

# CBS

## Colegio Bautista Shalom



## English Course 2

## Second Grade

## First Bimester

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# NOUNS

## WHAT IS A NOUN?

The simplest definition of a noun is a *thing* and nouns are the basic building blocks of sentences. These things can represent a person, animal, place, idea, emotion –almost *anything* that you can think of. *Dog, Sam, love, phone, Chicago, courage, and spaceship* are all nouns. The more nouns you know in a language, the better you will be able to communicate your ideas. Here, we'll take a closer look at what makes a noun a noun, and we'll provide some examples of how nouns are used.

Noun examples: respect, faith, apple, seashore, peanut, motorcycle.

Noun examples in the following sentences are in bold for easy identification.

1. The **boy** and **girl** were holding **hands** as they crossed the **bridge** on the **way to town**.
2. I love watching **my cat** play with the pink **yarn**.
3. **It** is raining! **Everyone** grabs **your umbrella** and **rain hat** and **watch out** for the **puddles!**

## CATEGORIES OF NOUNS

There are several categories of nouns, and there can be an overlap across the categories. For example, there are *common* and *proper* nouns, and *concrete* and *abstract* nouns, yet some nouns are both concrete and common, or concrete and proper. It will become clear as you read on.

**Common** nouns are the words that refer to most general things: country, evening, laughter, puppy, umbrella...

Common noun examples in the following sentences are in bold for easy identification.

- Cathy loves the **weekends** in the **country**.
- We enjoy **swimming** after **breakfast**.
- The **cup** fell and broke.

**Proper** nouns are the name that identifies someone or something, a person or a place. Proper nouns are capitalized. John is a proper noun, since the word John represents a particular, single example of a thing, John.

Proper noun examples: Mary, Jimmy, Aunt Audrey, Honda, Philadelphia.

Proper noun examples in the following sentences are in bold for easy identification.

- **Emily** loved spending time with her **Aunt Nancy** in **Paris**.
- **Buick** and **Jeep** are two important carmakers.
- We visited **Lake Erie**, which separates the **United States** and **Canada**.

**Concrete** nouns represent a thing that is real and tangible: *pig, person, rock, smell, air, soup, Larry*; are all concrete nouns.

Concrete noun examples: cup, computer, diamond, rollercoaster, shampoo, Debby...

Concrete noun examples in the following sentences are in bold for easy identification.

- The **person** threw the **rock** across the **yard**.
- My **dog, Oreo**, jumped in the **air** and caught the **ball!**
- Can you smell the **soup, John?**

An **abstract** noun represents a thing that is more like a concept or idea: *love, integrity, democracy, friendship, beauty, knowledge* are examples of abstract nouns.

Abstract noun examples in the following sentences are in bold for easy identification.

- **Love** and **friendship** are equally important.
- **Beauty** is in the eye of the beholder.
- Your **mind** can know a million things.

Nouns can also be categorized as **countable** or **uncountable**.

A **countable** noun is a thing can be numbered or counted: airplane, sock, bowl, noodle, teacher, as in two airplanes, three socks, and 1000 noodles.

Countable noun examples: peach, horse, shirt, telescope...

Countable noun examples in the following sentences are in bold for easy identification.

- There are five **dogs** in the street.
- I bought three **tons** of coal.
- Margaret has six **pairs** of blue **sandals**.

**Uncountable** nouns can have a quantity or amount but cannot be actually counted: water, music, clothes, understanding. In the second example above, *tons* is a countable noun, but *coal* is not. Coal is referred to as an **uncountable** noun.

Uncountable noun examples: hate, confidence, attractiveness, wisdom...

Uncountable noun examples in the following sentences are in bold for easy identification.

- **Love** is in the air.
- The four elements are **air, earth, fire, and water**.
- Her **humor** knows no **bounds**.

**Collective** nouns refer to a group of people or things: audience, team, bunch, family, class. When speaking of collective nouns, Americans consider them as singular, using singular verbs with them, such as the group dances happily. When speaking British English, both singular verbs and plural verbs might be used, as in the group dance crazily before the Queen.

Collective noun examples: government, jury, team, bunch, school, class, and room (the people in the room or building).

Collective noun examples in the following sentences are in bold for easy identification.

- The **team** threw **confetti** when it was over.
- Steve buys the **band** some sandwiches.
- Meredith told the **class** she was getting married.

As mentioned above, when we talk of categories of nouns, some nouns can be described as being in more than one category. Some nouns are concrete and countable, for example, such as raindrops and wedding rings, while some are proper and uncountable, such as the Atlantic Ocean and Alaska.

## FORMS OF NOUNS

The same noun can appear in different forms, depending on how it is used.

A countable noun can be **singular** or **plural**. Most nouns in English form the plural by adding -s or -es to the noun, although there are some exceptions:

- One dog, two **dogs**, red dog, blue dog.
- I missed not just one bus today, but two **buses**.
- New York City is one of the grandest **cities** in the world.

Uncountable nouns and proper nouns are always considered to be singular:

- The **air** in the countryside and in the city is clean and fresh (not the **airs**).

- All **knowledge** is a good thing (not **knowledges**).
- **Florida** has mostly warm weather in the winter.

Nouns can also indicate **ownership**. This form of a noun is called a **possessive** noun, and is indicated by an apostrophe and the letter *-s*. It is equivalent to using the word *of* and the noun.

- The **light's** color is red. (or: The color of the light is red.)
- The **country's** flag has blue stripes. (or: The flag of the country has blue stripes.)
- The **hunters'** guns were loaded. (or: The guns of the hunters were loaded.)

Note that when the noun already ends with *-s*, possession is indicated by adding only an apostrophe – *hunters'* guns, not *hunters's* guns.

A noun can be used as the **subject** of a sentence, or in another capacity as an **object**:

- **John** is nice. – John is the *subject* of the sentence
- I saw **John** – John is the simple (direct) *object* of the sentence.
- I gave **John** the phone. – John is the indirect *object* of the sentence.
- I gave the phone to **John**. – John is the *object* of the preposition *to*.

## ADDITIONAL INFO ABOUT NOUNS

Sometimes nouns are used as **adjectives**, which is referred to as a **noun adjunct**. In fact, English is amazingly flexible in that almost any noun can also be used as an adjective, though sometimes the use is considered comical or slangy:

- **Ocean** view – Ocean describes the type of view you would see outside your window.
- **Jazz** concert – Jazz is specifying what kind of concert is being played.
- **Cheese** omelet – It's a certain type of omelet, eggs with cheese. Using a true adjective as in a *cheesy* omelet means any type of omelet (onion and peppers, mushroom) that has a lot of cheese.
- **Dog** tired – Really really tired – even though dogs aren't known to be especially tired.
- **Fear** Factor – An example of using just any old word as a noun adjunct.

**EXERCISE 01:** copy each sentence onto a white bond sheet. Identify and underline the noun in each one.

1. The plane landed safely at the airport.
2. The boy dropped the soda on the table.
3. My dog likes to play with a ball and some toys.
4. I saw my friend at the mall.
5. There was a huge spider crawling across my bed.
6. Are those people waiting to get on the bus?
7. Friday is my favorite day of the week.
8. Children enjoy playing video games.
9. Nala, my pet, gave birth to eight cute puppies.
10. My birthday is in October.

## PRACTICE THE FOLLOWING VOCABULARY

COUNTRIES, NATIONALITIES & LANGUAGES IN THE AMERICAS			
COUNTRIES	NATIONALITIES	LANGUAGES	
	Bermuda	Bermudian.	English.
	Canada	Canadian.	English / French.
	United States	American.	English.
	Saint Pierre and Miquelon	Frenchman (men) Frenchwoman (women)	French.
	British Virgin Islands	British Virgin Islander.	English.
	Anguilla	Anguillan.	English.
	Antigua and Barbuda	Antiguan.	English.
	Argentina	Argentine / Argentinian.	Spanish.
	Aruba	Aruban.	Dutch / Papiamento / Spanish / English.
	Bahamas	Bahamian.	English.
	Barbados	Barbadian.	English.
	Belize	Belizean.	English.
	Bolivia	Bolivian.	Spanish.
	Brazil	Brazilian.	Portuguese.
	Chile	Chilean.	Spanish.
	Colombia	Colombian.	Spanish.
	Dominican Republic	Dominican.	Spanish.
	Costa Rica	Costa Rican.	Spanish.
	Cuba	Cuban.	Spanish.
	Dominica	Dominican.	English.
	Ecuador	Ecuadorian.	Spanish.
	El Salvador	Salvadorian.	Spanish.
	Grenada	Grenadian.	English.
	Guadeloupe	Guadeloupian	French / Créole.
	Guatemala	Guatemalan.	Spanish.
	French Guiana	French Guianese.	French.
	Guyana	Guyanese.	English / Guyanese Creole.
	Haiti	Haitian.	French / Creole.
	Honduras	Honduran.	Spanish.
	Jamaica	Jamaican.	English.
	Martinique	Martiniquais / Martinican.	French / Créole.
	Mexico	Mexican.	Spanish.
	Montserrat	Montserratian.	English.
	Saint Lucia	Saint Lucian.	Saint Lucian Creole / English.
	Nicaragua	Nicaraguan.	Spanish.
	Panama	Panamanian.	Spanish.
	Paraguay	Paraguayan.	Spanish.
	Peru	Peruvian.	Spanish.
	Puerto Rico	Puerto Rican.	Spanish.
	Cayman Islands	Caymanian	English.
	Uruguay	Uruguayan	Spanish.
	Venezuela	Venezuelan.	Spanish.

## NON-COUNT AND COUNT QUANTIFIERS

Quantifiers are words that come before nouns to indicate the amount or how much of a non-count noun is being stated, or the number or how many of a count noun is being stated. Remember that amount and how much refer to non-count nouns while number and how many refer to count nouns. Let us look at a few examples.

### Non-count nouns

*"The students have a tremendous **amount** of work to complete before the end of the year."*

*"His fuel gauge was not working, so he didn't know **how much** gas was left."*

### Count nouns

*"The **number** of people in the club exceeded the maximum occupancy."*

*"I don't remember **how many** times I have been to New York."*

There are some quantifiers which are used only with **non-count nouns**. Here are a few examples: **a little, not much, little, or too much**.

There are some quantifiers which are used only with **count nouns**. Here are a few examples: **few, many, several, or a couple of**.

There are some quantifiers which are used with both **non-count** and **count nouns**. Here are a few examples: **some, a lot of, plenty of, or enough**.

**EXERCISE 02:** Copy each sentence onto a white bond sheet. Choose the option to be written on the blank line

1. There wasn't \_\_\_ traffic this morning.

- much
- many
- a few

2. There was \_\_\_ information given during the class.

- many
- much
- none

3. The \_\_\_ of advice he received was well worth the cost.

- number
- amount
- much

4. How \_\_\_ people will be coming to the party tonight?

- much
- many
- lots

5. Unfortunately, she doesn't have very \_\_\_ friends

- much
- a lot of
- many

6. I bought some milk, some apples, and a \_\_\_ bananas.

- lots of
- few
- little

7. There are a lot of movies I like, but \_\_\_ that I would see twice.

- little
- few
- plenty

8. We just bought a new house with \_\_\_ furniture included.

- few
- several
- plenty of

9. The \_\_\_ of students at the school has increased.

- number
- some
- amount

10. There is \_\_\_ water on the floor because of the storm last night

- lots
- few
- a little

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## PRACTICE THE FOLLOWING VOCABULARY FAMILY - RELATED VOCABULARY

### FAMILIES

The table gives the word for the family member on the left, and a sample sentence using that term on the right.

To make it easy to find just the term you want, the family-related words are presented in alphabetical order.

Family-Related Word	Example Sentence
<b>aunt</b>	My aunt tells me funny stories about my mother's youth.
<b>brother</b>	My brother is incredibly competitive.
<b>cousin</b>	My cousin left for college last year.

<b>daughter</b>	She has one daughter and one son.
<b>father</b>	My father spent a lot of time on the road for work.
<b>grandchild</b>	That 90-year-old woman has 20 grandchildren!
<b>granddaughter / son</b>	His granddaughter gave him a birthday card with a bunny.
<b>grandfather / mother</b>	Do you remember your grandmothers and grandfathers?
<b>great-grandchild</b>	She has four great-grandchildren and is very happy to be alive and to have met them all!
<b>husband</b>	She sometimes argues with her husband, but that's normal in every marriage.
<b>in-laws</b>	Many people don't get along with their in-laws. Others are happy to have a new family!
<b>son-in-law, daughter-in-law</b>	Her daughter-in-law told her to mind her own business.
<b>mother</b>	Mother knows best, or at least that's what my mother always said.
<b>niece</b>	His niece works in a shop in Seattle selling eyewear.
<b>nephew</b>	I have a nephew who lives in town. It's nice to have lunch every once in a while.
<b>parents</b>	All of us have two biological parents. Some people grow up with adopted parents.
<b>sister</b>	His sister drove him crazy with her constant complaining about the parents.
<b>son</b>	Many people say that sons are harder to raise than daughters because they cause more trouble.
<b>stepfather, stepmother</b>	She gets along with her stepfather, but she prefers to not call him "Dad."
<b>stepdaughter, stepson</b>	If you marry him, you'll have two stepdaughters and one stepson.
<b>twin</b>	It's amazing how similar some twins are. They look, act, and talk alike.
<b>uncle</b>	My uncle lives in Texas. He's nothing like my father.
<b>widow</b>	She became a widow 20 years ago and never remarried.
<b>widower</b>	The widower is very sad because he's all alone now.
<b>wife</b>	My wife is the most amazing woman in the world because she puts up with me.

## CAN AND COULD

### POSSIBILITY AND IMPOSSIBILITY

We use **could** to show that something is **possible**, but not certain:

*They could come by car.* (= Maybe they will come by car.)

*They could be at home.* (= Maybe they are at home.)

We use **can** to make **general statements** about what is possible:

*It can be very cold here in winter.* (= It is sometimes very cold here in winter.)

*You can easily get lost in this town.* (= People often get lost in this town.)

We use **can't** or **cannot** to say that something is **impossible**:

*That can't be true.*

*You cannot be serious.*

We use **could have** to make **guesses about the past**:

*It's ten o'clock. They could have arrived by now.*

*Where are they? They could have got lost.*

We use **could** to make **general statements about the past**:

*It could be very cold there in winter.* (= It was sometimes very cold there in winter.)

*You could easily get lost in that town.* (= People often got lost in that town.)

We use **can't have** or **couldn't have** to say that a **past event** was **impossible**:

*They know the way here. They can't have got lost!*

*If Jones was at work until six, he couldn't have done the murder.*

### PERMISSION

We use **can** to **ask for permission** to do something:

*Can I ask a question, please?*

*Can we go home now?*

**Could** is more formal and polite than *can*:

*Could I ask a question please?*

*Could we go home now?*

We use *can* to give permission:

*You can go home now.*

*You can borrow my pen if you like.*

We use *can* to say that **someone has permission** to do something:

*We can go out whenever we want.*

*Students can travel for free.*

We use *can't* to refuse permission or say that **someone does not have permission**:

*You can't go home yet.*

*Students can't travel for free.*

**EXERCISE 03:** Copy each sentence onto a white bond sheet. Read de sentences and choose de the correct answer

1) She screamed a lot but nobody ..... heard her voice.

a) could    b) can    c) couldn't    d) can't

2) You are 17 years old, you ..... enter the club at this age.

a) can    b) can't    c) couldn't    d) could

3) My mother ..... play the guitar very well when she was young.

a) can    b) could    c) can't    d) couldn't

4) She ..... understand five language and ..... speak three language

a) Can/can't    b) can/can    c) could/can    d) could/could

5) I ..... play tennis now. I have got a terrible headache.

a) could    b) can    c) can't    d) couldn't

**EXERCISE 04:** Copy each sentence onto a white bond sheet. Complete de sentences with the correct form of can or could

1. I \_\_\_\_\_ go to the party last night because I was sick.
2. A: \_\_\_\_\_ Noel cook Italian food? B: Yes, he \_\_\_\_\_.
3. My sister \_\_\_\_\_ swim last year, but now she \_\_\_\_\_.
4. They \_\_\_\_\_ go shopping yesterday because the store was closed.
5. A: \_\_\_\_\_ you read when you were four years old? B: Yes, I \_\_\_\_\_.
6. Ellie \_\_\_\_\_ ride a bicycle. She rides it to school every day.
7. I'm very tired, so I \_\_\_\_\_ go out to the park to play.
8. A: \_\_\_\_\_ you see the moon last night? B: No, I \_\_\_\_\_.
9. When \_\_\_\_\_ I talk to you about the company report?
10. Most dinosaurs walked on land, but some \_\_\_\_\_ fly or even swim.
11. Excuse me, I \_\_\_\_\_ hear you right now. The music is too loud.
12. I \_\_\_\_\_ drive a truck when I was only sixteen years old.
13. Douglas hit the tree because he \_\_\_\_\_ stop his car.
14. How many hot dogs \_\_\_\_\_ you eat at one time?
15. I \_\_\_\_\_ read without my reading glasses. Where are they?

## MAKING AND RESPONDING TO SUGGESTIONS

### HOW ABOUT AND WHY DON'T

Imagine that you haven't seen a good friend in a month. In a telephone call, your friend tells you she would like to get together for dinner but can't think of a restaurant to go to. So, you offer an idea.

Read to a short **conversation**:

*I'd love to have dinner on Friday but I'm not sure where.*

*How about we go to Chez Philip?*

*Great idea! I haven't been there in over a year.*

The phrase *How about* is one common way to make a friendly suggestion in English. To make a suggestion means to offer an idea or plan for someone to think about.

You probably already know a few ways to make suggestions in English, using words such as *could* or *should*.

But, on this Everyday Grammar program, we'll talk about common phrases you can use for making friendly suggestions. We use many of these phrases in question form.

## HOW ABOUT...?

Let's start by talking a little more about the phrase *How about*.

When you ask a question using *How about*, you are asking someone if they agree with what you are suggesting.

There are two structures for using this phrase. The first is:

How about + subject + simple verb form

Let's listen to the first example again:

*How about we go to Chez Philip?*

In this example, the subject is *we*, and the verb is *go*.

The second structure for using *How about* is:

## How about + gerund

*How about going to Chez Philip?*

In this example, the subject is still *we*, although is not explicitly stated. Instead, the subject is **implied**. And, *going* is the gerund form of the verb *go*.

You can also use *How about + gerund* to make a suggestion for an action that does not involve you.

For example:

*How about starting a group for English learners?*

## WHY DON'T...?

*Why don't* is very similar to *How about* and *What about*. The difference here is that we ask the question using the **negative** *don't*.

The structure is: Why don't + subject + simple verb form

Let us hear our example again, but this time with *Why don't*:

*Why don't we go to Chez Philip?*

**EXERCISE 05:** Using a white sheet bond writes 10 sentences using the how about and why don't

## MODAL VERBS

### PERMISSION, PROHIBITION, OBLIGATION, NO OBLIGATION

When we want to express permission, prohibition (not allowing something), obligation or no obligation we use modal verbs.

#### PERMISSION

'Can' is most often used to ask for or give permission but 'may' and 'could' are also possible even though they are not used as often as 'can'.

**Can I borrow a pen?**

You can sit here; the seat is free.

Could I open the window?

May I ask a question?

#### PROHIBITION

'Can't' and 'mustn't' (must not) are used to show that something is prohibited (not allowed)

You can't go into that restaurant without a tie.

You can't drive in this country unless you are over eighteen.

You mustn't use your phone in class.

'Can't' usually gives the idea of something that is against the rules. Mustn't usually means that it is the speaker who is setting the rule

## OBLIGATION

'Have to' and 'must' are both used to express obligation. There is a slight difference in the way that they are both used.

'Have to' shows that the obligation comes from someone else, not the speaker. This is usually referring to a rule or law.

We have to be at the airport at least two hours before the flight.

I have to work on Saturday.

They have to wear their uniforms at school.

'Must' shows us that the obligation comes from the speaker.

I must hand in my thesis by tomorrow.

I really must call my parents.

### **Here is an example of the difference between 'have to' and 'must':**

My doctor said that I have to stop smoking or I'll risk serious problems. (I have no choice)

I must stop smoking. It's costing me too much money. (It's my decision)

**We use 'don't have to' to show that there is no obligation. You can do something if you want but it is not an obligation.**

You don't have to wear a tie to go to that restaurant, but it would be nice.

You didn't have to call for me. I could have got a taxi.

Students don't have to wear uniforms to school.

## EXERCISE 06: Copy each sentence onto a white bond sheet. Now choose the correct verb for these sentences and write it in the blank

1. You \_\_\_ come to the meeting but it would help us all if you're there.

- mustn't
- don't have to

2. I can't get a connection on my phone. \_\_\_ I borrow yours?

- have to
- can

3. The rules say that you \_\_\_ only invite one guest to the club.

- can
- have to

4. I \_\_\_ stay on for a few hours because I'd rather work late today than over the weekend.

- have to
- must

5. There's a lot of noise coming from outside. \_\_\_ I close the window?

- Must
- Could

## PREPOSITIONS

### PREPOSITIONS OF TIME

#### In, at, on and no preposition with time words:

Prepositions of time - here's a list of the time words that need 'on', 'in', 'at' and some that don't need any preposition. Be careful - many students of English use 'on' with months (it should be 'in') or put a preposition before 'next' when we don't need one.

<b>at</b>	<ul style="list-style-type: none"> <li>times: <b>at</b> 8pm, <b>at</b> midnight, <b>at</b> 6:30</li> <li>holiday periods: <b>at</b> Christmas, <b>at</b> Easter</li> <li><b>at</b> night</li> <li><b>at</b> the weekend</li> <li><b>at</b> lunchtime, <b>at</b> dinnertime, <b>at</b> breakfast time</li> </ul>
<b>on</b>	<ul style="list-style-type: none"> <li>days: <b>on</b> Monday, <b>on</b> my birthday, <b>on</b> Christmas Day</li> <li>days + morning / afternoon / evening / night: <b>on</b> Tuesday morning</li> <li>dates: <b>on</b> the 20th of June</li> </ul>
<b>in</b>	<ul style="list-style-type: none"> <li>years: <b>in</b> 1992, <b>in</b> 2006</li> <li>months: <b>in</b> December, <b>in</b> June</li> <li>decades: <b>in</b> the sixties, <b>in</b> the 1990s</li> <li>centuries: <b>in</b> the 19th century</li> <li>seasons: <b>in</b> winter, <b>in</b> summer</li> <li><b>in</b> the morning, <b>in</b> the afternoon, <b>in</b> the evening</li> </ul>
<b>no prep</b>	<ul style="list-style-type: none"> <li>next week, year, month etc</li> <li>last night, year etc</li> <li>this morning, month etc</li> <li>every day, night, years etc</li> <li>today, tomorrow, yesterday</li> </ul>

### **EXERCISE 07:** Copy each sentence onto a white bond sheet. Put in the correct preposition (choose in / on / at). If no preposition is need put in

1. Lucy is arriving \_\_\_\_\_ February the 13th \_\_\_\_\_ eight o'clock \_\_\_\_\_ the morning.
2. The weather is often terrible in London \_\_\_\_\_ January.
3. It's better to get taxi if you are out alone \_\_\_\_\_ night.
4. She got married \_\_\_\_\_ September.
5. They usually go to the south of France \_\_\_\_\_.
6. Columbus sailed to the Americas \_\_\_\_\_ the 16th century.
7. The Beatles were popular \_\_\_\_\_ the 1960s.

8. I graduated from university \_\_\_\_\_ 2001.

9. His birthday is \_\_\_\_\_ June.

10. I usually go to my parents' house \_\_\_\_\_ Christmas. We eat turkey together \_\_\_\_\_ Christmas day.

## PREPOSITIONS OF PLACE

Prepositions of place can be difficult - here's some help about using 'at', 'in' and 'on' when you're talking about where things are basics: If something is contained inside a box or a wide flat area, we use 'in':

in the newspaper	in a house
in a cup	in a drawer
in a bottle	in a bag
in bed	in a car
in London	in England
in a book	in a pub
in a field	in the sea
in my stomach	in a river

If something is on a line or a horizontal or vertical surface, we use 'on':

on the table	on the wall
on the floor	on the window
on my face	on a plate
on the page	on the sofa
on a chair	on a bag
on the river	on a t-shirt
on the ceiling	on a bottle
on a bike	on his foot

If something is at a point, (it could be a building) we use 'at':

at the airport	at the door
at the table	at the bus stop
at the cinema	at the top
at the bottom	at the pub
at the traffic lights	at the front
at the back	at school
at university	at the window
at the hospital	at the piano

Here are some more common ones that don't really fit:

- ✓ on TV.
- ✓ on the bus.
- ✓ on a train.
- ✓ on a plane.
- ✓ on the radio.

- ✓ at home.
- ✓ at work.

### **EXERCISE 08: Copy each sentence onto a white bond sheet. Put in the correct preposition**

1. He's swimming \_\_\_\_\_ the river.
2. where's Julie? She's \_\_\_\_\_ school.
3. The plant is \_\_\_\_\_ the bath.
4. There is a spider \_\_\_\_\_ the bath.
5. Please put those apples \_\_\_\_\_ the bowl.
6. Frank is \_\_\_\_\_ holiday for three weeks.
7. There are two pockets \_\_\_\_\_ this bag.
8. I read the story \_\_\_\_\_ the newspaper.
9. The cat is sitting \_\_\_\_\_ the chair.
10. Lucy was standing \_\_\_\_\_ the bus stop.
11. I'll meet you \_\_\_\_\_ the cinema.
12. She hung a picture \_\_\_\_\_ the Wall.
13. John is \_\_\_\_\_ the garden.
14. there's nothing \_\_\_\_\_ TV tonight.
15. I stayed \_\_\_\_\_ home all weekend.

## **TECHNICAL WORDS**

### **Computer (41 Words)**

<b>CDROM</b>	<b>Copy</b>	<b>Database</b>
<b>Close</b>	<b>Cut</b>	<b>Delete</b>
<b>Click</b>	<b>Command</b>	<b>Digital</b>
<b>File</b>	<b>Hardware</b>	<b>Input</b>
<b>Find</b>	<b>Interactive</b>	<b>Internet</b>
<b>Font</b>	<b>Internet</b>	<b>Keyboard</b>
<b>Format</b>	<b>Help</b>	<b>Menu</b>
<b>Graphic</b>	<b>Memory</b>	<b>Modem</b>

<b>Icon</b>	<b>Mouse</b>	<b>Multimedia</b>
<b>Network</b>	<b>Numeric</b>	<b>Open</b>
<b>Output</b>	<b>Paste</b>	<b>Peripheral</b>
<b>Printer</b>	<b>Processing</b>	<b>Replace</b>
<b>Save</b>	<b>Scanner</b>	<b>Search</b>
<b>Select</b>	<b>Software</b>	<b>Text</b>

## Networking Computers (42 Words)

<b>Active</b>	<b>Firewall</b>	<b>Gateway</b>
<b>Hub</b>	<b>Internet</b>	<b>Lan</b>
<b>Latency</b>	<b>Link</b>	<b>Layer</b>
<b>Mask</b>	<b>Multi-Hop</b>	<b>NIC Adapter</b>
<b>Address</b>	<b>Backbone</b>	<b>Bridge</b>
<b>Client</b>	<b>Collision</b>	<b>Domain</b>
<b>Driver</b>	<b>Error</b>	<b>Ethernet</b>
<b>Node</b>	<b>Packet</b>	<b>Passive</b>
<b>Patch</b>	<b>Cable Path</b>	<b>Peer-To-Peer</b>
<b>Ping</b>	<b>Port</b>	<b>Protocol</b>
<b>Resolution Router</b>	<b>Segment</b>	<b>Server Session</b>
<b>Switch</b>	<b>Traffic Transaction</b>	<b>Transmission</b>
<b>Twistepair</b>	<b>Unshielded</b>	

## PRACTICE THE FOLLOWING VOCABULARY

### PLACES IN A CITY DICTIONARY 1



bank



airport



museum



hospital



theatre



cinema



butchers



fire station



hotel



gym



florist's



cafe



greengrocer's



hairdresser's



bus stop



chemist's



police station



book shop



park



amusement park



petrol station



stadium



baker's



library



school

**EGRAPHY (OF THE NEW CONTENT INCLUDED IN THIS VERSION OF THE DOCUMENT)**

[https://7esl.com/countries-nationalities-and-languages/#North\\_American\\_Countries](https://7esl.com/countries-nationalities-and-languages/#North_American_Countries)  
<https://learnenglish.britishcouncil.org/english-grammar-reference/can-and-could#:~:text=We%20use%20can%20and%20can't%20to%20talk%20about%20the,I%20can%20see%20you.&text=We%20use%20could%20and%20couldn't%20could%20speak%20several%20languages.>  
<https://learningenglish.voanews.com/a/making-and-responding-to-suggestions/4266045.html>  
<https://learningenglish.voanews.com/a/making-and-responding-to-suggestions/4266045.html>  
<https://www.ecenglish.com/learnenglish/lessons/modal-verbs-1-permission-prohibition-obligation-no-obligation#:~:text=When%20we%20want%20to%20express,obligation%20we%20use%20modal%20verbs.&text='Can'%20is%20most%20often%20used,as%20often%20as%20'can'>  
<https://www.ecenglish.com/learnenglish/lessons/non-count-and-count-quantifiers>  
<https://www.gingersoftware.com/content/grammar-rules/nouns/>  
<https://www.grammar-quizzes.com/noun-forms.html#:~:text=Verb%20%E2%86%92%20Noun%20word%20form&text=Nouns%20may%20be%20formed%20from,Latin%20or%20Greek%20in%20original.&text=Adding%20a%20suffix%20to%20a,way%20of%20forming%20a%20noun.>  
[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Nouns/Nouns\\_fc169654mu](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Nouns/Nouns_fc169654mu)  
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<https://www.pinterest.fr/pin/78179743510089292/>  
<https://www.thoughtco.com/vocabulary-relating-to-family-4018887>