

AWE 1-hour Middle level 'Pure script'

Hello and welcome to this Express, Trial or Taster, Middle level, one-hour lesson of Andrew Wright English. If you can now see and hear me and have also the written notes, this means that your technology has worked – a good first step!

May I first make it clear to all of you that in this trial lesson I shall be speaking at a middle speaking speed, so that you should all be able to listen to it comfortably. Of course, in my normal lessons, the speed at which I speak will be different for higher to lower abilities. If you find this a little too quick try the lower level.

Now a quick comment about the level of English in this lesson. Of course, it is somewhere in the middle – meaning that I've designed it not to be impossible for lower students > and not to be too simple for higher students. All of you can benefit since the main purpose of A W E > is to help you to learn by speaking and reading aloud.

I'll repeat this to you time after time and in my detailed instructions, which you will meet in a few minutes. Don't ignore them or you'll waste much of my and your effort! It doesn't matter how well you know the subjects I use, practising speaking still helps.

I hope you've watched both the free sample videos on the website or YouTube and practised speaking with them. Don't forget that, if you follow my advice and my method, each of your one hour lessons with me will become two or three or more hours by the time you have practised and improved your speaking to the best standard you can – or you have time to do!

May I make it **very clear** to you again that this is a **trial or taster** lesson, in which I'm going to go through quite a lot of sample material, so that you get a good feel for my style and voice and so you can feel happy that my actual courses will help you to **speak** English better.

Because I'm going to cover quite a few areas, of course I won't be going into them in detail; you can get this in the actual courses which are coming out over the next year or so, starting right now.

Note, one general point throughout all my material – when giving you an example of anything at all, I shall nearly always say 'e.g.' – it's a common short form instead of saying 'for example'. Okay after those few opening remarks I want to quickly introduce you to an overview of the topics or subjects I'm going to talk to you about during this hour.

1 First, I'm going to describe in detail how I want and expect you to use the material – Andrew's method. It's very important!

2 The first grammar I'm going to touch on is the present simple compared to the present continuous verb tenses. E.g. "I play football on Sunday mornings" or "I'm learning Russian at the moment".

3 The first vocabulary selection will be looking at food items and their units of measurement, e.g. a pint of beer.

4 Then we'll practice using some of the common daily activities, e.g. taking the bus to work.

5 Next we're going to practice introducing ourselves and other people. E.g. "Hi! I'm Andrew pleased to meet you".

6 After that I want us to have a quick look at irregular verbs e.g. "ring, rang, rung".

7 Then we'll spend a few minutes on adjectives of temperature, e.g. "It's freezing today!"

8 This item covers the typical vocabulary to be found at the airport, e.g. the baggage reclaim.

9 And finally some closing advice on what to do next.

Oh, just in case you haven't already covered them, in the first lesson of both the introductory and short courses, I'm going to warm you up with an exercise > on the basic sounds used in English – not just the alphabet, but all the range of different sounds made by the combinations of letters. I haven't time in this one-hour film, but I will also put a similar demonstration on my vlog, eventually.

Now, let's get straight into this: please read through – and read aloud – my method of learning. This is a reminder of what I've already told you in the various samples if you've watched them.

It isn't difficult or complicated, but I do strongly ask you to follow it carefully all the time you spend on my courses.

If you do, you will notice good results! Here we go! Here's my first advice:

GOOD quality speaking comes from GOOD QUALITY LISTENING. This means simply, that if you listen carefully, to BOTH other high quality, clear speakers – such as me – AND TO YOURSELF, you **will** IMPROVE.

This next quick reminder is almost as important: the quality of your **grammar** is not as important as the quality of your **speech**.

Yes – of course – you want your grammar (and vocabulary) to be as correct as possible, but if people can't hear you properly they may first lose interest in what you're saying and they will lose some or **much** of what you are saying – even if the grammar and vocabulary good.

If your speech is clear, your listeners (the people listening to you) will have a **much** better chance of understanding even if you make some mistakes with your grammar or if you choose the wrong word. Believe me, I can assure you it is true!

So, how do you learn to speak better? This is a quick recap of my method:

1 Listen **carefully** to me say a sentence or part of a sentence.

2 Stop the recording.

3 Repeat what I said, but LISTEN TO YOURSELF CAREFULLY.

4 Be critical of your own voice – use a tape recorder or smart phone if you have one, to record yourself; buy or borrow one if possible.

5 Go back to step one and listen again, and compare my voice with yours.

6 Repeat this as much as necessary or you have time for, until you are as close to my voice as possible.

Please note that you don't have to speak out **LOUDLY**; you can speak quite quietly and still get the effect, if you're worried about other people around you!

Another note: when I say, "as close to my voice as possible", I don't mean that you have to be 100% like me, but get as near as you can to feel happy for now. Of course, the more you speak, as long as you always listen to yourself critically, the more your mouth will become able to make the "English" English sounds. It takes practice sometimes quite a bit of practice – but good pronunciation can be produced by nearly everybody.

Don't expect to be perfect immediately > and don't worry – BE HAPPY!

Right, now, please go back to the very beginning – that means the first sentences I spoke – of this lesson and start practising speaking, using the method I've just outlined. Yes, that means that the first thing **you're** going to say is "Hello and welcome to this trial, one-hour lesson of Andrew Wright English"! and so on.

And repeat **every word, every sentence**, listening to yourself as you do it, recording yourself if possible and repeating again if you have time. Don't be shy, be **confident!**

Just a reminder – it doesn't matter what English you practice – **everything – absolutely everything – even this sentence** will help you to improve, as long as you can also hear it being spoken correctly – either by me or another good, preferably native English speaker. If you get close to this, **everyone** in the world who can speak English will be able to understand you! And that's a lot of people!

Right! Have you done as I asked? Did you go back to the beginning of the lesson and repeat or copy everything I said? If you did, well done! If you didn't – well it's your choice, of course! But I'll keep reminding you to do it, at first.

Now, on to our first grammar topic – the Present Simple verb tense compared with the Present Continuous verb tense.

First, let's agree not to spend too long on this, shall we?

It's a subject for which a lot of people need longer than I'm allowing in this trial hour, so I'm going to keep this to a simple minimum, with just a few examples.

Remember to keep up the learning method – listen – repeat or copy – listen – repeat etc, okay?

Here we go: a short explanation of the present simple says that we use the present simple, usually, if we're talking about the present moment and the activity (or verb) we are using is always or often true, whereas the present continuous (some teachers say present progressive) is usually used if the activity includes the present moment but is temporary – or limited in length. Listen to these typical examples.

E.g. 1 Normally I travel to work by car. "I travel" is Present simple.

E.g. 2 Today I'm travelling to work by train; my car is being serviced at the garage. "I'm travelling" is Present continuous.

The first is an 'always or regular habit', whereas the second is only temporary, maybe today or for a couple of days. It **may** be longer but you always expect that the activity will stop and change back to something more permanent.

Another pair of examples:

e.g. 1 I live in Newcastle. Present simple.

E.g. 2 I'm staying in Paris for a conference this week. Present continuous.

Again, the first is the normal or permanent situation – "I live" – present simple, whereas the second is only for a limited time – "I'm staying" – present continuous.

Okay – that's enough of that taster, but before we go, here is a reminder that both the present simple and the present continuous are also often used when talking about the future.

E.g. 1 “The train leaves at 1 pm on Tuesday afternoon.” This is because it’s a timetabled activity which we don’t control. “Train leaves” is Present Simple.

E.g. 2 “We’re leaving tomorrow evening to miss the traffic.” This is a plan or arrangement or decision that **we** have made and **we** control. So, “We’re leaving” is Present Continuous.

There are, of course, other future forms, > but not in this short lesson time.

Just another quick note – that although I’ve given you two explanations here, for using the present tenses for future meaning, English speakers sometimes look at a situation from different personal positions and don’t always follow the same rules, therefore don’t be surprised when you come across this!

Okay, let’s now look at some of the common food and drink items and the units of measurement we use with them. Some of these are obvious and universal or, at least international.

For example, if you want to buy some milk the actual name of the measure in many countries is a litre (or maybe half litre, or something similar); however, in the UK and some other countries we use another measure, which many of you will already know, the pint (or half pint, sometimes). If you’ve already visited us in the UK and bought a typical glass of English beer, you will remember that we also buy this as pints or half pints.

If you’ve not enjoyed this pleasure, our pint is a little more than 50 cl or half a litre.

But, back to our milk; we often don’t talk about the metric measure we want but simply the name of the container it’s sold in – so in this case it would be either a bottle or a carton (if in a shop) or a glass (if in a cafe or restaurant).

The next item on our food list might be bread. We can buy bread in a great many shapes and sizes, as well as lots of different “mixtures” or “flavours”, so here are a few to help you.

But, first, you need to know that a large unit or piece of bread – say half a kilo or more – is called a ‘loaf’ of bread in English. If the loaf is from a supermarket, rather than from a real bakery (or bread-baking shop), it is often wrapped in a plastic bag; the bread may be sliced (already cut into slices), or unsliced (a whole, uncut loaf).

The flour used to make the bread (that’s the ground grain of the basic cereal), can be of a number of different types, including white, brown, wholemeal, multigrain, rye and so on.

Apart from loaves (the plural of loaf) of bread, we have a great variety of smaller bread items, with different names.

The most common of these is a roll, though in different parts of the UK they have different names – including cob, bap, batch, stottie, bridge roll and lots of others. You’re not expected to know all these, but the speech practice is, as always, useful. There are other types and flavours of bread including some we have borrowed or taken from other countries – such as croissants and baguettes from France, focaccia from Italy, Nan from India, and Tacos and Tortillas from Mexico.

Next – meat is another common food which, if fresh, can be bought either in large pieces, which we call joints (with different names for different parts of the animal – e.g. a leg or a shoulder) or a smaller ‘cut’, again with lots of different names, such as steaks, chops, cutlets, ribs et cetera.

If we include chicken, duck and turkey in the meat section, we would buy either a whole one or the parts known as legs, breasts or fillets.

In addition, there are other parts of animals > such as liver, kidneys and so on > whose units are usually simply a weight – such as the International kilo or grams or the English pound – yes this is a quite different pound to the money we use, though it has the same name. The pound weight is used in some other English-speaking countries, though less and less; it is slightly less than half a kilo – actually about 450 g – and although it has a smaller unit called an ounce, these are also found less and less in shops; however many English cookery books have recipes (these are lists of ingredients and methods of preparation and cooking of dishes) which still use pounds and ounces.

Of course, there are many other food types to discuss and learn – but not right now.

However, here are a few more unit words that you can expect to come across, together with some the names of the common food items they are used with.

A tub is, usually, a plastic or sometimes a waxed card container, normally with a lid or cover. It can be quite small – say 100 ml – up to possibly two or even 3 l. A tub is particularly used for dairy products – that is to say, those based on milk – such as cream, ice cream, some soft cheeses, yoghurt and all sorts of other foods > with similar textures.

We also buy many foods in the unit known as a can or a tin. This one is made of metal and has a lid or end piece, which you can easily open with what we call a ring-pull – just needing a strong finger! If it doesn't have a ring pull you'll need a can or tin opener to get into it.

Then we have packets - for everything from crisps and nuts to loose tea and coffee, sweets and biscuits – made from plastic or paper.

There are also **boxes** of, for example, teabags, dates, chocolates, stock cubes et cetera and **bags** for lots of items from frozen vegetables to sugar to flour and fresh salads and all sorts in between.

Well, I could go on, but I won't! You get the idea, I hope, that to be fluent in all the different units for foods, you have to spend quite a bit of time either reading lists in textbooks, or, better still, doing your shopping in the UK!

Now I'm going to move on to some of the common daily activities – the ones which many or most of us are involved with every day. I know not everyone does all of these every day, but remember that practising ALL English will help you to speak better the English you do actually need. And anyway, most of these actions or activities should be ones you are really familiar with for general conversation with friends or family, never mind other people!

You'll find, right from the start, that some 'Phrasal Verbs' appear in this section. A quick reminder or explanation of what a phrasal verb is: to keep it simple, let's just say it's a two-word verb.

And, just to show that these phrasal verbs are not something to panic about, the first activities in most people's day are phrasal verbs: but first the alarm goes off! (also a Phrasal verb).

First of all, we wake up – a phrasal verb.

Next, normally, we get up – a phrasal verb (although some naughty people may say that they have a cigarette, before this!).

Then, the list of activities might go something like this, or at least probably includes several of these activities.

Go to the toilet or loo, as most people say.

Clean or brush your teeth. Have or take a shower or bath or get washed.

Wash your hair or brush your hair. Have a shave or get shaved. Okay – not the ladies, maybe!

Get dressed. Put on your shoes. Go downstairs.

Make, prepare, cook or just have breakfast. Note that when talking about specific meals we don't usually use the verb 'to eat', for some strange reason or other. However, we do use 'to eat' in other contexts such as "I don't eat enough fruit".

Somebody gets the kids off to school (phrasal verb).

Some get to the car out of the garage.

Most of us set off somewhere – to school, to work, to the hospital, gym or similar – it means to start a journey.

Many people commute every day – or every working day – it means to make the same journey every day to work and then home again, by bus, tram, train, bike or bicycle, car, ferry or even by taxi or by plane, possibly.

When we arrive at our destinations – whether work, University, hospital, a farm, the shops or wherever, the activities are obviously very different, so I'm just going to stick to a few more of the very common ones.

For example, most people at some stage during the day, take or have a break (means a short rest period, often with a drink or snack – a small item to eat - and maybe go outside for some fresh air or even a cigarette!

In large or tall buildings people take or use the lift to go up and down.

Nearly everyone will need to go to the loo during the day (as I said before, this is probably now the most popular phrase English people use for going to the toilet, though you will also hear "go to the gents (or ladies)" – without any other word, and everyone understands this.

What else do we do most days? Well we often get tired, for one and sometimes "get fed up" for another! The first is probably clear to you, but the second – an idiom - means to become unhappy or bored because something is not going to plan e.g. your computer breaks down (phrasal verb!).

Towards the end of the day you should be aware of the following activities;

We get the train/bus/taxi etc home.

We "get in" (means arrive) early/late, at about 6.15, half seven (that phrase - half seven - means half past seven or 7.30, by the way).

We can be delayed, stuck in a traffic jam, miss the bus or train, have to wait for the next one, have to stand all the way, be crowded or jammed into the bus or carriage or even have a good journey home! It all depends on the day and your luck!

At home we often kick off our shoes, put our feet up, switch on the box/telly (television) or just "chill out", or relax!

After whatever other activities we enjoy doing or have to do during the evening, we finish the day by "locking up", getting ready for bed, saying "good night" and putting the light out or off. If we're lucky

we'll sleep well and arrive at the morning (when the alarm "goes off" – phrasal verb) ready to do it all over again – unless the next day is your well-earned rest day!

Okay? – Enough of that for now.

This next, shortish bit is about how to introduce yourself and other people and then just a few reminders of some typical ways we greet each other in English.

First, I suppose I need to remind you that in English, as in other languages, the way we introduce both ourselves and other people partly depends on the situation – how formal or informal it is. I mean, if you're just in a coffee bar with a friend and another friend comes in, who doesn't know the first one, it'll be a very relaxed, informal style of introduction; it may be as simple as:

"Oh hi, James. This is Dan. Dan – James". Very short, but even though it is, you can still show friendliness and politeness in your tone of voice – something I think you need to constantly work on for good English style. I'm sure it's possible to give a really negative impression or feeling in your own language too, isn't it?

So, if you want to introduce yourself to someone – that is, obviously someone you've not met before – here are a few of the typical ways we would do it:

e.g. 1 "How do you do? My name's Andrew Wright. Nice to meet you. (With probably a handshake).

2 "I don't think we've met. I'm Andrew Wright, how do you do?"

3 "Excuse me, are you Mrs Simpson? My name's Andrew Wright. Pleased to meet you."

4 "May I introduce myself? I'm Andrew Wright. A pleasure to meet you."

In each case you would expect the same form of greeting to be given back to you, that's to say using the same words. And, as for greetings, well, there are quite a lot of recognised styles, but new ones – particularly created by younger people – regularly appear. Here are some of the more obvious ones, from formal to less formal. Note that morning, afternoon and evening would be used as appropriate. Good day is very rare – it's considered old-fashioned > and good night is only used on leaving people or when going to bed.

Examples 1 "A very good morning to you!" (A little exaggerated)

2 "Good morning" (etc)

3 "Hello", "Hi!", "Hiya" (quite common, but I don't recommend it!)

4 "Hello there", "Hi there!", "Morning", "Afternoon", "Evening".

5 "How are you?", "How're you doing?"

6 "How's it going?", "How're things?"

7 "Long time no see!", "All right?"

Or even, "How goes it?" – A quite unusual format.

Note that "How do you do" is ONLY used the very first time you meet someone.

Using a title in formal greetings is slowly dying out. We used regularly to hear "Good morning, Madam or Sir", but you are much more likely to hear "Hi mate!" at all times of the day – especially by men to male customers, or generally – or "All right darling/love?" by both men and women to

female customers, or generally! What I mean to say is that the earlier rules are less and less followed as our society becomes ever more relaxed.

By the way, again, don't expect to learn these completely. Just use them for practice speaking a few times now, and then you will easily remember how to respond to somebody who greets you and, in any case, "hello" will be enough for most situations really – particularly if you smile at the same time! Oh, and trying not to forget to use people's names if you know them – it's only polite!

Well that was quite quick, wasn't it? I'm now going on to our major or principal grammar subject for today – Irregular Verbs.

Let's kick-off with a short reminder of what a verb is:

We usually define a verb as a word that is used to describe states or actions. Don't worry too much about these background terms, though.

I think that most of you will have already learned this.

There are many ways of putting verbs into different groups, but in this lesson, I'm only going to talk about two groupings.

The first one is the separation of Auxiliary Verbs (or "helping" verbs) from MAIN verbs. There are only a very few AUXILIARY verbs – the primary ones are "be", "have" and "do", and 11 others – "will/would", "can/could", "may/might", "shall/should", "must" "ought to" and "used to", which are called "MODALS".

Don't worry about these now – they are taught in each of the courses and need more time than we have here.

The two groups we're interested in in this lesson are REGULAR and IRREGULAR verbs. These titles are absolutely logical: the first group follow the same rules as you change them, the second are not normal and you have to learn each one separately (though some of these irregular ones follow the same odd method).

Let's quickly clarify the pattern of the regular ones first. When we teachers give or remind students of a verb, we state: EITHER that it's a regular one, which automatically follows a pattern, OR it's an IRREGULAR one, which doesn't.

Of course, the pattern for the regular ones is:

the base verb e.g. kick (maybe a football),

then the past simple tense: kick + ed makes "kicked", and

the past participle also: kick + ed, or "kicked", again.

ALL "regular" verbs change like that, or almost like that, though there are a few slight exceptions. Here are three other examples:

Watch, watched, watched.

Cook, cooked, cooked.

Borrow, borrowed, borrowed, and so on.

Now, for the others – the irregular ones:

In this case, when we learn them, we must actually state each of the three forms – base verb, past simple and past participle, clearly and separately, because they don't follow a learnable pattern – or better to say that the patterns that they may follow are quite difficult to learn.

So, what I'm going to do for you here is to go through a selection of the main irregular verbs, the type that you can expect to come across on a day-to-day basis. I'll also give you an example of each form in a useful context.

The clearly obvious ones are those we use the most and, let me explain now, they can be both AUXILIARIES and MAIN VERBS, depending on how we are going to use them – that is to say – in “context”. Again, don't worry about this – you have plenty of time in the courses to make this clear to yourself.

These most used three irregular verbs are ‘to be’, ‘to have’ and ‘to do’. And this is how we teach and learn them.

‘To be’ is very unusual as it also has irregular forms in the present tense – so let's try to remember these, also shall we? They are, of course, “am”, “are” and “is”. But all of you all know these forms already, don't you? For example, “I am hungry”, ‘you are a student’, ‘it is cold today’ and so on.

‘To be’ is also unique in the PAST SIMPLE, because it has two forms – ‘was’ and ‘were’; e.g. ‘I was’, ‘he, she or it was’ and ‘you were’ (for singular and plural you) or ‘they were’.

‘To be’ also has the strange past participle of ‘been’.

Here are some examples using these past simple and past participle forms:

a) Using the past simple for ‘was’: e.g. 1 “I was at the doctors yesterday”.

2 “He wasn't hungry when I asked him”.

3 “Was it raining when you left home”?

b) And for ‘were’: e.g. 1 “We were really surprised when you phoned”.

2 “You weren't at home when we called”.

3 “His trousers were clean this morning”.

c) And for the past participle: e.g. 1 “Have you been in Paris long”?

2 “I've been hungry all morning”!

3 “They haven't been here before”.

Right, moving on to “have”: it also has strange present forms – ‘have’ and ‘has’; ‘I, you and they have’ – ‘he, she and it has’.

Examples: “I have two cars”, “He has a large house”, “It has six bedrooms”, “They have no children”, and “Has she any brothers?”

But in its past simple form ‘have’ goes back to normal, because it's ‘had’ – which is used for all persons (I, you, he, she, it, we, they) just as almost all other verbs do (except ‘be’ and ‘go’).

So, e.g. 1 “They had a great holiday”,

2 “You had a Rolls Royce last year, didn't you”?

3 “My sister’s cat had eight kittens”! And so on.

Now, the past participle – ‘had’. The past participle of ‘have’ is ‘had’, of course and it’s the same for all persons. But let me explain or remind you that all verbs’ past participles are used only after the AUXILIARY ‘have’; so here, a little confusingly, you can find the verb ‘have’ TWICE!

Examples: “Have you had a good holiday”? – Where the first ‘have’ is the AUXILIARY and the second ‘have’ or ‘had’ in this case – the past participle – is the MAIN verb. Just to make this doubly clear, the answer to the question could be “Yes, I have had a wonderful holiday, thank you”.

E.g. 2 “She has had four children” where ‘has’ is the auxiliary and ‘had’ the past participle.

And finally, e.g. 3 “Have you all had enough to eat”? Again, ‘have’ is the auxiliary and ‘had’ the main verb as a past participle.

Have we had enough ‘have’s’ and ‘had’s’ for now??!! Yes, I’m sure we **have** (had enough)!

Oh – except to say to those of you higher level students looking at this that I haven’t forgotten that the Past Perfect of ‘have’ is ‘had had’! But that’s definitely for another time.

And, finally among these famous auxiliary verbs, ‘to do’.

In the present tense it’s ‘I, you and they do’ and ‘he, she and it does’ – which you are all familiar with.

E.g. 1 “We do a lot of walking in the summer”.

2 “Does your sister know him”?

3 “I do like a good book”. Et cetera.

The past simple form, like “had” and most other verbs sticks to one form for all – ‘did’.

Before we go on to a few examples, another reminder that, like ‘have’ and ‘be’ the verb ‘do’ can also be both an AUXILIARY verb and a MAIN verb – and sometimes both can be used together when you want to emphasise or stress an action by somebody.

For example, if your girlfriend says to you that she thought you were going to ‘do the shopping’ on your way home from the football match – but she can’t see any shopping bags, you might be quite right to say “I **did** do it; it’s in the car!” This stresses that she is wrong and that you are a good boy! But only if you **did** do it, of course!

Okay. The examples of “did”, now.

A simple statement using “do”, in the past tense, as a MAIN verb:

“We did the difficult crossword puzzle in less than an hour this morning!”

Similarly:

“My mum did a great job of bringing up my eight brothers and sisters and me.”

Here’s a question (when the word ‘did’ is only ever an auxiliary and not a main verb):

“Did you learn Spanish at school, as well as English?”

And a negative question as an observation or exclamation:

“Didn’t it rain hard last night!?”

And, finally, a problem in the teacher’s classroom!

“Which of you children put this chewing gum on my chair?!” – The kids all shout and point – “He did!”

Now we can move on to some of the other irregular verbs, just to give you a flavour. In each case I’m going to give the three parts of the verb – the base, the past simple form and the past participle, as usual. Don’t forget to practice them all until you feel quite happy with them.

Here we go with some very common examples, in context.

First One: BASE VERB: ‘begin’, e.g. “The programme begins at 9.30

PAST SIMPLE: ‘began’, e.g. Suddenly it began to snow.

PAST PARTICIPLE: ‘begun’ e.g. The course has already begun.

Next: BASE VERB: ‘bring’ e.g. Could you bring me a sandwich while you’re out shopping, please?

PAST SIMPLE: ‘brought’ e.g. My daughter brought me a lovely bunch of flowers for my birthday!

PAST PARTICIPLE: ‘brought’ (again – don’t be surprised – this happens a lot!), E.g. I’ve brought you a new English film to watch tonight.

Next: BASE VERB: ‘choose’ e.g. Choose me for your team – I’m the best!

PAST SIMPLE: ‘chose’ e.g. They chose to go with me – not my brother (he drives too fast)!

PAST PARTICIPLE: ‘chosen’ e.g. Which ring have you chosen for your marriage?

Next: BASE VERB: ‘come’ e.g. Come into the garden, I’ve got something to show you.

PAST SIMPLE: ‘came’ e.g. He came too late; Jane had already left.

PAST PARTICIPLE: (back to) ‘come’ again! E.g. I’ve come to see grandpa – how is he?

Next: BASE VERB: ‘cost’ e.g. It costs me about £120 return, on the train.

PAST SIMPLE: ‘cost’ again! E.g. The car hire cost me an absolute fortune!

PAST PARTICIPLE: ‘cost’ (YES! Again – really!) E.g. How much has the house cost you, so far?

Next: BASE VERB: ‘drink’ e.g. Yes, I drink less coffee now than when I was younger.

PAST SIMPLE: ‘drank’ e.g. When I was in my teens I drank far too much cola!

PAST PARTICIPLE: ‘drunk’ e.g. “I always say when you’ve drunk enough – STOP”!

Next: BASE VERB: ‘eat’ e.g. Doctors say we all eat too much sugar nowadays.

PAST SIMPLE: ‘ate’ e.g. They ate absolutely everything I put on the table!

PAST PARTICIPLE: ‘eaten’ e.g. Mum wants to know if you’ve eaten enough?

Next BASE VERB: 'feel' e.g. She says she feels quite unwell after the flight.

PAST SIMPLE: 'felt' e.g. They felt really angry to be kept waiting so long.

PAST PARTICIPLE: 'felt' (again) e.g. Have you felt this material? – It's extremely soft.

Next: BASE VERB: 'find' e.g. Don't you find Spain a little too hot sometimes?

PAST SIMPLE: 'found' e.g. I found the story much too difficult to understand.

PAST PARTICIPLE: also 'found' e.g. We've always found Patrick very helpful.

Next: BASE VERB: 'forget' e.g. My parents often forget where they left their car!

PAST SIMPLE: 'forgot' e.g. My assistant forgot to put it in my diary again.

PAST PARTICIPLE: 'forgotten' e.g. Have you forgotten where I kissed you the first time?!

Next: BASE VERB: 'get' (which, by the way, as you probably know, is one of the most common verbs in the English language) e.g. We always get lost when my husband drives in France.

PAST SIMPLE: 'got' e.g. He got the best marks in his class for his exam.

PAST PARTICIPLE: 'got' e.g. 'Have you got five minutes to spare? I need your help.

Next: BASE VERB: 'give' e.g. Please give me 2kg of those carrots, will you?

PAST SIMPLE: 'gave' e.g. She gave me all her love; I gave her all my money!

PAST PARTICIPLE: 'given' e.g. We've given you enough time – we need the job finished this week!

Next: BASE VERB: 'go' e.g. You normally go on holiday in September, don't you?

PAST SIMPLE: 'went' (YES – VERY IRREGULAR!) E.g. My car went in for its yearly service yesterday.

PAST PARTICIPLE: 'gone' e.g. No, I'm sorry, you can't play with Colette – she's gone to bed.

Next: BASE VERB: 'know' e.g. You know too much Mr Bond – you'll have to disappear!

PAST SIMPLE: 'knew' e.g. Who knew about this problem before us?

PAST PARTICIPLE: 'known' e.g. Everyone except you has known for a long time.

Next: BASE VERB: 'learn' e.g. We learn a lot at school – and some of it's useful!

PAST SIMPLE: 'learnt' e.g. I'm not sure I learnt to play the piano; I think that, really, the piano learnt to play me!

PAST PARTICIPLE: 'learnt', again, e.g. I've learnt many things in my life – and some of them are even important enough to remember! (Note that you can also hear and say 'learned' for both the Past Simple and the Past Participle of 'learn'.

Ok, I'm going to stop there with these Irregular verbs, for now. I'll add more of the common ones in the early part of the Introductory Course.

The final item I've time for in this Express Trial is just a shortish sample of some Adjectives which can be found on a scale – by which I mean that we usually have to choose from a range, from, say 1 to 10, in our heads, depending on the exact situation and how we feel at the moment of speaking. Let me give you one of the most obvious examples – which we use all the time – ADJECTIVES to do with

temperature – how hot or cold something is – either the weather or air, food or something else. My typical range of adjectives, from cold to hot, might be:

- Arctic or Baltic – freezing – Icy – Frosty – bitter –raw.
- Cold – nippy – chilly – cool – fresh.
- Mild – temperate – pleasant – room temperature.
- Warm – sunny – tepid (for food only) – balmy.
- Hot – piping hot (for food) – sizzling – scorching – > baking – boiling – roasting!

I'm sure other people have their own lists.

You can say all of these after the verb 'to be' – e.g. "It's really scorching today, isn't it?", Or "It was quite cool when we left this morning, but it's very pleasant now."

But if you want to use them to modify a noun – that is, to stick it in front of the noun – some of them are normally used together with the simple adjectives 'hot' or 'cold', as appropriate. So we would say:

e.g. "It was a baking hot day when I arrived at the farmhouse"

or "The freezing cold weather in January caused a lot of problems."

Or "Only piping hot food should be served; except ice cream, of course!"

I suppose I should add that English has the largest vocabulary in the world, so you will find that many words have alternatives; often, at first, you may find it difficult to see any clear differences between them, but, again, don't worry – we English people ourselves don't always agree on such differences either.

Also, you may hear English people speaking with understatement. This means that although you may see, feel or think something is extreme – say on a frosty morning, with the temperature at -5° C, an Englishman may greet you with the words "It's a bit fresh this morning, isn't it?!"

There are quite a few other scales of adjectives which work in a similar way to temperature – e.g. those to do with speed, cost, difficulty and ease, beauty in appearance and so on. But not here.

Well, we are now getting towards the end of this TRIAL LESSON and this is going to be a reminder to you, one more time, NOT to forget to read out loud AGAIN all the material, including these closing comments and advice. EVERY word you practice will develop your ability and your confidence, so please don't 'skip' anything. Please remember – especially those of you who are towards the beginning of your English studies, that you cannot expect to understand or remember every word or phrase or sentence in this lesson AT THE FIRST TRY. It's only a 'Trial' and the subjects here are not presented in a normal, logical lesson or program way – I've just chosen a random selection.

You will learn about each grammar topic, in different levels of detail, in all the courses I offer on the A W E website and in the text books I recommend if you have more time.

Also remember that learning a language must take time since we all have other things to do with our days – usually work, family, sports and sleep get in the way! So be patient, work as hard as is comfortable, don't worry and be happy!

And for those of you at a higher level, of course you will find material appropriate to your needs for speed and complexity in the higher-level courses which will arrive soon; I guess you've already sampled the shorts on the website? But, still, don't ignore the lower level material because the speech practice is the most important element, in my opinion and most day to day language is at a level which the majority of people can use.

Now, a final note of clarification to you all. Because this has been a TRIAL or TASTER, I have left out lots of the explanations which you will find in the courses themselves.

AGAIN, I say, don't worry that you've had to simply accept some things in this lesson.

You will STILL have been learning subconsciously as you have been reading and speaking this material out loud!

Right, that really is it for this hour. Many thanks for watching and I hope you're keen to move on to the Introductory Course.

As usual, if you have enjoyed this lesson please write a comment in the appropriate place and also please don't forget to tell your friends, family and colleagues about my English courses!

NOW REPEAT THIS WHOLE LESSON!

Thanks very much for your visit and bye for now!