

# REAL WORLD ENGLISH

Combined Student's Book & Workbook

In accordance with the Common European Framework



Betty Holland

**B2**



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# CONTENTS

Unit	Module	Functions
<b>1 Living Abroad</b>	• Getting Ready	• Discuss advantages & disadvantages of living abroad
	• Settling In	• Understand a contract • Carry out a formal interview
	• Different Countries- Different Rules	• Understand a drug prospectus • Speculate about whether something is true or not
	• Life As An Expat	• Talk about past habits, and adapting to life changes
<b>2 Ancient Cities</b>	• Machu Picchu	• Prepare and present a news bulletin about an archaeological find • Choose and discuss wonders of the world
	• Pompei –An Ancient Disaster	• Effectively give and support personal opinions in a discussion • Carry out an interview
	• Atlantis – The Lost City	• Discuss what could be done to improve society
	• Camelot – A Myth?	• Understand a narrative text • Reminisce informally about childhood memories
<b>3 Communication</b>	• Body Language	• Discuss relationship problems • Give advice & suggestions
	• Levels Of Formality	• Use different levels of formality in English
	• British Or American English?	• Discuss preferences and compare accents
	• Idioms & Metaphors	• Use idiomatic expressions • Understand motives in story
<b>4 International Days</b>	• Valentine’s Day	• Write a book review • Express regrets, sympathy and wishes
	• World No-Tobacco Day	• Understand more complex, formal language • Write a summary of different articles • Discuss smoking in the world today
	• International Literacy Day	• Summarize orally a movie plot
	• Other International Days	• Prepare and present a formal proposal to the UN • Give detailed information in order to support ideas

# Common European Framework Criteria

Language focus	Listening	Reading	Spoken Interaction	Spoken Production	Writing
<ul style="list-style-type: none"> <li>Review of the tense system: simple, continuous and perfect aspect</li> <li>Compound Adjectives</li> </ul>	1	6	1, 4	4, 5	
<ul style="list-style-type: none"> <li>Auxiliary Verbs</li> <li>Compound adjectives</li> </ul>	6	9, 10	1, 4, 7	4	
<ul style="list-style-type: none"> <li>Modals of Speculation: might/may/can't/must</li> </ul>	3	11	1, 5	4, 9	1
<ul style="list-style-type: none"> <li>Used to - past habits</li> <li>Be / get used to</li> </ul>	3	1, 10	4, 7	9	8
<ul style="list-style-type: none"> <li>Past Perfect Simple</li> </ul>	2	4	1, 4, 5, 6	2, 8	
<ul style="list-style-type: none"> <li>Past Perfect Continuous</li> </ul>	1	1	1, 3, 4, 5, 6, 7	1, 4, 5, 9	
<ul style="list-style-type: none"> <li>Infinitives</li> <li>Word Formation</li> </ul>	2	3	1, 2, 4, 5, 6	1, 4, 6	6
<ul style="list-style-type: none"> <li>Infinitives &amp; Gerunds</li> <li>Adverbs</li> </ul>	3	8	2, 4, 6	1, 3, 6	6
<ul style="list-style-type: none"> <li>Discourse Markers in Speech</li> <li>Review 0, 1st &amp; 2nd Conditionals</li> <li>Phrasal Verbs (communication)</li> </ul>	3, 6	6	1, 4, 5	1, 4, 6	8
<ul style="list-style-type: none"> <li>3rd Conditional</li> <li>Synonyms (Formal vs Informal)</li> </ul>	6	7	3, 4, 5	1	10
<ul style="list-style-type: none"> <li>Prefer / rather</li> <li>Synonyms of 'if' (provided that / providing that / unless / as long as)</li> <li>American Vs British Vocabulary</li> </ul>	6	6	1, 2, 4, 5, 6	1	
<ul style="list-style-type: none"> <li>The use of metaphors, similes and idioms</li> </ul>		8	4	6	6
<ul style="list-style-type: none"> <li>Wish clauses</li> <li>Indirect Questions</li> <li>Adjectives</li> </ul>	1, 3	5	3, 7	6	7
<ul style="list-style-type: none"> <li>Passive Constructions</li> <li>Suffixes (Forming nouns &amp; adjectives)</li> </ul>	2, 5	4	1, 4, 5, 6	4, 7	3
<ul style="list-style-type: none"> <li>Causatives: Make sbdy do something</li> <li>Get/ have something done</li> </ul>	6	2, 4,	2, 3, 5	3, 12	
<ul style="list-style-type: none"> <li>Recycle: Passive Form</li> <li>Vocab: Prefixes</li> </ul>	5	2	1, 2, 5	7	5

# CONTENTS

Unit	Module	Functions
5 Customs And Rituals	• Rituals Past And Present	<ul style="list-style-type: none"> <li>• Understand complex texts with the occasional use of a dictionary</li> <li>• Give a clear, detailed presentation on a subject</li> </ul>
	• Coming Of Age In The USA	<ul style="list-style-type: none"> <li>• Talk about coming of age traditions and the personal significance of your own coming of age experience</li> </ul>
	• Coming Of Age In The Law	<ul style="list-style-type: none"> <li>• Give and support personal opinions while discussing topical issues</li> <li>• Link ideas logically</li> </ul>
	• Unusual Rituals	<ul style="list-style-type: none"> <li>• Write a discursive essay about traditional rites of passage</li> <li>• Interview someone about a coming of age ritual</li> </ul>
6 Crime And Punishment	• Petty Crime	<ul style="list-style-type: none"> <li>• Speculate about the past</li> <li>• Guess meaning of words in context</li> </ul>
	• White-Collar Crime	<ul style="list-style-type: none"> <li>• Write an effective summary</li> <li>• Discuss ethical issues</li> </ul>
	• In Court	<ul style="list-style-type: none"> <li>• Decide on appropriate punishments</li> <li>• Support personal opinions</li> <li>• Write a persuasive essay</li> </ul>
	• On The Inside	<ul style="list-style-type: none"> <li>• Discuss advantages &amp; disadvantages of alternatives to basic prison sentences</li> </ul>
7 The Olympics	• The History Of The Olympics	<ul style="list-style-type: none"> <li>• Talk about wishes and regrets in the past</li> </ul>
	• Olympic Sports and Cities	<ul style="list-style-type: none"> <li>• Actively participate in an informal discussion about the Olympics</li> </ul>
	• Being An Athlete	<ul style="list-style-type: none"> <li>• Write a letter of recommendation</li> <li>• Discuss whether you would be able to make sacrifices in order to succeed in sports</li> </ul>
	• The Paralympics	<ul style="list-style-type: none"> <li>• Carry out an interview about an athlete's hopes and dreams</li> </ul>
8 Heroes	• Call Center Heroes	<ul style="list-style-type: none"> <li>• Explain problems and understand feedback given on a customer care line</li> </ul>
	• Coincidental Heroes	<ul style="list-style-type: none"> <li>• Relate an account of an event and report what has been said about an event</li> </ul>
	• Animal Heroes	<ul style="list-style-type: none"> <li>• Relate stories and highlight emotions and the impact of the event</li> </ul>
	• My Heroes	<ul style="list-style-type: none"> <li>• Give a formal speech, with supporting arguments to nominate a candidate at congress</li> </ul>

## Appendix

# Common European Framework Criteria

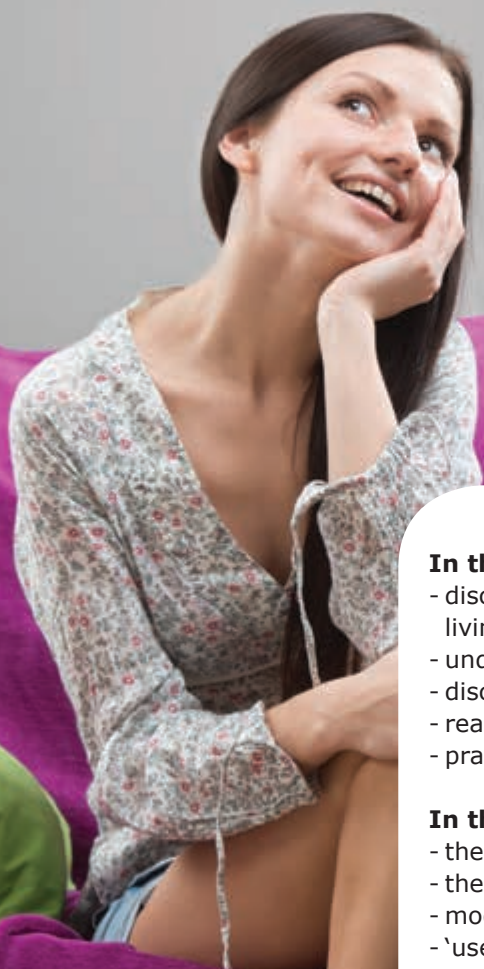
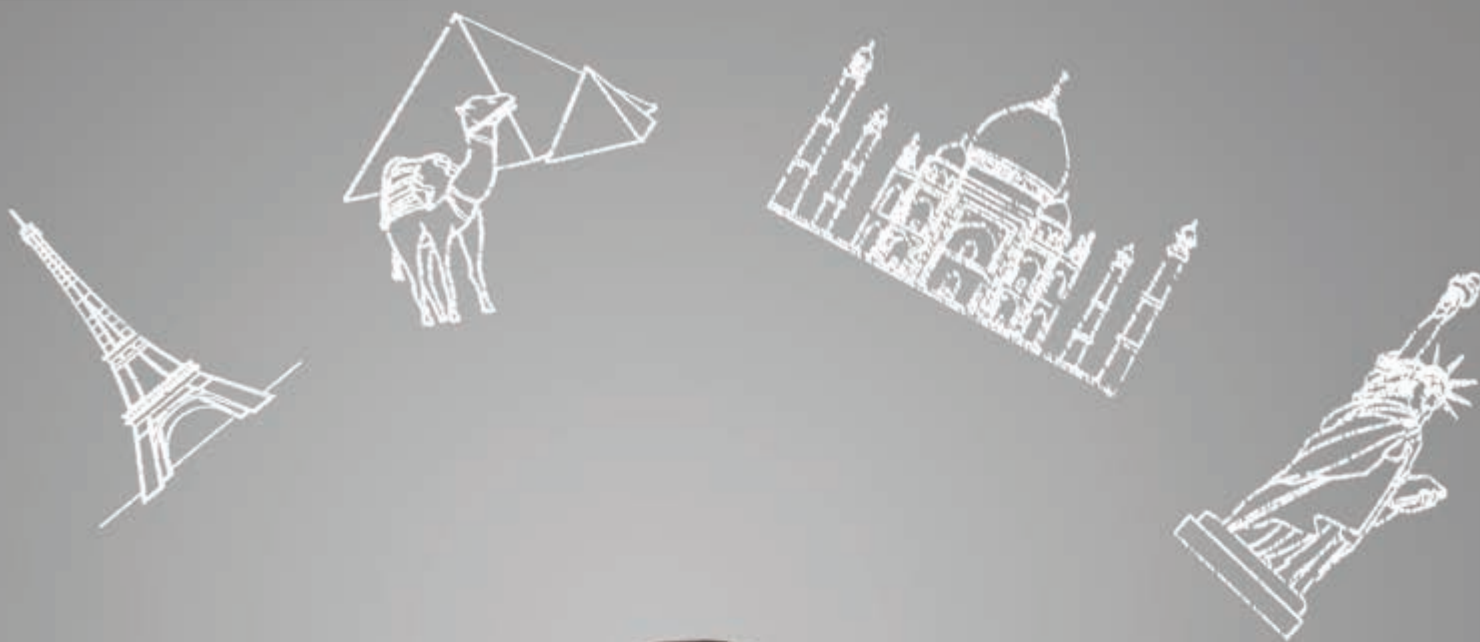
Language focus	Listening	Reading	Spoken Interaction	Spoken Production	Writing
<ul style="list-style-type: none"> <li>Defining &amp; Non-defining Relative clauses</li> <li>Suffixes: Forming verbs &amp; adverbs</li> </ul>	6	4	5, 6	1, 3, 8, 12	
<ul style="list-style-type: none"> <li>Participle Clauses</li> <li>Synonyms</li> </ul>	2, 6	3	2, 3	5	7
<ul style="list-style-type: none"> <li>Clauses of Concession</li> <li>Antonyms</li> </ul>	3	2	1, 2, 4, 5, 6	4, 7	5
<ul style="list-style-type: none"> <li>Intensifying Adjectives</li> </ul>	3	4	7		4
<ul style="list-style-type: none"> <li>Modals of Speculation in the Past</li> </ul>	2	2	1, 4, 5, 6	6	
<ul style="list-style-type: none"> <li>Adverbs &amp; Adverbial Phrases of time</li> </ul>	1	1	8	10, 11	2
<ul style="list-style-type: none"> <li>Conjunctions of Purpose &amp; Reason</li> </ul>	5	2	2, 3	2	5, 6
<ul style="list-style-type: none"> <li>Linking Words &amp; Phrases</li> </ul>	3	2	1, 4, 5, 6	5	9
<ul style="list-style-type: none"> <li>Past Modals – should have been/ would have been / could have been</li> <li>Would – past state or habit</li> <li>Prefixes</li> </ul>	5	5	1, 5, 6	1	1
<ul style="list-style-type: none"> <li>Future in the Past</li> </ul>	6	3	4, 5, 6	1, 4	
<ul style="list-style-type: none"> <li>Future Perfect Simple</li> <li>Idioms (sports)</li> </ul>	3	6	1, 4, 5, 6	1, 6	11
<ul style="list-style-type: none"> <li>Future Perfect Continuous</li> <li>Recycle: Future Continuous</li> </ul>	1	1	1, 3, 6, 7	1	
<ul style="list-style-type: none"> <li>Review of Reported Speech</li> </ul>	1	1	1, 7, 9	9	
<ul style="list-style-type: none"> <li>Reported Speech – adverbs &amp; pronoun changes</li> </ul>	5	1	2, 3, 4	1	6
<ul style="list-style-type: none"> <li>Reporting Verbs in Reported Speech</li> </ul>	3	1	2, 3, 5	1, 6	6
<ul style="list-style-type: none"> <li>Inversion</li> </ul>	3	1	2, 3	7	1





# UNIT 1

# LIVING ABROAD



**In this unit you will:**

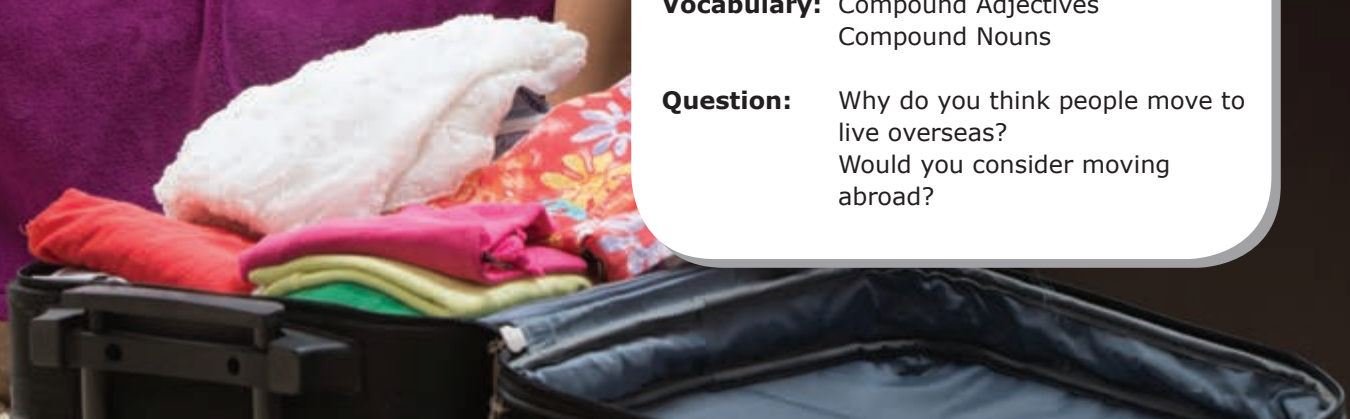
- discuss the advantages and disadvantages of living abroad
- understand and fill in a rental agreement
- discuss the laws of other countries
- read and understand a drug prospectus
- practice phrases to gain time while speaking

**In this unit you will also practice the use of:**

- the verb tense system (Review)
- the function for auxiliary verbs (Review)
- modals of speculation to talk about the present
- 'used to' for past habits & 'be/get used to'

**Vocabulary:** Compound Adjectives  
Compound Nouns

**Question:** Why do you think people move to live overseas?  
Would you consider moving abroad?



1 ▶ A WORD TO BEGIN

Match the words with the correct definitions.

- |                          |  |
|--------------------------|--|
| 1. emigrate (v.)         | a) only just / almost not  |
| 2. residence permit (n.) | b) to fulfil a need, desire or demand                              |
| 3. civilization (n.)     | c) to leave one's country to settle in another country             |
| 4. barely (adv.)         | d) an official document permitting a person to reside in a country |
| 5. scrape by (phr. V.)   | e) modern comforts and conveniences                                |
| 6. satisfy (v.)          | f) not doing very well/ just managing in life                      |

2 ▶ LISTENING

CITY OR SEASIDE?

A couple has decided to move abroad. Listen to them discussing where they want to go. List the positive and negative aspects of each. Then talk with a partner about where you would choose to live.

CITY		COASTAL TOWN	
Positive	Negative	Positive	Negative

3 ▶ SPEAKING

a) Discuss the questions below in small groups.



1. Have you ever lived abroad? If you have, what was it like?
2. Have you ever traveled to other countries? If so, tell your partner about your experiences.
3. Do you sometimes dream about living abroad?
4. Do you enjoy learning about other countries and cultures? Why or why not?

b) You are emigrating with your partner. You have to decide together which job offer to accept. Look at the details below and discuss.

**Job 1:** Based in the city. High salary. 10 days paid holiday per year.



**Job 2:** Based in a small rural town. Lower salary, but also a lower cost of living.



## 4 ▶ READING

Read an extract from Helen's e-mail to a friend, then answer the questions below.

..... I have been thinking about emigrating for several months now, and I really should make a decision soon. I have told my family about my ideas, and they are starting to get bored of the subject. Last night, they told me to make a decision, or keep quiet about the subject!

Everyone knows that I am bored with my life, and I want a change of direction. I could change jobs, but I don't think that it will satisfy me for long. I have had many different jobs, and I soon start to get itchy feet. I want to experience something completely new and different, and I want a challenge and some adventure in my life.

I know that many people experience culture shock when they first arrive in a new country, and that getting used to all the changes can take time. Suddenly, everything is new and different – a new currency, a different climate, unusual social customs and traditions, unusual work ethics, spicier cuisine and so on.

I have always been curious about other cultures, even as a child, and I believe that I will cope and adjust easily. However, studies show that it may take up to two years to fully assimilate into a new culture.

I worked abroad for six months when I was 22. It was a wonderful experience that gave me a thirst for travel. I was working at a small language school in Beijing, and trying to learn the language in the evenings. When I had any time off work, I used to go traveling, and I visited many beautiful places.

I enjoyed my time in China, I earned a decent salary and the cost of living was very low .....

### A.

1. Why does Helen think that she should make a decision soon?

.....  
 .....

2. What potential problems about emigrating does she mention?

.....  
 .....

3. Does Helen have any experience of living abroad?

.....

4. Do you think Helen is an optimist, or pessimist? How do you know?

.....

**B. Look at the following sentences from the text, and name the tenses.**

- a) I have been thinking about emigrating for several months. ....
- b) I want a change of direction. ....
- c) I have always been curious about other cultures .....
- d) I worked abroad for six months .....
- e) They are starting to get bored with the subject .....
- f) I was working at a small language school .....

**C. Fill in the gaps below with: simple, perfect or continuous**

- a) We usually use ..... tenses to refer to things in progress during a definite time period.
- b) We usually use ..... tenses to refer to things that are repeated, permanent or completed.
- c) We usually use ..... tenses to refer to things that link one period of time to another time period.

## 5 ▶ SPEAKING

With a partner, discuss the advantages and disadvantages of emigrating, then explain why you would like to, or not like to live abroad.

working hours / quality of life / cost of living / health care



Currency



Cuisine



Culture shock



Climate



Different customs

# APPENDIX 1 UNIT 1

## LIVING ABROAD

LISTENING		Yes	Nearly	Not yet
1	I can understand in detail what is said to me in standard spoken language even in a noisy environment.			
2	I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc.			
6	I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.			

READING				
1	I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.			
6	I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.			
9	I can understand the technical financial information related to international currency exchanges presented on screen on foreign TV channels.			
10	I can understand the main points of a contract while renting or buying a car/flat; and booking a hotel room.			
11	I can read and get comprehensive information from prospectuses of drugs and medical goods.			

SPOKEN INTERACTION				
1	I can initiate, maintain and end discourse naturally with effective turn-taking.			
4	I can engage in extended conversation in a clearly participatory fashion on most general topics.			
5	I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.			
7	I can carry out a prepared interview, checking and confirming information, following up with interesting replies.			

SPOKEN PRODUCTION		Yes	Nearly	Not yet
4	I can construct a chain of reasoned argument, linking my ideas logically.			
5	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.			
9	I can use standard phrases like "That's a difficult question to answer" to gain time and keep the tum while formulating what to say.			

WRITING				
1	I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.			
8	I can express in a personal e-mail or letter different feelings and attitudes, and can report the news of the day making clear what in my opinion are the important aspects of an event			



# LANGUAGE FOCUS

## UNIT 1 - LIVING ABROAD MODULE 1 - GETTING READY

### WHICH VERB FORMS?

1. Which verb form do we use to say that things are permanent, repeated or completed?
2. Which verb form do we use to say that things are in progress, temporary or unfinished?
3. Which verb form do we use to connect two different time periods?
4. Which verb form do we use when we are more interested in the action than in the person or thing doing the action?
5. What type of verbs do we usually not use in the continuous verb form?

Answers: 1. simple 2. continuous 3. perfect 4. passive 5. stative verbs (Action verbs refer to actions and activities, whereas stative verbs talk about feelings, states and opinions.)

### 2 ▶ PLACE THE FOLLOWING VERBS IN THE CORRECT COLUMNS.

tell / work / start / want / hope / visit / need / smell / believe / pretend / like / emigrate

STATIVE VERBS	ACTIVE VERBS

### 1 ▶ WRITE THE TENSES IN THE SPACES PROVIDED.

1. I have told my family about my ideas.  
.....
2. They are starting to get bored of the subject.  
.....
3. I am bored with my life, and I want a change of direction.  
.....
4. I have had many different jobs.  
.....
5. I soon start to get itchy feet.  
.....
6. I have always been curious about other cultures.  
.....
7. I believe that I will cope and adjust easily.  
.....
8. I worked abroad for six months when I was 22.  
.....
9. I was working at a small language school in Beijing.  
.....
10. I have been thinking about emigrating for several months.  
.....

### 3 ▶ CHOOSE THE CORRECT ANSWER TO COMPLETE THE SENTENCES.

1. \_\_\_\_ to see us next weekend?  
A: Does he come  
B: Is he coming  
C: Both A and B could be used here.
2. Many scientists believe that global warming \_\_\_\_.  
A: really happens  
B: is really happening  
C: Both A and B could be used here.
3. Moving countries \_\_\_\_ me a lot at the moment.  
A: worries  
B: is worrying  
C: Both A and B could be used here.
4. I \_\_\_\_ why I was refused a visa.  
A: don't understand  
B: am not understanding  
C: Both A and B could be used here.
5. Billy \_\_\_\_ silly questions.  
A: always asks  
B: is always asking  
C: Both A and B could be used here.



**4 ▶ TRANSFORM THE PAST SIMPLE QUESTIONS INTO QUESTIONS WITH SIMILAR MEANINGS USING THE PRESENT PERFECT, OR TRANSFORM THE PRESENT PERFECT QUESTIONS INTO THE PAST SIMPLE.**

**E.g.** When did you arrive in this country?  
How long have you been living in this country?

1. How long have you had this car?  
When .....
2. When did you start learning Spanish?  
How .....
3. How long have you lived here?  
.....
4. When did you start to work for this company?  
.....
5. Have you had a good flight?  
.....

## Compound Nouns

Compound nouns are two or more words which form one noun. They are most commonly made from:

**a Noun + a Noun**

**E.g.** residence permit                      Holiday home  
culture shock                                sound pollution  
student visa                                  tax evasion

**or a Verb + a Preposition**

**E.g.** cutback                                      drawback  
Check- out

Compound nouns can be written as two separate words (holiday home), separated by a hyphen (check-out) or they can be written as a single unit (workplace.) There are no clear rules about this.

Other types of compound nouns include:

**a Gerund + Noun**

**E.g.** Swimming pool    Wishing well

**an adjective & Noun**

**E.g.** Greenhouse    Blackbird

**a Noun + Verb**

**E.g.** Baby sitting    Rainfall



# LANGUAGE FOCUS

## UNIT 1 - LIVING ABROAD MODULE 2 - SETTLING IN

### AUXILIARY VERBS

**We use auxiliary verbs:**

**1) To help form the verb tenses.**

Are you going to help me?  
I haven't got all day!

**2) To form question tags.**

You remember that, don't you?  
You're joking, aren't you?

**3) In short answers**

Do you like living here? Yes, I do.

**4) To show interest using echo questions**

He likes his new house. He does?

**5) To agree with someone using 'so' or 'neither'**

So do I. Neither do I.

**6) To add emphasis in positive sentences.**

It was a great hotel. I really did have a great time!

### 1 ▶ FILL THE GAPS WITH THE APPROPRIATE AUXILIARY, THEN STATE ITS FUNCTION (WRITE 1 TO 6 – SEE ABOVE)

\_\_\_\_\_ 1. This city is very expensive, ..... it?

\_\_\_\_\_ 2. A) I am terrified of flying.  
B) So ..... I

\_\_\_\_\_ 3. I'm having a wonderful time. I .....  
love this place!

\_\_\_\_\_ 4. Are you going to start working here on  
Monday?  
Yes, I .....

\_\_\_\_\_ 5. A) I want to watch the sunset this  
evening.  
B) You .....

\_\_\_\_\_ 6. I am flying to New York on the weekend.

### 2 ▶ LET'S REVIEW WHAT WE KNOW ABOUT AUXILIARIES.

- Can you name the three primary auxiliary verbs in English?  
a) ..... b) ..... c) .....
- We don't use auxiliary verbs in the positive form of which 2 tenses ?  
a) .....  
b) .....
- Which auxiliary verb do we use to form questions and negatives with the present and past simple tenses?  
.....
- Which auxiliary do we use to form all perfect tenses?  
.....
- Which auxiliary do we use to form all continuous tenses?  
.....
- Which auxiliary do we use to form all passives?  
.....





## COMPOUND ADJECTIVES

**We form compound adjectives from two or more words.**

**E.g.** We join two and bedroom to make 'a two-bedroom' apartment.

**These words act together as one idea, and we usually put a hyphen between these words when they come before a noun,** but we don't usually use the hyphen when the compound adjective comes after the noun.

The flame-retardant curtains were very expensive.  
My new curtains are flame retardant.

**Compound adjectives often enable us to describe something using fewer words.**

**E.g.** I live in a building that has four storeys – becomes – I live in a four-storey building.

**TIP:** How to spot a compound adjective. Generally, if it is possible to place 'and' between the two adjectives without it changing the meaning, it usually means that it is not a compound adjective ( We bought a large green teddy), but a number of independent adjectives. However, if you cannot do this, it is usually a compound adjective (It is a densely-populated city)

**B) USING THE NOUNS BELOW, OR OTHER NOUNS YOU CAN THINK OF, USE THE COMPOUND ADJECTIVES IN MEANINGFUL SENTENCES.**

**activity / city / apartment / security / lease / area / project / person / job / contract**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 3 ► VOCABULARY BUILDER

**A) USE THE WORDS BELOW TO FORM MEANINGFUL HYPHENATED COMPOUND ADJECTIVES.**

- |            |       |              |
|------------|-------|--------------|
| 1. densely | ..... | a. fashioned |
| 2. built   | ..... | b. planned   |
| 3. time    | ..... | c. year      |
| 4. old     | ..... | d. equipped  |
| 5. 24      | ..... | e. up        |
| 6. high    | ..... | f. consuming |
| 7. well    | ..... | g. populated |
| 8. fully   | ..... | h. risk      |
| 9. ill     | ..... | i. furnished |
| 10. 1      | ..... | j. hour      |

# APPENDIX 4

## AMERICAN - BRITISH ENGLISH VOCABULARY

AMERICAN	BRITISH
1. apartment	1. flat
2. apartment building	2. block of flats
3. attorney	3. solicitor
4. bar	4. pub
5. can	5. tin
6. candy	6. sweets
7. cell phone	7. mobile phone
8. center	8. centre
9. check	9. bill
10. closet	10. cupboard
11. clothespin	11. clothespeg
12. color	12. colour
13. cookie	13. biscuit
14. counter-clockwise	14. anti-clockwise
15. crazy	15. mad
16. dialog	16. dialogue
17. diaper	17. nappy
18. dish towel	18. tea towel
19. diversion	19. detour
20. divided highway	20. dual carriageway
21. downtown	21. city centre
22. driver's license	22. driving licence
23. drugstore / pharmacy	23. chemist's
24. eggplant	24. aubergine
25. elevator	25. lift
26. eraser	26. rubber
27. fall	27. autumn
28. favorite	28. favorite
29. fill out	29. fill in
30. french fries (fries)	30. chips
31. fringe	31. bangs
32. faucet	32. tap
33. game	33. match
34. garbage collector	34. dustman
35. gas	35. petrol
36. intersection	36. crossroads
37. license	37. licence
38. mailbox	38. letter box
39. main street	39. high street
40. maize	40. corn
41. math	41. maths

AMERICAN	BRITISH
42. mom	42. mum
43. motorcycle	43. motorbike
44. movie	44. film
45. movie theater	45. cinema
46. one-way (ticket)	46. single
47. overpass	47. flyover
48. pacifier	48. dummy
49. pants	49. trousers
50. parking lot	50. carpark
51. period	51. full stop
52. potato chips	52. crisps
53. program	53. programme
54. potato chips	54. crisps
55. railroad	55. railway
56. rain boots (rubber boots)	56. wellington boots (wellies)
57. real estate agent	57. estate agent
58. restroom	58. public toilet
59. round -trip (ticket)	59. return
60. sidewalk	60. pavement
61. sneakers	61. trainers
62. soccer	62. football
63. stove	63. cooker
64. stroller	64. pram
65. subway	65. tube
66. sweater	66. jumper
67. theater	67. theater
68. thumbtack	68. drawing pin
69. trailer	69. caravan
70. trash (can)	70. rubbish (bin)
71. truck	71. lorry
72. undershirt	72. vest
73. vacation	73. holiday
74. vest	74. waistcoat
75. windshield	75. windscreen
76. wrench	76. spanner
77. yard	77. garden
78. zip code	78. postcode
79. zipper	79. zip
80. zucchini	80. courgette

# APPENDIX 5

## SPELLING RULES

AMERICAN ENGLISH	BRITISH ENGLISH
<p><b>1.</b> Words ending in <b>ense</b> Pretense License</p> <p><b>2.</b> Words ending in <b>er</b> Center Theater</p> <p><b>3.</b> Words ending in <b>ize</b> Memorize Realize</p> <p><b>4.</b> Words ending in <b>og</b> Dialog Catalog</p> <p><b>5.</b> Words ending in <b>or</b> Color</p> <p>Final <b>'l'</b> not always doubled in short vowels Traveled Modeling</p>	<p><b>1.</b> End in <b>ence</b> Pretence Licence</p> <p><b>2.</b> End in <b>re</b> Centre Theater</p> <p><b>3.</b> End in <b>ise</b> or <b>ize</b> Memorise Realise/ realize</p> <p><b>4.</b> End in <b>ogue</b> Dialogue Catalogue</p> <p><b>5.</b> End in <b>our</b> Colour</p> <p>Final <b>'l'</b> doubled in short vowels Travelled Modelling</p>

# APPENDIX 6

## AMERICAN & BRITISH ENGLISH GRAMMAR

There are few real differences in grammar between British English and American English. The main differences are:

AMERICAN ENGLISH	BRITISH ENGLISH
<p>Present perfect tense is used less often.</p> <p>'Yet' &amp; 'often' are often used with the past simple tense when the British would use the present perfect.</p> <p>I didn't eat yet. I already ate.</p>	<p>Present perfect tense is used often</p> <p>'Yet' &amp; 'already' are used with the present perfect</p> <p>I haven't eaten yet. I've already eaten.</p>
<p>'Have' is used to express possession. I have a big family.</p>	<p>'Have got' is used to express possession. I have got a big family.</p>

# APPENDIX 7

## IRREGULAR VERB LIST

Base Form	Past Simple	Past Participle
awake	awoke	awoken
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen

Base Form	Past Simple	Past Participle
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent