

## So / Such

Do you know how to use the words *so* and *such*?



Look at these examples to see how *so* and *such* are used.

*She's so interesting!*

*This is such an interesting book.*

*A new phone costs so much money these days.*

*Traffic in the city centre is such a nightmare!*

### Grammar explanation

We can use *so* and *such* to intensify adjectives, adverbs and nouns.

#### Adjectives and adverbs

We can use *so* with an adjective or adverb to make it stronger.

*It's so hot today!*

*She looks so young in that photo.*

*He walks so slowly. It's so annoying!*

If we are using the comparative form of the adjective or adverb, we use *so much* to make it stronger.

*They were so much more innocent when they were younger.*

*I work so much more quickly when I can concentrate.*

#### Nouns

With a noun or adjective + noun, we use *such* to make it stronger.

*You're such an angel!*

*It's such a hot day today!*

*They're such lovely trousers. Where did you buy them?*

However, when we use *much*, *many*, *little* and *few* with a noun, we use *so* to make it stronger.

*There are so many people here!*

*I've had so little time to myself this week.*

## Saying the result

We often use these *so* and *such* structures with *that* and a clause to say what the result is.

*It was so cold that the water in the lake froze.*

*He was such a good teacher that we all passed the exam.*

*There's so much noise that I can't think!*

## Used to / Get used to

# 'used to' + infinitive and 'be' or 'get used to' + '-ing'

Do you know the difference between *I used to drive on the left* and *I'm used to driving on the left*?



Look at these examples to see how *used to*, *get used to* and *be used to* are used.

*I used to want to be a lawyer but then I realised how hard they work!*

*How's Boston? Are you used to the cold weather yet?*

*No matter how many times I fly, I'll never get used to take-off and landing!*

## Grammar explanation

*Used to* + infinitive and *be/get used to* + -ing look similar but they have very different uses.

### *used to*

We use *used to* + infinitive to talk about a past situation that is no longer true. It tells us that there was a repeated action or state in the past which has now changed.

*She used to be a long-distance runner when she was younger.*

*I didn't use to sleep very well, but then I started doing yoga and it really helps.*

*Did you use to come here as a child?*

### *be used to and get used to*

*Be used to* means 'be familiar with' or 'be accustomed to'.

*She's used to the city now and doesn't get lost any more.*

*He wasn't used to walking so much and his legs hurt after the hike.*

*I'm a teacher so I'm used to speaking in public.*

We use *get used to* to talk about the process of becoming familiar with something.

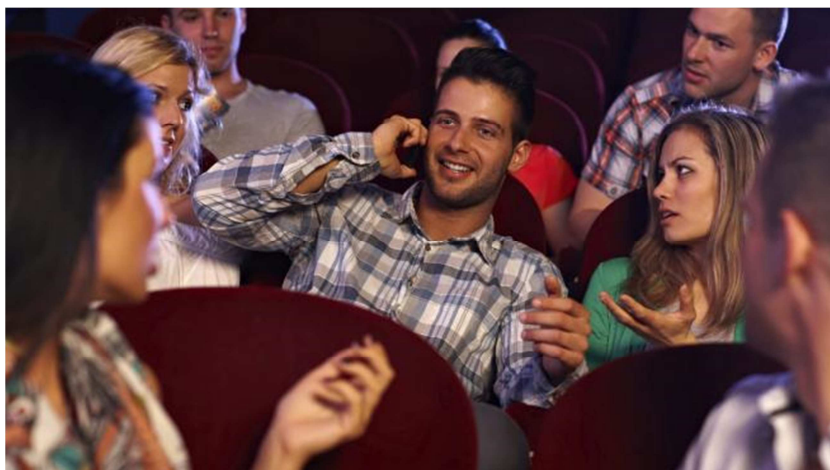
*I'm finding this new job hard but I'm sure I'll get used to it soon.*

*It took my mother years to get used to living in London after moving from Pakistan.*

*I'm getting used to the noise now. I found it really stressful when I first moved in.*

## Wish / If only

Do you know how to use *wish* and *if only* to talk about things you would like to change?



Look at these examples to see how *wish* and *if only* are used.

*That guy is so annoying! I wish he'd stop talking.*

*I wish I lived closer to my family.*

*If only I hadn't lost her phone number. She must think I'm so rude for not calling her.*

*I wish they wouldn't park their car in front of my house.*

## Grammar explanation

We use *wish* and *if only* to talk about things that we would like to be different in either the present or the past. *If only* is usually a bit stronger than *wish*.

### In the present

We can use *wish/if only* + a past form to talk about a present situation we would like to be different.

*I wish you didn't live so far away.*

*If only we knew what to do.*

*He wishes he could afford a holiday.*

### In the past

We can use *wish/if only* + a past perfect form to talk about something we would like to change about the past.

*They wish they hadn't eaten so much chocolate. They're feeling very sick now.*

*If only I'd studied harder when I was at school.*

### Expressing annoyance

We can use *wish* + *would(n't)* to show that we are annoyed with what someone or something does or doesn't do. We often feel that they are unlikely or unwilling to change.

*I wish you wouldn't borrow my clothes without asking.*

*I wish it would rain. The garden really needs some water.*

*She wishes he'd work less. They never spend any time together.*



## Adjectives – gradable/Non gradable

Do you know how to use adjectives in phrases like *a bit cold*, *really cold* and *absolutely freezing*?



Look at these examples to see how gradable and non-gradable adjectives are used.

*It's really cold.*

*It's absolutely freezing.*

*This exercise is really difficult.*

*This exercise is completely impossible.*

## Grammar explanation

### Gradable adjectives

Most adjectives are gradable. This means we can have different levels of that quality. For example, you can be *a bit cold*, *very cold* or *extremely cold*. We can make them weaker or stronger with modifiers:

*She was quite angry when she found out.*

*The film we saw last night was really funny!*

*It can be extremely cold in Russia in the winter.*

Here is a list of some common gradable adjectives and some modifiers that we can use with them.

<b>Modifiers</b>	<i>a little/a bit →</i>	<i>pretty/quite →</i>	<i>really/very →</i>	<i>extremely</i>
<b>Adjectives</b>	<i>angry, big, boring, cheap, cold, expensive, frightening, funny, hot, interesting, old, pretty, small, tasty, tired, etc.</i>			

### Non-gradable: absolute adjectives

Some adjectives are non-gradable. For example, something can't be *a bit finished* or *very finished*. You can't be *a bit dead* or *very dead*. These adjectives describe absolute qualities. To make them stronger we have to use modifiers like *absolutely*, *totally* or *completely*:

*Thank you, I love it! It's absolutely perfect!*  
*Their farm was totally destroyed by a tornado.*  
*My work is completely finished. Now I can relax.*

Here is a list of some common absolute adjectives and some modifiers that we can use with them.

<b>Modifiers</b>	<i>absolutely/totally/completely</i>
<b>Adjectives</b>	<i>acceptable, dead, destroyed, finished, free, impossible, necessary, perfect, ruined, unacceptable, etc.</i>

### Non-gradable: extreme adjectives

Adjectives like *amazing*, *awful* and *boiling* are also non-gradable. They already contain the idea of 'very' in their definitions. If we want to make extreme adjectives stronger, we have to use *absolutely* or *really*:

*Did you see the final match? It was absolutely amazing!*  
*After 32 hours of travelling, they were absolutely exhausted.*  
*My trip home was really awful. First, traffic was really bad, then the car broke down and we had to walk home in the rain.*

Here is a list of some common extreme adjectives and some modifiers that we can use with them.

<b>Modifiers</b>	<i>absolutely/really</i>
<b>Adjectives</b>	<i>amazing, ancient, awful, boiling, delicious, enormous, excellent, exhausted, fascinating, freezing, gorgeous, terrible, terrifying, tiny, etc.</i>

## British and American English

Do you know any differences between British and American English?



Look at these sentences. Do you know which sentences are more typical of British English or American English?

*Shall I open the door for you?*

*He's taking a shower.*

*France have won the World Cup.*

*I'm not hungry. I just ate.*

## Grammar explanation

The main difference between British English and American English is in pronunciation. Some words are also different in each variety of English, and there are also a few differences in the way they use grammar. Here are five of the most common grammatical differences between British and American English.

### 1. Present perfect and past simple

In British English, people use the present perfect to speak about a past action that they consider relevant to the present.

The present perfect can be used in the same way in American English, but people often use the past simple when they consider the action finished. This is especially common with the adverbs *already*, *just* and *yet*.

British English	American English
<i>He isn't hungry. He has already had lunch.</i> - <i>Have you done your homework yet?</i> - <i>Yes, I've just finished it.</i>	<i>He isn't hungry. He already had lunch.</i> - <i>Did you do your homework yet?</i> - <i>Yes, I just finished it.</i>

### 2. got and gotten

In British English, the past participle of the verb *get* is *got*.

In American English, people say *gotten*.

\*\* Note that *have got* is commonly used in both British and American English to speak about possession or necessity. *have gotten* is not correct here.

British English	American English
<i>You could have got hurt!</i> <i>He's got very thin.</i> <i>She has got serious about her career.</i>  BUT:	<i>You could have gotten hurt!</i> <i>He's gotten very thin.</i> <i>She has gotten serious about her career.</i>  BUT: <i>Have you got any money? (NOT Have you</i>

British English	American English
<i>Have you got any money?</i> <i>We've got to go now.</i>	<del>gotten ...)</del> <i>We've got to go now.</i> (NOT <del>We've gotten to ...)</del>

### 3. Verb forms with collective nouns

In British English, a singular or plural verb can be used with a noun that refers to a group of people or things (a collective noun). We use a plural verb when we think of the group as individuals or a singular verb when we think of the group as a single unit.

In American English, a singular verb is used with collective nouns.

\*\* Note that *police* is always followed by a plural verb.

British English	American English
<i>My family is/are visiting from Pakistan.</i> <i>My team is/are winning the match.</i> <i>The crew is/are on the way to the airport.</i>	<i>My family is visiting from Pakistan.</i> <i>My team is winning the match.</i> <i>The crew is on the way to the airport.</i>
BUT: <i>The police are investigating the crime.</i>	BUT: <i>The police are investigating the crime.</i>

### 4. *have* and *take*

In British English, the verbs *have* and *take* are commonly used with nouns like *bath*, *shower*, *wash* to speak about washing and with nouns like *break*, *holiday*, *rest* to speak about resting.

In American English, only the verb *take* (and not the verb *have*) is used this way.

British English	American English



British English	American English
<i>I'm going to have/take a shower. Let's have/take a break.</i>	<i>I'm going to take a shower. Let's take a break.</i>

## 5. *shall*

In British English, people often use *Shall I ...?* to offer to do something and/or *Shall we ...?* to make a suggestion.

It is very unusual for speakers of American English to use *shall*. They normally use an alternative like *Should/Can I ...?* or *Do you want/Would you like ...?* or *How about ...?* instead.

British English	American English
<i>It's hot in here. Shall I open the window? Shall we meet in the café at 5? Shall we try that again?</i>	<i>It's hot in here. Can I open the window? Do you want to meet in the café at 5? How about we try that again?</i>

# Capital letters and apostrophes

Do you know how to use capital letters and apostrophes correctly?



Look at these examples to see how capital letters and apostrophes are used.

*India celebrates Independence Day on 15 August.  
Adam speaks English, Arabic and some Persian.  
It's really cold today! They say it'll snow tonight.  
Jane's staying at her parents' house this week.*

## Grammar explanation

### Capitalisation

There are lots of times when you need to use capital letters – for example, to start a sentence or for the pronoun *I*. Here are some other important rules for using them.

#### Days, months and holidays

We capitalise days of the week, months and festivals, but not seasons.

*His birthday party is on Thursday.  
Schools are closed at Christmas.  
It rains a lot in April and May, but the summer is very dry.*

#### Names of people and places

We capitalise the names of people and places, including streets, planets, continents and countries.

*Bea Jankowski has lived on Church Street in Manchester for 20 years.*  
*The Earth is the third planet from the Sun.*  
*Russia is in both Europe and Asia.*

Words that come from the names of places – for example languages, nationalities and adjectives that refer to people or things from a country, region or city – are capitalised. We also capitalise nouns and adjectives that come from the names of religions.

*Some Canadians speak French.*  
*Londoners eat a lot of Indian food.*  
*Most Muslims fast during the day for Ramadan.*

### Titles and names of institutions

The names of organisations and usually the important words in book and film titles are capitalised. When a person's job title goes before their name, capitalise both. If the title is separate from their name, capitalise only their name.

*Salome Zourabichvili, the president of Georgia, is visiting President Alvi tomorrow.*  
*The chief executive officer lives in New York.*  
*We are reading War and Peace with Ms Ioana, our teacher.*

### Apostrophes

We use an apostrophe to show a contraction or possession.

### Contractions

We use an apostrophe to show where there are missing letters in contractions.

*It's raining.* (It's = It is)  
*Don't worry, it won't rain.* (Don't = Do not; won't = will not)  
*She can't drive because she's broken her leg.* (can't = cannot; she's = she has)  
*I'd like a coffee, please.* (I'd = I would)  
*You'll be fine.* (You'll = You will)

\*\* Note that **it's** is a contraction of *it is* or *it has*. **its** is a possessive form of the pronoun *it*.

*The dog is chasing its tail.*  
*Are you sure it's OK for me to ring you so early?*  
*It's rained a lot this week.*

### Possession

We also use an apostrophe with the letter s after a noun (normally a person, animal or group) to show that the noun owns someone or something.

*My cat's favourite toy is a small, red ball.*

*Sadiq's parents live in Liverpool.*

*South Korea's economy is growing.*

### ***Singular or plural***

We use 's when the possessor is singular.

*Marie's mother is going to Hong Kong.*

We also use 's when the possessor is a plural noun that does not end in s.

*The People's Republic of China*

*My cousin writes children's books.*

When a plural noun ends in s, we put the apostrophe after the s (s').

*This is a picture of my parents' house.*

*Our friend's new car is red. She just got it yesterday.*

*Our friends' new car is red. They just got it yesterday.*

When a singular noun ends in s, we generally use 's.

*James's brother-in-law is German.*

*He has a collection of Dickens's novels.*

## **Conditionals**

Do you know how to use the zero, first and second conditionals?



Look at these examples to see how zero, first and second conditionals are used.

*If you freeze water, it becomes solid.*

*If it rains tomorrow, I'll take the car.*

*If I lived closer to the cinema, I would go more often.*

## Grammar explanation

Conditionals describe the result of a certain condition. The *if* clause tells you the condition (*If you study hard*) and the main clause tells you the result (*you will pass your exams*). The order of the clauses does not change the meaning.

*If you study hard, you will pass your exams.*

*You will pass your exams if you study hard.*

Conditional sentences are often divided into different types.

### Zero conditional

We use the zero conditional to talk about things that are generally true, especially for laws and rules.

*If I drink too much coffee, I can't sleep at night.*

*Ice melts if you heat it.*

*When the sun goes down, it gets dark.*

The structure is: *if/when* + present simple >> present simple.

### First conditional

We use the first conditional when we talk about future situations we believe are real or possible.

*If it doesn't rain tomorrow, we'll go to the beach.*

*Arsenal will be top of the league if they win.*

*When I finish work, I'll call you.*

In first conditional sentences, the structure is usually: *if/when* + present simple >> *will* + infinitive.

It is also common to use this structure with *unless*, *as long as*, *as soon as* or *in case* instead of *if*.

*I'll leave as soon as the babysitter arrives.*

*I don't want to stay in London unless I get a well-paid job.*

*I'll give you a key in case I'm not at home.*

*You can go to the party, as long as you're back by midnight.*

### Second conditional



The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

*If we had a garden, we could have a cat.*

*If I won a lot of money, I'd buy a big house in the country.*

*I wouldn't worry if I were you.*

The structure is usually: *if* + past simple >> + *would* + infinitive.

When *if* is followed by the verb *be*, it is grammatically correct to say *if I were*, *if he were*, *if she were* and *if it were*. However, it is also common to hear these structures with *was*, especially in the *he/she* form.

*If I were you, I wouldn't mention it.*

*If she was prime minister, she would invest more money in schools.*

*He would travel more if he was younger.*

Do you know how to use third and mixed conditionals?



Look at these examples to see how third and mixed conditionals are used.

*We would have walked to the top of the mountain if the weather hadn't been so bad.*

*If we'd moved to Scotland when I was a child, I would have a Scottish accent now.*

*If she was really my friend, she wouldn't have lied to me.*

# Grammar explanation

Do you know how to use third and mixed conditionals?

## Third conditionals and mixed conditionals

Conditionals describe the result of a certain condition. The *if* clause tells you the condition (*If I hadn't been ill*) and the main clause tells you the result (*I would have gone to the party*). The order of the clauses does not change the meaning.

*If I hadn't been ill, I would have gone to the party.*  
*I would have gone to the party if I hadn't been ill.*

Conditional sentences are often divided into different types.

### Third conditional

The third conditional is used to imagine a different past. We imagine a change in a past situation and the different result of that change.

*If I had understood the instructions properly, I would have passed the exam.*  
*We wouldn't have got lost if my phone hadn't run out of battery.*

In third conditional sentences, the structure is usually: *If* + past perfect  
>> *would have* + past participle.

### Mixed conditionals

We can use mixed conditionals when we imagine a past change with a result in the present or a present change with a result in the past.

#### 1. Past/Present

Here's a sentence imagining how a change in a past situation would have a result in the present.

*If I hadn't got the job in Tokyo, I wouldn't be with my current partner.*

So the structure is: *If* + past perfect >> *would* + infinitive.

#### 2. Present/Past

Here's a sentence imagining how a different situation in the present would mean that the past was different as well.

*It's really important. If it wasn't, I wouldn't have called you on your holiday.*

And the structure is: *If* + past simple >> *would have* + past participle.

# Advanced vocabulary

## WEATHER IDIOMS

Below is a list of the most commonly used idioms about the weather in English:

**As right as rain:** to feel fine and healthy.

- Don't worry about me, I'm as right as rain after my knee operation.

**Be a breeze:** to be very easy to do.

- Our English exam was a breeze. I'm sure I'll get top marks.

**Be snowed under:** to have so much to do that you are having trouble doing it all.

- I'm snowed under at work right now because two of my colleagues are on holiday.

**Break the ice:** to say or do something to make someone feel relaxed or at ease in a social setting.

- He offered to get her a drink to help break the ice.

**Calm before the storm:** the quiet, peaceful period before a moment of great activity or mayhem.

- The in-laws were about to arrive with their kids so she sat on the sofa with a cup of coffee enjoying the calm before the storm.

**Chase rainbows:** when someone tries to do something that they will not achieve

- I think she's chasing rainbows if she thinks she can get into Oxford with her bad grades.

**Come rain or shine:** you can depend on someone to be there no matter what or whatever the weather.

- I'll be there to help you move house come rain or shine.

**Every cloud has a silver lining:** There is always something positive to come out of an unpleasant or difficult situation.

- I got laid off from work yesterday, but every cloud has a silver lining and now I can spend more time writing my book.

**Fair-weather friend:** a person who is only your friend during good times or when things are going well for you but disappears when things become difficult or you have problems.

- She was a fair-weather friend because she wasn't interested in me once I had lost my job.

**Get wind of:** to learn or hear of something that should be a secret.

- He got wind of the closure of the company so started looking for a new job immediately.

**Have your head in the clouds:** to be out of touch of reality. Your ideas may not be sensible or practical.

- He has his head in the clouds if he seriously thinks he's going to get a promotion soon.

**It never rains but it pours:** when things don't just go wrong but very wrong and other bad things happen too.

- First he lost his keys to the house, then his wallet and then his car broke down. It never rains but it pours.

**It's raining cats and dogs:** it's raining very hard.

- Take your umbrella and a jacket because it's raining cats and dogs outside.

**On cloud nine:** to be extremely happy.

- They were both on cloud nine during their honeymoon.

**Put on ice:** to postpone for another day.

- The project has been put on ice until our boss decides what to do next.

**Ray of hope:** there is a chance that something positive will happen.

- There is a ray of hope after all, it looks like we won't be losing our jobs.

**Save for a rainy day:** to save for the future when it might suddenly be needed (unexpectedly).

- Don't spend your entire wage in one night. You should save for a rainy day.

**Steal my thunder:** when someone takes attention away from someone else.

- Don't wear that dress to the wedding; the bride won't like it because you'll be stealing her thunder.

**Storm in a teacup:** when someone makes a small problem larger than it really is.

- Those two are always arguing about something, it's just a storm in a teacup.

**Storm is brewing:** indication that something is about to become bad or explode

- You could tell by the looks on their faces that a storm was brewing.

**Take a rain check:** decline something now but offer to do it at a later date.

- Thanks for inviting me to dinner but I can't this week. Can I take a rain check on that?

**Throw caution to the wind:** to go crazy and forget all responsibilities or commitments.

- They threw caution to the wind and quit their jobs in the heat of the moment.

**Under the weather:** you are not feeling well

- Paul isn't coming with us because he feels a little under the weather.

### **DESCRIBING TRENDS**

## **Verbs to describe an upward trend**

The following verbs can be used to describe a trend or pattern that goes up.

- climb (past: climbed)
- go up (past: went up)
- grow (past: grew)
- increase (past: increased)
- jump (past: jumped)
- rise (past: rose)
- rocket (past: rocketed)

**Sentence examples using words that show an upward trend:**

- The number of enrolments increased significantly between 2005 and 2010.
- Production rose from 800 units in May to 1000 units the following month.

## **Verbs to describe a downward trend**

The following verbs can be used to describe a trend or pattern that goes down.

- decline (past: declined)
- decrease (past: decreased)
- drop (past: dropped)
- fall (past: fell)
- go down (past: went down)
- plummet (past: plummeted) = to fall or drop suddenly in amount or value
- plunge (past: plunged) = to fall or drop suddenly in amount or value

*Plunge* and *Plummet*, when describing trends, have the same meaning.

**Sentence examples using words that show a downward trend:**

- Prices of Model X dropped significantly once Model Y became available on the market.
- Company profits decreased in 2013 by 15%.

## **Words and phrases used to describe a stable trend**

To describe a more or less stable pattern, you can use the following expressions:

- maintain (past: maintained)
- remain (past: remained)
- stay (past: stayed)
- constant
- stable
- steady
- unchanged



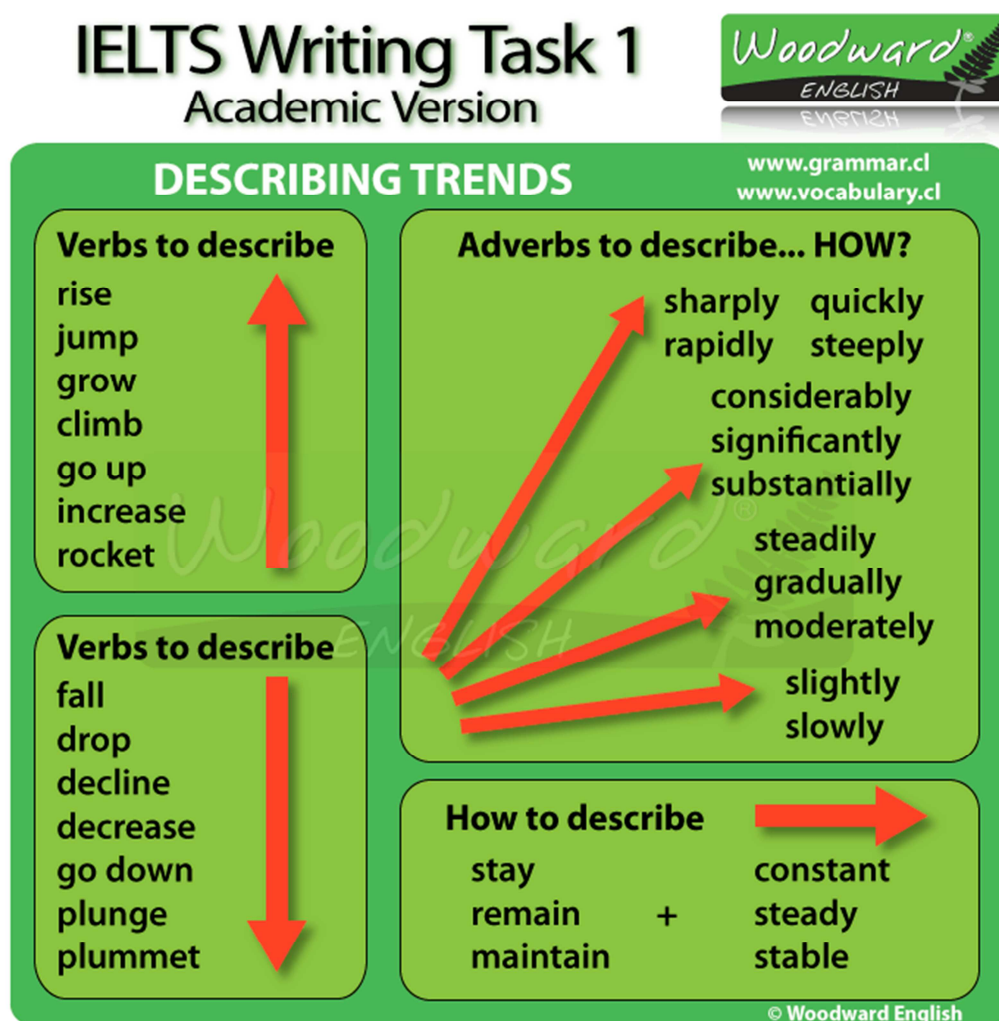
## Adverbs used when describing trends

Adverbs describe HOW something happens. They usually come after a verb.

- sharply, rapidly, quickly, steeply
- considerably, significantly, substantially
- steadily, gradually, moderately
- slightly, slowly

To see the degree of intensity of these adverbs, look at the chart below.

## Academic Writing Task 1 Summary Chart



## Nouns used when describing trends

- decline
- decrease
- dip (a momentarily small drop in the level of something)
- drop
- fall
- fluctuation (= an irregular rising and falling in number or amount; a variation)
- growth
- increase
- peak (= the highest point)

- rise
- slump (= a severe or prolonged fall in the price, value, or amount of something)
- variation (= a change or difference in condition, amount, or level)

### **PARTS OF A CAR**

**Accelerator:** The foot pedal that makes the car go faster.

**Aerial:** (US: Antenna) Helps you pick up radio waves so you can listen to the radio.

**Battery:** Usually near the motor, this provides a supply of energy to the car, especially when the motor isn't running. Sometimes if you leave your lights on when the motor is off, the battery keeps them on and then becomes flat (stops working) which makes it difficult to start your car again.

**Boot:** The enclosed space usually at the back of a car where you can put your bags etc. It is called the **Trunk** in the United States.

**Bonnet:** The metal lid at the front of the car that covers the motor. It is called the **Hood** in United States.

**Brake:** The foot pedal you use when you want to make the car go slower or stop it from moving.

**Brake light:** The red light at the back of the car that indicates the the brake is being used and that the car is slowing down. They shine brighter than the normal tail lights / rear lights.

**Bumper:** The bar at the front and back of the car the helps protects the car when it is hit. It is sometimes called the **Fender** in United States.

**Clutch:** The foot pedal that you use when you want to change gears.

**Dashboard:** The part in front of the driver that has the controls like the Temperature gauge, Fuel gauge and the Speedometer.

**Door:** The way you enter and leave the car. Some cars have two doors but most have four doors.

**Exhaust (Pipe):** The pipe that takes the waste gases from the motor and lets them go into the air.

**Fan belt:** The belt that keeps a fan moving that helps keep the motor cool.

**Fender:** The bar at the front and back of the car the helps protects the car when it is hit. It is called the **Bumper** in Britain.

**Fuel gauge:** (US: Gas Gauge) A part of the dashboard that lets you know how much gasoline / petrol there is in the petrol tank. It usually has the letters F for Full and E for Empty.

**Handbrake:** You usually put the handbrake on when you park your car so that it doesn't move by itself later (especially down hills). It is usually situated between the driver's seat and the passenger's seat.

**Headlight:** The lights you turn on so that you can see the road ahead in the dark when you are driving.

**Headrest:** The top part of the seat where you can rest your head.

**Hood:** The metal lid at the front of the car that covers the motor. It is called the **Bonnet** Britain.

**Horn:** Usually found on the steering wheel, when you press the horn, it makes a sound that other people (in other cars) can hear.

**Hubcap:** The metal covering of the middle part of a wheel.

**Indicators:** (US: Turn Signals) The lights that let others know in which direction a car is turning.

**Ignition:** You put the key here to start the car.

**Number plate:** (US: License Plate) The unique identification numbers and letters for each car. There is usually a number plate at the front and back of the car.

**Radiator:** Cools the water of the motor.

**Rear lights:** (US: Tail lights) the red lights at the rear part of a car that come on when your front lights are on (usually at night or in dim conditions). These shine less brightly than brake lights.

**Rearview Mirror:** The small mirror attached to the middle of your windscreen so that you can see what is behind your car while you are driving.

**Roof-rack:** The metal frame on top of a car that is used to support the weight of things you put on top of the roof of the car.

**Seatbelt:** The belt that is connected to the seat and you place across your body to help protect you in an accident.

**Speedometer:** A part of the dashboard that lets the driver know how fast the car is moving.

**Steering wheel:** The round instrument that the driver uses to make the car go in a certain direction.

**Temperature gauge:** A part of the dashboard that lets you know the temperature of the engine. If the engine is too hot, it can be damaged.

**Trunk:** The enclosed space usually at the back of a car where you can put your bags etc. It is called the **Boot** in Britain.

**Tyre:** (US - Tire) The round rubber part of the wheel.

**Wheel:** The round parts that connect the car to the road and help the car move.

**Windscreen:** (US: Windshield) The big window at the front of the car that the driver looks through as he/she drives.

**Windscreen wiper:** (US: Windshield wipers) Clears the rain from the windscreen so that you can see through it.

### **STUDENTS CONVERSATIONS**

Here are some of the most common words and phrases that may appear in the conversations:

**Ace** (verb): to receive the top grade of an A on a test or course  
- I totally aced the test.

**All-nighter** (noun): a study session that lasts all night (or most of it)  
- I think we'll have to do an all-nighter if we want to be ready for the exam on Thursday

**Assignment** (noun): work or task that a professor gives that has to be done as a requirement for the class. They normally have to be completed outside of the class.  
- Have you done the assignment yet? I haven't even started it.

**Attendance** (noun): the students (or people) present

- It doesn't matter if you miss class tomorrow since the professor doesn't take attendance.

**Be behind** (verb): to be late or behind schedule and with a lot of work you still have to do

- I can't go to the party because I'm behind in my chemistry class and need to study.

**Be kidding** (verb): To not be serious; to be joking

- You must be kidding! How am I supposed to get those three assignments finished by tomorrow? I thought they weren't due until next week.

**Borrow** (verb): to ask for something temporarily and which you will return

- Can I borrow your notes from the class today?

**Bring up** (verb): to improve your grades.

- If you want to bring up your grades, you will have to study a lot more.

**Catch up** (verb): to bring your work up to date when you were behind

- Finally, after a weekend of non-stop study, I have caught up with all of my assignments.

**Cheat** (verb): to act dishonestly, especially in a test or exam.

- He was caught cheating in the exam so got a zero for his score

**Check out** (verb): to borrow books from the library

- I can't check out the books because I forgot my library card.

**Come top of your class** (verb): to be the best student in your class.

- I was the top of my class in history last semester though not this one.

**Cram** (verb): to study a lot at the last minute, especially for an exam

- I have to cram for tomorrow's test. I had completely forgotten about it.

**Cut class** (verb): to intentionally be absent from class, usually without an excuse

- It was such a nice day that we cut class and went to the beach instead.

**Dorm** (noun): an abbreviation for dormitory. The place where you live on campus, often in a shared room and living area.

- I was too tired to go to football practice and went straight to my dorm to rest.

**Draft** (noun): a preliminary (or rough) copy of a written document.

- My draft took me a long time to complete but now it will be easy to make a good copy of it.

**Drop** (verb): to withdraw from a course or class

- My workload was too much so I had to drop a course early in the term.

**Drop out** (verb): to withdraw from a college or university

- He didn't have enough money to pay tuition so he had to drop out of the university.

**Due** (adjective): expected on a certain date

- The assignment is due next Friday.

**Enroll** (verb): to register for a course or a university program

- I have decided to enroll in a photography course.

**Essay** (noun): a short written composition that contains a personal opinion about a subject

- I handed in my essay to the professor but I think I have forgotten to put my name on it.

**Exam** (noun): abbreviation for examination, an evaluation to test the knowledge of a student

- We have an exam tomorrow though I don't have any time to study for it.

**Expel** (verb): to dismiss from school, usually after having done something very wrong or illegal.

- He was expelled from the university for having stolen some of the laboratory equipment.

**Extension** (noun): additional time given to complete an activity

- I'm glad the professor gave us an extension to complete the group project. We were nowhere near finished.

**Fail** (verb): to not pass or not achieve an acceptable grade or mark

- It is your own fault that you failed. You should have studied more.

**Fee** (noun): a charge for services

- I see they have increased the fees for using the gym this semester.

**Field trip** (noun): a trip for observation and education outside of the campus

- We went on a field trip yesterday to see the effects of deforestation and erosion near a local park.

**Figure out** (verb): to try and understand something by thinking about it

- I can't figure out why I got such a low grade in the exam.

**Fill-in-the-blank** (adjective): a style of question in a test where part of a sentence has a part missing which a student must fill with the correct word(s).

- I usually find fill-the-blank questions hard because if I don't know an answer, it is difficult to guess it.

**Fill out** (verb): to complete a form or application

- You'll need to fill out this form before we can give you the library card.

**Final (exam)** (noun): the last examination of a course.

- Everyone is nervous because the final exam is next week.

**Get behind** (verb): to be late or off schedule

- I've been getting behind in my classes because instead of studying, I have been playing video games.

**G.P.A** (noun): abbreviation for Grade Point Average, a scale of (usually) 0-4 on which grades are calculated

- If a student's G.P.A falls below 2.0, then they will be put on probation.

**Grades** (noun): a number or letter indicating a student's level or performance

- This year I have been getting good grades.

**Group Project** (noun): an assignment to be completed by three or more students

- The professor gave a group project to be done by next Friday.

**Hand back** (verb): to return an assignment, essay or other piece of work.

- The professor handed back our essays and only a few were happy with the grade they got.

**Handout** (noun): sheets of paper provided by a teacher containing notes, activities or exercises for the class

- The professor gave us a handout containing a list of the most common spelling mistakes in English.

**Hit the books** (verb): to study very hard

- We had better hit the books tonight to get ready for the exam tomorrow.

**Homework** (noun): schoolwork done at home or outside of class

- I have so much homework to do tonight that I don't know where to start.

**Keep grades up** (verb): to maintain a good grade point average

- My parents said that if I kept my grades up, they would reward me with a new bike.

**Lab** (noun): abbreviation for laboratory, a classroom equipped for experiments or research

- I need to find a partner for my biology lab.

**Learn by heart** (verb): to memorize something so that you don't have to read it

- We had to learn a poem by heart and recite it in front of the class.



**Lecture** (noun): a presentation for a class, delivered by a professor

- The professor gave such a boring lecture that half the class fell asleep during it.

**Midterm** (noun): an exam that is given in the middle of the term

- I only got a B on my midterm in physics

**Miss class** (verb): to be absent from class

- I missed class yesterday because I had a dentist appointment.

**Mock exam** (noun): a practice exam usually taken before a real one.

- I passed the mock exam so I think I'll do well in the real thing.

**Multiple-choice test** (noun): a test with questions that provide (often 4) different possible answers to choose from

- I always find multiple-choice tests easy to do. If I don't know an answer, I just guess.

**Notes** (noun): a brief written record of a lecture to help students remember the important points of it.

- I couldn't go to the class so I borrowed my classmate's notes.

**On probation** (prep. phrase): experiencing a trial period to try and improve grades before disciplinary action happens

- I told you that if you didn't stop skipping classes that you'd get put on probation.

**On reserve** (prep. phrase): kept in a special place at the library and usually only for use there.

- Dr. Woodward always puts the books on reserve for his students.