

## GLOSSARY

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### Abbreviations

LV	Listening and Viewing
RV	Reading and Viewing
SR	Speaking and Representing
WR	Writing and Representing
CLT	Communicative Language Teaching. CLT is an approach to language teaching that emphasises interaction, the study of authentic texts and the use of language in meaningful communication.
TBLT	Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking learners to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, ordering food at a restaurant, etc.

## Key Terms

Active and Passive	<p>Active voice sentences have a subject, verb, object construction. Sentences in the active voice have a strong, direct, and clear tone. Some examples are:</p> <ul style="list-style-type: none"><li>· Squirrels love acorns.</li><li>· Many tourists visit Valletta.</li><li>· The cat chased the mouse.</li></ul> <p>In the passive voice, the subject is acted on by the verb. Active voice sentences can be flipped into the passive voice with the use of the preposition <i>by</i>. In the passive voice, the sentences above would become:</p> <ul style="list-style-type: none"><li>· Acorns are loved by squirrels.</li><li>· Valletta is visited by many tourists.</li><li>· The mouse was chased by the cat.</li></ul>
Alliteration	Alliteration is a term used to describe the repetition of initial consonant sounds. E.g. "Stellar students synthesize sweet sentences." or "Carol constantly craves cornflakes."
Audience	Spectators, listeners or intended readers of a performance, speech or piece of writing
Audio	Also known as audiotext. Audio combined with text enables learners to use both eyes and ears in conjunction. A recording of someone reading a narrative or poem is an example of an audiotext.
Audio-visual text	An audio-visual (AV) text is a communicative act that involves sounds and images. YouTube clips are examples of audio-visual texts.

Blends	Consonant blends (also called consonant clusters) are a collection of two or three different consonant sounds that are each heard when the word is pronounced. Some examples include: bl- ; cl-; fl-; gl-; pr-; sc-, etc.																							
Cohesive devices	<p>Cohesive Devices are words or phrases that show the relationship between paragraphs or sections of a text or speech. Some examples include: for example; in conclusion; however; moreover, etc. There are many examples of cohesive devices which can be grouped by category.</p> <p>If you want so show similarity, you can use cohesive devices such as:</p> <table border="1" data-bbox="564 651 2018 810"> <tr> <td>and</td> <td>equally</td> <td>too</td> </tr> <tr> <td>also</td> <td>identically</td> <td>equally</td> </tr> <tr> <td>similarly</td> <td></td> <td></td> </tr> </table> <p>If you want to <b>introduce</b> an item in a series, you can use:</p> <table border="1" data-bbox="564 943 2018 1046"> <tr> <td>first</td> <td>then</td> <td>in the first place</td> </tr> <tr> <td>in the second place</td> <td>in addition,</td> <td>finally,</td> </tr> </table> <p>If you want to <b>compare</b>, you can use cohesive devices such as:</p> <table border="1" data-bbox="564 1177 2018 1278"> <tr> <td>but</td> <td>however,</td> <td>nevertheless</td> </tr> <tr> <td>by comparison</td> <td>meanwhile</td> <td>in contrast</td> </tr> </table>			and	equally	too	also	identically	equally	similarly			first	then	in the first place	in the second place	in addition,	finally,	but	however,	nevertheless	by comparison	meanwhile	in contrast
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If you want to **emphasize**, you can use cohesive devices such as:

in fact,	certainly	absolutely
obviously	without any doubt	definitely

## Conditionals

Conditional sentences consider imagined or uncertain situations and the possible results of these situations. The most common types of conditional sentences involve *if*:

*If I get the job in Milan, I'll be pretty happy.*

<i>Zero conditional</i>	<p>We use the zero conditional when we want to talk about something that is <b>general knowledge</b> or a <b>universal truth</b>. For example:</p> <ul style="list-style-type: none"> <li>· <i>If you <b>heat</b> water, it <b>boils</b>.</i></li> <li>· <i>The grass <b>doesn't get wet unless it rains</b>.</i></li> </ul> <p>The structure we use is: <i>If/Unless + present, + present.</i></p>
<i>First conditional</i>	<p>We use the first conditional when we want to talk about something that is <b>possible</b> and <b>likely to happen</b> in the context we are saying it.</p> <ul style="list-style-type: none"> <li>· <i>If I <b>study hard</b>, I'll <b>pass</b> the exam.</i></li> <li>· <i>I <b>won't tell</b> anyone if you <b>don't want</b> me to.</i></li> </ul> <p>The structure we use is: <i>If/Unless + present, + future.</i></p>

	<p><i>Second conditional</i></p>	<p>We use the second conditional when we want to talk about something that is <b>possible</b> but <b>unlikely</b> in the context we are saying it. We also call this type of conditional “hypothetical” or “unreal conditional”, as it refers to a hypothetical or unreal future.</p> <ul style="list-style-type: none"> <li>· <i>If I <b>won</b> the lottery, I’d <b>buy</b> a huge villa with a tennis court.</i></li> <li>· <i>If I <b>went</b> to Italy, I <b>would like</b> to visit Vatican City.</i></li> </ul> <p>The structure we use is: <i>If/Unless + past simple, + would + infinitive.</i></p>
	<p><i>Third Conditional</i></p>	<p>We use the third conditional when we want to talk about something that is <b>impossible</b> because it’s something we cannot change because it’s in the past. Therefore, this is another type of “unreal conditional”, because it refers to a hypothetical or unreal past.</p> <ul style="list-style-type: none"> <li>· <i>If I <b>had studied</b> French, I <b>would have visited</b> France already.</i></li> <li>· <i>I <b>wouldn’t have done</b> that if you <b>had asked</b> me not to do it.</i></li> </ul> <p>The structure we use is: <i>If/Unless + past perfect, + would have + past participle.</i></p>
	<p><i>Mixed conditional</i></p>	<p>Mixed conditionals refer to conditional sentences that combine two different types of conditional patterns. The most common combination is when we have a third conditional in the if-clause (if + past perfect) followed by a second conditional (would + infinitive) in the main clause.</p>

		<ul style="list-style-type: none"> <li>• <i>If he'd <b>taken</b> the medication as prescribed, he <b>wouldn't still be lying</b> sick in bed.</i></li> <li>• <i>If he <b>hadn't run</b> after the car thief and suffered a heart attack, he'd probably <b>be alive</b> today.</i></li> </ul> <p>With this combination we are contrasting an imagined or real event in the past with the present result of that.</p>				
<p>Conjunctions</p>	<p>*See also cohesive devices</p> <p>Words which connect words, phrases, clauses or sentences are called conjunctions. The most common ones are 'and', 'or' and 'but'. Other common conjunctions include:</p> <table border="1" data-bbox="577 778 2033 1385"> <tr> <td data-bbox="577 778 1301 1321"> <p>Conjunctions that show <b>Concession</b></p> <ul style="list-style-type: none"> <li>• although</li> <li>• though</li> <li>• even though</li> <li>• while</li> </ul> </td> <td data-bbox="1308 778 2033 1321"> <p>Conjunctions that show <b>Condition</b></p> <ul style="list-style-type: none"> <li>• if</li> <li>• only if</li> <li>• unless</li> <li>• until</li> <li>• provided that</li> <li>• assuming that</li> <li>• even if</li> <li>• in case (that)</li> <li>• lest</li> </ul> </td> </tr> <tr> <td data-bbox="577 1326 1301 1385"> <p>Conjunctions that show <b>Comparison</b></p> </td> <td data-bbox="1308 1326 2033 1385"> <p>Conjunctions that show <b>Time</b></p> </td> </tr> </table>		<p>Conjunctions that show <b>Concession</b></p> <ul style="list-style-type: none"> <li>• although</li> <li>• though</li> <li>• even though</li> <li>• while</li> </ul>	<p>Conjunctions that show <b>Condition</b></p> <ul style="list-style-type: none"> <li>• if</li> <li>• only if</li> <li>• unless</li> <li>• until</li> <li>• provided that</li> <li>• assuming that</li> <li>• even if</li> <li>• in case (that)</li> <li>• lest</li> </ul>	<p>Conjunctions that show <b>Comparison</b></p>	<p>Conjunctions that show <b>Time</b></p>
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	<ul style="list-style-type: none"> <li>• than</li> <li>• rather than</li> <li>• whether</li> <li>• as much as</li> <li>• whereas</li> </ul>	<ul style="list-style-type: none"> <li>• after</li> <li>• as long as</li> <li>• as soon as</li> <li>• before</li> <li>• by the time</li> <li>• now that</li> <li>• once</li> <li>• since</li> <li>• till</li> <li>• until</li> <li>• when</li> <li>• whenever</li> <li>• while</li> </ul>
	<p>Conjunctions that show <b>Reason</b></p> <ul style="list-style-type: none"> <li>• because</li> <li>• since</li> <li>• so that</li> <li>• in order (that)</li> <li>• why</li> </ul>	<p>Conjunctions that show <b>Manner</b></p> <ul style="list-style-type: none"> <li>• how</li> <li>• as though</li> <li>• as if</li> </ul>
	<p>Conjunctions that show <b>Place</b></p> <ul style="list-style-type: none"> <li>• where</li> <li>• wherever</li> </ul>	

<p>Continuous and Non-continuous text</p>	<p>Continuous texts are typically composed of sentences that may be organised in turn into paragraphs, sections, chapters and /or books;</p> <p>Non-continuous texts typically include charts and graphs, tables and matrices, diagrams, maps, forms, information sheets, advertisements, vouchers and certificates.</p>
<p>Debate</p>	<p>A formal discussion on a particular matter, in which opposing arguments are put forward and which usually ends with a vote.</p> <p>'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are expressing views against</p>
<p>Determiners</p>	<p>Determiners are words placed in front of a noun to make it clear what the noun refers to. Examples include:</p> <ul style="list-style-type: none"> <li>▪ Indefinite articles: a, an</li> <li>▪ Demonstratives: this, that, these, those</li> <li>▪ Pronouns and possessive determiners: my, your, his, her, its, our, their</li> <li>▪ Quantifiers: a few, a little, much, many, a lot of, most, some, any, enough</li> <li>▪ Numbers: one, ten, thirty</li> <li>▪ Distributives: all, both, half, either, neither, each, every</li> <li>▪ Difference words: other, another</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Pre-determiners: such, what, rather, quite</li> </ul>
Direct and Indirect (reported) speech	<p>Direct speech is a sentence in which <b>the exact words spoken are reproduced in speech marks</b> (also known as quotation marks or inverted commas). For example:</p> <p>"You'll never guess what I've just seen!" said Sam, excitedly.          "What's that?" asked Louise.          "Our teacher has a broomstick and a black pointy hat in her car. Maybe she's a witch!" whispered Sam.</p> <p>Indirect speech is when the general points of what someone has said are reported, without actually writing the speech out in full. It is sometimes called reported speech. For example:</p> <p>Sam was excited to see a broomstick and a black pointy hat in his teacher's car. He told his friend Louise about it and said he thought their teacher might be a witch.</p>
Explain and justify	<p>To explain means to make an idea or situation clear by describing it in more detail or revealing relevant facts. Example: In your own words, explain why the character behaved that way.</p> <p>To justify means to give a good or valid reason for something or for the actions of someone. It requires learners to show evidence or give examples from the text to support their answers. Example: How was the setting important to the story? Justify your answer by giving examples.</p>

Forms and elements of literature	<p>Literature can be found in different forms, namely Poems, Prose and Drama.</p> <p>Elements of literature might include: plot, theme, characterization, setting, mood, conflict, point of view, symbolism, foreshadowing and flashback, personification and hyperbole, irony, simile, metaphor, satire, dialogue, suspense, and poetic devices.</p>
Info-gap activity (Information gap)	<p>An information gap activity is an activity where learners are missing the information, they need to complete a task and they talk to each other to obtain information. For instance: Learner A has a biography of a famous person with all the place names missing, while Learner B has the same text with all the dates missing. Together they can complete the text by asking each other questions.</p>
Integrated skills approach	<p>The four language skills: Listening, Speaking, Reading and Writing are combined into a single activity (or series of activities) to create a situation which is much more similar to one they might come across in the real world. For instance, you might develop a lesson where you integrate listening, speaking and writing.</p>
Interview	<p>A meeting in which someone answers questions (about himself/herself or other questions) for a job, a newspaper article, a television show, etc.</p>
Intonation	<p>The sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.</p>

<p>Layout and text and graphological features</p>	<p>Layout and presentation features that writers use to make texts easier and more attractive to read, or to highlight the message they are trying to convey. Some features include:</p>		
	<p>headings and titles</p>	<p>bullet points/numbered points</p>	<p>text size and different fonts</p>
	<p>subheadings</p>	<p>paragraphs</p>	<p>bold, underlining and italics</p>
	<p>pictures/photos</p>	<p>spacing</p>	<p>graphs, charts and tables</p>
	<p>captions</p>	<p>colour</p>	
<p>Literary text</p>	<p>A literary text is a piece of written material, such as a novel or a poem that has the purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a text is usually artistic, but it may also contain political messages or beliefs.</p>		
<p>Literary devices</p>	<p>A literary device is a technique a writer uses to produce a special effect in their writing, for instance: flashback, metaphor, alliteration, personification, simile, etc.</p>		
<p>Modal Verbs</p>	<p>A modal verb is a helping (auxiliary) verb that expresses ability, possibility, permission, or obligation. Below are a list of the most common modal verbs and their use:</p>		
	<p>Modal Verb</p>	<p>To Express</p>	<p>Examples</p>
	<p>Can</p>	<p>Ability</p>	<p><i>I can speak Spanish.</i></p>

	Probability	<i>It can't be Mark. He's in London.</i>
Could	Past ability Past permission Probability (40%) Request	<i>He could speak French when he was 7 years old.</i> <i>She could participate in the debate and she did!</i> <i>It could get much hotter in July.</i> <i>I could lend you my notebook.</i>
May	Probability (50%) Permission	<i>It may snow tomorrow.</i> <i>May I use the bathroom?</i>
Might	Probability (35% or less)	<i>It might rain today.</i>
Must	Order Prohibition Deduction/probability (almost 100%)	<i>You must hand in your essay by 10:00.</i> <i>You mustn't raise your voice in the library.</i> <i>The teacher must be here. I've seen his car parked outside.</i>
Should	Advice	<i>You shouldn't smoke. It's unhealthy.</i>
Will	Prediction Spontaneous decision	<i>I think he will study harder this time.</i> <i>Oh, it's very hot today. I'll open the window.</i>
would	Past of will Polite request A habit of the past	<i>I said I would help you.</i> <i>Would you like some tea?</i> <i>When I was a child, I would ride my bike everywhere.</i>

Online text	Text that is published on a website and is in digital format. When reading online texts, readers might be able to click on online links, look up words or keywords, etc.
Opinion gap	An opinion-gap activity requires the learners to give their personal preferences, feelings, or attitudes in order to complete a task. It is another example of TBLT.
Onomatopoeia	<p>Onomatopoeia is defined as a word which imitates the natural sound of a thing. It creates a sound effect that mimics the thing described, making the description more expressive and interesting.</p> <p>Some examples:</p> <ul style="list-style-type: none"> <li>· The <b>buzzing</b> bee flew away.</li> <li>· The sack fell into the river with a <b>splash</b>.</li> <li>· The books fell on the table with a loud <b>thump</b>.</li> <li>· He looked at the <b>roaring</b> fire.</li> <li>· The <b>rustling</b> leaves kept me awake.</li> </ul>
Onset and rime	Onset and Rime are technical terms used to describe phonological units of a spoken syllable. A syllable can normally be divided into two parts: the onset, which consists of the initial consonant or consonant blend, and the rime which consists of the vowel and any final consonants. So in the word "hat", "h" is the onset and "at" is the rime.
Personification	<p>Personification is figurative language that gives human traits (qualities, feelings, actions, or characteristics) to animals, non-living objects, or ideas. Some examples:</p> <ul style="list-style-type: none"> <li>· The wind <b>whispered</b> through dry grass.</li> <li>· The flowers <b>danced</b> in the gentle breeze.</li> <li>· Time and tide <b>wait</b> for no man.</li> </ul>

	<ul style="list-style-type: none"> <li>The fire <b>swallowed</b> the entire forest.</li> </ul>
Point of view	<p>Point of view is the angle of considering things, which shows us the opinion or feelings of the individuals involved in a situation.</p> <p>In literature, point of view is the mode of narration that an author employs to let the readers “hear” and “see” what takes place in a story, poem or essay.</p>
Prepositions	<p>A <b>preposition</b> is a word that links a noun, pronoun or gerund to other words. They can have a variety of meanings:</p> <ul style="list-style-type: none"> <li><i>Direction</i>- He's going <b>to</b> the shops.</li> <li><i>Location</i>- It's <b>in</b> the box.</li> <li><i>Time</i>- He left <b>after</b> the lesson had finished.</li> <li><i>Possession</i>- The president <b>of</b> Malta.</li> </ul>
Presentation	<p>An activity in which someone shows, describes or explains something to an audience. It is typically a demonstration meant to inform, persuade, inspire, motivate or to present a new idea or product.</p>

Pronouns	<p>Pronouns are short words that we use in place of a noun. There are three types of pronouns:</p> <ul style="list-style-type: none"> <li>· Subject pronouns</li> <li>· Object pronouns</li> <li>· Possessive pronouns</li> </ul> <table border="1" data-bbox="663 400 1744 826"> <thead> <tr> <th>Subject Pronoun</th> <th>Object Pronoun</th> <th>Possessive Pronoun</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>me</td> <td>mine</td> </tr> <tr> <td>we</td> <td>us</td> <td>ours</td> </tr> <tr> <td>you</td> <td>you</td> <td>yours</td> </tr> <tr> <td>they</td> <td>them</td> <td>theirs</td> </tr> <tr> <td>he</td> <td>him</td> <td>his</td> </tr> <tr> <td>she</td> <td>her</td> <td>hers</td> </tr> <tr> <td>it</td> <td>it</td> <td>its</td> </tr> </tbody> </table>	Subject Pronoun	Object Pronoun	Possessive Pronoun	I	me	mine	we	us	ours	you	you	yours	they	them	theirs	he	him	his	she	her	hers	it	it	its
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Pronunciation	The way in which a word is pronounced.																								
Prose	<p>Prose is a written form of language that has no defining metrical structure. It comes in a variety of forms. Fictional prose encompasses any literary work that is fully or partially imagined, for instance the <i>Harry Potter</i> novels fall into this category.</p> <p>Biographies are referred to as nonfictional prose, although these works may at times have some fictional or creative elements added.</p>																								
Questions: Literal	<b>Literal meaning</b> is simply what the text says. It is what actually happens in the story/text. Some examples:																								

## Inferential

- Asking for the main idea
- Asking for stated facts
- Asking about the sequence of events
- Asking about the characters in the story

**Inferential meaning** involves determining what the text means. The reader uses the information presented in the text to determine deeper meaning that is not explicitly stated. Determining inferential meaning requires you to think about the text and draw a conclusion. Some examples:

- Making a generalisation about the text
- Asking for a cause and effect relationship
- Make future predictions
- Asking for an unstated main idea



Questions:  
Lower order  
Higher order

Referring to Bloom's Taxonomy, **Lower Order** questions involve the following:

Remembering	Recall and memory of previously learned or read material by recalling facts, terms, basic concepts and answers.	Who did Cinderella live with?
Understanding	Show understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	What happened at the beginning, in the middle and at the end of the story?
Applying	Solve problems, apply to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Why did the Prince fall in love with Cinderella?

**Higher Order** questions require answers that go beyond simple information and as such both the language and thinking behind them is more complex. Higher order questions involve:

Analysing	Breaking information into parts to explore connections and relationships.	If Cinderella had not lost one of her slippers, how would the prince have found her?
Evaluating	Justifying or defending a position or course of action.	Why did Cinderella's step mom choose to treat her so badly?
Creating	Generating new ideas, products or ways of viewing things.	Invent your own ending to this fairy tale.

Rhythm	Rhythm, in spoken language, is a product of sentence stress and what happens to the words and sounds between the stresses. In brief, English rhythm is all about the gaps between the syllables and how these gaps create a natural rhythm in speech.
Role-play	A technique that allows learners to explore realistic or imaginary situations by interacting with other people in order to practice particular language structures/grammar or speaking skills.
<p>Sentences:</p> <ul style="list-style-type: none"> <li>· Declarative</li> <li>· Interrogative</li> <li>· Imperative</li> <li>· Exclamative</li> <li>· Negative</li> </ul>	<p>These are all different types of sentence structures,</p> <p><b>The declarative sentence</b> is a sentence that is making a statement. E.g. <i>“The weather is cold today.”</i> It always ends with a full stop.</p> <p><b>The interrogative sentence</b> is one that ends with a question mark and always asks a question. E.g. <i>“How are you?”</i></p> <p><b>The imperative sentence</b> is one that gives a command / an order to someone or something. E.g. <i>“Please, sit down.”</i> These sentences usually end with a full stop or an exclamation mark.</p> <p><b>The exclamatory sentence</b> always ends with an exclamation point and it is said when a whole lot of excitement is going on. E.g. <i>“Call an ambulance!” / “Stop, thief!”</i></p> <p><b>The negative sentence</b> states that something is false. Negative sentences don't have to be accurate or true; they're simply statements from a speaker or writer who believes something to be untrue.</p>

	E.g. <i>He wasn't eating pizza. / I am not flying to London.</i>
<p>Sentences:</p> <ul style="list-style-type: none"> <li>· Simple</li> <li>· Compound</li> <li>· Complex</li> </ul>	<p>A <b>simple</b> sentence consists of only one clause. E.g. <i>John likes trains.</i></p> <p>A <b>compound</b> sentence consists of two or more independent clauses. E.g. <i>I don't know how to bake, so I buy my cakes from the bakery.</i></p> <p>A <b>complex</b> sentence has at least one independent clause plus at least one dependent clause. E.g. <i>I enjoyed the apple pie that you brought me.</i></p>
Simile	<p>A simile is a figure of speech that makes use of the adverbs "as" or "like" to make a comparison or analogy. Some examples:</p> <ul style="list-style-type: none"> <li>· <i>As common as a cold</i></li> <li>· <i>As light as a feather</i></li> <li>· <i>As busy as a bee</i></li> <li>· <i>Cry like a baby</i></li> <li>· <i>Run like the wind</i></li> <li>· <i>Go out like a light</i></li> </ul>
Skimming and scanning	<p><b>Skimming</b> and <b>scanning</b> are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. <b>Skimming</b> is reading rapidly in order to get a general overview of the material. <b>Scanning</b> is reading rapidly in order to find specific facts.</p>

Speech	A formal discourse delivered to an audience. It could be a persuasive speech delivered to convince people of the speaker's viewpoint.
Spoken text	Spoken texts include oral stories, interviews, dialogues, monologues (e.g. a 'welcome to the country' speech, an address to an audience), phone conversations, discussions, role plays, or any other piece of spoken language.
Stress	The emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.
Subjunctive	<p>The subjunctive is a verb mood that expresses a possibility and is often used for wished, desired, or possible (but not definite) states of being. <i>Subjunctive</i> phrases often begin with the words, "If I were..."</p> <p><i>"If I were President, I would make homework illegal!"</i></p> <p>The subjunctive mood applies to conditional sentences, such as <i>"I wish the new Batman movie were in theatres now."</i></p> <p>Thoughts expressed in the subjunctive mood are usually possibilities or desires — they aren't facts. People often use the subjunctive to talk about what they wish were true.</p>
Syllabification	<p>The separation of words into syllables, according to the units of sounds or vowels.</p> <p>E.g.: lead-er; u-ni-ver-sal; sur-vi-val</p> <p>Most words are mono-syllabic, disyllabic or bisyllabic, trisyllabic and polysyllabic.</p>

	Monosyllabic (one syllable)	Disyllabic/Bisyllabic (two syllables)	Trisyllabic (three syllables)	Polysyllabic (more than three syllables)
	fence	be-side	beau-ti-ful	in-tel-li-gent
	sweep	wo-men	as-sem-bly	in-it-ia-tive
	life	cap-tives	tra-di-tion	su-per-io-ri-ty
Target language	<b>Target language</b> is the language that is being learnt.			
Text-to-self connections	<p><b>Text-to-self connections</b> occur when something in the text reminds the reader of a personal experience. Examples include:</p> <ul style="list-style-type: none"> <li>· What does this remind me of in my life?</li> <li>· What is this similar to in my life?</li> <li>· How is this different from my life?</li> <li>· Has something like this ever happened to me?</li> </ul>			
Text-to-text connections	<p><b>Text-to-text connections</b> occur when something in the text reminds the reader of a previously read text. Examples include:</p> <ul style="list-style-type: none"> <li>· What does this remind me of in another book I've read?</li> <li>· How is this text similar to other things I've read?</li> <li>· How is this different from other books I've read?</li> </ul>			

	<ul style="list-style-type: none"> <li>· Have I read anything like this before?</li> </ul>
Text-to-world connections	<p><b>Text-to-world connections</b> are often narrowly defined as relating something in the text to a current event. Examples include:</p> <ul style="list-style-type: none"> <li>· What does this remind me of in the real world?</li> <li>· How is this similar to things that happen in the real world?</li> <li>· How is this different from things that happen in the real world?</li> </ul>
Verbs:	
Simple Present	<p>We use the simple present to show:</p> <p>Actions that are repeated or habitual. E.g. <i>I get up at 7.00 a.m.</i></p> <p>States. E.g. <i>I like strawberries.</i></p> <p>Statements that are always true. E.g. <i>The sun sets in the west.</i></p>
Simple Past	<p>The Simple Past is used for past actions that happened either at a specific time, (by using a time phrase e.g. <i>yesterday, last year, a few months ago</i>) or understood from the context.</p> <p>E.g. <i>Last Saturday, my friend and I went to the cinema.</i></p>
Present Continuous	<p>The Present Continuous (also called <b>present progressive</b>) is used for actions that have begun but have not yet finished. It can also be used to talk about future arrangements.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>· <i>The children are watching TV.</i></li> </ul>

	<ul style="list-style-type: none"> <li>· <i>The weather is getting colder.</i></li> <li>· <i>I am cooking dinner.</i></li> <li>· <i>We are visiting our grandparents this afternoon.</i></li> <li>· <i>Matt is meeting his friends on Friday evening.</i></li> </ul>
Past Continuous	<p>The past continuous (also called <b>past progressive</b>) is a verb tense which is used to show that an ongoing past action was happening at a specific moment of interruption, or that two ongoing actions were happening at the same time.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>· <i>I was watching TV when Sam called.</i></li> <li>· <i>When the phone rang, Kate was writing in her journal.</i></li> <li>· <i>While Luke was shopping, someone stole his car.</i></li> <li>· <i>You were not listening to me when I told you to tidy up your room.</i></li> </ul>
Present Perfect	<p>The present perfect tense is used to describe actions that began in the past. Quite often the actions being described are still continuing into the present.</p> <p>The present perfect tense is formed: has/have + [the past participle]</p> <p>For example:</p> <ul style="list-style-type: none"> <li>· <i>I have worked here for almost a year.</i></li> <li>· <i>She has prepared dinner every day this week.</i></li> </ul>
Past Perfect	<p>The past perfect tense is used to show that something happened before another action in the past. It can also be used to show that something happened before a specific time in the past.</p>

	<p>To form the past perfect tense you use the past tense of the verb "to have," which is 'had' and add it to the past participle of the main verb. For example: subject + had + past participle = past perfect tense.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>· <i>She stayed up all night because she had watched a scary movie before going to bed.</i></li> <li>· <i>They did very poorly in the exam because they had not studied enough.</i></li> <li>· <i>Sarah had learnt Italian before she moved to Rome.</i></li> <li>· <i>Rob had never played basketball before last week.</i></li> </ul>
<p>Present Perfect Continuous</p>	<p>It is used to show that an action started in the past and has continued up to the present moment. The present perfect continuous usually emphasizes duration, or the amount of time that an action has been taking place.</p> <p>The present perfect continuous is formed using has/have + been + present participle. Questions are indicated by inverting the subject and has/have.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>· <i>Tom and Ben have been arguing for almost an hour.</i></li> <li>· <i>She has been writing in her journal since this morning.</i></li> <li>· <i>What have you been doing for the last 30 minutes?</i></li> <li>· <i>Jim has been playing tennis since January.</i></li> <li>· <i>We have been waiting here for over two hours!</i></li> </ul>



	<ul style="list-style-type: none"> <li>· <i>Has Amy not been taking her medicine? She doesn't look well at all!</i></li> </ul>
Past Perfect Continuous	<p>It is used to show that an action started in the past and continued up to another point in the past. The past perfect continuous is formed using <i>had + been + present participle</i>. Questions are indicated by inverting the subject and <i>had</i>.</p> <ul style="list-style-type: none"> <li>· <i>Mike wanted to sit down because he had been standing all day at work.</i></li> <li>· <i>Joe was tired because he had been running.</i></li> <li>· <i>How long had you been waiting before Tony showed up?</i></li> <li>· <i>How long had Lara been working at the company before it closed down?</i></li> </ul>
The Future	<p>The future can be expressed in several ways in English. Here are the different possibilities:</p> <p>In general, the future can be referred to by the modal verb '<i>will</i>'. This is especially true for spontaneous decisions.</p> <ul style="list-style-type: none"> <li>· <i>It's hot. I will open the window.</i></li> <li>· <i>I changed my mind. I will have the hamburger, please.</i></li> </ul> <p>If there is a plan for a future action or if a present fact indicates a future event, the expression '<i>to be going to</i>' can be used.</p> <ul style="list-style-type: none"> <li>· <i>We are going to buy a new car soon.</i></li> <li>· <i>It's going to rain at any moment. There are a lot of grey clouds in the sky.</i></li> </ul>

	<p>Although the present simple is mainly used for the present tense, it can also at times express the future. This is the case when we talk about time tables, schedules of buses, planes, etc.</p> <ul style="list-style-type: none"> <li>· <i>The plane leaves at 11:40.</i></li> <li>· <i>The train arrives at 12:15.</i></li> </ul> <p>The present continuous is not only used for ongoing actions in the present, but also for fixed arrangements or appointments in the future:</p> <ul style="list-style-type: none"> <li>· <i>My father is flying to Madrid tomorrow.</i></li> <li>· <i>We're moving to Glasgow next month.</i></li> </ul>
Visual prompt	A <b>visual prompt</b> is a form of stimuli a teacher might use to get learners to give a response using the target language. Visual prompts can include pictures, texts, photographs, videos or objects.
Voice note	A <b>voice note</b> is a reminder or <b>note</b> created by speaking into an electronic device, for instance leaving a voice note on WhatsApp.