

'-ing' forms

We can use the **-ing form** of a verb:

- as a **noun**:

*I love **swimming**.*

***Swimming** is very good for your health.*

*You can get fit by **swimming** regularly.*

- as an **adjective**:

*The main problem today is **rising** prices.*

*That programme was really **boring**.*

*He saw a woman **lying** on the floor.*

-ing forms as nouns

-ing nouns are nearly always **uncount nouns**. They can be used:

- as the subject of a **verb**:

***Learning** English is not easy.*

- as the **object** of a **verb**:

*We enjoy **learning** English.*

Common verbs followed by an **-ing** object are:

<i>admit</i>	<i>like</i>	<i>hate</i>	<i>start</i>	<i>avoid</i>
<i>suggest</i>	<i>enjoy</i>	<i>dislike</i>	<i>begin</i>	<i>finish</i>

- as the **object** of a **preposition** :

*Some people are not interested in **learning** English.*

-ing forms as adjectives

The **-ing adjective** can come:

- in front of a **noun**:

*I read an **interesting article** in the newspaper today.
We saw a really **exciting match** on Sunday.*

- after a **link verb** like *be*, *look* or *sound*:

*Your new book **sounds** very **interesting**.
The children can **be** really **annoying**.*

- after a **noun**:

*Who is that **man** **standing** over there?
The **boy** **talking** to Angela is her younger brother*

- especially after **verbs of the senses** like *see*, *watch*, *hear*, *smell*, etc.:

*I **heard someone** **playing** the piano.
I can **smell something** **burning**.*

The commonest *-ing* adjectives are:

<i>amusing boring disappointing</i>	<i>interesting surprising tiring</i>	<i>worrying exciting frightening</i>	<i>shocking terrifying annoying</i>
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Patterns with *-ing* forms

Because an *-ing* noun or adjective is formed from a verb, it can have any of the **patterns** which follow a verb. For example:

- it can have an **object**:

*I like **playing tennis**.
I saw a dog **chasing a cat**.*

- it can be followed by a **clause**:

*I heard someone **saying that he saw you**.*

Talking about the present

We use the **present simple** to talk about:

- something that is **true** in the present:

*They **live** next door to us.*

*He **works** for the Post Office.*

- something that **happens regularly** in the present:

*The children **come** home from school at about four.*

*We often **see** your brother at work.*

- something that is **always true**:

*Water **boils** at 100 degrees Celsius.*

*The Nile **is** the longest river in Africa.*

We use the **present continuous** to talk about:

- something happening at the moment of speaking:

*I can't hear you. I**'m listening** to a podcast.*

*Please be quiet. The children **are sleeping**.*

- something happening regularly in the present **before and after a specific time**:

*I**'m** usually **having** breakfast at this time in the morning.*

*When I see George he**'s** usually **reading** his Kindle.*

- something in the present which we think is **temporary**:

*Michael is at university. He**'s studying** history.*

*I love Harry Potter. I**'m reading** the last book.*

- something which is **new** and **contrasts** with a previous state:

*Nowadays people **are sending** text messages instead of phoning.*

*I hear you've moved house. Where **are you living** now?*

- something which is **changing, growing** or **developing**:

*The weather **is getting** colder.*

*Our grandchildren **are growing up** quickly.*

- something which happens **again and again**:

*It**'s always raining** in London.*

*They **are always arguing**.*

*George is great. He**'s always laughing**.*

Note that we normally use *always* with this use.

We use **modal verbs**:

- to talk about the present when **we are not sure** of something:

*I don't know where Henry is. He **might be playing** tennis.*

*'Who's knocking at the door?' – 'I don't know. It **could be** the police.'*

- to talk about things like **ability** (*can*) and **obligation** (*should*):

*I **can speak** English quite well but I **can't speak** French at all.*

*You **should do** your homework before you go out.*

Talking about the past

Past events and situations

We use the **past simple** to talk about:

- something that happened **once in the past**:

*The film **started** at seven thirty.*

*We **arrived** home before dark.*

- something that **was true for some time in the past**:

*Everybody **worked** hard through the winter.*

*We **stayed** with our friends in London.*

When we talk about something that happened **several times in the past**, we use the **past simple**:

*Most evenings, we **stayed** at home and watched DVDs.*

*Sometimes they **went** out for a meal.*

or **used to**:

*Most evenings, we **used to stay** at home and watch DVDs.*

*We **used to go for** a swim every morning.*

or **would**:

*Most evenings, he **would take** the dog for a walk.*

*They **would** often **visit** friends in Europe.*

We do not normally use *would* with **stative verbs**. We use the **past simple** or **used to** instead:

*He ~~would~~ **looked** much older than he does now. (NOT ~~would look~~)*

*We ~~would~~ **used to feel** very cold in winter. (NOT ~~would feel~~)*

We use the **past continuous**:

- for something that **happened before and after a specific time in the past**:

*It was just after ten. I **was watching** the news on TV.
At half-time we **were losing** 1–0.*

- for something that **happened before and after another action in the past**:

*He broke his leg when he **was playing** rugby.
She saw Jim as he **was driving** away.*

The past in the past

We use the **past perfect** when we are **looking back** from a point in the past to something earlier in the past:

*Helen suddenly remembered she **had left** her keys in the car.
When we **had done** all our shopping, we caught the bus home.
They wanted to buy a new computer, but they **hadn't saved** enough money.
They would have bought a new computer if they **had saved** enough money.*

The past and the present

We use the **present perfect**:

- for something that **started in the past** and **continues in the present**:

*We **have lived** here since 2017. [and we still live here]
I **have been working** at the university for over ten years.*

- for something that **happened in the past** but is **important in the present**:

*I can't open the door. I've **left** my keys in the car.
Jenny **has found** a new job. She works in a supermarket now.*

Be careful!

We do not use the present perfect with **adverbials which refer to a finished past time**:

Be careful!

yesterday

last week/month/year

in 2010

when I was younger etc.

*I **have seen** that film **yesterday**.*

*We **have** just **bought** a new car **last week**.*

*~~When we were children~~ we **have been** to California.*

but we can use the present perfect with **adverbials which refer to a time which is not yet finished**:

today

this morning/week/year

now that I am eighteen etc.

*Have you seen Helen **today**?*

*We have bought a new car **this week**.*

The future in the past

When we talk about the **future from a time in the past** we use:

- **would** as the past tense of *will*:

*He thought he **would buy** one the next day.*

*Everyone was excited. The party **would be** fun.*

- **was/were going to**:

*John **was going to drive** and Mary **was going to follow** on her bicycle.*

*It was Friday. We **were going to set off** the next day.*

- the **past continuous**:

*It was September. Mary **was starting** school the next week.*

*We were very busy. Our guests **were arriving** soon and we had to get their room ready.*

The past with modal verbs

could is the past tense of **can**:

You **could get** a good meal for a pound when I was a boy.

would is the past tense of **will**:

He said he **would come** but he forgot.

We use **may have**, **might have** and **could have** to show that something has possibly happened in the past:

I'll telephone him. He **might have got home** early.

She's very late. She **could have missed** her train.

We use **should have** as the past form of **should**:

I didn't know he was ill. He **should have told** me.

You **shouldn't have spent** so much money.

We use **would have** and **could have** to talk about something that was possible in the past but did **not** happen:

I **could have gone** to Mexico for my holiday but it was too expensive.

I **would have** called you, but I had forgotten my phone.

They **would have** gone out if the weather had been better.

Talking about the future

Talking about the future

When we **know about the future**, we normally use the **present tense**.

1. We use the **present simple** for something **scheduled**:

We **have** a lesson next Monday.

The train **arrives** at 6.30 in the morning.

The holidays **start** next week.

It's my birthday tomorrow.

2. We can use the **present continuous** for **plans or arrangements**:

I'm **playing** football tomorrow.

They **are coming** to see us tomorrow.

We're **having** a party at Christmas.

3. We use **will**:

- when we express beliefs about the future:

*It **will be** a nice day tomorrow.*
*I think Brazil **will win** the World Cup.*
*I'm sure you **will enjoy** the film.*

- to mean **want to** or **be willing to**:

*I hope you **will come** to my party.*
*George says he **will help** us.*

- to **make offers and promises** :

I'll see you tomorrow.
*We'll **send** you an email.*

- to **talk about offers and promises**:

*Tim **will be** at the meeting.*
*Mary **will help** with the cooking.*

4. We use **be going to**:

- to talk about **plans or intentions**:

*I'm **going to drive** to work today.*
*They **are going to move** to Manchester.*

- to make **predictions** based on **evidence** we can see:

*Be careful! You **are going to fall**. (= I can see that you might fall.)*
*Look at those black clouds. I think **it's going to rain**. (= I can see that it will rain.)*

5. We use **will be with an -ing form** for something happening before and after **a specific time in the future**:

*I'll **be working at eight o'clock**. Can you come later?*
*They'll **be waiting** for you **when you arrive**.*

6. We can use **will be with an -ing form** instead of the present continuous or **be going to** when we are talking about **plans, arrangements and intentions**:

*They'll **be coming** to see us next week.*
*I'll **be driving** to work tomorrow.*

7. We often use **verbs like would like, plan, want, mean, hope, expect** to talk about the future:

*What are you going to do next year? I'd **like to go** to university.*
*We **plan to go** to France for our holidays.*
*George **wants to buy** a new car.*

8. We use **modals may, might and could** when we are **not sure** about the future:

*I **might stay** at home tonight or I **might go** to the cinema.*
*We **could see** Mary at the meeting. She sometimes goes.*

9. We can use **should** if we think there's a **good chance** of something happening:

*We **should be** home in time for tea.*

*The game **should be** over by eight o'clock.*

The future in time clauses and if-clauses

In time clauses with words like *when*, *after*, *until* we often use **present tense forms** to talk about the future:

*I'll come home **when I finish** work.*

*You must wait here **until your father comes**.*

*They are coming **after they have had** dinner.*

In clauses with *if* we often use **present tense forms** to talk about the future:

*We won't be able to go out **if it is raining**.*

***If Barcelona lose** tomorrow, they will be champions.*

Be careful!

We do **not** normally use *will* in time clauses and *if*-clauses:

*I'll come home when I **finish work**. (NOT ~~will finish work~~)*

*We won't be able to go out if it **rains**. (NOT ~~will rain~~)*

but we can use *will* if it means *want to* or *be willing to*:

*I will be very happy if you **will come** to my party.*

*We should finish the job early if George **will help** us.*

Verbs in time clauses and “if” clauses

Verbs in **time clauses** and **conditionals** usually follow the same patterns as in other clauses but there are some differences when we:

- talk about the future
- make hypotheses.

Talking about the future

In **time clauses** with words like *when*, *after* and *until*, we often use **present tense forms** to talk about the future:

*I'll come home **when I finish** work.*

*You must wait here **until your father comes**.*

*They are coming **after they have had** dinner.*

In **conditional clauses** with words like *if*, *unless*, *even if*, we often use **present tense forms** to talk about the future:

*We won't be able to go out **if it is raining**.*

*I will come tomorrow **unless I have to look after** the children.*

***Even if Barcelona lose** tomorrow, they will still be champions.*

We do **not** normally use *will* in time clauses and conditional clauses:

*I'll come home when I **finish work**. (NOT ~~will finish work~~)*

*We won't be able to go out if it **rains**. (NOT ~~will rain~~)*

*It will be nice to see Peter when he **gets home**. (NOT ~~will get home~~)*

*You must wait here until your father **comes**. (NOT ~~will come~~)*

but we can use *will* if it means *want to* or *be willing to*:

*I will be very happy if you **will come** to my party.*

*We should finish the job early if George **will help** us.*

Making hypotheses

Some **conditional clauses** are like **hypotheses**, so we use **past tense forms**.

We use past tense forms to talk about something that **does not happen** or **is not happening** in the present:

*He could get a new job **if he really tried**.*

(= He cannot get a job because he has not tried.)

***If Jack was playing**, they would probably win.*

(= Jack is not playing so they will probably not win.)

***If I had** his address, I could write to him.*

(= I do not have his address so I cannot write to him.)

We use past tense forms to talk about something that we believe or know **will not happen** in the **future**:

We would go by train **if it wasn't** so expensive.

(= We will not go by train because it is too expensive.)

I would look after the children for you at the weekend **if I was** at home.

(= I cannot look after the children because I will not be at home.)

We use past tense forms to **make suggestions** about what **might happen** in the **future**:

If he came tomorrow, we could borrow his car.

If we invited John, Mary would bring Angela.

After *I/he/she/it*, we can use **were instead of was**:

If Jack was/were playing, they would probably win.

We would go by train **if it wasn't/weren't** so expensive.

I would look after the children for you at the weekend **if I was/were** at home.

We use the **past perfect** to talk about something which **did not happen** in the **past**:

If you had seen him, you could have spoken to him.

(= You did not see him so you could not speak to him.)

You could have stayed with us **if you had come** to London.

(= You could not stay with us because you did not come to London.)

If we hadn't spent all our money, we could take a holiday.

(= We have spent all our money so we cannot take a holiday.)

If I had got the job, we would be living in Paris.

(= I did not get the job, so we are not living in Paris.)

If the **main clause** of a hypothetical conditional is about the **present or future**, we use a **modal**:

If I had got the job, we **might be living** in Paris now.

(= I did not get the job so we are not living in Paris now.)

If you had done your homework, you **would know** the answer.

(= You did not do your homework so you do not know the answer.)

If the **main clause** is about the **past**, we use a **modal with have**:

If I had seen him, I **would have spoken** to him.

(= I did not see him so I did not speak to him.)

You **could have stayed** with us if you had come to London.

(= You could not stay with us because you did not come to London.)

If you had invited me, **I might have come**.

(= You did not invite me so I did not come.)

Wishes and hypotheses.

Wishes

We use the verb **wish** or the phrase **if only** to talk about things which we want but which are not possible:

I wish I could see you next week.

If only we could stop for a drink.

I wish we had a bigger house.

They are always busy. **If only** they had more time.

John was very lazy at school. Now **he wishes** he had worked harder.

We use *wish* and *if only* with **past tense forms**:

- We use past tense **modals** **would** and **could** to talk about **wishes for the future**:

I don't like my work. **I wish I could** get a better job.

That's a dreadful noise. **I wish it would** stop.

I always have to get home early. **If only my parents would** let me stay out later.

- We use **past simple** and **continuous** to talk about **wishes for the present**:

I don't like this place. **I wish I lived** somewhere more interesting.

These seats are very uncomfortable. **I wish we were travelling** first class.

I wish I was taller.

John wishes he wasn't so busy.

I'm freezing. **If only it wasn't** so cold.

- After *I/he/she/it*, we can use **were instead of was**:

I wish I was/were taller.

John wishes he wasn't/weren't so busy.

I'm freezing. **If only it wasn't/weren't** so cold.

- We use the **past perfect** to talk about **wishes for the past**:

I wish I had worked harder when I was at school.

Mary wishes she had listened to what her mother told her.

I wish I hadn't spent so much money last month.

Hypotheses (things we imagine)

Expressions

When we are talking about hypotheses, we use expressions like:

what if ... ?	in case	suppose (that)	supposing (that)	imagine (if/that)
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We use these expressions:

- with **present tense forms** to talk about the **present** or **future** if we think something is **likely** to be true or to happen:

*We should phone them **in case they are** lost.*

*Those steps are dangerous. **Suppose someone has** an accident.*

- with **past tense forms** to talk about the **present** or **future** to suggest something is **not likely** to be true or to happen:

***Imagine you won** the lottery. What would you do with the money?*

***What if he lost** his job? What would happen then?*

- with the **past perfect** to talk about things in the **past** which **did not happen**:

***Suppose you hadn't passed** your exams. What would you have done?*

***What if he had lost** his job? What would his wife have said?*

Modal verbs

We use **modals** **would** and **could** for a **hypothesis** about the **present or future**:

*We can't all stay in a hotel. **It would be** very expensive.*

*Drive carefully or **you could have** an accident.*

We use **would in the main clause** and the **past tense in a subordinate clause** for a **hypothesis** about the **present or future**:

***I would** always **help** someone **who** really **needed** help.*

***I would** always **help** someone **if they** really **needed** it.*

We use **modals with have** to talk about something that **did not happen** in the **past**:

*I didn't see Mary, or I **might have spoken** to her.*

*It's a pity Jack wasn't at the party. **He would have enjoyed** it.*

*Why didn't you ask me? **I could have told** you the answer.*

We use **would have in the main clause** and the **past perfect in a subordinate clause** to talk about something that **did not happen** in the **past**:

I would have helped anyone who had asked me.
I would have helped you if you had asked me.

Intermediate Vocabulary

PERSONALITY TYPES

Everyone's different and there are many words to describe people - some nice and some not so nice! Here's some vocabulary you can use:

Intelligent: Brainy, Genius, Clever, Bright, Know-it-all (noun), Gifted

- Brian thought he was a genius after he completed the Sunday Crossword.
- My friend at English class always gets every question correct - she's such a know-it-all.

Stupid: Thick, Crazy, Silly, Idiot (noun), Dumb

- "Shut up you dumb idiot!" My teacher yelled when I got the question wrong.
- Some people think that blonde women are a bit stupid.

Funny: Witty, Hilarious, Humorous, Amusing, Comical, Droll

- When James gets drunk he thinks he's hilarious.
- I watched 'The American Office' the other day - Steve Carrell is very amusing.

Dull: Dry, Tedious, Boring, Dreary, Unexciting, Uninteresting

- I really like Bob, but, he's a bit dreary.
- That man is the dullest and most tedious person I have ever met!

Confident: Outgoing, Extroverted, Sure, Certain

- The salesman was very extroverted, and a little pushy.
- Albert became a very sure and certain person after he won his Nobel prize.

Shy: Timid, Reserved, Introverted, Bashful, Inhibited, Withdrawn

- After Albert had his Nobel Prize taken away for copying most of his research from Wikipedia, he became very introverted.
- Sheila's very shy - until she's drunk!

Friendly: Welcoming, Affable, Sociable, Pleasant, Extroverted, Gracious

- The barman was very welcoming towards us, until I told him I don't drink.
- Politicians like to come across as very gracious and pleasant people.

Unfriendly: Mean, Surly, Aloof, Distant, Cold, Frosty

- My Dad was very cold towards my sister's new boyfriend.
- I didn't like him at all. He came across as very aloof.

Hardworking: Diligent, Determined, Meticulous, Thorough

- I like my new colleague; he's very hardworking and careful in his work.
- I hope that our new Health and Safety officer is diligent - three people have died here in the last month!

Lazy: Idle, Sluggish, Slothful, Indolent

- "Fire him," my boss said, "he's too lazy."
- I went into work the other day when I was very hungover. I was a bit sluggish.

Arrogant: Vain, Big-headed, Conceited, Egotistical, Proud, Overconfident

- Apparently Victoria Beckham is very conceited.
- Colonel Gaddafi is a cruel and arrogant man.

Humble: Modest, Unassuming, Meek

- After he lost his job twice he became very humble about his abilities.
- I don't think I'm a modest person. In fact, I think I'm amazing.

Cheerful: Optimistic, Happy, Positive, Cheery, Jolly, Fun

- Santa Claus is always so jolly. I wish I could always be that happy.
- I like to be optimistic. My glass is always half full.

Moody: Pessimistic, Unhappy, Grumpy, Glum, Negative, Irritable

- He went to bed late, so he's been really irritable all day.
- I've been a bit glum, as I didn't get the job.

Honest: Truthful, Reliable, Sincere, Frank, Candid, Trustworthy

- The man was very truthful. He gave me my wallet back when I fell over and dropped it in the bar.
- She told me she would ring me back and she did. She's a very reliable person.

Deceitful: Unreliable, Lying, Dishonest, Devious, Untrustworthy

- The devious crook conned me out of \$100!
- My ex-girlfriend is very deceitful. I would never trust her again.

How would you describe...

- your mother-in-law?
- your dream date?
- your children?
- your best friend?
- your boss?
- your teacher?

SAINT PATRICK'S DAY



Saint Patrick's Day

ENGLISH VOCABULARY



Who was Saint Patrick?

Patrick was born at the end of the fourth century in Britain. When he was 16, he was kidnapped by Irish raiders and taken as a slave to Ireland. He spent six years there before escaping back home and became a priest. Later Patrick returned to Ireland to convert the pagan Irish to Christianity. According to legend, Saint Patrick used the three-leaved shamrock to explain the Holy Trinity to them. He spent many years converting the Pagans which eventually turned in to an allegory in which he drove all of the “snakes” out of Ireland. (Note: Ireland has never had any snakes)

Patrick died on the 17th of March and over the following centuries, many legends grew around Patrick which eventually led him to becoming a saint.

Saint Patrick's Day Vocabulary

A list of typical words associated with Saint Patrick's Day:

cabbage: (noun) a green vegetable consisting of thick leaves in a spherical shape.

dance: (verb) to move rhythmically to music, typically following a sequence of steps or moves.

emerald: (noun) a green precious stone. Ireland is sometimes called the Emerald Isle.

flag: (noun) a rectangular design used as a symbol or emblem of a country or institution and used as decoration during festivities.

fiddle: (noun) a violin, especially when used to play folk music.

four-leaf clover: (noun) a clover leaf with four leaves instead of the typical three. They are thought to bring good luck.

gold: (noun) a precious metal that is yellow in color.

green: (adjective) a color (grass is green)

harp: (noun) a triangular-shaped musical instrument that has many parallel strings that are plucked to make sound.

Ireland: (noun) the common name of the country called the Republic of Ireland

Irish: (adjective) the nationality of a person from Ireland; from Ireland or relating to it.

legend: (noun) a traditional story that is sometimes regarded as historical but is unauthenticated.

leprechaun: (noun) a small, mischievous creature from Irish folklore.

limerick: (noun) a humorous verse of three long and two short lines

luck: (noun) success or failure supposedly brought by chance rather than through your own actions.

March: (noun) the third month of the year

music: (noun) vocal and/or instrumental sounds combined to form harmony.

parade: (noun) a public procession, especially one celebrating a special day or event.

pinch: (verb) when you squeeze someone's skin between your index finger and thumb.

pot of gold: (noun) a large but distant or imaginary reward. It is said that there is a pot of gold at the end of a rainbow.

potato: (noun) a starchy vegetable that grows in the ground. It is a common part of Irish meals.

rainbow: (noun) an arch of colors formed in the sky, typically when there are showers and sun.

saint: (noun) a person acknowledged as being holy or virtuous

Saint Patrick: The patron saint of Ireland

shamrock: (noun) a clover-like plant with three leaves, used as the national emblem of Ireland

snake: (noun) a long reptile without legs; serpent

Tradition: (noun) the transmission of customs or beliefs from generation to generation

Saint Patrick's Day Celebrations

On St. Patrick's Day, it is customary to wear green clothing and accessories (green is the national color of Ireland). There are many colorful parades around Ireland and other parts of the world and many important buildings are lit with green lighting at night to celebrate the day. In Ireland, a St. Patrick's Festival lasts for around five days which showcases Ireland and its culture with concerts, outdoor theater performances and fireworks.

The largest Saint Patrick's Day parade in the world is held in New York (USA) with around 150,000 participants each time. Also in the United States, the north White House fountain has been dyed green for Saint Patrick's Day every year since 2009. The Chicago River is also dyed green on this day.

Why do people pinch on Saint Patrick's Day?

If you don't wear green on St. Patrick's Day then someone may pinch you... or so some people say. You will be interested to know that this is in fact an American tradition, not an Irish one. I confirmed my doubts after asking many people from Ireland and they say they had never heard of this or done it themselves. But why is it done in the US? Supposedly leprechauns pinch people that don't wear green on the 17th of March.

SHOES AND BOOTS

What is the difference between a shoe and a boot?

Shoes and **boots** both refer to a covering you wear on each of your feet.

The main difference between a shoe and a boot is that a **shoe** generally does not cover the ankles, while a **boot** covers the ankles and sometimes the lower part of the leg.

shoes: coverings for the feet. They are typically made of leather and have a sturdy thick sole (sole = base of the shoe). Most shoes have shoelaces to make the shoe fit tighter to the foot. A shoe doesn't normally cover the ankle. When they cover the ankle or lower leg, they are called *boots*.

boots: a sturdy item of footwear covering the foot, ankle, and sometimes the lower part of the leg. There are many different types of boots, each with their own function such as hiking boots, cowboy boots, and work boots.

To help describe the different types of shoes and boots, we need to know some basic vocabulary associated with them. See our lesson about the [different parts of a shoe and boot in English](#).

Let's look at some types of shoes and boots.

Types of shoes and boots

There are many types of shoes and boots. Some of the main ones are:

ballet shoes: a lightweight shoe designed specifically for ballet dancing. It can be made from soft leather or canvas and has a flexible, thin sole. Ballet shoes don't have a raised heel.

brogues: a strong leather shoe often with a perforated pattern in the leather. They are traditionally worn by men.

clogs: shoes that are completely made of wood (these are more traditional clogs) or that have a thick wooden sole and a leather top.

cowboy boots: a leather boot with a high heel and generally a pointed toe. The top part of the boot goes halfway between the knee and the ankle and often has decorative stitching. These boots do not have laces. Originally these boots were worn by cowboys or when riding horses.

flats: An informal way of saying women's shoes that have a very low heel.

flip flops / thongs: A plastic or rubber sole with a strap that goes between your big toe and the one next to it. The name comes from the "flip flop" sound they make when you walk in them. In New Zealand they are called *jandals*.

football boots / soccer boots: a leather shoe with studs on the bottom of it and used for playing football/soccer. Studs are pieces of metal or hard plastic on the bottom of a shoe that stop it from slipping while playing a sport. In some countries, studs are called sprigs.

high heels: women's shoes that have the heel (the back part of the shoe) raised high off the ground that makes the wearer appear taller. They are mostly used with elegant/formal clothes. Sometimes they are called *high-heeled shoes* or just *heels*.

hiking boots: a sturdy boot that covers the foot and ankle. They are designed for long walks in the countryside and are suitable for walking over rough terrain. A hiking boot has a thick, rugged sole to stop the wearer from slipping on certain surfaces.

knee-high boots: These are boots where the back part (that normally covers the ankle) rises to cover the leg up to the knee, either just over the knee or just under it. This part of the boot that covers the leg above the ankle is called the shaft.

loafers: a leather shoe shaped like a moccasin, with a slight heel. You can slide your foot into it and they don't need fastening as they don't have laces. Sometimes a loafer is called a slip-on shoe.

moccasins: a shoe (without a heel) that is made from soft leather and has large stitches at the top around the front. Normally the sole and the sides of the shoe are made from the same piece of leather, though nowadays they have an additional more sturdy sole. Sometimes moccasins have laces or tassels.

platform shoes / boots: a type of shoe (or boot) with a high, thick sole. They raise the entire foot off the ground.

rubber boots / Wellington Boots: these are waterproof boots made of rubber. They are commonly used for agricultural activities (such as gardening or farming) or on rainy days when there is a lot of water or mud. These are also known as *Wellingtons* or *Wellies* for short. In some countries they are called *gumboots*.

sandals: a light shoe mainly worn in warm weather. It consists of a bottom part (sole) that is held to the foot by straps. Sandals are open so you can see most of the foot and its toes.

slippers: soft, comfortable shoes that keep your feet warm inside the house. You don't wear slippers outside.

sneakers / trainers: a type of light, comfortable shoe that is typically worn when you play sport, however they can also be used as casual wear. The sole is usually made of rubber. Sneakers (American English) – trainers (British English). Some other names for this type of shoe include *runners*, *running shoes*, and *tennis shoes*.

snowshoes: a pair of flat frames that you attach to the bottom of your shoes so that you can walk on deep snow without sinking into it. Snowshoes work by distributing the weight of a person over a larger area so that the person's foot does not sink completely into the snow.

stilettos: a type of high heel shoe where the heel part is very narrow and at the ground part has a diameter of no more than 1cm (less than half an inch).

wedges / wedge shoes: a shoe with a high heel forming a solid block with the sole (bottom part of the shoe).

Of course, you normally wear socks with your shoes.

socks: an item of clothing made from soft material (wool, cotton, etc.) that covers your foot and sometimes the lower part of the leg. Socks make your shoes more comfortable to wear. Socks come in pairs and you often lose one of them when you do the washing.

A pair of...

Before all of these words, you can say "a pair of" because there are two of them. e.g. a pair of shoes, a pair of boots, a pair of slippers, a pair of socks etc.

What type of shoes are you wearing today?

Summary Chart



ANIMAL AND BIRD SOUNDS

The following is a list of animals, birds and some insects with the typical sounds that they make. Notice that they are all verbs.

Sounds Animals Make

- **Dog** - Bark
- **Cat** - Meow
- **Cow** - Moo
- **Horse** - Neigh
- **Pig** - Oink (Grunt)
- **Lion** - Roar
- **Snake** - Hiss
- **Donkey** - Bray
- **Bear** - Growl
- **Goat** - Bleat
- **Frog** - Croak
- **Elephant** - Trumpet
- **Mouse** - Squeak
- **Tiger** - Growl
- **Bee** - Buzz

Sounds Birds Make

- **Chicken** - Chirp
- **Duck** - Quack
- **Turkey** - Gobble
- **Owl** - Hoot
- **Eagle** - Screech
- **Goose** - Honk
- **Kookaburra** - Laugh