Persuasion in role play

##### Role 1: Student

You want to leave university and train as a cook/ a barber/ a mechanic/ etc. Try to persuade your family to accept your decision.

##### Role 2: Father

You want your son to stay at university and go on with his studies. Try to persuade him that this is the right thing to do.

##### Role 3: Uncle

You think your nephew should help to run the family business. Try to persuade him that this is the right thing to do.

This activity is done in **groups of three students**. It develops their **persuasive capacity** and teaches them to apply some particular strategies in order to be successful and to reach their desired end.



### Example 2: Job application (interview)

This activity will involve one student playing the role of the **interviewer** (manager, personnel officer, firm director, etc.) and another playing the role of the **interviewee** (applicant for a job, etc.). Some of the questions to be used will be, for example:

- Why do you want to apply for the job?
- What are your qualifications?
- How long have you been working? / Have you worked before?
- Where did you work? Did you get any promotions/ Why? Why not?
- What were your wages?
- Etc.

### ACTIVITY THREE: IDIOMATIC EXPRESSIONS

As in the preceding units, this section presents and studies more idiomatic expressions centering around 'COLOURS':

#### RED

- **To be in the red** (= to owe money to a bank; to have an overdraft at a bank).
- **To go red (in the face)** (=people often turn red in the face with anger or embarrassment).
- **To paint the town red** (=to have a noisy time in the bars and night-clubs of a city).
- **To see red** (=to become very angry).
- **To see the red light red** (=to become aware of danger or a serious problem).

As in the preceding activities, the participants are asked to **create situations to explain and clarify the meaning of these expressions**. This exercise may also be used to **encourage the creation of conversations and dialogues that will facilitate the internalization of the idiomatic expressions under study**.

**Example 1:** When the policeman gave me a ticket, I **saw red** and hit him. Now I'm in prison.

**Example 2:** When I told my teacher that he was wrong, he **went red in the face** and shouted at me.

**Example 3:** My bank account is always **in the red**. My father wants me to spend less and start saving money.

#### ACTIVITY FOUR: STRESS PATTERNS

**Rule Five:** Polysyllabic words ending in **-ity** have their main stress on the syllable before the penultimate one (i.e. the **third syllable from the end**).

**Examples:** uni'versity – lo'cality – techni'cality – se'curity – hospi'tality .

**Note:** 3-syllable and 2-syllable words are stressed on the **first syllable**.

**Examples:** 'charity – 'quality – 'unity – 'density – 'dignity -  
'city – 'fruity – 'pity

#### ACTIVITY FIVE: READY-MADE CONVERSATION.

Practicing and even learning these quick dialogues will prove a fruitful exercise. Through this exercise, the students will (a) learn to speak, to repeat conversations without any improvisation or waste of time, (b) acquire command of the functional grammar of English without conscious effort, and (c) form habits of correct expression.

**Grammar structures:** Uses of **Can** in declarative, questions and negative.  
+ **be going to**

**Examples:** Student A: I think Majed is a clever boy.  
Student B: Can he play the piano?  
Student A: Of course he can. And he can sing as well.  
Student B: Then he is clever, I agree.

Student A: I think Nora is a smart girl.  
Student B: Can she speak English?  
Student A: Of course she can. And she can speak French as well.  
Student B: Then she is smart, I agree.

Student A: Are you going to swim this afternoon?  
Student B: I'm afraid not.  
Student A: Why not?  
Student B: Because I can't swim.

Student A: Are you going to see the football match this evening?  
Student B: I'm sorry, I can't. I don't have much time.  
Student A: What are you going to do?  
Student B: I have some reading to do.



**Grammar structures: Uses of Can and May.**

Student A: May I borrow your car this afternoon, please?

Student B: Yes, you may.

Student A: And can Naif use your computer?

Student B: No, he can't.

Student A: May I go with you to the football stadium, please?

Student B: Yes, you may.

Student A: And can Majed come too?

Student B: Yes, he can.

## UNIT SIX: GATHERING STRENGTH

### ACTIVITY ONE: ROLE PLAY

#### 1. The missing people bureau.

In this activity, one participant acts as an interviewer and another (or others) as people having lost one of their relatives (child, father, mother, spouse, etc.). The interviewee(s) will have to describe as accurately as possible the missing person as to:

- Age, height, sex
- Clothes (kind, colour, etc.)
- Other characteristic features.

#### 2. Individual presentation (monologue)

This activity consists in letting the student engage in a free monologue (based on a selected/ agreed topic, however). Some examples of topic that the students will be invited to develop in a monologue may include:

##### Topic 1:

You have been asked to make a speech welcoming a group of Level One students to COLT and telling them something about what COLT is and how its academic, pedagogic, scientific and other activities work. What would you say?

##### Topic 2:

The classroom where you are needs to be re-decorated and re-furbished. Discuss ideas for turning it into:

- a common room, or
- a study, or
- a restaurant/café, or
- a library,
- etc.

##### Topic 3:

You have been engaged by a Tourist Company to act as a cultural guide to your City/ Country. Your role is to give as many detailed descriptions as possible of your city to tourists expecting to get the most of their visit of your country.



## ACTIVITY TWO: PICTURE DESCRIPTION

(Refer to **Appendix I** for a selection of pictures to be described)

The pictures presented to the participants here will be of a different nature from those presented in the preceding units. They will, as far as possible, feature some of the following:

- Synthetic characteristics
- Parts of objects, people, animals, etc., lending themselves to more than one interpretation and more than one projection.

## ACTIVITY THREE: OPPOSITES

Each student is encouraged to create one or more sentences. These sentences are then negated by a classmate. Various structures should be used to avoid monotony. The exercise should be viewed as a revision of grammatical structures and other oppositions already studied, especially in Units Two, Three, and Four.

**Examples:** (always/never; comparatives; negative/positive with good and bad; etc.)

- S1: I **never** do my homework.  
S2: I **always** do my homework.  
S1: If I studied hard, I'd **pass**.  
S2: If I didn't study hard, I'd **fail**. (or: If I didn't study hard, I wouldn't pass).  
S1: Lina is **thinner than** Noura.  
S2: Noura is **fatter than** Lina.  
S1: Ali **likes strong** people.  
S2: Ali **dislikes weak** people.  
S1: Majed **hasn't** done a **good job**.  
S2: Majed **has** done a **bad job**.  
Etc.

## ACTIVITY FOUR: STRESS PATTERNS

**Rule Six:** Words ending in **-eate** are stressed on the **first syllable**. (This rule should be studied in connection with **Rule Seven** in Unit Seven).

**Examples:** 'permeate – 'procreate – 'nauseate

**Exceptions:** cre'ate – recre'ate (= cre'ate again)

## ACTIVITY FIVE: IDIOMATIC EXPRESSIONS

This section presents more idiomatic expressions centering around 'COLOURS':

### WHITE

- **To tell a white** (= to tell a small, harmless lie)
- **To go white** (= one's hair becomes white because of old age)
- **To look as white as a sheet** (=to look ill, frightened or shocked)

### YELLOW

- **To be yellow** (= to be a coward; to be easily frightened; to avoid dangerous or difficult situations)

### GREEN

- **To have green fingers** (= to be good at gardening)
- **To have a green thumb** (= to be good at gardening (American English))
- **To be green** (= to be inexperienced)
- **To be green with envy** (= to be jealous)
- **To have/to receive the green light** (= to have/ receive permission to do something)

Once again, the participants are asked to create situations to explain and clarify the meaning of these expressions. Ideally, they are taught to act them out in a **dramatic way using facial and body movement**. This exercise may also be used to encourage the creation of conversations and dialogues that will facilitate the internalization of the idiomatic expressions under study.

**Example 1:** My neighbours were **green with envy** when they saw my new car.

**Example 2:** My cousin is joining the College of Agriculture because he likes plants and trees. In fact **he has green fingers**. (Also: **He has a green thumb**).

**Example 3:** The police received **the green light** to arrest the criminal.



## ACTIVITY SIX: READY-MADE CONVERSATION

- Discussing a problem; arguing using facts; negotiating a solution.

A FRIEND OF YOURS HAS COME TO RIYADH. He has rented a car. This morning, your car collided with his in a parking. It was your fault. You talk about the situation.

You: I'm sorry. I wasn't paying attention.  
Your Friend: The problem is that this isn't my car.  
You: I know. Don't worry. The car isn't really damaged.  
Your Friend: Do you reckon? What about the lights? And look! The bumper is broken!  
You: Forget about that! This is a rented car. Maybe it was like this before.  
Your Friend: Well, I rented it yesterday only, and it was new when I drove it.  
You: I'm really sorry. It's not a catastrophe. It's only a rented car.  
Your Friend: I'm not happy, you know. You're taking it too lightly. It's your fault. I think you should do something about it. I don't want to be in trouble.  
You: Sure. I'll do anything you want. After all, you're my friend. Don't forget that!  
Your Friend: It's is a big consolation, and a great comfort to hear you say that.  
You: OK. I'll fill in the insurance papers. I'll state that it's my fault.  
Your Friend: Thanks a million! You're a true friend indeed!  
You: Let's go to the car rental office to seek advice, and to sign the necessary forms.  
Your Friend: Right you are. I just hope everything goes well.

## UNIT SEVEN: BEING THERE

In this and the following units, under the **Textual Description** part, the learners will be presented with a variety of texts (taken from newspapers, magazines, books, etc.) offering a description of a particular area, setting, event or activity. The structures, vocabulary and expressions used in the proposed text will be exploited in individual oral production (individual description). This way, **the learners will enrich their modes of rendering particular effects and details in any descriptive task**. They will also **increase their capacity for nuance distinction and discrimination**.

The texts are presented in **Appendix II**.

### ACTIVITY ONE: TEXTUAL DESCRIPTION

Read Text I in **Appendix II: " Boy's Ordeal on Mountain."**

The text describes a sporting event in which four schoolboys are involved. The event has a happy ending. Some of the following will be analyzed and practiced in different situations.

#### A. Structures

"There was no chance of their completing the journey".

The structure here involves the use of **a possessive adjective followed by a gerund**. This structure is not always straightforward and thus needs a lot of practice. The students will also be introduced to the more informal English structure where the **object pronoun is more often used than the possessive**. (Cf.: There was no chance of them completing the journey).

#### B. Vocabulary

The text offers a wide range of **adjective + noun** and **noun + noun compounds**. These patterns are frequently used in oral expression and the learners will be encouraged to practise them on a regular basis as they help increase their language efficiency and fluency. Examples of such compounds are:

- deteriorating weather
- poor forecast
- night check-point
- high winds
- driving snow

#### C. Expressions

- to be found safe
- to pitch camp
- to be in good spirits



## ACTIVITY TWO: ROLE PLAY

### At the Doctor's

In the same way as with the other "Role Play" exercises, this one will involve two (or more) participants. One participant will be acting as a doctor and the other(s) as patient(s). The doctor will be asking the patient about the object of his visit, his illness, etc. The patient will have to talk about his illness as accurately as possible.

Some of the doctor's opening questions will, for example, include:

- Good morning. How are we today?
- What seems to be the matter with you?
- How have you had this?
- Is it painful all the time?
- Etc.

Some of the patient's answers will be, for example:

- I am not sleeping well these days.
- I have a constant pain in my neck.
- I am not well. I worry a lot.
- Whatever I eat makes me sick. / I vomit whatever I eat.
- Etc.

## ACTIVITY THREE: SENTENCE-AFTER-SENTENCE CREATION

The situations to be chosen as the target unit will center around the situation and experience in **Text I** (ACTIVITY ONE) and the Role Play situation (ACTIVITY TWO) presented above.

**Examples:**

## ACTIVITY FOUR: STRESS PATTERNS

**Rule Seven:** Words ending in **-ate** take their main stress on the **second syllable**. (This rule should be studied in connection with **Rule Six** in Unit Six and **Rules Eight and Nine** in the following Units).

**Examples:** i'nitiate – as'sociate – ab'breviate – hu'miliate

**Note:** Notice that these words, like the ones in Rule Six, keep the **same stress** when suffixed with **-ed** and **-ing**.

**Examples:** as'sociated – as'sociating – ab'breviating – i'nitiated – hu'miliated – hu'miliating – etc.

## ACTIVITY FIVE: IDIOMATIC EXPRESSIONS

A reminder of the expressions used in the previous units will be helpful. For the Role Play situation under study, the following expressions will serve the purpose.

- **to have a black eye**
- **to black out**
- **to be black and blue**

Another colloquial expression that may be introduced for conversational purposes is:

- **to be off colour:** (= to be unwell) (I feel off colour today. / You look off colour today.)

## ACTIVITY SIX: READY-MADE CONVERSATION

-Discussing **needs** and **requirements**: You (Fahd) are inviting one of your friends (Naif) to go on a camping trip with you and your family.

- Fahd: Hey, Naif, would you like to get away from Riyadh and come to Al-Thumamah with me and my family next week?
- Naif: I'd love to. Do I need anything?
- Fahd: Well, the first thing you need is a sleeping bag.
- Naif: I don't understand. What do I need a sleeping bag for?
- Fahd: For sleeping in, of course. You will sleep in our tent.
- Naif: Do you mean you're going on a camping trip?
- Fahd: That's right. By the way, something you really need is insect repellent.
- Naif: What for?
- Fahd: There are too many insects of all sorts. They'll eat you alive if you don't use repellent.
- Naif: What else will I need?
- Fahd: You might need some warm clothes.
- Naif: Why do I need warm clothes. It's hot!
- Fahd: Yes, but at night, it sometimes gets cold.
- Naif: Good thinking.



## UNIT EIGHT: RELAXING

Proceed in the same way as with **Unit Seven**.

### ACTIVITY ONE: TEXTUAL DESCRIPTION

Read Text II in **Appendix II: "A Wedding Ceremony"**

The text describes a royal wedding ceremony that took place some 80 years ago in London. It is a brief text yet it is full of distinctive nuances and detail. Some of the following will be looked at and practised.

#### A. Structures

The correspondent describes the bride **as being pale** (but completely mistress of herself).

The students need to be introduced to the distinction between the use of gerunds and present participles. Alternative structures will be used to clarify the difference. Some examples will illustrate the point.

**Gerund:** Being pale is a sign of tiredness.

**Being pale** is subject, and can be replaced by a gerund ("crying") or a pronoun or noun ("it is a sign of tiredness")

**Present participle:** Being pale, the bride couldn't dance any more.

More examples involving different situations will be elicited to show that "being pale" here means "because she was pale", a dependent clause.

#### B. Vocabulary

- gorgeous uniforms
- silken fabrics
- a draped overdress
- the National Anthem

#### C. Expressions

- to be invited by delegate
- to be invited in person
- to be master / mistress of oneself
- to bear oneself with a simple dignity

### ACTIVITY TWO: ROLE PLAY (optional)

The learners may be encouraged to act out a wedding ceremony. The "bride" and "groom" will then be invited to describe the details of the ceremony.

### ACTIVITY THREE: INNER-SELF (GAMES)

The activities involved in the INNER-SELF games are described in detail in the **Preliminaries and Directions** section, at the beginning of this book. Please refer to them and explain the technique to the students before you start paying the 'game'.

The "participants" will try to center their dialogue (or discussion) around the theme of a wedding ceremony. A possible dialogue-opener will be:

- I attended a (royal) wedding ceremony last week, etc.

With some of the following:

- description of the attendance

- description of the bride and groom

- description of guests' clothes and personal appearances.

During each of these activities, the "**inner-self**" (or alter ego) will try to **exaggerate** or **moderate** the self's assertions or descriptions.

**Example:**

Student 1	Student 2 (inner-self)
-I attended a royal wedding yesterday.	-It wasn't royal! It was just a normal wedding
-There were at least 3,000 people at the ceremony.	-Come on! You mean 300!

### ACTIVITY FOUR: STRESS PATTERNS

**Rule Eight:** Verbs in **-ate** take the main stress **on the first syllable**.

(**Note:** For two-syllable verbs in **-ate**, refer to **Rule Nine** in Unit Nine)

**Examples:** 'stimulate – 'liberate – 'educate – 'penetrate – 'integrate – 'separate – 'consecrate – 'segregate

### ACTIVITY FIVE: IDIOMATIC EXPRESSIONS

Expressions concerned with clothes and personal outlook will be practiced here.

- **to dress up** : (= to wear smart clothes)
- **to be dressed up to the nines**
- **to be dressed to kill** : (=to wear very fine and extravagant clothes in order to attract and impress people.)



Also, it is worthwhile introducing some expressions with the verb 'play'.  
(More expressions with 'play' are presented in **Units Nine and Ten**).

- **to play a losing game** (= to act in a way that one is certain to fail)
- **to play fair** (= to keep to the rules; to be honest and correct)
- **to play on one's nerves** (= to annoy one; to irritate one) (Also frequently used is the expression: **to get on one's nerves**)
- **to play safe** (= to be cautious)

**Examples:**

- 1) I am leaving this place. The sound of that music is **playing on my nerves!**
- 2) If you think you can win by cheating, then you're **playing a losing game.**

**ACTIVITY SIX: READY-MADE CONVERSATION.**

Practicing and even learning these quick dialogues will prove a fruitful exercise. Through this exercise, the students will (a) learn to speak, to repeat conversations without any improvisation or waste of time, (b) acquire command of the functional grammar of English without conscious effort, and (c) form habits of correct expression.

**Grammar structures:** Tag questions: (Present Simple be +other verbs), Past Simple; Present Perfect; ought to, must, can, should.

**Examples:** Student A: Naif is going to visit England, isn't he?  
Student B: Yes, he is, but he can't speak English, can he?  
Student A: No, I don't think he can.

Student A: Majed doesn't like English, does he?  
Student B: No, he doesn't.  
Student A: But you like it, don't you?  
Student B: Yes, I do.

Student A: You didn't stay at home yesterday, did you?  
Student B: No, I didn't. I went for a walk instead.  
Student A: And Naif did the same, didn't he?  
Student B: Yes, he did.

Student A: You haven't done the shopping, have you?  
Student B: No, I haven't and I'm afraid I can't.  
Student A: Majed has promised to do it, hasn't he?  
Student B: Yes, he has.

Student A: Naif mustn't smoke so much, must he?  
Student B: No, he mustn't.  
Student A: Then we should tell him not to, shouldn't we?  
Student B: Perhaps we should.

Student A: Majed ought to keep his promises, oughtn't he?  
Student B: Yes, he ought.  
Student A: Then why doesn't he?  
Student B: Because he's forgetful.

Student A: Naif should be a better student, shouldn't he?  
Student B: Yes, should.  
Student A: Then why isn't he?  
Student B: Because he's forgetful.



## UNIT NINE: TALKING STRAIGHT

Proceed in the same way as with **Units Seven** and **Eight**.

### ACTIVITY ONE: TEXTUAL DESCRIPTION

Read Text III in **Appendix II: Phonetics and Pronunciation**

The text describes the importance of studying phonetics. It also warns the readers not to despise other people's speech forms and pronunciation.

Some of the following will be analyzed and practiced in different situations.

#### A. Structures

- He wanted the audience **not to despise** other forms of speech.
- He told the story of a schoolboy **who on awaking from a swoon** exclaimed "where am I?"

#### B. Vocabulary

- standard English pronunciation: a standard of pronunciation
- mispronunciation
- rich tones / richness of tone
- a swoon

#### C. Expressions

- to bring a subject **before the eye of the public**

### ACTIVITY TWO: OPPOSITES (Optional)

A quick round up of opposites: one participant will select sentences; the other learners will, each in turn, provide the negative of the proposed sentence(s).

### ACTIVITY THREE: IDIOMATIC EXPRESSIONS

Expressions concerned with **speaking** and **talking** may be offered and practiced in connection with the text.

- **to talk nineteen to the dozen** : (to talk very quickly)
- **to talk through one's hat** : (to talk nonsense; to say things that are not true)
- **to give a talk** : (to give a lecture)
- **to speak the truth** : (to say the truth)

### Examples:

- 1) Professor Smith **is giving a talk** on “globalization” next week. It should be an interesting lecture.
- 2) I can’t understand your friend. He **talks nineteen to the dozen**.
- 3) Don’t believe them. They’re **talking through their heads!**

To the above expressions, more expressions with the verb ‘play’ can be added to extend the range of students’ everyday conversational skills. (See also the expressions in **Units Eight and Ten**)

- **To play one’s cards well** (= to do the right thing at the right time)
- **To play the fool** (= to behave in a foolish way, like a clown)
- **To play for time** (= to try to gain time by delaying a decision)

### Examples:

- 1) Think before you decide. **Play with time** until you reach the right decision.
- 2) This student never does any work in class. He’s always **playing the fool**.

## ACTIVITY FOUR: STRESS PATTERNS

**Rule Nine:** **Two-syllable** verbs ending in **–ate** have their stress **on the second syllable**.

**Examples:** trans’late – radi’ate – do’nate – equ’ate – dic’tate – mi’grate.

**Note:** Suffixing **–ed**, **–ing**, or **–or** to these verbs will not result in a change of stress.

**Examples:** trans’lating – trans’lator – dic’tating – dic’tator – etc.

## ACTIVITY FIVE: SENTENCE-AFTER-SENTENCE CREATION

Taking texts I, II and III into consideration will provide ample opportunity for practice **in the production of sentences and the creation of others**. The students will try to use, as much as possible, the expressions and vocabulary learnt in the last three units.



## UNIT TEN: SUMMING UP

### ACTIVITY ONE: TEXTUAL DESCRIPTION

Read Text IV in **Appendix II: What pushes to learn English**

The text displays some of the important reasons that might push people to study the English language. It presents views and supporting details to illustrate the motivations behind learning English.

Some of the following will be analyzed and practiced in different situations.

#### A. Vocabulary

- fast links
- motives; motivations
- benefit from a situation
- guided tours
- landmarks
- global interest

#### B. Expressions

- it allows me to communicate efficiently
- it enables me to understand the world
- it helps me to learn more
- it heightens my pleasure and enjoyment
- these reasons push me to master it
- it makes me feel important and active

### ACTIVITY TWO: READY-MADE CONVERSATION

**Grammar structures:** Interrogatives, all tenses.

#### Example one:

- Ali: Do you like giving presents?  
Bandar: Yes. It gives me great pleasure.  
Ali: What kind of presents do you give?  
Bandar: All kinds. Books, CD's, watches, etc.  
Ali: When do you give people a present?  
Bandar: For a wedding, for a birthday, for special occasions.  
Ali: What is the most expensive present you have ever given?  
Bandar: A car. I offered my cousin a car when he graduated from King Saud University.  
Ali: And do you ever receive presents?  
Bandar: Well, sometimes.

### Example two:

Ali: I'm surprised at what Naif did last week.  
Bandar: But what did he do?  
Ali: Don't you know? He sold his parents' house.  
Bandar: Did he really?  
Ali: And what about Khalid? Did he buy a flat?  
Bandar: He wanted to, but he couldn't.  
Ali: Couldn't he? Why not?  
Bandar: Because he didn't have enough money.  
Ali: What a pity!

### Example three:

Ali: My father has promised to buy me a car.  
Bandar: Will he be able to afford it, do you think?  
Ali: I think so.  
Bandar: And have you learnt to drive?  
Ali: No, I haven't.  
Bandar: When are you going to learn?  
Ali: Next month, I think.  
Bandar: I wish you good luck.  
Ali: Thanks. I need it. Shall we go for a walk?  
Bandar: All right, but why not go jogging?  
Ali: No, that's too tiring.

### ACTIVITY THREE: OPPOSITES

A quick round up of the **opposites** and **negative structures** used in **Units 2, 3, 4** and **6** may be introduced. However, the sentences here will be 'created' as far as possible. Also, the **compound qualitative adjectives** for describing people (and given in the examples under ACTIVITY FIVE in **Unit Four**) can be freely inserted in the sentences.

### Examples:

Student 1: What is the opposite of a compound adjective like **well-behaved**?  
Student 2: I think it's **ill-behaved**. **Ill** here is the opposite of **well**. Generally **ill** is replaced by **badly**.  
Student 1: You mean like **well-dressed** is the opposite of **badly-dressed**.  
Student 2: That's right. Notice, however, that **well** and **badly** are really adverbs, not adjectives.  
Student 1: Yes, because the real adjectives are **good** and **bad**, like in the examples **good-tempered** and **bad-tempered**.  
Student 2: Yes. Other examples are **good-looking** and **bad-looking**.



#### ACTIVITY FOUR: STRESS PATTERNS

Try in this activity to Practice **Rules Six, Seven, Eight and Nine** Units together (see the corresponding Units), by mixing examples from the different rules.

**Examples:**

- It is difficult to **as'sociate** yourself with people who do not 'educate their children well.
- **Trans'lated** books is very 'stimulating.
- **Ab'breviations** are sometimes hu'miliating.

**Note:** It is important to encourage students create their own (even nonsensical) sentences to practice these rules.

#### ACTIVITY FIVE: IDIOMATIC EXPRESSIONS

More expressions related to the verb 'play' are presented here. (These should be studied in connection with the expressions in **Units Eight and Nine**)

- **To play to the gallery** (= to try to impress and be popular with people of lower status or standards)
- **To play second fiddle to** (= to play a secondary role; to have little power)
- **To play off one person against another** (= to take advantage, to win by making two or more people quarrel)

**Examples:**

- 1) Generally, children try to **play their parents off against one another** to get what they want.
- 2) Politicians are very good at **playing to the gallery**, especially when they want to be elected.

## **APPENDIX I**

### **PICTURES**

This Appendix was originally planned as containing pictures of various kinds to be exploited for the purpose of description exercises. The idea of providing a particular set of pictures was later thought to be impractical for a number of reasons. The first reason is related to copyright considerations. The second reason is that it would much more pedagogical to leave the choice of pictures to be described to teachers and students. They would know which particular pictures are more suitable to their needs, their environments and their taste.

The pictures to be used in class may be retrieved from all kinds of sources. Students should be allowed to participate in the activity of picture choice and collection. Newspapers, magazines, posters, and of course the internet are all useful sources. Students may also be encouraged to take their own pictures and bring them to class for description. Flash disks and memories and computer assistance have made life in this respect much easier than ever before.

This Appendix space may thus be used as a picture album by the class.



## **APPENDIX II**

### **TEXTS**

1. **Describing an event.** Describing a dangerous sporting event with a happy ending.

**TEXT I: Boys' Ordeal on Mountain** (By Peter Hildrew)

Four Hertfordshire schoolboys who were found safe on Tuesday after a three-day search in the Carneddau range of Snowdonia probably should never have been allowed to set off last Friday, in the opinion of mountain-rescue leaders.

The weather was already deteriorating and the forecast poor when they left Capel Curing to walk 50 miles in four days for their Duke of Edinburgh's gold award, and in the conditions which built up over the weekend there was virtually no chance of their completing the journey.

In the event, they failed to locate their Friday night check-point at 3,200 ft on Foel Grach in thick mist, and were forced to pitch camp. They spent practically the whole of Saturday in their tent because of high winds and driving snow, and although they set off again on Sunday they only managed to struggle two miles.

The boys, Graham Brown, Chris Dell, Stephen Attwood, all aged 15, and Terence Hankin, aged 16, appeared to be in good spirits when they were landed by helicopter at Ogwen Cottage mountain rescue post, ending one of the largest search operations ever conducted in Snowdonia, involving more than 500 volunteers.

(Source : *The Guardian Weekly*, April 28, 1973, p.8)

#### **Key words/ expressions**

- to be found safe
- a three-day search
- a deteriorating weather
- a poor forecast
- to be in good spirits
- to pitch camp
- to set off

## 2. Describing a royal wedding ceremony.

### TEXT II: A royal wedding

The Duke of York, the King's second son and heir-apparent of the Prince of Wales, was married yesterday in Westminster Abbey to lady Elizabeth Bowes-Lyon, daughter of the Earl of Strathmore. The ceremony was the occasion of a scene of great pomp and brilliance.

Gorgeous uniforms of generals and admirals and the gold and silver tissues and soft silken fabrics of the leaders of society mingled with the plain figures of British workmen. For this was a wedding to which all had been invited, if not in person, then by delegate.

The King was in full dress uniform of an admiral of the fleet. The Queen wore a frock of aqua-marine blue and silver, with a draped overdress of lace material, in which the white rose of York in silver was interwoven with blue threads. Queen Alexandra, who was accompanied by her sister the Empress Marie and by Princess Victoria, sat beside the King. Beside the Queen were Prince George and Princess Mary.

Our special correspondent at the Abbey describes the bride as being pale but completely mistress of herself, and she bore herself with a simple dignity.

The service concluded with a hymn and a prayer and the national anthem.

(Source: *The Manchester Guardian Weekly*, April 27, 1923.  
Reproduced in: *The Guardian Weekly*, April 28, 1973)

### Key words / expressions

- heir- apparent
- to be invited in person / to be invited by delegate
- to be in full dress
- to bear oneself with a simple dignity
- a hymn / a prayer / the national anthem



### 3. Describing pronunciation and forms of speech

#### TEXT III: Phonetics and Pronunciation

Mr. Bernard Shaw's play "Pygmalion" has done more than almost anything else to bring the subject of phonetics before the eye of the public, said Professor Jones, professor of phonetics, in his lecture on standard English pronunciation at University College, London, on Wednesday.

Mr. Shaw, who presided, said that there was no subject more important to us than phonetics. "The mispronunciation of a single vowel might send you off from all the higher employments in the country," he said. Then he wanted the audience not to despise forms of speech because they did not come from their class. He told a story of the schoolboy in the Isle of Dogs who played the hero in an excellent performance of Mozart's "Magic Flute" and who on awaking from a swoon exclaimed in rich, round tones, "Were em oi?". "Contrast that", said Mr. Shaw, "with the tiny, whistling sort of tone in which he would have pronounced the words "where am I" if he had been educated at a public school.

"There is a great deal in the language of the people which has a richness of its own. It may be that if we develop a standard of speech, it will be much more like the speech spoken by the boy in the Isle of Dogs than by my friend Mr. Henry Sweet. Where I say "gun" and "sun" Mr. Sweet used to say "gan" and "san". But if you strike out the "u" sound you impoverish the language. That is why dialects are richer than the speech of Henry Sweet".

(Source : *The Manchester Guardian Weekly*, October 6, 1922  
Reproduced in: *The Guardian Weekly*, October 7, 1972, p.23)

#### Key words/ expressions

- describing pronunciation / forms of speech
- phonetics
- standard English
- mispronunciation
- rich tones / round tones
- a standard of speech
- to impoverish a language
- dialects are rich
- to bring the subject of phonetics before the eye of the public



#### 4. Expressing views and ideas in writing

##### TEXT IV: What pushes me to learn English

In this age of fast communication and links, learning foreign languages has become an important thing to achieve. I myself feel that learning a foreign language, English in particular, is necessary, and there are many motives that push me to master it. Some of the main motives are that it allows me to communicate efficiently with people; it helps me to enjoy and benefit from my travels around the world, and it enables me to be an active member in my community.

The main motive behind my desire to learn English is that it allows me to communicate with all kinds of people all over the world. Because English is an international language and is used by almost everybody for various purposes, it has become a necessity to learn it if people want to succeed and engage in global and positive interactions. It is useful in everyday life and important when we want to deal with different nationalities, especially in business and studies. English is really a language that helps me to communicate efficiently.

The second important motive that drives me to learn English is that it heightens my pleasure and enjoyment when I travel around the world. When I visit foreign countries, English is mostly used in guided tours of major cities, of museums and important cultural and historical landmarks. This way, English helps me to take advantage of all the civilizations' manifestations and realizations concerning many areas and countries. In addition, it helps me to understand the importance of my own country's cultural development and compare it with that of the countries that I visit or study. In a way, I can say that, without the English language, many of my travel benefits will be missed out.

The third motive is that learning English makes me feel an active member of the international community as well as mine. All business trading, educational seminars and conferences are conducted in English all over the world. English enables me to follow and understand all these proceedings of international news and business. It also allows me to give my views and share my feelings on many matters of global interest, and to interact with many people in social and economic forums. In one word, thanks to English, I keep informed and active. That's why I'm encouraged to learn and master it.

At the beginning of my essay, I mentioned that English is an international language and that it has become necessary to learn it. Among the important reasons and motivations behind my desire to master it I must mention the doors it opens for international communication, the pleasures of traveling and understanding the history and culture of the world's continents, and the good feeling of being an active member in society. I am sure there are many more motives, but for me these are the most obvious.

##### Key words / expressions

- in this age of fast communication
- an important thing to achieve
- it enables me to be an active member of the community
- to take advantage of all the cultural manifestations
- to keep informed and active
- it has become a necessity to learn it
- it opens the doors for international communication
- these motives are the most obvious



## APPENDIX III

### CUED CONVERSATIONS

1. **IN A PHARMACY:** You go into a pharmacy to see the pharmacist. You don't feel well and you want some advice.
  - a. Greet the pharmacist.
  - b. Tell him that you don't feel well/ you are ill, etc.
  - c. Explain where it hurts (body part or parts).
  - d. Describe two or three other medical problems that you have.
  - e. Tell him how long you have been ill.
  - f. Thank the pharmacist for the advice/medicine.
  - g. Ask him for the price of the medicine.
2. **A FRIEND** wants to visit you, but your family is moving house and you intend to live in another city.
  - a. Greet your friend.
  - b. Explain to him in a kind way why he cannot visit you.
  - c. Explain why you are moving out of your house.
  - d. Tell him when you will leave and where to.
  - e. Answer/respond to his wish to visit you in your new house. Suggest a date.
  - f. Say how and when you will contact him.
3. **YOU AND YOUR FAMILY** want to go to an amusement park. You want to be sure to organize this and to know everything about This outing before you set off.
  - a. Phone the amusement park booking center.
  - b. Greet the employee in charge of bookings.
  - c. Ask him one question about the opening hours.
  - d. Ask him one question about the park (location? parking? etc.).
  - e. Ask him one question about the events taking place in the park (games? shows? etc.).
  - f. Ask questions about the price of tickets for you and your family (children? adults?).
4. **WHILE YOU ARE IN A RESTAURANT,** you discover that your mobile phone has gone missing. You talk to the restaurant owner.
  - a. Greet the restaurant owner.
  - b. Explain your problem.
  - c. Tell him where your phone was when you saw it for the last time.
  - d. Give a detailed description of your mobile phone.
  - e. Explain to the restaurant owner that there are important data stored in the phone memory (phone numbers, photos, messages, etc.).
  - f. Answer the restaurant owner's questions.

**5. IN A CAFÉ/ SNACKS BAR.**

- a. Greet the server.
- b. Ask him what kinds of sandwiches are served in the café.
- c. Listen to the server. Choose two sandwiches/snacks for you and your friend.
- d. Order two different drinks.
- e. Later, the server comes back with only one drink. What do you say?
- f. Ask him for the bill.
- g. Ask him where you could buy a phone card or where the nearest petrol station is.

**6. YOU ARE PLANNING A PICNIC.** You want to go on a picnic with some friends. You talk to each one of them.

- a. Greet your friend.
- b. Say your intention to go on a picnic.
- c. Ask him if he is interested in joining you.
- d. Ask him if he knows a good place for a picnic.
- e. Propose a place that you yourself know well.
- f. Discuss the pros and cons of each of the proposed place.
- g. Agree on a final destination.
- h. Agree to meet somewhere before you set off.
- i. Agree to meet at a certain time on a certain day.
- j. Repeat the same procedure with your other friends.

**7. YOU WANT TO RENT A CAR.** You talk with the car rental agent.

- a. Greet the agent.
- b. Tell him your intention to rent a car.
- c. Ask him about the cars available.
- d. Ask him about the best deal, or about any promotions.
- e. Ask him about the price.
- f. Ask about the mileage allowed, insurance coverage, etc.
- g. Ask him if the company has a branch at the airport.
- h. Decide which option you want to go for.
- i. Tell him your final decision and when you need the car.

**8. YOU ARE IN A BANK.** You want to buy traveller's cheques.

- a. Greet the bank cashier.
- b. Tell him what you want.
- c. Tell him what currency (Euro, Dollar, Pound Sterling, etc.) you want the cheques in.
- d. Ask him the rate of exchange.
- e. Tell him the amount/number of cheques you want to purchase.
- f. Tell him the denominations you prefer (for example: \$100, €500, £200, etc.).
- g. Ask him the total amount you need to pay in your own currency (for example in Riyals or Dinars).
- h. Ask him if there a commission charge. (If yes, how much?).
- i. Thank the cahier, and wish him goodbye.



## APPENDIX IV

### USEFUL EXPRESSIONS

This section introduces some of the **most useful expressions related to language use and usage**, classified for practical purposes under specific headings. The headings are not necessarily to be practiced in the order given, as any heading can be studied separately to fit with the pragmatic and linguistic situation at hand.

#### **Introducing oneself/ people**

- My name is Abdulaziz.
- My name's Abdullah Al-Omar.
- I'm Omar Abdelaziz.
- This is Faiz Al-Faiz. He's a student. He studies English in this college.
- Faiz, I'd like you to meet Abdullah Al-Omar.
- Faiz, this is Abdullah.
- Faiz, do you know Dr Habib?

#### **Greetings**

- Hello everyone. Nice to see you again.
- Good morning / Good afternoon, I'm Ali Bander.
- Pleased to meet you.
- Nice to see again/ Nice to meet you.
- Good to see you again.

#### **Asking/ enquiring about people's health, life, etc.**

- How' life?
- How are you doing?
- How are you?
- How's your family?
- How are you doing in college?

#### **Replying**

- Not too bad, thanks
- Fine.
- I'm OK, thanks.
- Everybody's well.
- Not too well/ OK.

#### **Saying Goodbye**

- See you later.
- Nice talking to you.
- Goodbye. All the best.

#### **Replying**

- Yes, bye.
- Goodbye. See you soon.

#### **Offering a drink**

- How about a coffee?
- Would you like a drink?
- How about another drink?

#### **Replying**

- Yes, please.
- Thanks very much. I'd love one
- No, thanks.

## Requests

- Could I use your phone, please?
- Do you mind if I take one of your cards?

## Offers

- Can I give one of my cards?
- Would you like to have lunch with us tomorrow?

## Asking questions

- What do you do in the evening?
- What do you do at the weekend?
- What do you do after work?
- What do you do when you're bored?
- How often do you watch TV?
- How often do you go abroad?
- Do you like working long hours?
- Do you sleep late on weekends?

## Expressing feelings

- I like football.
- I'm keen on sport.
- I love watching sport on TV.
- I really enjoy science-fiction films.
- We're interested in water sports.

## Making suggestions

- Let's go to the cinema.
- How about going to the cinema?
- Shall we go to the cinema?
- Why don't we revise our lessons?
- Why don't you buy a new car?

## Giving opinions

- I think *Chili's* is the best restaurant in town. The food is good.
- We need to visit Naif. He's in hospital.
- In my opinion, *Rainbow* is the best show on TV this week.
- I'm in favour of banning smoking in public places.

## Replying

- I watch TV.
- I play tennis.
- I go home.
- I read books.
- Twice a week/Once a day.
- Once a year
- No, I don't.
- Not always.

- I don't like rugby.
- I'm not keen on sport.
- I love live matches.
- We don't enjoy long films.
- We aren't interested in scuba-diving.

## Responding

- That's a good idea.
- What's on?
- It's a good idea.
- All right.
- I'll think about it.



### **Agreeing**

- That's right.
- You're right.
- Yes, because ...
- I agree because ...
- I really like the idea.
- I think you're right
- I totally agree.

### **Asking for an opinion**

- What do you think about this restaurant?
- How do you feel about this?
- What do you think?

### **Asking for information**

- What about our next exams?
- Could you give a few details?

### **Showing interest**

- Really?
- How interesting!
- Is that so?

### **Disagreeing**

- That's right, but ...
- I don't think so. I think ...
- I don't know about that. I believe...
- I see what you mean, but ...
- Sorry. I don't agree with you.
- I'm afraid I don't agree.
- I really don't agree.  
(strong disagreement)

### **Responding**

- I don't really like it.
- I think it's worthless.

## APPENDIX V

### IRREGULAR VERBS

VERB	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
Be	Being	Was / were	Been
Become	Becoming	Became	Become
Begin	Beginning	Began	Begun
Bend	Bending	Bent	Bent
Bite	Biting	Bit	Bitten
Bleed	Bleeding	Bled	Bled
Blow	Blowing	Blew	Blown
Break	Breaking	Broke	Broken
Breed	Breeding	Bred	Bred
Bring	Bringing	Brought	Brought
Build	Building	Built	Built
Buy	Buying	Bought	Bought
Catch	Catching	Caught	Caught
Choose	Choosing	Chose	Chosen
Come	Coming	Came	Come
Cost	Costing	Cost	Cost
Creep	Creeping	Crept	Crept
Cut	Cutting	Cut	Cut
Deal	Dealing	Dealt	Dealt
Do	Doing	Did	Done
Dig	Digging	Dug	Dug
Draw	Drawing	Drew	Drawn
Drink	Drinking	Drank	Drunk
Drive	Driving	Drove	Driven
Eat	Eating	Ate	Eaten
Fall	Falling	Fell	Fallen
Feed	Feeding	Fed	Fed
Feel	Feeling	Felt	Felt
Fight	Fighting	Fought	Fought
Find	Finding	Found	Found
Flee	Fleeing	Fled	Fled
Fly	Flying	Flew	Flown
Forget	Forgetting	Forgot	Forgotten
Forgive	Forgiving	Forgave	Forgiven
Freeze	Freezing	Froze	Frozen
Get	Getting	Got	Got
Give	Giving	Gave	Given
Go	Going	Went	Gone
Grind	Grinding	Ground	Ground
Grow	Growing	Grew	Grown



VERB	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
Have	Having	Had	Had
Hear	Hearing	Heard	Heard
Hide	Hiding	Hid	Hidden
Hit	Hitting	Hit	Hit
Hold	Holding	Held	Held
Hurt	Hurting	Hurt	Hurt
Keep	Keeping	Kept	Kept
Know	Knowing	Knew	Known
Lay	Laying	Laid	Laid
Lead	Leading	Led	Led
Learn	Learning	Learnt/ learned	Learnt/ learned
Leave	Leaving	Left	Left
Lend	Lending	Lent	Lent
Let	Letting	Let	Let
Lose	Losing	Lost	Lost
Make	Making	Made	Made
Mean	Meaning	Meant	Meant
Meet	Meeting	Met	Met
Pay	Paying	Paid	Paid
Put	Putting	Put	Put
Quit	Quitting	Quit	Quit
Read	Reading	Read	Read
Ride	Riding	Rode	Ridden
Ring	Ring	Rang	Rung
Rise	Rising	Rose	Risen
Run	Running	Ran	Run
Say	Saying	Said	Said
See	Seeing	Saw	Seen
Seek	Seeking	Sought	Sought
Sell	Selling	Sold	Sold
Send	Sending	Sent	Sent
Set	Setting	Set	Set
Shake	Shaking	Shook	Shaken
Shoot	Shooting	Shot	Shot
Show	Showing	Showed	Shown
Shut	Shutting	Shut	Shut
Sing	Singing	Sang	Sung
Sink	Sinking	Sank	Sunk
Sit	Sitting	Sat	Sat
Sleep	Sleeping	Slept	Slept
Slide	Sliding	Slid	Slid
Speak	Speaking	Spoke	Spoken
Spell	Spelling	Spelt/ spelled	Spelt/ spelled
Spend	Spending	Spent	Spent
Spin	Spinning	Spun	Spun
Split	Splitting	Split	Split
Spread	Spreading	Spread	Spread

VERB	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
Spring	Springing	Sprang	Sprung
Stand	Standing	Stood	Stood
Steal	Stealing	Stole	Stolen
Stick	Sticking	Stuck	Stuck
Strike	Striking	Struck	Struck
Swear	Swearing	Swore	sworn
Sweep	Sweeping	Swept	Swept
Swim	Swimming	Swam	Swum
Swing	Swinging	Swung	Swung
Take	Taking	Took	Taken
Teach	Teaching	Taught	Taught
Tear	Tearing	Tore	Torn
Tell	Telling	Told	Told
Think	Thinking	Thought	Thought
Throw	Throwing	Threw	Thrown
Understand	Understanding	Understood	Understood
Wake	Waking	Woke/ waked	Woken
Wear	Wearing	Wore	Worn
Weave	Weaving	Wove	Woven
Weep	Weeping	Wept	Wept
Win	Winning	Won	Won
Wind	Winding	Wound	Wound
Wring	Wringing	Wrung	Wrung
Write	Writing	Wrote	Written



VERB	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
Spring	Springing	Sprang	Sprung
Stand	Standing	Stood	Stood
Steal	Stealing	Stole	Stolen
Stick	Sticking	Stuck	Stuck
Strike	Striking	Struck	Struck
Swear	Swearing	Swore	sworn
Sweep	Sweeping	Swept	Swept
Swim	Swimming	Swam	Swum
Swing	Swinging	Swung	Swung
Take	Taking	Took	Taken
Teach	Teaching	Taught	Taught
Tear	Tearing	Tore	Torn
Tell	Telling	Told	Told
Think	Thinking	Thought	Thought
Throw	Throwing	Threw	Thrown
Understand	Understanding	Understood	Understood
Wake	Waking	Woke/ waked	Woken
Wear	Wearing	Wore	Worn
Weave	Weaving	Wove	Woven
Weep	Weeping	Wept	Wept
Win	Winning	Won	Won
Wind	Winding	Wound	Wound
Wring	Wringing	Wrung	Wrung
Write	Writing	Wrote	Written