



Speaking | Listening | Writing | Reading | **Grammar | Vocabulary**

# Grammar-Vocabulary WORKBOOK

*A complementary resource to your online TELL ME MORE Training*

*Learning Language: English*

## Vocabulary

### A1

## Forward

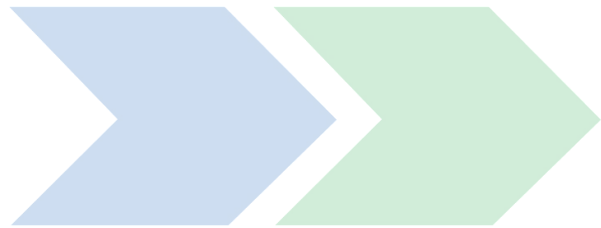
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## Vocabulary

### The basics

#### The alphabet

**Aa** as in 'ant'  
**Bb** as in 'book'  
**Cc** as in 'computer'  
**Dd** as in 'dog'  
**Ee** as in 'egg'  
**Ff** as in 'frog'  
**Gg** as in 'ghost'  
**Hh** as in 'house'  
**Ii** as in 'insect'  
**Jj** as in 'jeans'  
**Kk** as in 'kitchen'  
**Ll** as in 'light'  
**Mm** as in 'monster'  
**Nn** as in 'number'  
**Oo** as in 'office'  
**Pp** as in 'pig'  
**Qq** as in 'question'  
**Rr** as in 'rat'  
**Ss** as in 'son'  
**Tt** as in 'tie'  
**Uu** as in 'uncle'  
**Vv** as in 'vegetable'  
**Ww** as in 'watch'  
**Xx** as in 'xylophone'  
**Yy** as in 'yacht'  
**Zz** as in 'zebra'



- ➔ In the **pronunciation guide** below, the **phonemes** and **example words** corresponding to each **letter** will help you to **pronounce** the alphabet correctly. You will also **learn** how to **spell words out** in ways that make it easier for others to **understand**, particularly during **telephone conversations**.

# Vocabulary – A1 level

- A** /eɪ/ (as in **pay**)
- B** /bi/ (as in **bee**)
- C** /si/ (as in **see**)
- D** /di/ (as in **deal**)
- E** /i/ (as in **fee**)
- F** /ef/ (as in **effort**)
- G** /dʒi/ (as in **genius**)
- H** /eltʃ/ (as in **Rachel**)
- I** /aɪ/ (as in **eye**)
- J** /dʒeɪ/ (as in **jay**)
- K** /keɪ/ (as in **briefcase**)
- L** /el/ (as in **spelling**)
- M** /em/ (as in **emphasize**)
- N** /en/ (as in **spend**)
- O** /ow/ (as in **cashflow**)
- P** /pi/ (as in **peak**)
- Q** /kjuː/ (as in **queue**)
- R** /ɑː/ (as in **article**)
- S** /es/ (as in **estimate**)
- T** /ti/ (as in **teacher**)
- U** /juː/ (as in **user**)
- V** /vi/ (as in **reveal**)
- W** /dʌbəl jʊː/ (as in **double you**)
- X** /eks/ (as in **extra**)
- Y** /waɪ/ (as in **why**)
- Z** /zi/ (as in **zero**)

➔ When spelling something aloud, it is common to **specify capital letters, double letters, and punctuation** such as **hyphens**.

*Example:*

I'm calling from Borris Limited.

That's spelled **capital B**, O-R-R-I-S; **capital L**, I-M-I-T-E-D.

This is Mr. Connor. That's C-O-**double N**-O-R.

My name is Ms. Sackville-North. Spelled S-A-C-K-V-I-L-L-E, **hyphen**, N-O-R-T-H.

**Note:**

When spelling something aloud, you may **improve clarity** by attributing a **word** to each letter.

**Example:**

- My address is 56 Maple Street.
- That's **M** as in 'monster', **A** as in 'apple', **P** as in 'pig', **L** as in 'light', **E** as in 'egg'.

## Name of the countries: capital letters

➔ Names of countries are capitalized.

### Example:

- He's a friend from **France**.
- They live in **Spain**.
- It's very nice in **the United States** at this time of the year.

## Name of the countries: capital letters – Exercise – Sentence practice

Answer the question as in the example:

Miguel lives in Madrid.	Miguel lives in Spain.
Yuri lives in Moscow.	
Nancy lives in Washington.	
Ahmed lives in Fez.	

## Name of the countries: capital letters – Exercise – Word order

Spain, - are - in - France - and Sweden - Europe

## Nationalities: capital letters

► **Nationalities**, whether used as **nouns** or as **adjectives**, are **capitalized**.

**Example:**

- You'll meet lots of **Americans** here.
- I'm half **French**, half **Italian**.

**Note:** Languages are also capitalized.

**Example:**

I don't speak **English** very well.

## Nationalities: capital letters – Exercises – The right word

1. No, I'm \_\_\_\_\_.

France - French - of France

2. I'm \_\_\_\_\_.

Japanese - of Japan – Japan

3. In fact, I'm \_\_\_\_\_.

of Spain - Spanish – Spain

## Nationalities: capital letters – Exercise – Word order

all - the - spoken - is - English - over - world



## 'Hour' - 'Time' - 'O'clock'

<p>▶ 'Hour' expresses <b>duration</b>.</p>	<p><b>Example:</b> Don't take <b>hours</b>. Shall we meet at the harbor in an <b>hour</b>? I have to be at the theater in a half <b>hour</b>!</p>
<p>▶ 'Time' indicates <b>indeterminate duration</b>.</p>	<p><b>Example:</b> We won't have <b>time</b> to see him. Take your <b>time</b>.</p>
<p>▶ 'Time' can also indicate the <b>time of day</b>, e.g. as indicated by a clock. 'Time' is often used to <b>ask the time of day</b>.</p>	<p><b>Example:</b> What <b>time</b> is it? Is it <b>time</b> to go?</p>
<p>▶ 'O'clock' expresses an <b>exact hour</b> and is often omitted.</p>	<p><b>Example:</b> It's six (<b>o'clock</b>). I'd like to watch the seven <b>o'clock</b> news.</p>

### 'Hour' - 'Time' - 'O'clock' – Exercise – The right word

The tour is two \_\_\_\_\_ long.

time - o'clock - hours – hour

### 'Hour' - 'Time' - 'O'clock' – Exercise – Fill in the blanks

I have to be at the theater in \_\_\_\_\_ an hour.

Six \_\_\_\_\_! Time to go!

Is it a quarter \_\_\_\_\_ seven? I always wake up \_\_\_\_\_ six.

at - o'clock - past - half

## American money

➔ The **United States'** primary **monetary unit** is the **dollar**. A **cent** is a **hundredth** of a **dollar**.

**Example:**

\$4 = four **dollars**

\$1 million = one million **dollars**

\$4.50 = four **dollars** and fifty **cents** (or four fifty)

\$.25 or 25¢ = twenty-five **cents**

**Note:** \$ precedes the number, to which it refers, ¢ follows the number to which it refers.

- American coins have various names:

1¢ = a **penny**

5¢ = a **nickel**

10¢ = a **dime**

25¢ = a **quarter**

50¢ = a **half dollar**

**Note:** A number of countries besides the United States have monetary units called dollars. To distinguish among these various currencies, it is useful to speak of '**US dollars**' (or '**American dollars**'), '**Canadian dollars**', '**Australian dollars**', etc.

## American money– Exercise – Grammar practice

*Write in full as in the example:*

\$15	fifteen dollars
\$21	
\$1	
\$50	
\$400	
\$5.50	
\$560	

## Specific topics

### Age

➡ To indicate **age** the following is used:

'to be' + number + 'years old'

**Example:**

- I'm **nineteen years old**.
- My dog's **two years old**.

**Note:** 'Years old' is often omitted in sentences referring to people or animals.

**Example:** I'm nineteen.

### Age – Exercise – Fill in the blanks

It's a nice, \_\_\_\_\_ country.

How \_\_\_\_\_ are you?

I have \_\_\_\_\_ grandsons.

My hair is very dark \_\_\_\_\_.

brown - three - old - warm

### Age – Exercise – Word order

I'm - you - old - as - as - are

# Vocabulary – A1 level

## Time

A question beginning with **'what time'** is used to ask the **time of day**.

**Example:**

- **What time** is it?
- **What time** do you get up?

The various ways of expressing the **time of day** follow.

<p>➔ The <b>time</b> + <b>'o'clock'</b> indicates an exact hour.</p> <p><b>Note:</b> '<b>O'clock</b>' is only used for times exactly on the hour and is often unstated but understood.</p>	<p><b><u>Example:</u></b></p> <ul style="list-style-type: none"> <li>• It's <b>six o'clock</b>.</li> </ul>
<p>➔ To express a half-hour in spoken (and, less often, written) language, the <b>preceding hour</b> + <b>'thirty'</b> is used.</p>	<p><b><u>Example:</u></b></p> <ul style="list-style-type: none"> <li>• The clock says <b>eight thirty</b>.</li> <li>• The clock says <b>8:30</b>. (written)</li> </ul>
<p>➔ To express a quarter-hour in spoken (and, less often, written) language, <b>'(a) quarter after'</b> + the <b>preceding hour</b>, or the <b>preceding hour</b> + <b>'fifteen'</b>, is used.</p>	<p><b><u>Example:</u></b></p> <ul style="list-style-type: none"> <li>• It's <b>a quarter after two</b>.</li> <li>• It's <b>two fifteen</b>.</li> <li>• It's <b>2:15</b>. (written)</li> </ul>
<p>➔ To express a time forty-five minutes after the hour, in spoken (and, less often, written) language, <b>'(a) quarter to'</b> + the <b>following hour</b>, or the <b>preceding hour</b> + <b>'forty-five'</b>, is used.</p> <p><b>Note:</b> American speakers and, less often, writers sometimes use the British expressions <b>'half past'</b> and <b>'(a) quarter past'</b>.</p> <p>In many parts of the United States, <b>'(a) quarter of'</b> is used, most often in spoken language, in place of <b>'(a) quarter to'</b>.</p>	<p><b><u>Example:</u></b></p> <ul style="list-style-type: none"> <li>• He'll be there at <b>quarter to five</b>.</li> <li>• He'll be there at <b>4:45</b>. (written)</li> <li>• We'll meet at <b>three forty-five</b>.</li> <li>• We'll meet at <b>3:45</b>. (written)</li> </ul> <p><b><u>Example:</u></b></p> <ul style="list-style-type: none"> <li>• The clock says <b>half past eight</b>.</li> <li>• She's coming at <b>a quarter past two</b>.</li> </ul> <p><b><u>Example:</u></b></p> <ul style="list-style-type: none"> <li>• It's <b>a quarter of four</b>.</li> </ul>

# Vocabulary – A1 level

<p>➡ To express times between the hour and the half-hour, in spoken (and, less often, written) language, the <b>minutes</b> + '<b>after</b>' + the <b>preceding hour</b>, or the <b>preceding hour</b> + the <b>minutes</b>, is used.</p> <p><b>Note:</b> The British '<b>past</b>' is sometimes used instead of '<b>after</b>' in the United States.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The passengers will disembark at around <b>ten after two</b>.</li> <li>• It's <b>one twenty</b>.</li> </ul> <p><b>Example:</b></p> <p>4. It's ten <b>past</b> three.</p>
<p>➡ To express times between the half-hour and the hour, in spoken (and, less often, written) language, the <b>minutes</b> + '<b>to</b>' (or '<b>of</b>') + the <b>following hour</b>, or the <b>preceding hour</b> + the <b>minutes</b>, is used.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'll stay until <b>five to eight</b>.</li> <li>• She came at <b>five of eight</b>.</li> <li>• The plane leaves at <b>seven fifty-five</b>.</li> </ul>

**Note:**

The United States uses a twelve-hour clock. To clarify the time of day, '**a.m.**' ('ante meridiem' ['before noon']) or '**p.m.**' ('post meridiem' ['after noon']) may be added. At times these abbreviations are replaced by '**in the morning**', '**in the afternoon**', '**in the evening**', '**this morning**', '**this afternoon**' or '**tonight**'.

**Example:**

- The figures are due at **1:30 p.m.**
- She works from **ten in the morning** to **six in the evening**.
- Let's meet at **three in the afternoon**.
- I'll call you at **seven tonight**.

## Time – Exercise – Grammar practice

Write in full as in the example:

9:15	quarter after nine
11:30	
6:23	
4:15	
5:15	
10:51	
2:10	

# Vocabulary – A1 level

## Dates

<ul style="list-style-type: none"> <li>• <b>Dates</b> are <b>written</b> as <b>cardinal</b> numbers and <b>pronounced</b> as <b>ordinal</b> numbers. <b>Days</b> and <b>months</b> are <b>capitalized</b>.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Monday, May 5, 1996</li> <li>• August 22, 1999</li> <li>• Saturday, June 3</li> </ul>
<ul style="list-style-type: none"> <li>• In a <b>clause</b>, <b>'on'</b> precedes the <b>date</b>, which may be written as an <b>ordinal</b> or <b>cardinal</b> number.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'll meet Mrs. Beckett <b>on</b> Friday the <b>16th</b>.</li> </ul>
<ul style="list-style-type: none"> <li>• When the day of the week precedes the day of the month, a <b>definite article</b> introduces the latter (which is expressed as an <b>ordinal</b>).</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Friday <b>the</b> 16th (or 'Friday 16') (<i>written</i>)</li> <li>• = Friday <b>the</b> <b>sixteenth</b> (<i>oral</i>)</li> </ul>
<ul style="list-style-type: none"> <li>• In <b>speech</b>, the <b>day of the month</b> and <b>month</b> can be expressed using <b>definite article</b> + <b>day</b> (as an <b>ordinal</b>) + <b>'of'</b> + month.</li> </ul> <p><b>Note:</b> In writing, the month — whether spelled out or expressed as a number — usually precedes the day.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>The tenth of</b> June</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• January 1, 2000</li> <li>• 6/25/89</li> </ul>
<ul style="list-style-type: none"> <li>➔ A <b>year</b> is normally pronounced as <b>two two-digit</b> numbers. Exception is made, however, for any year whose third digit is '0': '-00' is pronounced <b>'hundred'</b>, and '-01' through '-09' are pronounced <b>'O'</b> + digit.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• 1999: <b>nineteen ninety-nine</b> (or <b>nineteen hundred and ninety-nine</b>)</li> <li>• 1900: <b>nineteen hundred</b></li> <li>• 1909: <b>nineteen-o-nine</b></li> </ul> <p><b>Note:</b> For the years <b>2000-2009</b>, special <b>pronunciation rules</b> apply:</p> <p><b>Example:</b> 2000: <b>two thousand</b> 2006: <b>two thousand (and) six</b> (not 'twenty-o-six') 2009: <b>two thousand (and) nine</b> (not 'twenty-o-nine')</p> <p>In standard American English, <b>'and'</b> is only pronounced in the dates <b>2000-2009</b> in more <b>formal</b> contexts.</p>

# Vocabulary – A1 level

➡ Decades are expressed using 'the' + a plural multiple of ten.

**Example:**

I like the fashion of **the Sixties**.

## Dates – Exercise – Grammar practice

*Rewrite as in the example:*

Monday the 1	Monday the first
Tuesday the 2	
Wednesday the 3	
Thursday the 4	
Friday the 5	
Monday the 1	
Tuesday the 3	

## Dates – Exercise – The right word

I would like to arrive \_\_\_\_\_ August 1.

at - on - in

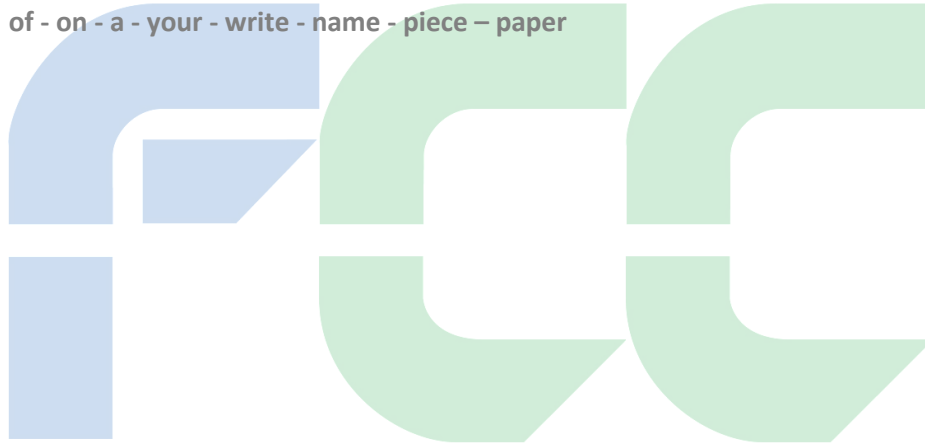
## 'To write'

The verb 'to write' may precede:

▶ An <b>indirect object</b> , where the latter refers usually to a person	<b>Example:</b> <ul style="list-style-type: none"><li>• I'm writing to my parents.</li><li>• I write her every week.</li></ul>
▶ A <b>direct object</b>	<b>Example:</b> <ul style="list-style-type: none"><li>• I was writing a love letter.</li></ul>

## 'To write' – Exercise – Word order

of - on - a - your - write - name - piece - paper





## Telephone calls

To **communicate effectively over the telephone**, you should be prepared to **ask** for important information and to **give** several **key details**.

<p><b>Introduce Yourself:</b></p> <ul style="list-style-type: none"> <li>➔ After <b>politely greeting</b> the recipient of your call, the <b>first step</b> is to <b>introduce yourself</b>.</li> <li>➔ When making a <b>professional telephone call</b>, state your <b>name</b> and <b>professional information</b> (what company you work for, and sometimes, your job title).</li> <li>➔ Introductions range from <b>very formal</b> to <b>informal</b> depending on how well you know the person you are calling. When making an <b>informal call</b> to <b>someone who knows you</b>, you may choose to state your <b>name only</b>.</li> <li>➔ Some common ways to <b>introduce yourself</b> are shown in the examples below.</li> </ul>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Good morning. <b>My name is Dara Fielding and I'm calling from MisselinWorks.</b></li> <li>• Hi, <b>this is Holden Stafford, Marketing Director at GZZ Limited.</b></li> <li>• Good afternoon, <b>this is Sybil Schreiber, Barbara Gossard's assistant.</b></li> <li>• Hello, <b>Janis speaking.</b> (less formal).</li> <li>• Hi, <b>it's Keith from Sanson &amp; Honders.</b> (less formal)</li> <li>• Hi Stanley. <b>It's Marina.</b> (informal)</li> </ul>
<p><b>Ask to Speak to Someone:</b></p> <ul style="list-style-type: none"> <li>➔ <b>After</b> introducing yourself, you may ask to <b>speak to someone</b> in particular, or ask to be <b>connected</b> to an <b>extension number</b>.</li> <li>➔ To make the request in a <b>polite manner</b>, you can use <b>modals</b> such as <b>can, could, and may</b>.</li> <li>➔ The expression <b>I'm looking for</b> is sometimes used, but you should <b>avoid</b> it in <b>very formal</b> contexts.</li> </ul> <p><b>Note:</b> You may ask to speak to someone <b>before</b> introducing yourself.</p> <p>When making an <b>informal</b> professional call, you can use the expressions <b>Is X in?</b> or <b>Is X around?</b></p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Can I please speak to David Thorne?</li> <li>• I'd like to talk to Merri Forster, please.</li> <li>• May I speak with the Marketing Director, please?</li> <li>• Could you please connect me to extension 209?</li> <li>• I'm looking for Brendan Craig. Is he available?</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Can I speak to the HR manager, please? This is Bryce Larson.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Hi, this is Jerry. <b>Is Kathryn in?</b></li> <li>• Hello, it's Priscilla. <b>Is Martin around?</b></li> </ul>

## Vocabulary – A1 level

### Call Objective:

- ▶ **After introducing yourself** and perhaps **asking to speak to someone**, you should **state the objective** of your call. You may **wait** for the call recipient to **ask you** for this information, or you may **state it immediately**.
- ▶ Also note that if the person you wish to speak to **answers the phone**, you may simply **introduce yourself and state the objective of your call**.
- ▶ You can use expressions such as **I'm calling about**, **it's concerning**, **it's regarding**, and **my call concerns**.

### Example:

- **I'm calling about** our meeting next week.
- Can I speak to Andrew Sullivan?
- **It's concerning** a fax.
- **My call concerns** the conference we're organizing together.
- Hi Diana. It's Yasmin. **I'm calling** because I have a few questions about the report.

### Leave a message:

- ▶ If the person you are trying to reach is **not available**, you may wish to **leave a message**. The call recipient may **ask you** whether you want to leave a message, or you may **suggest it yourself**. You can use expressions such as **please tell him/her** or **could you let him/her know** to begin your message.

### Example:

**Call recipient:** I'm sorry. Ms. Kidd isn't at her desk. Would you like to leave a message?

**Caller:** Sure. **Could you please tell her** I have a few questions about the meeting, and ask her to call me back as soon as possible?

**Caller:** **Can I please leave a message with Nina?**

**Call Recipient:** Of course.

**Caller:** **Please tell her** I would like to discuss the project with her, and that I'll call her back this afternoon.

**Call recipient:** Tyler isn't available right now. Can I take a message?

**Caller:** Yes, thank you. **Could you just let him know** I'm returning his call? I'll be at my office all day, so he can reach me here.

# Vocabulary – A1 level

<p><b>Polite closings:</b></p> <p>➔ When <b>ending a call</b>, you should always <b>thank your correspondent</b>. You may use <b>polite closings</b> such as <b>thank you for your time</b> and <b>let's be in touch soon</b>.</p> <p>➔ When you are the <b>recipient of a telephone call</b>, you should be prepared to effectively <b>answer the caller's questions</b> and to <b>provide appropriate information</b>. Below are some <b>tips</b> on how to successfully respond to a <b>basic professional telephone call</b>.</p>	<p><b><u>Example:</u></b></p> <ul style="list-style-type: none"> <li>• Thank you so much, Amanda. I'll talk to you soon.</li> <li>• Thanks for your time. Have a great afternoon.</li> <li>• I appreciate your time, Jana. Let's be in touch soon.</li> <li>• Thanks a lot, Ben. Enjoy the rest of your day.</li> <li>• Thanks so much, Eric. Bye.</li> </ul>
<p><b>Polite greetings:</b></p> <ul style="list-style-type: none"> <li>• When answering a professional telephone call you should respond with a <b>polite greeting</b>. This may include <b>saying your name</b>, the <b>company name</b>, and/or an expression such as <b>may I help you?</b> You may also ask immediately whether the caller wishes <b>to be connected</b> to a specific <b>extension</b> or <b>person</b>. Below are some <b>common examples</b> of polite greetings.</li> </ul>	<p><b><u>Example:</u></b></p> <p><b>Good morning, this is Gretchen. How may I help you?</b></p> <p><b>Hello, Karen Blum speaking. How can I help you?</b></p> <p><b>Good afternoon, Emily Lawrence Cosmetics, Taylor speaking.</b></p> <p><b>Hello, this is the operator. Who may I connect you to?</b></p> <p><b>Hi, this is Toby. What can I do for you? (less formal)</b></p>
<p><b>The Call Objective:</b></p> <p>➔ Unless the caller immediately announces a <b>reason for calling</b>, you <b>may ask for this information after</b> polite greetings have been exchanged and the caller has asked to speak to someone in particular. However, you should generally <b>skip this step</b> when you are already <b>familiar with the caller</b>.</p>	<p><b><u>Example:</u></b></p> <p><b>Caller:</b> Can I please speak to Mr.Vance?</p> <p><b>Call Recipient:</b> <b>May I ask why you're calling, please?</b></p> <p><b>Caller:</b> Hi, this is Stephen Hill. Is Raquel Weinberg in?</p> <p><b>Call Recipient:</b> <b>May I tell her why you're calling?</b></p>

## Vocabulary – A1 level

<p><b>Note:</b> If you are the person the caller is attempting to reach, you may respond by saying <b>This is he, This is she, This is (your name)</b>, or simply <b>Speaking</b>.</p>	<p><b>Example:</b></p> <p><b>Caller:</b> Hi, this is Tyrone. Can I speak to Mitchell, please?</p> <p><b>Call recipient:</b> <b>This is Mitchell</b> (or: <b>This is he</b>).</p> <p><b>Caller:</b> May I speak to Ms. Evans, please?</p> <p><b>Call recipient:</b> <b>Speaking</b>.</p>
<p><b>Connect the Call/Convey Availability:</b></p> <p>➡ If the caller wishes to speak to someone other than you, the next step is to <b>let the caller know</b> you will be <b>connecting</b> him or her to the appropriate <b>person</b>. If you <b>know in advance</b> that the person the caller wishes to reach is <b>unavailable or absent</b>, you should <b>say so in a polite manner</b>.</p>	<p><b>Example:</b></p> <p><b>Caller:</b> Is Fiona Plum in?</p> <p><b>Call recipient:</b> <b>Just one moment please. I'll put you through.</b></p> <p><b>Caller:</b> May I please speak to the Human Resources director?</p> <p><b>Call recipient:</b> <b>I'm going to try to connect you. Would you mind holding, please?</b></p> <p><b>Caller:</b> Hello, this is Tricia Waters. Is Pat Chen available?</p> <p><b>Call recipient:</b> <b>I think she just stepped out of the office, but I'll check for you. Hold the line, please.</b></p> <p><b>Caller:</b> Good morning. Can I speak with Jason?</p> <p><b>Call recipient:</b> <b>Jason's in a meeting at the moment.</b></p> <p><b>Caller:</b> Hi, this is Abdul. Can I speak to Karl, please?</p> <p><b>Call recipient:</b> <b>Sorry Abdul, but Karl just left for lunch.</b> (informal)</p> <p><b>Caller:</b> Hi Barbara, this is Celine. Is Thomas in?</p> <p><b>Call recipient:</b> <b>Just a second. I'll check for you.</b> (informal)</p>

# Vocabulary – A1 level

<p><b>Messages:</b></p> <p>➔ When you are <b>not able</b> to <b>connect a caller</b> to the appropriate person, you may <b>ask</b> if the caller wishes to <b>leave a message</b>.</p> <ul style="list-style-type: none"><li>Once the caller has relayed a message, you should <b>respond with a polite expression</b> such as <b>Okay, I'll be sure to tell him/her you called</b>.</li></ul>	<p><b>Example:</b></p> <p>Would you like to leave a message? Can I leave a message for her? Ms. Jacoby's line is busy. Do you want to leave a message on her voicemail? I'm sorry, but Laura just left the office. Can I take a message for you?</p>
<p><b>Polite closings:</b></p> <p>➔ You should always <b>close a call</b> with a <b>polite thank you</b>. Below are some common <b>polite closings</b>.</p>	<p><b>Example:</b></p> <p>Thanks for calling, Mr. Leroy. I'll make sure to give her the message. Thanks and have a great day. Bye. Thanks again, Ms. Gerrard. I'll get in touch with you soon. Ok, thanks, Kelly. I'll get back to you as soon as I can. (less formal) Thanks, Sonia. Talk to you in a few days. (informal)</p>

## Telephone calls– Exercise – The right word

I'd like to \_\_\_\_\_ Stephanie Millson, please.

Speak to - call about - look for

## Expressions of quantity

When talking about **quantities**, you can use several expressions to **modify** the **numbers** you mention.

<p>➔ To convey that a quantity is <b>no greater</b> than a specific amount or number, you can use expressions such as <b>at most</b>, <b>as much as/as many as</b>, <b>up to</b>, <b>no more than</b>, and <b>maximum</b>.</p> <p><b>Note:</b> <b>As much as/as many as</b>, <b>up to</b> and <b>no more than</b> must be placed <b>before</b> the amount they modify.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• We won't need to take two cars.</li> <li>• There will be four of us <b>at most</b>.</li> <li>• I'd better go to the bank. I've only got \$10 and a taxi may cost <b>as much as</b> \$30.</li> <li>• The elevator can hold <b>up to</b> eight people. If too many people get on, an alarm rings.</li> <li>• Passengers may take <b>no more than</b> one bag in the cabin.</li> </ul>
<p>➔ To convey that a quantity is <b>no smaller</b> than the number you mention, you can use the expressions <b>at least</b> and <b>minimum</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The conference room is too small. It seats fifty people and <b>at least</b> eighty people will attend the meeting.</li> <li>• There will be two presentations which will last an hour each, so we should reserve the conference room for two hours <b>minimum</b>.</li> </ul>
<p>➔ To convey an <b>exact</b> number, you can use the expressions <b>in all</b>, <b>a total of</b>, and <b>altogether</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• There will be three people from the Marketing department and two from Human Resources, so there will be five people <b>in all</b>.</li> <li>• I'll be in Boston for two days and then in New York for a day, so I'll be away from the office for three days <b>altogether</b>.</li> </ul>
<p>➔ Use the <b>adverb only</b> to talk about an <b>exact</b> number that is <b>smaller than expected</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I thought there would be 50 people at the meeting, but in the end there were <b>only</b> 40.</li> </ul>
<p>➔ The <b>adverb just</b> can mean <b>precisely</b>, or, like <b>only</b>, suggest that a number is <b>smaller than expected</b>.</p> <p><b>Note:</b> <b>Just</b> must be placed <b>before</b> the amount it modifies.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Person 1:</b> We'll get a discount if ten people go.</li> <li>• <b>Person 2:</b> As a matter of fact there will be <b>just</b> ten of us. It's perfect.</li> <li>• <b>Person 1:</b> Have you been waiting long?</li> <li>• <b>Person 2:</b> No, <b>just</b> five minutes.</li> </ul>
<p>➔ The <b>adverb exactly</b> is also used to mean <b>precisely</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• This model costs \$99.99 <b>exactly</b>.</li> </ul>

## Expressions of quantity – Exercise – The right word

Five people aren't able to come to the conference after all, so there will be \_\_\_\_\_ three of us.

as many as - up to - just



## Words and expressions

### 'Kind of' followed by a noun

<p>➔ 'Kind of' + <b>noun</b> may be used with or without an <b>indefinite article</b>. 'Kind of a / an' + noun carries a <b>general</b>, vaguer meaning.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What <b>kind of a man</b> is he?</li> <li>• What <b>kind of</b> aircraft are we flying in?</li> </ul>
<p>➔ You can use 'kind of a / an' + <b>noun</b> to ask for a <b>more precise definition</b> or <b>description</b> of something.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What <b>kind of service</b> do you offer?</li> <li>• What <b>kind of an office plan</b> do you have? Open space or individual offices?</li> <li>• What <b>kind of experience</b> does the position require?</li> <li>• What <b>kind of a problem</b> are you experiencing?</li> </ul>
<p>➔ 'Kind of a / an' + <b>noun</b> may also be used to <b>describe or define something</b> in an <b>approximate</b>, rather than a <b>precise</b>, way.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I have a copy of the report ready, but it's <b>kind of a semi-final version</b>.</li> <li>• Negotiating is <b>kind of a challenge</b>, but I enjoy it.</li> </ul>
<p>➔ To <b>compare something to another</b> in an <b>approximate</b> or <b>partial</b> way, you can use the expression 'kind of like a / an' + <b>noun</b>.</p> <p>➔ Often, this expression is followed by a '<b>but</b>' <b>clause</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What is that? It looks <b>kind of like an agenda</b>, but is much bigger.</li> <li>• The new briefcase is <b>kind of like a traditional one</b>, but has more modern features.</li> </ul>
<p>➔ You can use the expressions <b>sort of</b> and <b>type of</b> in much the same way as <b>kind of</b>.</p> <p><b>Note:</b> When referring to something <b>plural</b>, kind of, sort of, and type of become kinds of, sorts of, and types of.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What <b>sort of investment</b> do you want to make?</li> <li>• What <b>type of a consultant</b> do you plan to hire?</li> <li>• It's <b>sort of an issue</b>, but there's no need to worry.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• What <b>kinds of clients</b> do you generally work with?</li> </ul>



# Vocabulary – A1 level

➔ **Other expressions** useful for **describing or defining something** in an **approximate** way are:

- 'a kind of a / an' + noun
- 'a sort of a / an' + noun
- 'a type of a / an' + noun
- 'some kind of a / an' + noun
- 'some type of a / an' + noun
- 'some sort of a / an' + noun

**Example:**

- I think Deborah is carrying **some kind of an office chair**.
- The new company restaurant has **a type of a patio** where employees can eat outside.
- Gabriel is working on **some type of presentation**.
- The technical team is having **some sort of a problem**. I don't know the details, though.

## 'Kind of' followed by a noun – Exercise – Word order

room - sort - would - you - of - What - like?



## Not to be confused

### 'Home' - 'House'

<p>▶ <b>'Home'</b> indicates a person's <b>place of residence</b>, or the place where one feels <b>'at home'</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'm glad to see my <b>home</b> again.</li> <li>• You get back <b>home</b> for a well-earned rest.</li> <li>• Do you have a cat at <b>home</b>?</li> </ul>
<p>▶ <b>'House'</b> indicates a <b>physical structure</b>, a <b>building</b> used as a residence.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Do you have a <b>house</b> or an apartment?</li> <li>• My <b>house</b> was broken into yesterday.</li> </ul>

**Note:** **'Home'** is used when movement is described. In sentences not involving movement, either **'at home'** or **'home'** (**'at'** being, in this case, implied) may be used. **'At'** is omitted in negations.

**Example:**

- It's time to go **home**.
- Tonight I'm staying **(at) home**.
- I **won't be home tomorrow**.

### 'Home' - 'House' – Exercise – The right word

Go ahead and make yourself at \_\_\_\_\_.

hovel - humus - how - house - home – humdinger

### 'Home' - 'House' – Exercise – Fill in the blanks

Be \_\_\_\_\_! It's hot!

Do you have a cat at \_\_\_\_\_? Are you \_\_\_\_\_strong?

You're \_\_\_\_\_old, are you?

not - careful - home - very

## 'At last' - 'At least'

'At last' ('finally') should not be confused with 'at least' ('in any case,' 'at the lowest estimate').

<p>➔ 'At last' may <b>precede</b> a clause, <b>follow</b> an <b>auxiliary</b>, or <b>end</b> a sentence.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• <b>At last</b> you have stopped that noise.</li><li>• We can <b>at last</b> relax.</li><li>• She's arrived <b>at last</b>.</li><li>• We're ready!</li><li>• <b>At last!</b></li></ul>
<p>➔ 'At least' may <b>precede</b> a clause, a <b>noun</b> or <b>noun phrase</b>, or <b>follow</b> a clause, <b>auxiliary</b>, or main <b>verb</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"><li>• <b>At least</b> your illness isn't serious, otherwise you would be in the hospital.</li><li>• I hope we'll have a nice summer <b>at least!</b></li><li>• And don't forget to rest for <b>at least</b> three days.</li><li>• You can <b>at least</b> tidy up your bedroom.</li><li>• This must cost <b>at least</b> 20 dollars.</li></ul>

## 'At last' - 'At least'- Exercise – Word order

one - have - gym - least - students - at - All - class

## 'Next' - 'The next'

<p>➔ 'Next' + expression of time (e.g. a day of the week, 'week', 'month', 'year', 'term', or 'time') is used <b>without an article</b> and indicates a <b>future time</b> (relative to the moment of speech or writing).</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>Next</b> time, give yourself an hour or more to get to the airport.</li> <li>• We've planned a 10% increase for <b>next</b> year.</li> <li>• <b>Next</b> Friday I'm on vacation.</li> </ul>
<p>➔ 'The next' is used with the same expressions of time as is 'next'. However, the former expression indicates a <b>future time relative</b> not to the moment of speech or writing, but <b>to some other</b> (past or future) <b>moment</b> which is mentioned or understood.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I'll spend the first week in Paris and <b>the next</b> two weeks in Rome.</li> <li>• She said she was leaving <b>the next</b> day.</li> </ul>
<p>➔ 'The next' can also indicate a <b>period that is beginning</b> or about to begin at the moment of speech or writing.</p> <p><b>Note:</b> 'The next few days' is a common expression.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>The next</b> school year is going to be easy. (School begins tomorrow.)</li> <li>• Can you put me on <b>the next</b> flight?</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• You'll get your checkbook in the mail within <b>the next few days</b>.</li> </ul>

## 'Next' - 'The next' – Exercise – Word order

next - that we meet - Tuesday's - it is imperative - deadline

## 'Last' - 'Later' - 'Latter'

<p>➔ The <b>adjective 'last'</b> indicates a <b>time before</b> the moment of speech or writing.</p> <p><b>Note:</b> 'Last' can be used as an <b>adverb</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I met your manager at <b>last</b> week's fair.</li> <li>• Remember, we had no snow <b>last</b> year.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• When he <b>last</b> came, he was ill.</li> </ul>
<p>➔ '<b>The last</b>' refers to the <b>final item in a series</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I bought <b>the last</b> dress they had.</li> <li>• I didn't get <b>the last</b> number!</li> <li>• See Mr. Warcock in <b>the last</b> office on your right.</li> </ul>
<p>➔ The comparative <b>adverb 'later'</b> is followed by '<b>than</b>' + <b>clause</b> unless its reference point is the moment of speech or writing (in which case '<b>than</b>' + <b>clause</b> may be <b>omitted</b>).</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• You arrived <b>later than</b> expected.</li> <li>• Could you please call back <b>later</b>?</li> </ul>
<p>➔ '<b>Later</b>' can also be used as an <b>adjective</b>.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Please call back at a <b>later</b> date.</li> </ul>
<p>➔ The <b>pronoun 'the latter'</b> refers to the second of two elements mentioned.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• I can come by car or by train.</li> <li>• I think I'll take <b>the latter</b>.</li> </ul>

## 'Last' - 'Later' - 'Latter' – Exercise – Fill in the blanks

Two months \_\_\_\_\_, you arrive in \_\_\_\_\_ of the villa.

It doesn't look \_\_\_\_\_ the villa in the brochure!

The view isn't very exciting with this huge building \_\_\_\_\_ in front!

No, but the view on the \_\_\_\_\_ side is nice.

Look! There's \_\_\_\_\_ folding bed here! Here's the bathroom! With two sinks.

What do we need two sinks \_\_\_\_\_? The curtain rod's fallen \_\_\_\_\_!

another - late - for - off - front - right - like - other

## Vocabulary - Solutions

### The basics – Solution(s)

#### Name of the countries: capital letters – Solution(s)

#### Name of the countries: capital letters – Exercise – Sentence practice

*Answer the question as in the example:*

Miguel lives in Madrid.	Miguel lives in Spain.
Yuri lives in Moscow.	Yuri lives in Russia.
Nancy lives in Washington.	Nancy lives in the United States. Nancy lives in America. Nancy lives in the United States of America. Nancy lives in the USA. Nancy lives in the US. Nancy lives in the U.S.A. Nancy lives in the U.S.
Ahmed lives in Fez.	Ahmed lives in Morocco.

#### Name of the countries: capital letters – Exercise – Word order

Spain, France and Sweden are in Europe.

.....

#### Nationalities: capital letters – Solution(s)

#### Nationalities: capital letters – Exercises – The right word

1. No, I'm French.
2. I'm Japanese.
3. In fact, I'm Spanish.

#### Nationalities: capital letters – Exercise – Word order

English is spoken all over the world.

.....

## 'Hour' - 'Time' - 'O'clock' – Solution(s)

### 'Hour' - 'Time' - 'O'clock' – Exercise – The right word

The tour is two **hours** long.

### 'Hour' - 'Time' - 'O'clock' – Exercise – Fill in the blanks

I have to be at the theater in **half** an hour.

Six **o'clock!** Time to go!

Is it a quarter **past** seven? I always wake up **at** six.

## American money – Solution(s)

### American money– Exercise – Grammar practice

*Write in full as in the example:*

\$15	fifteen dollars
\$21	Twenty-one dollars
\$1	One dollar
\$50	Fifty dollars
\$400	Four hundred dollars
\$5.50	Five dollars fifty cents Five dollars and fifty cents Five dollars fifty
\$560	Five hundred and sixty dollars

## Specific topics – Solution(s)

### Age – Solution(s)

### Age – Exercise – Fill in the blanks

It's a nice, **warm** country.

How **old** are you?

I have **three** grandsons.

My hair is very dark **brown**.

# Vocabulary – A1 level

## Age – Exercise – Word order

I'm as old as you are.

.....

## Time – Solution(s)

### Time – Exercise – Grammar practice

*Write in full as in the example:*

<b>9:15</b>	<b>quarter after nine</b>
11:30	eleven thirty half past eleven
6:23	six twenty-three
4:15	quarter after four a quarter after four four fifteen quarter past four a quarter past four
5:15	quarter after five a quarter after five five fifteen quarter past five a quarter past five
10:51	ten fifty-one
2:10	ten after two ten past two two ten

.....

## Dates – Solution(s)

### Dates – Exercise – Grammar practice

*Rewrite as in the example:*

<b>Monday the 1</b>	<b>Monday the first</b>
Tuesday the 2	Tuesday the second
Wednesday the 3	Wednesday the third
Thursday the 4	Thursday the fourth
Friday the 5	Friday the fifth
Monday the 1	Monday the first
Tuesday the 3	Tuesday the third



Dates – Exercise – The right word

I would like to arrive **on** August 1.

.....

'To write' – Solution(s)

'To write'– Exercise – Word order

Write your name on a piece of paper.

.....

Telephone calls – Solution(s)

Telephone calls– Exercise – The right word

I'd like to **speak to** Stephanie Millson, please.

.....

Expressions of quantity – Solution(s)

Expressions of quantity – Exercise – The right word

Five people aren't able to come to the conference after all, so there will be **just** three of us.

.....

Words and expressions - Solution(s)

'Kind of' followed by a noun – Solution(s)

'Kind of' followed by a noun – Exercise – Word order

What sort of room would you like?

.....

Not to be confused - Solution(s)

'Home' - 'House' – Solution(s)

'Home' - 'House' – Exercise – The right word

Go ahead and make yourself at **home**.

'Home' - 'House' – Exercise – Fill in the blanks

Be **careful!** It's hot!  
Do you have a cat at **home**?  
Are you **very** strong? You're **not** old, are you?

.....

'At last' - 'At least' – Solution(s)

'At last' - 'At least'- Exercise – Word order

All students have at least one gym class.

.....

'Next' - 'The next' – Solution(s)

'Next' - 'The next'– Exercise – Word order

It is imperative that we meet next Tuesday's deadline.

.....

'Last' - 'Later' - 'Latter' – Solution(s)

'Last' - 'Later' - 'Latter'– Exercise – Fill in the blanks

Two months **later**, you arrive in **front** of the villa.  
It doesn't look **like** the villa in the brochure!  
The view isn't very exciting with this huge building **right** in front! No, but the view on the **other** side is nice.  
Look! There's **another** folding bed here!  
Here's the bathroom! With two sinks. What do we need two sinks **for**?  
The curtain rod's fallen **off**!

.....

**ENGLISH**

SPANISH

FRENCH

GERMAN

ITALIAN

DUTCH

