



ENB1203 English for Business Communication

ภาษาอังกฤษเพื่อการสื่อสารทางธุรกิจ



Greeting and Introducing yourself.



After greeting people,
You have to introduce
yourself for letting
other people know
you.

- Hello
- Hi
- Good morning
- Good afternoon
- Good evening
- Howdy. (slang)
- What's up!

In many situations, the first thing that you meet someone. You will make a greeting. The easy word that you use mostly is "Hello", "Hi!", "Good morning", "Good afternoon", "Good evening"

- My name is..... I'm glade to meet you.
- This is It's nice to know you.
- Her name is
- His name is



What does the greeting mean?



- A gesture or a body language that use for making people to know each other, to alert the attention from other people.



- A movement or a word that use for welcome other people.



- A salutation at the meeting.



- A word or phrase that we use in the letter or email or conversation.



Unit 1 Welcome to our company

- Review of present tenses

- Present simple

- Affirmative

- I / You/ We/ They want, go, take

- He /She /It wants, goes, takes

- Most verbs add -s for third person => He / She / It

- Verbs ending -ss,- sh, -ch, -x, -o add -es e.g. passes, washes, relaxes, goes

Review of present tenses

- Negative

- I / You/ We/ They do not (don't) want, go

- He / She / It does not (doesn't)relax, take

- Questions and Short answers

- Question: Do I / You / We /They work ?

- Answer: Yes, I do. / Yes, we do. / Yes, they do.

- No, I do not (don't). / No, we do not (don't). / No, they do not (don't).

Review of present tenses

- Usage

- Use Present simple for :

1. Fact or things that always happen.

e.g. Water boils at 100 °C.

- The sun rises at east.

2. Routines and habits.

e.g. The birds **return** to the island every spring.

Review of present tenses

- At Union Investment, a large Frankfurt fund manager, about half of the customers **invest** a regular amount every month. (From Wall Street Journal Europe website)

3. Timetable events.

- For time expressions that we often use “Frequency of adverbs” for Present simple : always, often, usually, normally, sometimes, occasionally, rarely, not often, hardly ever, never.
- e.g. The Drama Club meets every Thursday at 7:30 p.m.

Review of present tenses

- Terry Smith, the Chief Executive of Collins Stewart, usually rises at 6 a.m. He takes the train to London and arrives at his office by 8 a.m. Lunch is usually a sandwich with some Japanese green leaf tea.
- British Airways flight BA729 leaves Geneva at 16:40 and arrives in London at 17:20.
- (This example use for present simple which refer to timetables and schedules, when we speak about timetables we are often thinking about the future.

4. Thoughts and feelings.

- For the thoughts and feelings we use in Present simple, but we don't use in the Present continuous, for example: like, know, want, need, prefer, think, understand.

Review of present tenses

- e.g. Lyn understands the questions that teacher asks her not.
 - James thinks that the cost of living in Bangkok is too high, so he thinks to move back to his hometown.

Present continuous

Affirmative

- | | | |
|-----------------|-----------|---------|
| • I | am ('m) | moving. |
| • You/ We/ They | are ('re) | moving. |
| • He /She /It | is ('s) | moving. |

Negative

- | | | |
|-----------------|----------------------------|-----------|
| • I | am not ('m not) | studying. |
| • You/ We/ They | are not ('re not / aren't) | studying. |
| • He /She /It | is not (isn't / 's not) | studying. |

Present continuous

Questions and Short answers

- Question: Am I going?
- Answer: Yes, I am. / No, I am not ('m not).

- Question: Are you / we / they waiting?
- Answer: Yes, we are. / Yes, they are.
No, we are not (aren't /'re not). / No, they are not (aren't /'re not).

Present continuous

- Question: Is he / she / it singing?
- Answer: Yes, he is. / Yes, she is. / Yes, it is.
No, he is not (isn't /'s not). / No, she is not (isn't /'s not) /
No, it is not (isn't /'s not).

Present continuous

Spelling rules

1. One-syllable verbs ending in one vowel + one consonant, double the consonant and add -ing :

e.g. sit => sitting

get => getting

put => putting

2. Verbs ending in e, drop e before adding -ing :

e.g. write => writing

Present continuous

3. Verbs ending -ie change -ie to -y :

e.g. lie => lying
 die => dying

4. Two-syllable verbs ending in one vowel and one consonant usually double the final consonant and add -ing :

e.g. travel=> travelling
 admit => admitting

5. All other verbs add -ing:

e.g. play => playing
 feel => feeling
 try => trying

Present continuous

Usage

- Use Present continuous for :
 1. Actions happening at the moment of speaking, and not finished.
e.g. Sorry, I'm busy at the moment. I'm doing my homework.
America's powerful online merchants are moving eastward,
to the new Net market in Europe.
They are opening offices in London's Canary Wharf ... and
buying billboards in Barcelona.
(from Business Week website)

Present continuous

2. The action or situation may be a current trend.
e.g. Computer games are getting better every year. The application of physics is making movement more realistic and artificial intelligence is causing players to become more emotionally involved. (From Economist website)
3. Continuing, unfinished actions which are not actually happening at the moment of speaking, with verbs like work, learn, read, and study etc.
e.g. What are you doing in science?
We are learning about the universe.

Present continuous

4. Changing situations, with verbs like become, get, grow, change, increase, or with expressions such as more and more.

e.g. The earth is becoming warmer.

More and more people are leaving the countryside.

5. For a future arrangement, with a time reference

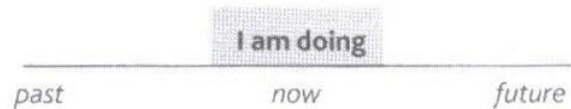
e.g. We are leaving tomorrow.

Present continuous

Compare:

Present continuous (I am doing)

We use the continuous for things happening at or around the time of speaking.
The action is not complete.



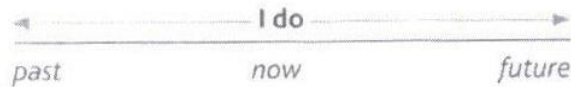
- ☐ The water **is boiling**. Can you turn it off?
- ☐ Listen to those people. What language **are they speaking**?
- ☐ Let's go out. It **isn't raining** now.
- ☐ 'I'm busy.' 'What **are you doing**?'
- ☐ I'm **getting** hungry. Let's go and eat.
- ☐ Kate wants to work in Italy, so she's **learning** Italian.
- ☐ The population of the world **is increasing** very fast.

We use the continuous for *temporary* situations:

- ☐ 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.

Present simple (I do)

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



- ☐ Water **boils** at 100 degrees Celsius.
- ☐ Excuse me, **do you speak** English?
- ☐ 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.

We use the simple for *permanent* situations:

- ☐ My parents **live** in London. They have lived there all their lives.
- ☐ Joe isn't lazy. He **works** hard most of the time.

Wh- questions

Wh- questions

- A Wh- question begins with a question word. Question words are “who, what, which, whose, where, when, why, and how”

Usage

- Use a Wh- question to ask for information, which put a question word in front of the question forms.

Wh- questions

Form :

- Most wh- questions begin with

Question Word + Auxiliary verb + Subject + Main verb ?

Where have you put the map?

What is Katy doing ?

Where do people meet ?

How does the radio work ?

Wh- questions

- Note: The main verb “be” comes before the subject in questions.

If there is more than one auxiliary verb, only the first one comes before the subject :

I should have said something.=> What should I have said?

Wh- questions

e.g. Which is the highest mountain?

How do ants show intelligence?

Who was the first European to America?

Why is the climate changing everywhere?

When will the ice at the Poles melt completely?

How well can bats hear?

Question phrases

Question phrases

Often use “What” and “Which” with a noun:

e.g. What time are you arriving?

What areas do we need to cover in the meeting?

“Which” is more usual with people and organizations, and when there is a limited number of possible answers:

e.g. Which customer service representative were you speaking to?

Which way is it?

Question phrases

- Can make phrases with “How” , “How many” , “How much” , “How old” , “How far” , “How often” , “How long” , “How fast”
e.g. How often do you travel abroad on business?
How long will the meeting last?
How much will the Brazilian economy grow next year?

Unit 2 Business Communication

Verb + -ing after prepositions

When a verb follows a preposition, the verb ends in -ing.

e.g. I	apologized	for	making	a mistake.
Laura is	keen	on	taking	photos.
I'm	thinking	of	going	to Turkey.
Are you	interested	in	travelling	around?
We're	tired	of	not having	a place to live.

Verb + -ing after prepositions

- Use the -ing form after a preposition. A preposition can follow a verb or an adjective.

e.g. Do not you believe in discussing things openly?

Unfortunately Tom insisted on telling us all about United's win.

I'm looking forward to seeing my friends again.

I have succeeded in getting hold of the DVD I wanted.

Verb + -ing after prepositions also there are :

agree with, apologize for, concentrate on, object to, rely on, think of

Verb + -ing after prepositions

- Use “about” after ask, complain, dream, speak, talk, think, and wonder.
e.g. They are talking about building a new swimming-pool.
- Use “by” and “verb + -ing” to say how something happens.
e.g. You can save the cost of flights by having a videoconference.

The past tense of can, must, have to

- “Can, must, have to” are the modal verbs.
- Followed by the infinitive **without to**.
- Have only one form means “no -s in the third person singular” “no verb tenses with -ing and -ed”
- Questions are made by putting the modal in front of the subject.
- Negatives are made by putting “not” immediately after the modal (-n’t)

The past tense of can, must, have to

e.g. Can I ...?

I can not (can't)

Could I ...?

I could not (couldn't)

Should I ...?

I should not (shouldn't)

- Talk about the ability, will use “can” and “can't”

e.g. We can get the information from the Internet.

Can you deliver the shipment in two weeks? No, We can't.

- “Can't” use for all things that we are not able to do.

e.g. I can't see that now you are very nervous.

The past tense of can, must, have to

- Talk about general past ability (not limited to one occasion) => use “could”
- In negative sentences and questions can use “could”
e.g. I could speak French quite well when I was at school.
I couldn't understand what he meant.
Could you deal with the problem?
- Use “have to” and “must” for saying something necessary
e.g. I have to speak to Jane before she leaves.
We must finish the meeting by eleven at the latest.

The past tense of can, must, have to

- “Have to” use for the situation makes something necessary
e.g. You have to pay the invoice by the end of the month.
(this’s the company rule)
- “Must” use for the speaker personally feels something is important
e.g. You must stop working so hard. (I’m telling you.)
- Make a question, normally use “have to” If use “must” for a question
=> sound annoyed, if stress “must” in speech.
e.g. Do you have to work this evening?
Must you work this evening?

The past tense of can, must, have to

- Talk about necessity in the past, use “had to”. There is no past form of “must”

e.g. I had to speak to Emma about something, but I have forgotten what it was about.

- Use “should” and “should not (shouldn’t)” for giving opinions and advice

e.g. We should invest more heavily in marketing.

You should speak to your boss about the problem in the department.

The past tense of can, must, have to

- NOTE: “Should” is not as strong as “must” and “have to”. We use it to give advice.
e.g. You look tired. You should go to bed earlier. You shouldn’t work so hard.

Unit 3 Products and Services

Review of Past simple

- Past simple

Affirmative

I / You/ We/ They

stopped.

He /She /It

stopped.

Negative

I / You/ We/ They

did not (didn't)

stop.

He / She / It

did not (didn't)

stop.

Review of Past simple

- Questions and Short answers

Question: Did I / You / We /They/ He/ She/ It wait ?

Answer: Yes, I did. / Yes, you did. / Yes, we did. / Yes, they did.

Yes, he did. / Yes, she did. / Yes, it did. /

No, I did not (didn't). / No, you did not (didn't). /No, we did not (didn't). / No, they did not (didn't). / No, he did not (didn't). / No, she did not (didn't). /No, it did not (didn't)

Review of Past simple

e.g. When did Leonardo da Vinci live?

What did Leonardo da Vinci paint?

Spelling Rules:

Verbs ending in -e → add -d

e.g. decide → decided

- For one-syllable verbs ending one vowel + one consonant → double the consonant and add -ed

e.g. stop → stopped

plan → planned

Review of Past simple

- Other one-syllable verbs add -ed

e.g. wait → waited

- Verbs ending vowel + consonant + -y → Change -y to -i and add -ed

e.g. study → studied

try → tried

- Verbs ending vowel + y add -ed

e.g. play → played

Review of Past simple

- Two-syllable verbs ending one vowel + one consonant →

Double the consonant if the stress is on the last syllable and add -ed

e.g. prefer → preferred

- If the stress is on the first syllable, add -ed

e.g. profit → profited

Irregular verbs

- Many verbs have irregular past simple forms

e.g. drink → drank

see → saw

Review of Past simple

Usage

- Use Past Simple
- Talk about finished events in the past, when we think about a definite time.

e.g. Alexander's army marched beside the river and then stopped outside the city.

I checked the figures very carefully last week.

- Describe the events in a story.
- e.g. Oliver heard the sound of a bell. Soon afterwards, the door softly opened.

Review of Past simple

- Describe the habits and routines in the past, usually use a time word or phrase.

e.g. Leonardo painted the Last Supper in his studio in 1496.

Every evening we went out and ate in a different restaurant.

- Time words and phrases that use with the past simple:

at: twelve o' clock, the end of the year

in: the morning, June, 1754, the sixties

on: Friday, the second of April

no preposition: last week, last month, last year, yesterday, ago

The passive

The passive

- Rule:
- Form the passive with the verb “to be” and the “past participle” of the verb. ➔ Use “be” + “past participle (V3)” to form the passive

e.g. Present simple active ➔

We find oil and gas beneath the ground or sea.

Present simple passive ➔

Oil and gas are found beneath the ground or sea.

The passive

Past simple active →

Teachers trained Aztec boys to fight.

Past simple passive →

Aztec boys were trained to fight.

NOTE:

- Use the passive when:

Don't know who does something:

e.g. The bicycle was invented 200 years ago.

The passive

It is not important to say who does something:

e.g. Spanish is spoken in many South American countries.

If we want to say who does something → use “by”

e.g. Mandarin Chinese is spoken by over a billion people.

Usage:

- Use the passive
- Move important information (the object of the active sentence) to the beginning.

e.g. Two men are being questioned by the police.

The passive

- Want to be impersonal and not mention the name of the person who performs the action. Often use the passive in scientific or technical processes.

e.g. Oil and gas are found beneath the ground or sea.

- When it is obvious who performed the action, e.g. teachers, or we don't want to use a general subject e.g. people, they.

e.g. Aztec boys were trained to fight.

Two missing children have been found safe and well.

The passive

- More often in formal speech and writing than in everyday speech.
- Negative forms and question forms for the passive are the same way as in active sentences.

e.g. The new design hasn't been chosen.

Has the new design been chosen?

Transitive and Intransitive

Transitive and Intransitive

- Verbs which have an object are called transitive verbs.
- Verbs without an object are intransitive.
- Only transitive verbs can be made passive.

- Transitive

Subject

Verb

Object

I

lost

my wallet

on the way to school.

- Intransitive

Subject

Verb

Object

I

swim

-

every day.

Transitive and Intransitive

- Use “BY”
- When it is important to know the “agent” or person who performed the action.
e.g. Some countries have been harmed by tourism.
- Only when it is really necessary.
e.g. The two men were arrested. (by the police - this is obvious)

Adjectives to describe products and services

Adjectives to describe products and services

Rule:

- Adjective ending -ing describe → something we are reacting to (**Outside us**).
- Adjective ending -ed describe → our feelings and reactions (**Inside us**).

e.g. The meeting was very interesting.

I was interested in your idea about outsourcing.

Adjectives to describe products and services

This kinds of adjectives:

bored/ boring	confused/ confusing	excited/ exciting
fascinated/ fascinating	surprised/ surprising	tired/ tiring
terrified/ terrifying	frightened/ frightening	relaxed/ relaxing
shocked/ shocking	amazed/ amazing	
disappointed/ disappointing		

Adjectives to describe products and services

Note:

- Don't mix up -ed and -ing:
- I am interested in your courses. (A **person** is interested.)
- Your course is very interesting. (A **thing** is interesting.)

Unit 4 Targeting the customer

First conditional

Rule:

- I'll the short form of ➔ I will
- The negative form is ➔ I won't
- First conditional sentences describe “REAL” situation – things that can or might happen.
- Have 2 parts ➔ the condition (if...) and the result (= what will happen).
- For the condition ➔ use if + Present simple / future.

First conditional

- For the result → use Present simple / future.
- No “will” after “if” → If I ~~will~~ like it, I will buy it.

First conditional

- Structure:
- If + Present Simple + Subject + Will/Won't + Object
- Talk about things that may happen in the future.
- Verb after “IF” → Present Simple →
- Use for a “Possible Future Action or Situation
- Use “Will/ Won't” + Verb for the “Result”

First conditional

	Future Possibility	+	Result
If	we don't hurry,		we won't finish.

- Can “Reverse the Order of First Conditional”
e.g. If we don't hurry, we won't finish. →
We won't finish if we don't hurry.
- Usage:
- Use First Conditionals in offers and suggestions
e.g. If you need a ticket, I can get you one.
If you feel like seeing the sights, we can take a bus tour.

First conditional

- Use if-clause for the first conditionals for warnings and threats.
e.g. If you go on like this, you will make yourself ill.

Unless

- Unless means the same as if ... not.
e.g. **If** he does**n't** arrive soon, he will miss the start of the presentation.

meaning same as the followed

Unless he arrives soon, he will miss the start of the presentation.

Adverbs of manner

Adverbs of manner

Rule:

- Adjectives describe “Nouns” (people or things)
- Adverbs of manner tells us about a verb: “How we do things” or “How something happens”
- To make an adverb of manner we add “ - ly” to an adjective

Usage:

- Usually go in end position of the sentences.
- But an adverb which end -ly can sometimes go in mid position.

Adverbs of manner

e.g. We asked permission politely.

We politely asked permission.

Form:

- Some adverbs of manner add - ly to the adjective.
- Adjectives ending - e drop - e and put - ly at the end.
- Adjectives ending in - y → change -y to -i

e.g. uncomfortable	→	uncomfortably
careful	→	carefully
happy	→	happily
real	→	really

Irregular adverbs

Irregular adverbs

- Some adverbs have an irregular form

e.g. good



well

He's a good speaker.

VS

He speaks well.

- **Adverbs with the same form as adjectives**

e.g. early fast hard high late low right wrong

She's a fast driver. VS She drives fast.

They are hard workers. VS They work hard.

Adverbs with the same form as adjectives

Note: “Hard” and “Hardly” are often confused.

- Hardly means “Almost not”.
- Hard is an adverb form meaning “Using a lot of energy”.

e.g. I can hardly hear you!

Are you working hard?

Confused word between “tell” and “say”

Confused word between “tell” and “say”

- “Tell” is followed by “A Person”

Tell + A person

e.g. Can you tell me the way to the station?

- “Say” is not followed by a person

BUT “Say”+ TO + Person

e.g. What did he say to you?

Unit 5 Achievements

Present Perfect

Rule:

- Form the Present Perfect with “Have” + “The Past Participle of the verb”.
- Use when we **talk about time** that is “**NOT FINISHED**” →
- **Use Present Perfect**
- Use when we **talk about time** that is “**FINISHED**” → **Use Past Simple**
- **The Past Participle of Regular verbs is the same as the Past Simple**
e.g. export – exported - exported

Present Perfect

FORM

- Affirmative

I / You/ We/ They

have ('ve)

decided. (Past Participle)

He /She /It

has ('s)

decided. (Past Participle)

- Negative

I / You/ We/ They

have not (haven't / 've not)

decided.

He / She / It

has not (hasn't / 's not)

decided.

Present Perfect

Questions

Have		I/ you / we/ they	decided?
Has		he / she/ it	decided?
Where	have	you	put it?
What	has	she	done?

Present Perfect

Short Answers

Yes,	I/ you/ we / they	have.
	he / she/ it	has.
No,	I/ you/ we / they	haven't.
	he / she/ it	hasen't.

- Regular verbs use - ed form as the Past Participle. Irregular verbs have irregular forms.

Present Perfect

Example:

Verb	Past Simple	Past Participle
wait (regular)	waited	waited
see (irregular)	saw	seen

- “BE” and “HAVE” in Present Perfect form
- Present Perfect form for “BE” ➔ Been
- Present Perfect form for “HAVE” ➔ Had

Present Perfect

e.g. The weather has been awful.

I have had a lovely time, thank you.

Usage

- Use Present Perfect
- To describe an event in the past without a definite time.
e.g. Someone has broken a window in our classroom.
- To describe what someone has completed or achieved in a period of time.
e.g. I have finished my homework, and I have cleaned my room.

Present Perfect

- To describe how many things someone has done.
e.g. Scientists have found more than 30 unknown insects.
- To describe someone's experiences, what he or she has done in life.
e.g. I have travelled by plane, but I have not flown in a helicopter.
- To describe changes, comparing past and present.
e.g. Our climate has become much warmer.

Present Perfect : Since and For

Present Perfect : Since and For

Rule:

- Use “**FOR**” with a **Period of time.**
- Use “**SINCE**” with a **Point of time in the Past**

e.g. Vicky has only had that camera for three days.

Those people have been at the hotel since Friday.

I have felt really tired for a whole week now.

We have lived in Oxford since 2014.

Present Perfect : Since and For

- Again! Use “FOR” ➔ to say how long this period is (for three days)
- Use “SINCE” ➔ to say when the period began (since Friday)

Use “How long” in questions

Use “How long” in questions

e.g. How long has Vicky had that camera?

Since Thursday, I think.

How long have Teddy and Laura been married?

Oh, for about four years.

- We can also use the Present Perfect with “For” and “Since” when something has stopped happening.

e.g. I have not seen Rachel for ages.

She has not visited us since July.

Unit 6 How would you like to pay?

Verbs + Object + “To do”

Rule:

- Want/ Ask/ Would like/ Will get/ Help + Object + To + Verb
- The following verbs are followed by an Object + to + infinitive
- Advise, Allow, Ask, Cause, Encourage, Expect, Forbid, Force, Help, Invite, Order, Pay, Prefer, Persuade

e.g. Russia will **ask** the Paris Club of creditors **to postpone** the signing of agreement on the repayment of debt.

Verbs + Object + “To do”

Note:

- We can use the same rule for the verbs “advise”, “expect”, and “tell”
e.g. The bank manager **advised me to** open a saving account.
We **expected the bank to** give us a loan.
Who **told you to** invest your money like that?

Defining Relative Clauses

Defining Relative Clauses

Rule:

- Defining relative clauses give us more information about people or things.
- Defining relative clauses about ...
- People begin with “WHO” or “THAT”
- Things begin with “WHICH” or “THAT”

Defining Relative Clauses

- When the “relative pronoun” is the “Subject” →
Use “Who, Which, or That”
- When the “relative pronoun” is the “Object” →
We can “Leave It Out”.

Again!

- Relative clauses can refer to the subject of the sentence or the object. They behave in different ways. In **Object clauses**, it is **possible to leave out the relative pronoun which/ that**.

Defining Relative Clauses

e.g. Glaciers are rivers of ice **which** form in cold climates on mountains. The amount of fresh water (**that**) glaciers contain is greater than all other lakes and rivers on Earth.

Subject: which form in cold climates → This refers to **glaciers**,
the subject of “**form**”.

Object: that glaciers contain → This refers to **water**,
the object of “**contain**”.

NOTE that in a subject clause there is never a subject pronoun after the relative pronoun.

Defining Relative Clauses

e.g. Glaciers are rivers of ice. **They** form in cold climates on mountains.

Glaciers are rivers of ice **which** ~~they~~ form in cold climates on mountains.

Defining Relative Clauses

Subject: Who or That

- Use “**who/ that**” → refer to “**people in subject relative clauses**”.
- When we **refer to a named person** → generally use **WHO**, and **THAT** in informal speech and writing.

e.g. Charles Dickens was the novelist **who** wrote David Copperfield.

Louis Agassiz was the first scientist **who** argued that there had been an Ice Age in the past.

Defining Relative Clauses

Subject: Which or That

- Use “**which/ that**” → refer to “**things in subject relative clauses**”.
e.g. Last week I bought a new computer **which** is much faster than the old one.

In 1840 Agassiz published Etudes sur les glaciers **which** was the first book to describe the movements of glaciers and the way they changed the landscape.

Defining Relative Clauses

Object: Who, That, or Zero

- Use “**who/ that**” in an **object relative clause** when ➔ refer to “**people**”

e.g. He is one of the scientists **who/ that** I admire most.

It is possible to “**Leave out**” the relative pronoun in this kind of sentence.

e.g. He is one of the scientists I admire most.

Defining Relative Clauses

Object: Which, That, or Zero

- Use “**which/ that**” in an **object relative clause** when ➔ refer to “**things**”

e.g. This is Pickwick Papers, one of the first books **which/ that** Dickens wrote.

It is possible to “**Leave out**” the relative pronoun in this kind of sentence.

e.g. This is Pickwick Papers, one of the first books Dickens wrote.

Unit 7 Future Trends

Will and Going to for Future

Rule:

- When we talk about a “Prediction for the Future” ➔
Use **“Will + Verb”**
- When we talk about a “Definite plan for the Future” ➔
Use **“Be going to + Verb”**

So that and In order to

So that and In order to

- Use for express the purposes ➔ to say why we do things.
- So that + Noun /Pronoun
e.g. Eva is going to the US **so that** she can improve her English.
- In order to + Verb
e.g. Eva is going to the US **in order to** improve her English.

Will and Going to for Future

Again!

General:

- **Will**
- Use to talk about facts in the future
- Use to talk about the details and comments

e.g. I **will** be twenty next Friday.

The spacecraft **will** come down in the Pacific Ocean tomorrow morning.

In the meal of next Friday, there will be about ten of us. Oh, that will be nice.

Will and Going to for Future

Be going to

- Use for an intention, something we have already decided to do.

e.g. We **are going to** have a meal.

Tom **is going to** sell his car.

Will and Going to for Future

Decisions and Intentions

- **Will**
- Use for an instant decision or agreement to do something
e.g. There is the postbox over there. I **will** post these letters.
You still have not put those shelves up, Trevor.
(Trevor said) O.k. I **will** do it tomorrow.
(which Trevor deciding now)

Will and Going to for Future

Be going to

- Mean we have already decided

e.g. I'm going out. I'm going to post these letters.

You still have not put those shelves up, Trevor.

(Trevor said) I know. I'm going to do it tomorrow. (which Trevor has already decided)

Will and Going to for Future

Predictions

- **Will**

- Use for a prediction about the future

e.g. I think United will win the game.

One day people will travel to Mars.

- **Be going to**

- Use for a prediction when we see from the present situation what is going to happen in the future.

e.g. There is not a cloud in the sky. It's going to be a lovely day.

This bag is not very strong. It's going to break.

Unit 8 When things go wrong

Second conditional

Rule:

- Second Conditional sentences describe “UNREAL” Situations →
→ **“Things that can’t or Probably WON’T HAPPEN”**.
- Use “WOULD” + a Verb in the Main Clause and
the “PAST Tense” in the “IF” clause.
- Sometimes use “WERE” instead of “WAS”.
e.g. If he were here, he would solve the problem right away.

Second conditional

Note:

- We can omit the comma.

e.g. If it wasn't so urgent, **I wouldn't call you**. (with comma)

I wouldn't call you if it wasn't so urgent. (without comma)

Second conditional

Form:

If + Past Simple + would

If I ate cake, I would get fat.

If we didn't have a car, we would find it difficult to get about.

If Rachel got up earlier, she wouldn't always be late.

Second conditional

- In a second conditional if-clause we sometimes use “were” instead of “was”, especially in the clause “If I were you”.

e.g. If I were you, I would ask a lawyer for some advice.

- The main clause often has “would”, can also use “could” or “might”

e.g. If we had a calculator, we could work this out a lot quicker.

If Rachel worked harder, she might do even better at her studies.

- The If-clause usually comes first, but it can come after the main clause.

e.g. If I knew, I would tell you.

I would tell you if I knew.

Second conditional

- Use for something “UNREAL”
e.g. If I had a million pound, I would probably buy a yacht.
- The sentence “If I had a million pound” means that in real life “I haven’t really got a million pounds, but I’m imagine that I have.”
- Use for an offer and suggestion
e.g. If you needed a ticket, I could get you one.
If you felt like seeing the sights, we could take a bus tour.
- Note: The second conditional is less direct than the first conditional. The speaker is less sure that you want to see the sights.

Adverbs that modify adjectives

Adverbs that modify adjectives

Rule:

- **Adverbs** that modify adjectives come **“BEFORE”** the **Adjectives**.
- Adverbs like “very, really, extremely, and etc.” are used to make adjectives or adverbs stronger.

e.g. I think this film is really terrible.

Everyone has worked extremely carefully.

Easily Confused words

Easily Confused words

- Accept and Except
- Accept → is “Verb”
- Except → means “BUT NOT”

e.g. I can accept most of your suggestions except the first one.

- Advice and Advise
- Advise → is “Verb”
- Advice → is “Noun”

e.g. He advised me to save my money and I took his advice.

Easily Confused words

- Passed and Past
- Passed → is a regular “Verb”
- Past → is an “Adjective, Noun or Preposition”
e.g. He passed me on the street at a quarter past four.
- Fell and Felt
- Past tense of “Fall” → is “Fell”
- Past tense of “Feel” → is “Felt”
e.g. I felt really silly when I fell off my bike.

Unit 9 Socializing

Reflexive Pronouns and Each Other

Rule:

Subject		Reflexive pronoun
I	➔	myself
You (singular)	➔	yourself
He / She	➔	himself / herself
We	➔	ourselves
You (plural)	➔	yourselves
They	➔	themselves

Reflexive Pronouns and Each Other

- The word “**BY**” + a **reflexive pronoun** means ➔ “ALONE”

e.g. I wrote the report by myself.

Examples:

When Joe looked at himself and Jane looked at herself, they looked at “themselves.

When Joe looked at Jane and Jane looked at Joe, they looked at “each other”.

Reflexive Pronouns and Each Other

- **Again!**
- Reflexive pronouns are often used when the action described by the verb is directed toward the thing referred to by the subject of the verb.
- **Form of reflexive pronoun**

	FIRST PERSON	SECOND PERSON	THIRD PERSON
<i>Singular</i>	myself	yourself	himself/herself/itself
<i>Plural</i>	ourselves	yourselves	themselves

Reflexive Pronouns and Each Other

Usage

- Use a reflexive pronoun after “Preposition”
e.g. The children are old enough to look **after themselves**.
- Can also be used when it is desired to emphasize a personal pronoun.
e.g. I **myself** saw what happened.

Did he solve the problem **himself**?

- But after “preposition of place” → can use “me, you, him, etc.”
e.g. In the mirror I saw a lorry **behind me**.
Mike didn't have any money **with him**.

Reflexive Pronouns and Each Other

Each Other

- Each other refer to persons or things which are acting on each other.
- Both phrases may be used to refer to either persons or things.
e.g. You and I saw **each other** last week.
The houses faced **each other**.

Present Perfect with “Ever, Yet, Already”

Present Perfect with “Ever, Yet, Already”

- Ever → Use to ask about what people have done before
- Already → Use to say that an action happened earlier.
- Yet → Use to say an action hasn't happened, but we expect it to.
- Present Perfect with “before” and “never”
 - e.g. Have we met **before**?
 - I have **never** been to Manila.

Present Perfect with “Ever, Yet, Already”

Again!

- **Already** → **“Sooner than expected”**
→ **Come “Before” the Past Participle**
e.g. It’s not a very good party. Most people **have already gone** home.
- **Yet** → **Use when we are “expecting something to happen”.**
→ **Come at “The End” of a “Question or a Negative Sentence”**
e.g. **Has** your course **started yet**?
It’s eleven o’clock and you **have not finished** breakfast **yet**.

Present Perfect with “Ever, Yet, Already”

- Ever → means “In whole your life up to the Present time”

Use in the “Question”

e.g. **Have** you **ever played** cricket?

This is the most expensive hotel we **have ever stayed** in.

- Never → means “Not Ever”

e.g. I **have never ridden** a motorbike in my life.

You **have never given** me flowers before.

Unit 10 Next on the Agenda

May and Might

Rule:

- Use “May” or “Might” when we want to say that something is ➔
 “Possible” , but we are **“Not Sure”** it **will Happen**.
- We can say the same thing in different ways:
 - e.g. We may finish by 5:30.
 - We might finish by 5:30.
 - Perhaps we will finish by 5:30.
 - Maybe we will finish by 5:30.

May and Might

Again!

- **Use “May” “Might”**
- To say that something is possible or that it is quite likely.
- Can use for the Present or the Future.

e.g. It may /might be a bomb. = Perhaps it is a bomb.

I may/might go to the disco tomorrow. = Perhaps I will go to
the disco.

May and Might

“May” “Might” in negative form

- Negative form of “May” → “May not”
- Negative form of “Might” → “Might not” “Mightn’t”

MAY NOT AND MIGHT NOT

Something negative is possible.

*Daniel **may not** get the job.*

*Tom **might not** be in.*

*I **mightn’t** finish the marathon tomorrow.*

(It is possible that I will not finish it.)

Prefixes

Prefixes

- Prefixes are added to the “beginning” of a word to create the “new word”
- Most prefixes are used to make the “Opposite” of words ➔ “un- , in- , im- , and dis-”
 - ➔ “im-” usually used with words that begin with the letter “p”
e.g. patient ➔ impatient

Prefixes

Again!

- Prefixes are added to create new words, which make the meaning opposite.

- **dis-**

reverse of

remove something

disagreement, disapprove, dislike, disqualify

disambiguate, disarm, disenfranchise,

dislodge

Prefixes

- **il-, im-, in-, ir**

not

*illegal, illegible, illegitimate, impatient,
impossible, impolite, inappropriate,
inconceivable, intolerant,
irregular, irrelevant, irresponsible*

- **un-**

reverse of

remove something

*unclear, undemocratic, unnecessary,
undress, unleash, unmask, unscrew*

Prefixes

Some common prefixes

anti- (= against)	<i>anti-roads</i> protestors <i>anti-government</i> troops
inter- (= between)	<i>an international</i> match <i>interstate</i> highways in the US
mini- (= small)	<i>a minicomputer</i> <i>the minibar</i> in your hotel room
mis- (= wrongly)	<i>mishear</i> what someone says <i>miscalculate</i> the amount
multi- (= many)	<i>multicoloured</i> lights <i>a multimillionaire</i>
over- (= too much)	<i>too fond of overeating</i> <i>overcrowded</i> roads
post- (= after)	<i>the post-war</i> world <i>a postgraduate</i> student
pre- (= before)	<i>pre-match</i> entertainment <i>in prehistoric</i> times
re- (= again)	<i>a reunion</i> of old friends <i>reread</i> a favourite book
semi- (= half)	<i>semi-skilled</i> work <i>sitting</i> in a semicircle
super- (= big)	<i>a huge new superstore</i> <i>a supertanker</i> carrying oil
under- (= too little)	<i>thin and underweight</i> <i>underpaid</i> work

Negative prefixes

We can also use a prefix to form an opposite. For example, the opposite of **clear** is **unclear** (= not clear).

Un- is the most common negative prefix.

dis-	<i>a dishonest</i> way to behave <i>can't help being disorganized</i> <i>dislike</i> the idea <i>disappear</i> from the scene <i>a disadvantage</i> of the plan
il- (+ l)	<i>an illegal</i> drug <i>an illiberal</i> attitude
im- (+ m or p)	<i>an impossible</i> task <i>an impolite</i> question
in-	<i>an indirect</i> route <i>the invisible</i> man <i>a great injustice</i>
ir- (+ r)	<i>an irregular</i> shape <i>an irrelevant</i> remark
non-	<i>non-alcoholic</i> drinks <i>a non-stop</i> flight
un-	<i>an uncomfortable</i> chair <i>an unusual</i> event <i>an undated</i> letter <i>uncertain</i> what to do <i>unpack</i> your suitcase <i>unzip</i> the bag